I. Summary of Institutional Description – Brief description of current status of the division and where it should be in five years.

The Division of Enrollment Management provides leadership for institutional efforts to attract, admit, enroll, retain and graduate students representative of a diverse, well-qualified student body. The Division consists of eleven units, including: Office of Admissions; Office of the Registrar; Scholarship Services Office; Office of Financial Aid; International Student Office; College Talent Search; Upward Bound; and, College Assistance Migrant Program.

That said, there are two primary accomplishments that the units within the Division should realize in the next five years: first, help the University meet or exceed the objectives set forth in the five-year Strategic Plan—in particular, the enrollment-related objectives—and second, improve the services and programs delivered to students on a constant basis, with assistance of regular performance assessments.

II. Key Goals – Highlight goals, outcomes, and key activities related to University Strategic Plan to support the goal.

Admissions

- **GOAL**: Undergraduate first-year student inquiries will be 22,000 by fall 2013 - (Strategy 2.1.1, Strategy 2.1.4)
  - **KEY ACTIVITIES TO SUPPORT GOAL**: High School Recruitment Fairs in (Texas, New Mexico, Colorado, and limited fairs in Oklahoma and Kansas). Purchase prospect names from NRCCUA, SAT and ACT. Will continue to use Spectrum to produce variable data postcards with a specific postcard for non-residents of Texas, highlighting the special tuition rate opportunity.
    - **OUTCOME**: Goal not met – 18,453 inquiries.

- **GOAL**: Undergraduate first-year student applications will be 4,800 by fall 2013 – (Strategy 2.1.1, Strategy 2.1.4). African American applications will be 650. Hispanic applications will be 1,600
  - **KEY ACTIVITIES TO SUPPORT GOAL**: Continue to refine the communication plans and drive students to apply early. Call Inquiries (via call center) and assess their level of interest and encourage them to apply. Encourage students to apply for admission by highlighting scholarship opportunities. Participate in an increased role with the “Step Up To Success” campaign and drive the event towards having the student who attend, be required to apply for college.
    - **OUTCOME**: Goal met – Undergraduate first-year student applications 4,591 (but including summer the figure was 4,789.) Goal Met – African American applications 717, Goal Met – Hispanic applications 1,650 applicants.

- **GOAL**: Undergraduate first-year student admits will be 3,100 by fall 2013. (Strategy 2.1.1, Strategy 2.1.4). African American admits will be 500. Hispanic admits will be 1,100.
**KEY ACTIVITIES TO SUPPORT GOAL:** Evaluate communication plans that incorporate email, phone, and snail mail communications. Specific emphasis will be in developing communications to encourage students to complete admission files and meet dates for applying for scholarships, financial aid and housing. Targeted marketing to student in the ACE program and a partnership with AISP in the “Fund your Future” campaign.

- **OUTCOME:** Undergraduate first-year student admits 3,059 (although with summer figures was 3,180) - **Goal not met.** African American admits 3,320 - **Goal not met.** Hispanic admits 987 - **Goal not met.**

**GOAL:** Undergraduate first year student enrollments will be 1,650 by fall 2013. **(Strategy 2.1.1, Strategy 2.1.4)**. African American enrollments will be 210. Hispanic enrollments will be – 660.

- **KEY ACTIVITIES TO SUPPORT GOAL:** Promote Buff Promise and continue with our focus of recruitment to schools such as Hereford H.S. that have a strong minority student population. Assistant Directors will call each student admitted to encourage them to register for NSO. Institute a support group and student organization for ACE students to identify with and be draw towards.

- **OUTCOME:** Undergraduate first year student enrollments 1,323 – **Goal not met.** African American enrollments 140 – **Goal not met.** Hispanic enrollments will be – 359 - **Goal not met.**

**GOAL:** Undergraduate first-year student applications from instate will be 77% and from out of state 23% by fall 2013. **(Strategy 2.1.1; Strategy 5.2.4)**

- **KEY ACTIVITIES TO SUPPORT GOAL:** Increased recruitment travel in out-a-state markets such as Colorado and New Mexico (emphasis will be given to Denver and Albuquerque areas). Marketing to out-of-state to promote programs and cost benefits such as the Texas plus $30 tuition rate. Attend the Rocky Mountain college fair event in Albuquerque.

