UNIVERSITY OF ARKANSAS AT PINE BLUFF™

ENROLLMENT MANAGEMENT

Progress Report to the Higher Learning Commission

November 15, 2010
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td><strong>Progress Report categories</strong></td>
<td></td>
</tr>
<tr>
<td>Planning and Establishment of the Enrollment Management Program</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment Management Goals and Progress</td>
<td>4</td>
</tr>
<tr>
<td>Ongoing Assessment and Evaluation of Outcomes</td>
<td>7</td>
</tr>
<tr>
<td>Program Monitoring and Continuation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>A. Enrollment Management Administrative Structure</td>
<td></td>
</tr>
<tr>
<td>B. Original Enrollment Management Plan</td>
<td></td>
</tr>
<tr>
<td>C. Effective Practices in Student Retention</td>
<td></td>
</tr>
<tr>
<td>D. Student Recruitment Practices</td>
<td></td>
</tr>
<tr>
<td>E. Enrollment Consultant Report</td>
<td></td>
</tr>
<tr>
<td>F. Retention Plan Summary</td>
<td></td>
</tr>
<tr>
<td>G. Admissions Seminar Information</td>
<td></td>
</tr>
<tr>
<td>H. Enrollment Management Goals and Activities</td>
<td></td>
</tr>
</tbody>
</table>
Progress Report to the  
Higher Learning Commission  
November 15, 2010

INSTITUTION: University of Arkansas at Pine Bluff
Date: November 15, 2010
Report Focus: Enrollment Management

Introduction

During the November 13-15, 2006, comprehensive visit, the Higher Learning Commission identified the following challenge in the area of enrollment management:

“Since enrollment remains a concern, the team feels that to develop a comprehensive enrollment management system to enhance the quality and quantity of the overall student population will require comprehensive organizational review and external consultation. The team encourages the university to begin this process as soon as feasible for the stabilization of enrollment continues to be a major challenge. As the University develops its enrollment goals, there should be optimum enrollment goals established for every academic department. The University should carefully delineate targets for new freshmen, new transfers, and new graduate students. The University should carefully monitor and evaluate institutional ratios of applied to enrolled (yield-rate) and accepted to enrolled (show-rate).”

The purpose of this report is to provide evidence of progress in the implementation of a comprehensive enrollment management system to enhance the quality and quantity of the overall student population. The report addresses the establishment of the Enrollment Management Program and the actions taken by the Enrollment Management team to meet the goals outlined in the UAPB Enrollment Management Plan. The Progress Report is presented in four categories:

- Planning and establishment of the Enrollment Management Program
- Enrollment Management goals and progress
- Ongoing assessment and evaluation of outcomes
- Program monitoring and continuation.
Planning and Establishment of the Enrollment Management Program

As a result of the Commission’s concerns, the University of Arkansas at Pine Bluff has given high priority to retention and graduation goals. In the fall of 2006, the Enrollment Management initiative was reorganized and special emphasis was given to the development of an administrative structure to administer the program. Since that time, the University has made significant progress in the implementation of the Enrollment Management system. The timeline below delineates the major milestones in the restructuring process, and the sections that follow explain the developments in greater detail.

Fall 2006  The Enrollment Management Program was reorganized; Enrollment Management (EM) Coordinating Team appointed.

Spring 2007  EM Coordinating Team developed a proposal and secured Title III funding for enrollment management activities.

Spring 2007  The EM Coordinating Team revised the original Enrollment Management Plan in accordance with the University’s Strategic Plan, “Keepers of the Spirit,”

Spring 2007  The Chancellor appointed the University EM Advisory Committee.

Spring 2007  EM Community Advisory Committee was established.

May 2007  Title III funding became available to support EM activities.

(EM) Coordinating Team reports to the Vice Chancellor for Academic Affairs and functions under the leadership of the Dean of Student Life and Enrollment Management. Members of the team include the Dean of University College whose primary focus is on retention initiatives; Assistant Dean of the School of Agriculture, Fisheries and Human Sciences who focuses on recruitment initiatives; and the Director of Student Counseling, Assessment and Development who addresses marketing efforts and helps coordinate a mentoring program for at-risk students. This team meets on a weekly basis.

In the spring of 2007, the Chancellor appointed the University EM Advisory Committee and authorized it to wholeheartedly support enrollment management activities. The EM Coordinating Team works directly with the EM Advisory Committee on issues such as recruitment, retention, and time to graduation. Committee members, drawn from many areas of the campus, provide valuable perspectives and aid in monitoring and achieving enrollment, retention and graduation goals. The committee reviews planning documents and are kept abreast of institutional data relating to recruitment and retention, especially as it relates to the members’ various areas of responsibility. Members also suggest ways to improve working relationships at the University to further improve enrollment. The support of this committee is vitally important in facilitating
recommended changes. The Committee includes the Dean of each school; the Directors of Recruitment, Admissions, and Academic Records/Registrar; the Associate Vice Chancellor for Student Financial Services; Director of Institutional Research; the Dean of the Honors College; and the Director of Alumni Affairs. The Committee meets twice each semester. It should also be noted that several members of the Advisory Committee—the Directors of Recruitment, Admissions, Student Financial Services and Residential Services--work directly with the Dean of Student Life and Enrollment Management, as their roles and responsibilities are an integral part of the daily enrollment management functions.

The EM Coordinating Team also enlists the services of a Community EM Advisory Committee. This Committee is a diverse group of community leaders consisting of current and retired educators, a community college administrator and a director of a local Hispanic Ministry. The Committee meets with the EM Coordinating Team twice each semester to review institutional data relating to recruitment and retention. The Committee provides an off-campus view of the institution’s services to current and prospective students and has been valuable in suggesting ways to improve marketing, recruitment, retention, and community relationships to increase enrollment. The administrative structure for Enrollment Management is shown in Appendix A.

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**Enrollment Management Program Goals and Progress**

With the leadership and administrative support established, efforts were directed to re-evaluating and revising the original Enrollment Management Plan, developed in 1998, and securing funding to support enrollment management activities. During a retreat held in the spring of 2007, the EM Coordinating Team developed a proposal for Title III funding of enrollment management activities. At the same time, the Enrollment Management Plan was analyzed in accordance with the University’s Strategic Plan, “Keepers of the Spirit”, which includes the University’s goals for improved recruitment and retention of students. After thorough review and analysis, the original five goals of the 1998 Enrollment Management Plan were retained, as they continued to fully describe the University’s expectation for recruitment and enrollment, retention, and graduation. The Plan’s objectives and strategies were revised or modified. Finally, in May 2007 a modified Enrollment Management Plan (Appendix B) became fully operational when Title III funding was approved to provide financial resources to support the program’s activities. The broad goals of Enrollment Management are:

**Goal 1:** To ATTRACT qualified and motivated students to UAPB’s academic programs,

**Goal 2:** To ENROLL a diverse student body by offering programs and services that will support differing educational objectives for students,

**Goal 3:** To RETAIN a diverse student body by providing academic programs and student support services that ensure persistence to graduation,
Goal 4: To DEVELOP and GRADUATE students who have marketable skills, who communicate effectively and who demonstrate appropriate levels of mastery in their fields, and

Goal 5: To ENDEAR and STRENGTHEN alumni with allegiance, loyalty and support to UAPB.

As stated previously, these goals describe the University’s expectation for recruitment, enrollment, retention, and graduation and served as a blueprint for the implementation of enrollment management activities. The University established the first three goals as its priority for 2008 and 2009, and has focused primarily on Goals 1, 2, and 3 during the past two years: To attract, enroll, and retain students to the institution. The University has been successful in making progress and achieving commendable outcomes. Some strategies employed by the University include the following:

- Contracted an Enrollment Management Consultant to assess the state of enrollment management at UAPB, provide recommendations for improvement, and assist in the development of a plan of action.
- Retained a Retention Consultant to assist with the assessment and evaluation of retention and to help develop a campus-wide Retention Plan.
- Conducted a campus-wide SWOT analysis to identify areas of strengths and weaknesses as well as opportunities to improve retention and graduation rates.
- Organized a University-wide Retention Committee, consisting of campus-wide representation.
- Compiled a publication titled *Effective Practices in Student Retention* (Appendix C), which includes retention strategies utilized by all schools and departments throughout the campus.
- Compiled a publication titled *Student Recruitment Practices* (Appendix D), which includes recruitment practices utilized by all schools and departments.
- Hired an Admissions Consultant to provide technical support and advice in the areas of recruitment, yield rates, and show rates.
- Developed an application map.

During the fall of 2007, the University retained the services of an Enrollment Management Consultant and a Retention Consultant. Dr. Harry Williams and Dr. Tonjua Williams of W Consulting, LLC served as the enrollment and retention consultants, respectively. The Enrollment consultant assessed the current state of retention and graduation at UAPB and
established benchmarks and specific retention and graduation goals for each class cohort. Dr. Harry Williams, who visited the University on several occasions in 2007, provided a detailed report (Appendix E), which includes a summary of findings and recommendations for recruitment and admissions activities. His primary recommendations were:

- Review the role and responsibilities of recruitment and admissions staff.
- Review Recruitment Office travel schedule for more effective use of time and resources.
- Consistently build, capture and codify inquiries.

A Retention Consultant, Dr. Tonjua Williams, was retained in January 2008. She assisted the University in conducting a campus-wide SWOT analysis to identify areas of strengths, weaknesses, and opportunities to improve retention and graduation rates, as well as threats to achieving success. Dr. Williams subsequently worked closely with the EM Coordinating Team to complete the development of a campus-wide retention plan (Appendix F). The retention plan outlines four broad retention goals:

- Increase the pass rate (grade C or higher) for students enrolled in developmental education courses by 3 percent over the fall 2007 rate by fall 2009.
- Increase the retention rate of first-time/full-time (12 credit hours) freshman by 3 percent by fall semester 2009.
- Maintain or exceed state averages on a national student satisfaction survey for four-year public institutions by December 2009 (NSSE, Noel Levitz, ACT, etc.).
- Increase the 4 to 6-year graduation rate of students by 1 percent by July 2010.

In the retention SWOT analysis, one notable threat identified was the lack of campus-wide awareness or communication of retention efforts underway at the University. The University-wide Retention Committee and the publication Effective Practices in Student Retention were created in direct response to the SWOT analysis, and they have raised the overall level of awareness and interest in student retention. The University-wide Retention Committee, which consists of representatives from each academic school as well as financial aid, admissions, and departments in student affairs, has increased campus-wide awareness and support of retention efforts. The committee meets each semester to discuss retention strategies and outcomes and to recommend interventions to address any challenges identified. The publication is a compilation of retention strategies utilized by the various schools and departments throughout the campus. It was widely distributed throughout the campus and has increased awareness of retention programs and initiatives implemented by schools and departments campus wide.

Dr. Jerald Wolfolk, Vice Chancellor for Student Affairs at Mississippi Valley State University, served as the Admissions Consultant. She provided assistance and direction in the admissions process. Dr. Woolfolk provided guidance on conducting a SWOT analysis and assisted in the development of an application processing procedure (Appendix G).
The application processing procedure consisted of a communications map which allowed for more frequent and targeted communication with prospective students. Specific correspondence was coordinated through the Recruitment Office, Admissions Office, Financial Aid, Residential Services, and in some instances, from academic departments if students indicated a major or program of interest.

The University’s success in increasing student enrollment and retention may be attributed to a number of additional activities and strategies implemented to attract, enroll, and improve persistence and success. These include the following:

- Recruitment targets established for overall enrollment.
- Special focus on Yield Rate through enhanced communications.
- “City Days” implemented by the Recruitment Office.
- Organization of University-wide Recruitment Committee
- TV and Radio Advertisements on local TV and radio stations.
- Advertisements in High School Yearbooks highlighting successful students from the respective schools.
- Promotional materials developed to market the University.
- Online ACT preparation support to local high school students initiated in six area school districts.
- College Preparatory Seminars presented at area high schools.
- Outreach to the nearby Hispanic communities.
- Creation of the LIONS Summer Bridge Program to enroll and retain developmentally challenged first-time, full time freshmen.
- Conditional Admissions Support Program for students admitted with less than 2.00 high school GPA.
- Mentoring Program utilizing UAPB faculty, staff and administrators who volunteer to serve as mentors for students admitted through the conditional admissions process.
- Evaluation of Developmental Education Program and faculty development focused on teaching strategies for faculty teaching developmental education courses.
- New emphasis on Academic Advisement and Financial Aid Planning Week.
- Student Satisfaction Surveys and follow-up emphasis on improvements in areas of concern.

In depth descriptions of these and other activities are included in Appendix H.

Ongoing Assessment and Evaluation of Outcomes

The University has experienced significant success in student enrollment and retention. To determine the University’s effectiveness in meeting the changing needs of its student clientele and its progress toward the achievement of its enrollment goal, a variety of evaluative methods have been used to assess program success and outcomes. The assessment and evaluation data
discussed below describe the outcomes of programs and initiatives implemented between fall 2008 and spring 2010 which were designed to address Enrollment Management Goals 1, 2, and 3.

**Attracting Students**

To attract qualified and motivated students to UAPB’s academic programs, recruitment targets were established to support the University’s overall enrollment goal through strategic planning and feedback from the Chancellor’s Management Workshops and Faculty/Staff meetings. Initial targets were 900 new freshmen for fall 2008, 1000 for fall 2009, and 1100 for fall 2010. The University exceeded its goal for fall 2008 with an enrollment of 980 new freshmen. In fall 2009, the University fell slightly below the target with 977 new freshmen. In addition, targets of 70% instate students and 8 to 10% transfer students were established for fall 2010. These targets were established due to financial aid constraints for out-of-state students. Table 1 illustrates the University’s yield and show rates for 2006 through 2009.

**Table 1. Fall Yield and Show Rates**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>1933</td>
<td>2169</td>
<td>2616</td>
<td>4792</td>
</tr>
<tr>
<td>Admitted</td>
<td>1227</td>
<td>1394</td>
<td>1527</td>
<td>1568</td>
</tr>
<tr>
<td>Enrolled</td>
<td>723</td>
<td>819</td>
<td>980</td>
<td>977</td>
</tr>
<tr>
<td>Yield</td>
<td>37.4%</td>
<td>37.8%</td>
<td>37.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Show</td>
<td>58.9%</td>
<td>58.8%</td>
<td>64.2%</td>
<td>62.3%</td>
</tr>
<tr>
<td><strong>Transfer Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>319</td>
<td>272</td>
<td>326</td>
<td>541</td>
</tr>
<tr>
<td>Admitted</td>
<td>216</td>
<td>216</td>
<td>233</td>
<td>273</td>
</tr>
<tr>
<td>Enrolled</td>
<td>163</td>
<td>151</td>
<td>175</td>
<td>188</td>
</tr>
<tr>
<td>Yield</td>
<td>51.1%</td>
<td>55.5%</td>
<td>53.7%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Show</td>
<td>75.5%</td>
<td>69.9%</td>
<td>75.1%</td>
<td>68.9%</td>
</tr>
</tbody>
</table>

**Student Enrollment**

The University has experienced significant growth and improvements in new student enrollment. Enrollment grew by 18.5% from fall 2007 to fall 2009. Table 2 shows enrollment growth reported for each semester and summer session.
Student Retention

The University placed high priority on improving student retention. Retention outcomes are discussed in terms of the retention goals outlined in the University-wide Retention Plan.

Improve Student Achievement and Pass Rate in Developmental Education

One goal of the Retention Plan was to increase the pass rate (grade C or higher) by 3% for students enrolled in developmental education courses between fall 2007 and fall 2009. This is an ambitious goal since more than 75% of first-time, full-time freshmen are required to enroll in one or more developmental education courses each year, primarily resulting from the University’s open-admissions policy. Improving students’ achievement and success in developmental education courses was expected to improve the University’s overall retention rate.

Table 3 illustrates the University’s overall success in achieving this retention goal. The pass rate of students enrolled in Basic Reading (ASDS 1210) consistently increased between fall 2006 and fall 2009 (from 47% in 2006 to 57% in 2009). Similarly, outcomes for Basic English (ENGL 1310) indicate an increase in performance of enrolled students, from 47% in 2006 to 51% in 2008, with a slight drop to 45% in 2009. The percentage of students achieving success in Elementary Algebra (MATH 1310) declined between 2006 and 2008 (from 57% to 43%), but rebounded to 62% in 2009. And, the percentage of students passing Intermediate Algebra (MATH 1320) oscillated (42% in 2006 to 36% and 51% in 2007 and 2008, respectively), ultimately resulting in an increase to 65% in 2009.
Table 3. Pass Rates for Students Enrolled in Developmental Courses

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDS 1210</td>
<td>47%</td>
<td>49%</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>ENGL 1310</td>
<td>47%</td>
<td>50%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>MATH 1310</td>
<td>57%</td>
<td>55%</td>
<td>43%</td>
<td>62%</td>
</tr>
<tr>
<td>MATH 1320</td>
<td>42%</td>
<td>36%</td>
<td>51%</td>
<td>65%</td>
</tr>
</tbody>
</table>

The pass rate outcomes illustrated above may be attributed, in part, to the LIONS (Learning Institute and Opportunities for New Students) and Conditional Admissions programs. The Conditional Admissions program consists of students admitted with less than 2.00 high school grade point average. The students are required to participate in the program, which mandates them to sign a contract agreeing to attend weekly tutorial sessions in math, English and reading; meet regularly with a mentor; and attend personal development seminars. To validate their admission, the students are required to enroll in 12 semester credit hours and attain a minimum GPA of 2.00 by the end of their first semester.

Table 4 shows the results of these academic support interventions for those students who entered the University with less than a 2.00 high school GPA, but attained at least a 2.00 University GPA after their first semester. Student support through the Conditional Admissions Program created a 320% increase in the number of students attaining at least a 2.00 GPA.

Table 4. Conditional Admitted Student Pass Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Admits</th>
<th># Passing w/GPA ≥ 2.00</th>
<th>Percent w/GPA ≥ 2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>144</td>
<td>19</td>
<td>13.3%*</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>125</td>
<td>26</td>
<td>20.8%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>130</td>
<td>42</td>
<td>32.2%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>154</td>
<td>52</td>
<td>33.3%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>47</td>
<td>20</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

(* before conditional admissions program implementation)

The LIONS Program was initiated in 2008 to enroll and retain developmentally challenged first-time, full time freshmen. The goals of the program are to:

1. Increase the enrollment of first-time, full-time entering freshmen who are eligible to enroll in college-level course work during the freshman fall semester,
2. Increase the college persistence of at-risk students who enter college and must take developmental courses,
3. Support at-risk students’ continued academic, personal and social development, and
4. Increase the number of UAPB students graduating in ten or fewer semesters.
Twenty four (24) students enrolled in the program in 2008 and 36 in 2009. University data collected in 2008 and 2009 describe the two cohorts of students. While LIONS students are representative of the first-time freshman class cohort (ACT composite score and high school GPA, Table 5), LIONS students have been more successful at UAPB than the general student cohort.

### Table 5. LIONS and UAPB Student Cohort Profiles

<table>
<thead>
<tr>
<th></th>
<th>LIONS 2008</th>
<th>UAPB 2009</th>
<th>LIONS 2009</th>
<th>UAPB 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled</td>
<td>24</td>
<td>980</td>
<td>36</td>
<td>977</td>
</tr>
<tr>
<td>ACT</td>
<td>17.0</td>
<td>16.2</td>
<td>16.3</td>
<td>16.3</td>
</tr>
<tr>
<td>HS GPA</td>
<td>2.56</td>
<td>2.66</td>
<td>2.55</td>
<td>2.68</td>
</tr>
<tr>
<td>CUM GPA@UAPB</td>
<td>2.64</td>
<td>2.74</td>
<td>2.57</td>
<td>2.63</td>
</tr>
<tr>
<td>Credits Completed</td>
<td>59</td>
<td>54</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>73.9%</td>
<td>44.4%</td>
<td>66.7%</td>
<td>56.9%</td>
</tr>
</tbody>
</table>

LIONS students have completed more credits, have a comparable cumulative GPA, and are retained at a greater level than the cohort with which they entered the University. Should this trend continue, LIONS students will contribute to increase the six-year graduation rate, thus meeting or exceeding one of the EM retention goals.

**Increase the Retention Rate of First-time/Full-time Freshman**

Retention continues to be emphasized by the University as an important strategy in achieving the University’s enrollment goal. Retention of first-time, full time freshmen continues to be an important benchmark and has been a priority of the University. Table 6 depicts the results of an increased focus on the academic support, academic counseling, and mentoring as described by the EM Retention Plan.
Table 6. Enrollment and Retention of First-Time Entering Freshmen

<table>
<thead>
<tr>
<th></th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>WHITE</th>
<th>NR ALIEN</th>
<th>UNKNOWN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort - Fall 2006</td>
<td>1</td>
<td>684</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>691</td>
</tr>
<tr>
<td>Retained after One Year</td>
<td>1</td>
<td>392</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>394</td>
</tr>
<tr>
<td>First-year Retention Rate</td>
<td>100.0%</td>
<td>57.3%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>-</td>
<td>-</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>WHITE</th>
<th>NR ALIEN</th>
<th>UNKNOWN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort - Fall 2007</td>
<td>2</td>
<td>773</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>788</td>
</tr>
<tr>
<td>Retained after One Year</td>
<td>2</td>
<td>465</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>476</td>
</tr>
<tr>
<td>First-year Retention Rate</td>
<td>100.0%</td>
<td>60.2%</td>
<td>50.0%</td>
<td>75.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>WHITE</th>
<th>NR ALIEN</th>
<th>UNKNOWN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort - Fall 2008</td>
<td>0</td>
<td>918</td>
<td>3</td>
<td>11</td>
<td>15</td>
<td>7</td>
<td>954</td>
</tr>
<tr>
<td>Retained after One Year</td>
<td>0</td>
<td>582</td>
<td>3</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>610</td>
</tr>
<tr>
<td>First-year Retention Rate</td>
<td>-</td>
<td>63.4%</td>
<td>100.0%</td>
<td>81.8%</td>
<td>66.7%</td>
<td>85.7%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

As illustrated in Table 6, the retention rate of first-time students has increased by at least 3% each fall since 2006, with an overall increase in retention of first-time full-time freshmen of 6.9% (from 57% for the fall 2006 cohort to 63.9% for the fall 2008 cohort). Efforts will continue to increase the retention rate by fall 2011 to the national average, which is 67.3% for an open enrollment, public university offering up to a master’s degree.

Other programs which support student enrollment and retention initiatives include Upward Bound, Trio Student Support Services and STEM Academy.

I. **Upward Bound (Pre-College).** Upward Bound is a pre-college federally funded program designed to generate in program participants the skills and motivation necessary to complete a program of secondary education, and to enter and succeed in a program of postsecondary education. The goal of the program is to increase the rates at which program participants enter in and graduate from postsecondary education.

The Upward Bound Program is funded to serve 66 participants annually from Dollarway, Pine Bluff, and Watson Chapel school districts in Jefferson County. The program provides participants with a nine-month academic year component and a six-week summer residential component that simulates a college going experience. In addition, the program provides a summer bridge component that pays tuition and fees, room and board and purchases books for participants who qualify the first summer session immediately following high school graduation. To qualify for the program, students must come from low-income families and be classified as a potential first-generation college student.
The following statistics are from the Upward Bound Program’s previous three cohort years on retention, graduation rates, and college entrance.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Number of Cohort Year Students</th>
<th>Cohort Year High School Graduates</th>
<th>Students Enrolled in College</th>
<th>Students Enrolled at U.A.P.B</th>
<th>Students Enrolled at Other Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>25</td>
<td>25</td>
<td>19 (76%)</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>27</td>
<td>25</td>
<td>18 (72%)</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>18</td>
<td>15 (83%)</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**UPWARD BOUND 3 YEAR ADMISSION/RETENTION/EXIT REPORT**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cohort Year Students</td>
<td>25</td>
<td>27</td>
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<td>Cohort Year High School Graduates</td>
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<td>19</td>
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<td>Students Enrolled at U.A.P.B.</td>
<td>9</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Students Enrolled at Other Colleges</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

AVERAGE ACT SCORE FOR 2008: **18.6**
AVERAGE ACT SCORE FOR 2009: **18.8**
AVERAGE ACT SCORE FOR 2010: **20.3**

II. **Trio Student Support Services (College Enrichment).** The TRIO Program, federally funded, is designed to provide support services (tutorial, counseling, and cultural enrichment) to first generation college students. UAPB TRIO objectives and outcomes for 2009-2010 follow:
Program Objectives and Progress

a. **Objective 1:** Sixty nine percent (212) of eligible participants will persist from the 2008-2009 to the 2009-2010 academic year.

**Progress:** Eighty-six percent (277) of eligible 2008-2009 participants persisted at UAPB during the 2009-2010 academic years.

b. **Objective 2:** Seventy percent (225) of all participants will be in good academic standing at the end of the 2009-2010 school years.

**Progress:** Eighty percent (256) participants were in good academic standing at the end of the 2009-2010 school years.

c. **Objective 3:** Twenty-seven percent (49) of the 2003-2004 cohort class will graduate by the 2009-2010 school year.

**Progress:** Forty-one percent (87) participants of the 2003-2004 cohort graduated by the 2009-2010 school year.

III. **STEM Academy (Pre-First Year and Academic Year).** The UAPB STEM Academy, National Science Foundation (NSF) and Arkansas Science and Technology Authority (ASTA) funded is designed to increase the number of well prepared science, technology, engineering, mathematics (STEM) graduates for STEM career and graduate/professional schools. Key components include an eight-week Summer Academy (residential) requiring English, mathematics, computers and college survival skills. Additionally during the first academic year, there is cohort class grouping in Introduction to Business Programming, Personal and Social Development and Pre-Calculus; study groups; a guest lecture series; mentoring; weekly meetings and external summer internships after the first year. Retention outcomes of the STEM Academy are as follows:
Program Monitoring and Continuation

Program Monitoring

Enrollment Management Program progress is monitored on an ongoing basis. The Enrollment Management Coordinating Team continues to meet weekly to review progress, identify problems or challenges, and identify solutions. The two other advisory committees (University and Community Advisory Committees) meet twice each semester to provide additional assessment of program progress and offer creative strategies and suggestions for further implementation of EM goals from both internal and external perspectives. Two additional university-wide committees, one each for recruitment and retention, are comprised of university faculty and staff uniquely positioned to offer best practices at the departmental and unit levels and to further support those activities within the EM Plan’s strategic goals.

Some examples of the University and Community Advisory Committees’ recommendations leading to improved actions include:

- High school counselors workshop held at UAPB that highlighted opportunities for students enrolled at UAPB.
- Hispanic Ministry recruitment workshop.
- Marketing UAPB programs in high school yearbooks.

Student satisfaction is assessed on several levels at the university and within individual schools, departments and units. An annual university student satisfaction survey is managed through the Office of Academic Affairs. Some examples of additional actions taken as in response to the student satisfaction survey results:

---

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>% Arkansas Residents</th>
<th>% Arkansas Residents from Jefferson County</th>
<th>Average High School GPA</th>
<th>Average ACT Composite Score</th>
<th>All First-Time Full-Time Freshmen</th>
<th>STEM First-Time Full-Time Freshmen</th>
<th>STEM Academy Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>60.5%</td>
<td>56.4%</td>
<td>2.86</td>
<td>17</td>
<td>56.3%</td>
<td>66.2%</td>
<td>65.2%</td>
</tr>
<tr>
<td>2006</td>
<td>56.0%</td>
<td>50.5%</td>
<td>2.82</td>
<td>17</td>
<td>54.3%</td>
<td>60.4%</td>
<td>81.8%</td>
</tr>
<tr>
<td>2007</td>
<td>60.0%</td>
<td>54.8%</td>
<td>2.89</td>
<td>17</td>
<td>57.0%</td>
<td>64.2%</td>
<td>82.1%</td>
</tr>
<tr>
<td>2008</td>
<td>55.7%</td>
<td>46.7%</td>
<td>2.86</td>
<td>17</td>
<td>60.4%</td>
<td>69.1%</td>
<td>80.4%</td>
</tr>
<tr>
<td>2009</td>
<td>54.4%</td>
<td>52.4%</td>
<td>2.77</td>
<td>17</td>
<td>63.9%</td>
<td>69.8%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>
• Included a financial aid advisement week as a component of academic advisement/pre-registration week.
• Reorganized freshman orientation to include more emphasis on financial aid information and support.
• Renovation of the Student Financial Services office to include computer terminals for self-help centers.

Program Continuation

Strategic planning is a continuous activity at UAPB. During the fall semester of 2009, the EM Team, along with academic and student affairs leadership, participated in a planning meeting to assess the University’s 2006-2010 Strategic Plan and develop the next five-year plan. The new UAPB five-year plan, “Keepers of the Spirit 2011 – 2015,” includes goals and strategies for the continued improvement of recruitment and retention and supports the EM Plan in these areas.

The Enrollment Management program has initiated several long-term solutions (remedies) to several recruitment and retention issues that will be continued:

• LIONS Program for underprepared first-time freshman is funded through the Chancellor’s office.
• Admissions data are shared monthly with departments for recruitment of their intended majors.
• Increased stringency of the conditional admissions standards to improve retention is being implemented.
• High school outreach efforts through the Division of Continuing Education for ACT preparation will be continued.
• A strong partnership has been formed with the Community Advisory Committee whose members have expressed their commitment to a long-term association with the University and the Enrollment Management Program.
• The campus community has become more aware and involved in every stage of implementation of the EM Plan for recruitment and retention. An environment of increased interest and participation has been created by EM activities and demonstrated successes, generating greater levels of faculty involvement in recruitment of students, intrusive advisement of students, and referral of students to campus services.

Agenda items on Faculty/Staff Seminars and the Chancellor’s Management Workshops keep the campus community apprised of the EM Program activities and progress. Faculty and staff contributions during these campus-wide meetings have generated additional ideas and support for the plan.
2010 – 2011 School Year Update

Despite the recent positive gains the institution has made in the areas of retention and recruitment, during Fall 2010, UAPB experienced an enrollment decline. For Fall 2010, enrollment was 3,428 compared to 3,792 for Fall 2009. This resulted in a 9.6% drop in enrollment. Although many external factors, such as the economy, may have contributed to the decline in enrollment, internal factors have also been considered. One internal factor is the recently implemented Financial Services policy which deleted pre-registered students from courses if financial arrangements had not been made by August 6, 2010. This change was necessitated by a significant increase in accounts receivables (+ $723,960.00) from students and was not anticipated by many students. With our current Enrollment Management initiatives in place, however, the University feels very confident about the outlook for the future.

Conclusion

UAPB’s mission and traditional role as an open-admissions university has implications for the University’s ability to retain academically and socially under-prepared students. The focus of EM was to intentionally exert more control over the size and characteristics of the student body with the expectation that it would change the academic and social environments that impact enrollment and retention.

The Enrollment Management Plan served and will continue to serve as a blueprint for coordinating the enrollment and retention efforts of the entire university community as the University responds to its historic and expanded mission of serving the “poorer classes” and in addition to a more heterogeneous population in the Arkansas Delta. Since the Commission’s visit, the University has reorganized Enrollment Management and dedicated additional resources to achieving the goals outlined in the Enrollment Management Plan. The Enrollment Management program was revisited in 2007 with emphasis on a plan to impact the entire enrollment process, from attracting and enrolling students to graduating and endearing them to the University. The University prioritized the five goals of the EM Plan and decided to focus intently in the first three years on Goals 1, 2, and 3: To Attract, Enroll and Retain.

