

INSTITUTION STRATEGIC ENROLLMENT MANAGEMENT PLAN

For the Academic Year 2002

TEXAS A&M UNIVERSITY-KINGSVILLE

Date of Submission: November 15, 2002

Signed: _____
Associate Vice President for Enrollment Management

Approved: _____
Dr. Rumaldo Z. Juarez, President

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III. External/Internal Assessment Summary

In the fall of 1999, Texas A&M University-Kingsville contracted with STAMATS Communications, Inc. to assess the University's image, recruitment and retention efforts. STAMATS obtained this information by surveying various internal and external constituencies. Texas A&M University-Kingsville was compared to Texas A&M University (College Station), The University of Texas at San Antonio, Southwest Texas State University (San Marcos), Texas A&M University-Corpus Christi, and The University of Texas-Pan American (Edinburg). What follows is a summary of the results of those surveys.

External Assessment

Prospective Students Surveyed (600 completed surveys):

Strengths:

- Availability of financial aid, small classes and safe campus
- Academic quality, value (quality at a good price), quality of faculty, graduates getting good jobs, close to home, and availability of student activities
- Many local students prefer to attend A&M-Kingsville
- A&M Kingsville rated excellent or good (94%; n = 564)
- Best known for engineering, football, agriculture, and athletic programs

Weaknesses:

- Consensus is that too many students from all regions don't know what A&M Kingsville is known for
- Prospective students don't apply to A&M Kingsville because they plan to attend another university

Parents Surveyed (377 completed surveys):

Strengths:

- Quality of faculty rated as "best"
- Availability of financial aid
- Small classes
- Campus safety
- Great school, affordable, and close to home
- School known for its engineering, agricultural and football programs
- Interested in having their child attend A&M-Kingsville (83%; n = 312)

Weaknesses:

- Programs or majors offered by the institution
- Lack of variety of student activities
- Used as a back-up school
- Don't know what A&M-Kingsville is known for

- Child did not apply to A&M-Kingsville because of planning to attend another school

High School Counselors Surveyed (25 completed surveys):

Strengths:

- Very familiar with the University
- The University has improved over the last year or so
- Known for engineering and education programs
- Highly recommend the University to others
- Most have visited the University as part of a field trip, senior days, or open house

Weaknesses:

- Majority did not know much about A&M-Kingsville or the other institutions
- Quality, academics, location and value

Internal Assessment

On-campus Students Surveyed (994 completed surveys):

Strengths:

- Students enroll at A&M Kingsville because of proximity, program majors, affordability and size of institution (small)
- Parents, friends, and relatives most influential in student attending A&M Kingsville
- Strongly recommend A&M Kingsville to others
- Engineering, professors, student/faculty ratio, and agriculture
- Campus life, including athletics, friendly (campus), clubs, SUB
- Science labs, service in the library, counseling center, health services, extracurricular activities, intramural programs, intercollegiate athletics, and recreational facilities

Weaknesses:

- High School counselors not helpful in decision making about attending college
- Class availability, professors, freshman math, and academic advisors
- Student activities, residence halls, parking, and food
- Perceived as a suitcase institution; students go home for the weekend seven or more weekends during the semester
- Services in the financial aid offices, quality of instruction, availability of instructors, registration process, quality of food service
- Services in internship programs, career placement, campus security, attitude of teaching staff, university-to-student communication

Alumni Surveyed (386 completed surveys):

Strengths:

- Name change for those who graduated after 1993
- Younger alumni more satisfied about Alumni Association serving their needs
- A&M-Kingsville sits in the middle of schools surveyed in perception about academic quality
- Quality of faculty and value for their money rated second
- Availability of financial aid
- Close to home
- Small classes
- Safe campus
- Experience at A&M-Kingsville was rated “very good” (57%; n = 220) or “excellent”(39%; n = 151)
- Would attend A&M-Kingsville again
- Would recommend A&M-Kingsville to others
- 50% (193) would send their child to A&M-Kingsville

Weaknesses:

- Name change for those who graduated before 1993
- Older alumni not satisfied about Alumni Association not serving their needs
- Texas A&M University-College Station perceived as having highest quality academics of all schools listed
- Student activities
- Not willing to donate time or money to recruit students
- Have not contributed money to the University
- “Made contributions to other causes” and “No emotional bond to A&M-Kingsville” as main reasons for not supporting the University financially
- 25% (97) would not send their child to A&M-Kingsville
- 25% (97) indicated that “maybe” they would send their child to A&M-Kingsville

Faculty and Staff Surveyed (238 returned surveys):

Strengths:

- High academic standards
- Engineering, agricultural and teacher education programs
- Student-centered campus, undergraduate research, and good programs
- Research, teaching, faculty, staff/administration, service, facilities, student services, co-curricular programs
- Strong programs in engineering, biology, agriculture, education, chemistry, music, and business
- Communication between faculty and staff
- Involved in recruiting students
- Want to be involved in recruiting students

Weaknesses:

- Strong areas that University is known for are not promoted
- Academic advising, academic standards, student quality, and planning/management
- Campus life, internal communication, and national reputation

INSTITUTIONAL STRATEGIC ENROLLMENT MANAGEMENT PLAN CHECK LIST

Uniform Recruitment and Retention Strategy
 Institutional Strategic Enrolment Management Plan
 Check List

1. Appointed a strategic enrollment management steering committee. Please list the names and titles of committee members and the committee chair on a separate page.
 Yes X No In Progress

2. Used research data to assess and analyze internal and external institutional factors which effect student recruitment and retention.
 Yes X No In Progress

3. Analyzed the strengths and weaknesses of the institution and developed measurable goals and objectives. (Please list goals and objectives on a separate page.)
 Yes X No In Progress

4. Used market and institutional data to identify the student profiles and institutional markets.
 Yes X No In Progress

5. Developed/improved a marketing plan to attract and recruit a diverse student population.
 Yes X No In Progress

6. Developed/improved recruitment strategies to attract and enroll a diverse student population.
 Yes X No In Progress

7. Developed/improved retention programs to retain students through to the successful completion of their program objectives.
 Yes No In Progress x

Prepared by: <u> Frank B. Ureno </u>
Title: <u> Associate Vice President for Enrollment Management </u>
Institution: <u> Texas A&M University-Kingsville </u>
Date: <u> November 15, 2002 </u>
Approved by: <u> Dr. Rumaldo Z. Juarez </u>
Title: <u> President </u>
Date: <u> November 15, 2002 </u>

Strategic Enrollment Management Steering Committee

Mr. Frank B. Ureno, Chair, Associate Vice President for Enrollment Management
Mr. Randy Hughes, Senior Associate Vice President
Mr. Roel Villarreal, Director, Office of Financial Aid
Ms. Maggie Williams, Registrar/Director of Admission
Ms. Laura Knippers, Director, Outreach and Enrollment Support Services
Ms. Jo Elda Castillo-Alaniz, Associate Director, Life Services and Wellness
Dr. Alan Tipton, Director, Office of Institutional Research
Dr. Rajab Chaloo, Professor and Director, Honors Program, Electrical Engineering &
Computer Science
Dr. Mike Daniel, Professor and Chair, Department of Health & Kinesiology
Mr. Jim Boyle, University Director of Academic Advising
Ms. Jill Willson, Director, Athletics
Ms. Gettie Moreno, Assistant Vice President for Finance and Administration
Ms. Jo Ann Castro, Director, Office of Public Affairs
Mr. Ron Harms, Coordinator, Javelina Alumni Association

**Goals and Objectives Relevant to Strengths and Weaknesses of the Institution for
2003-04**

GOAL 1: Recruit more students to Texas A&M University-Kingsville.

Objective 1.1. Increase the number of new unconditionally admitted students from 268, fall 2002, to 295 for fall 2003, a 10% increase.

- Purchase high school names of students in top 25 percent of graduating class.
- Conduct evening receptions in the service area involving faculty, staff, and alumni.

Objective 1.2. Increase the number of new transfer students from 334, fall 2002, (from community/junior colleges and universities) to 361 for fall 2003, an 8.1% increase.

- Develop at least one new 2+2 agreement with area community/junior colleges.
- Intensify the number of visits to community colleges.
- Promote Presidential Transfer scholarship program for transfer students.
- Recruit Phi Theta Kappa students from community colleges beyond the service area.

Objective 1.3. Increase the number of new freshman students from 904, fall 2002, to 940 for fall 2003, an increase of 4.0%.

- Expand the service area to other markets.
- Expand the number of visits to Valley high schools.
- Expand the number of visits to area high schools.
- Collaborate with the Alumni Association in the recruitment of new students.
- Design and develop new search pieces.
- Involve more faculty from each of the academic colleges in the recruitment effort of the University.

- Utilize staff from Special Programs to assist with the recruitment effort.
- Work with the Office of Public Affairs in the development of an effective media campaign.

Objective 1.4. Increase the number of new graduate students from 250, fall 2002, to 270 for fall 2003, an increase of 8.0%.

- Work in conjunction with the Graduate Dean to attend/participate in recruitment graduate fairs.
- Identify graduate programs needing more graduate students and request faculty to attend graduate recruitment fairs.
- Promote the graduate scholarship and assistantship programs that are in place

Objective 1.5. Increase the number of international students from 376, fall 2002, to 391 for fall 2003, an increase of 4.0%.

- Respond to e-mail requests within 24 hours.
- Use technology to enhance the review of files by graduate coordinators.
- Issue I-20s for all files that are complete within 2 weeks.
- Stay abreast of new INS regulations affecting international students.

Objective 1.7. Increase the number of Presidential Series Scholarships acceptance from 166, fall 2002, to 174 for fall 2003, an increase of 5.0%.

- Promote the program when visiting high schools
- Offer scholarship on-site to students who meet criteria.

Objective 1.8. Increase the number of new Honor Students from 56, fall 2002, to 80 for fall 2003, an increase of 43.0%.

- Promote the program when visiting high schools by recruiters
- Director will visit area high schools to promote program.

- Develop agreements with community colleges that have honors programs.

Objective 1.9. Increase the number of students at the System Center-San Antonio from 480, fall 2002, to 1000 for fall 2003, an increase of 108.33%.

- Utilize recruitment coordinator to visit area community colleges.
- Conduct registrations at community/junior colleges.
- Conduct information fairs at community/junior college campuses.
- Develop and promote 2+2 agreements with area community/junior colleges.

GOAL 2. Improve retention at Texas A&M University-Kingsville.

Objective 2.1. Increase the retention rate of the University from 58.9%, fall 2002, to 62% for fall 2005.

