



Texas Southern University  
Assessment Plan 2010-2013

Unit Assessment Plan

Support Unit

Student Academic Enhancement Services Center

## Introduction

### **Texas Southern University's Mission**

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

*In order to achieve this mission, Texas Southern University provides:*

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

### **Texas Southern University's Vision**

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

### ***Accreditation Standards***

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

*Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5<sup>th</sup> edition*

## **Goal 1 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 1:

Enhance Academic Advising and Counseling Services.

### **2 SLO Student Learning Outcomes/Objectives**

SLO 1.1

Increase the number of advisor/counselor-student contacts.

SLO 1.2

Increase the retention of first-time, full-time freshman and progression for sophomore students.

### **3 Metric**

Metric 1.1

The number of advisor/counselor contacts.

Metric 1.2

The number of returning first-time, full-time freshman and sophomore students.

### **4 Target 2010-11**

Target 1.1

Entering first-time, full-time freshman & academic advisor/counselor contact will increase by 5%.

Target 1.2

Retention of entering first-time, full-time freshman/sophomore will increase by 5%.

### **5 Findings 2010-11**

Findings 1.1

5,113 student and academic advisor/counselor contacts were made. Represents a 45% decrease from 2009/10 when the number of contacts were 9,230.

-Target Not Met

Findings 1.2

Freshman Retention was 61.7%, which is a 4.3% decrease from 2009-2010 retention of 66%.

-Target Not Met

Sophomore progression was 19.1%, which was a 10.1% increase from 2009-2010 retention of 9%.

-Target Met

### **6 Action Plan 2010-11**

Action Plan

1.1 Added a mentoring component to help improve support and retention by pairing incoming freshman with student tutors/mentors. The objective was to help students develop greater focus and drive to help them achieve their academic and professional goals.

1.2 Re-design an email advisement system to best utilized technology to increase the number of contacts between Advisors/Counselors and students.

### **7 Target 2011-12**

Target 1.1

Number of academic advisor/counselor and student contacts will increase by 5%.

Target 1.2

Retention of entering first-time, full-time freshman/sophomore will increase by 5%.

## 8 Findings 2011-12

### Findings 1.1

21% decrease in the number of academic advisor/counselor and student contacts.

4,047 student- academic advisor/counselor contacts (2011-2012) and 5,113 student- academic advisor/counselor contacts (2010-2011).

-Target not met

### Findings 1.2

Findings show a 0.9% increase in the first-time, full-time freshman retention rate - 61.7% (fall 2010) to 62.6% fall 2011).

-Target not met

Findings show a 2.4% increase in the sophomore progression rate â 19.1% (fall 2010) to 21.5% (fall 2011).

-Target not met

## 9 Action Plan 2011-12

### Action Plan 1.1

Note: For the last two years, the University has developed a more decentralized approach for advising students, i.e., more students are being advised in their colleges/schools rather than in a SAES as a central location. This more decentralized approach accounts for the decrease in academic advisor/counselor and student contacts in SAES, for the last two years.

In accordance with and support of the Universityâs more decentralized advising model, SAESâ academic advisors/counselors will primarily serve those students who are Texas Success Initiative (TSI) responsible, i.e., required to take developmental education courses.

In an effort to achieve the objective of increasing SAES academic advisor/counselor and student contacts, SAES plans to hire two more academic advisors, which will reduce the advisor-to-student ratio. In addition, SAES is in the process of purchasing an electronic Early Warning Tracking System that will help advisors monitor the academic progress of students and determine the need for greater academic interventions and monitoring, i.e. contacts when needed.

### Action Plan 1.2

SAES plans to hire two more academic advisors, which will reduce the advisor-to-student ratio. In addition, SAES is in the process of purchasing an Early Warning Tracking System, which will help advisors monitor the academic progress of students, and help determine the need for greater academic interventions and monitoring, which should help improve the retention & progression rates and hit established targets.

## 10 Target 2012-13

### Target 1.1

Number of academic advisor/counselor â student contacts will increase by 5%

### Target 1.2

Retention of entering first-time, full-time freshman/sophomore will increase by 5%

## 11 Findings 2012-13

### Finding 1.1

3,516 student and Academic Advisor/Counselor contacts were made as of 3/31/2013. Represents a 13% decrease from 2011/12 when the number of contacts were 4,047 in 2011-2012.

### Findings 1.2

Findings show a 3.9% decrease in the first-time, full-time freshman retention rate - 62.6% (fall 2011) to 58.7% fall 2012).

Findings show a 1.3% decrease in the sophomore progression rate â 21.5% (fall 2011) to 20.2% (fall 2012).

### **12 Action Plan 2012-13**

For the last three years, the University has developed a more decentralized approach for advising students, i.e., more students are being advised in their colleges/schools rather than in a SAES as a central location. This more decentralized approach accounts for the decrease in academic advisor/counselor and student contacts in SAES, for the last two years.