Activities directed at improving the “yield rate” and “show rate” by aggressively communicating with potential and admitted students yielded positive results. An increase of 18.5 percent in student retention was a factor in the overall enrollment growth from fall 2007 to fall 2009. Results from two years of EM activities reveal increased student enrollment and student achievement in developmental education courses over the two-year period. The development of new programs and services in areas pertaining to enrollment and student support services was necessary in order to effectively serve the needs of our student population. Activities that strengthened academic support, academic counseling and mentoring, especially of those students who were conditionally admitted, contributed to a positive and remarkable student retention rate of over 3%, exceeding the EM retention goal by fall 2009. Perhaps the most remarkable
improvement in student achievement came from the Conditional Admissions Program which included intrusive academic support interventions and mentoring. The number of students entering the University with less than a 2.0 high school GPA and attaining a 2.0 or higher GPA at UAPB grew from 13.3% in 2006 (before the conditional admissions program was initiated) to 42.5% for Spring 2010.

It is apparent that the University has made student retention and enrollment increase a priority as evidenced by the activities reported and documented. Support services to increase student retention and graduation rates remain a high priority for the campus. Through a campus-wide approach to enrollment and retention, UAPB will continue to strive to provide its students with curricular, co-curricular, and extracurricular experiences along with the necessary support services to achieve their full potential and graduate in a timely manner.

The monitoring and review process of the Enrollment Management Plan will continue to be facilitated by way of the Chancellor’s Management Workshops which are held twice a year, and through regular meetings with the Community and University-Wide Advisory Committees. Through this arena, specific goals and objectives will continue to be reviewed and discussed and plans will be modified to re-direct various initiatives as suggested by review of outcome data. Recruitment, retention and graduation will continue as agenda items at meetings of the Faculty/Staff Seminar, Academic Deans and Directors’ Council, and departmental meetings. Efforts to address the remaining EM goals—to graduate and endear students—will be intensified in future planning for enrollment management activities. The EM Team will continue to adhere to a campus-wide approach in monitoring and sustaining enrollment management.
UNIVERSITY OF ARKANSAS AT PINE BLUFF
ENROLLMENT MANAGEMENT PLAN
TABLE OF CONTENTS

I. EXECUTIVE SUMMARY ................................................. 1

II. UAPB MISSION/VISION STATEMENTS ............................... 2

III. GOALS, OBJECTIVES AND STRATEGIES ............................ 4

IV. MONITORING AND EVALUATION .................................... 10

V. CONCLUSION .............................................................. 10
Executive Summary:

This five-year plan for 1998 – 2003 responds to a series of events and mandates designed to improve and stabilize the overall enrollment on campus. As indicated in the chart below, headcount enrollment started a steady decline beginning Fall 1994. From Fall 1994 to Fall 1997, the university experienced almost a 23% drop in overall enrollment. This decline created an adverse impact on the university’s financial and budgetary condition.

The enrollment Management Plan for the University of Arkansas at Pine Bluff is intended to serve as a blueprint for coordinating the enrollment and retention efforts of the entire UAPB “community.” The development of the Plan involved an analysis of the factors that affect enrollment and an understanding of the university’s priorities and mission.

The Plan is a systematic and integrated approach to achieving enrollment goals by exerting more control over those institutional factors that shape the size and characteristics of the student body. It includes activities associated with attracting and retaining students through marketing, recruitment, financial aid, orientation, advising and instruction. It also involves examining institutional mission, program and service offerings, organizational structure and resource allocation.
Over the five-year period, the goals, strategies and resource commitments set forth in this plan are intended to bring about:

- An improvement in the number of people enrolling and graduating from this university.
- An improvement in the quality of knowledge the institution intends to produce through instruction, research and service.
- An improvement in the satisfaction of consumers, both students and employers, as well as the satisfaction of other constituencies of the University.
- A more productive, efficient and effective operation in the areas of education and student services.
- A more responsive and accountable effort to serve public needs.

Our resource priorities for the Five Year period are:

- Support for existing facilities and Master Plan construction.
- Support for program diversification and extension of on and off campus sites.
- Salary improvements with particular attention to equity concerns.

**UAPB Mission and Vision Statements:**

From a historical perspective, one of the most important aspects of the mission of Agricultural, Mechanical and Normal College was established by the Legislative Act of 1873 that created the College. The Act stipulated that the institution was being established for the convenience and well-being of the “poorer classes.”

The second statutory provision relating to the mission of the College was the Land Grant Act of 1890, which made the Morill Act of 1862 applicable in every respect to Agricultural, Mechanical and Normal College.

The Act of 1862 charged the College, without its excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts. These subjects were to be taught in such manner as the State prescribes in
order to provide liberal and practical education of the laboring classes of people in the pursuits of several occupations of life.

From an evolving perspective, the University of Arkansas at Pine Bluff will continue to maintain a special sensitiveness to the needs, aspirations, problems and opportunities of its historic constituents. It shall also expand its mission with a high degree excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele, differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institutions and scientific technical development. This will be accompanied by new instructional designs and professional staffs capable of implementing such programs.

The thrusts of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such a mission does not merely support the advancements of science and technology, it is science and technology to help solve economic, physical racial and cultural problems.

The institution’s ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic and cultural pluralism in a manner that will enhance the quality of lives and patterns of living, and weld the nation into one people; a mission which seems essential to the future security and health of the nation.

Vision Statement – We believe it is important to the future of the University of Arkansas at Pine Bluff that:

UAPB be known as a comprehensive, 1890 Land-Grant institution that provides open door liberal and professional education for its traditional clientele as well as lifelong learning experiences for other population groups with concern for the success of all students.

UAPB be known for its Center of Excellence-aquaculture/fisheries biology, and its Centers of Emphasis-teacher education, mathematics and science, minority business development, student leadership development.

UAPB offer comprehensive research services and be an active partner and neighbor in the educational, business and industrial communities of Arkansas and the nation.

UAPB provide accessible and affordable offerings that are innovative and relevant, and where course offerings and student performance ascribe to the highest principles and standards of academic excellence; that curricular plans be designed to prepare students for functioning in a
global environment where human economics interdependencies are ever increasing.

UAPB maintains a climate that fosters the intellectual and social development of a diversified student body; that is caring, friendly, and respectful of the dignity of all individuals.

UAPB be a model of resource and environmental stewardship.

UAPB takes pride in itself as a dynamic, creative, future-oriented place of learning and growth.

UAPB accepts the responsibility of developing excellence within the institution-producing students and graduates that reflect consciousness, intellectual prowess, and the highest level of professionalism and integrity.

Goals, Objectives and Strategies:

The plan has five major goals:

Goal 1: To ATTRACT qualified and motivated students to UAPB’s academic programs.

Goal 2: To ENROLL a diverse student body by offering programs and services that will support differing educational objectives for students.

Goal 3: To RETAIN a diverse student body by providing academic programs and student support services that ensure persistence to graduation.

Goal 4: To develop and GRADUATE students who have marketable skills, who communicate effectively and who demonstrate appropriate levels of mastery in their fields.

Goal 5: To ENDEAR and develop and alumnus with allegiance, loyalty and support for UAPB.

Seven key variables that determine the enrollment for colleges and universities were evaluated in order to develop strategies for each goal. These variables include:

- Product: Comprises everything for which students exchange time and money, including instructional programs, student services, support programs and services, facilities, equipment and resources, relationships with faculty, staff and other students and student life opportunities and activities.

- Data/information: Represents the information available and needed for enrollment management planning and decision making. Includes both institutional data and information about the market, competitors and the environment.
♦ Communication: Includes the messages, methods and systems used to interest, educate and influence prospective students from inquiry to enrollment.

♦ Resources: Includes personnel and financial resources to effectively implement enrollment and retention strategies.

♦ Management: Includes the written enrollment plan and the process of organizing, directing, monitoring and evaluating the strategies and activities designed to achieve recruitment and retention goals.

♦ Climate: Involves a variety of intangible and tangible characteristics unique to each institution. It involves leadership, communication networks, decision making practices, morale, peer relationships, conflict resolution and recognition/reward systems.

♦ Attitudes and beliefs: Are expressions by administrators, faculty, students and external constituencies toward each of the previous five variables.

The correct combination of these variables will optimize enrollment, while problems in one or more variables will serve to reduce the effectiveness and results.

**Goal 1: To ATTRACT qualified and motivated students to UAPB’s academic programs.**

*Objective 1.1 Use various marketing techniques to advertise and promote academic programs and co-curricular activities.*

Strategies: 1.1.1: Conduct external and internal market analysis.

1.1.2: Develop an extensive advertising campaign for each of the identified markets.

1.1.3: Maintain and expand collaborative relationships with regional and local community and junior colleges.

1.1.4: Continuously review Lion Fever Day to seek ways to improve it effectiveness.

*Objective 1.2: Design programs to address current/perceived University image.*

Strategies: 1.2.1: Implement programs to identify image weaknesses.

1.2.2: Design and implement corrective programs to counter any negative
impressions.

1.2.3: Publicize the Master Plan and all plans for infrastructure improvements.

**Objective 1.3: Implement a systematic recruitment plan tailored for each market segment.**

Strategies: 1.3.1: Publicize financial aid and scholarships, to include institutional, state and federal information.

1.3.2: Coordinate and intensify departmental recruitment efforts.

1.3.3: Ensure recruitment effort involves the entire UAPB “community” including students, alumni, faculty, friends and administrators.

**Goal 2: To ENROLL a diverse student body by offering programs and services designed to support differing educational objectives for students.**

**Objective 2.1: Modify as needed the current admissions and registration process.**

Strategies: 2.1.1: Identify and correct all problems or procedural difficulties with the current registration process.

2.1.2: Improve interdepartmental communications for admission, registration, financial aid and advisement.

**Objective 2.2: Verify class availability and sequencing.**

Strategies: 2.2.1: Conduct a class needs and a availability analysis to ensure availability of basic Freshman classes.

2.2.2: Offer courses at a time, day in sequences and locations that are responsive to student needs and concerns.

**Objective 2.3: Serve as a regional training provider for local industries, businesses and agencies.**

Strategies: 2.3.1: Offer training and counseling services to area small businesses.

2.3.2: Offer a Continuing Education program that is responsive to the diverse training needs of the region.
Goal 3: To RETAIN a diverse student body by providing academic programs and student support services that ensure persistence to graduation.

Objective 3.1: Offer effective bridge and freshman orientation programs to introduce students to campus life.

Strategies: 3.1.1: Seek funding to expand current bridge programs.
3.1.2: Expand current Summer orientation program.

Objective 3.2: Develop strong program tracking and advisement.

Strategies: 3.2.1: Coordinate early alert academic intervention policies and procedures.
3.2.2: Provide advisement orientation for faculty and staff.
3.2.3: Link student advisement to the faculty evaluation process.
3.2.4: Expand access for faculty advisors to colleague and degree audit and tracking system.

Objective 3.3: Formalize quality improvement programs.

Strategies: 3.3.1: Conduct ongoing research to ascertain student needs and interests.
3.3.2: Continue to use and refine the suggestion boxes.
3.3.3: Take appropriate corrective actions for student complaints; inform students of action taken.
3.3.4: Involve all employees appropriately and effectively in developing corrective actions and procedures.

Objective 3.4: Provide quality student support services.

Strategies: 3.4.1: Establish and promote effective mentoring and tutoring programs.
3.4.2: Expand child care services.
3.4.3: Expand the hours and advertise the availability of learning and computer
3.4.4: Publicize health care and counseling services.

3.4.5: Expand student life and enrichment activities.

Objective 3.5: Provide developmental education programs that effectively remediate academic deficiencies.

Strategies: 3.5.1: Establish and enforce exit criteria for each remedial program.

3.5.2: Assign faculty specially trained in remediation to teach developmental courses.

Objective 3.6: Increase retention and graduation rate of students.

Strategies: 3.6.1: Create a climate which is friendly and responsive to student needs.

3.6.2: Expand services for students with disabilities.

3.6.3: Expand scholarships and financial aid availability for continuing students.

Goal 4: To develop and GRADUATE students who have marketable skills, who communicate effectively and who demonstrate appropriate levels of mastery in their fields.

Objective 4.1: Routinely assess learning outcomes at the program level, as well as program costs and productivity.

Strategies: 4.1.1: Implement cycles of program evaluations.

4.1.2: Involve alumni in the assessment efforts.

Objective 4.2: Recruit and retain faculty with a demonstrated commitment to teaching excellence, scholarly accomplishments and professional service.

Strategies: 4.2.1: Maintain an optimal faculty-to-student ratio.

4.2.2: Make the overall compensation package competitive with that of peer institutions.
4.2.3: Recognize excellence in teaching, scholarship and service.

Objective 4.3: Expand career planning and placement to provide job opportunities for all qualified graduates.

Strategies: 4.3.1: Increase employment fairs.

4.3.2: Send list of potential graduates to prospective employers.

4.3.3: Expand Cooperative Education opportunities.

4.3.4: Link academic advisement with career advisement.

Goal 5: To ENDEAR and develop an alumnus with allegiance, loyalty and support for UAPB.

Objective 5.1: Create a climate which is friendly and responsive to alumni needs.

Objective 5.2: Keep alumni informed of all events and activities.

Strategies: 5.2.1: Conduct periodic surveys for inputs concerning proposed courses of action.

5.2.2: Expand alumni newsletter to provide more information as requested.

Objective 5.3: Keep alumni involved in all aspects of campus activities and administration, including recruitment, marketing and fund-raising.

Strategies: 5.3.1: Include alumni in administrative committees.

5.3.2: Train alumni for recruitment, marketing and fundraising.

5.3.3: Provide alumni chapters and individuals with marketing and recruitment material.

Objective 5.4: Establish and widely publicize alumni recognition activities, to include individual and chapter awards.

Strategies: 5.4.1: Hold annual alumni dinner or recognition banquet on campus.

5.4.2: Establish alumni competition criteria.
Monitoring and Evaluation:

It is evident that no one campus office or one or two individuals can assume the full responsibilities for enrollment and/or student retention. An enrollment management plan requires that every staff and faculty employee assume a personal accountability for attracting students to campus and retaining them to reach their educational goals. With this in mind, the following recommendations are deemed necessary to carry out the perceived responsibilities of this enrollment management plan:

♦ Establish an Enrollment Management Advisory Board which will make specific recommendations to the Chancellor concerning coordinated recruitment, enrollment and retention efforts. The board should be comprised of representatives (directors recommended) from Recruitment, Admissions, Financial Aid, Student Accounts, Development, Residential Life, Student Activities, a representative from each school and Finance and Administration. This board should be chaired by the Vice Chancellor for Student Affairs.

♦ Develop and implement ongoing training for all faculty and staff members on student recruitment and retention strategies.

♦ Implementation of Enrollment Management Plan during the 1999-00 Academic Year.

Conclusion:

The Enrollment Management Plan is a working document designed to be a guide to coordinate recruitment and retention efforts on campus. The crux upon which an enrollment management plan is constructed and carried out rests on the shoulders of the persons who will benefit from its success. Successful students reflect a successful university. A strong commitment by faculty and staff will produce a strong and viable campus. Anything less will be unacceptable.
# TABLE OF CONTENTS

**Introduction** ........................................................................................................................................ i

**DIVISION OF ACADEMIC AFFAIRS**

I. University College.................................................................................................................................. 1

II. School of Agriculture, Fisheries and Human Sciences................................................................. 14

III. School of Arts and Sciences........................................................................................................... 24

IV. School of Business and Management............................................................................................ 54

V. School of Education............................................................................................................................ 57

**DIVISION OF STUDENT AFFAIRS**

VI. Student Affairs.................................................................................................................................... 64

VII. Student Counseling, Assessment and Development Center..................................................... 65

VIII. Student Involvement and Leadership............................................................................................. 66

IX. Office of Disability Services and Veterans Affairs........................................................................ 68

X. Residential Life..................................................................................................................................... 70

XI. Career Services..................................................................................................................................... 72
Introduction

In recent years there has been a significant increase in research addressing student retention. It has been found that both academic and social involvement is important for students, i.e., the more academically and socially involved students are on campus, the more likely they will be to persist in their college studies. The research also suggests there are three major factors that foster student persistence: 1) the quality of education, 2) personal contact with faculty, and 3) the atmosphere of the campus and residence halls. These factors are especially important during the first year of enrollment, as nearly 50% of all students who withdraw from college do so before the start of the second year.

Student retention is the responsibility of every facet of institutional operation—from the president/chancellor and vice chancellors, instructors, and librarians, to residence hall staff, staff in the cafeteria, personnel in financial aid and the business office, and the custodial staff. In other words, everyone must be a retention agent. However, faculty play a key role in student persistence. For educators, the most viable way to improve retention is to modify the institutional environment. Faculty can create an environment in the classroom that will aid in the psychosocial development of students. This can be accomplished by engaging students through methods such as active and collaborative learning pedagogies, student-faculty interaction, and role modeling.

Like other colleges and universities, UAPB has developed programs and/or materials to improve student learning, satisfaction and retention. The primary purpose of this document is to provide schools and departments with a handbook that describes the retention strategies which have been implemented across the campus to improve the retention and graduation of students.
The overarching intent of this initiative is to increase campus-wide awareness of the retention efforts at the university and to facilitate student referral and utilization of the services available.

University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RETENTION STRATEGIES

Division: (X) Academic Affairs ( ) Student Affairs ( ) Finance/Administration

School/Department/Unit ________________________

Dean/Director ________________________________

Please summarize below all programs or initiative currently provided by your school or Division to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

Academic Early Warning Report

New Student Orientation

First-Year Seminar Courses (Personal and Social Development; Career and Life Planning)

Assessment of Basic Skills

Academic Advising

Opportunities for Social Engagement and Leadership Skills Development

Residential Living and Learning Community Program

TRIO Student Support Services Program

- Tutoring
- Classroom Presentations
- Participation in Cultural Events
School/Division  University College  Semester/Year  2007-2008

Department  Academic Skills and Developmental Services  Responsible Official  Jerry Lewis

Instructions: For the retention programs or strategies listed above, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

<table>
<thead>
<tr>
<th>Program or Strategy</th>
<th>Use of “Early Warning Report” Form</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe targeted group for which action strategy is intended</td>
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<tr>
<td></td>
<td>Reading Students who are performing poorly in class</td>
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<td>2.</td>
<td>Identify the goal(s) and objective(s):</td>
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<td></td>
<td>Goal(s): To promote student success and retention</td>
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<td></td>
<td>Objective(s): To send “Early Warning Report” forms to students and their advisors within the first three to four weeks of class.</td>
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<td>3.</td>
<td>Expected Outcome(s):</td>
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<td></td>
<td>a. Improved student performance</td>
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<td></td>
<td>b. More students passing Reading Courses</td>
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<td>4.</td>
<td>Briefly list/describe the specific action(s) or services rendered to students.</td>
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<td>Students will receive early notice of their poor classroom performance from their instructors and/or advisors</td>
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<td>5.</td>
<td>Describe how the action strategy is evaluated.</td>
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<td>Pass/Fail rate at the end of the semester will be compared to previous semesters</td>
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Summary
ASDS is focusing on the use of the “Early Warning Report” forms to promote student success and retention. We are attempting to send forms to the students and their advisors as soon as it becomes apparent that they are having difficulties with their assignments and/or attendance.

School/Division University College Semester/Year 2007-2008
Department Basic Academic Services Responsible Official Dr. Mary Brentley

Program or Strategy New Student Orientation

1. Describe targeted group for which action strategy is intended:

   All new freshmen and transfer students

2. Identify the goal(s) and objective(s):

   Goal(s):
   To provide meaningful activities that will assist new students in making a smooth transition to college by introducing these students to the university environment and its services.

   Objective(s):
   a. To provide students with an overview of key personnel and relevant information regarding Financial Matters, Academic Engagement, and Student Engagement.
   b. To engage students in pre-registration for the fall or spring semester(s).

3. Briefly list/describe the specific action(s) or services rendered to students.

   All new students are engaged in workshops and seminars covering relevant information to aid students in becoming familiar with higher education and the University and its programs, resources, and rules and regulations.

4. Expected outcome(s):

   a. Demonstrate a basic knowledge of academic expectations from the university’s viewpoint
   b. Demonstrate a basic understanding of the financial aid process and how to remain eligible for financial grants, scholarships, and loans.
   c. Be familiar with the University’s human resources and support services.
   d. Become knowledgeable about offices that will be useful in seeking information relative to student affairs such as admissions, student activities, career services, student counseling and development, disability services, public safety, dean of students, and residential services.
5. Describe how the action strategy is evaluated.

Basic Academic Services provides evaluation forms at the end of each session for the purpose of receiving feedback for improving programming and services. Students and parents evaluate the content of each session and submit a copy of the evaluation form at the end.

School/Division University College Semester/Year 2007-2008

Department Basic Academic Services Responsible Official Dr. Brentley/Ms. Hutchins

Program or Strategy Academic Assessment

1. Describe targeted group for which action strategy is intended:

   All new freshmen and transfer students with fewer than 15 semester credit hours are required to take the TerraNova Test of Basic Skills.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To assess students’ mastery of basic skills.

   **Objective(s):**
   a. To administer the TerraNova Basic Skills Test within the first 1 to 4 weeks after classes have begun.
   b. To measure students’ competencies in English, reading and math.
   c. To refer students for tutorials as needed.

3. Expected outcome(s): (See Attachment)

   a. Students are knowledgeable of their strengths and weaknesses.
   b. Students will seek tutorial assistance in areas of weakness.
   c. Faculty teaching general education basic skills courses are provided with reports showing students weaknesses to be used in targeting course content.

4. Briefly list/describe the specific action(s) or services rendered to students.

   The TerraNova Basic Skills Test is administered to all incoming freshmen early in the Fall Semester. The exam is scored and reports and the following reports are prepared: Individual student profile, class profile, and item analysis summary. Students are given a copy of their individual profile during advisement sessions and are referred to tutorial services for specific weaknesses. Faculty are provided copies of the item analysis summary report to be used in planning course content.

5. Describe how the action strategy is evaluated.
School/Division University College Semester/Year 2007-2008

Department Basic Academic Services Responsible Official Dr. Mary Brentley

Program or Strategy First-Year Seminar Courses

1. Describe targeted group for which action strategy is intended:

   All new freshmen and transfer students.

2. Identify the goal(s) and objective(s):

   Goals:
   a. To aid in students’ successful orientation and transition to the University environment.
   b. To provide relevant information that will enhance academic success.

   Objectives:
   a. To provide an active learning environment that will engage students in the learning process in both Personal and Social Development and Career and Life Planning.
   b. To provide experiences to enhance the development of behaviors that are characteristic of successful college students in Personal and Social Development.
   c. To provide experiences to help students develop skills and strategies in making sound career-related decisions based upon personal interests, skills, abilities, and values as it relates to Career and Life Planning.

3. Expected Outcomes:

   a. Demonstrate cognitive behaviors in critical thinking, test-taking, use of the library, etc.
   b. Demonstrate affective behaviors in good mental and emotional health, attitudes, values, and interest patterns
   c. Demonstrate psychomotor skills in note-taking, listening, and time management
   d. Demonstrate knowledgeable about the University’s heritage

4. Briefly list/describe the specific action(s) or services rendered to students.

   Basic Academic Services provides instructional services for the two orientation courses: Personal and Social Development and Career and Life Planning. A weekly lab is also held to supplement classroom instruction. Emphasis is placed on interactive teaching, which will retard student boredom and isolation in the classroom environment. In addition, faculty members are aware of danger signals that can lead to student drop-out, low grades, incomplete assignments, no-care attitudes, lack of participation, poor attendance, excessive tardiness, etc. Timely attention to these signs is given, in hope of offsetting their occurrence.
5. **Describe how the action strategy is evaluated.**

Students attending Personal and Social Development are required to complete a Portfolio at the end of the semester comprised of six essays and sample of work. In addition, students are required to attend PSD Lab each week. Students attending Career Life Planning are required to complete a Portfolio at the end of the semester comprised of resume, cover letter, thank you letter, two letters of recommendations, self assessment survey and personality quiz.

**School/Division** University College  **Semester/Year** 2007-2008

**Department** Basic Academic Services  **Responsible Official** Dr. Mary Brentley

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**Program or Strategy** Intrusive Advising

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1. **Describe targeted group for which action strategy is intended:**

   All new students and transfer students with fewer than 30 semester credit hours are required to meet with his/her advisor at least twice per semester.

2. **Identify the goal(s) and objective(s):**

   **Goal(s):**
   To provide assistance to students on various aspects of academic counseling, academic progress and academic probation or suspension. In addition, to assist students with course selections and sequencing and serve as a referral source to various support services.

   **Objective:** To render support to first-year students instituting intrusive advising, assistance with class scheduling and registration.

3. **Expected outcome(s):**

   a. Demonstrate a basic knowledge of advising by requiring a minimum of two office visits per semester
   b. Demonstrate a basic knowledge of student’s selecting class according to their degree plan and placing courses on the trial schedule
   c. Become knowledgeable about the registration process, university rules and regulations, etc.

4. **Briefly list/describe the specific action(s) or services rendered to students.**

   Student will meet with advisor within the first three to four weeks of the semester to complete initial paper work and discuss academic progress. The second session is designed to discuss academic progress (including any delinquent grade reports), course selection for next semester, pre-registration. For students who do not actively seek advisement, advisors are proactive in contacting students, especially when reports of poor academic performance (Academic Early Warning Reports) are received. Post review is offered to students with 30 or more hours who will pick up the transfer papers for the departmental advisor.
5. Describe how the action strategy is evaluated.
   Number of advisement contacts
   Advisement documentation (forms completed and advisor notes)
   Student academic success (GPA’s)
   First-to-second year retention

School/Division University College Semester/Year 2007-2008

Department Basic Academic Services Responsible Official Dr. Mary Brentley

Program or Strategy Leadership Skill Development

1. Describe targeted group for which action strategy is intended:
   Freshmen; upperclass students serving as Orientation Assistants

2. Identify the goal(s) and objective(s):

   Goal(s):
   To provide opportunities for students to develop organizational skills, creativity, critical
   thinking, and problem solving. In addition, Freshman Class Officers and Orientation
   Assistants learn protocol by implementing Roberts Rules of Order.

   Objective(s):
   To provide leadership to two student organizations under the auspices of Basic Academic
   Services – the Freshman Class Organization and Orientation Assistants Club.
   To contribute to the development leadership skills in our students that will inspire
   confidence and pride as they perform various duties

3. Expected outcome(s):
   e. Students will acquire various leadership skills in conducting meetings, performing in
      PSD labs, orientation, and registration.
   f. Class Officers are expected to continue leadership skills by becoming actively involved
      in post class office and/or Student Government Association.
   c. Students will develop an increased awareness of the ability to influence people and to
      serve others.
   d. Students develop social interaction and a sense of belonging, which supports student
      retention.

4. Briefly list/describe the specific action(s) or services rendered to students.

   Students are elected as Freshman Class Officers within the first 4 weeks of school.
   Orientation Assistants are selected through an interview process during the Spring
semester prior to serving as an OA. OA’s must apply as a sophomore or higher grade level with at least a 2.5 GPA.

5. **Describe how the action strategy is evaluated.**

Students are evaluated at the end of the year for continued participation as Orientation Assistants. Freshman Class Officers are voted into office.

**School/Division**  University College  
**Semester/Year**  2007-2008  
**Program or Strategy**  Living and Learning Community Program  

**1. Describe targeted group for which action strategy is intended:**

First-year students - Two hundred and twenty-four students were selected at random by Residential Services to live in the Living and Learning Community Program.

**2. Identify the goal(s) and objective(s):**

- **Goal:** To increase the retention rate of new freshman.
- **Objectives**:
  a. To provide a student-centered, academically-focused residential environment for new students
  b. To provide a support system that encourages student achievement and success
  c. To provide on-site academic advisement, academic enhancement activities (tutoring, supplemental instruction, study groups, etc.), and on-site academic support services (financial aid counseling, timely workshops on personal/social issues).
  d. To provide mentoring and referral services
  e. To implement educational programming, co-curricular activities, and social events in residence hall

**3. Expected Outcomes:**

- a. Development of positive habits that will enhance college survival
- b. Improved academic skills
- c. Development of college-level social and study skills
- d. Improved motivation, maturity, time management, and decision-making skills that will enhance students’ transition into upper division life
- e. Increased first-to-second year retention

**4. Briefly list/describe the specific action(s) or services rendered to students.**

The UAPB Living and Learning Community is an academically-focused residential living and learning environment designed to assist students in making successful transitions from high school to college, enhance academic and social integration, promote academic excellence and success, and increase student retention and graduation rates. A randomly selected group of first-year students are provided extra support and specialized services on-site. Residence Hall staff enforces quiet hours and other
appropriate rules for students who brought little self-discipline with them to college. In addition, students are provided such amenities as computerized labs, tutorials, academic advising and counseling, seminars, and social engagement activities.

5. Describe how the action strategy is evaluated.

   a. Records of the program will document frequency in student participation in academic advising, academic support (tutoring and study hall sessions), and attendance of seminars and workshops.
   b. Documentation of programs and workshops presented, advisement schedule and records, student rosters
   c. Student demographics including ACT scores, high school GPA, semester and cumulative GPA’s
   d. Student satisfaction surveys
   e. Retention rate of students living in residence hall
Program or Strategy: Class Presentations

1. Describe targeted group for which action strategy is intended:
   Qualified students enrolled in the basic courses (reading, writing, and mathematics)

2. Identify the goal(s) and objective(s):
   Goal(s): Contact all returning SSS students who are still in need of services.
   Objectives: To ensure all prior semester SSS students are enrolled in the TRIO Student Support Services component(s) that will provide the services.

3. Expected outcome(s):
   All enrolled TRIO SSS students are provided the assistance needed to graduate from UAPB.

4. Briefly list/describe the specific action(s) or services rendered to students.
   The Mathematics, Reading, and Writing Coordinators make class presentations to each respective component detailing the services provided by the program. Qualified students are enrolled in the basic courses (reading, writing, and mathematics). The goal of this strategy is to contact all returning SSS students who are still in need of our services. The objective of this strategy is to ensure all prior semester SSS students are enrolled in the TRIO Student Support Services component(s) that will provide the services. Students are counseled on their future requirements needed to graduate. Tutorial and other authorized services are planned for the upcoming semester. The expected outcome is that all enrolled TRIO SSS students are provided the assistance needed to graduate from UAPB.

5. Describe how the action strategy is evaluated.
   a. The program monitors the success of the students in their required courses each semester.
b. The students are required to complete an end of the semester survey to indicate whether this program was successful in assisting them in the attainment of their goals.

*(Form may be duplicated as needed)*

**School/Division**  University College  **Semester/Year**  2007-2008

**Department**  TRIO Student Support Services  **Responsible Official**  William Bryant

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Program or Strategy  **Tutoring**

1. Describe targeted group for which action strategy is intended:

   Qualified students enrolled in TRIO Student Support Services (The program targets students who are first-generation, low income, or handicapped/have disabilities).

2. Identify the goal(s) and objective(s):

   **Goal(s):**
   
   a. Increase the students knowledge base of the tutored subject matter.
   
   b. Provide the student with the mental tools necessary to master the subject matter.

   **Objectives:**
   
   a. To provide a learning environment in which each student can maximize his/her learning potential.

3. Expected outcome(s):

   Each student will graduate from UAPB.