- Recruit more new students into the Honors Program and establish a baseline for determining a retention rate.
- Improve the persistence rate of nontraditional/mature students who participate in the Nontraditional Orientation Program.
- Identify and implement strategies to improve current University retention programs.
- Provide two to three customer service workshops per year to faculty and staff.
- Identify strategies to improve advising and Foundation classes (1201 classes) and establish baseline data to determine effectiveness.
- Improve “Hoggie Days” and Transfer Orientations.
- Utilize data as the basis for making decisions regarding student success.

- Develop and disseminate guidelines to students that will facilitate student progress through the first year of the college experience.

Objective 2.2.

Increase the fall 2002 retention rate of 66.7% at the System Center-San Antonio to 68.3% by fall 2004.

- Provide quality advising to all transfer students attending the Center.
- Involve students in extra curricular activities.
- Offer more classes in the various disciplines.
- Schedule classes to meet student demand.

DESCRIPTION OF THE INSTITUTION'S PLANNING PROCESS

For the Academic Year 2002

TEXAS A&M UNIVERSITY-KINGSVILLE

November 15, 2002

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Description of Texas A&M University-Kingsville's Planning Process

During the fall of every even numbered year, all departments in each college and division are required to compile an institutional effectiveness report, an institutional effectiveness plan, and resource requests. Based on assessment results, these plans provide a blueprint for the institution's planning process by department, college, and division. These reports are submitted to the appropriate dean/vice president where they are reformatted into one comprehensive report for each college or division. The definition of each is explained as follows:

Effectiveness Report: This report summarizes the activities of the college/division for the previous two years. It details the significant accomplishments/achievements/outcomes for the past two academic years, i.e. 2000-2001. The report allows the college/division to point out changes/improvements/plans for the specific academic years that resulted from assessment outcomes from previous years. In addition the report, allows each college to focus on plans for improvement for the next two academic years based on assessment outcomes from the previous two years.

Institutional Effectiveness Plan: This plan is for the next biennium, i.e., 2003-04 and 2004-05. This plan may contain the same goals and objectives as the Effectiveness Report or may be modified to have more or less goals, depending on the situation of the college/division. This is a blueprint for the college/division in accomplishing its goals and objectives for the next two years.

Resource Requests: These are the resources that are being requested based on the Plan that is being proposed for the next two years. These requests are tied to a specific goal and/or objective of the Plan.

Once these reports are completed, typically in early December, they are submitted to the Provost's Office. The Provost in turn submits, by mid-January of the subsequent year, a summary of each report to the President and the Committee on Assessment and Planning (CAP). During the months of February and March in odd numbered years, deans and associate vice presidents make formal presentations to the President and the CAP based on the previous year's accomplishments and proposed new plan that supports the resources that are being requested.

During the months of March and April of even numbered years, the deans and associate vice presidents make informational presentations to the President and the CAP Committee with minimal requests for new funding.

What follows is the *Format Guidelines for Departmental/Unit and College/Division Effectiveness Reports and Resource Requests* that is used every odd numbered year by each college dean and division associate/assistant vice president.

Format Guidelines for Departmental/Unit and College/Division Effectiveness Reports and Resource Requests

Effectiveness Reports and Resource Requests (formerly known as institutional effectiveness reports) for department/unit and college/division are due to the appropriate administrator (dean, assistant, associate vice president) in the fall of even numbered years. Effectiveness Reports document the results of assessment outcomes and planning activities as they apply to the Effectiveness Plan of the department/unit or college/division.

Calendar of dates for the Effectiveness Reports and Resource Requests.

Darker shaded areas indicate time periods on which the Effectiveness Report is based.

Lighter shading indicates time periods on which Resource Requests are based.

Due Dates				
Assessment Period	Fall 2002	Fall 2004	Fall 2006	Fall 2008
2001 September 1, 2000-August 31, 2001	Effectiveness Report			
2002 September 1, 2001-August 31, 2002	Effectiveness Report			
2003 September 1, 2002-August 31, 2003		Effectiveness Report		
2004 September 1, 2003-August 31, 2004	Resource Request	Effectiveness Report		
2005 September 1, 2004-August 31, 2005	Resource Request		Effectiveness Report	
2006 September 1, 2005-August 31, 2006		Resource Request	Effectiveness Report	
2007 September 1, 2006-August 31, 2007		Resource Request		Effectiveness Report
2008 September 1, 2007-August 31, 2008			Resource Request	Effectiveness Report
2009 September 1, 2008-August 31, 2009			Resource Request	

OVERVIEW

The first section of the Effectiveness Report and Resource Request is a two-page executive summary of accomplishments and planning activities for Academic Years 2001-2002 (September 1, 2000 through August 31, 2002). The second section is a prioritized summary of specific requests for Academic Years 2004-2005. The last section of the Effectiveness Report is the details assessment of the Effectiveness Plan for Academic Years 2001-2002.

Executive Summary

The Executive Summary should briefly highlight, in the following order: (1) Significant accomplishments/achievements/outcomes of the unit from Academic Years 2001-2002; (2) Changes/improvements/plans implemented during Academic Years 2001-2002 that resulted from the assessment outcomes from previous years; and (3) Plans for improvement to be implemented (if so indicate) during Academic Years 2003-2004, based on assessment outcomes collected during Academic Years 2001-2002.

EXAMPLE: EXECUTIVE SUMMARY FOR NON-ACADEMIC UNITS/DIVISIONS

SUMMARY
2001-2002 Effectiveness Report

1. **Significant Accomplishments/Achievements/Outcomes for Academic Years 2001-2002:** (1) Eighty-five percent of students who participated in Career Fairs in 2001-2002 rated them as “good” to “excellent” (2) The renovation of the second floor of the Student Union Building was successfully completed.
2. **Changes/Improvements/Plans for Academic Years 2001-2002 that Resulted from Assessment Outcomes from Previous years:** (1) After assessing comments from students, the hours for the Career Fairs were increased from four to six. (2) As a result of better communication (brochure and parent newsletter), parent attendance at Hoggie Days increased by 50% in the summer of 2001.
3. **Plans for improvement for Academic Years 2003-2004 based on assessment outcomes Academic Years 2001-2002:** (1) Student attendance at Hoggie Days declined by 15% in the summer of 2002. Assessment data revealed that this decline was attributed in part to the fact that fewer students were reached during the spring telemarketing (Info-Line) program. Student workers will be instructed to inform prospective students of the importance of Hoggie Days and to urge them to attend. All student workers will be rewarded with a dinner or a trip to Austin, based on the number of prospective students contacted who actually attend Hoggie Days.

EXAMPLE: EXECUTIVE SUMMARY FOR ACADEMIC DEPARTMENTS/COLLEGES

SUMMARY
2001-2002 Effectiveness Report

1. **Significant Accomplishment/Achievements/Outcomes for 2001-2002:** (1) Three faculty members received grants from federal agencies; (2) One member of the faculty received the Outstanding Professor Award in AY 2001; (3) Retention rates for first-time freshmen increased from 54% to 60%.
2. **Changes/Improvements/Plans for Academic Years 2001-2002 that Resulted from Assessment Outcomes from Previous Year:** (1) First-time freshmen retention rates increased from 53% to 57% in 2001 to 63% in 2002 as a result of high participation in the Living Learning Community. (2) Grant-writing workshops in AY 2001 helped to improve grants success for 2002; (3) Recruiting outreach efforts by faculty and graduate students appears to have helped enrollment increases of 5% and 7% in 2001 and 2002 respectively.
3. **Plans for improvement for Academic Years 2003-2004 based on assessment outcomes Academic Years 2001-2002.** (1) Results from the Educational Testing Service Field Exam show disturbingly low performance in the area of Hyperspace Dynamics. As a result, the department will now require Hyperspace Dynamics (ASTR

4302, currently listed as an elective) as part of the required curriculum for the degree.

Budget Table Summary

The Budget Table begins on a new page after the executive summary and provides a summary of the priority order budgetary requests for the Academic Years 2003-2004. Under the Justification, each budget request should be linked to one or more assessment outcomes of an objective. The listed order of requested items will reflect their overall and within category priority (see example with explanation below). The Summary Table should contain the following items:

1. **Request:** The Request identifies the specific item requested. Examples might include additional operating funds or a new photocopier, etc.
2. **Category:** Requests are either Personnel, Operating, or Equipment costs. Personnel costs are those associated with salaries; Operating costs are those dedicated to supplies, maintenance contracts, travel, and other expenses associated with the day-to-day operation of the unit. Equipment costs are one-time expenditures associated with new equipment items.
3. **Justification:** The Justification is a brief explanation of why you need the requested budget item. The Justification must be related to an Assessment Outcome and should include the pertinent language from that outcome and a reference to the Objective it measures (e.g., 2.3).
4. **1st Year Cost:** The cost of the requested budget item for the first year (i.e. AY 2004). For certain requests, this may be the only cost.
5. **2nd Year Cost:** The cost of the requested budget for the second year (i.e., AY 2005). While this may be the only cost for certain requests, other items may have recurring costs (e.g., salaries).
6. **Biennial Cost:** This is the total cost of the requested item for both Academic Years (i.e., AY 2004-2005)

EXAMPLE: BUDGET SUMMARY TABLE						
Unit Department of Biology		Academic Years 2004-2005				
Priority	Request	Category	Justification	1 st Year Cost	2 nd Year Cost	Biennial Cost
1	New Faculty: Assistant Professor	Personnel	Assessment Outcome for Objective 1.2 on enrollment shows that average class sizes have exceeded the target by 50% for the last three years	\$35,000 + benefits	\$35,000 + benefits	\$70,000 + benefits
2	2 Pentium III Computers	Equipment	Assessment Outcome for Objective 3.1 indicates that 2 faculty have computers greater than 4 years old	\$3,000	0	\$3,000
3	Photocopier	Equipment	Poor copy quality and frequent breakdowns of existing copier are contrary to Assessment Outcome for Objective 2.6	\$6,000 rental	\$6,000	\$12,000
4	Laboratory Technical	Personnel	Negative Assessment Outcome for Objective 1.3 supports this need	\$14,000 + benefits	\$14,000 + benefits	\$28,000 + benefits

	Total	\$58,000 + Benefits	\$55,000	\$113,000+ benefits
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In the above example, the department's highest overall priority is the new faculty position and the second most important budgetary item is the Pentium computer. However, within equipment needs, the computer is top priority. This may be important if funds are available for equipment but not for personnel. Conversely, both the new faculty and the laboratory technician might be funded, if there are no equipment funds but monies for personnel are available. Thus, items should be listed in their overall importance to the budget request.