In accordance with and support of the Universityâs more decentralized advising model, SAESâ academic advisors/counselors will primarily serve those students who are Texas Success Initiative (TSI) responsible, i.e., required to take developmental education courses.

### **13 Additional Reference Documents**

R1 Spreadsheet of Weekly Advisor/Student Contacts

R2 Spreadsheet of Freshmen and Sophomore Progression

## **Goal 2 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 2:

Enhance Tutorial Services.

### **2 SLO Student Learning Outcomes/Objectives**

SLO 2.1

Increase the number of tutors in English, Math, and Science.

SLO 2.2:

Increase the number of students receiving tutorial services.

SLO 2.3:

Increase the number of subjects offered.

### **3 Metric**

Metric 2.1

Percentage increase in the number of tutors for English, Math, and Science.

Metric 2.2

The number of students receiving tutorial services.

Metric 2.3

The number of subjects offered.

### **4 Target 2010-11**

Target 2.1

Percentage of tutors will increase by at least 10%.

Baseline = 5 tutors in 2009-2010

Target 2.2

Percentage of students receiving tutorial assistance will increase by 15%.

Baseline is 102 students in 2009-2010

Target 2.3

Offer Math as a tutored subject.

### **5 Findings 2010-11**

Findings 2.1

100% increase in the number of tutors servicing the SAES Tutorial Center, 5 tutors in 2009-10 to 10 tutors in 2010-11.

-Target Met

Findings 2.2

There was a 68% increase in the number students receiving tutorial assistance, 102 in 2009-10 to 171 in 2010-11.

-Target Met

Findings 2.3

Math was the only subject offered.

-Target Met

### **6 Action Plan 2010-11**

Action Plan 2.1

A new tutorial center will be established and equipped with 5 private cubicles and 2 open access round tables to seat 4 students each. The center will be manned by full -time faculty and staff opened to serve all students

seeking assistance in math, English, and science.

#### Action Plan 2.2

SAES will request recommendations for tutors from the colleges and schools. SAES will advertise the tutorial center through various communication mediums.

Student tutors will be commissioned to call and encourage freshman and sophomore students to continue to return for assistance and, where necessary, referred to academic advisors and counselors for further assistance.

#### Action Plan 2.3

We will distribute an exploratory survey to students and faculty to help determine additional tutorial needs of students.

### **7 Target 2011-12**

#### Target 2.1

Percentage of tutors will increase by 10%.

#### Target 2.2

Percentage of tutor -student sessions will increase by 15%.

#### Target 2.3

Increase the number of subjects offered by two courses.

### **8 Findings 2011-12**

#### Findings 2.1

120% increase in the number of tutors in the SAES Tutorial Center - 10 tutors (2010-2011) to 22 tutors (2011-2012).

-Target Met

#### Findings 2.2

1,180% increase in the number of tutor - student sessions, 171 (2010-2011) to 2,189 (2011-2012).

-Target Met

#### Findings 2.3

Increased the number of subjects offered by six courses. In 2010-2011 (1) math (algebra, trigonometry, geometry, pre-calculus, calculus). In 2011-2012, (1) English, (2) math (algebra, trigonometry, geometry, pre-calculus, calculus), and science (3) general chemistry, (4) organic chemistry, (5) physics, (6) biology).

-Target Met

### **9 Action Plan 2011-12**

#### Action Plan 2.1

The center will continue to be manned by full -time faculty and staff opened to serve students seeking assistance in Math, English, and Science.

#### Action Plan 2.2

SAES will request tutor recommendations from the Colleges and Schools. SAES will advertise through various communication mediums.

Student tutors will be commissioned to call and encourage freshman and sophomore students to continue to return for assistance and, where necessary, refer them to academic advisors and counselors for further assistance.

We will also institute an automatic sign-in system and buy into the early warning system implemented by SAES to identify and assist students who are having academic challenges.

#### Action Plan 2.3

We will distribute an exploratory survey to students and faculty to help determine additional tutorial needs of students.

### **10 Target 2012-13**

**Target 2.1**

Percentage of tutors will increase by 10%.

**Target 2.2**

Percentage of tutor -student sessions will increase by 15%.

**Target 2.3**

Increase the number of subjects offered by one course.

**11 Findings 2012-13****Findings 2.1**

77.3% increase in the number of tutors in the SAES Tutorial Center - 22 tutors (2011-2012) to 39 tutors (2012-2013), as of 3/31/13.

**Findings 2.2**

96.6% increase in the number of tutor - student sessions, 2,189 (2011-2012) to 4,303(2012-2013), as of 3/7/13.