4. Briefly list/describe the specific action(s) or services rendered to students.

   Tutoring is designed to assist students in mastering their assigned subject matter. Students will be given a pre-test to determine their knowledge base. The student will be tutored based on his/her knowledge base, course subject, and learning style.

5. Describe how the action strategy is evaluated.

   The strategy will be evaluated by the end of semester grades and exit evaluations.
Program or Strategy: Participation in Cultural Events

1. Describe targeted group for which action strategy is intended:

   Students enrolled in the Student Support Services Program.

2. Identify the goal(s) and objective(s):

   Goal(s):
   Expose the students to cultural events (theatrical productions, symphonies, Clinton Library, formal dinners, overnight trips to historical sites) that will broaden their scope of knowledge about the world around them.

   Objectives:
   To broaden the students’ awareness of the world and their place in it.

3. Expected outcome(s):

   Improved social skills, more confidence in their ability to interact with other people. The student will have an increased knowledge base.

4. Briefly list/describe the specific action(s) or services rendered to students.

   The goal of this strategy is to expose the students to cultural events such as operas, symphonies, and overnight trips to historical sites. Students are taken on cultural trips to various activities and sites, e.g., visits to the Martin L. King Museum in Memphis, the Clinton Library, Pine Bluff Symphonies, etiquette classes and Awards Banquets, etc., which are designed to broaden their social perspective and to stimulate intellectual curiosity.

5. Describe how the action strategy is evaluated.

   Students complete a survey in which they rate the services provided at the end of the semester.
SCHOOL OF AGRICULTURE,
FISHERIES, AND HUMAN SCIENCES
Please summarize below all programs or initiatives currently provided by your school or Division to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

Agriculture Club/Agriculture Mixers

The Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Chapter

The Regulatory Science Club

Mentoring

Comprehensive Academic Support Center, the Ronald McNair Program, and Career Services

Academic Advising
School/Division  SAFHS  Semester/Year  2007-2008

Department  Department of Agriculture  Responsible Official  James Garner, Ph.D.

Description of Strategy

The Agriculture Club
Agriculture Mixers—Agriculture students, administrators, faculty and staff meet and network with each other. They share a meal with each other as well as information regarding scholarships, deadlines, internships and career/job opportunities. Mixers are held twice per semester.

The Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Chapter—Agriculture students attend the National MANRRS Conference. They network with agricultural and natural resources professionals and with other students. Some students participate in research contest and attend professional growth and development workshops.

The Regulatory Science Club—Provides networking opportunities and information for students majoring in Regulatory Science.

Mentoring—Approximately five (5) members of the Department of Agriculture serve as Mentor’s to students that received the AR Electric Cooperatives Mentoring Scholarship. Mentor’s meet with students on a weekly basis to work on specified projects.

Faculty members in the Department of Agriculture have a strong and historical working relationship with the Comprehensive Academic Support Center, the Ronald McNair Program, and Career Services.

Academic Advising—The Department of Agriculture promotes Excellence in Academic Advisement. Overall students are pleased with the Advisement that they receive.

Goal of the Aforementioned Strategies:

- To increase enrollment, retention and graduation rates. The intent is to keep students engaged outside the classroom through the above activities.

Objectives:
1. To build strong, positive relationships with administrators, faculty staff and students in the Department of Agriculture.

2. To distribute useful information to students regarding scholarships, internships, graduate school, career and job opportunities.

3. To provide excellence in Academic Advisement and Teaching.

Expected Outcomes:

- Increased enrollment, retention and graduation rates.
- Increased number of students attending graduate school.
- Increased number of students obtaining internships and jobs in their area of interest.

Evaluation Procedure: Measuring Satisfaction.

- Classroom and Teacher Evaluations by students.
- The percentage of students that begin the program versus the percentage of students that actually complete the program.
- The number of students that attend graduate school or graduate with a job in his/her area of interest.
Program or Strategy: Undergraduate retention

Targeted group: AQFI undergraduates

Goals: Improve retention rates of AQFI undergraduates, especially freshmen

Objectives:
1) To maintain 50% FR-SO retention rate
2) To maintain 80% overall retention rate for NCFS Scholars program

Expect outcomes: Enhanced retention, greater upperclassmen enrollment

Specific actions:

1) Foster retention through intradepartmental social activities
   a. Host annual student Round-Up each September
   b. Encourage faculty to attend lunch with advisees once per semester
   c. Encourage faculty to frequently check on students during term

2) Foster retention through providing work experiences
   a. Coordinate/host visits by state/federal agencies recruiting for jobs/internships
   b. Guide students towards jobs/internships via email and bulletin board announcements
   c. Encourage students to each internship credits by enrolling in AQFI 2601-02-03

3) Creating undergraduate “teams”
   a. Upperclassmen mentor underclassmen

4) Provide internal support for departmental students
   a. Assist students with course registration
   b. Assist incoming majors with application/admission process
   c. Assist students/parents with FAFSA, scholarship applications, and other paperwork
   d. Coordinate book loan program
   e. Maintain departmental computer lab
f. Maintain undergraduate email list to inform students of announcements, deadlines, etc.

5) Reward deserving undergraduate students
   a. Develop undergraduate “Wall of Fame”
   b. Acknowledged on departmental website
   c. University newsletters or announcements
   d. Plaques, pictures, etc. displayed in departmental hallway
   e. Students awarded with token gifts for making Dean’s List, winning awards, and other achievements
School/Division   SAFHS                     Semester/Year   2007-2008

Department   Human Sciences                     Responsible Official   Dr. Valerie L. Colyard

Program/Strategy: Undergraduate Retention

Target Group: Human Sciences Undergraduates

Goal: To improve the retention rate of Human Sciences undergraduate majors

Objectives: 1. To maintain at least 70% freshman/sophomore retention rate.
             2. To maintain 80% overall retention rate of all majors

Expected Outcomes: Increase the overall enrollment and enhance retention.

Specific Outcome: Eighty percent retention rate in the department

Ensure that each major has an advisor.
   a. Assign each student an advisor based on their major
   b. Require each student to consult with their advisor at least twice per semester
   c. Request that advisors refer students with academic difficulties for tutoring.

Ensure that students are aware of, and use tutorial services
   a. Request that each student who receives a failing grade for mid term sees his/her advisor
   b. Each major who receives a failing grade at the end of each semester must report to the department chair.
   c. Each student who receives a failing grade will be referred for tutoring.

Foster retention through social and professional activities.
   a. Plan one departmental mixer each semester
   b. Have student leaders to plan the mixer for majors
   c. Encourage students to become members of at least one professional organization

Create mentorship program.
a. Select upper classmen to mentor underclassmen.

Reward successful students.
   a. Display the names of students on the Dean’s list.
   b. Include successful students in departmental brochures.
   c. Select successful students to serve as college ‘navigators.’
   d. Use student navigators as recruiters for the department.

**SAFHS Retention Rate and Activities – FY 2006-2007**

Enrollment, retention and graduation of students are the ultimate outcome of a meaningful assessment, recruitment and retention program. Enrollment in SAFHS remained close to 6% of the institution’s enrollment prior 1998. However, SAFHS enrollment averaged between 7% and 8% between 1999 and 2003 and increased to 8.9% by fall semester 2006. Not only are increasingly more students enrolling in SAFHS programs but the retention of students enrolled in SAFHS programs has strengthened. SAFHS thirteen year retention rate averages 78%, more than 10 percentage points above that at UAPB during this same time. Recruitment of new students is a major challenge for the School therefore its intervention strategies focus on retention practices that support student academic success, career awareness and preparation and personal development of enrolled majors. Even while SAFHS long-term enrollment averages only 8% of the enrollment at UAPB, SAFHS graduates represent over 12% of each graduating class over time. However the graduating class of 2006-2007 represented 16% of the graduates at UAPB. Clearly, SAFHS retention intervention strategies focused on student overall development show increasingly positive outcomes for student success.

The Comprehensive Academic Support Program (CASP) and the Bridge Academic Enhancement Program, now in their tenth year of programming, continue to recruit and support students and closely monitor their progress. A faculty coordinator of the CASP Center has regular contact with an average of ten (10) SAFHS students per day, throughout the year, who need academic and personal support and encouragement, advice and/or referral to other UAPB
offices. The vast majority of students changing their major from undecided or other UAPB programs are a result of services and personnel of the CASP Center and departmental faculty. The CASP Center also supports the academic writing center where students may seek help to refine writing assignments in SAFHS, prepare for the English Common and English Proficiency exams and other university courses. The Department of Aquaculture/Fisheries operates a student support office and the Department of Human Sciences offers peer tutoring services to its majors. That office provides assessment, tutoring and internship support that are expected to have a positive impact on student outcomes and retention in the Department of Aquaculture/Fisheries.

The School additionally supports a faculty member to teach one section of the freshman courses, Personal and Social Development (fall) and Career and Life Planning (spring). These sections follow the UAPB curriculum for these courses and further incorporate SAFHS related information where relevant and appropriate. This intervention ensures continuous contact between SAFHS faculty and freshmen students providing a year-long orientation to the SAFHS, its curricula and degree options while supporting the transition of freshmen to UAPB.

SAFHS students are all encouraged to participate in departmental clubs of which there are eight and two honor societies. Increased opportunities for students to interact in an informed setting with peers and faculty/staff supports the theory that caring university personnel can have an enormous impact on students’ lives. The Agriculture Department monthly mixer is an example of drawing students together to interact and learn in such a setting. This forum has begun, in recent years, to draw other majors and undecided students to the department.

School retention intervention strategies focus on and contribute to improving student engagement and persistence to graduation and are used as a model program at UAPB. A clear example of another successful retention strategy is the SAFHS Mentoring Scholars program in
which SAFHS freshman are paired with a faculty mentor in their major. Students make an early and strong commitment to a major through the faculty mentor who advocates for their academic and personal development. The retention rate of SAFHS Mentoring Scholars is 92%. Twenty-six (26) students graduated in an average of 4.5 years, (10) students graduated with honors. Eight (8) Scholars have enrolled in or have completed Masters Degree programs at the University of Arkansas, University of Arkansas at Little Rock and UAPB. Clearly, SAFHS intervention strategies that focus on retention through student development initiatives show positive outcomes for student success.
SCHOOL OF ARTS AND SCIENCES
Please summarize below all programs or initiatives currently provided by your school or Division to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

Department of Biology
  Tau Iota Mu Biology Club
  Distribution of MCAT, DAT, GRE, PCAT prep books to Biology majors
  Annual Biology Symposium
  Information Folders for Majors
  Practice Tests

Department of Chemistry and Physics
  B.S. Degree Programs in Chemistry and Physics
  Support Services: Advisement, summer internships, tutoring, ACS student affiliate, research experiences, and STEM program

Department of Music
  Success Strategies
  Entrance Requirements
  Delinquent Grade Survey and Advisement
  Comprehensive Exam
  Sophomore Barrier Exam
  Applied Juries
  Recital Juries

Department of Social and Behavioral Sciences
Program or Strategy:  Tau Iota Mu Biology Club; Distribution of MCAT, DAT, GRE PCAT prep books to Biology majors; Annual Biology Symposium; Information Folders for Majors; Practice Tests.

1. Describe targeted group for which action strategy is intended:

   All biology majors at all levels will be the target group.
   *An annual symposium will target UAPB, junior high/senior high, and SEARK students.

2. Identify the goal(s) and objectives(s):

   Goal(s):

   (1) To increase the number of biology majors the enter professional/graduate school and science related careers after graduating from UAPB.

   (2) To encourage more graduates to pursue the Ph.D. degrees and return to UAPB for a career in academia/research.

   (3) To increase the number of biology majors by at least 10%.

   Objective(s):

   (1) To enhance UAPB biology majors’ standardized test-taking skills and competitiveness for graduate/professional school.

   (2) To increase majors’ awareness of the diversity of career options that require a degree/concentration in biology.

   (3) To make more resources available on campus for biology majors.

   (4) To increase the number of majors who graduate in 4 years.

   (5) To significantly increase UAPB biology scores on the DAT, GRE, PCAT, & MCAT.
(6) To make majors more knowledgeable of the diversity of career options that are available.

3. Expected outcomes(s):

(1) An increase the number of Biology due to increased retention/recruitment.
(2) An increase in the number of Biology majors who are admitted to professional/graduate programs.

4. Briefly list/describe the specific action(s) or services rendered to students.

(1) Distribution of MCAT, DAT, GRE and PCAT prep books to Biology majors: The local health professionals have already purchased MCAT and PCAT prep books that have been distributed to majors. The DAT prep books, which were distributed, were purchased with funds from a departmental grant.

(2) Meetings: The health professionals started meeting with the Tau Iota Mu Biology Club once a month during the fall 2007 semester and they plan to continue this activity in the 2008 spring semester. Throughout these meetings they provide the students with information on how to enhance their competitiveness and readiness for professional school. Also, during these meetings the students are being challenged by the health professionals and the UAMS Office of Diversity of Affairs representatives to take advantage of the resources available at UAMS, other state agencies, and out-of-states, e.g., internships, test prep programs, etc..

(3) An Annual Biology Symposium: This symposium will be used as a recruitment tool by the Biology Department to attract high school and SEARK graduates to the campus and for the sharing of information with current majors. The local health professionals have agreed to be participants and provide some support.

(4) Information Folders for Majors: In an effort to have more informed majors, information folders are being prepared for the different career choices, e.g., Life Science/Earth Science (teaching degree) and Biology with an interest medicine, dentistry, pre-pharmacy, etc. These folders contain the degree plans, web sites for professional organizations, a list of career options, and information related to the specific career choice. The information folders are also distributed to potential major at recruitment activities.

(5) Practice Tests. During the 2007 fall semester, practice tests were administered on Saturday in the Kountz/Kyle Building for the GRE, PCAT, DAT, and MCAT. At least 20 students, who ranged from 2nd to 4th year level at UAPB, and 2 former graduates participated. These tests were provided by the Kaplan Testing Center and they have agreed to provide the tests for a 2008 spring semester testing. This allows the students to access their readiness and identify weaknesses to be addressed before taking the actual GRE, PCAT, DAT, and MCAT.
Describe how the action strategy is evaluated.

(1) A significant increase in retention at all levels.
(2) A significant increase (at least 10%) in the number of biology majors.
(3) An increase in the number of graduates who will score at the national average or above on admission exams for graduate/professional admission tests.

DEPARTMENT/UNIT RETENTION STRATEGIES

School  ___Arts and Sciences___  Semester/Year  ___2007-2008__________________

Department  _Chemistry______________  Responsible Official  __Dr. Richard Walker___

Program or Strategy  Degrees in Chemistry and Physics

   a.  B.S. in Chemistry

      Our goal is to graduate 90% of all chemistry majors, with 70% pursuing advanced degrees. This goal is expected to be achieved through effective advisement, support services, and building a vision for each student to work as a science or health professional. Evaluation is conducted by faculty advisors who will keep close track on course grades, overall GPA, ACT, CAAP, and graduate or professional entrance examination scores are monitored. Faculty advisors remain in contact with students after graduation to monitor professional progress.

   b.  B.S. in Physics

      The goals and objectives of this program are identical with those described for the B.S. in chemistry.

   c.  B.S. in Physical Science and Earth Science Education

      This program is designed for students who wish to become high school chemistry, physics, or earth science instructors. Our goals for this program are:

      1) To increase the number of majors to 10 by 2010.
      2) To graduate 9 of these as high school science teachers.

1. Describe targeted group for which action strategy is intended:

   Chemistry and Physics majors
2. Identify the goal(s) and objectives(s):

   a. Goal(s):
   
      1) Graduate 90% of chemistry and physics majors.
      2) Seventy percent (70%) of graduates enter graduate or professional schools.

   b. Objective(s):
      1) Effective advisement
      2) Support
      3) Build vision of scientific careers

3. Expected outcome(s):

   a. Increased number of chemistry/physics graduates.
   b. Increased number of graduates pursuing advanced degrees.

4. Briefly list/describe the specific action(s) or services rendered to students.

   a. advisement
d. summer internships
   b. tutoring
e. ACS student affiliate
   c. research experiences
   f. STEM program

5. Describe how the action strategy is evaluated.

   Advisors keep close track of each advisee. Grades, GPA, ACT, CAAP, and professional entrance examination scores are monitored. Advisors remain in contact with students after graduation to evaluate professional progress.
GOAL—Increase the number of declared majors in the department
The department’s Fall 2007 enrollment was 177 students, an increase of 3 (+2%) students compared to Fall 2006 enrollment. Despite this increase, it is not enough given the School of Arts and Sciences’s goal to increase total school enrollment by 100 students each year. Given that the percentage of the department’s students in the School of Arts and Sciences is 9.7%, yearly enrollment must increase to 9.7 students each year.

STRATEGIES TO ACCOMPLISH GOAL
To reach this goal, the department must increase enrollment by 9.7 students per year. This will be accomplished through the following strategies:

- Develop departmental brochures
- Produce department displays for high school college fairs and Lion Fever Day
- Produce department newsletter
- Produce department videos for presentation to various groups
- Establish better links with locals schools for student recruitment
- Develop a department Graduate’s Council to assist with recruitment
- Host luncheon for undergraduates who are undeclared majors or interested in department programs
- Have special matinee performance of theatre performances to which local high school students are invited
- Develop department radio and tv program that highlight current and past majors and provide information about the discipline
- Expanded course offerings
  - Offer career track options for theatre and mass communications majors
- Acquisition of state of the art equipment
- Offer online courses
- Revive annual Mass Communications Day and invite local high students to attend
- Department chair will send a letter to prospective majors to inform them of the department’s offerings
- Cooperate with and participate in campus recruitment efforts

**RESOURCES NEED TO SUPPORT INITIATIVES**

An increase in operations and maintenance funds will be required for printing costs and refreshments. In addition, the department budget will require an increase to support faculty positions and technology enhancements.
GOAL—Retain students who have already declared major/minor in the department to graduation
The department’s retention rate is 73.71%. While this rate is the third highest in the School of Arts and Sciences, the department’s goal is a 5% increase over the next three years.

STRATEGIES TO ACCOMPLISH GOAL
To reach this goal, the department must enhance its majors’s identification with the discipline. This will be accomplished through the following strategies:

- Establish scholarship program for theatre students who demonstrate exceptional talent
- Establish book awards for each classification in each discipline
- Produce department newsletter to be distributed to majors
  - The newsletter will be mailed to alumni and will include a donation form for donations to the department which will be used for book awards
- Produce department “professional opportunities” publication which will promote majors’s understanding of the marketability of their degrees and post graduation options
- Develop profiles of graduates through follow-up studies
- Encourage each discipline to create clubs which will promote peer involvement and mentoring. Because Sigma Tau Delta, Alpha Psi Omega and Kappa Tau Alpha are honor societies and membership is by invitation, disciplines will be encouraged to create “generic” clubs in which all student-majors may hold membership
  - English
    - Sigma Tau Delta
    - English Club
  - Theatre
    - Alpha Psi Omega
    - Theatre Club
  - Mass Communications
    - Kappa Tau Alpha
    - Mass Communications Club
- Establish better links with professional groups to develop viable student internship and scholarship opportunities for majors
- Host a mixer each semester for majors
- Develop academic monitoring system to assist with academic difficulties
- Organize department majors focus groups and meet with majors on a scheduled basis to discuss progress, difficulties and ideas for improvement
- Department chair meets with every new major to welcome them to the department
- Monitor progress of majors and minors to graduation
- Enhance student/advisor contacts via mail, email and visits to classes
• Offer online courses

RESOURCES NEED TO SUPPORT INITIATIVES
Most of the strategies do not require resources because they are more a matter of time and effort. However, an increase in operations and maintenance funds will be required for printing costs and refreshments. In addition, establishment of the scholarships and book awards will require new sources of revenue.
The Department of Music success strategies targets two areas: knowledge of content and artistic. Knowledge of content strategies focuses on the student’s performance in music theory, music history, and music methods courses. Artistic strategies assess student progress in their applied areas.

1) Knowledge of Content Strategies

- Entrance requirements
- Delinquent Grade Survey & Advisement
- Comprehensive Exam

2) Artistic Strategies

- Sophomore Barrier Exam
- Applied Juries
- Recital Juries
Program or Strategy: Entrance Requirements

1. Describe targeted group for which action strategy is intended:

   Strategy is intended for all entering freshmen seeking a degree in music.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To increase the number of graduates with degrees in music.

   **Objective(s):** All entering freshmen must have basic knowledge in music theory.

3. Expected outcome(s):

   To assess a prospective major’s ability to matriculate through the degree program.

4. Briefly list/describe the specific action(s) or services rendered to students.

   Students who do not make an acceptable score on the Theory Placement Exam are required to take Prep Theory. Students are not officially music majors until they pass Prep Theory.

5. Describe how the action strategy is evaluated.

   Students who do not pass the Prep Theory class are advised to reconsider their career options.
Program or Strategy: Delinquent Grade Survey & Advisement

1. Describe targeted group for which action strategy is intended:

   All music majors.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To prevent students from getting behind in course work.

   **Objective(s):** Repair student’s GPA.

3. Expected outcome(s):

   To improve the graduation rate.

4. Briefly list/describe the specific action(s) or services rendered to students.

   After the survey is administered, the advisor and the student discuss available options to improve their GPA. The survey and advisement sessions occur before the drop date in order to give the student the option of dropping a course, if necessary.

5. Describe how the action strategy is evaluated.

   Improved GPA and fewer students on the delinquent list.
Program or Strategy: Comprehensive Exam

1. Describe targeted group for which action strategy is intended:

   All junior music majors.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To ensure students have acquired knowledge of content before their respective professional semesters and graduating recitals.

   **Objective(s):** Ensure students are prepared to take Praxis I & II.

3. Expected outcome(s):

   To improve graduation rates and passing scores on Praxis I & II.

4. Briefly list/describe the specific action(s) or services rendered to students.

   The comprehensive is administered during the semester music majors are enrolled in MUSI 4000 Junior/Senior Seminar. MUSI is intended to prepare students to take Praxis II. Regardless of major, students will be required to make a passing score on the music comprehensive exam before they will be allowed to perform their senior recital jury.

5. Describe how the action strategy is evaluated.

   Improved scores on Praxis I & II and graduation rates.
Program or Strategy: Sophomore Barrier Exam

1. Describe targeted group for which action strategy is intended:

   All sophomore music majors.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To ensure students are making satisfactory progress in their applied area.

   **Objective(s):** Students will develop technically and artistically.

3. Expected outcome(s):

   Students will be able to perform more challenging music at a high artistic level.

4. Briefly list/describe the specific action(s) or services rendered to students.

   The Sophomore Barrier Exam is administered when they are enrolled in MUSI 2103 (applied music) during their sophomore year. Students are expected to perform repertoire from an approved repertoire list and demonstrate both musical and technical skills. Students who do not perform to the expectations of the faculty are required to repeat this course until they pass the barrier exam.

5. Describe how the action strategy is evaluated.

   The entire music faculty is present for the Sophomore Barrier Exam. Students who do not perform to expectations are advised to repeat the course and or asked to consider other career options.
Program or Strategy: Applied juries

1. Describe targeted group for which action strategy is intended:

   All music majors.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To ensure students are making satisfactory progress in their applied area.

   **Objective(s):** Students will develop technically and artistically.

3. Expected outcome(s):

   Students will be able to perform more challenging music at a high artistic level. Applied juries are a tool to ensure students are prepared to take the Sophomore Barrier Exam.

4. Briefly list/describe the specific action(s) or services rendered to students.

   The applied jury is administered at the end of each semester. Students are expected to perform repertoire from an approved repertoire list and demonstrate both musical and technical skills.

5. Describe how the action strategy is evaluated.

   Two faculty members are present for the applied jury. Students who do not perform to expectations are advised to repeat the course and or asked to consider other career options.
Program or Strategy: Recital juries

1. Describe targeted group for which action strategy is intended:

All music majors preparing to give a senior recital.

2. Identify the goal(s) and objective(s):

Goal(s): To ensure students are prepared to perform a senior recital.

Objective(s): Students will develop technically and artistically.

3. Expected outcome(s):

Students will be able to perform more challenging music at a high artistic level. Recital juries are a tool to ensure students are prepared to perform their senior recital.

4. Briefly list/describe the specific action(s) or services rendered to students.

The recital jury is administered at least two weeks prior to the intended recital dated. Students are expected to perform repertoire from an approved repertoire list and demonstrate both musical and technical skills.

5. Describe how the action strategy is evaluated.

The applied instructor and two faculty members are present for the recital jury. Students who do not perform to expectations are not allowed to give their senior recital until they do.
DEPARTMENT/UNIT RETENTION STRATEGIES

School    Arts and Sciences    Semester/Year    2007-2008

Department  Social and Behavioral Sciences    Responsible Official    Dr. Ebo Tei

Program or Strategy    Early Alert System; Student Response Systems Technology

1. Target group for which retention strategies are intended:

   The retention strategies are intended to target two major sub-groups of students:
   a. Freshmen and sophomores who take the following survey courses offered through the department as part of their general education core: Introduction to Social Science, Introduction to Sociology, U.S. History I & II, General Psychology, and American Government.
   b. Upper level students with declared majors in the various degree programs in the department.

2. Goal(s) and Objective(s):

   Goal:
   The goal is to dramatically reduce the number of students who receive delinquent grades at mid-term and ensure that students successfully negotiate through their classes by the end of the semester. We intend to do this by putting in place those mechanisms and strategies that will help us track the academic progress of our students throughout the semester. The key to success is “catching” potential dropouts or those likely to fail the course before mid terms.

   Objectives:

   a. Establish a departmental Retention Committee whose major responsibility will be to develop the framework for the department’s retention strategies. The major tasks will include:
      i. Developing an Early Alert System for monitoring potential problems
      ii. Establishing a cadre of faculty mentors who are willing to work with students who are identified by the monitoring system as potential dropouts or likely to fail.
      iii. Establishing at all levels, departmental tutorial programs for classes identified to be most problematic for our students.

   b. Introduce Student Response Systems Technology in all the survey courses which constitute part of the general education core. For our students to be successful, we must implement new strategies of engaging them interactively in our classes and formatively assessing the level of their understanding at the point of instruction and not at the end
of the semester. We must transform our classrooms from **passive** to **active learning environments**.

The new technology of Student Response Systems allows us to do just that. Student response systems allow students to participate in classroom presentations or lectures by submitting responses to interactive questions using a keypad or other hand-held/computer devices. Using these response systems, classroom presentations become powerful data collection and assessment tools that collect real-time student responses and dramatically improve productivity and classroom learning. Students receive immediate feedback about the level of their understanding. The teacher in turn receives immediate feedback about how well the students understand the lesson being taught and then institutes corrective measures.

Starting in the 2008 Spring semester, we intend to pilot this technology in selected classes in the department. We will use the feedback from the pilot studies to guide the implementation of the program for the rest of the department.

3. **Expected Outcomes and strategy evaluation**

   When these strategies are fully operational, we expect to boost our retention rates in the lower division classes by 30% from their current levels. We expect much higher numbers in the upper division classes.

   Formative assessment data will be collected for each class for two academic years. Comparative analysis with retention rates before the strategies were implemented will be carried out to evaluate the effectiveness of the strategies that have been implemented.

**Unit Recruitment Plan**

**Objectives**

1. Establish a departmental **Recruitment Committee** which will be responsible for planning and implementing the department’s recruitment efforts. This committee will liaise with the UAPB Office of Recruitment in its recruitment activities.

2. Develop program brochures for all the degree programs in the department

3. Actively provide information to update the department’s page on the UAPB website.

4. Actively follow-up on prospective students once the list is received from the recruitment office

5. Establish relationships with area high schools and encourage faculty members to make themselves available as “Visiting Lecturers” for social studies classes in area schools.
Program or Strategy: To maintain ongoing contact with declared social work majors through engagement activities and faculty mentoring to enhance their academic, social, and personal needs.

1. Describe targeted group for which action strategy is intended:

   The target group for which the above strategy is intended includes the following two groups:

   a) social work majors whose grade point averages are 2.0 or higher; and

   b) social work majors whose grade point averages fall below 2.0 and appears on the delinquent list.

2. Identify the goal(s) and objective(s):

   **Goal(s):**
   1) Maintain a minimum of 75 social work majors per academic year between 2007 and 2011.

   2) Host annual fall and spring receptions, honors and awards programs, and community volunteer service orientations.

   3) Pair social work faculty mentors with social work majors who have fallen below a 2.0 grade point average and appears on the university’s delinquent list.

   **Objective(s):**
   1) To monitor students’ academic progress with a 2.0 or better grade point average at least twice a semester.

   2) To identify funding and donations for annual fall and spring receptions, and honors and awards programs.

   3) To promote social work student’s participation in community service.

   4) To assign a social work faculty mentor with social work majors who fall below 2.0 grade point average and appears on the university’s delinquent list.
3. **Expected outcome(s):**

1) The social work program will retain a minimum of 75 social work majors per academic year between 2007 and 2011.

2) Social work students’ academic, social, and personal needs will be enhanced through academic, social, and professional development activities.

3) Students’ academic performance will be improved by obtaining a grade point average of 2.0 or higher through faculty mentoring and weekly engagement activities.

4. **Briefly list/describe the specific action(s) or services rendered to the students.**

   1) Maintain an open door policy to counsel with students (via appointments or office hours) about a career in social work;
   2) Host an annual fall reception for all perspective and declared social work majors;
   3) Conduct an annual membership drive for new social work and National Association of Black Social Work chapters club member;
   4) Engage social work program’s club and NABSW chapter in volunteer and service learning activities throughout the academic year;
   5) Host an annual spring reception, honors and awards program for all social work majors and perspective major; community leaders, field education practitioners, advisory board, faculty, and administrators; and
   6) Contact all social work majors during advisement day to monitor their academic progress.

5. **Describe how the action strategy is evaluated.**

   This strategy will be evaluated through outcome/summative evaluations. At the end of each activity, function, and strategy students will be evaluated using survey instruments and questionnaires. Students’ transcripts and degree audits will be evaluated as needed.
DEPARTMENT/UNIT RETENTION STRATEGIES

School     Arts and Sciences     Semester/Year     2007-2008

Department Addiction Studies     Responsible Official     Dr. Jerry Lewis

Program or Strategy     Entry-Level Assessment (Reading and Writing Activity)

1. Describe targeted group for which action strategy is intended:
   Applicants for the Addiction Studies Program

2. Identify the goal(s) and objective(s):
   Goal(s): To promote student success and retention
   Objective(s): To identify applicants with adequate reading writing skills*

3. Expected outcome(s):
   Enrolling students into the program who are more likely to succeed and graduate

4. Briefly list/describe the specific action(s) or services rendered to students.
   Entry level assessment that identifies students’ strengths and weaknesses
   The primary strategy that our unit uses to promote student success and retention occurs during our entry-level assessment. We require applicants to undergo a reading and writing activity. Applicants are given up to two hours to read an article similar to those that they will read in their courses; then, they write a summary of what they have read.
   Their summaries are evaluated to determine if the applicants’ reading comprehension and writing skills are at a level sufficient enough for them to do well in their courses.
   Applicants with serious deficiencies are not accepted into the program.

5. Describe how the action strategy is evaluated.
   Comparing from the same cohort, the number of students who graduated with the number who were accepted into the program.
This organization is a voluntary association designed to provide honor students with academic, social and service activities that will enrich their undergraduate studies. Its purposes also include identifying and recruiting students of superior academic ability, potential, performance, interest and commitment to accept the designed academic challenges, so much so that the Honors College will ultimately serve as a standard of excellence and a paradigm of the University of Arkansas at Pine Bluff students.