Details of the Effectiveness Report

One Objective from the effectiveness plan should be evaluated per page. Each page of the plan should contain: (1) Statement and number of Goal; (2) Statement and number of Objective; (3) Statement of the Assessment Measure; (4) Report the Assessment Outcome; and (5) Narrative

1. **Goal:** A goal is a general statement that describes a general end toward which the unit directs its efforts. It is a *general* statement of what it is you think you want to accomplish. Goals are numbered sequentially.
2. **Objective:** Objectives are quantifiable targets that describe actions that lead to meeting the goal. Objectives are measurable steps that should be indicators of your successful attainment of the goal. Most goals will have more than one Objective. To number Objectives, the first number ties the Objective to the Goal; the second number refers to which objective of that goal you are referring. For example, Objective 2.3 refers to the third objective of Goal 2.
3. **Assessment Measure:** The Assessment Measure(s) tell you what you are willing to accept as an indicator of successful achievement of the Objective. It provides a benchmark against which the success of achieving the Objective is evaluated. It is important to remember that objectives should be written as quantifiable statements; the Assessment Measure describes a value that allows you to determine the degree to which you are meeting the objective. Keep in mind that each objective must have at least one Assessment Measure. There may, however, be many ways to measure a given objective and some objectives may have more than one Assessment Measure. Assessment Measures do not need to be numbered.

For the Assessment Measure to be useful in planning, it is crucial to have a benchmark built into the measure. For example, to say that students will "do well on" or "pass the ETS field test" does not really indicate how you expect them to perform. Requiring 75% of students to score above the 70th percentile provides a quantifiable benchmark against which progress at achieving the objective can be monitored. This way you will be able to tell whether or not you meet the target.

4. **Assessment Cycle:** The Assessment Cycle refers to how frequently the data are collected for the Assessment Measure. In some cases, the measure may be assessed each semester; in other cases it might be every few years.
5. **Assessment Outcome:** The Assessment Outcome is the result of the Assessment Measure. Thus, there should be a one-to-one correspondence between Assessment Measures and Assessment Outcomes. Graphs, charts,

and/or tables may be used, as appropriate. Assessment Outcomes do not need to be numbered.

6. **Narrative:** The Narrative interprets and provides context for the results of the Assessment Outcome. There may be special circumstances that require interpreting the data. For example, an Objective might be new and there may not be any assessment data, or there are insufficient data to analyze. Alternatively, some Assessment Outcomes may be evaluated cyclically and this report is not coincident with that cycle. The Narrative, where appropriate, should suggest actions or planning changes that will lead to successful achievement of the objective. Budgetary implications for the planning recommendations should be reported here.

EXAMPLE: ACADEMIC EFFECTIVENESS REPORT

Goal 1: Provide outstanding educational opportunities for our students.

Objective 1.1: Senior students will demonstrate mastery of the astrophysics curriculum.

Assessment Measure: 75% of seniors who take the Educational Testing Service Field Exam in astrophysics will score above the 70th percentile nationally.

Assessment Outcome: 30 of 60 (50%) seniors who took the ETS test were below the 70th percentile, nationally.

Narrative: This is the fifth consecutive year in which our seniors fell below the target. Analysis of the testing subcategories revealed that most of our students do poorly in hyperspace dynamics. The department will require all students to take Hyperspace Dynamics (ASTR 4302) as part of the curriculum for the major.

EXAMPLE: NON-ACADEMIC EFFECTIVENESS REPORT

Goal 1: Foster a student-centered environment

Objective 1.1: Provide access to post-baccalaureate employment opportunities through quality Career Fairs

Assessment Measure: 80% of students who attend a Career Fair will rate them as “good” or “excellent”

Assessment Cycle: Each time a Career Fair is held

Assessment Outcome: 85% of students surveyed (n=534), thought that the career fairs in 1999 and 2000 were “good” to excellent”

Narrative: Since we exceeded the target of 80% satisfaction for two successive years, a

new target of 90% satisfaction by the students will be used

The Committee on Assessment and Planning (CAP) is currently revising Texas A&M University-Kingsville's Strategic Plan. This committee is working in tandem with the SACS Leadership Committee, which is preparing for a reaffirmation visit in 2005, with the Technology Committee, the Uniform Recruitment and Retention Committee, and other committees that will have an impact on the strategic planning process of Texas A&M University-Kingsville.

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2002-2005

TEXAS A&M UNIVERSITY-KINGSVILLE

NOVEMBER 15, 2002

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Introduction:

The following report details Texas A&M University-Kingsville's projections and strategies for assisting higher education institutions in "Closing the Gaps." This statewide effort challenges us to make a concerted effort to recruit and retain an additional 500,000 students by the year 2015. Texas A&M University-Kingsville submitted its projections in December 2001 and revised them based on fall 2002 enrollment.

This strategic enrollment management plan will primarily address the revised recruitment and retention figures for this institution that will be submitted in November 2002 to the Texas Higher Education Coordinating Board for "Closing the Gaps." It includes four-year projections and strategies for the university's Kingsville campus, its branch campus established in 2000 in San Antonio (Texas A&M University-Kingsville System Center-San Antonio) and its new School of Pharmacy (which is scheduled to start offering classes in fall 2005).

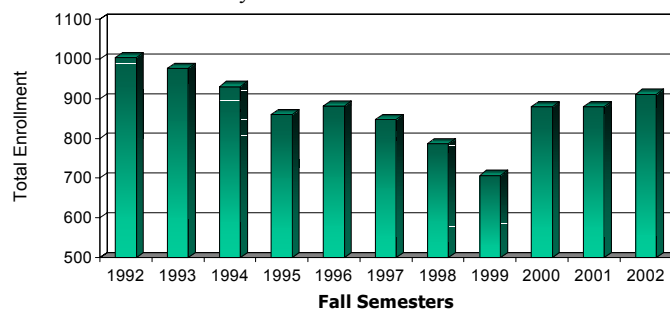
Situational Analysis:

Historical Review of Enrollment for the last 11 years

Since 1992, Texas A&M University-Kingsville's first time freshman enrollment has had an overall decline of approximately 11 percent, from 1,003 to 900. First time freshman enrollment declined steadily from 1992 to 1995, rose slightly in 1996, and then continued to decline until 1999 when enrollment was at the lowest point of the decade at 770. In 2000, freshman enrollment rose to the level of 1996. It remained flat in 2001 and rose slightly in 2002. These fluctuations are illustrated in the table below. The university's Division of Enrollment Management was created in 1998 to address enrollment and retention issues. Under the direction of the associate vice president for enrollment management, the division teams the offices of admission (domestic and international), registrar, outreach and enrollment support services, financial aid, international programs, and the university director of academic advising.

Texas A&M University-Kingsville

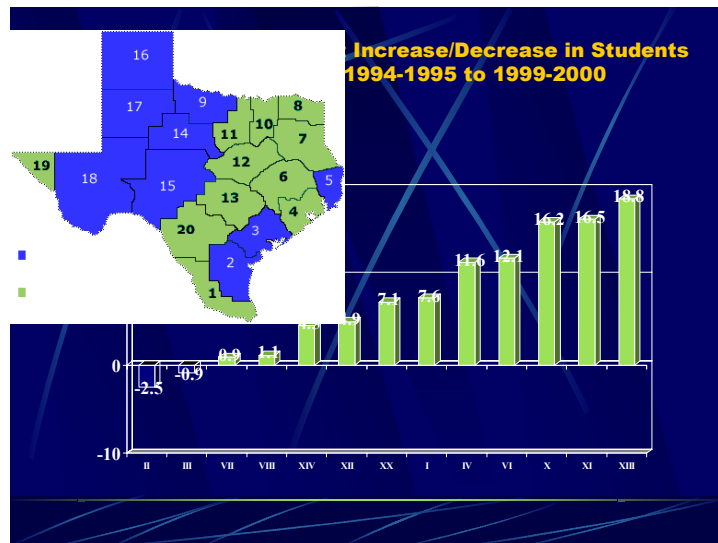
History of First-Time Freshmen



The continued decline in first time freshmen enrollment from 1992 to 1994, negatively impacted overall enrollment from 1995 and beyond, resulting in lower state appropriations, impeding efforts to hire additional personnel to help with instruction, recruitment and retention issues. The institution acknowledges the current enrollment concerns, and it will take decisive actions to ensure that the viability of the university will not be threatened in the coming years.

Demographics from the 2000 U.S. Census and demographer Steve Murdock indicate that the Coastal Bend area, where Texas A&M University-Kingsville recruits many of its students, has had little or no growth. The number of children enrolled in public schools declined 2.5 percent in the Corpus Christi Education Service Center, Region II and 0.9 percent in the Victoria Education Service Center, Region III since 1994. Texas A&M University-Kingsville recruits heavily from these two regions and will experience long-term effects as fewer students graduate from these high schools. Therefore, it is necessary for the university to develop new recruitment markets to stay competitive.

The map and graph below illustrate the areas of increasing/decreasing student populations around the state. The Corpus Christi, Calallen and Kingsville school districts have already or are considering closing campuses as their student populations decline.



Institutional Mission:

The mission of Texas A&M University-Kingsville is to develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic and global society. Located in South Texas, the university is a teaching, research and service institution that provides access to higher education in an ethnically and culturally diverse region of the nation. Texas A&M-Kingsville offers an extensive array of baccalaureate and master's degrees and selected doctoral and professional degrees in an academically challenging, learner-centered and caring environment where all employees contribute to student success.

SWOT Analysis:

In the fall of 1999, Texas A&M University-Kingsville contracted with Stamats Communications Inc. to assess the university's image, recruitment and retention efforts. Stamats obtained this information by surveying various internal and external constituencies. Texas A&M University-Kingsville was compared to Texas A&M University (College Station), The University of Texas at San Antonio, Southwest Texas State University (San Marcos), Texas A&M University-Corpus Christi, and The University of Texas-Pan American (Edinburg). What follows is a summary of the results of those surveys.