- **OUTCOME:** Undergraduate first-year student applications from instate 88.5% and from out of state 11.5% by fall 2013 – **Goal not met.**

**GOAL:** Increase individual campus visits to match our first-year student enrollment number of 1,650. **(Strategy 2.1.1, Strategy 2.1.4)**

- **KEY ACTIVITIES TO SUPPORT GOAL:** Every opportunity to promote campus visits will be taken (i.e. email, postcards, web, publications, and phone calls). Enhanced tracking of visits will be developed to measure goal attainment. Provide a free gift to all students that attend a campus visit to encourage them to visit campus. Institute a campaign in targeted high schools to promote and encourage visiting WT; provide a unique opportunity and experience to incentivize students to visit.

- **OUTCOME:** Individual campus visits were 792 – **Goal not met.**

**CAMP**

**GOAL:** To recruit, identify, and select thirty - (30) migrant students to participate in the College Assistance Migrant Program. **(Strategy 2.1.1, Strategy 2.1.4, Strategy 2.1.5, Strategy 2.1.6)**

- **KEY ACTIVITIES TO SUPPORT GOAL:** Conduct activities to recruit and admit participants for matriculation into CAMP at West Texas A&M University each fall. (Short-Term)

- **OUTCOME:** Thirty (30) eligible students were identified and selected to participate in the CAMP program for the 2012-2013 academic year – **Goal met.**
• GOAL: To provide financial aid advising and assistance 100% of participants which includes, but is not limited to: training stipends, scholarships, room and board, books and supplies, tuition and fees, and student travel that is conducive to their first year success. (Strategy 2.2.1, Strategy 2.2.4, Strategy 2.4.1)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide up to $3,000 in a CAMP scholarship, $70 monthly stipend, $400 for books and supplies. Assist applicants and participants with federal and state financial aid and scholarship applications. Review and explain financial aid award and provide loan counseling to participants and parents. (Short-Term)
    ▪ OUTCOME: One hundred (100%) of participants received financial aid advising and assistance — Goal met.

• GOAL: To provide academic advising and assistance to 100% of CAMP participants that will enable a minimum of 80% of CAMP participants to successfully complete the first academic year. (Strategy 2.3.1, Strategy 2.3.3, Strategy 2.3.4)
  o KEY ACTIVITIES TO SUPPORT GOAL: To assist students with course selection and registration. Provide information and guidance when necessary. Meet with students regularly who demonstrate academic deficiencies. Monitor academic progress and provide proper academic intervention if necessary. (Short-Term)
    ▪ OUTCOME: Eighty-seven percent (87.2%) of the 2012-2013 CAMP participants successfully completed their first academic year — Goal exceeded.

• GOAL: To provide data and follow up services that will verify and ensure that 70% of successful CAMP participants will continue to be enrolled in postsecondary education after successfully completing their first academic year of college. (Strategy 2.3.2, Strategy 2.3.3)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide academic advising and services to former CAMP participants. Advocate and refer alumni to other university help services as needed. Track students’ postsecondary enrollment and maintain database to verify continued enrollment and post-secondary graduation.
    ▪ OUTCOME: One hundred (100%) of successful 2012-2013 CAMP participants continued to be enrolled in postsecondary education after successfully completing their first academic year — Goal exceeded.

College Talent Search
• GOAL: 90% of “college ready” project participants will complete a rigorous secondary school program and graduate during the project year with a regular secondary school diploma (Strategy 2.1.1, Strategy 2.1.4).
  o KEY ACTIVITIES TO SUPPORT GOAL: Project staff will monitor participant’s academic progress and provide needed encouragement and/or referrals to supportive services.
    ▪ OUTCOME: 95% of “college ready” project participants completed a rigorous secondary school program and graduate during the project year with a regular secondary school diploma — Goal exceeded.

• GOAL: 80% of “college ready” participants will enroll in a program of postsecondary education during each budget period (or during the next fall term) (Strategy 2.1.1, Strategy 2.1.4).
- **KEY ACTIVITIES TO SUPPORT GOAL:** Identify and recruit participants with the ability and desire to pursue postsecondary education. Provide intensive monitoring and technical assistance to ensure subsequent enrollment.
  - **OUTCOME:** 80% of “college ready” participants enrolled in a program of postsecondary education during each budget period—Goal met.

**Financial Aid**

- **GOAL:** Be current in verification by the end of the second week of fall classes (September 6, 2013). **(IMPERATIVE 1).**
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Continue with e-mail and phone contacts to students encouraging timely responses for data requests. Use Facebook page to remind students of benefits of completing verification early and other points to assist them in their application processes. Explore use of student call team to remind students of needed items.
  - **Goal was met to the extent possible.** (Files were current until 2+ weeks before the start of school; the influx of late submission of documents at the start of classes caused a slight backlog however, files were current by September 23rd.)