**GOAL:** the goal of the Honors College is to recruit and retain high ability students and graduate them with the skills and talents necessary to the accomplishment of their objectives, whether it be to enter graduate or professional schools or to enter the workforce.

**OBJECTIVES:** To stimulate creativity, intellectual curiosity, and critical evaluation of ideas and behavior in courses, seminars, and forums; to enhance the skills of research, writing and speaking.

**EXPECTED OUTCOMES:** the Honors College will produce graduates who:
- Demonstrate leadership capabilities and abilities
- Demonstrate effective communication and reading skills
- Demonstrate the ability to approach information with a critical and open mind
- Maintain honor status academically
- Engage in research

**EVALUATION PROCEDURES:**
- Review of academic performance at the end of each semester
- Observation of leadership skills demonstrated in various student organizations, especially the Honor Student Association
- Biennial letter of congratulations on their academic success; letters noting impending academic probation; and letters of dismissal from the program
- Participation in professional honors conferences
### Programs/Initiatives provided to promote student success and retention

<table>
<thead>
<tr>
<th>Programs/Initiatives provided to promote student success and retention</th>
<th>Description</th>
<th>Goals and Objectives</th>
<th>Expected Outcomes</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Advisement</td>
<td>Students meet with faculty advisors for coordination of curriculum plan and support. Each student is assigned a faculty advisor.</td>
<td>To identify areas of concern and remediation needs for nursing students and institutions in preparation for National Council of Licensure Examination (NCLEX) To build and update cultural competencies and skills in mentoring, advising and teaching multicultural students. To identify best practices to assist in the retention of students and replicate elements of these programs to improve the success of nursing students. To increase faculty skills and knowledge in cultural competency, mentoring, advising and teaching in minority environments.</td>
<td>Students at risk for failure are identified early Decrease barriers and/or risk factors that impede success: excessive absenteeism, poor performance on assessment tests and/or clinical skills. To facilitate successful completion of the program.</td>
<td>Number of referrals to program An increase in graduation and retention rates An increase in enrollment, program by program Faculty feedback</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Increase funding sources through grants, scholarships, stipends</td>
<td>Develop and implement a web-based Student Education Plan and Early Warning/tracking System. The goal is to provide faculty with comprehensive and timely information</td>
<td>Students will be advised and retained more effectively.</td>
<td>Number of students who meet criteria for scholarships Percentage of students accepted and retained in the nursing program</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Review and revisions of curriculum to meet the demands of student population</td>
<td>Provide financial assistance for Increase the number of students receiving scholarships Increase scholarship support and improve coordination of existing scholarship programs.</td>
<td>Support the creation of programs to attract, develop, and retain minority and non-</td>
<td>Number of students who successfully complete pass rates with a 75 or above</td>
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<td>To enhance current programs that essentially pre-recruit student into nursing school.</td>
<td>traditional student populations</td>
<td>Identifying barriers to non-traditional and minority student population that may inhibit successful completion of nursing programs</td>
<td>Identify best practices to address these barriers and provide assistance to replicate these practices</td>
</tr>
<tr>
<td>To build math, science, language and computer skills for those students at the pre-entry level.</td>
<td>Identify barriers to non-traditional and minority student population that may inhibit successful completion of nursing programs</td>
<td>Consistent pass rates above 75%</td>
<td></td>
</tr>
<tr>
<td>To create a structured pre-entry nursing program with a focus on the increase in minorities</td>
<td>Improve the National Council Licensure Examination (NCLEX) pass rate of Arkansas RN and LPN nursing school graduates</td>
<td>Add resources to support faculty development and assistance in the use of</td>
<td></td>
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<tr>
<td>Improve the National Council Licensure Examination (NCLEX) pass rate of Arkansas RN and LPN nursing school graduates</td>
<td>Invest in the integration and shared use of the latest educational technology to supplement traditional clinical education programs</td>
<td>An increase in the number of students successfully completing key developmental and college-level “gateway” courses</td>
<td></td>
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<tr>
<td>Invest in the integration and shared use of the latest educational technology to supplement traditional clinical education programs</td>
<td>Support investment in state-of-the-art patient simulation technology</td>
<td>Consistent pass rates above 75%</td>
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**University of Arkansas at Pine Bluff**

**DEPARTMENT/SCHOOL RETENTION STRATEGIES**

Division: (x) Academic Affairs  ( ) Student Affairs  ( ) Finance/Administration

School/Department/Unit: Nursing

Dean/Director/Chairperson: Dr. Sheila Garland

Target Population: Pre Nursing Students and Nursing Students (Generic, LPN, RN)

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<td>Instructional technology in the classroom and for course development and preparation. Increase competitiveness with other schools/colleges of nursing. Build bridges between the core curriculum and the department through university based programs for freshmen and sophomores. Increase in the amount of instructional technology to meet the needs of the NEXT generation of students. Strengthen instructional programs and student services in order to improve student success and increase</td>
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<td>Arkansas Articulation Plan</td>
<td>Encourage full articulation among Arkansas’s nursing educational institutions to provide nursing students with a clearer career pathway from LPN-to-RN-to-BSN-and/or-MSN. Review major fields of study to improve articulation with the core curriculum and to reduce unnecessary graduation requirements where appropriate.</td>
<td>Retention and graduation rates in nursing. Revise existing curricula. Streamline curricula to allow for seamless transfer; enhance the general education component of technical curricula to address employer demands; and delivering classes on non-traditional schedules to meet student need.</td>
<td>Increase use of articulated career pathways in nursing programs.</td>
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<tr>
<td>Extracurricular Activities</td>
<td>The nursing department and University often include students in a range of departmental activities (e.g. social events, colloquia, student organizations, departmental committees, etc.) that connect them to the culture of the department and allow them to contribute in significant ways to their success.</td>
<td>Increase departmental collaboration</td>
<td>Utilization of services by nursing students</td>
<td>Faculty feedback Number of students using campus services</td>
</tr>
<tr>
<td>Career planning/Recruitment</td>
<td>Career planning plays an important role in providing administrative leadership, academic and advising programs, instructional and scholarship support to strengthen undergraduate learning. Visits to the University’s freshman orientation seminars and labs Open Houses – Once per semester Buddy System - Seniors “buddy” with sophomores for the</td>
<td>To partner with high school students and nurse mentors, to visit hospitals during faculty/student clinical rotations. Explore an “Alumni Mentoring Program” Increase public awareness campaigns Provide opportunities for youth to learn about the nursing profession</td>
<td>Increased interest in nursing Student support Increased acculturation Increase partnerships with high schools and nurse mentors</td>
<td>Student feedback Increased enrollment/retention</td>
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<td>Collect attrition data for the purpose of tracking trends; assess reasons for leaving nursing program. Report aggregate data in the annual report. Identify best practices to increase and maintain attrition. Review graduation requirements and change as appropriate. Increase opportunities for distance learning that will reach new student markets and enable us to take advantage of faculty resources at other institutions. Create linkages between diploma, and associate programs through the use of integrated BS/MS programs that can be completed in 4 years. This will attract our top students into advanced study early while improving the quality of full time students.</td>
<td></td>
<td>Conduct exit interviews with all students leaving programs</td>
<td></td>
</tr>
</tbody>
</table>

Collaborate with the University Recruitment Office and programs

Refer students for institutional support services for counseling and tutorials assistance in test taking skills, problem solving and

Utilize community resources to nurture and yield future nursing talent

Build a database of prospective students. Create a mailing list from visits made to hospitals, career
<table>
<thead>
<tr>
<th>Programs/Initiatives provided to promote student success and retention</th>
<th>Description</th>
<th>Goals and Objectives</th>
<th>Expected Outcomes</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>conceptual thinking. Sponsors career day activities (faculty are invited to discuss their specialty areas. Students at risk for failure are identified early to include risk factors such as excessive absences, job responsibilities, poor performance on assessment tests and/or clinical skills, and psychosocial problems. Provides a variety of study assistance activities to students. Refer students to institutional support services for counseling and tutorials assistance in test taking skills, problem solving and conceptual thinking. Develop a comprehensive data file to monitor progress, identify strengths and weaknesses, and to determine eligibility of students to continue in the program. Students on probation are encouraged to see their faculty advisors bimonthly</td>
<td>days, associate degree and diploma programs and student organizations. To create a structure pre-entry nursing program to increase minorities, Establish an effective student support and learning assistance services in nursing</td>
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</tbody>
</table>
SCHOOL OF BUSINESS AND MANAGEMENT
Please summarize below all programs or initiatives currently provided by your school or department to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

Goal: Recruit and retain students who can be successful majors in Accounting and Business Administration.

Action: Each semester, after the 12th week, the School of Business and Management will host a motivational event encouraging current Business majors to finish the semester by completing required work in their courses and preparing sufficiently to do well on their final exams.

Action: Promote student clubs in accounting and business administration to increase participation by providing support to advisors and students for social and professional activities. Student memberships are to increase by 5% each year.

Action: SBM faculty and administrators participation in a minimum of 3 recruitment events each semester to increase campus and SBM enrollment to meet university goals.

Action: Encourage continued emphasis on student advisement by having students meet advisors at least 2 times per semester.

Action: Promote study groups particularly with underclass courses to promote study techniques that yield success thus increased student retention.

Action: Encourage faculty to participate in 2 or more out-of-class activities, athletic and non-athletic, with students each semester to encourage social interaction and influence retention.

Action: Accentuate scholarship aid from the SBM for sophomore, junior and senior students to recognize their academic achievement by increasing distributions by 10% over 3 years.

Action: Encourage student participation in Pine Bluff/Jefferson County community agencies and events to enhance their student experience through service learning opportunities.
Outcomes for the School of Business:

Increased SBM majors by 10% over 3 years (approximately 40 students)

Increased graduation numbers by 5% over 4 years.

Increased retention rate for the SBM of 3% over 3 years. (68% base)

Increased participation in student clubs with noted achievements both on and off campus.

Positive recognition by the community officials of UAPB student involvement in agencies, events, and opportunities to serve.

Example for Action 1:

A social/professional event was initiated during the semester (Spring 2007) and hosted by the Dean of the SBM where we served refreshments for the Business Administration and Accounting majors in the main lobby of the Henderson-Young building. Faculty and staff were invited to participate between 11:00 a.m. and 1:00 p.m. to meet with students in a casual setting. The emphasis was on completing assignments well and their earnest preparation for finals. Also, representatives who serve on the Business Advisory Committee and employees of a local business attended and met with students. No students were denied refreshments as this was seen as a recruiting effort to gain student majors. Feedback from faculty, students and business representatives was positive.
Please summarize below all programs or initiatives currently provided by your school or Division to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

**Curriculum and Instruction:**
- Implement:
  - EDUC 1110 Intro to the School of Education
  - EDUC 2210 Testing Seminar
- Strengthen the system of advisement
- Develop peer study groups
- Tutoring
- Workshops and seminars
- Referrals to student service

**Health, Physical Education and Recreation**
- Provide Praxis lab and resources for the students in the HPER Complex.
- Provide Praxis workshops for the students.
- Improve advisement by the faculty.
- Design course assignments to strengthen the student’s ability and knowledge for the Praxis exam.
- Hold faculty workshops/meetings on advisement and retaining the students.
1. Describe targeted group for which action strategy is intended:

Intervention activities are designed for the retention of teacher candidates who exhibit one or more of the following conditions:
- Low scores from external exams (ACT, PRAXIS I and II);
- GPA below 2.75;
- Placement on the delinquent list;
- Social, emotional or physical problems; and
- Failure to exit university college.

2. Identify the goal(s) and objective(s):

**Goal(s):**
To increase the likelihood of a candidate’s admission to and exit from the department.

**Objective(s):**
(1) Implement intervention activities and strategies that will assist in the retention rates for students taking EUDC 1110 the year of record is Fall 2007.
(2) Implement intervention activities and strategies that will increase the graduation rate by 10% each year for the next 5 years beginning Spring 2008.

3. Expected outcome(s):

The implementation of a system of support for students causing a dramatic increase in graduation rates for the department.

4. Briefly list/describe the specific action(s) or services rendered to students.

- Implement:
  - EDUC 1110 Intro to the School of Education
  - EDUC 2210 Testing Seminar
- Strengthen the system of advisement
- Develop peer study groups
- Tutoring
Workshops and seminars

Referrals to student service

5. **Describe how the action strategy is evaluated.**

Scores from external tests will be used to identify students initially. The Rising Junior Exam will be used to identify those students who are continuing to have problems. The student is then provided with the intervention strategies. PRAXIS scores and GPA will represent the post assessment.
Program or Strategy HPER majors – teaching and recreation

1. Describe the targeted group for which action strategy is intended:

   The targeted group is the HPER majors. The department is committed to keep the current majors in place and provide an alternative view of majors being changed. The department will transition the teaching majors over to recreation degree as a means of retaining students for the department.

2. Identify the goal(s) and objective(s)

   a. Goal(s):

      1) Retain our current majors at a level of 80%

   b. Objective(s)

      1) To advise our students better.
      2) To develop for each student a program that will work for their situation so that they can graduate in a timely manner.
      3) To continue to provide the needed resources for students who plan and will take the Praxis exams.

3. Expected outcome(s):

   The students will stay within the HPER Department and graduate with a Physical Education, Wellness, and Leisure – Teaching degree or a Leisure Recreation degree.

4. Briefly list/describe the specific action(s) or services rendered to students.

   a. Provide Praxis lab and resources for the students in the HPER Complex.

   b. Provide Praxis workshops for the students.

   c. Improve advisement by the faculty.

   d. Design course assignments to strengthen the student’s ability and knowledge for the Praxis exam.
f. Hold faculty workshops/meetings on advisement and retaining the students.

5. Describe how the action strategy is evaluated.

At the end of each academic year, obtain the total number of HPER majors, the number of graduates, the number of transfer/change of major’s students. If below 80%, then faculty will participate in departmental retention workshops that will address student advisement, Praxis materials in each course, better Praxis workshops. If at or above 80%, the faculty will evaluate their current Praxis course assignments and develop ways to improve their instructional practices. Also, each faculty member will reexamine their own advisement practices with the students to better themselves.
Please summarize below all programs or initiatives currently provided by your school or department to promote student success and retention. For each program or strategy listed, please provide a brief description, the goals and objectives, expected outcomes, and evaluation procedures.

Mental Health Counseling, Life skills presentations and Educational/Professional Standardized Test Registrations and Administrations

Student development

Leadership Institute

Office of Disability Services/Veterans Affairs Programs

Living and learning environments conducive to study

Fall UAPB/SEARK College Career Day and Teacher Education Fair

Black Executive Exchange Program (BEEP)

Youth Motivation Task Force (YMTF) Program

Spring Career Day Teacher Education Fair

Thurgood Marshall College Fund (TMCF) Student Leadership Conference

Black Executive Exchange Program Leadership Conference

Graduate and Professional School Visits

Cooperative Education and Internship Program

Career Development Workshops
Program or Strategy:
Mental Health Counseling, Life skills presentations and Educational /Professional Standardized Test Registrations and Administrations

1. Describe targeted group for which action strategy is intended:

Total Student Population

2. Identify the goal(s) and objective(s):

Goal(s):
- To provide mental health counseling and support activities to students
- To provide life skills training to students
- To administer standardized university required and professional examinations for students

Objective(s):
- To assess and provide mental health services and referrals of students to other service providers
- To make life skill presentations to groups, classes, residential services and others as requested
- To register and administer university required and professional standardized examinations

3. Expected outcome(s):

- To develop well rounded and mentally strong students
- To enhance professionally prepared students for their selected goals
- To help students meet university and professional required examinations

4. Briefly list/describe the specific action(s) or services rendered to students.

- Individual and group counseling
- A list of life skills presentations and additional special activities
- Tests registration information and test administrations

5. Describe how the action strategy is evaluated.

Student evaluations and Test Publisher Evaluations
DEPARTMENT/UNIT RETENTION STRATEGIES

School/Division  Student Affairs  Semester/Year  Fall 2007

Department  Student Involvement and Leadership  Responsible Official  Shirley A. Jacob

Program or Strategy  Student development

1. Describe targeted group for which action strategy is intended:

   Students

2. Identify the goal(s) and objective(s):

   **Goal(s):**
   Extend the learning environment beyond the classroom with special emphasis on providing programs and services that promote student development in the areas of leadership skills, community services and preparation for the after college experience.

   **Objective(s):**
   Plan and administer five programs which will give students necessary information and practical experiences to the 80 plus student organization in leadership styles and techniques.

3. Expected outcome(s):

   Students will gain more knowledge of leadership skills and will receive practical experiences by becoming more involved.
   Students will become more involved in volunteerism in the community

4. Briefly list/describe the specific action(s) or services rendered to students.

   Student organization workshops, seminars, rap sessions, and contact with students.

5. Describe how the action strategy is evaluated.

   By the level of involvement and participation in organizations, seminars, and workshops, etc.
DEPARTMENT/UNIT RETENTION STRATEGIES

School/Division  Student Affairs  Semester/Year  Fall 2007

Department  Student Involvement and Leadership  Responsible Official  Shirley A. Jacob

Program or Strategy  Leadership Institute

1. Describe targeted group for which action strategy is intended:
   All student leaders and those desiring to become student leaders

2. Identify the goal(s) and objective(s):

   Goal(s): To provide programs and services that promote student development.

   Objective(s):
   Develop and implement programs such as leadership training, new student orientation, Greeks and volunteerism

3. Expected outcome(s):

   Students will be more knowledgeable of leadership skills and will be able to use them in their organizations.

4. Briefly list/describe the specific action(s) or services rendered to students.

   Workshops on leadership skills, styles, relationships, etc. were/will be provided; students were/will be supported by sending them to professional meeting.

5. Describe how the action strategy is evaluated.

   By the level of involvement and participation
The Office of Disability Services is designed to assist students with disabilities in need of academic and programmatic accommodation as required by the American Disabilities Act of 1990 (ADA) and section 504 of the Federal Rehabilitation Act of 1973.

1. Describe targeted group for which action strategy is intended:

Veterans and all students with physical or mental disabilities

2. Identify the goal(s) and objective(s):

Goal(s):

Our goal is to help students with disabilities obtain equal access to the academic and programmatic services, while allowing students to maintain a sense of independence.

The goal of the VA office is to certify veterans for educational benefits and also monitor their progress in the classroom on a monthly basis.

Objective(s):

We offer practical strategies on how to empower students and human resource managers to recruit, hire, train, and promote qualified college graduates with disabilities in today’s diversified workforce. Veterans are certified for educational benefits and also their progress is monitored in the classroom on a monthly basis.

3. Expected outcome(s):

Students with disabilities have equal access to the academic and programmatic services, while maintaining a sense of independence.

Veterans are certified for educational benefits and also their progress is monitored in the classroom on a monthly basis.
4. Briefly list/describe the specific action(s) or services rendered to students.

The Veterans Affairs Office is approved by the State of Arkansas Department of Workforce Education Approving Agency for the enrollment of veterans, service personnel, and dependents of deceased or disabled veterans who are eligible for educational benefits, through the GI Bill. The GI Bill is an education benefit earned by Active Duty, Selected Reserve, and National Guard service members. The benefit is designed to help service members and eligible veterans cover the costs associated with getting and education or training. We are also in charge of placing students on work-study sites. The VA Work-Study Program gives students an opportunity to learn about the Veteran Educational Program, while also granting them experience in an office setting.

5. Describe how the action strategy is evaluated.

Student success and satisfaction
DEPARTMENT/UNIT RETENTION STRATEGIES

School/Division: Student Affairs
Semester/Year: 2007-2008

Department: Residential Life
Responsible Official: Uarlee Cogshell

Program or Strategy: Living and learning environment conducive to study

1. Describe targeted group for which action strategy is intended:

New Freshmen

2. Identify the goal(s) and objective(s):

Goal(s):
- To organize and design a physical facility for freshmen students
- *To promote a campus environment that supports the overall educational mission of the University.
- *To assess services provided by Residential Life to ascertain the effectiveness of those services.
- *To provide workshops, seminars and counseling to address needs and concerns of residents

Objective(s):
*Identify and block rooms and residence halls for freshmen accommodations
*To establish a residential living and learning environment conducive for study, behavioral modification and community living.
*To determine the effectiveness of services, housing operation and procedures are meeting the expectations and needs of residents
*To expose residents to developmental opportunities which will enhance their out-of-classroom experiences.

3. Expected outcome(s):

*Complete housing assignments for freshmen residents
*Conduct health and safety inspections, floor meetings and intensive staff development and conferences with each floor resident.
*Establish a tracking system to determine number of residents contacted, collected data, and evaluation as evidence to establish positive or negative impact on student development relative to student retention, staff development and performance evaluation.
*Conduct three (3) floor meeting each academic semester, one (1) student satisfaction survey each academic semester, and monitor residents on the University’s delinquent list through one-on-one sessions, staff performance evaluation each semester, monitor
noise level and activate residential judicial council to assist professional staff and paraprofessional staff with the enforcement of residential policies and conduct weekly staff meeting, conduct two (12) in-service training workshops or seminars each semester for professional and paraprofessional staff.

4. Briefly list/describe the specific action(s) or services rendered to students.

   Residential Living Learning Environment

5. Describe how the action strategy is evaluated.

   A. Student Satisfaction Surveys
   B. One-on –one Contact
   C. Staff Performance Evaluation
<table>
<thead>
<tr>
<th>PROGRAM/STRATEGY</th>
<th>DESCRIPTION</th>
<th>GOAL/OBJECTIVE</th>
<th>EXPECTED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall UAPB/SEARK College Career Day and Teacher Education Fair</td>
<td>This program provides an opportunity for students to interact with potential employers as well as get an idea of what the job market looks like for their major. Students from SEARK College also participate.</td>
<td>(G) To embrace the University’s spirit of recruitment, enrollment and retention of students. (O) To enhance current programs and incorporate more strategies for recruitment, enrollment and retention of students.</td>
<td></td>
</tr>
<tr>
<td>Black Executive Exchange Program (BEEP)</td>
<td>Executives from major corporations visit the campus to help students understand how to be successful in the real world of work.</td>
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<tr>
<td>Youth Motivation Task Force (YMTF) Program</td>
<td>Alumni and employers who have a keen interest in helping students understand the value of doing their best in school visit with students and share valuable information to help them prepare for success.</td>
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<tr>
<td>Spring Career Day Teacher Education Fair</td>
<td>Students visit with potential employers about employment opportunities.</td>
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<tr>
<td>Thurgood Marshall College Fund (TMCF) Student Leadership Conference</td>
<td>Students are selected to participate in this exciting Leadership Development and Career Fair Conference.</td>
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<tr>
<td>Black Executive Exchange Program Leadership Conference</td>
<td>Students are selected to participate in this conference and are sponsored by BEEP organizations.</td>
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<tr>
<td>Graduate and Professional School Visits</td>
<td>Students are selected to visit various graduate and professional school visitation day programs.</td>
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<tr>
<td>Cooperative Education and Internship Program</td>
<td>Eligible students may interview for and participate in various internship opportunities.</td>
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<tr>
<td>Career Development Workshops</td>
<td>Workshops are conducted to help students prepare for the job search process.</td>
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Student Recruitment Practices

at the University of Arkansas at Pine Bluff

2009-2010
Student Recruitment Practices
Reported by Schools and Departments
at the University of Arkansas at Pine Bluff

Compiled by the Office of Enrollment Management
Leon Crumblin, Dean
Dr. Jewell Walker
Joyce Bracey-Vaughan
Dr. Linda L. Okiror

Summer 2010
TABLE OF CONTENTS

Introduction ...................................................................................................................................... i

DIVISION OF ACADEMIC AFFAIRS

I. Office of Enrollment Management ......................................................................................... 1
II. University College ............................................................................................................... 5
III. School of Agriculture, Fisheries and Human Sciences ...................................................... 15
IV. School of Arts and Sciences ............................................................................................... 24
V. School of Business and Management .................................................................................. 36
VI. School of Education ............................................................................................................ 41

DIVISION OF STUDENT AFFAIRS

I. Residential Life .................................................................................................................... 42
II. Office of Recruitment .......................................................................................................... 45
Student Recruitment Practices at the University of Arkansas at Pine Bluff

Introduction

Academic research has found that career opportunities and the reputation of the university were the most influential factors in choosing a college. As early as the pre-teen years, students begin to form opinions about career choices and that this is an effective time to influence students to apply themselves toward academic success in school. Researchers have found from surveys that students perceived parents, guardians, teachers and other family members as influential in their career choices and that family members are one of the most influential motivators for a student’s academic attainment, choice of college, degree and career.

A declining population of high school graduates in the state and the creation of twenty-two community colleges in the state continue to complicate recruitment efforts at UAPB. To further complicate these issues, potential students either lack information or do not appreciate the degrees and professional development options available to them at UAPB. Increased knowledge and understanding of opportunities at UAPB can ultimately help in the selection of degrees that lead to meaningful careers with an assurance that effective student services and academic support programs are available to enhance student success once enrolled.

The development and implementation of comprehensive recruitment strategies that include degree and career exploration, academic enrichment, and an understanding of the college admission and financial aid processes for middle and senior high school students, their families, counselors and teachers all aide in recruitment. Considerable effort is made at the University to raise awareness of academic programs and opportunities among high school students, teachers and counselors in an effort to attract well-prepared and motivated student to UAPB.

This report describes recruitment strategies that target the recruitment of new freshmen within each academic School and several areas within the Division of Student Affairs. A component of these recruitment strategies includes outreach to junior and senior high school students, exposing them to degree and career opportunities at UAPB. University faculty contributed expertise as mentors for research opportunities on campus and in the public schools, consulted with teachers and provided research materials to students in support of the UAPB Science Fair Expo and summer STEM Program. College- and career-ready experiences further support recruitment of freshman: the LIONS Program; STEM Scholars Program;
Understanding the magnitude of the problem and the need for effective recruitment strategies are derived from the knowledge of enrollment challenges facing UAPB and ongoing analysis of the academic background and general college readiness of entering UAPB freshman and community college transfer students. University strategies, as detailed in this report, address several components of a model outlined by Chapman in 1981 that characterizes a student’s choice of college as influenced by a student’s educational characteristics, external influences and a student’s level of identification with a college. These University strategies engage students and families early enough in the college preparation process that they can make the necessary academic adjustments leading to high academic achievement, and have knowledge of the college process and career opportunities for an easy transition to degree programs at UAPB.

University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division: ( X ) Academic Affairs ( ) Student Affairs ( ) Finance/Administration

School/Department/Unit _Enrollment Management ________________________

Dean/Director __Dean Leon Crumblin _________________________________

Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Learning Institute and Opportunities for New Students (LIONS) Program

2. Community Outreach
Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Learning Institute and Opportunities for New Students (LIONS) Program

1. Describe targeted group for which action strategy is intended:
   Recent high school graduates who score below 19 on the ACT exam in math, English and/or reading

2. Identify the goal(s) and objective(s): 
   Goal:
   Increase the enrollment of first-time, full-time entering freshmen at UAPB who are eligible to take college-level course work during the freshman fall semester.
   Objective(s):
   To provide the academic and personal needs of a cohort of new freshmen who require additional college preparatory course work and associated personal and social enrichment experiences leading to a successful transition from high school to college.
   - Raise the awareness of opportunities for at-risk students at UAPB.
   - Ease the transition of at-risk students to full-time status at UAPB.
   - Offer support to students’ continued academic, personal and social development.

3. Expected outcome(s):
   - Increase the enrollment of fist-time, full-time freshmen at UAPB by 5% each year
   - Increase the enrollment of ACT 1014 eligible students.
   - Increase the retention of at-risk students enrolled in developmental course work.
   - Raise students’ satisfactions with the freshmen experience.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   - Use data from the Office of Admissions to identify at-risk freshmen with ACT scores below 19 in English, math and/or reading.
   - Develop print and webpage marketing materials and radio and TV advertisement about the Program.
• Market the LIONS Program on the UAPB web site and through the UAPB call center.
• Recruit and enroll 150 students in developmental English, math and reading courses during a 6-week LIONS summer session.
• Provide English, math and reading computer-based instructional labs and tutoring.
• Provide students with test taking skills and test practice that will assist them in scoring on an end-of-course placement test at a level equivalent to college-level English, math and reading.
• Hold college transition and academic enrichment seminars and activities.
• Enroll program completers in degree seeking programs at UAPB as first-time, full-time freshmen.

5. **Describe how the action strategy is evaluated.**
   • Number of new first-time, full-time freshmen.
   • ACT and end-of-course placement test scores.
   • Credits completed and cumulative GPA will be statistically compared with the UAPB fall cohort of at-risk students.
   • Data will be collected, analyzed and summarized for time spent in supplemental instruction labs and tutoring sessions and compared with course grades.
   • Survey questionnaires will rate and rank all Program components and activities.
   • Students will journal about their experiences including residential life, freshman transition workshops and seminars, classroom experiences, and other co-curricular experiences.
Program or Strategy: Community Outreach

1. Describe targeted group for which action strategy is intended:
   Families and students in the Pine Bluff and surrounding communities

2. Identify the goal(s) and objective(s):
   **Goal(s):**
   - To establish advisory committees that represent the interests of the University and the broader community.
   - To develop partnerships with community organizations to identify potential students and highlight opportunities at UAPB.

   **Objective(s):**
   - To establish and build collaborative and cooperative relationships within the University and with community members who will impact enrollment.
   - To increase the enrollment of new first-time, full-time students.

3. Expected outcome(s):
   - Increased awareness of opportunities at UAPB.
   - Support recruitment efforts of the University.
   - Increase in enrollment.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   - Hold Community Advisory meetings to evaluate and improve recruitment efforts.
   - Hold University Advisory meetings to evaluate and improve recruitment efforts.
   - Offer workshops for community organizations to detail opportunities at UAPB.

5. Describe how the action strategy is evaluated.
   - Establishment of two community advisory committees
   - Productive relationships with committees create strategies for improved recruitment efforts by the University
   - Enrollment increased
University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division:  ( X ) Academic Affairs    (    ) Student Affairs    (    ) Finance/Administration

School/Department/Unit  University College

Dean/Director  Jewell M. Walker, Ed.D.

Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Outreach to High Schools – “College Preparatory Seminar”

2. Committee Representation on Recruitment Committees/Assist Recruitment Office with Planning Lion Fever Day, Memphis Day, and other organized recruitment programs.

3. Participation in Organizational/Informational Fairs during organized recruitment days such as Lion Fever Day, Memphis Day, etc.


5. Partnerships with Upward Bound Programs.

6. Participation in church and community health fairs.

7. Distribution of General Studies Program brochures to area churches and social service agencies.

8. Encouraging students to attend UAPB when speaking to students individually and in groups at church and during other activities.
Program or Strategy: High School Outreach – “College Preparatory Seminar”

1. Describe targeted group for which action strategy is intended:
   Pine Bluff and surrounding area high school students.

2. Identify the goal(s) and objective(s):
   Goal(s): To increase students’ awareness of the college preparatory and admissions process.
   Objective(s):
   - To encourage students to take challenging courses that will enhance their achievement and performance on standardized college entrance examinations.
   - To increase students’ awareness of the uses of test scores and their impact on students’ college admission and placement.
   - To encourage students to complete the entrance/placement tests and FAFSA early.
   - To acquaint students with UAPB and its programs.

3. Expected outcome(s):
   - Students will be knowledgeable of the college admissions process.
   - Students will demonstrate an awareness of UAPB and its programs and services
   - Students will demonstrate a basic understanding of how to apply for college
   - Students will complete college entrance examinations and FAFSA early (prior to applying for admission to college).