External Assessment

Prospective Students Surveyed (600 completed surveys):

Strengths:

- Availability of financial aid, small classes and safe campus
- Academic quality, value (quality at a good price), quality of faculty, graduates getting good jobs, close to home, and availability of student activities
- Many local students prefer to attend A&M-Kingsville
- A&M-Kingsville rated excellent or good (94%; n = 564)
- Best known for engineering, football, agriculture, and athletic programs

Weaknesses:

- Consensus is that too many students from all regions don't know what A&M-Kingsville is known for
- Prospective students don't apply to A&M-Kingsville because they plan to attend another university

Parents Surveyed (377 completed surveys):

Strengths:

- Quality of faculty rated as "best"
- Availability of financial aid
- Small classes
- Campus safety
- Great school, affordable, and close to home
- School known for its engineering, agriculture and football programs
- Interested in having their child attend A&M-Kingsville (83%; n = 312)

Weaknesses:

- Programs or majors offered by the institution
- Lack of variety of student activities
- Used as a back-up school
- Don't know what A&M-Kingsville is known for
- Child did not apply to A&M-Kingsville because he/she is planning to attend another school

High School Counselors Surveyed (25 completed surveys):

Strengths:

- Very familiar with the university
- The university has improved over the last year or so
- Known for engineering and education programs
- Highly recommend the university to others
- Most have visited the university as part of a field trip, senior days, or open house

Weaknesses:

- Majority did not know much about A&M-Kingsville or the other institutions
- Quality, academics, location and value

Internal Assessment

On-campus Students Surveyed (994 completed surveys):

Strengths:

- Students enroll at A&M-Kingsville because of proximity, program majors, affordability and size of institution (small)
- Parents, friends, and relatives most influential in student attending A&M-Kingsville
- Strongly recommend A&M-Kingsville to others
- Engineering, professors, student/faculty ratio, and agriculture
- Campus life, including athletics, friendly (campus), clubs, SUB
- Science labs, service in the library, counseling center, health services, extracurricular activities, intramural programs, intercollegiate athletics, and recreational facilities

Weaknesses:

- High school counselors not helpful in decision making about attending college
- Class availability, professors, freshman math, and academic advisors
- Student activities, residence halls, parking, and food
- Perceived as a suitcase institution; students go home for the weekend seven or more weekends during the semester
- Services in the financial aid office, quality of instruction, availability of instructors, registration process, quality of food service
- Services in internship programs, career placement, campus security, attitude of teaching staff, university-to-student communication

Alumni Surveyed (386 completed surveys):

Strengths:

- Name change for those who graduated after 1993
- Younger alumni more satisfied about Alumni Association serving their needs

- A&M-Kingsville sits in the middle of schools surveyed in perception about academic quality
- Quality of faculty and value for their money rated second
- Availability of financial aid
- Close to home
- Small classes
- Safe campus
- Experience at A&M-Kingsville was rated “very good” (57%; n = 220) or “excellent”(39%; n = 151)
- Would attend A&M-Kingsville again
- Would recommend A&M-Kingsville to others
- 50% (193) would send their child to A&M-Kingsville

Weaknesses:

- Name change for those who graduated before 1993
- Older alumni not satisfied about Alumni Association not serving their needs
- Texas A&M University (College Station) perceived as having highest quality academics of all schools listed
- Student activities
- Not willing to donate time or money to recruit students
- Have not contributed money to the university
- “Made contributions to other causes” and “No emotional bond to A&M-Kingsville” as main reasons for not supporting the university financially
- 25% (97) would not send their child to A&M-Kingsville
- 25% (97) indicated that “maybe” they would send their child to A&M-Kingsville

Faculty and Staff Surveyed (238 completed surveys):

Strengths:

- High academic standards
- Engineering, agriculture and teacher education programs
- Student-centered campus, undergraduate research, and good programs
- Research, teaching, faculty, staff/administration, service, facilities, student services, co-curricular programs
- Strong programs in engineering, biology, agriculture, education, chemistry, music, and business
- Communication between faculty and staff
- Involved in recruiting students
- Want to be involved in recruiting students

Weaknesses:

- Strong areas that university is known for are not promoted
- Academic advising, academic standards, student quality, and planning/management
- Campus life, internal communication, and national reputation

Competition analysis:

Texas A&M University-Kingsville has experienced increased competition in recruiting students from South Texas. In 1989, Texas A&I University (now A&M-Kingsville) joined The Texas A&M University System along with two upper division universities from the region – Corpus Christi State University (now A&M-Corpus Christi) and Laredo State University (now A&M International). Both of these schools became four-year institutions after joining the System, increasing the number of institutions competing for first-year freshmen. In addition, South Texas Community College (STCC) was created in McAllen in 1993. This college, with teaching sites throughout the Rio Grande Valley, has enrollment currently exceeding 13,500 students. The University of Texas-Pan American in Edinburg is another major competitor, which has seen enrollment increase over 16% in the past five years to over 14,000 students in fall 2002. These two institutions are in a growing urban area, and their enrollments have grown accordingly. UT-Pan Am continues to be aggressive in its recruitment efforts. The University of Texas at Brownsville/Texas Southmost College also competes for students from the region. This partnership between an upper division university and a community college is appealing to local students, who are able to earn a four-year degree and pay community college tuition the first two years. Prior to this merger, A&M-Kingsville was able to successfully recruit a number of community college transfer students from Texas Southmost, but those numbers have dwindled.

Purpose of the Plan

The Strategic Enrollment Management Plan for Texas A&M University-Kingsville is the result of an honest, open, and detailed analysis of current operations that are relative to enrollment management, which fall into the following categories:

Educational programs and services

Texas A&M University-Kingsville prides itself on its undergraduate and graduate educational programs. Classified as a Carnegie Doctoral/Research University-Intensive institution, A&M-Kingsville is well known for its engineering, chemistry, biology, bilingual education, music, wildlife, and agriculture programs. A&M-Kingsville most recently added a Ph.D. in Environmental Engineering and an MS in Instructional Technology and is proposing the addition of a joint cooperative Ph.D. in Hispanic Studies with Texas A&M University-Corpus Christ, Texas A&M International University, and Texas A&M University-College Station. Other new graduate programs being pursued include an MS degree in Industrial Technology, MFA (Master of Fine Arts), MA in Secondary Education, and an MS in Computer Information Systems. Beginning fall 2005, Texas A&M University-Kingsville will be the only South Texas higher education institution with a professional school when the School of Pharmacy begins offering its PharmD degree. A&M-Kingsville leads its South Texas counterparts in federal, state and private research expenditures. It is recommended that Texas A&M University-Kingsville's Strategic Plan, which is being revised, focus on program quality and reputation. An implementation plan for the vision expressed in the *Top 10 by 2010* report,

developed in 2000, needs to be adopted, specifically addressing quality programs and reputation of the University,

Texas A&M University-Kingsville promotes quality services to its students, which has been reinforced in recent years through customer service workshops for front-line staff and key departments. Although studies indicate that what goes on in the classroom with faculty has a tremendous impact on retention, support services through the university's divisions of Student Affairs and Enrollment Management also contribute to the retention of students. College I, inclusive of its Title V Grant program, provides services for students who arrive academically unprepared, including advising and offering developmental instruction, managing all students on probationary admission, teaching supplemental instruction courses for departments in the College of Arts and Sciences, and working with the other academic colleges to provide students with a basic academic foundation that will prepare them for success.

Target populations:

Texas A&M University-Kingsville, which celebrated its 75th anniversary in 2000, served for many decades as the anchor institution of South Texas. Within the past decade, a number of higher education institutions have entered A&M-Kingsville's traditional geographical recruitment area from San Antonio south, including the Coastal Bend and the Rio Grande Valley. Some recruitment activities also target the area directly north of San Antonio and in Houston.

The university primarily targets as many freshmen and transfer students from the region as possible, without focusing on any particular ethnic group. Historically, we have recruited an undergraduate student body that reflects the ethnic composition of our recruitment region, which is 60 percent Hispanic. An effort is being made to attract more students who fall in the top 25th percentile of their high school graduating class through scholarship opportunities and the Honors Program. A similar strategy has been developed for community colleges, focusing on high-achieving students, particularly those who are members of Phi Theta Kappa Honor Society.

The "Closing the Gaps" plan recognizes the shortage of teachers in Texas and the nation. Texas A&M University-Kingsville is participating in the TAMU System Regents' Initiative, which focuses on the recruitment of teachers in high need areas. The College of Education has partnered with South Texas Community College for the purpose of attracting potential teachers from area high schools to STCC and eventually to Texas A&M University-Kingsville. The agreement calls for a director of community college teaching scholars program to be housed on the STCC campus. The initiative rewards potential teachers with incentives, such as advising, scholarships, etc. In this particular aspect, the University focuses on recruiting more teachers in high need areas by providing them with scholarships from the time they enter the community college all the way until they graduate from TAMUK.

Graduate students comprise 20 percent of Texas A&M University-Kingsville's enrollment. The College of Graduate Studies offers degrees in programs from the other five academic colleges, three of which offer doctoral degrees. Some of these doctorates are offered in conjunction with other institutions in The Texas A&M University System. Approximately 5 percent of A&M-Kingsville's students are international. Very few international students matriculate at the undergraduate level.

Recruitment of graduate students is not the major focus of the Outreach and Enrollment Support Services Office, which does provide staffing for graduate fairs. The individual academic departments whose faculty teach in the Graduate College conduct the majority of graduate student recruitment. These departments have not directed resources to aggressively pursue more graduate students. Recently, graduate student scholarships have been offered as a recruiting tool. Similarly, very few recruiting resources are earmarked for recruiting international students. Some departments recruit from the interior of Mexico; even less efforts are made to bring in students from overseas. Most of the international students serve as recruiters themselves and spread the word about A&M-Kingsville to those in their home countries.

In summary, Texas A&M University-Kingsville traditionally recruits first-time freshmen directly from high schools and transfer students from community colleges in the service area. The "Closing the Gaps" plan for the state of Texas concentrates on recruiting undergraduates, particularly Hispanic and African-American students. Texas A&M University-Kingsville will continue to devote its staff and resources to the recruitment of students from this region, the majority of whom are Hispanic. It is imperative that more emphasis be placed on recruitment of transfer students. Other geographic markets will be explored, as outlined in the accompanying marketing plan.

Communications:

It is important that the university track all inquiries from potential enrollees. This process, which requires continued communication with prospective students currently is not automated and needs to be refined. A&M-Kingsville uses the communications funnel model below to provide information to potential students:

University recruiters and other staff visit high schools and make students aware of higher education opportunities.

From these visits, the university receives a number of inquiries, which are answered individually.

These inquiries may result into applications, which are then reviewed for completeness.

Student is sent a letter of acceptance or told additional documentation is needed to complete the admission process.

Student is invited to participate in an orientation where he/she is advised and registered.

Student is requested to make tuition/fees payment.

The student enrolls.

Throughout the steps listed, the student and the university are in continuous communication to ensure a smooth admission process. The communication process applies to all incoming freshmen, transfer students, as well as graduate students and international students. The process varies somewhat for each category of student admitted.

Recruiting and admitting students to the university go hand-in-hand. The admission processes in place must provide the applicant with a quick response regarding the status of his/her admission application. Recently, the Office of Admission completed the process of organizing a procedures manual that will allow any new employee to learn the process of admitting new students to the university. This procedures manual includes critical processes for new, transfer, domestic, international and transient students applying for admission to the university.