- **GOAL:** Working with the Scholarship Office, renew emphasis on applying for both scholarships and financial aid to bring Buff Promise total back to prominence. Have 500 students who qualify as Buff Promise recipients for fall 2013.
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Create mailer to go with scholarship mailings that stresses the importance and the ease of filing the FAFSA to determine financial aid eligibility. Through all manner of contacts (e-mail, call center, incoming calls and face-to-face contact stress the importance of applying for both scholarships and financial aid and how the two interact.
  - **Goal was not met.** (While applicants were spread over a wider spectrum, the final number of eligible recipients was 342.)

**International Students**

- **GOAL:** Increase fall 2013 application counts by 5% over fall 2012. **(Strategy 2.1.1)**
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Study international recruitment trends and recruit in new emerging markets. Raise WTAMU’s profile with USA Education Advising Centers and use collaborative partnerships with language centers, high school counselors and agents to recruit students. Work with ESLI center and their agents to implement the scanning of applicants educational documents in an effort to streamline the “conditional admission” process. Keep recruiting brochure and website updated. Increase frequency of communication with prospective students. Utilize EMAS, imaging and workflow to complete files.
    - **OUTCOME:** Goal was met. Application counts for fall 2013 when compared to the previous fall 2012 showed an increase of 13.1%. Application counts for fall of 2012 were 221 compared to fall of 2013 which were 250.

- **GOAL:** Increase international enrollment by 3% over previous year. **(Strategy 2.1.1)**
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Utilize scholarship opportunities for freshmen, transfers and graduate students. Seek 1+3 or 2+2 partnerships with foreign universities. Increase communication/messages to admitted students with
information on visa application process and making the transition from home country to campus.

- **OUTCOME: Goal was unmet.** Enrollment for fall 2012 was 181 compared to fall of 2013 with only 172 students. This was a decrease of 4.97% in overall international enrollment. We were not successful in the development of any partnerships with foreign universities for the purpose of increased enrollment. However, we will continue to seek partnerships as opportunities arise.

- **GOAL: Provide excellent customer service for all international students from inquiry to enrolled status, graduation and beyond.** (Strategy 2.1.1)
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Maintain international student’s website with information on: 1.) application procedures 2.) “Newly admitted” student procedures and 3.) “Current Student” processes. New student orientation will be provided for all incoming students. Assistance with work authorization applications as well as other routine immigration processes will be provided by advisors in the international office. In addition, the office staff will be available during regular office hours for phone inquiries and walk-in traffic. Students will be provided with customer service cards to evaluate ISO services.
  - **OUTCOME: Goal was met.** The international website was updated. The “Applicants” section received the most updates and was restructured from top to bottom. Orientation for new incoming students was provided and topics of special interest were presented. Seminars on work authorization and post completion optional practical training were included.

- **GOAL: Implement process for working “conditional admission” ESLI files in EMAS.** (Strategy 2.1.1)
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Applications for “conditional admission” through ESLI will be worked utilizing **only** EMAS. There will be no more data entry in Datatel for these files. Existing tracking sets will be used to track admission requirements being met while these students are in the intensive language center.
  - **OUTCOME: Goal was met.** ESLI applications procedures were streamlined with great success. The addition of conditional admission tracking sets in EMAS was essential to improving the process. In addition, the transition of files from conditional admission to degree seeking applicants has been simplified.

Registrar

- **GOAL: Evaluate processes to determine where use of technology might allow for automation.** Example, automated grade changes sent through a workflow. (IMPERATIVE 1).
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Provide list of forms/processes that are needed for online submission to IT and submit work orders. A partial list includes grade changes, blue cards, distance education fee waiver requests, thesis waiver requests, upload of course sections for a term, etc.
  - **OUTCOME: We have successfully created secure online forms for electronic submission of grade changes and blue cards for faculty to submit. These require the faculty member to use Single Sign On (SSO) so that their identity is authenticated. We also created online forms for students to submit when they qualify and wish to request a waiver of fees related to...**
being a Distance Education student and when enrolled in Thesis only. We
did not make progress on the upload of course sections for a term but with
the potential purchase of EMSCampus, it has an interface which will assist in
faster more efficient creation of courses for a term—Goal was met.