4. Briefly list/describe the specific action(s) or activities to be initiated.
   High school principals or counselors are contacted to schedule dates for the College Preparatory Seminar. BAS faculty and other UAPB departments are also contacted and invited to participate. Generally, the seminars are about one-hour long.
Students are given a “college preparatory” checklist which they complete prior to the discussion. This is followed by an interactive power point presentation by the Dean of University College highlighting important steps students should follow in preparing for college. UAPB faculty/staff in attendance are introduced followed by a question and answer period. After the presentation and question/answer period, students are provided an opportunity to review materials on display and speak with faculty/staff in attendance.

5. **Describe how the action strategy is evaluated.**

   - Evaluation forms
   - Verbal/written feedback
   - Number of students in attendance who are admitted to UAPB
Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Table Display and Participation in Lion Fever Day

1. Describe targeted group for which action strategy is intended:
   Selective high school juniors and seniors

2. Identify the goal(s) and objective(s):
   
   **Goal(s):** To disseminate relevant materials that will enhance recruitment efforts
   
   **Objective(s):**
   - To provide departmental displays for juniors and seniors to browse and seek one-on-one assistance
   - To inform students of services provided
   - To encourage students to attend the University of Arkansas at Pine Bluff
   - To coordinate efforts with recruitment and select departments

3. Expected outcome(s):
   - Demonstrate an awareness of UAPB’s programs and services
   - Demonstrate a basic understanding of how to apply for college
   - c. Demonstrate familiarity with services provided by BAS

4. Briefly list/describe the specific action(s) or activities to be initiated.
   Set up table display prior to scheduled Lion Fever Day activity. Member of BAS or other University College faculty/staff is present at table to explain services and answer questions.

5. Describe how the action strategy is evaluated.
   - Evaluation forms are distributed during Lion Fever Day
   - Verbal/written feedback
   - Evidenced through admission to UAPB
Program or Strategy: Table Display and Participation in Memphis Day

1. Describe targeted group for which action strategy is intended:
   Selective high school juniors and seniors from Memphis

2. Identify the goal(s) and objective(s):
   Goal(s): To disseminate relevant materials that will enhance recruitment efforts
   Objective(s):
     • To provide departmental displays for juniors and seniors to browse and seek one-on-one assistance
     • To inform students of services provided
     • To encourage students to attend the University of Arkansas at Pine Bluff
     • To coordinate efforts with recruitment and select departments

3. Expected outcome(s):
   • Demonstrate an awareness of UAPB’s programs and services
   • Demonstrate a basic understanding of how to apply for college
   • Demonstrate familiarity with services provided by BAS

4. Briefly list/describe the specific action(s) or activities to be initiated.
   Set up table display prior to scheduled Memphis Day activities. Member of BAS or other University College faculty/staff is present at table to explain services and answer questions.

5. Describe how the action strategy is evaluated.
   • Evaluation forms are distributed during Lion Fever Day
   • Verbal/written feedback
   • Evidenced through admission to UAPB
Program or Strategy: Class Presentations

1. Describe targeted group for which action strategy is intended:
   Qualified students enrolled in the basic courses (reading, writing, and mathematics)

2. Identify the goal(s) and objective(s):
   Goal(s):
   Contact all returning SSS students who are still in need of our services.
   Identify new students who are qualified for SSS services and need assistance.

   Objectives:
   To ensure all prior semester SSS students and eligible new students are enrolled in the TRIO Student Support Services component(s) that will provide the services they need to graduate from UAPB.

3. Expected outcome(s):
   All enrolled TRIO SSS students are provided the assistance needed to graduate from UAPB.

4. Briefly list/describe the specific action(s) or services rendered to students.
   The Mathematics, Reading, and Writing Coordinators make class presentations to qualified students enrolled in the basic courses (reading, writing, and mathematics). The goal of this strategy is to contact all returning SSS students who are still in need of our services and to identify eligible new students. Eligible students who need assistance to graduate are informed of services. Students are counseled on their future requirements needed to graduate. Tutorial and other authorized services are planned for the upcoming semester.

5. Describe how the action strategy is evaluated.
   • The program monitors the success of the students in their required courses for that semester.
   • The students are required to complete an “end of the semester” survey to indicate whether this program was successful in assisting them in the attainment of their goals.
Program or Strategy: Upward Bound Recruitment

1. **Describe targeted group for which action strategy is intended:**
   Qualified students enrolled in the Upward Bound programs throughout Arkansas, and other key states.

2. **Identify the goal(s) and objective(s):**
   **Goal(s):** Contact all Upward Bound program directors and provide assistance for all students desiring to come to UAPB.

   **Objectives:** To ensure all Upward Bound students enrolling at UAPB remain under the TRIO umbrella and continue to receive the support they need and deserve.

3. **Expected outcome(s):**
   We will recruit a greater number of students who are prepared for college and who are already qualified for the SSS program. These students will continue to receive the services they need to graduate from college.

4. **Briefly list/describe the specific action(s) or services rendered to students.**
   The Academic Advisor or the Program Director will contact the Upward Bound program directors to determine the number of eligible Upward Bound participants enrolling at UAPB each school year. Priority will be given these participants in filling the TRIO Student Support Services vacant participants’ slots. Efforts will be keyed to all Upward Bound programs in Arkansas and some strategic ones in the surrounding states and cities that are feeder areas for UAPB. Enrollees will be provided:
   - Assistance in the enrollment process
   - Counseling
   - A safe haven during the critical first month of college life
   - Limited tuition and book support is available.

5. **Describe how the action strategy is evaluated.**
• By the number of students from Upward Bound program that enroll at UAPB.
• By the increase in the number of Upward Bound students enrolling in SSS.
Program or Strategy: Distribution of UAPB General Studies Promotional Materials and Participation in Community and Church Health Fairs

1. Describe targeted group for which action strategy is intended:
   Non-traditional community residents, particularly those who have completed some college credits but have no college degree.

2. Identify the goal(s) and objective(s):

   Goal(s):
   • To publicize the General Studies Program and increase program awareness.
   • To recruit students to the University of Arkansas at Pine Bluff.

   Objective(s):
   • To recruit students who are interested in pursuing a major in General Studies.
   • To inform individuals of the program’s value in qualifying for professional certification, career advancement, and graduate or professional school.
   • To inspire individuals to seek the sense of achievement and personal satisfaction that comes with earning a degree.
   • To inform individuals of the program’s value in helping them to develop skills leading to productive personal and professional growth.
   • To motivate individuals to embrace the idea of becoming lifelong learners.

3. Expected outcome(s):
   • Increase in the number of students pursuing a degree in General Studies.
   • Increase in the number of community residents with college degrees.
   • Increase in the general educational level of citizens of Pine Bluff and Jefferson County.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   • Permission to display General Studies brochures and flyers at public agencies is requested from agency personnel.
   • General Studies Program brochures and flyers are placed on display at public agencies such as Human Services, Employment Office, Arkansas Rehabilitation Center, etc. Brochures are also given to individuals to post on bulletin boards at churches and in the community.
   • A follow-up is made periodically with the contact person to see if more brochures are needed. Table displays are prepared for Community and Church Activities.
Promotional materials and applications are given out and a representative speaks with interested individuals about the program.

5. **Describe how the action strategy is evaluated.**
   - Verbal feedback from program applicants.
   - Number of program applications received.
Please summarize below all programs or initiatives currently provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Bridge Academic Enhancement Program
2. Science Fair Expo
3. Arkansas Ag-Awareness
4. Summer Internships in Plant, Soil, Environmental and Biotechnological Sciences (SIPSEBS)
5. Future Agriculture Resources for Minority Youth (FARMY)
6. Aquatic Sciences Day
Program or Strategy: Bridge Academic Enhancement Program

1. Describe targeted group for which action strategy is intended:

Entering first-time, full-time freshmen

2. Identify the goal(s) and objective(s):

   **Goal(s):** To increase the number and quality of first-time entering freshmen

   **Objective(s):**
   - To raise the awareness and interest in food and agricultural degree programs and careers.
   - To support students successful transition to college life.

3. Expected outcome(s):

   Increased enrollment of college-ready agriculture, fisheries biology and human sciences majors.

4. Briefly list/describe the specific action(s) or activities to be initiated.

   - Develop and offer science enrichment workshops for public school teachers
   - Establish faculty-student mentorships for high school students intending to prepare for science fairs.
   - Establish pre-college summer program for high school graduates

5. Describe how the action strategy is evaluated.

   Number of new freshmen matriculating through the summer program to first semester freshmen year.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School: School of Agriculture, Fisheries and Human Sciences  Semester/Y ear: 2005 - 2009

Department: Dean’s Office  Responsible  Official: Dr. Linda L. Okiror

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Science Fair Expo

1. Describe targeted group for which action strategy is intended:

   Students in grades 9-12

2. Identify the goal(s) and objective(s):

   Goal(s): To increase student interest and proficiency in math and science

   Objective(s):
   - To organize a Science Fair Expo for students in grades 9-12
   - Establish a faculty partnership for students who need help in preparation for the Expo
   - Support classroom teachers with science workshops and Science Fair preparation support.

3. Expected outcome(s):

   - Greater student interest in math and science
   - Greater number of experienced and prepared students in math and science
   - Increased enrollment in SAFHS degree options

4. Briefly list/describe the specific action(s) or activities to be initiated.

   - Provide math/sciences enrichment activities to teachers
   - Establish mentoring relationships with the SAFHS faculty and high school students
   - Contact Expo participants with information about SAFHS opportunities

5. Describe how the action strategy is evaluated.

   Students will be contacted during their senior year and encouraged to enroll at the UAPB and SAFHS.
Program or Strategy: Arkansas Ag-Awareness

1. **Describe targeted group for which action strategy is intended:**
   Elementary, junior and senior high school and home schooled students

2. **Identify the goal(s) and objective(s):**
   **Goal(s):** To raise the awareness of and interest in agriculture, its processes, family-farm life and history

   **Objective(s):**
   - Engage young people in science and social science activities at the Lonoke Ag-Awareness site
   - Use agriculture related activities to teach math and science
   - Demonstrate agriculture processes and farm life

3. **Expected outcome(s):**
   - Greater appreciation for farm life
   - Greater awareness of the importance of food and agriculture to the global economy and life
   - Increased enrollment of students in SAFHS degree options

4. **Briefly list/describe the specific action(s) or activities to be initiated.**
   - Demonstrate the utility of GIS/GPS in agriculture
   - Interact with live plants and animals at the UAPB farm in Lonoke
   - Visit a farm museum for hands-on, farm-life activities
   - Plant a small garden then follow-up on its care during the season
   - Tour the demonstration farm at Lonoke
   - Conduct a fishing derby

5. **Describe how the action strategy is evaluated.**

   Students will be contacted during their senior year and encouraged to enroll at the UAPB and SAFHS.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School of Agriculture, Fisheries and Human Sciences  Semester/Year: Summer 2007 - 2009

Department: Agriculture  Responsible Official: Dr. Mohammad Jalaluddin

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Curriculum enhancement and summer internship in plant, soil, environment, and biotech sciences (SIPSEBS) program

1. Describe targeted group for which action strategy is intended:

   High school juniors and seniors, with interests in applied natural sciences, needing information and exposure for career choice decision making.

2. Identify the goal(s) and objective(s):

   **Goal(s):** To increase enrolment in Plant and Soil Sciences (Agronomy/Horticulture) option in the Agricultural Sciences degree program

   **Objective(s):**
   - To develop multidisciplinary precollege/hands-on summer course ushering high school students into agricultural and biotech sciences curriculum
   - To modernize classrooms and laboratories with new equipment and facilities to enhance the teaching-learning environment
   - To recruit talented high school students, especially minorities, to the precollege summer program leading to freshman enrolment in the plant science degree option.

3. Expected outcome(s):

   - Making better use of the highly qualified faculty and physical resources existing in the plant science area by graduating well prepared students
   - Producing enough qualified agricultural graduates to fill the state, federal, private, and international positions that are now and will be available in the future.
   - Making significant contributions in the field of agriculture and food sciences for the region, state, nation and the world.
4. **Briefly list/describe the specific action(s) or activities to be initiated.**

- Writing recruitment grants, summer internships, and student employment
- Announcement and publicity made through newspapers, radio, TV, etc.
- Sending out letters, high school visits, and community meetings
- Distributing colored brochures, fliers, and fact sheets
- Inviting guest speakers to make presentations for the summer students
- Educational field trips for the students to visit institutions of academic and career importance

5. **Describe how the action strategy is evaluated.**

- By the number of students and/or guardians responding to the publicity
- By the number of actual applications received
- By the number of student internships offered and accepted
- By the number of students enrolled in the plant science program
- The improvement in the GPA and ACT scores of the enrollees
Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Future Agriculture Resource for Minority Youth (FARMY)

1. Describe targeted group for which action strategy is intended:
   High school students at Watson Chapel, Pine Bluff and Dollarway High Schools.

2. Identify the goal(s) and objective(s):

   Goal(s): To increase students’ awareness of the diversity in college majors and careers in agriculture and related sciences.

   Objective(s): To conduct agriculture related activities (academic and hands-on) with students:
   - To conduct agriculture and related sciences career fairs.
   - To facilitate agriculture and related sciences fieldtrips.
   - To develop networks with students and agriculture professionals.

3. Expected outcome(s):
   - Increase enrollment at UAPB.
   - Increased number of students majoring in agriculture and related sciences at UAPB.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   - College interns and science teachers engage students in activities related to agriculture.
   - Fieldtrips (i.e. UAPB Demonstration Farm)
   - Career Fair (UAPB School of Agriculture, Fisheries and Human Sciences)

5. Describe how the action strategy is evaluated.
   Number of students that participate in activities, fieldtrips, career fairs and etc.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School  SAFHS  Semester/Year  Fall semester every year
Department  Aquaculture and Fisheries  Responsible Official  George Selden

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Aquatic Sciences Education Day

1. Describe targeted group for which action strategy is intended:
   High schools within a 2-hour driving radius of UAPB.

2. Identify the goal(s) and objective(s):
   
   Goal(s):
   To increase awareness of educational opportunities in aquaculture and fisheries at UAPB and career opportunities in aquaculture and fisheries.

   Objective(s):
   • To recruit interested students to UAPB to major in fisheries biology
   • To increase awareness of career opportunities in aquaculture and fisheries.
   • To assist high school teachers with ideas for integrating basic sciences and mathematics through the excitement that fish generate for students.

3. Expected outcome(s):
   • Enhanced undergraduate enrollment in fisheries biology.
   • To increase interest in aquatic sciences careers among area high school students.
   • To further develop close ties and relationships with area high school teachers that are expected to enhance our ability to identify and recruit prospective students.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   The Curriculum Strands of the state curriculum standards are identified for each hands-on experiential learning center, organized and offered on:
   • Fish As Art
   • Fish Trivia/Counting/Fish Oddities
   • What’s in a Fish?
   • Is Your Fish Older than a 5th Grader?
   • Friend or Foe? The Underwater World of Plankton
   • Education and Career Opportunities in Aquaculture/Fisheries
   • Deep Sea Fish: Living and Loving With Luminescence
5. Describe how the action strategy is evaluated.

Feedback from the participating teachers is elicited each year. A follow up assessment meeting is scheduled to evaluate, discuss, and decide on changes for subsequent years. Attendance by number of high schools, number of students, and number of high schools that have never attended are monitored each year.
University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division: ( X ) Academic Affairs ( ) Student Affairs ( ) Finance/Administration

School/Department/Unit _School of Arts and Sciences _______________________

Dean/Director __Dr. Verma Jones ____________________________________________

Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

Department of Biology
  Biology Career day
  Correspondence with potential students

Department of Nursing
  Visibility of faculty
  Correspondence with prospective student
  Student involvement in recruitment

Department of English, Theatre and Mass communication
  Meet perspective students
  Provide tours of the department, TV station, radio station
  Participate in Lion Fever Day and Memphis Day

Department of Social Work
  Recruit undeclared majors from within UAPB
  Recruit students from the area agencies

Department of Music
  Build a 9-12 grade database of band students
  Develop scholarship and commitment process for high school juniors and seniors
  Offer summer band camps and auditions
  Provide music clinics and judge high school events
  Establish a Band Facebook page
Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. **Biology Career Day**
   The goal is to inform high school and undergraduates of options in the Biology field.
   The expected outcome is to recruit new undergraduate majors.

2. **Mailouts**
   The goal is to keep alumni and the community abreast of activities going on within the department and any new updates. The expected outcome is that this outreach will help increase departmental awareness and potentially and with donations of time and money from successful alumni.
Program or Strategy: Biology Career Day

1. Describe targeted group for which action strategy is intended:
   High School in the Pine Bluff community

2. Identify the goal(s) and objective(s):
   - **Goal(s):**
     - To get students interested in careers in Biology, Pharmacy, Dental, Medical, Military, and Education.
     - To encourage students to attend UAPB and major in Biology and earn a degree in Education, Pre-Health or Research.
   - **Objective(s):**
     - To get students to think about a career in biology
     - To meet and talk with professionals in the various biology career fields.

3. Expected outcome(s):
   To develop a strong communication source for high school student through UAPB Biology department.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   Contact high school science teachers and invite them and the students, who are interested in careers in biology.

5. Describe how the action strategy is evaluated.
   The action will be evaluated by using the feedback from high school students, high school teachers, UAPB faculty, staff and other employees. Another action will be gathered from information on evaluation forms.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School  Arts & Sciences_________________  Semester/Year  Fall 2009 &  Spring 2010

Department  Biology____________________  Responsible Official Dr. M. M. Matute,
Interim Chair (Fall 2009) and Dr. A. E. Buckner, Chair (Spring 2010)

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Informational mail outs; visits to high schools

1. Describe targeted group for which action strategy is intended:
   Potential students and alumni

2. Identify the goal(s) and objective(s):
   
   Goal(s):
   • To inform everyone on the mailing list about UAPB’s Biology Department.
   • To encourage student to attend UAPB.

   Objective(s):
   • To gain an interest of potential students to major in biology.
   • To keep in touch with alumni of the changes and progress of the biology department and solicit their support.

3. Expected outcome(s):
   • To have the support of alumni
   • To meet the demands for doctors, teachers, pharmacists, scientists and dentist in the job market.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   • To enter the names, addresses and other information in the department’s database.
   • To encourage the students to visit the biology department and get information about the courses offered at UAPB.
   • To maintain contact with alumni and gain financial support.

5. Describe how the action strategy is evaluated.
   • By tracking the number of responses received
   • Feedback from students and alumni based on evaluation forms.
Please summarize below all programs or initiatives currently provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

The Department does not provide its own recruitment programs or initiatives; however, it does cooperate with the Office of Recruitment in the following ways:

1. Meet with prospective students who have expressed an interest in one of the majors the department offers
2. Provide tours of the TV station and radio station to prospective students who are interested in majoring in mass communications
3. Participate in Lion Fever Day and Memphis Day
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School Arts and Sciences  

Semester/Year 2009-2010

Department English, Theatre and Mass Communications  

Responsible Official Dr. Yolanda

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy Participate in University Sponsored Recruitment Activities

1. Describe targeted group for which action strategy is intended:
   Students who are interested in majoring in one of the department degree areas of English/Liberal Arts, English Education, Theatre, Mass Communications

2. Identify the goal(s) and objective(s):
   Goal(s): Increase department enrollment by 3% each year
   Objective(s):
   • Ensure that programs are competitive
   • Ensure that courses are attractive to students

3. Expected outcome(s): Department will attract 10 new majors each year.

4. Briefly list/describe the specific action(s) or activities to be initiated.
   • Develop departmental brochures
   • Produce department displays for high school college fairs and Lion Fever Day
   • Have special matinee performance of theatre performances to which local high school students are invited
   • Expanded course offerings
   • Offer career track options for theatre and mass communications majors (in progress for implementation fall 2009)
   • Acquisition of state of the art equipment (writing center)
   • Offer online courses
   • Department chair will send a letter to prospective majors to inform them of the department’s offerings
   • Cooperate with and participate in campus recruitment efforts

5. Describe how the action strategy is evaluated.
Strategy will be evaluated by department’s ability meet its goals

University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division: (X) Academic Affairs ( ) Student Affairs ( ) Finance/Administration

School/Department/Unit __School of Arts and Sciences / Nursing Department________

Dean/Director _Dr. V. Jones, Interim Dean / Dr. Sheila Garland, Chair_____________

Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

The Nursing Department’s Recruitment Committee currently collaborates with other disciplines within and outside of the UAPB family in implementing the following recruitment strategies:

1. Visibility of faculty
2. Correspondence with prospective nursing students
3. Student involvement in recruitment efforts.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School  _Arts and Sciences____________ Semester/Year  _Spring 2010______________

Department, Nursing______________________ Responsible Official __P. Rogers________

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy ________________________________________________________________

1. Describe targeted group for which action strategy is intended:
   All prospective nursing students

2. Identify the goal(s) and objective(s):
   Goal(s): Attract interested students to nursing profession.
   Objective(s):
   - To be visible on and off campus
   - To communicate in a positive and enthusiastic manner the nursing profession and what it has to offers as a career.
   - To encourage students participation in recruitment efforts.

3. Expected outcome(s):
   - Positive image for the Nursing Department
   - Increased enrollment of students into the Nursing Department

4. Briefly list/describe the specific action(s) or activities to be initiated.
   Memphis in Pine Bluff
   Lions Fever
   Health Fairs within city
   Clinical at various hospitals
   Workshop with other
   Universities and Colleges

5. Describe how the action strategy is evaluated.
   - The number of students signing the provided sign-in sheets during recruitment efforts.
   - The number of students visiting the department
   - The number of calls requesting information for admission to the department.
Program or Strategy ______________________________________________

1. Describe targeted group for which action strategy is intended:

   High school band students

2. Identify the goal(s) and objective(s):

   **Goal(s):**
   - Provide a way for students to expand their musical knowledge through performance of world music from different genres.
   - Provide complete instrumentation for the total band program to enable the service and educational mission of the band program.
   - Provide a total cultural music experience for university students and band students.

   **Objective(s):** Seek out and identify students who are academically, mentally, and musically qualified to perform in an advanced instrumental music program.

3. Expected outcome(s):

   - Provide a cultural experience for students and the community.
   - Provide a laboratory class experience for Music Majors
   - Provide a way for students to earn scholarships through service in the band program.
   - Provide a way for student to be connected with an organization that will link student with the university beyond graduation.
   - Provide students with another motivation for higher academic achievement in the classroom.
   - Increase university enrollment.

4. Briefly list/describe the specific action(s) or activities to be initiated:
• Build a ninth through twelfth grade database of band students
• Offer scholarship to Junior and Senior high School students
• Set a date for the student to respond and commit to the offer
• Visit high schools
• Call directors
• Set up a Band Face book page
• Set audition dates for instate recruits around events such as all-region tryouts.
• Schedule a summer audition tryout date for juniors.
• Schedule a band summer camp and audition for band students.
• Directors provide clinics and adjudicate high school music events.

5. **Describe how the action strategy is evaluated:**
The strategy can be measured by the following:
• The number of students and student information in the database
• The number of students that attend concerts
• The number of students in the band program
• Concerts and Parades that are provided
• Increased student enrollment in the university and the expansion of music offerings.
Program or Strategy: To recruit declared social work majors through engagement activities and faculty mentoring to enhance their academic, social, and personal needs.

1. Describe targeted group for which action strategy is intended:
   The target group for which the above strategy is intended includes the following two groups:
   - declared social work majors whose grade point averages are 2.0 or higher; and,
   - prospective social work majors whose grade point averages fall below 2.0 and appears on the delinquent list.

2. Identify the goal(s) and objective(s):

   Goal(s):
   - Maintain a minimum of 75 social work majors per academic year between 2007 and 2011.
   - Host monthly recruitment and student club membership drives and receptions.
   - Obtain a list of prospective social work majors from University College to follow-up during advisement.
   - Compile student recruitment materials (i.e., pamphlets, brochures, flyers, etc.).
   - Participate in Lion’s Fever Day activities and other campus activities for recruitment.
   - Continue to recruit through Department of Health and Human Services, Division of Children and Family Services – Academic Partnership in Public Child Welfare Grant.

   Objective(s):
   - To monitor students’ academic progress with a 2.0 or better grade point average at least twice a semester.
   - To identify funding and donations for annual fall and spring receptions, and honors and awards programs.
   - To promote social work student’s participation in community service.
To assign a social work faculty mentor, if available, to prospective social work majors who fall below 2.0 grade point average and appears on the university’s delinquent list.

- Involve social work advisory board who represent community agencies, and entities, in recruitment activities, and program information dissemination.

3. Expected outcome(s):
   - The social work program will retain a minimum of 75 social work majors per academic year between 2007 and 2011.
   - Social work students’ academic, social, and personal needs will be enhanced through academic, social, and professional development activities.
   - Students’ academic performance will be improved by obtaining a grade point average of 2.0 or higher through faculty mentoring and weekly engagement activities.

4. Briefly list/describe the specific action(s) or services rendered to the students.
   - Maintain an open door policy to counsel with students (via appointments or office hours) about a career in social work;
   - Host an annual fall reception for all perspective and declared social work majors;
   - Conduct an annual membership drive for new social work and National Association of Black Social Work chapters club member;
   - Engage social work program’s club and NABSW chapter in volunteer and service learning activities throughout the academic year;
   - Host an annual spring reception, honors and awards program for all social work majors and perspective major; community leaders, field education practitioners, advisory board, faculty, and administrators; and
   - Make contact, if possible, with all prospective social work majors from University College during advisement day to monitor their academic progress.

5. Describe how the action strategy is evaluated.

This strategy will be evaluated through outcome/summative evaluations. At the end of each activity, function, and strategy students will be evaluated using survey instruments and questionnaires. Students’ transcripts and degree audits will be evaluated as needed.
University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division: ( X ) Academic Affairs ( ) Student Affairs ( ) Finance/Administration

School/Department/Unit _School of Business and Management_______________________

Dean/Director __Dean Carla Martin____________________________________________

Please summarize below all programs or initiatives currently use provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Community Outreach
2. Academic Pre Advisement
3. Peer-Based Tutoring
4. Faculty Involvement
Program or Strategy: Faculty Involvement

1. Describe targeted group for which action strategy is intended:

   Local high schools and junior college transfers

2. Identify the goal(s) and objective(s):

   **Goal(s):** SBM faculty and administrators participate in a minimum of three recruitment events each semester

   **Objective(s):** to increase the number of local students that enroll in SBM

3. Expected outcome(s): to increase the enrollment from Pine Bluff area students and number of SBM majors by 10% over three years (approximately 40 students)

4. Briefly list/describe the specific action(s) or activities to be initiated.

   Each faculty member will attend and participate in at least three recruitment events in the Pine Bluff area.

5. Describe how the action strategy is evaluated.

   The number of local students that apply and attend UAPB during the following year.
Program or Strategy: Academic Pre-Advisement

1. Describe targeted group for which action strategy is intended:

   Potential UAPB students with advanced placement credit to junior college credit.

2. Identify the goal(s) and objective(s):

   **Goal(s):** Encourage enrollment at UAPB of transfer students from local areas.

   **Objective(s):** Inform potential students of various degree requirements at UAPB and provide verification for how college level courses will apply toward a degree at UAPB.

3. Expected outcome(s): Increased attendance of transfer and AP students at UAPB.

4. Briefly list/describe the specific action(s) or activities to be initiated.

   Faculty advisors will visit local high schools and SEARK College to advise potential students for UAPB.

5. Describe how the action strategy is evaluated.

   The number of students that choose to be advised and number of students that subsequently transfer to UAPB.
Program or Strategy: Peer-Based Tutoring

1. Describe targeted group for which action strategy is intended:

   Local high school and junior college students

2. Identify the goal(s) and objective(s):

   Goal(s): Encourage local students at high schools and junior colleges to continue their education at UAPB.

   Objective(s): Increase the number and quality of local students that apply and attend UAPB.

3. Expected outcome(s): Increase the number of local students that attend UAPB.

4. Briefly list/describe the specific action(s) or activities to be initiated.

   Form partnerships between UAPB student organizations and local high schools and SEARK College.

5. Describe how the action strategy is evaluated.

   The number and quality of local students that apply and attend UAPB.
Program or Strategy: Community Outreach

1. Describe targeted group for which action strategy is intended:

   Local potential college students

2. Identify the goal(s) and objective(s):

   **Goal(s):** Increase UAPB presence in local activities.

   **Objective(s):** Increase local awareness of UAPB and UAPB-sponsored activities.

3. Expected outcome(s): Increase the number of local students that attend UAPB.

4. Briefly list/describe the specific action(s) or activities to be initiated.

   Increase awareness of UAPB and increase application and attendance of local students.

5. Describe how the action strategy is evaluated.

   Increase the number of local students who choose to participate in UAPB affiliated activities and quality of local students that apply and attend UAPB.
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School __Education_____________________ Semester/Year 2009-2010___________

Department ___________________________ Responsible Official: Dr. Calvin Johnson

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Recruitment of new students

1. Describe targeted group for which action strategy is intended:
   - Students in P-12 school district
   - Community college students

2. Identify the goal(s) and objective(s):

   Goal(s):
   - To increase enrollment 5% annually over the five years, 2008-2013
   - To increase admission to the School of Education 5% annually over the five years, 2008-2013

3. Expected outcome(s):
   Increased enrollment in the School of Education

4. Briefly list/describe the specific action(s) or activities to be initiated.
   - Use multimedia and updated website to publicize the SOE program/ and activities services.
   - Increase scholarships
   - Coordinate the organization of future teachers program (TOT) clubs in P-12 partner districts.
   - Promote “Parent Day” on campus.
   - Develop partnerships with selected 2-year colleges.
   - Offer courses at selected off-campus sites.
   - Conduct information sessions at churches, agencies, etc.
   - Coordinate recruitment activities with the UAPB Recruitment Office.
   - Send letters to undecided majors.
   - Develop program and certificates, endorsements, licensure in critical high demand areas.
   - Review and update SOE recruitment plan.
   - Organize a recruitment committee.
Please summarize below all programs or initiatives currently provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Designate freshman accommodations
2. Living/learning Services
3. Counseling and referral services
4. Professions growth and development services
Program or Strategy: Accommodations and support for freshmen

1. Describe targeted group for which action strategy is intended:
   UAPB freshmen students

2. Identify the goal(s) and objective(s):
   
   Goal(s):
   - To organize and designate facilities for freshmen accommodations
   - To develop programs and provide services
   - To provide counseling and referral services
   - To provide professional growth and development

   Objective(s):
   - Identify and block rooms in the residence halls
   - Establish a residential living and learning center conducive for study, behavior modification and community living
   - Expose residents to developmental opportunities which enhance their out-of-classroom experiences
   - Keep abreast of current housing trends, actively participate in professional organizations, read professional materials and subscriptions

3. Expected outcome(s):
   - Designated freshmen residence hall
   - Program and service to support students
   - Provide counseling and referrals
   - Provide quality services to students
   - Memberships and subscriptions to professional organization

5. Briefly list/describe how the action/strategy is evaluated:
   - Freshmen residence hall designated by fall 2009
   - Program and service implemented to support students
- Number of counseling and referrals provided
- Satisfaction surveys for quality services to students
- Memberships and subscriptions to professional organization obtained
University of Arkansas at Pine Bluff

DEPARTMENT/SCHOOL RECRUITMENT STRATEGIES

Division: ( ) Academic Affairs (X) Student Affairs ( ) Finance/Administration

School/Department/Unit _____ Office of Recruitment

Dean/Director ___ Lee Hardman

Please summarize below all programs or initiatives currently provided by your school or department. Use Page 2 to fully describe each program or strategy listed. Please include the goals and objectives, expected outcomes, and evaluation procedures.