Data Management:

The university strives to make data-driven decisions, especially in the areas of recruitment and retention. A&M-Kingsville's Office of Institutional Research (OIR) serves as the warehouse for most data, which is posted on a password-protected university Intranet. Historical analysis of past enrollment and other critical data is accessible to the Division of Enrollment Management and other divisions and academic colleges. Mostly OIR personnel have used the data warehouse, developed in 1996, but plans are to develop smaller data sets for departments and colleges by December 2002. Unfortunately, at the present time, many university personnel do not have the computer skills necessary to manipulate the data into a meaningful format. Training of these individuals on data retrieval must occur in order for the Office of Institutional Research not to get bogged down with requests. Texas A&M University-Kingsville has made the decision to purchase a new student information system that will ease the retrieval and manipulation of data. The vendor will provide much of the training.

Resources:

At A&M-Kingsville, resources are committed to priority areas. In 1999, the Outreach and Enrollment Support Services Office was allowed to hire two additional recruiters to specifically focus on the Valley and San Antonio markets. Current recruiting priorities are publications, especially in the area of financial aid, and in alternative mediums, including compact disks. Revamping the prospective student web site is another priority. The addition of direct deposit services in financial aid should enhance student recruitment, but other processes still await automation, including providing students with the ability to accept financial aid on-line and automating the assignment of work-study students. These priorities will be acted upon as resources become available.

The University plans to implement a long-range plan to address the housing needs of potential students. Currently the University has the capability to accommodate approximately 1400 students in residence halls.

Enrollment Goals, Objectives, and Strategies

Enrollment Goals for the next four years:

Texas A&M University-Kingsville is striving to meet the “Closing the Gaps” enrollment projections that were submitted to the Texas Higher Education Coordinating Board. These projections include enrollment numbers for Texas A&M University-Kingsville, the School of Pharmacy, and the System Center in San Antonio.

These projections were developed by utilizing information from the U.S. Census Bureau and Steve Murdock’s demographic figures for the state of Texas. Because Texas A&M University-Kingsville is located in a rural setting with little or no population growth, where competition from other higher education institutions has increased, these projections were somewhat conservative. However, Texas A&M University-Kingsville is going to pursue an aggressive campaign to recruit more students at both the Kingsville and San Antonio campuses. TAMUK’s President, Dr. Rinaldo Z. Juarez, strongly believes that if A&M-Kingsville is going to contribute to “Closing the Gaps”, the University’s numbers must play a factor in the statewide effort. With this in mind, Texas A&M University-Kingsville’s (Kingsville campus) long-range plan calls for the University to attain an enrollment of 10,000 students by the year 2010. The figures projected for the next four years in this Plan reflect the incremental rise in numbers that will eventually get us to 10,000 students to year 2010. A more in depth description of action plans for recruiting freshman, transfer, and graduate students is outlined in the University’s Marketing Plan (Appendix D).

The same aggressive efforts used at the Kingsville campus to recruit more students will be used at the System Center-San Antonio. President Juarez, again strongly believes that much potential exists in San Antonio for the System Center to grow. The projections listed below are based on the System Center capabilities to grow to 3,500 students by year 2006. Below are the goals and objectives, followed by strategies, describing how these proposed enrollments will be achieved.

GOAL ONE: To increase enrollments at Texas A&M University-Kingsville, the Pharmacy School and the System Center in San Antonio in the next four years.

Objective 1.1. Increase overall enrollment at Texas A&M University-Kingsville from 3.4% to 21.0% for the next four years (2003-06).

- Based on overall enrollment of 6,076 for fall 2002 semester, enrollment for fall 2003 will be 6,306.
- Based on overall enrollment of 6,306 for fall 2003 semester, enrollment for fall 2004 will be 6,586.
- Based on overall enrollment of 6,586 for fall 2004 semester, enrollment for fall 2005 will be 6,944.
- Based on overall enrollment of 6,944 for fall 2005 semester, enrollment for fall 2006 will be 7,366.

Proposed Percent Increase by Category and Year at Kingsville Campus

Years	03-04	05-06	07-10
Freshman	4.0%	6.0%	9.0%
Transfers	8.0%	9.0%	9.0%
Graduate	8.0%	9.0%	9.0%
Returning	68.9%	69.0%	69.0%

Proposed Projections and Percent Increase by Year at Kingsville Campus

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Co-enrolled	6	10	12	14	14	15	15	16	16
Freshmen	904	940	978	1,036	1,099	1,197	1,305	1,423	1,551
Transfers	334	361	390	425	463	505	550	599	653
Graduates	250	270	292	318	346	378	412	449	489
Returning Fresh	518	542	573	606	653	714	778	848	925
New Students	1,494	1,581	1,671	1,793	1,922	2,095	2,282	2,487	2,709
Returning	4,064	4,183	4,342	4,545	4,791	5,083	5,445	5,869	6,351
TAMUK	6,076	6,306	6,586	6,944	7,366	7,891	8,505	9,204	9,985
% Increase	Actual	3.76%	4.44%	5.43%	6.08%	7.13%	7.78%	8.21%	8.48%

Objective 1.2. Increase overall enrollment at the System Center in San Antonio to 3500 by fall 2006, an increase of 629.2% from fall 2002.

- Based on overall enrollment of 480 for fall 2002 semester, enrollment for fall 2003 will increase by 108.33% for a total of 1,000.
- Based on overall enrollment of 1,000 for fall 2003 semester, enrollment for fall 2004 will increase by 80.0% for a total of 1,800.
- Based on overall enrollment of 1,800 for fall 2004 semester, enrollment for fall 2005 will increase by 50.0% for a total of 2,700.
- Based on overall enrollment of 2,700 for fall 2005 semester, enrollment for fall 2006 will increase by 29.63% for a total of 3,500.

Proposed Projections and Percent Increase by Year at System Center-SA

	2002	2003	2004	2005	2006	2007	2008	2009	2010
System Center-SA	480	1,000	1,800	2,700	3,500	3,900	4,300	4,700	5,100
% Increase	Actual	108.33%	80.0%	50.0%	29.63%	11.43%	10.26%	9.30%	8.51%

Objective 1.3. Enroll an inaugural cohort of 75 pharmacy students in the School of Pharmacy for fall 2005.

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Pharmacy				75	150	225	240	250	260
% Increase					100.0%	50.0%	6.67%	4.17%	4.0%

- Continue offering pre-pharmacy courses during the 2003 and 2004 academic years.
- Admit second cohort of 75 students to the School of Pharmacy by May 2006.

Strategies to achieving enrollment goals:

As a Hispanic-serving institution, Texas A&M University-Kingsville will continue to recruit more Hispanics into the higher education pipeline. The State of Texas recognizes that in the “Closing the Gaps” progress report for 2001-02, Hispanics are not entering the higher education pipeline as expected and consequently the numbers exiting the pipeline (graduating) are below what the state expected. Texas A&M University-Kingsville will also continue to recruit academically well-prepared freshmen and transfer students of all ethnic backgrounds. The institution also will recruit students for its masters’, doctoral and professional programs.

The following strategies address the recruitment of freshmen to Texas A&M University-Kingsville. **(Objective Number One)**

Strategy IA. *Review of low and high enrollment programs in academic colleges.*
 Low enrollment programs, both at the undergraduate and graduate level need to be reviewed by each college to determine if these program need to be continued or removed. If the program is to be continued, the department/college needs to take aggressive measures to recruit specifically for that program. This effort needs to be coordinated with the Division of Enrollment Management.

For programs with high enrollments, both at the undergraduate and graduate level, departments/colleges need to increase the number of faculty in order to add more sections to these popular classes/programs. Academic deans will need to collaborate with the Office of Institutional Research in analyzing these classes to determine where the high need exists.

Strategy IB. *Develop communication funnel for prospective students.*
 A communication funnel will be developed that will involve student service and academic departments. This will enhance the level of communication between prospective students and the University. A tracking system will be implemented in the student information system, which will allow for better data collection.

- Strategy IC. *Develop e-mail communication system.*
E-mail addresses will be collected for prospective students and targeted mailings will be sent out. These messages will serve as reminders of upcoming events and deadlines as well as drive students to the university web page.
- Strategy ID. *Expand recruitment into Harris County area.*
Harris County has been identified as one of A&M-Kingsville's top ten service area counties by the THECB. Recruitment activities have been limited in that area in the past. Expanded recruitment activities will include expansion of fall Texas Association of College, Registrars, and Admission Officers (TACRAO) travel participation, follow-up visits in selected high schools and the purchase of PSAT/ACT/SAT and prospect searches in that area. The athletic department, which already recruits from this area and the Javelina Alumni Association will be asked to assist in this effort.
- Strategy IE. *Add Saturday visit program in fall semester.*
An additional Javelina Highlights, a Saturday visit program, will be held during the fall semester. This program, which started three years ago, has traditionally been held during the spring semester. By offering an additional visit day, prospective students and their families will have an earlier opportunity to visit the A&M-Kingsville campus to encourage earlier applications.
- Strategy IF. *Reformat Senior Days Program.*
The Senior Days Program, a visit program coordinated with high schools in the South Texas area, has grown and the current format no longer meets the needs of the high school students or counselors. A new format will be developed that will expand the information provided to the students and allow more time for the counselors to meet with academic and support departments. The program will also be expanded to three days.
- Strategy IG. *Develop targeted publications.*
Targeted publications will need to be developed to provide specific information to the target audiences. The following publications will be needed for the fall 2002/spring 2003 recruitment cycle:
- campus visit brochure,
 - college brochures,
 - financial aid brochure,
 - scholarship brochure,
 - student newsletter,
 - parent newsletter, including Spanish version, and
 - early awareness brochure.

The Office of Public Affairs will assist with the development of these publications.