- GOAL: Complete phase 1 implementation of AVOW online transcript ordering by December 18, 2012. Phase 1 involves providing links from the Registrar webpage and behind the Single Sign On (SSO) for both current students and alumni. Office staff will manually review orders and create transcripts to upload for pdf versions. Phase 2 begins spring 2013 which involves automating the process where the AVOW site will receive the request for a pdf, query our Colleague database for the student/holds/etc., pull the transcript data to their site and process the request – without staff intervention. **(IMPERATIVE I).**
  - KEY ACTIVITIES TO SUPPORT GOAL: Must complete setup to go live and with IT support create active links (on website and behind SSO). Then IT will utilize programming script shared by Furman University, another Colleague/AVOW client and adjust to fit our needs for the automation process. Students who are currently enrolled will have the option to receive transcripts for free by placing a request and picking them up on the following Friday. That same option will be extended to new graduates. All former students will order using the online service with the AVOW processing charges (§2.75 for pdf, §3.75 for paper).
  - OUTCOME: We completed Phase 1 of the implementation of online transcript ordering with AVOW (now Parchment – was purchased and merged with another company right after implementation). Since the ordering system went live on December 18, 2012, over 10,000 orders have been placed with 13,553 documents/transcripts. 32% of those transcripts have been PDF while 68% were paper. Phase 2 implementation to automate the pdf orders has been delayed by other higher priorities. Currently, we are awaiting an upcoming release scheduled for Spring 2014 of an Ellucian Colleague process that will do this and prevent our IT staff from having to write a custom routine. Goal was partially met.

- GOAL: Continue to promote use of Degree Audit across campus. **(Goal 2.2)**
  - KEY ACTIVITIES TO SUPPORT GOAL: Work closely with Admissions on Transfer course coding. Work closely with each Dean’s Office to verify programming and then get their faculty to use it as an advising tool. Once enough feedback has been received, release to students for their use.
  - OUTCOME: The Dean’s Offices have taken over the writing/programming of their academic programs and to facilitate that process, Paul Olsen with Ellucian came to campus and conducted a session with all parties to teach them how to develop the programs and to help solve some issues we were having. Faculty were given access to the “Program Evaluation” in Buff Advisor during Fall 2013 so they could begin using and testing the programs for the 2013-2014 catalog. The same menu option is expected to go live for students in Spring 2014 followed soon thereafter by the implementation of Colleague Student Planning. Goal was partially met.
• **GOAL:** Work with National Student Clearinghouse to provide online Verification of Enrollment to students. This would provide a link on Single Sign On to their database so students could print enrollment verifications on demand. *(IMPERATIVE 1)*
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Work with NSC and our IT department to deploy Student Self-Service.
    - **OUTCOME:** no progress made on this goal. Will continue to pursue this option into new year. *Goal not met.*

**Scholarship Services**

• **GOAL:** To develop a process for students to be able to accept Scholarship Services awards through their Buff Advisor much like the way they currently accept their financial aid awards. *(IMPERATIVE 2)*
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Contact IT to see if any changes need to be made to the award process in Datatel to be able to post awards. Also, meet with financial aid to establish procedures for scholarships to be posted in Datatel as “Pending” so that students may accept/reject their scholarship awards via Buff Advisor.
    - **OUTCOME:** *Goal was purposely not met.* Scholarship Services met with Financial Aid to discuss the process for online acceptance of awards which seemed very workable. Also, everything seemed to be in place with IT to make this happen. After further discussion in our office as to how we would incorporate departmental awards, the decision was made to hold off on pursuing this goal until a later time. Our thoughts initially were to post only awards from our department and not include other University awards; however, we were concerned that this might cause confusion for students.

• **GOAL:** Develop essential reports needed for the awarding of scholarships using Informer instead of Datatel’s Query Builder. *(IMPERATIVE 2)*
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Train other employees to use Informer and finish creating queries in Informer that currently exist in Datatel.
    - **OUTCOME:** *Goal was met.* Staff attended training in August and all Datatel queries used in our department have been converted to Informer. Training on running reports in Informer will be an ongoing task.