1. Recruit students at public schools

2. Host campus visits

3. Provide student support during the application process
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School _Student Affairs____________ Semester/Year _Spring2010______________

Department: Office of Recruitment______________ Responsible Official: Lee Hardman

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Recruiting Students at Public Schools

1. Describe targeted group for which action strategy is intended:
   Public school students, teachers, administrators and parents

2. Identify the goal(s) and objective(s):
   Goal(s): 1,100 new freshmen enrolled by fall semester 2010
   Objective(s):
   • Become more visible at public schools
   • Build relationships with public schools

3. Expected outcome(s): Attract up to 1,100 new students to UAPB

4. Briefly list/describe the specific action(s) or activities to be initiated.
   • Make multiple visits to schools
   • Attend College Days at public schools
   • Speak with students in classrooms and individually
   • Speak with teachers, school officials and parents

5. Describe how the action strategy is evaluated.
   • Feedback by students and parents
   • Number of applications received
Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Host Campus Visits

1. Describe targeted group for which action strategy is intended:
   Public school students, teachers, administrators and parents

2. Identify the goal(s) and objective(s):
   Goal(s): 1,100 new freshmen enrolled by fall semester 2010
   Objective(s):
   • Highlight academic programs and opportunities on campus
   • Host Lion Fever Day on campus for public school students
   • Host City Days on campus for high school seniors

3. Expected outcome(s):
   • Hold a Lion Fever days each year
   • 850 students attend Lions Fever Day
   • 4 City Days held each year

4. Briefly list/describe the specific action(s) or activities to be initiated.
   • Develop and distribute marketing materials throughout the service area
   • Include an additional 2 City Days
   • Attract 50 additional new students to Lion Fever Day
   • Engage the entire university community in recruitment during campus visits, Lion Fever and City Days
   • Involve current students, faculty and staff in City Day presentations
   • Give students and families detailed campus tours
   • Provide students and families with degree and other opportunities on campus

5. Describe how the action strategy is evaluated.
   • Number of students attending the Days
   • Number of groups/students visiting campus
- Feedback by students and parents
- Number of schools represented at the Days
- Number of applications received
- Number of campus tours
DEPARTMENT/UNIT RECRUITMENT STRATEGIES

School: Student Affairs  Semester/Year: Spring 2010

Department: Office of Recruitment  Responsible Official: Lee Hardman

Instructions: For the recruitment programs or strategies listed on page 1, complete items 1-5. Submit the completed form to the office of your School Dean or Director. Retain a copy of this form for your files.

Program or Strategy: Provide Student Support During the Application Process

1. **Describe targeted group for which action strategy is intended:**
   Public school students, teachers, administrators and parents

2. **Identify the goal(s) and objective(s):**
   
   **Goal(s):** 1,100 new freshmen enrolled by fall semester 2010
   
   **Objective(s):**
   - Assist potential student with financial aid
   - Assist potential student online admission application

3. **Expected outcome(s):**
   - Increased percentage of students who complete the UAPB online application
   - Increased number of student who complete the online FAFSA
   - Increased number of students who qualify for admission and financial aid

4. **Briefly list/describe the specific action(s) or activities to be initiated.**
   - Develop and distribute marketing materials highlighting this service in the Office of Recruitment
   - Offer computer access to potential students in the Office of Recruitment
   - Provide Office of Recruitment staff to assist potential students with online applications
   - Refer students to Student Financial Services and Admissions Office, where appropriate

5. **Describe how the action strategy is evaluated.**
   - Number of students completing and submitting the admission application
   - Number of students completing and submitting the online FAFSA forms
   - Number of students who qualify for admission and financial aid
Table of Contents

Overview.................................................................................................................. 3

Agenda and Participants....................................................................................... 5

Marketing and Recruitment Overview................................................................. 6

Database Management......................................................................................... 6

What to Track and Management Reports............................................................ 7

Inquiry Source Code Examples............................................................................ 8

Developing Communication Plans....................................................................... 11

Retention & Quality of Life Recommendations......................................................17

Consultation Production Schedule....................................................................... 25

Appendix............................................................................................................... 26
Overview

Dr. Harry L. Williams and Dr. Tonjua Williams, recruitment and retention consultants visited the University of Arkansas of Pine Bluff University campus on January 22, 2008, for the purpose of providing an external analysis of the university’s undergraduate student recruitment and marketing strategies and tactics.

Administrators and staff at University of Arkansas of Pine Bluff were enthusiastic about the consultation and very cooperative with the consulting team. Special thanks to Mr. Leon Crumblin, Dean of Students, for coordinating our initial consultation schedule and serving as our primary contact.

This consultation is the first of three visits to the campus within the next five calendar months. Consulting will consist of a minimum of three service days on campus and up to three days for off-site analysis, travel, and telephone support. The consulting will include assistance with the development of enrollment maximization strategies for fall 2008 and 2009, with emphasis on the development of a written plan for recruitment and retention for the 2009 cycle.

This written report provides external objective feedback on current enrollment-related strategies and practices and includes a set of recommendations designed to assist University of Arkansas of Pine Bluff in achieving both short- and long-term new student enrollment goals, with the intent of meeting overall enrollment goals. The written report is designed to aid and abet the university’s efforts to develop a state-of-the-art enrollment management program. The consultants hope the reader views the report and its conclusions in this formative evaluation spirit. Any errors or omissions in the report are the sole responsibility of the consultant team.

The one day spent on campus was very productive and the consultant team feels that they were able to make good headway with identifying the “current state” of the recruitment and retention programs. It appears that there may be several opportunities for UAPB to enhance the undergraduate new student recruitment program.

The initial consultation provides an analysis of the following general areas of inquiry:

- A review of short-term enrollment goals, objectives, and strategies;
- An external objective assessment of University of Arkansas of Pine Bluff’s organizational structure and services for the management of enrollment, specifically within the office of admissions;
- An identification of enrollment planning strengths and limitations that will support or hinder the achievement of new student enrollment goals;
- A review of available institutional research and the ways it is being used to formulate the enrollment planning process;
• A review of information management capabilities, particularly enrollment management database
  procedures, and their current uses in student recruitment, reporting and analysis, tracking, and
  projections; and

• A review of current admissions operations and systems to communicate in writing, by telephone,
  and via e-mail with students at the inquiry, application, admit, and registration stages.

The consultant team would like to suggest to you a few guidelines designed to make our communication
and the project operate more effectively:

• We need to agree to maintain good telephone communication and to stay in touch as necessary over
  the period of this consultation in order to solve problems between on-campus consulting visits. It is
  imperative that the on-campus enrollment staff and the consultants communicate between
  consultations, especially in regard to priority action items that are identified during each
  consultation.

• Please feel free to e-mail or call either of us at any time if you or your staff should have a question,
  a problem, need clarification, or just want to talk. If you leave voicemail messages, your call will be
  returned promptly. Our contact information is below.
The consultant team is encouraged by the level of commitment that the University of Arkansas of Pine Bluff leadership illustrated during our initial meetings. They clearly are excellent resources for the institution and will be vital for the success of this project.

As we discussed, at the conclusion of each on-campus consultation, we will plan to conduct an exit briefing with the enrollment management executive council. This session is designed to keep key members of the University of Arkansas of Pine Bluff administrative team informed and updated with the progress of the project.

**Agenda and Participants**

The consultation agenda was established in advance of our campus visit and in partnership with Mr. Leon Crumblin, Dean of Student Life and Enrollment Management. Tuesday, January 22, 2008

<table>
<thead>
<tr>
<th>Dr. Harry Williams</th>
<th>Time</th>
<th>Dr. Tonjua Williams</th>
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</thead>
<tbody>
<tr>
<td>Meet with EM Team</td>
<td>8:00 a.m.</td>
<td>Meet with EM Team</td>
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<tr>
<td>Seminar Room, Student Union</td>
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<td>Seminar Room, Student Union</td>
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<tr>
<td>Meet with Recruitment Staff</td>
<td>9:00 a.m.</td>
<td>Meet with Retention Personnel</td>
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<td>Recruitment Bldg</td>
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<td>Seminar Room, Student Union</td>
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<tr>
<td>Attend Deans &amp; Directors Meeting</td>
<td>10:00 a.m.</td>
<td>Attend Deans &amp; Directors Meeting</td>
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<tr>
<td>Research Center</td>
<td>10:30 a.m.</td>
<td>Research Center</td>
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<tr>
<td>Meet with Admissions Staff</td>
<td>10:30 a.m.</td>
<td>Meet with Student Focus Group</td>
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<tr>
<td>Administration Bldg</td>
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<td>Seminar Room, Student Union</td>
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<tr>
<td>Lunch with Faculty Focus Group</td>
<td>11:30 a.m.</td>
<td>Lunch with Faculty Focus Group</td>
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<tr>
<td>Faculty/Staff Lounge</td>
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<td>Faculty/Staff Lounge</td>
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<td>Open Time</td>
<td>12:30 p.m.</td>
<td>Open Time</td>
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<tr>
<td>Discussions about EM Plan</td>
<td>1:00 p.m.</td>
<td>Discussions about EM Plan</td>
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<td>preparation, best practices and</td>
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<td>EM Team out brief</td>
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<td>Seminar Room, Student Union</td>
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<td>Seminar Room, Student Union</td>
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<tr>
<td>Depart for Airport</td>
<td>3:00 p.m.</td>
<td>Depart for Airport</td>
</tr>
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</table>
Preliminary Observations and Recommendations

Harry and Tonjua met with the Leon Crumblin, and administrators (Dr. Jewel Walker, Dr. Linda Okiror, and Ms. Joyce Vaughn) to discuss the first visit and offer observations and short-term recommendations. We feel that the visit was very productive and beneficial to establishing a relationship to assist UAPB with this important project. We were encouraged by Dean Crumblin’s leadership and the warm reception we received from everyone associated with UAPB. It is with this spirit that we will work together to help achieve your enrollment and retention goals. During the closing workshop the consultants provided preliminary recommendations. Many questions were asked during this debriefing:

What is your overall impression of what you learned about UAPB during this visit? The consultants appreciated the warm welcome from administrators, faculty, staff and students. They also complimented UAPB for its effort to address student recruitment and retention. It is a national focus and issue at every higher education institution. Developing a strategic enrollment plan is challenging since recruitment and retention remains one of the key issues and problems for higher education. The consultants shared that although UAPB seeks to create a college-wide enrollment management plan, communication is a challenge for the institution. The importance for UAPB to be communicative and open to considering institutional weaknesses as well as strengths is critical to the success of the enrollment management plan. This will include reviewing data and processes/policies.

What short-term activity or initiative can UAPB complete? The consultants strongly recommended that the recruitment and retention team complete a college-wide Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis in the areas of recruitment and retention. This analysis will take great effort and time to complete. Another short-term activity is to make the application and registration process available online. Today’s students are familiar with computer processes and would value the opportunity to utilize technology whenever possible. It is time and cost efficient as opposed to human resources. Another recommendation was to physically centralize student services functions (admissions, registration, business/bursar office, financial aid, etc.). It was discovered that students are not adequately being served by faculty advisors and registrars because they are not always available and the student is not efficiently served.

What is your opinion about diversity affairs offices? The consultants shared that most colleges utilize diversity affairs to help recruit and retain students from other populations. The purpose of the office is not necessarily to troubleshoot student complaints, but to be the “welcoming center” for diverse students. An individual in this position would address “institutional fit” concerns and issues that would impact student recruitment and retention. This can be done by working with the community where this population lives to learn their value system and what is needed to connect with them, recruit them, and keep them on campus. Since it is expected that the Hispanic and Asian population will grow in Little Rock, AK, it is important that the UAPB learn about this population and provide a welcoming environment.

What is your opinion about including alumni affairs in the admissions and recruitment process? The consultants shared that the alumni play a MAJOR role in student recruitment and retention. Many institutions utilize their Alumni Affairs to increase the community’s awareness of UAPB, the benefits of attending, and promote ideas to retain students on campus. As students graduate, most institutions administer a graduate survey to learn about the student’s experience. The results from this survey could be shared with the Alumni Association and administrators to develop an improvement plan.

Based on the retention meetings today, what was your impression? The consultants shared concern about the possible roadblocks to reviewing current processes and practices and the notion of offending certain student affairs offices. The consultants shared the importance of each participant not taking constructive criticism personally and that the development of an enrollment management plan requires honesty and the ability to look at institutional strengths and weaknesses to be successful.
The consultants discussed possible dates to return and the notion that we agreed to help develop this plan which requires six visits within three visits. Therefore, UAPB faculty/staff will need to complete certain assignments and projects between visits. The first major project is that of completing the SWOT Analysis and setting institutional goals before the March 2008 visit. Dean Crumblin and the enrollment management chairs agreed to complete certain aspects of the enrollment management plan in between consultant visits.

**Marketing and Recruitment Overview**

Harry met with the ad hoc marketing/recruitment team to discuss and review University of Arkansas of Pine Bluff’s current marketing and recruitment practices (e.g., organizational structure, target markets, inquiry pool development, communications systems, recruitment travel, campus visit programs). The purpose for these sessions was to gain a greater understanding of the overall new student enrollment processes at University of Arkansas of Pine Bluff. The information generated at these sessions will be used throughout the project as we move into developing key enrollment strategies and action plans. Harry also shared with the team that this group will have the responsibility of writing the annual marketing and recruitment plan for new undergraduate students.

**Database Management**

The following database management process is recommended.

Information is an essential ingredient in a successful enrollment management program. In fact, I consider the database to be the most important fundamental in enrollment management, as it is central to all other aspects and variables of a “state-of-the-art” enrollment management program. As we discussed during my meeting with the admissions and marketing team, timely and accurate information promotes:

1. Enhanced planning;
2. Program/service evaluation and development;
3. Designing more effective communication systems;
4. Monitoring the effectiveness of the recruitment and retention programs; and
5. Creating an institutional climate conducive to achieving recruitment and retention goals.

The kind of data/information we will want to continue/begin tracking is listed below.

**A) Historical Admissions and Enrollment Information:** The historical database shows the admissions and enrollment trends the university has experienced during the past five years. Ideally, it includes complete profiles of inquiries, applicants, accepted, and enrolled new freshman and transfer students.

**B) Operational Admissions Data:** This category of information contains all the data commonly used to evaluate the effectiveness of the recruitment program, and assumes an effective automated tracking system. For instance, it involves an analysis of conversion/yield rates by various categories:

- Source
- Academic major
- Secondary school
- Geographic markets
Operational admissions data collection should be organized and compiled with the following questions in mind:

1. What is the academic profile of the student body, and how has it changed in the last few years?
2. How is it predicted to change in the next few years (example, increasing median test score from 17 ACT to 18 ACT)?
3. What is the demographic profile of its student body and how has it changed in the past few years? How is it predicted to change in the next few years? How would you like it to change?
4. Do the geodemographics differ in relation to different stages of the new student enrollment funnel (e.g., make-up of the inquiries we want to apply who do not apply, yield of the students we want to enroll who do not enroll)?
5. What inquiry sources have produced the best yield of new students?
6. How does the yield from sources change from inquiry through enrollment?
7. What sources produce inquiries but few enrolled students (e.g., solicited, travel)?
8. What contacts, how many, and in what mix will increase yield?

What to Track and Management Reports

Enrollment Management Reports

1. Status Reports
   - Number of applications, admits, and deposits
     - By State
     - By Program/Major
     - By High School/College
     - By Freshman/Transfer
     - By Full-Time/Part-Time
2. **Inquiry/Prospect Reports**
   - Number of cumulative and active prospects
     - By State
     - By Source Code (begin documenting and coding)
     - By Program/Major/College
     - By Academic Ability
     - By Level of Interest (begin documenting and coding)
     - By Freshman/Transfer
     - By Full-Time/Part-Time

3. **Student Telephone Reports**
   - Number of calls by students during the week
   - Number of calls by type (area/source/transfers/etc.)
   - Number of calls identified as:
     - Expected to Apply (E)
     - Very Interested (1)
     - Somewhat Interested (2)
     - Keep Active (interested in later term, roll-over, etc.)
     - Drop (D)
   - Number of calls requesting:
     - Application
     - Financial Aid information
     - Program/major/college information
     - Visit information
     - Housing or commuter information

4. **Tracking Data Fields to Include in the Database**
   - Qualifying and Grading field (up to ten characters)
   - Multiple student-initiated contact fields (up to eight contacts)
   - Counselor territory
   - Campus communication activities to the student (written and telephone)
   - Date of initial and all subsequent contacts (student initiated)
Inquiry Source Code Examples

Travel Initiated

- College Fairs
- High School Visits
- Two-Year College Visit
- Four-Year College Visit
- Alumni College Fairs (staffed by alumni)
- Consortia “Road Shows” (e.g., Illinois Universities)
- Music Competition Fair

Student Initiated

- Phone Call
- General Inquiry (mail)
- ACT Scores
- SAT Scores
- Campus Visits
- Application
- Foreign Application
- Common Application
- Walk-Ins
- Bits and Pieces (Recommendation/Transcript)
- Internet

Referral Initiated

- Athletic Referral
- Student Referral
- Church Referral
- Alumni Referral
- High School Counselor Referral
- College Counselor Referral
- Faculty/Staff Referral
- Educational Consultant Referral
• National Merit Referral
• Music Referral
• Upward Bound Referral

Solicited
• Search
• Poster Reply Card
• NRCCUA Search (Sr. and Jr.)
• Minority Search
• Athletic Search
• Church Search
• College Home Video
• Special Event Reply Card (Preview Day or Off-Campus, etc.)
• Qualifying Reply Card
• Who’s Who
• Consortia List
• Advertising (newspaper, radio, etc.)
• Scholarship Brochure Reply Card (academic/music/athletic)
• Transfer Search
• Phi-Theta-Kappa Search
• Viewbook Reply Card

Enrollment Stage Definitions
• Prospect - a student is identified by your school and contacted, but he or she has not responded. A purchased name.
• Inquiry - the student has contacted the school through some source (phone, e-mail, inquiry card, high school visit, etc.).
• Applicant - the student has submitted an application for admission.
• Decision - the student has been admitted, denied, or wait-listed.
• Confirmed/deposit - the student makes some form of commitment to enroll at the school. Many institutions request confirmation of enrollment through a tuition deposit.
• Enrolled - the student has matriculated.
Enrollment Funnel Stage Rate Definitions

- **Response Rate** - The percentage of students who move from the prospect to inquiry stage of the enrollment funnel (typically in response to a direct mail campaign).
- **Conversion Rate** - The percentage of students who move from the inquiry to applicant stage of the enrollment funnel.
- **Accept Rate** - The percentage of applicants who are offered admission.
- **Yield Rate** - The percentage of accepted students who submit a deposit and/or enroll.
- **Capture Rate** - The percentage of students who enroll after submitting a deposit or making a confirmation.

Observations

- Splitting the new student enrollment funnel by the in-state and out-of-state population certainly tells a different story for us when assessing historical new student enrollment. Moving forward, it will be important to create and monitor new student enrollment volume by these two populations, at a minimum.
- University of Arkansas of Pine Bluff has not used the inquiry stage in its previous new student enrollment planning initiatives.
- Application volume has gone up and down over the past three recruitment cycles. Admit volume, however, has increased but not at major rate during this time period.
- As you can see, data drives the new student enrollment planning and goal setting process. In addition, the analysis of new student enrollment funnel data must occur on a weekly basis in order to monitor progress toward enrollment goal for the fall 2009 recruitment cycle and beyond. It is our hope that an initial enrollment funnel report can be created immediately to monitor inquiry, application, admits/acceptances, and confirmed volume for the fall 2008 recruitment cycle. An enrollment funnel report would follow the same schema as our historical new student enrollment figures and goals listed above. Eventually, we would want to compare figures on either a year-to-date or number of weeks prior to beginning of term basis.

In addition, the university needs to create an enrollment projection model to develop a more precise method of establishing enrollment goals by various student populations.

Developing Communication Plans

UAPB’s communication with prospective students is limited when compared with good enrollment management practice.

A key factor in increasing new student enrollment is the use of a comprehensive written, phone, and personal communication program from inquiry through enrollment. The consultants recommend that the university communication system with prospective students be redesigned and made more promotional and sequential than is now the case.

The current written communication systems reviewed by the consultants do not conform to accepted communications theory: They “bundle” promotional messages and materials into limited contacts with prospective students. Mailings are handled by “batch” method, and do not operate sequentially. This
approach to communicating with inquiries and applicants cannot be expected to influence decisions favorably. A prospective student whose enrollment decision typically is based on a lot of information and careful comparison of alternatives needs to know more about the university and about his/her intended program of study before he/she can be expected to apply to enroll.

Most post-application communication systems assume (incorrectly) that the decision making process ends with the acceptance. Purchase-decision research suggests that anxiety increases as a buyer approaches the final adoption, worrying about whether the decision is the right one for him or her. This is true particularly when the decision involves a major or higher-cost purchase like an investment in a college education. This is known as cognitive dissonance, and human nature typically seeks to reduce dissonance. The two steps most often taken are: 1) Canceling or abandoning the decision, or 2) Seeking additional information to confirm the wisdom and value of the decision.

Post-admission application/communications systems obviously are designed to reinforce a student’s decision to enroll. However, too often the tone, style, and content of these communications are at variance with those of the promotional pre-application communications materials. They tend to be more directive, instructional, purely informational, or even intimidating in character.

The consultants recommend specifically, that UAPB communicate more sequentially with prospective students, and that it design and implement a more comprehensive communications system for students who express interest and apply. A system of this design would be instrumental in assisting the university to improve the conversion and yield rates. The current written system does not appear to be either sufficiently sequential or accurately targeted to build and sustain the interest of prospective students from inquiry through matriculation phases. Following are some general principles of an effective written communication system:

- Communications systems should pique, build, and sustain interest.
- Pre- and post-application communications systems should include multiple mailings.
- Each mailing should generally include a letter and supporting publication.
- Each letter should:
  - Be “authored by” different personnel/offices, depending upon the message/purpose;
  - Be personalized;
  - Be limited to one page;
  - Generally employ a direct-mail style; i.e., use bullets and postscripts to highlight;
  - Be designed according to a specific purpose or theme;
  - Include facts and quotations to support claims, where possible;
  - Emphasize benefits and minimize features; and
  - Conclude with a call for action (e.g., apply, visit campus).
- The system should continually qualify and re-qualify each prospective student.
- No prospective student should “leave” the system without specifically saying he/she is not interested.
- Any prospective student who is not interested should be transferred into a computer database and become a target of research to determine the reasons for lack of interest.
• The system should utilize telephone contact. A good telecounseling approach can greatly enhance and maintain good enrollment results among the target groups.

• Communications flows should eventually be developed specifically for key market segments.

Following is the recommended Best Practices outline of a written communication system:

• Name of communication
• Interval
• Communication type
• Signature
• Enclosure(s)
• Message

The current written, and telephone, and personal communication systems do not appear to be either sufficiently sequential or accurately targeted to build and sustain the interest of prospective students from inquiry matriculation phases.

In place of the current communication system, the consultants recommend a system that combines:

• Personal contacts with inquiries (designed to reach 50 percent or higher of the inquiry pool);
• Telephone calls to targeted inquiries (designed to reach 75 percent or higher of the inquiry pool); and
• A sequence of personalized letters and brochures that sustain contact with inquiries and focus on the important promotional messages that clarify expectations (designed to reach 100 percent of the inquiry pool).

The following are recommendations that should be implemented as soon as possible in order to impact enrollment this year and beyond. I have also attached an action item list.

1. **The Director of Recruitment and Dean of Enrollment must review the role and responsibility of the University of Arkansas of Pine Bluff University admissions staff.**

   The role of professional recruiters is to help students select the institution that can best meet their educational and career goals. Additionally, we believe that recruiters should be experts on their institution and should believe strongly enough in its virtues that when they identify a prospective student who is well suited for the institution, they enthusiastically and persuasively recruit that student to the institution.
Actively influencing college decisions is not easy for most recruiting staffs, but it is absolutely essential if an institution wants to change the size and characteristics of its enrollment. “Order-taking” will not accomplish either of these.

Our commitment to this process is best expressed by two concepts. The first is relationship management: (1. The relationship between the prospective student and UAPB begins not with an application, but at the moment the student first expresses interest in receiving information. By the time he/she has submitted an application, the student already has likely formed strong impressions and expectations that will be either confirmed or contradicted by subsequent experiences and contacts with the region’s college. The primary responsibility of the professional recruiter is to manage the relationship between the institution and prospective students from the point of inquiry through the student’s enrollment. From that point, in addition to providing high quality learning experiences, it is the primary responsibility of all who work within the region to manage every college-student relationship from initial enrollment through graduation or completion of educational goals. As recruiters implement a relationship-management approach, they will recognize that one contact with a prospective student during a high school visit or at visitation day does not constitute a relationship. To manage relationships with inquiries, it will be necessary to participate in the student’s decision process by telephone, e-mail, through school and campus visits, and by orchestrating a variety of involvement with students, by faculty, and others at the institution. (2. The second concept is counseling-selling, sometimes referred to as consultative selling. It involves two steps.

1. The recruiter counsels the prospective student to learn about his or her interests, abilities, educational needs, expectations, and career goals. This first step is essential, since not every college-bound student will be a good “fit.” It is only after the recruiter determines that the student’s needs and college’s strengths are a good match that the “selling” begins.

2. The selling step requires the recruiter to promote the benefits and strengths of University of Arkansas of Pine Bluff’s total product. If the recruiter believes the university is the student’s best choice, then he or she must be willing and able to say so clearly, persuasively, and enthusiastically in ways that influence the student’s college decision. This decision depends upon the recruiter’s ability to promote a number of key “points of difference” and competitive strengths that differentiate the university from the student’s other choices or options.

Counseling-selling is not a technique that people use instinctively or naturally – it must be taught, practiced, and reinforced to be effective. Most people tend to practice exclusively or predominantly one approach or the other: e.g., “We counsel but don’t sell,” or “We try to sell without counseling.” Counseling and selling involve very different skills and tendencies. In combining the two approaches, the key is to focus on the ultimate goal: to help the student make an informed college decision that is right for him or her.

We are not recommending that the recruiter practice relationship management and counseling selling with necessarily all the university’s inquiries. Rather, this technique should be employed with qualified inquiries from its target populations. The consultant believes that by better managing the relationship between qualified inquiries and the university, and by using effective counseling-selling techniques and skills, the recruiting staff can raise the level of initial commitment among inquiries and applicants and improve conversion and yield rates. The recruitment positions should be responsible and accountable for:
• Managing and coordinating all recruitment activities and outreach programs
• Supervising student ambassadors
• Representing UAPB by visits to high schools
• Providing information to prospective students
• Supervising the telecounseling program
• Coordinating recruitment activities with schools and colleges
• Managing all aspects of the relationship between the campus and prospective students
• Making telephone calls to prospective students
• Planning and coordinating all campus special recruitment events (e.g., preview days, open houses)

2. **Review the travel schedule of the university’s recruiters to determine if travel can possibly be reduced and recruiter time spent on more effective recruitment strategies, (e.g., relationship management).**

Extensive travel to the university’s secondary markets is expensive, time consuming, and not highly productive in most cases. The university should study the possibilities of reducing travel.

We are recommending that more time be spent by recruiters building relationships with students via phone or e-mail. Some travel is necessary but UAPB should analyze the productivity of travel to determine whether the university is utilizing their recruitment dollars most effectively.

3. **Consistently and systematically build, capture, code, and enter the university’s inquiries.**

UAPB is not currently engaging in “inquiry management” which is a key enrollment management tactical fundamental.

There are four basic ways that an inquiry can come into the system:
• Student initiated (e-mail, Web, phone call, letter, walk-in visit);
• Travel initiated (high school visit, college fair);
• Referral initiated (current student, alumni, high school counselor, UAPB faculty/staff, athletic); and
• Solicited (search, advertising).

Typically, the quality of conversion rate is in the same order as we have listed them above (student initiated converts higher than travel initiated, etc.).

It is important to be able to track and code your inquiry source. It is recommended that Director of Admissions and the staff take the source code examples that I have provided, and assemble their own list of sources.

4. **Assign a person in the UAPB admissions office with the responsibility for all data inputting and supporting the processing/counseling staff. This person will also be in charge of running weekly admissions reports.**
University of Arkansas at Pine Bluff
Retention & Quality of Student Life Recommendations

“Over the next decade, enrollment management will take a more prominent role on campuses, and retention committees will be formed to avoid loss revenues. In addition, policymakers are setting benchmarks for retention, asking campuses to become responsible for decreasing attrition and promoting students’ success.”

Braxton, Hirschey, and McClendon, 2004

Characteristics of Successful Retention Programs

Ten Elements of Successful Retention Programs:

Collect, compile, and analyze pertinent retention data and research;

Implement early identification/alert and intervention strategies;

Commit to both a “front-loading” and “progressive responsibility” philosophy and strategies;

Concentrate energies on the importance of the teaching and learning process;

Emphasize a deliberate strategy of student engagement and involvement;

Address students’ affective - as well as their cognitive - needs;

Create programs and service based on meeting students’ individual needs and differences;

Develop a student-centered institution;

Monitor — on a systematic basis — student expectations and levels of satisfaction; and

Establish an organizational structure/mechanism of life and learning issues and an institutional change process.

Noel-Levitz National Center for Enrollment Management

Clearly the faculty is dedicated to teaching and the kind of faculty-student relationships that are so important in student success and retention. There was evidence of this, student focus groups, faculty conversations, and the meeting with division heads.
UAPB has a gem in its faculty, who participates in teaching, recruitment and advising students. Students feel connected to their faculty members. Faculty appear to take this responsibility seriously. Most student affairs offices appear to have a high priority by serving students in a friendly, helpful manner. Students expect this, particularly at a small institution, and for the most part, they receive high quality service at UAPB. Although a high priority, UAPB must continue to strive by providing effective customer service, clear processes and procedures, and timely services/responses to student inquiries.

The following observations and recommendations are made based on the results of meetings and interviews, and recognized strategies to improve the quality of student life and learning. The observations and recommendations are not in prioritized order.

UAPB embraces students and works diligently to address the diversity of student needs by extending course offerings and developing several strategies to improve quality of student life and learning. However, there appears to be a lack consistent and clear communication between administration, academic affairs, student services and students according to focus group sessions. This is critical to the development of a college-wide enrollment management plan.

**Student Perspective**

The retention consultant met with a student focus group to discuss student’s perceptions of their experiences at UAPB. The purpose of the meeting was to share with students the goals of the project and understand the student’s perspective regarding the quality of student life and retention efforts that work as well as areas of growth potential. Five students participated in the focus group. The majority were juniors or seniors from various disciplines. The following items were shared by the student group:

- What attracted them to UAPB was the historical significance of the institution, family tradition, the band, athletics, close to home, inexpensive quality education, and smaller classrooms.
- Students have a sincere appreciation for faculty and staff and said they relate to the real world.
- Students are not receptive of the institution’s email system and claim that the server is often down, the system is slow and not user friendly. They also shared the dire need of new computers in the classrooms, study areas and library.
- Students expressed a need for a better variety of student activities (include music and what they interpret as the true college experience). They claim that they have to go off campus to experience the college life.
- Students are sincerely interested in improving communication between administration, faculty/staff and students and express great disconnect between administration and students.
- Students shared the importance of having access to the library and study labs later in the evening (extended hours).
- Areas of student concerns also included the Admissions and the Financial Aid Process – many said online registration would be helpful and financial aid does not process or award funding in a timely manner even when the paperwork is submitted in a timely manner.
- Students expressed a misunderstanding of the purpose of student activities and believe the activities should be more organized and the amount of activities should be increased.