**Findings 2.3**

Maintained the same six subjects offered: (1) English, (2) math(algebra, trigonometry, geometry, pre-calculus, calculus), and science (3) general chemistry, (4) organic chemistry, (5) physics, (6) biology) in 2012-2013, as of 3/31/13.

**12 Action Plan 2012-13****Action Plan**

For the last three years, the University has developed a more decentralized approach regarding responsibilities of SAES as it relates to student services. This more decentralized approach accounts for changes in Findings and the lack of reporting Findings in some instances. In accordance with and support of the University's more decentralized advising model, SAES will work with academic departments to assist with student enhancement.

**13 Additional Reference Documents**

R6 List of tutors

R5 Schedule of Tutoring Count 2011-2012

Source: Tutorial Center sign-in sheets, and tutors weekly tutorial session logs.

R3.1 Tutoring Chart Showing Subjects Tutored

R3.2 List of tutorial courses



### **Goal 3 Assessment Plan 2010-11 to 2012-13**

#### **1 Goal Description**

Goal 3:

Improve the passage rates of students taking Developmental Education courses in fall and spring semesters.

#### **2 SLO Student Learning Outcomes/Objectives**

SLO 3.1

Increase the passage rate of students taking Developmental Education courses in fall and spring semesters.

#### **3 Metric**

Metric 3.1

The passage rate of students taking Developmental Education courses in fall and spring semesters.

#### **4 Target 2010-11**

Target 3.1

Increase the passage rate of students taking Developmental Education courses in 2010-11 (fall and spring) by 5%.

#### **5 Findings 2010-11**

Finding 3.1

The Dev. Ed. courses passage rate was 55%. (This is the Baseline year data)

#### **6 Action Plan 2010-11**

Action Plan

We will compare the passage rate of students taking Developmental Education Courses in the fall and spring over the past three years.

We will implement applicable program modifications, e.g., more aggressive interventions with advisors, faculty, and tutoring.

#### **7 Target 2011-12**

Target 3.1

Increase the passage rate of students taking Developmental Education courses in 2011-12 (fall and spring) by 5%.

#### **8 Findings 2011-12**

Finding 3.1

The passage rate was 61%, a 6% increase (55% in 2010-11 to 61% in 2011-12).

-Target Met

#### **9 Action Plan 2011-12**

Action Plan

We will compare the passage rate of students taking Developmental Education Courses in the fall and spring over the past three years.

We will implement applicable program modifications, e.g., more aggressive interventions with advisors, faculty, and tutoring.

#### **10 Target 2012-13**

Target 3.1

Increase the passage rate of students taking Dev. Ed. courses in 2012-13 by 5%.

#### **11 Findings 2012-13**

Finding 3.1

Fall 2012 passage rate is 64%, a 3% increase, as of fall 2012.

Spring 2013 data not reported.

#### **12 Action Plan 2012-13**

Action Plan

For the last three years, the University has developed a more decentralized approach regarding

responsibilities of SAES as it relates to student services. This more decentralized approach accounts for changes in Findings and the lack of reporting Findings in some instances. In accordance with and support of the University's more decentralized advising model, SAES will work with academic departments to assist with student enhancement.

### **13 Additional Reference Documents**

R4 Development Education Pass Rate Spreadsheet

(Data source =Progression Reports generated from Banner (University's electronic record keeping program).

## **Goal 4 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 4.

Develop a TSU Summer Institute designed to reduce or eliminate studentsâ Developmental Education course requirements.

### **2 SLO Student Learning Outcomes/Objectives**

SLO 4.1

Increase the passage rate of students taking Dev. Ed. courses in the Summer Program.

### **3 Metric**

Metric 4.1

The passage rate of students taking Dev. Ed. courses in the Summer Program.

### **4 Target 2010-11**

Target 4.1

Increase the passage rate of students taking Dev. Ed. courses in the summer by 10%.

### **5 Findings 2010-11**

Finding 4.1

Summer Institute 2011: 91% Passage Rate (First Year of Institute).

### **6 Action Plan 2010-11**

Action Plan 4.1

Evaluate performance of students attending the Summer Program. Check attendance rate and passage rate of students in math, reading, and/or writing courses. A grade of C or better is required for passage. Plan improvements for each yearâs subsequent Program.

Action Plan 4.2 Develop within the Institute a curriculum aligned with the State of Texas College Readiness Standards.

Action Plan 4.3 Create Dev. Ed. course syllabi aligned with the State of Texas College Readiness Standards.

### **7 Target 2011-12**

Target 4.1

Increase the passage rate of students taking Dev. Ed. courses in the summer by 2%.

### **8 Findings 2011-12**

Finding 4.1

Summer Institute 2012: 80% Passage Rate

### **9 Action Plan 2011-12**

Action Plan 4.1

Evaluate performance of students attending the Summer Program. Check attendance rate and passage rate of students in math, reading, and/or writing courses. A grade of C or better is required for passage. Plan improvements for each yearâs subsequent Program.