• **GOAL:** Enhance notification to students, including those with commitments, about the scholarship application February 1st priority date. *(IMPERATIVE 2)*
  - **KEY ACTIVITIES TO SUPPORT GOAL:** In addition to the Friday Blast, table tents will be displayed at the cafeteria and JBK food court notifying students of the scholarship priority date. Laptops will also be set up in the JBK commons where students will be able to complete the application and have someone to answer their questions if necessary.
    - **OUTCOME:** *Goal was met.* Table tents were displayed reminding students of the priority date to apply. Additionally, our student employees set up laptops at the JBK commons, once in December and once in January, encouraging students to complete the application. Although few students took advantage of our services, the student employees answered questions and distributed flyers listing the steps to complete the scholarship application.
• **GOAL:** Evaluate current awarding methodologies to determine if they are effective in attracting and retaining the students the University is targeting for enrollment and retention. *(IMPERATIVE 2)*
  o **KEY ACTIVITIES TO SUPPORT GOAL:** Scholarship Services will work with the Scholarship-Financial Aid Committee to evaluate awarding methodologies with consideration to availability of funds, scholarship commitment grid (modify, eliminate, leave as is), awards/guarantees made to transfer students, and awards made to continuing students that do not have guarantees. If the decision is made to continue scholarship commitments/guarantees, Scholarship Services will conduct a thorough evaluation of the objectives each department is trying to achieve when making scholarship awards. Additionally, they will develop an approach to awarding that helps academic departments achieve their goals while at the same time fulfilling the scholarship commitments made to students through Scholarship Services. This also ensures that available funds are effectively utilized.
    ▪ **OUTCOME:** *Goal was met.* The Scholarship-Financial Aid Committee met and developed recommendations that were sent to Dr. O’Brien who reviewed and approved with minor modifications. This resulted in no “commitments/guarantees” for future awards. Scholarship Services will present qualification requirements and give weight to those that meet the priority dates. Awards will be made according to size and quality of the pool with consideration to available resources. We will focus awards on new freshmen and transfer, and the departments and colleges will need to reconsider their focus. Although in the past, they have supported continuing students more heavily than new students. If they give awards to incoming freshmen and transfer students, their awards will be in addition to any award that Scholarship Services gives the student.

**Upward Bound**

• **GOAL:** 90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. *(Strategy 2.3.2, Strategy 2.3.3)*
  o **KEY ACTIVITIES TO SUPPORT GOAL:** Provide supplemental and basic instruction in science, Math and English, tutoring and other services is assisting participants in achieving desired outcome.
    ▪ **OUTCOME:** One hundred percent (100%) of graduated seniors achieved the proficient level on their high school state assessments in reading/language arts and math. animation goal.

• **GOAL:** 90% of project participants served during the project period will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. *(Strategy 2.3.2, Strategy 2.3.3)*
  o **KEY ACTIVITIES TO SUPPORT GOAL:** Provide academic advising, tutoring, and supplemental instructional and other cultural and social support services to participants.
    ▪ **OUTCOME:** Over ninety percent (93.8%) of the 2012-2013 participants continued in school for the next academic year, at the next grade level, or will have graduated from secondary school. animation goal.
• GOAL: 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. (Strategy 2.1.1, Strategy 2.1.4)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide pre-college advising contacts, college visits, ACT/SAT test preparation instruction, financial aid and senior parent workshops. Assist seniors in applying for admissions and financial aid.
    ▪ OUTCOME: Over ninety percent (91.7%) of the 2013 graduated seniors entered postsecondary education by the fall or spring term after high school graduation. Exceeded goal.

• GOAL: 60% of all UB participants who enrolled in a program of postsecondary education during the fall or spring term immediately following high school graduation will continue to be enrolled toward an associate’s or bachelor’s degree within six years. (Strategy 2.2.1, Strategy 2.1.4, Strategy 2.1.6, Strategy 2.3.2)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide follow up academic and financial aid advising to former students. Refer students to the student success center and other help services on their respective campuses.
    ▪ OUTCOME: Over sixty percent (66.7%) of the 2012 high school graduates matriculates to the third semester after entering postsecondary education following their 2012 high school graduation. Exceeded goal.

Upward Bound Math and Science
• GOAL: 90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. (Strategy 2.3.2, Strategy 2.3.3)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide supplemental and basic instruction in science, Math and English, tutoring and other services is assisting participants in achieving desired outcome.
    ▪ OUTCOME: One hundred percent (100%) of current seniors achieved the proficient level on their high school state assessments in reading/language arts and math. Exceeded goal.

• GOAL: 90% of project participants served during the project period will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. (Strategy 2.3.2, Strategy 2.3.3)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide academic advising, tutoring, and supplemental instructional and other cultural and social support services to participants.
    ▪ OUTCOME: Over ninety percent (97.3%) of the 2012-2013 participants continued in school for the next academic year, at the next grade level, or will have graduated from secondary school. Exceeded goal.