Although students shared an overall positive experience at UAPB, they also shared a strong opinion that the institution makes its decisions without the student’s best interest in mind. This opinion connects with
UAPB’s score on the NSSE study indicating low scores in student engagement. “The more a student perceives that the institution is committed to the welfare of its students, the greater the student’s level of social integration” (Braxton, Hirschy, & McClendon, p. 23). A vital component to student retention is that the students feel valued, respected, and treated fairly at the institution.

Financial Aid or Business Office
UAPB is working diligently to address financial aid processes and ensure accurate fund dispensation in a timely manner. However, the poor communication between the financial aid and other student affairs offices results in the inability to assist students as they go through the financial aid process. The problem could be resolved simply by developing an online communication process to inform students and other student affairs offices of student progress through the financial aid process. Students expressed frustration with the communication and loss of documents when discussing financial aid. It appears that the faculty/staff are disconnected with the financial aid office as well as the application process and status.

The consultant was not able to meet with the business office staff during the first visit, but recognizes its role in student success. Communication will be made with the business office before the next visit.

Faculty/Staff and Students
Students appreciate faculty and their ability to provide support and assistance to achieve personal and academic success. As a matter of fact, several students expressed that it is the faculty and high quality education that attracted them to UAPB. Faculty are interested in learning and maintaining best practices within the classroom.

The National Survey of Student Engagement (NSSE) indicates that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development (Astin, 1993; Pascarella & Terenzini, 1991; & Pace, 1980). Colleges where students are more fully engaged in a variety of activities, receive a higher return on student outcomes as opposed to those institutions that do not engage students. UAPB’s NSSE report indicated a need to improve student engagement. Chickering and Gamson (1987) offers seven principles to practice that will improve student engagement: student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. During the meeting with the student group, the consultant noted that students felt a lack of communication between the student and administration/staff. As a result, students expressed that they probably would not donate funds and time to the institution as alumni because in their opinion, students are not the focus of UAPB.

Administration and Faculty/Staff
It appears that the communication between administration and faculty/staff is not clear and consistent. There were several discrepancies among faculty and staff in the focus groups regarding College rules/procedures, resources/services and programs available. For example – faculty shared concern about not having a student representative present at each meeting and the student focus group said it is a waste of their time since their concerns are not valued or considered. Students describe, “disconnect” in receiving information from faculty & staff – mainly regarding student activities and events. Many students are not aware of student newsletters because they are published sporadically and the locations where the student newsletters are made available are questionable. They passionately expressed their disapproval of the current communication process with administration. In their opinion, their views are not considered or heard.
The communication of information for students is not delivered consistently or in time for the student to participate or benefit from the activity. Students described a need for improved technology at UAPB. Without the technology and the apparent disconnect between student services offices, effectively serving students has been a challenge for UAPB, however faculty/staff rise to meet the demands of a growing campus.

From the student perspective, communication of information is not delivered consistently or in time for the student to participate or benefit from the scheduled activity/event.

**Registration and Admissions**

The retention consultant was not able to meet with the registration/admissions team but noticed concern from the retention committee regarding the registration method (face-to-face) and the amount of time allowed for a student to register. The registration period at UAPB is apparently too long which negatively impact course completion and/or student success. Faculty shared concerns of not being able to review past lectures/activities with students who enroll late. The goal is to address retention initiatives with the registration and admission team during the March visit if not earlier by phone.

**Preliminary Recommendations**

- Administration or designee should meet with student groups to learn about their concerns and together implement a plan to improve student engagement on campus which plays a critical role in student retention.
- Complete a college-wide Strengths, Weaknesses, Opportunities and Threats (S.W.O.T.) Analysis to assess current status regarding recruitment and retention.
- Enhance electronic/online services: create an online application, allow online registration and fee payment, improve student email – server is always down.
- Centralize student services to develop cohesiveness of services provided to students as well as increase resources to serve students by cross training and developing a “one stop shop.”
- Regularly communicate with faculty/staff and students. Be sure department chairs share vital information and ideas that occur during the Academic and Student Affairs meetings.

How student centered or user friendly are UAPB’ systems, policies, and procedures? The interview sessions were inadequate to review all of colleges’ policies and procedures against the criteria of what constitutes a student-centered policy/procedure.

We recommend the following as primary goals for conducting a Quality Service audit:

1. To identify opportunities for improving communication among offices and divisions, particularly with shared systems and processes.
2. To identify opportunities to reduce or eliminate chronic mistakes made by students, parents, faculty, and staff that make the delivery of quality service more difficult.
3. To identify opportunities to help students, parents, faculty, and staff become better consumers of educational programs and services at the institution.
4. To identify opportunities to simplify systems and processes in ways that benefit both internal and external customers.
5. To identify opportunities to provide a higher level of service through enhanced orientation and development activities for staff and faculty.
6. To identify opportunities to save time and money by reducing unnecessary duplication of efforts and to improve service, for example, by reducing the “run-around” customers face on the phone and in person.
7. To identify opportunities to promote student recruitment and retention by providing a higher level of service institution wide.
In general, institutions choose to focus the Quality Service Audit in the following areas:

1. Key service departments such as admissions, financial aid, registrar, and student accounts.
2. Counseling and Advising Departments
3. The Business Office
4. Student Activities and Clubs
5. “Shared” processes and procedures that cross division lines and that may have little or no oversight or management (telephone system, orientation, training, development activities for staff, administrators, and faculty).
6. Areas at the institution that may not have been examined with respect to service. A common example is the extent to which information is available after hours and on weekends for people who phone or visit the campus.

Specifically, UAPB should consider implementing the following quality service imperatives:

1. Senior administrators must institute, build, and support a student-centered institutional culture. They or those they designate must develop, implement, and communicate at all levels a clear service strategy.
2. Those responsible to administer student services must design, adapt, and maintain student centered service delivery systems.
3. Managers must hire, train, recognize/reward, and empower student-oriented staff.

UAPB may wish to consider all or some of the following selected activities, which are designed to create an institution-wide approach to service management:

1. Develop and make public a quality service strategy statement and encourage each administrative unit to develop its own service strategy statement that is specifically related to its primary service responsibilities.
2. Assign responsibilities for overseeing the planning and execution of an institution-wide quality service management program.
3. Establish several ad hoc task forces to review systems, processes, and programs for the purpose of making them user friendly.
4. Charge senior administrators with providing the overall coordination and support necessary to making a service management program operate effectively.
5. Charge each manager and supervisor with putting service on the agenda in his or her office:
6. Encourage managers/supervisors to devote staff meeting time to service issues concerning their respective functional areas and their interactions with related functions/offices.
7. As part of annual planning and evaluation, charge each unit with several service management tasks or responsibilities.
8. Charge each manager/supervisor with identifying the various customers of his/her office, along with what they value, and with determining and implementing the appropriate service standards and strategies to meet the existing needs.
9. Charge each manager/supervisor to work with staff to identify several of the most difficult interactions that commonly occur in the respective functional area or office, and determine the most effective and consistent responses to apply in these difficult situations.
10. Encourage all managers/supervisors and their staff members to identify and work to address common service problems in their functional areas.
11. Encourage managers/supervisors to identify questions or problems normally referred to managers and supervisors that staff could handle themselves.
12. Take steps to promote better – i.e., more intentional – communication among staff members and among the various offices:
13. Form a staff committee comprised of representatives of front-line staff to meet at least monthly 
to facilitate communication and cooperation, to identify service problems and suggest new/more 
effective approaches, and to gather grass-roots information from staff for use in service 
management.

14. Form a mid-level manager’s group to meet monthly to, among other things, identify service 
problems, promote communication across different reporting lines, formulate service 
management policies, and implement service management strategies.

15. Recommend that managers/supervisors encourage staff to visit other offices -- especially those 
with which they frequently interact -- to become acquainted with their functional counterparts, 
and to observe firsthand how each office operates and interacts with the work/product of other 
offices.

16. Immediately following major events/efforts such as registration, orientation, and 
commencement; convene representatives from the offices involved to conduct an evaluation or 
“after-action” analysis.

17. Centralize information about hours of operation and resources, publicize, and ensure regular and 
predictable office compliance. Stagger lunch hours so that all offices are open and service is 
available throughout the day (and evening when appropriate) from knowledgeable staff. 
Students should not need to go to the office to learn the office hours for that day and they need 
to be able to trust that they will be served during those normal business hours.

18. Develop an adjunct faculty manual and provide an orientation/training session for adjunct 
faculty to expose them to the course curriculum, expectations and UAPB resources

19. Compile a more comprehensive retention and student success database that includes the 
systematic tracking term-to-term and of annual return and cohort graduation rates and 
enrollment behaviors by selected student characteristics.

Persistence is a complex behavior, perhaps best described as the flow of students into and out of college. 
We suggest defining persistence as a four-category variable to capture its two dimensions (behavior - 
enrolled or not enrolled and time - when enrolled and for how long.) The four persistence categories are:

1. **Completers** are students who complete a program of study and receive a certificate or associate 
degree.

2. **Persisters** are continuously enrolled students at the same institution for the period of study.

3. **Stopouts** are students who enroll, leave the institution for a period of time, but are enrolled at 
the same institution at the time of the follow-up study.

4. **Dropouts** are students who enrolled, left the institution, and had not returned at the time of the 
follow-up study. (Note: At a particular time a study is conducted, students may be classified as 
dropouts, while at a later date they may be considered stopouts if they resume their studies).

The foregoing definitions describe students with respect to the institution in which they initially 
matriculate. In this context, a word should be said about transfer students in order to clarify the 
terminology.

“Attainer” is another commonly-used term to define a student who drops out prior to completion of a 
program, but after attaining personal goals such as a limited course of study, skill acquisition, or 
employment. In contrast to persisters, stopouts and dropouts, attainers are defined not with respect to the 
institution but with respect to their own personal goals. If this definition is applied to dropouts, then it is 
necessary to determine what the goals for attending were at initial enrollment. Following is an example 
of a simple data collection form designed to measure student success based on stated educational goal or 
objective.

In summary, retention is a term used to define that, which occurs when students complete, continue, or 
resume their studies. Measures of retention may include: completing/graduating on time;
completing/graduating sometime; term, year, or course completion; personal goal attainment unrelated to degree. Attrition occurs when students are no longer in college.

Again, it was a pleasure to complete phase one of a three phase process to assist UAPB in the development of its college-wide enrollment management plan. UAPB’s administration, faculty, and staff support the development of this plan and are eager to be involved. The next five months will require commitment and time to complete UAPB’s enrollment management plan in a condensed amount of time. This will allow the institution to start the recruitment/marketing process this summer. We look forward to working with the recruitment and retention committees via phone and email to complete the SWOT analysis and set institutional goals as well as our next visit in March.
Consultation II: March 21, 2008
Marketing/Recruitment

- Review data collected in support of the marketing/recruitment planning process
- Compile a situation analysis (SWOT), demographic trends, competition, enrollment trends, etc.
- Establish new student enrollment goals for fall 2009/2010/2011
- Identify key enrollment strategies that directly support annual and three-year enrollment goals
- Review status of consultant’s recommendations and implementation consultation

Retention

- Review data collected in support of the retention planning process
- Compile a situation analysis (SWOT), retention trends, catalog of current retention-related programs and strategies, etc.
- Establish retention goals for fall 2009/2010/2011
- Identify key retention strategies that directly support quality life and learning goals
- Review status of consultants’ recommendations and implementation consultation
## Consultation Production Schedule

### University of Arkansas of Pine Bluff University: Master Project Schedule

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Staff</th>
<th>Projected Delivery Dates</th>
<th>Delivery Mechanism</th>
<th>Agenda</th>
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<tbody>
<tr>
<td>Enrollment Consultation I</td>
<td>Harry Williams &amp; Tonjua Williams</td>
<td>January 22, 2008</td>
<td>On-campus</td>
<td>Included</td>
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<td>Enrollment Consultation II</td>
<td>Harry Williams &amp; Tonjua Williams</td>
<td>March 21, 2008</td>
<td>On-campus</td>
<td>To be determined during phone consultation</td>
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<td>Enrollment Consultation III</td>
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<td>May</td>
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<td>Responsibility</td>
<td>Budget Implication</td>
<td>Due Date</td>
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<td>Database Management</td>
<td>Enter all inquiries into Recruitment Module - devise appropriate coding</td>
<td>Admissions</td>
<td>Personnel costs for data entry</td>
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<td>convention for inquiry sources</td>
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<td>Enrollment Data</td>
<td>Develop weekly application volume report for fall 2005 for freshmen and</td>
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<td>transfer by state of residence, calculated index and by college/school</td>
<td>Computing Services</td>
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<td>Enrollment Data</td>
<td>Conduct an historical admit and enrollment analysis of in-state market,</td>
<td>Dean of Enrollment and Admissions</td>
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<td>primary out-of-state market use the ACT planning report</td>
<td>Director</td>
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<tr>
<td>Enrollment Data</td>
<td>Devise Enrollment Projection Model that details potential enrollment</td>
<td>Enrollment Mgmt Exec Council</td>
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<td>target goals for new and continuing undergraduates, graduates and off-</td>
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<td>Consultation</td>
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<td>Enrollment Management</td>
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<td>Dean of Enrollment</td>
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<td>Week of February 4,</td>
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<td>direction to university's initiative to meet short and long term</td>
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<td>Enrollment Management</td>
<td>Approve enrollment target areas for fall 2008 in order to maximize headcount</td>
<td>Enrollment Mgmt Exec Council</td>
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<td>Consultation</td>
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</table>
August 16, 2008

Dean Leon Crumblin
Dean of Student Life & Enrollment Management
University of Arkansas of Pine Bluff
1200 North University Drive
Pine Bluff, Arkansas 71601

Dear Dean Crumblin,

As a member of W Consulting, it has been indeed a pleasure to work with you and your colleagues to develop a three year retention plan for the University of Arkansas at Pine Bluff (UAPB). The UAPB administrators, faculty, staff and students are outstanding and worked hard to develop a plan to enhance student success and graduation rates.

Initially, the consultation was designed to develop both an enrollment management/recruitment and retention plans. Since the state of Louisiana is focusing on student retention, UAPB made retention a priority by developing a cohesive college-wide retention plan aimed at enhancing student success rates.

Through campus visits and several phone consultations, UAPB’s retention position was evaluated, conceptual framework discussions were held, and a comprehensive retention plan was developed. The development of the retention plan included conducting an assessment of UAPB’s current retention initiatives and programs, utilizing student, faculty, and staff focus groups, reviewing enrollment and completion data, and seeking best practices. As a result, UAPB now has a comprehensive retention plan. To develop the plan, UAPB staff:

- Participated in initial discussion regarding fall 2009-2011 new student enrollment goals;
- Completed a SWOT analysis for UAPB recruitment/retention status
- Reviewed/discussed preliminary retention recommendations; and
- Finalized retention goals, included corresponding action plans and strategies, activities to be performed, designation of responsible department/person; budget needs to achieve the goals, and assessment/evaluation methods.

It has been a pleasure working with you and the UAPB team. Enclosed, you will find the final retention plans developed by your team using best practices. It is highly recommended that UAPB start right away by implementing the plan. Immediate response to the plan will result in improvements in student success and completion rates – thus meeting state standards.

The submission of the retention plan concludes my agreement with W Consulting and UAPB which included reviewing the current status of the institution related to student success and graduation, and assisting in the development of a college-wide comprehensive retention plan.

If you have questions regarding the retention plan, please feel free to call me at 727 501-3305. I look forward to working with your colleagues at UAPB in the future.

Sincerely,

Tonjua Williams, PhD
Retention Consultant, W Consulting

Enclosure: UAPB Retention Plan

Cc: Harry L. Williams, W Consulting, President
University of Arkansas Pine Bluff  
Retention Plan (2009-2011) Summary

RETENTION GOALS and corresponding strategies (see full plan for details):

1. Increase the pass rate (grade C or higher) for students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.
   a. Establish tutoring programs and study sessions (groups) in Reading, Writing and Math for those students conditionally admitted to the University.
   b. Implement ACT prep/practice (Peterson program) sessions with local and area high school and junior high school students as community outreach.
   c. Implement summer LIONS Program to enhance the reading, writing, math and college success skills of incoming freshmen.

2. Meet or exceed state averages on national student satisfaction surveys for four-year public institutions by June, 2010.
   a. Conduct Student Feedback sessions.
   b. Provide for more recreational and social activities.
   c. Enhance communication methods/frequency with students and faculty/staff.

3. Increase Retention Rate of first-time/full-time freshmen (Fall to Fall) by 3% by fall 2009.
   a. Provide closer screening of incoming students and establish a Probationary Admissions Contract system
   b. Expand “early alert” system for students encountering academic problems and develop a “success plan” for students who are not succeeding.
   c. Expand mentoring program.

4. Meet or exceed the national average for a 4 to 6-year graduation rate by May, 2010.
   a. Enhance the quality of educational program through curriculum reviews.
   b. Improve faculty development and advising.

RETENTION BUDGET:

<table>
<thead>
<tr>
<th>Personnel:</th>
<th>$ 5,000.00</th>
<th>Professional Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30,000.00</td>
<td>Student Tutors (may use Fed. Work-study)</td>
</tr>
<tr>
<td></td>
<td>35,000.00</td>
<td>Staffing for summer LIONS Program</td>
</tr>
<tr>
<td>Faculty/Staff Development</td>
<td>$ 2,850.00</td>
<td>Presenter travel, per diem, consultation fee</td>
</tr>
<tr>
<td>Operating Exp.</td>
<td>$ 1,500.00</td>
<td>Postage (applicant communication)</td>
</tr>
<tr>
<td></td>
<td>500.00</td>
<td>Materials/Supplies (early alert)</td>
</tr>
<tr>
<td></td>
<td>4,000.00</td>
<td>Student/faculty mentor program</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$88,850.00</td>
<td></td>
</tr>
</tbody>
</table>

ACTION PLAN

GOAL 1: Increase the pass rate (grade C or higher) of students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.

STRATEGY/ENABLING OBJECTIVE 1: Establish tutoring programs and study sessions (groups) in Reading, Writing and Math for those students conditionally admitted to the University.

ACTIVITY:
1. Students required to attend two (2) sessions per week for tutoring in the writing lab if needed.
2. Students required to attend three (3) sessions per week for tutoring in the math lab if needed.
3. Students required to attend two (2) sessions per week for tutoring in the reading lab if needed.
4. Students required to attend two (2) study sessions per week.

DESCRIPTION:
1. Work with English Department and utilize the Writing Lab for the Enrollment Management Writing Tutoring Program
2. Work with Math Department and utilize the Math Lab for the Enrollment Management Math Tutoring Program
3. Work with Ms. Emma Allen and utilize the Reading Lab for the Enrollment Management Reading Tutoring Program
4. Work with Honors College, Living and Learning Center and Departments to establish peers to work with the Study Sessions.

RESPONSIBILITY:
EM team, Dr. Page – Writing lab, Dr. Colen – Math lab and Dr. Lewis (Emma Allen)

TIMETABLE
All pre-work is being done during the summer. Activity kick-off date is the first date of class

BUDGET: Item Budgeted Amount
Math Tutoring Coordinator $ 5,000.00
English Tutoring Coordinator $ 5,000.00
Reading Tutoring Coordinator $ 5,000.00
Student Tutors $30,000.00

TOTAL $45,000.00

ASSESSMENT/EVALUATION/CONTROL:
Sign-in sheets will be used at all tutoring and study session.
Monthly meeting will be conducted with coordinators to determine effectiveness.
Final semester grade report for students in this cohort.
**ACTIONS PLAN**

**GOAL:** Increase the pass rate (grade C or higher) of students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.

**KEY STRATEGY:** Establish tutoring programs and study sessions in Reading, Writing and Math

**Description/Explanation:** Tutoring services currently exist on campus, but this program will target those student admitted on our Conditional Admissions Contract.

**IMPLEMENTATION SCHEDULE/TIMETABLE**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Responsibility</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact appropriate personnel for each lab.</td>
<td>EM Team</td>
<td>June 30, 2008</td>
</tr>
<tr>
<td>Lab hours, tutor coordinator and tutors</td>
<td>Coordinators</td>
<td>August 15, 2008</td>
</tr>
<tr>
<td>established</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit PAFs for personnel</td>
<td>EM Team</td>
<td>June 30, 2008</td>
</tr>
<tr>
<td>Develop documentation for tutor coordinator</td>
<td>Coordinators</td>
<td>August 15, 2008</td>
</tr>
<tr>
<td>to use in tracking student use/progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a plan/schedule of study session</td>
<td>Living and Learning</td>
<td>August 15, 2008</td>
</tr>
<tr>
<td>location, hours, leaders, etc.</td>
<td>Center Coordinator</td>
<td></td>
</tr>
<tr>
<td>Notify students of program requirements</td>
<td>EM Team</td>
<td>August 15, 2008</td>
</tr>
</tbody>
</table>

**Budget/Reallocation Plan:**

Coordinators will be paid using concurrent pay through Title III  
Student tutors will be paid as extra help through Title III

**Evaluation/Control:**

Monthly assessments will be used to determine the effectiveness of the program.

**Responsibility:** EM Team and Tutoring Coordinators.
## ACTION PLAN

<table>
<thead>
<tr>
<th>GOAL 1:</th>
<th>Increase the pass rate (grade C or higher) of students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY/ENABLING OBJECTIVE 2:</td>
<td>Implement ACT prep/practice (Peterson program) sessions with local and area high school and junior high school students as community outreach.</td>
</tr>
</tbody>
</table>

### ACTIVITY:

1. Continuing Education department will offer the practice tests to the Junior High students first, then to selected High Schools.

### DESCRIPTION:

1. Peterson program allows for students to have web-based access for practicing for the ACT.

### RESPONSIBILITY:

EM team, Bonita Corbin (Continuing Education)

### TIMETABLE

Preliminary work was completed in early Spring 2008. work will continue for Fall 2008

### BUDGET:

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

This web based program is currently being offered free of charge by Petorners. Future cost will be determined at a later date.

### ASSESSMENT/EVALUATION/CONTROL:

Continuing Education is providing the leadership of this program. Usage will be monitored by a representative at each junior and high school.
**ACTION PLAN**

**GOAL 1:** Increase the pass rate (grade C or higher) of students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.

**STRATEGY/ENABLING OBJECTIVE 3:** Implement summer LIONS Program to enhance the reading, writing, math, and college success skills of incoming freshmen.

**ACTIVITY:**

1. Design a Summer preparatory program for recent high school graduates who tested into developmental education courses and have been admitted to UAPB
2. Offer this program during Summer II with a concentration in Math, English and Reading

**DESCRIPTION:**

1. All students who scored a 16 – 18 on the ACT will be invited to attend this academic enrichment program designed to improve freshman success.

**RESPONSIBILITY:**
EM Team and LIONS Staff

**TIMETABLE**
All pre-work has been coordinated. Activity kick-off is Summer II, 2008

**BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIONS Staff</td>
<td>$35,000.00</td>
</tr>
</tbody>
</table>

**ASSESSMENT/EVALUATION/CONTROL:**
EM Team and LIONS Staff will evaluate effectiveness of the program and student assessment will be accomplished through curriculum success.

The performance of the LIONS Cohort will be tracked through graduation.
### ACTION PLAN

<table>
<thead>
<tr>
<th>GOAL 1:</th>
<th>Increase the pass rate (grade C or higher) of students enrolled in developmental education courses by 3% over the Fall 2007 rate by Fall 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY/ENABLING OBJECTIVE 4:</td>
<td>Improve student achievement in developmental education courses.</td>
</tr>
</tbody>
</table>

### ACTIVITY:

1. Hire a Consultant to Evaluate the effectiveness of the Developmental Education Program.
2. Increase the time on task for students taking developmental education courses.
3. Require students to take advantage of tutorial and laboratory services provided.

### DESCRIPTION:

Approximately 75 – 80% of all students admitted to UAPB are required to complete developmental education courses in English, mathematics, and/or reading. Currently, only about 50% of students taking developmental education courses complete the courses with a “C” or higher grade during their first enrollment.

### RESPONSIBILITY:

EM Team, Developmental Education Committee, Deans, Department Chairs and selected faculty

### TIMETABLE

### BUDGET:

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting refreshments</td>
<td></td>
</tr>
<tr>
<td>Consultant travel expenses</td>
<td></td>
</tr>
<tr>
<td>Per Diem/Incidentals</td>
<td></td>
</tr>
<tr>
<td>Consultant fee</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $2,850.00

### ASSESSMENT/EVALUATION/CONTROL:

1) Data collected  
2) Consultant’s visit  
3) Consultant’s report and recommendations  
4) Implementation of recommendations and/or program modifications  
5) Student sign-in sheets for tutorial services  
6) Student achievement in developmental courses
**ACTION PLAN**

<table>
<thead>
<tr>
<th>GOAL 2:</th>
<th>Meet or exceed state averages on national student satisfaction surveys for four-year public institutions by June, 2010.</th>
</tr>
</thead>
</table>

| STRATEGY/ENABLING OBJECTIVE 1: | Conduct Student Feedback Sessions |

<table>
<thead>
<tr>
<th>ACTIVITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use Student Focus groups from various areas to conduct assessments</td>
</tr>
<tr>
<td>2. Expand SGA Full Body Meetings to include academic and finance issues</td>
</tr>
<tr>
<td>3. Include non-traditional and evening class students</td>
</tr>
<tr>
<td>4. Use special students groups LIONS, STEM, SAFHS Bridge as a part of the focus groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allow students to provide feedback regarding the various retention (enrollment management) programs so that steps for improvement can be made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSIBILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM team, SGA and Vice Chancellors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMETABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct feedback sessions on a monthly basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUDGET:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>No budget is required for this activity</td>
</tr>
</tbody>
</table>

| TOTAL | $0.00 |

<table>
<thead>
<tr>
<th>ASSESSMENT/EVALUATION/CONTROL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The issues developed during the sessions will be sent to the appropriate division by the EM Team</td>
</tr>
</tbody>
</table>
**GOAL 2:** Meet or exceed state averages on national student satisfaction surveys for four-year public institutions by June 2010.

**STRATEGY/ENABLING OBJECTIVE 2:** Provide for more Recreational and Social Activities

**ACTIVITY:**
1. Provide various types of extracurricular activities for students to keep them engaged outside of the classroom
2. Expand hours available for students to access extracurricular activities

**DESCRIPTION:**
1. Suggested types of extracurricular activities are: lock-ins, gender talks, faculty/staff/student engagement activities, and sports activities, including racket ball, weight lifting, volley ball, basketball, swimming and tennis

**RESPONSIBILITY:**
EM team, Health, Physical Education and Recreation (HPER) Staff

**TIMETABLE**
Preliminary planning has been completed by Mr. Beene in the HPER. Additional planning must be completed in order to tailor a program which can be implemented

**BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure of costs involved at this time</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $0.00

**ASSESSMENT/EVALUATION/CONTROL:**
Equipment sign-out sheets and sign-in sheets will be used to track usage
<table>
<thead>
<tr>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 2:</strong> Meet or exceed state averages on national student satisfaction surveys for four-year public institutions by June 2010.</td>
</tr>
<tr>
<td><strong>STRATEGY/ENABLING OBJECTIVE 3:</strong> Enhance communication methods/frequency with students and faculty/staff.</td>
</tr>
</tbody>
</table>

**ACTIVITY:**

1. Identify ways to utilize the current mode of contact most used by students

**DESCRIPTION:**

1. Explore the use of Facebook, Web-based FAQ/comments, and organization/advisor emails

**RESPONSIBILITY:**

EM team

**TIMETABLE**

Planning to begin for implementation beginning the Fall 2008 semester

**BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None required at this time</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $0.00

**ASSESSMENT/EVALUATION/CONTROL:**

Results of internal or national student satisfaction surveys
<table>
<thead>
<tr>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 3:</strong> Increase Retention Rate of first-time/full-time freshmen (Fall to Fall) by 3% by Fall 2009</td>
</tr>
</tbody>
</table>

| STRATEGY/ENABLING OBJECTIVE 1: | Provide closer screening of incoming students and establish a Probationary Admissions Contract system |
| ACTIVITY: | 1. Meet with various team members to establish screening guidelines, process and expectations |
| DESCRIPTION: | 1. Establish a system of allowing Probationary Admissions with a contract |
| RESPONSIBILITY: | EM team |

| TIMETABLE |
| Implement beginning the Spring 2008 Semester for Fall 2008 incoming freshmen |

<table>
<thead>
<tr>
<th>BUDGET:</th>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional postage</td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

| ASSESSMENT/EVALUATION/CONTROL: |
| Fall 2009 enrollment, 2008-09 course completion data, and CUM GPA for this student cohort |
**ACTION PLAN**

<table>
<thead>
<tr>
<th>GOAL 3:</th>
<th>Increase Retention Rate of first-time/full-time freshmen (Fall to Fall) by 3% by fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY/ENABLING OBJECTIVE 2:</td>
<td>Expand early alert system for students encountering academic problems and develop a “success plan” for students who are failing</td>
</tr>
</tbody>
</table>

**ACTIVITY:**

1. On a college-wide level, implement and monitor the college-wide early alert system electronically.
2. Use data from mid-year reports regarding student success and develop a mandatory “success plan” (guideline) for students who are failing.

**DESCRIPTION:**

1. Approximately 75 – 80% of all students admitted to UAPB are required to complete developmental education courses in English, mathematics, and/or reading. Currently, only about 50% of students taking developmental education courses complete the courses with a “C” or higher grade during their first enrollment. Implementation of an electronic Early Alert System may improve communication between faculty and students’ advisors of student performance, so that early intervention is possible.