- Strategy IH. *Develop communication funnel for high school counselors.*
To better communicate with high school counselors, a communication funnel will be developed for this population. A counselor notebook and a web page dedicated specifically to providing resources for counselors will be created.
- Strategy II. *Employ a full-time counselor to work exclusively with on-campus activities including tours, special events and early awareness activities.*
The “Closing the Gaps” and Gear Up programs from other institutions have increased the focus and awareness of higher education opportunities. To better facilitate these plans, a full-time counselor needs to be assigned to work exclusively with on-campus activities and early awareness programs.
- Strategy IJ. *Create a student volunteer tour guide program to assist with campus tours and recruiting special events.*
In order to accommodate the growing numbers of campus tours by individuals and groups, a volunteer tour guide program will be initiated. This group of students will assist with campus tours, special events on-campus, and recruiting activities off-campus.
- Strategy IK. *Work with the academic deans and public affairs office to actively advertise, promote and recruit undergraduate students.*
The promotion and awareness of what the University has to offer via radio, television, newspaper, and other media (media campaign) will make it easier for regular recruiters and college faculty/staff to recruit for their programs. These recruiters will make the “sales pitch” and capture the student to attend A&M-Kingsville. Individual colleges must dedicate faculty and staff to the recruitment effort in order to be effective in increasing undergraduate numbers.
- Strategy IL. *Promote Scholarships and early awarding of financial aid.*
Scholarships are very important in recruiting freshmen and transfer students to TAMUK. The Presidential Series and the Presidential Transfer scholarships will be promoted during high school and community college visits. The importance of awarding financial aid on a timely basis cannot be stressed enough. The financial aid office at TAMUK has and will continue to award aid to potential students as early as possible.

The following strategies address the need for the institution to recruit transfer students from community colleges and other universities to Texas A&M University-Kingsville.
(Objective Number One)

- Strategy IIA. *Develop Honors Program Joint Agreements with community colleges.*
Joint agreements will be developed with community colleges with Honors Programs. This will allow students to transfer honors credits and continue to pursue an honors degree. This strategy will not only contribute to the “Closing the Gaps” in Participation but also to the goal of “Closing the Gaps” in Excellence as it will help distinguish the Honors Program at A&M-Kingsville.
- Strategy IIB. *Employ a transfer counselor to work exclusively with community colleges.*
Relationships between A&M-Kingsville and community colleges must be strengthened. A recruiting staff member will be given the responsibility of working exclusively with the transfer population and community college staff and faculty. Joint admission agreements and transfer articulation information for community colleges in the recruitment area will be developed. Contact will be made with all Phi Theta Kappa advisors and chapters at Texas community colleges.
- Strategy IIC. *Purchase names from Phi Theta Kappa database to increase number of transfer contacts.*
Phi Theta Kappa, the community college honor society, provides contact information for their membership. Prospect information will be purchased from the state of Texas for students with academic interests similar to those of students enrolled at A&M-Kingsville.
- Strategy IID. *Create Phi Theta Kappa Alumni Association on campus.*
To attract Phi Theta Kappa students from the community colleges, an alumni association will be started at A&M-Kingsville. This will assist in attracting academically talented transfer students and foster a sense of community for these students once they are enrolled.
- Strategy IIE. *Develop targeted publications for transfer population.*
A transfer brochure will be developed that will allow targeted information to be shared with this population, including the transfer articulation process.
- Strategy IIF. *Expand recruitment into Harris County area*
Harris County has been identified as one of A&M-Kingsville’s top ten service area counties by the THECB. Recruitment activities have been limited in that area in the past. Expanded recruitment activities will include expansion of transfer day programs and transfer follow-up visits to community colleges and the purchase of Phi Theta Kappa prospect searches for that area.
- Strategy IIG. *Work with the academic deans and Public Affairs Office to actively advertise, promote and recruit transfer students.*

The promotion of programs to community colleges via television, radio, newspaper, brochures, and other means will provide awareness of what A&M-Kingsville has to offer and will make it easier for the institutional recruiter and each academic college recruiter to “sell their programs” to transfer students. It is important that each college assign faculty/staff to work with community colleges in promoting their programs in order to improve transfer enrollments to the individual academic colleges.

Strategy IIIH. *Increase or maintain scholarships.*

The Presidential Transfer Scholarship will be utilized to attract transfer students from both community colleges and four-year institutions. Other scholarships available to specific community colleges that have A&M-Kingsville agreements will be promoted, i.e., the Regents Scholarships, Valley Scholarships, etc.

The following strategies address the need for the institution to recruit academically well prepared students. **(Objective Number One)**

Strategy IIIA. *Develop targeted publications for this population.*

Publications targeted specifically to students who are academically prepared will be developed, including scholarship brochures and departmental information flyers.

Strategy IIIB. *Purchase names of students who meet unconditional admission requirements from ACT and SAT.*

Targeted searches will be done with both ACT and SAT to identify students who meet the unconditional admission requirements and have similar academic interests with A&M-Kingsville.

Strategy IIIC. *Work with the academic colleges to actively recruit academically well-prepared students.*

In conjunction with academic college recruiters, the Office of Outreach and Enrollment Support Services will work to recruit academically well prepared students to matriculate at this University. Identification of these high school students will be pursued and offered scholarships.

The following strategies address the need for the institution to address the recruitment of graduate students.

Strategy IVA. *Work with graduate dean in conducting graduate fairs at community/junior colleges in the area.*

Target South Texas Community College and Del Mar College as sites to attract staff to pursue masters and doctorates at A&M-Kingsville.

Strategy IVB. *Pursue graduate fairs at different sites within A&M-Kingsville's geographic recruitment area.*

In collaboration with the Dean of the College of Graduate Studies, staff from the Office of Outreach and Enrollment Support Services will attend graduate fairs in support of our graduate programs. If Enrollment Management resources are available, faculty from specific departments will be supported to recruit for these departments.

Strategy IVC. *Work with the academic deans, the director of distance education, and public affairs to advertise for graduate students at the international level.*

An effort needs to be made to advertise in magazines or subscribe to web sites in order to recruit more international students at the graduate level. The Office of Public Affairs has offered to assist with these efforts when funding is identified. International students from Northern Mexico institutions provide a potential opportunity to TAMUK's academic colleges. However, the deans need to take the lead in recruiting these special type of students.

Strategy IVD. *Scholarships*

Texas A&M University-Kingsville has initiated a small scholarship and assistantship program for graduate students as a recruitment incentive. An effort will be made to maintain or increase these two scholarship programs for recruitment purposes.

The following strategies address the recruitment of upper division students at Texas A&M University-Kingsville System Center in San Antonio. (**Objective Number Two**)

Strategy VA. *Utilize existing transfer counselor to work exclusively with community colleges.*

Relationships between Texas A&M-Kingsville System Center in San Antonio and community colleges must be strengthened. A recruiting staff member has been given the responsibility of working exclusively with the transfer population and community college staff and faculty. Joint admission agreements and transfer articulation information for community colleges in the recruitment area will be developed. Contact will be made with all Phi Theta Kappa advisors and chapters at Texas community colleges.

Strategy VB. *Utilize faculty to recruit into new and existing programs*

The System Center-San Antonio is an emerging institution in its infancy stage. Any new faculty hired will recruit for the specific teaching area of responsibility, should enrollment fall at a low level, determined by the Dean of Academic and Student Affairs. This will be part of the teaching responsibility and will be included in the hire agreement.

Strategy VC. *Purchase names from Phi Theta Kappa database to increase number of transfer contacts.*

Phi Theta Kappa, the community college honor society, provides contact information for their membership. Names purchased from the state of Texas of students with academic interests similar to A&M-Kingsville students will also be used to recruit for the System Center.

Strategy VD. *Create Phi Theta Kappa Alumni Association on campus.*

To attract Phi Theta Kappa students from the community colleges, an alumni association should be started at the System Center in San Antonio. This will assist in attracting academically talented transfer students and foster a sense of community for these students once they are enrolled.

Strategy VE. *Develop targeted publications for transfer population.*

A transfer brochure and other publications will be developed that will allow targeted information to be shared with this population, including the transfer articulation process.

Strategy VF. *Scholarships*

The System Center-San Antonio is continually searching for scholarship programs to address the financial need of these students. It is hoped that through fund raising efforts and legislative funding that part or all of these needs will be met. Federal and state aid is already being provided to these students.

The following strategies address the recruitment of Pharmacy students to Texas A&M University-Kingsville. The Pharmacy School is the first-ever professional school to be established in South Texas. Although it will not open its doors to students until fall 2005, telephone inquiries regarding admission to the school have been logged almost daily from in- and out-of-state callers since news of its approval was announced. **(Objective Number Three)**

Strategy VIA. *Hire a Pharmacy School Dean and other administrators to develop a process for selecting and screening students.*

The Dean of the Pharmacy School and other administrators will be essential in the development of a process that will serve as a guide for recruiters to promote the program and recruit new students.

Strategy VIB. *Work with the College of Arts and Sciences departments of biology and chemistry in the recruitment effort.*

The departments of biology and chemistry at Texas A&M-Kingsville will be a primary source of students that will feed into the Pharmacy School. Students interested in the pharmacy program will matriculate in these two disciplines preparatory to selection into the first and subsequent cohorts admitted to the Pharmacy School.

Strategy VIC. *Develop targeted publications for Pharmacy School population.*

A Pharmacy School brochure and other publications are being developed to allow targeted information to be shared with this population, including the admission process.

Strategy VID. *Work with Texas universities to recruit potential pharmacy students.*

Texas universities, especially those in South Texas with pre-pharmacy programs, will be another primary source of students for the professional school.

Assigning responsibility and estimating preliminary major costs of implementing strategies:

The assignment of responsibilities in recruiting students to Texas A&M University-Kingsville is as follows:

Objective One: The Office of Outreach and Enrollment Support Services has been given the responsibility of general recruitment for the university. Its focus is on traditional freshmen and community college transfers. One staff member is assigned to recruit students from the various high schools in the university's service area. One staff member is assigned to recruit in the Rio Grande Valley and one is assigned to the San Antonio area. One staff member has been assigned to specifically focus on transfer students from community colleges. Staff from the Office of Student Financial Aid Services assist in recruitment by providing financial aid workshops. Also assisting with the recruitment endeavor is the Office of Special Programs, an office under the Division of Student Affairs that is federally funded. Special Programs recently received a \$950,000/year five-year grant to establish Educational Opportunity Centers, which will allow for the hiring of two recruiters and a director. These additional recruiters will be working in conjunction with Outreach and Enrollment Support Services recruiters to aggressively target schools, allowing for more frequent visits, and to develop new markets.

Individual academic colleges have a responsibility for recruiting students as well. Each academic dean has assigned key staff/faculty to recruit specifically for his or her college. These staff/faculty coordinate efforts with the Office of Outreach and Enrollment Support Services to avoid duplication.

The Public Affairs Office works in conjunction with the Office of Outreach and Enrollment Support Services in developing publications, including the web site, that promote programs, colleges, and the university. The office also oversees public relations, special events and advertising efforts that enhance the university's image and promote recruitment efforts targeting its audiences, including potential students and their influencers.

Funding: Estimate cost for implementing all strategies under Objective One: \$282,000.