Action Plan 4.2

Develop within the Institute a curriculum aligned with the State of Texas College Readiness Standards.

Action Plan 4.3

Create Dev. Ed. course syllabi aligned with the State of Texas College Readiness Standards.

### **10 Target 2012-13**

Target 4.1

Increase the passage rate of students taking Dev. Ed. courses in the summer by 1%.

### **11 Findings 2012-13**

Findings not reported.

### **12 Action Plan 2012-13**

#### Action Plan

For the last three years, the University has developed a more decentralized approach regarding responsibilities of SAES as it relates to student services. This more decentralized approach accounts for changes in Findings and the lack of reporting Findings in some instances. In accordance with and support of the University's more decentralized advising model, SAES will work with academic departments to assist with student enhancement.

### **13 Additional Reference Documents**

**Goal 5 Assessment Plan 2010-11 to 2012-13****1 Goal Description**

Goal 5.

Improve the Freshman Year Experience (FYE).

**2 SLO Student Learning Outcomes/Objectives**

SLO 5.1

Increase exposure of first-time, full-time freshmen to academic skills and competencies necessary for college success.

SLO 5.2

Increase freshman students' exposure to University and community resources and student policies and procedures.

**3 Metric**

Metric 5.1

Number of students exposed to academic skills and competencies through participation in Freshman Seminars.

Metric 5.2

Number of students exposed to University and community resources and policies through participation in Freshman Seminar.

**4 Target 2010-11**

Target 5.1

Increase number of students exposed to academic skills and competencies through participation in Freshman Seminars by 2%.

Target 5.2

Increase number of students exposed to University and community resources and student policies and procedures through participation in Freshman Seminar by 2%.

**5 Findings 2010-11**

Finding 5.1

1,318 students participating in Freshman Seminar in 2010-11 as compared to 1257 in 2009-2010, a 4.9% increase.

-Target Met

Findings 5.2

1,318 students participating in Freshman Seminars as compared to 1,257 participating in 2009-2010, a 4.9% increase.

-Target Met

**6 Action Plan 2010-11**

Action Plan 5.1

Expand content of library orientations

Full-time faculty to teach Freshman Seminar sections

Revise Freshman Seminar syllabus to include more academic skill building

Faculty development through AVID partnership

Action Plan 5.2

Revise Freshman Seminar curriculum to include student exposure to University and community resources and policies

Maximize student exposure to University and community resources through improved communication between Students, Faculty, staff, and Administration

Address additional issues and subjects as suggested by students.

### **7 Target 2011-12**

Target 5.1

Increase number of students exposed to academic skills and competencies through participation in Freshman Seminars by 2%.

Target 5.2 Increase number of students exposed to university and community resources and policies through participation in Freshman Seminar by 2%.

### **8 Findings 2011-12**

Finding 5.1

1,474 students participating in Freshman Seminar in 2011-12, a 11.8% increase 1,318 to 1,474.

-Target Met

Finding 5.2

1,474 students participating in Freshman Seminar in 2011-12, a 11.8% increase 1,318 to 1,474.

-Target Met

### **9 Action Plan 2011-12**

Action Plan 5.1

Expand content of library orientations.

Full-time faculty to teach Freshman Seminar sections.

Revise Freshman Seminar syllabus to include more academic skill building.

Faculty development through AVID partnership.

Action Plan 5.2

Revise Freshman Seminar curriculum to include student exposure to University and community resources and policies

Maximize student exposure to University and community resources through improved communication between Students, Faculty, staff, and Administration.

Address additional issues and subjects as suggested by students.

### **10 Target 2012-13**

Target 5.1

Increase number of students exposed to academic skills and competencies through participation in Freshman Seminars by 2%.

Target 5.2

Increase number of students exposed to university and community resources and policies through participation in Freshman Seminar by 2%.

### **11 Findings 2012-13**

Finding 5.1

1,676 students participating in Freshman Seminar in 2011-12, a 13.7% increase (1,474 to 1,676).

-Target Met

Finding 5.2

1,676 students participating in Freshman Seminar in 2011-12, a 13.7% increase (1,474 to 1,676).

-Target Met

**12 Action Plan 2012-13**

Action Plan 5.1

Expand content of library orientations

Full-time faculty to teach Freshman Seminar sections

Revise Freshman Seminar syllabus to include more academic skill building

Faculty development through AVID partnership

Action Plan 5.2

Revise Freshman Seminar curriculum to include student exposure to University and community resources and policies

Maximize student exposure to University and community resources through improved communication between Students, Faculty, staff, and Administration

Address additional issues and subjects as suggested by students.

**13 Additional Reference Documents**