**RESPONSIBILITY:**

EM team, Dean, Department Chairs and selected faculty

**TIMETABLE**

<table>
<thead>
<tr>
<th>BUDGET: Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional funds for mail and supplies</td>
<td></td>
</tr>
</tbody>
</table>

*TOTAL* $1,000.00

**ASSESSMENT/EVALUATION/CONTROL:**

Semester grades of Fall 2008 cohort
### ACTION PLAN

<table>
<thead>
<tr>
<th>GOAL 3:</th>
<th>Increase Retention Rate of first-time/full-time freshmen (Fall to Fall) by 3% by fall 2009.</th>
</tr>
</thead>
</table>

**STRATEGY/ENABLING OBJECTIVE 3:** Expand mentoring program

**ACTIVITY:**

1. Establish needs by reviewing surveys submitted from mentors/mentees
2. Assign mentees before start of school year or early school year

**DESCRIPTION:**

1. Enhance/expand mentoring program using information obtained from surveys

**RESPONSIBILITY:**

EM team

**TIMETABLE**

Early Summer, 2008

**BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds needed for initial and semester ending mixer</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

**ASSESSMENT/EVALUATION/CONTROL:**

Feedback from mentors and mentees
Pass rate of students identified for the early alert program
### ACTION PLAN

**GOAL 4:** Meet or exceed the national average for a 4 to 6-year graduation rate by May, 2010.

**STRATEGY/ENABLING OBJECTIVE 1:** Enhance the quality of educational programs through curriculum reviews

<table>
<thead>
<tr>
<th>ACTIVITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with departments to discuss how we can enhance quality of education program curriculum review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a process/procedure to ensure the education program curriculum is reviewed on a consistent timeframe</td>
</tr>
</tbody>
</table>

**RESPONSIBILITY:** EM team, Vice Chancellor for Academic Affairs, Deans, Department chairs

**TIMETABLE**

To begin in Fall 2008 Semester

**BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None required</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT/EVALUATION/CONTROL:**

Comparison of graduation rates from May 2009 and May 2010
### ACTION PLAN

<table>
<thead>
<tr>
<th>GOAL 4:</th>
<th>Meet or exceed the national average for a 4 to 6-year graduation rate by May, 2010.</th>
</tr>
</thead>
</table>

| STRATEGY/ENABLING OBJECTIVE 2: | Improve faculty development and advising |

<table>
<thead>
<tr>
<th>ACTIVITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Require faculty to attend at least three faculty development activities focused on pedagogy each year and provide documentation (certification, etc.)</td>
</tr>
<tr>
<td>2. Require faculty to attend student advisement workshops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students often complain that most faculty teach by lecture method and do not engage them in the learning experience. The goal of faculty development is to apprise faculty of active and collaborative teaching strategies and encourage their use.</td>
</tr>
<tr>
<td>2. A number of students reach their senior year and are planning to graduate when they detect that they have not fulfilled all university or degree program requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSIBILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM team, College Deans, College of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMETABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement for Academic year 2008-2009 and beyond</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUDGET:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Dependent on College Requirements</td>
</tr>
</tbody>
</table>

| TOTAL | $ |

<table>
<thead>
<tr>
<th>ASSESSMENT/EVALUATION/CONTROL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Deans as part of normal reporting requirements</td>
</tr>
<tr>
<td>College Deans as part of evaluation system</td>
</tr>
</tbody>
</table>
ADMISSION SEMINAR
November 17, 2008

Court the Students

LETTER

- Thank you letters should be done daily from director "Warm Fuzzy"
- Admissions check list letter can be done at anytime (Should be done)
- Letter form Chancellor

COMMUNICATION PLAN (ADMISSION)

- Request Data Position
- Take care of communication plan
- Expert in the "Admission Module"

"Look at data daily

ADMISSION FUNNEL (MAY START IN JANUARY)

- Prospects (Students who submit ACT scores)
  - We need to utilize prospect module
  - Predictive modeling
  - Request date from recruitment on prospect for last 5 years

- Applicants
- Admits
- Enrollee’s

ACT

Students who indicate that they want scores sent to UAPB.
We have your ACT Scores-Thank you for your interest in us.

Students who submit High ACT scores-Sent a Packet

NOTE

"Bigger the prospects the bigger the applicants, admits, and enrollee's will be
"Do not spend a lot of money and resource on prospects-sent one piece of literature such as brochure
"Currently we do not utilize the prospect module. Corless will work on trying to develop this file.

Steps in Financial Aid

Tele - Counselor is a continuous process if they are not interested remove them from the list

Telephone counseling Program-Recruitment (Feb-May-Call for Missing Document) they should be calling all the time-Call to see if they are still interested in attending.

Recruitment will continue to contact the students but the process will be monitored to see the progress.

Phone Bank (Everyone has a script)

Phonation to qualify applicants-Use students
Narrow Admit list down
Work diligently with students who have a real desire in attending

Reports Weekly

- Enrollment Funnel
- Enrollment Profile

Hard to do projections on enrollment
<table>
<thead>
<tr>
<th><strong>STRENGTHS</strong></th>
<th><strong>WEAKNESS</strong></th>
<th><strong>OPPORTUNITY</strong></th>
<th><strong>THREATS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder Buy -in</td>
<td>Admission Status</td>
<td>Grow Enrollment</td>
<td>Usable Tech. modules</td>
</tr>
<tr>
<td>Colleague</td>
<td>Notification</td>
<td>Positive face on institution</td>
<td>Budget</td>
</tr>
<tr>
<td>High Visibility in</td>
<td>Residence Hall Space</td>
<td>Change lives</td>
<td>Money</td>
</tr>
<tr>
<td>schools</td>
<td>Scholarships</td>
<td>Increase use of Technology</td>
<td>Declining HS Graduates</td>
</tr>
<tr>
<td>Building Relationships</td>
<td>Manpower</td>
<td>University location</td>
<td>On-line schools</td>
</tr>
<tr>
<td>with high schools</td>
<td>Failure to respond</td>
<td>Opportunity to attend college</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Support of faculty/staff</td>
<td>Electronic Transcripts</td>
<td>Open Enrollment</td>
<td>Lack of stakeholders involvement</td>
</tr>
<tr>
<td>Summer Programs</td>
<td>No Strategic Plan</td>
<td>More involvement of Stakeholders</td>
<td>Failure to communicate with students</td>
</tr>
<tr>
<td>Location</td>
<td>International Student info</td>
<td>Use of international faculty/staff in recruitment</td>
<td>Competition with other schools</td>
</tr>
<tr>
<td></td>
<td>Lack of Communications between areas</td>
<td></td>
<td>Lack of financial aid timeline</td>
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<td></td>
<td>Negative perception of UAPB</td>
<td></td>
<td>Organizational concept</td>
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<td>Enrollment funnels</td>
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</table>
**MISSION STATEMENT**

To admit students to the university thereby providing the opportunity of a post secondary education which will enhance their quality of life and pattern of living.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVE</th>
<th>IMPLEMENTATION STRATEGIES</th>
<th>RESPONSIBILITY</th>
<th>TIMELINE</th>
<th>BUDGET</th>
</tr>
</thead>
</table>
| 1. Admit Students             | 1.1 Receive Application | 1.1 Date Stamp  
Create Folder  
Log-In Application (Create Spreadsheet)  
Mail Merge  
Log-Out (Distribute Folder to Counselor)  
Log-In | Secretary | Upon Receipt |                      |
|                               | 1.2 Process Application | 1.2 Counselor Evaluation (Input in Colleague) | Admission Counselors | Upon Receipt |         |
|                               | 1.3 Respond to Application | 1.3 Letter indicating status  
(ie. Accepted, Denied, Pending) | Admission Counselors | 48 Hours |         |
|                               | 1.4 Follow-up Application | 1.4 Verification of information  
(ie. incorrect phone or mailing address) | Admission Counselors | As Needed |         |
| 2. To strategically communicate with potential students. | 2.1 Letter Flow | 2.1 Application letter from  
- Dir of Admissions  
- Chancel/or  
- VC for Academic Affairs  
- VC for Student Affairs  
- DeptChairs  
- Financial Aid  
Admit letters  
- Director of Admission  
- Chancellor  
- VC For Academic Affairs  
- VC for Student Affairs | Admissions | Immediately with 1 or 2 week intervals. |         |
<table>
<thead>
<tr>
<th>2.2 E-mail</th>
<th>2.2. Add e-mas to application</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Add cell phone to application</td>
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<tr>
<td></td>
<td>Send electronic message</td>
</tr>
<tr>
<td></td>
<td>Text &amp; e-mail</td>
</tr>
<tr>
<td></td>
<td>• Holiday messages</td>
</tr>
<tr>
<td></td>
<td>• Special Events</td>
</tr>
<tr>
<td></td>
<td>• Birthday greetings(beginning of month)</td>
</tr>
<tr>
<td></td>
<td>• Reminders of deadlines</td>
</tr>
<tr>
<td></td>
<td>• Verify information</td>
</tr>
<tr>
<td></td>
<td>• Facebook</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
</tr>
<tr>
<td></td>
<td>As needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3 Text message</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. To place link or on-line application on home page</td>
</tr>
<tr>
<td>3.2. To make on-line application live.</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>• Notification to potential students that they can apply on-line</td>
</tr>
<tr>
<td>• Notify High schools that on-line application is available.</td>
</tr>
<tr>
<td>• Facebook</td>
</tr>
<tr>
<td>Admissions, Recruitment</td>
</tr>
<tr>
<td>Technical Services</td>
</tr>
<tr>
<td>ASAP</td>
</tr>
<tr>
<td>Immediately</td>
</tr>
<tr>
<td>4. To fully implement College Admissions Recruitment module</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>4.2. To develop training schedule.</td>
</tr>
</tbody>
</table>
students the opportunity to enhance their quality of life and patterns of living by providing the opportunity of a post secondary education.  

<p>| | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1.2</td>
<td>E-mail communicatio n</td>
<td>1.3 Text</td>
<td>1.4 Phone calls</td>
</tr>
<tr>
<td>2.1</td>
<td>Refine admissions process</td>
<td>2.2 Application map</td>
<td>2.3 Distribution of applications</td>
</tr>
<tr>
<td>2.4</td>
<td>Communicate admits to dept</td>
<td>3.1 Admit on-line</td>
<td>3.2 Place on-line admissions on home page</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Review &amp; revise application upload</td>
<td>3.1.2</td>
<td>Operational Application submission process</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Develop training schedule</td>
<td>4.1 Invite all personnel involved: recruitment, financial aid, Residential Services, University College, Enrollment</td>
<td></td>
</tr>
<tr>
<td>4.1.1</td>
<td>Train training Adm Dir/Tec Svc</td>
<td>4.1.2</td>
<td>Invites all personnel involved: recruitment, financial aid, Residential Services, University College, Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AdmDir</td>
</tr>
<tr>
<td>4.2</td>
<td>Communicate Management</td>
<td></td>
<td>Tech Svcs</td>
</tr>
</tbody>
</table>

Adm Dir/Tec Svc
Immed AdmDir
Weekly
4.1.3 Schedule periodic follow-up workshops to discuss and resolve problems, issues, concerns.

4.2.1 Develop letters; collect letters from departments.
4.2.2 Develop timelines for mailing letters.
4.2.3 Determine who will monitor and execute the process.
4.2.4 Coordinate with other department regarding students who have been admitted.

Adm Dir
& Dept Directors

Adm
DiriTech
Svcs
PROCESS MAP

**Secretarial**
- Opens mail
- Date stamp
- Sort by alphabet
- Enter/Updates in EXCEL if applicant
- Make folder
- Log Out to appropriate Counselor

**Counselor**
- Enter into APPN
- Evaluate application
- Make decision (admit, denied, pending) - Yes - update file - send acceptance letter/No - send to Dean of Enrollment mgmt./Teleconference/update records
- Send letter
- Return folder or letter to secretary
- File

**Letter Flow**
- Thank you Letters
- Send Prospect Letter
THE APPLICATION PROCESSING PROCEDURE
Mrs. Sanda Wells, Office Manager, receives all applications and supporting documents for admission to UAPB. As applications are received, the following process is followed:

- Applications/credentials are dated
- Folders are made for each
- Folders are then presented to the appropriate Admissions counselor

An additional measure that will be put into place very soon includes Mrs. Wells logging in all applications received indicating date received, source, and the admissions counselor they are assigned to. This procedure will provide for a faster and more accurate response when calls are received about certain applications.

Once the counselor receives the application for processing, she:

- Inputs the information from the application and any supporting documents. This process generates a student ID number.
- A letter is prepared and sent to the applicant acknowledging receipt of the application and indicating any additional information that is needed which could include ACT cores, immunization record or an official transcript.
- A letter is sent for each additional document we receive from or for the applicant.
- One application could very well require at least three responses from us because we acknowledge every document we receive.
- If all of the documents are included, an acceptance letter is sent to the applicant and they are encouraged to contact Housing, Financial Aid, and Student Accounts.
- Applicants are also encouraged to call us if they have questions.
When correspondence is returned a call is placed to the number on the application to verify the address (some letters are returned because the person has moved or other for other reasons).

The telephones in Admissions ring constantly because students and their parents are calling with various questions.

All applicants are not admitted right away, some must go before the Admissions Appeals Committee:

- Applicants who are in-state with a grade point average of less than 1.5 are denied.
- Applicants who are in-state with a grade point average ranging from 1.99 - 1.50 are referred for admissions review.
- Out of state applicants with less that 2.00 are denied.

THE APPLICATIONS

A review of the more than 3,000 applicants that have been processed revealed that:

- Approximately 1,176 of them are undecided majors. This is good information to be shared with the department because the potential is there for them to recruit these applicants to their departments.

- The majors selected most were:
  
  Undecided (at the top)
  
  Nursing
  
  Criminal Justice
  
  Business Administration
  
  Psychology
Biology

Computer Science

Early Childhood Education P-4

Biology Pre-med

• Approximately 61% are female - 39% Male

• Approximately 1,223 are from Arkansas

FUTURE PLANS

• Communicate with departments to share information about students who have selected their majors in order to open a window for communication between the two.

• Conduct a phone-a-thon in June that will involve students, administrators, faculty and staff to contact applicants and encourage them to come to UAPB.

• Implement Communications Module to affect a better means of communicating with applicants.

• Up-date the current application booklet.

• Complete webpage for Admissions.

• Form partnerships with educational institutions, alumni and others who assist in helping students apply for admission to UAPB.

The assistance that the Office of Admissions has received has been outstanding from everyone as we work to be successful in this new appointment!

We are excited about what we are doing in Admissions and look forward to working with Recruitment and everyone else who brings us applications to
process. Our goal is to process applications as soon as possible and soon get to a 24 hour response time. Of course the On-line application will help with this.

"In Admissions, we believe that applicants and admits are not ours until they enrol!"

Therefore, we must continue to WHOa them until they do!

Submitted by:
Mary M. Jones
Director of Admissions
May 4, 2005
Communication Plan
Prospects
Applicants
Admits

Suggestion - View Book (highlights University)

The Admissions Module

Communications Management Module
- Warm and fuzzy letters
- Birthday Cards

Student needs to be contacted 12 times, by letters, telephones calls, etc. Recruitment does not stop until the applicants becomes a student.

Applicants sorted by academic departments.
Department of Education determines how/when students are admitted.

**Application Mal!**

When
Stamp date
Divide by alphabet
Process in system
Datatel system

Letter is mailed to student (generated manually)

**Coach Hardman**

When they go to fair students fill out prospect card.
Send applications to admissions
Christmas cards
Letter in January asking about FAFSA, IM, etc.
May send another letter including the same
Brought in a little less than 1,000.

Extensive telephone marketing this year.

Letter from Chancellor

Who is responsible for the continued recruitment of student?
Tele counseling routinely call students just to say hi or check on them, this should be on-going.

Should be part of our strategic recruitment and marketing plan.

Recruitment does have one.

Hardman - A lot of thought needs to be done if we are going to be consistent.

After Admissions gets applications how many more letters will they send out.

What should Admissions/Recruitment be doing?

Stakeholder should sit down and implement strategic recruitment/marketing plan that the university signs on to.

Admissions/Recruitment are in-seperable.

Okiror - Can access Colleague information sent to all deans asking them to follow-up on students.

Corless - Speed, Electronic transcripts from high schools

Request to get private information. She is talking with Ed McClusky because he has been working on that.

Woolfolk - Predechive Modeling - who is responsible for understanding the data and the yield rates? Who keeps track of the enrollment funnel - compare year to year.

Hardman - enters prospect card into semtron machine.

Woolfolk - will be able to get more usage out of datatel if it was in colleague.

Send out a View Book
Prospect pool is about 15 00 - 20 000

Most schools provide a flyer. They move flyer prospect to applicant when they return application

Woolfolk - Do We buy names?

Hardman - No. Before he took over they did.

Enrollment Funnell
  Prospects
  Applicants
  Admits
  Enrollees

missionSIRecruitment - one of the most important functions of the University because we give students the opportunity to get an education. Student recruiters which help students achieve dreams

Hardman - student recruiter, students are used to do campus tours.

Students who ret urn home for holidays

Big push on interstate recruiting
  Memphis
  St. Louis
  Dallas
  North Mississippi
  North Louisiana

Because if you bring students from Maryland, probably on scholarship, iii Arkansas we can probably get two for that one.
Woolfolk - Who keeps up with trend data on number of high school grads? Data determines where you go.

Hardman - We put data on where students have come from before. Emphasis on places like Little Rock, etc.

Woolfolk - What does the graduation rate look like for high school student for the next year?

Hardman - We are trying to be visible and build relationships in schools on a regular basis. 3-4 days a week. They like to tour through.

Woolfolk - Trend data is important because national or average high school grads are decline the numbers of those who go on to college is declining.

Data win help you decide if you need to increase that data, like Texas, it is showing an increase.

State Education Department in each state will have this information.

Woolfolk - Financial Aid needs to pull up the admits and communicate with them about completing their F AFSA. Treat these students like they are commg, once they get here, their aid should be in order.

Woolfolk - Be proactive

Residentallife responds to request

Purging prospect file

Communication to students
   Letter from department
   Letter from Student Affairs .. opportunity for leadership and how much we care for the studnts
   Letter from Academic Affairs about progress

Warm and friendly letters
Get them excited about UAPB
Correspond with warm and fuzzy letters until they get in the chair.

Set-up training with Mrs. Kitchen to fully utilize the communication module

Correspondence should be a template on or brand letterhead.

Woolfolk - Look at letter and try to make them more happy!

Electronic Application is buried in "Apply today" directly on homepage

On-line application needs to give live.

Admissions will be responsible for pulling them down each day

**EQUIPMENT**

Scanner for applications
Letter folding machine

<table>
<thead>
<tr>
<th>INTERNATIONAL ADMISSIONS</th>
<th>GRADUATE ADMISSIONS</th>
<th>MISSION</th>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>STRATEGIES</th>
<th>Resp/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To afford</td>
<td>1. Communications</td>
<td>1. 1 Letter flow</td>
<td></td>
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</tr>
</tbody>
</table>
October 30, 2008

Ms. Mary Jones
Career Services
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

Dear Ms. Jones:

Thank you so much for contacting me to assist you in developing policies, procedures, and protocols in your Admissions Office that will result in a more timely response to your applicants. Research indicates that applicants are turned into enrollees based upon how and how many times institutions communicate with them. Applicants often perceive that while they are interested in the institution, the institution may not be interested in them due to slow response time. My work with you will include the following:

- In order to effectively help you with your response time, I will need time to evaluate how you currently handle student applications for admission. This will involve me speaking with all individuals who are involved in this process, including recruiters and admissions counselors. This should be a group activity so that everyone is on the same page, and as we begin to formulate your plan, everyone will take ownership of it.

- I will help you to develop a communications plan that will be used to "touch" applicants and admits on a regular basis. Applicants and admits are not yours until they are enrolled. This process may involve the recruiters and the admissions counselors. We will determine how it works best for your institution.

- We will develop clear application processing procedures which will include electronic and paper filing, mail matching, data entry, etc. Your student information system (Colleague) will be of vital importance at this stage. It may be helpful to include someone from IT in our meeting with your staff.

- We will learn how to use enrollment funnels in order to project new student enrollment and status of applicants. Enrollment funnels provide real time data on your applicants and guide your tele-counseling efforts. Tele-counseling will be a concept that we will discuss in depth when I meet with you.

- At the end of my visit, we will have developed a manual that guides your admission process from beginning to end. The manual will be user friendly,
and most importantly it will be developed with input from all stakeholders which gives you the buy-in that you will need in order to be successful.

I look forward to helping you with this project. The dates that we have agreed upon are November 17 and 18 at a rate of $1,000.00 per day. We also agreed that you would compensate me for my travel, meals, and lodging. If I can provide you with additional information, please let me know.

Sincerely,

Jerald Jones-Woolfolk

Jerald Jones-Woolfolk, Ph.D.
Enrollment Management Consultant
November 14, 2008

Dr. Jerald Jones- Woolfolk  
Enrollment Management Consultant  
1823 Debra Drive  
Greenville, Mississippi 38703

Dear Dr. Woolfolk:

I am excited about your visit to the University of Arkansas at Pine Bluff scheduled for November 17-18 to help us develop policies, procedures and protocol for our Admissions Office. Your communication has assured me that the processes and procedures developed will not only result in a more efficient response to students who apply for admission to the University, but an overall enhancement of our admissions process. The manual that will be developed to guide us will be priceless.

In response to your communication on October 30, the information listed below is provided:

1. Expectations of Chancellor Davis
2. Current process used to respond to applicants
3. Role of the Recruitment Office
4. Admissions Module (will be provided to you on Saturday)

Participants for the seminar are:

- Shirley Cherry, Assistant Director of Career Services
- Leon Crumblin, Dean of Student Life and Enrollment Management
- Mary M. Jones, Director of Career Services/Admissions
- Corless Kinchen, Assistant Director of Computer Services
- Philomena Owasoyo, International Admissions Counselor
- Delores Voliber, Admissions Counselor
- Sandra Wells, Administrative Secretary
- Kimberly Yon, Admissions Counselor

I am looking forward to seeing you soon!

Mary M. Jones  
Director

Enclosures
University of Arkansas at *Pine* Bluff
Division of Student Affairs
Office of Career Services

**ADMISSIONS SEMINAR**
**November 17-18, 2008**

UAPB Business Incubator Center
615 South Main Street
Pine Bluff, Arkansas

**AGENDA**

**Sunday, November 15**

- Consultant Arrives at Hotel
  - Holiday Inn Pines Mall
- Dr. Jerald Woolfolk
  - Enrollment Management Consultant

**Monday, November 16**

- 8:00 a.m. - 8:30 a.m.
- 9:00 a.m. - 12:00 p.m.
- 12:00 a.m. - 1:00 p.m.
- 1:00 p.m. - 5:00 p.m.
- Registration
- Seminar
- Lunch (Provided)
- Seminar

**Tuesday, November 17**

- 8:00 a.m. - 12:00 a.m.
- 12:00 p.m. - 1:00 p.m.
- 1:00 p.m. - 5:00 p.m.
- 6:00 p.m.
- Seminar
- Lunch (Provided)
- Seminar
- Wrap-up (Jones, Cherry, Crumblin, Woolfolk)
Enrollment Management Goals and Activities

Centered on the University’s goal of 4,000 enrolled students by fall 2012, activities were developed and executed for each EM priority goal during 2008 and 2009. The programs and activities are discussed below.

Goal 1: To ATTRACT qualified and motivated students to UAPB’s academic programs

Activities:

- Recruitment targets: Targets were established for overall enrollment, 70% instate students and 8 to 10% transfers. These targets are adjusted slightly for each school year as strategic planning and recruitment goals are completed.
- Focus on Yield Rate: Prospective students’ names and ACT scores are forwarded to UAPB academic departments. Potential students now receive additional admissions information from schools and departments in which they have indicated an interest.
- City Days: The Recruitment Office implemented the “City Days” program in which students from selected Arkansas and out-of-state cities are invited to campus to receive campus tours and briefings about the University’s academic programs and services. Assistance is solicited from UAPB students, faculty, and staff from the respective cities as well as from local business and community leaders. Memphis Day, as an example, drew over 300 students from the Memphis area in January 2010.
- University-wide Recruitment Committee: This committee was established to develop a University-wide recruitment plan, to share best practices with other areas of the University, and to assist with the recruitment of students.
- TV and Radio Announcements: These advertisements ran on local TV and radio stations for a period of time and continue to run on the University radio and TV stations.
- Advertisements in High School Yearbooks: The University purchased advertisements in high school yearbooks highlighting successful students from the respective schools.
- Promotional Material: Promotional materials were developed to market the University. For example, one academic school developed a brochure in Spanish for its academic program as a method of outreach to more diverse clientele. The brochure is one mechanism used to better inform the Spanish-speaking community of the opportunities at UAPB.
- ACT preparation support to local high school students: The Division of Continuing Education initiated on-line ACT exam preparation with access for 5,000 students in six area school districts.
- College Preparatory Seminars presented at area high schools: Faculty and staff from the University coordinated visits to area high schools to speak with students and present “college preparatory” seminars to juniors and seniors. The seminars provided information to help students understand and complete the admissions process as well as apprised them of the programs and benefits of attending UAPB.
- Other recent initiatives include an Honor Student Open House and outreach to the nearby Hispanic communities.
Goal 2: To ENROLL a diverse student body by offering programs and services designed to support differing educational objectives for students

Activities:
- Admissions Planning: A consultant, Dr. Jerald Wolfolk from Mississippi Valley State University, provided assistance and direction in the admissions process. A SWOT analysis was conducted and an application processing procedure was developed.
- Focus on Show Rate: An application map was completed outlining a process and schedule for contacting admitted students.
- Conditional Admissions Program: As a result of the University’s open-admission policy, 75 to 80 percent of the first-year students who are admitted each year are under-prepared and require enrollment in developmental education courses. Students with less than a 2.00 high school GPA who apply for admission to the University are denied admission and required to file an appeal for conditional admission. Students who are admitted through the conditional admissions process are required to sign a contract in which they commit to attending tutoring in those areas where remediation is required and participating in the EM mentoring program. Students must enroll in a minimum of 12 credit hours and attain at least a 2.00 GPA by the end of their first semester.
- The Learning Institute and Opportunities for New Students (LIONS) Program: the LIONS Program was established to provide a special summer bridge enrichment program for those freshmen entering UAPB with less than a 19 ACT in math, English and/or reading. The goal of the program is to assist new freshmen with the academic, personal and social preparation necessary for a successful transition to college life.
- New Student Orientation/Registration Process: New student orientation and the registration process are continually evaluated for relevancy and improvements.

Goal 3: To RETAIN a diverse student body by providing academic programs and student support services that ensure persistence to graduation

Activities:
- University-wide Retention Committee: A recommendation made by the retention consultant was to establish a university-wide retention committee to increase campus-wide awareness and support of retention efforts. The Committee consists of representatives from each academic school as well as financial aid, admissions, and departments in student affairs. The committee meets each semester to discuss retention strategies and updates/outcomes and recommend interventions to address any challenges identified.
- Publication -- *Best Practices in Student Retention*: This publication is a compilation of retention strategies utilized by the various schools and departments throughout the campus. The publication was developed as a result of SWOT analysis findings that many campus units have little or no awareness of what other units were doing to promote student retention. The publication was widely distributed throughout the campus and has increased awareness of retention programs and initiatives implemented by schools and departments campus wide.
- Academic Support Tutoring Program: The program targets students admitted with “conditional” status and requires the students to attend mandatory weekly tutorial
sessions, mentoring, and learning enrichment workshops. Faculty tutoring coordinators in math, English and reading were selected to hire and coordinate student peer-tutors and track the progress of students admitted in the Conditional Admission Program.

- Mentoring Program: UAPB faculty, staff and administrators volunteer to serve as mentors for students admitted through the conditional admissions process. Faculty mentors received training in strategies for engaging under-prepared students. Students were assigned mentors and were required to establish a regular meeting schedule with their assigned mentor for the semester. Additionally, members of the EM Team joined the International Mentoring Association. The primary objectives of the Association are to provide professional development, facilitate the growth of effective mentoring programs, and to provide support.

- Academic Early Warning and Intrusive Advising: Closer, more continuous and intrusive monitoring of students’ academic progress is conducted to enhance success. Mid-term grade reports, although helpful, may come too late for a student to recover and pass the class. Plans were developed to have the faculty member counsel the student, with the results of the session forwarded to the Dean of Student Life and Enrollment Management for additional contact. Early intervention is a major component to ensure success and retention.

- Developmental Education Consultant: A developmental education consultant was hired to evaluate the Developmental Education Program. During a campus visit, the Consultant met with the chairpersons of the departments providing developmental courses in math, English and reading as well as with the faculty who teach developmental courses. The consultant also conducted a survey of all developmental faculty to determine their perceptions of the UAPB Developmental Education program. Based on findings and best practices, the consultant submitted a report, which included several recommendations for enhancing the Developmental Education Program many of which have been implemented. The EM Coordinating Team and the BEAMS Team worked with the Center for Teaching and Learning and the School of Education to present professional development workshops focused on teaching strategies for faculty involved in developmental education.

- Departmental Faculty-Student Mixers: The mixers were held to allow faculty, staff and students to interact in a social setting outside the classroom. Additionally, the School of Education held an Education Forum and discussed teacher career opportunities and also discussed Financial Aid and the admissions process. The School of Arts and Sciences also held an information session with students with majors in the school. An information session was held by University College for undecided majors in an attempt to provide as much information as possible for them to make a decision about their majors.

- Living Learning Center: The center provides an enriched and supportive learning environment for residents of the four halls in Harrold Complex. Onsite activities include tutoring, access to a computer lab, and enrichment programming such as informational sessions, workshops, and activities designed to assist students in transitioning from high school to college life. Freshman students are closely monitored for academic success. Harrold Complex was recently upgraded with computer labs and major refurbishing of the facilities.

- Student Satisfaction Surveys: Each spring semester, student satisfaction surveys are administered randomly to students at each classification and in each major. The UAPB
Student Satisfaction survey is an ongoing effort to garner feedback from students across the University in a systematic way. Understanding students' experiences and satisfaction is important in our efforts to enrich the student experience and improve student learning. This effort serves as a diagnostic tool to make improvements to programs and services. For example, as a result of student satisfaction survey results, UAPB identified a vital need to assist Student Financial Services in helping students navigate the Financial Aid process. Consequently, the traditional academic advisement week was expanded to include a financial aid component to better prepare students for the subsequent academic year.

Goal 4: To DEVELOP and GRADUATE students who have marketable skills, who communicate effectively and who demonstrate appropriate levels of mastery in their fields

Activities:
- **Use of Degree Audit:** A degree audit, a computer-generated analysis that matches the courses that the student has taken with the requirements of the degree program, is a valuable tool for academic planning and course selection because it enables the student and adviser to assess the student's academic progress and unfulfilled degree requirements. When students take required classes in the appropriate order and in the appropriate year, the anticipated graduation year can be forecasted more effectively.
- **Faculty Development Workshops:** The purpose of the workshops was to engage faculty from a variety of disciplines in reflection and discussion about philosophical, pedagogical, and practical issues in teaching in order to enrich the education and experience for students as well as the faculty themselves and the university community. The workshops focused on enhancing good teaching practices, the use of technology, understanding generational differences and characteristics, teaching and motivating the 21st century student, and tips and best practices for working effectively with under-prepared students.
- **Academic Advisement and Financial Aid Planning Week:** Each semester a week is designated for academic advisement and financial aid planning. The purpose of this program is to improve the quality of academic advisement for students and increase their awareness of academic and financial aid advisors and their services on campus. Students are encouraged to meet with advisors to plan their class schedule and ensure that financial aid papers are completed and in order. Advising and Financial Aid Planning Week provides opportunities for networking and improved communication between students and academic and financial aid advisors, thereby helping students move knowledgeably and intentionally toward graduation in four years.
- **The Withdrawing/Non-returning Student Survey:** This national survey was purchased through ACT in an attempt to ascertain the reasons students withdraw or do not return to the University. With only a 6% return rate of surveys mailed out, the primary reasons given for not returning to UAPB were for health and financial issues.

Goal 5: To ENDEAR and STRENGTHEN alumni with allegiance, loyalty and support for UAPB

Activities:
• E-mail Database Expanded: E-mails are used by the Alumni Affairs Office to more efficiently communicate with individual alumni and alumni chapters to create a more informed and involved alumni. Informed and engaged alumni may contribute resources, time and expertise toward recruitment and retention.

• Alumni Hall of Fame: The National Alumni Association installed a UAPB/AM&N Alumni Hall of Fame to recognize and honor the contributions and support of selected alumni.

• Development Office Newsletter: The newsletter highlights distinguished giving and support of university donors, many of which are alumni.