Objective Two: The System Center in San Antonio has hired an enrollment manager to oversee admission, registration and financial aid and a full-time recruiter to recruit from the Alamo Community College District and other community colleges in the vicinity. Working in tandem with A&M-Kingsville's outreach coordinator in San Antonio, both individuals assist in the recruitment effort. The Office of Public Affairs at A&M-Kingsville oversees public relations, publications, special events and advertising efforts for the San Antonio branch campus. Faculty at the Center also assist in recruiting by making presentations to civic organizations and visiting area community colleges.

Funding: Estimate cost for implementing all strategies under Objective Two: \$150,000.

Objective Three: At this time, Texas A&M University-Kingsville has appointed a half-time associate dean to be the contact person for the School of Pharmacy. The first cohort of students will begin classes in fall 2005. Architectural plans for the building are being finalized, a search for a pharmacy dean is underway, proposed curriculum has been developed and is awaiting approval. Based on other pharmacy schools, there most likely will be a person assigned to specifically recruit for the School of Pharmacy. Publications specific to this program are being developed. The Division of Enrollment Management is poised to collaborate with pharmacy school personnel in the recruitment, admission, registration and financial aid.

Funding: Estimate cost for implementing all strategies under Objective Three: \$260,000.

V. Retention Goals and Strategies

A. Retention Goals for the next four years:

Texas A&M University-Kingsville's retention rate for the last two years has been consistent at 61.1 percent. The institution affords the opportunity to attend A&M-Kingsville to many individuals who typically are not accepted at other universities the opportunity to attend. Accordingly, 60 percent of freshmen entering the university must take at least one developmental (remedial) class. Approximately 40% of all entering freshmen do not return for their second year of study. However, a considerable number eventually graduate and are successful in the workforce. In order to improve the retention and graduation rates at Texas A&M University-Kingsville, the university has considered raising its generous admission standards. This course of action would have political as well as enrollment consequences. Other efforts like the Presidential Series Scholarship Program have proven to be effective with a retention rate of 80% for the first cohort and 72% for the second cohort (2000 and 2001 respectively).

The situation at A&M-Kingsville's System Center in San Antonio is somewhat different. The Center enrolls transfer students who are close to completing their associate degree, have graduated from a community college or are transferring from a four-year institution. Because the Center is situated on the Palo Alto College campus, many community college students take advantage of concurrent enrollment at the System Center. These

students have met the requirements to take junior level classes at the Center. Statistics indicate that transfer students perform better academically and have higher retention and graduation rates than students who enter the university as first-time freshmen.

Retention rates of professional schools are considerably higher than other types of programs. Typically, students are selected to these programs based on established criteria. Students pursuing these programs know that they must perform well in order to stay in school

GOAL TWO: To improve Texas A&M University-Kingsville's and the System Center-San Antonio's retention rate in the next four years.

Objective 2.1. Improve the freshmen to sophomore retention rate at A&M Kingsville by one percentage point each year for the next four years.

- **Based on the retention rate of 58.9 % for 2001-02, the retention rate for 2002-03 will be 60.0%.**
- **Based on the retention rate of 60% for 2002-03, the retention rate for 2003-04 will be 61.0%.**
- **Based on the retention rate of 61% for 2003-04, the retention rate for 2004-05 will be 62.0%.**
- **Based on the retention rate of 62.0% for 2004-05, the retention rate for 2005-06 will be 63.0%.**

Objective 2.2. Improve the junior to senior retention rate at the System Center-San Antonio by five percentage points in the next four years.

- **Based on the retention rate of 66.7% for 2001-02, the retention rate for 2002-03 will be 67.7%.**
- **Based on the retention rate of 67.7% for 2002-03, the retention rate for 2003-04 will be 68.7%.**
- **Based on the retention rate of 68.7% for 2003-04, the retention rate for 2004-05 will be 69.7%.**
- **Based on the retention rate of 69.7% for 2004-05, the retention rate for 2005-06 will be 70.7%.**

Objective 2.3. Establish baseline data for retention of Pharmacy School students for 2005-06.

The first pharmacy cohort group will begin fall 2005. It is estimated that 75 students will be admitted to this cohort. Retention data for this cohort will be available fall 2006. However, based on historical data received from other institutions that have such programs, a three to five percent attrition rate will occur from year one to year two.

Strategies for achieving retention goals:

Texas A&M University-Kingsville admits the majority of students who apply. The university has a number of support programs in place to assist students, but most of these

programs are voluntary and many students who need the assistance fail to take advantage of them. In spite of the academic challenges these students face, many do graduate and obtain excellent jobs. The "value added" to the students who enroll at A&M-Kingsville is evident: at the August 2002 commencement, 76 percent of the graduates earning bachelor's degrees were required to take at least one developmental course when they arrived as entering freshmen or transfer students. This figure is consistent from graduation ceremony to graduation ceremony.

The Texas Higher Education Coordinating Board has developed criteria for retention of freshman to sophomore students. Criteria for measuring the retention rates of transfer students and students enrolled in professional programs (pharmacy school) will be established. These criteria will be used in determining a historical perspective for the last three to four years that will tell us what type of retention we have had, particularly with transfer students. This is important because it will be necessary to measure retention efforts for the main campus in Kingsville and the System Center-San Antonio. A baseline for retention rates will be used for the Pharmacy School commencing with school year 2005-06.

The following strategies address the retention efforts of freshmen and transfer students at Texas A&M University-Kingsville. **Appendix C, which addresses *Assessment and Evaluation*, describes the assessment results for some of these strategies. (Objective Number 2.1)**

- Strategy IA. *The Javelina Mentorship Program (formerly known as HOSTS: Helping Our Students To Succeed)*
This program has been in place since spring 1997. The program has been refined and continues to address the difficult times freshmen students have in making the transition from high school to college. Mentors include faculty, staff, and selected students. Training is offered to every mentor who participates in the program. Information about the program and a form to sign up is included as part of the Hoggie Days Orientation package. Comparative data shows that students who have participated in this program earned a higher grade point average and completed more hours than students that were not mentored.
- Strategy IB. *The Freshman Convocation*
The Freshman Convocation was implemented during the fall 1999 semester. It is an event designed to motivate incoming freshmen to take responsibility for their success and to inspire them to graduate. Feedback from students regarding this event has been very positive.
- Strategy IC. *The Living Learning Community Program*
This program was started during the fall 1998 semester with approximately 30 students. This program established a freshman cohort for scheduling of classes and housing. Each residence hall group is assigned a Resident Sponsor, who facilitates study sessions and social

activities and serves as a mentor. Students are placed in the same 1201 (foundations/orientation) course, and when possible, attend other freshman-level courses together. The initial results of the program were encouraging, and the program grew to 274 students during fall 2000. Preliminary results reported by the LLC Coordinator indicate that 62 percent of the students who participated returned for fall 2001

Strategy ID. *The Title V Grant*

This grant has contributed to the retention efforts on campus. It is a five-year grant, with one of its primary goals to improve the freshman advising program university-wide. The grant includes components for (1) an early warning and intervention system, (2) comprehensive career assessment and development services, and (3) a computer-based academic advising system. These three components will integrate the concept of community and will develop a supportive learning environment at Texas A&M University-Kingsville.

Strategy IE. *Supplemental Instruction (SI)*

Supplemental instruction in mathematics and history began in the fall 1998 semester. SI targets those classes that have a particularly high failure rate and offers the students an opportunity for further instruction. The passing rate for participating students is remarkably better than the passing rate for students not participating in SI. Commencing with spring 2002 semester, two sections of English 1302 will be added to the Supplemental Instruction list.

Strategy IF. *Student Support Services (SSS)*

Student Support Services is an undergraduate program that provides academic tutoring, TASP supplemental classes, academic and financial advisement, counseling, and mentoring for students who meet the criteria of low-income/first generation students. Data maintained by the program supports the fact that students participating in SSS have a significantly higher retention rate than the general freshman population.

Strategy IG. *Ronald E. McNair Scholars Program*

This program is primarily designed to increase the number of undergraduate low-income students, especially under-represented groups, enrolling in graduate studies and eventually pursuing doctoral degrees. The program serves 20-30 students annually in cycles. Students are provided with colloquial seminars/GRE emphasis, intensive summer research internships, student/professor mentoring, and stipends up to \$2,400. The program participants, along with faculty, have articles published in both local and national publications.

Strategy IH. *College Exploration Program (CEP)*

This program is designed to introduce recent high school graduates to a college environment and allow them to take as many as 10 college credit hours during the summer and maintain summer employment.

- Strategy II. *College Success Courses (1201 classes)*
The courses are designed to offer a nurturing environment that familiarizes entering freshmen with specific academic programs. In addition to academic information, the courses provide information about various life enhancing services available at the University that can help the student succeed. The majority of freshmen take a 1201 course during their first year of enrollment.
- Strategy IJ. *The Student Intervention Program (SIP)*
This is a program that is administered through Services for Students with Disabilities. It is based on a retention model focused on academic advising for the freshman year. Through eight advising sessions, one of the main objectives of the program ensures that students clearly understand the University's academic expectations. The program was initiated in January 1999.
- Strategy IK. *The Fresh Start Program*
The Fresh Start Program is a career-counseling program for non-traditional students. Fresh Start offers first semester students free assessment and counseling. The process begins with the nontraditional student orientation program and ends with a debriefing session. Second semester follow-up, if warranted, is provided.
- Strategy IL. *Academic Intervention and Developmental Enhancement (AIDE)*
This program provides intrusive counseling for students who have been placed on financial aid probation or suspension. Students are counseled about the significance of the probation or suspension. Strategies for improving academic performance are discussed. This program was implemented in spring 2000.
- Strategy IM. *Parental Involvement*
A&M-Kingsville also is making an effort to involve the parents in activities at the University. We believe that this increased parental involvement will assist in the student retention effort. Parents who are more familiar with the University and its personnel will know whom to call whenever their son or daughter experiences some type of difficulty. Family Day is one example of an event designed to increase parental involvement. The number of families attending this event has increased dramatically during the past four years from 29 families in 1996 to almost 200 in 2000.

Strategy IN. *Transfer Orientation*
A special orientation for new transfer students was developed in 1999. This special orientation allows personnel at the University to focus on the specific issues and concerns of transfer students.

Strategy IO. *Mid-term Grades for Freshmen*
The University implemented a policy during the 1998-99 academic year to provide mid-term grades to students taking freshman and sophomore level courses. Mid-term grades provide important feedback to students. Faculty advisors also receive a copy of the mid-term grade reports and are able to do more extensive advising with students to provide needed assistance.

The following strategies address the retention efforts of the System Center-San Antonio campus. This campus is upper division and only offers junior and senior level classes. The campus is in its third year of operation (fall 2003) and is located on the Palo Alto Community College campus. (**Objective Number 2.2**)

Strategy IIA. *Small Campus Environment*
Small campus environment, which allows students the opportunity to interact with faculty on a regular basis. The total enrollment on campus is less than 500 students.

Strategy IIB. *Reminding Currently Enrolled Students about Registration*
Currently enrolled students are reminded of registration via telephone and mail outs by the staff and by respective faculty whose students have not registered in a particular class.

Strategy IIC. *Intrusive Advising*
Faculty conduct intrusive advising with students who appear to be wavering academically.

Strategy IID. *Access to Faculty*
Accessibility of faculty to students, particularly related to the advising process is important in keeping these students on target so that they can graduate on time.

Strategy IIE. *Transfer Orientation*
A special orientation for new transfer students was developed in 2001. This special orientation allows personnel from the System Center to focus on the specific issues and concerns of transfer students.

Strategy IIF. *Additional Support from Both Campuses*
Support is provided by the Kingsville campus by offering student activity programs that promote college achievement for nontraditional students. In conjunction with Palo Alto College Career Services Office, students are

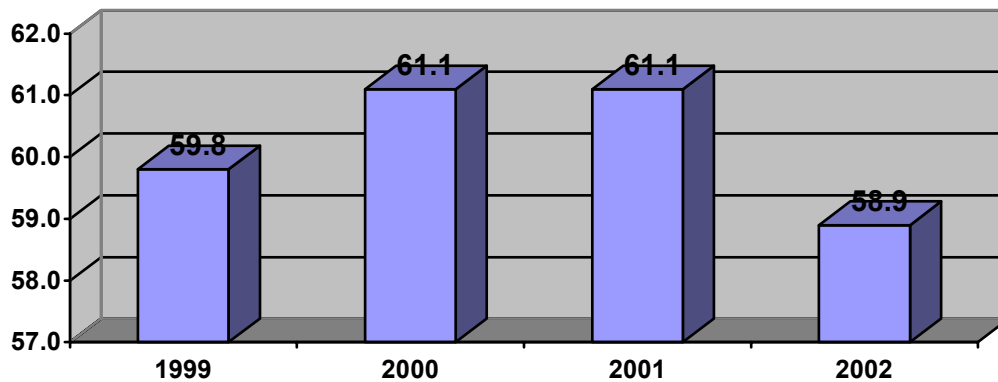
assisted in acquiring part-time jobs on campus and finding childcare on or near the campus.

Retention strategies for the School of Pharmacy are not applicable at this time. Retention strategies will be developed as the School hires its faculty and staff and recruits its first cohort. Retention rates for professional schools tend to be higher because of the selection process and the commitment that goes with acceptance into such programs.

Assigning responsibility and estimating preliminary major costs of implementing strategies:

Assigning responsibility for the university's retention effort is challenging. The Legislative Budget Board target for 2002 is 65 percent, up from the previous target of 58 percent. Texas A&M University-Kingsville has increased its retention rate from 57 percent to 61.1 percent, but it fell again in 2002 to 58.9 percent (see graph below). The university will systematically revisit its retention efforts to determine how to increase retention. Retention will continue to be a major issue since the university is accessible to students who are academically under prepared.

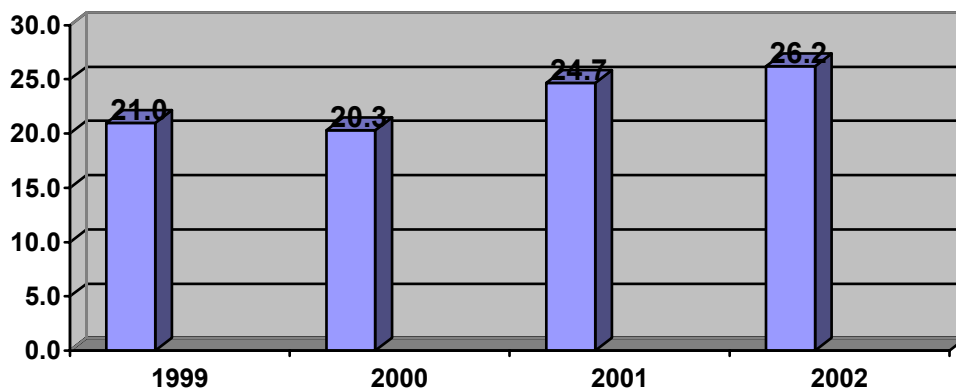
Texas A&M –Kingsville Retention Rates



Correlation studies on retention have been done to determine the effect of high and low ACT/SAT scores of students attending A&M-Kingsville. These studies have revealed no correlation whatsoever on retention of these students. These studies indicate that it does not make any difference whether the student scores high or low on either standardized test; there is no pattern of persistence. The University will continue exploring more on this subject to determine a pattern.

Texas A&M-Kingsville Graduation Rates

The six-year graduation rate for Texas A&M University-Kingsville has incrementally increased in the last few years. The graph below indicates an upward trend.



The assignment of responsibilities in retaining students at Texas A&M University-Kingsville is as follows:

Objective One: The responsibility of retaining students at Texas A&M University-Kingsville falls to the faculty and staff. Faculty have the primary responsibility for retaining students in their respective classes through a variety of instructional methods. Other contributing factors that aid in the retention effort include the accessibility of the faculty to the student; maintaining office hours and meeting with students; being receptive to assisting the student not only once, but possibly several times to understand the concept; being friendly, approachable, patient, understanding, and supportive of what the students' needs are; and of course presenting the information in a challenging and motivating format. These are all key characteristics of an excellent faculty whose students are going to be encouraged to stay at the university and eventually graduate.

The responsibility of retaining students at Texas A&M University-Kingsville also falls to the staff. Throughout the years, the Division of Student Affairs has contributed a number of retention programs to help students persist and eventually graduate. The division historically has served as an advocate for student success.

This division has generated most of the retention programs listed as retention strategies in this report. These efforts serve to supplement what is being taught in the classroom. Other retention programs, i.e., Living and Learning Community, Supplemental Instruction, etc., are retention programs that have been generated by College I. The University administration has been responsible for implementing a few retention efforts, i.e., Mid-term Grades, Probationary Admission Category, and others.

Funding: Estimate cost **for implementing all strategies under Objective One:**
\$150,000

Objective Two: The responsibility for retaining students at the System Center-San Antonio falls to the faculty and staff, just as it does on the Kingsville campus. Although the Center does not have a full student affairs unit, the staff there provides many of the services that are required of a university. Because the Center is situated on a community college campus, it lacks identity and does not have all of the resources available as the main campus. However, through agreement with the community college, these students are able to utilize their offices to help them succeed in the academic setting. As the institution grows, more support programs/staff will be added.

Funding: Estimate cost **for implementing all strategies under Objective Two: \$20,000**

Objective Three: Since the Pharmacy School is not yet in place, the retention issue does not apply at this time.

Funding: Estimate cost **for implementing all strategies under objective Three: N/A**

VI. Implications of the Plan

The background information that has been presented suggests a number of opportunities to improve the effectiveness of Texas A&M University-Kingsville's enrollment efforts. First, we must maintain our competitive edge through quality programs and instruction. We must focus on programs that have potential to increase enrollments and then support them. With the School of Pharmacy initial semester of students enrolled, we expect the chemistry and biology departments to increase in enrollment as well. Other new programs that also have been identified need to be cultivated and marketed effectively. Second, we need to focus on the populations that hold the greatest potential for increasing and sustaining enrollments, including the Rio Grande Valley and San Antonio.

Third, Texas A&M University-Kingsville must have a concentrated effort to effectively market the university. We have developed the accompanying marketing plan to address marketing goals in the areas of recruitment, retention, external image, internal image and alumni relations. Great emphasis is placed on recruitment. This marketing plan will serve as a guide to help integrate the marketing efforts of the various offices throughout the university that are involved in the marketing effort.

Fourth, Texas A&M University-Kingsville has the necessary technology to collect and manage data. Staffing in the Office of Institutional Research is limited. The present system is intimidating for individuals who are unfamiliar with the manipulation of data into meaningful reports. Readily available data in a more user-friendly system is needed and is being explored. Recently, Texas A&M University-Kingsville purchased a new

student information system, SCT Banner, to be implemented in May or June 2003. This new system has the capability to allow executives to generate their own reports.

Fifth, continuous and systematic prioritization of the university's resources must be based on valid assessment measures. With the proper tools and equipment, student recruitment and retention goals can be achieved. As our competitors become increasingly aggressive in their recruitment efforts, we must ensure that we are responding strategically with our resources, including human resources. Some positions may need to be re-directed to ensure that we attain the enrollment management goals, objectives, and strategies that are described in this plan.

Strategic Enrollment Management: A Working Definition*

Strategic enrollment management is a relatively new term, which Texas A&M University-Kingsville adopted in 1998 when it combined the offices of admission, registrar, recruitment, and financial aid under one assistant vice president. Subsequently, the office of international programs and the director of academic advising were added to this division. Beyond this simple merger of offices to pursue a common cause, it is important to define the parameters of strategic enrollment management being addressed by this plan:

- To continue to develop and maintain the highest quality programs and services possible;
- To identify potential target audiences for these programs and services and to market them effectively, thereby generating enrollment inquiries;
- To provide effective pre-admission services to convert inquiries into applicants at the highest rate possible;
- To provide effective pre-enrollment services to convert applications into enrollees at the highest rate possible;
- To provide effective instructional, academic support, and student services to retain enrolled students through the completion of their educational objectives;
- To provide effective support services for students seeking academic transfer or job placement;
- To provide data support services relative to enrollment management for the University community;
- To provide an effective, comprehensive range of alumni services, including those that may enhance enrollment;
- To provide effective communication relative to enrollment management between and among all segments of the University community.

Based on this definition, Texas A&M University-Kingsville will continue to strive to attract a greater number of students and make a concerted effort to retain them. This definition serves as a reminder that every member of the university community is a stakeholder in this endeavor.

*Adapted from Crocket, David S., *Defining the Essential Elements in a Successful Strategic Enrollment Management Program*, TACRAO Conference, October 28, 2001, pp. 62-63.

Design of the Plan

This strategic enrollment management plan consists of five functional components: Programs and Services, Target Populations, Communications, Data Management, and Resources. These key elements need to be further assessed by the University for they strongly influence enrollment at this university. It also needs to be made very clear that these functional components cannot be viewed as the responsibility of one individual or one department. Rather, these functions should be a shared responsibility across the University. Academic colleges and their departments, student affairs and enrollment management staff all need to contribute to the recruitment and retention of the student. Working as a cohesive unit will encourage total involvement and assure continued enrollment growth on the campus.