• GOAL: 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. (Strategy 2.1.1, Strategy 2.1.4)
○ KEY ACTIVITIES TO SUPPORT GOAL: Provide pre-college advising contacts, college visits, ACT/SAT test preparation instruction, financial aid and senior parent workshops. Assist seniors in applying for admissions and financial aid.
  • OUTCOME: One hundred percent (100%) of the 2013 graduated seniors is projected to enter into postsecondary education by the fall or spring term after high school graduation. Projected to exceed goal.

• GOAL: 60% of all UB participants who enrolled in a program of postsecondary education during the fall or spring term immediately following high school graduation will continue to be enrolled toward an associates or bachelor’s degree within six years. (Strategy 2.1.1, Strategy 2.1.4, Strategy 2.1.6, Strategy 2.3.2)
  ○ KEY ACTIVITIES TO SUPPORT GOAL: Provide follow up academic and financial aid advising to former students. Refer students to the student success center and other help services on their respective campuses.
  • OUTCOME: Cannot be measured at this time.

III. Next Year’s Goals and Objectives

Admissions

• GOAL: Undergraduate first-year student inquiries will be 22,000 by fall 2014. (Strategy 2.1.1, Strategy 2.1.4)
  ○ KEY ACTIVITIES TO SUPPORT GOAL: High School Recruitment Fairs in (Texas, New Mexico, Colorado, and limited fairs in Oklahoma and Kansas). Purchase prospect names from NRCCUA, SAT and ACT. Will continue to use Spectrum to produce variable data postcards with a specific postcard for non-residents of Texas, highlighting the special tuition rate opportunity.

• GOAL: Undergraduate first-year student applications will be 5,000 by fall 2014. (Strategy 2.1.1, Strategy 2.1.4). African American applications will be 800. Hispanic applications will be 1800.
  ○ KEY ACTIVITIES TO SUPPORT GOAL: Continue to refine the communication plans and drive students to apply early. Call Inquiries (via call center) and assess their level of interest and encourage them to apply. Encourage students to apply for admission by highlighting scholarship opportunities. Participate in an increased role with the “Step Up To Success” campaign and drive the event towards having the student who attend, be required to apply for college. Target calls to personalize the connection to WTAMU (distance, ethnicity, major of interest etc.)

• GOAL: Undergraduate first-year student admits will be 3,100 by fall 2014. (Strategy 2.1.1, Strategy 2.1.4). African American admits will be 500. Hispanic admits will be 1100.
  ○ KEY ACTIVITIES TO SUPPORT GOAL: Evaluate communication plans that incorporate email, phone, and snail mail communications. Specific emphasis will be in developing communications to encourage students to complete admission files and meet dates for applying for scholarships, financial aid and housing. Targeted marketing to student in the ACE program and a partnership with AISD in the “Fund your Future” campaign.

• GOAL: Undergraduate first year student enrollments will be 1,650 by fall 2014. (Strategy 2.1.1, Strategy 2.1.4). African American enrollments will be 210. Hispanic enrollments will be 660.
• KEY ACTIVITIES TO SUPPORT GOAL: Promote Buff Promise and continue with our focus of recruitment to schools such as Hereford H.S. that have a strong minority student population. Assistant Directors will call each student admitted to encourage them to register for NSO. Increase service to Hispanic speaking populations of the panhandle through presenting parent information sessions in Spanish through the incorporation of two bilingual employees in the Office of Admissions.

• GOAL: Undergraduate first-year student applications from instate will be 77% and from out of state 23% by fall 2013. (Strategy 2.1.1; Strategy 5.2.4)
  o KEY ACTIVITIES TO SUPPORT GOAL: Increased recruitment travel in out-of-state markets such as Colorado and New Mexico (emphasis will be given to Denver and Albuquerque areas). Marketing to out-of-state to promote programs and cost benefits such as the Texas plus $30 tuition rate. Attend the Rocky Mountain college fair event in Albuquerque and develop the western Oklahoma market through purchasing names of Juniors and Seniors through ACT and NRCCUA.

• GOAL: Increase individual campus visits to match our first-year student enrollment number of 1,650. (Strategy 2.1.1, Strategy 2.1.4)
  o KEY ACTIVITIES TO SUPPORT GOAL: Every opportunity to promote campus visits will be taken (i.e. email, postcards, web, publications, and phone calls). Enhanced tracking of visits will be developed to measure goal attainment. Provide a free gift to all students that attend a campus visit to encourage them to visit campus. Institute a campaign in targeted high schools to promote and encourage visiting WT; provide a unique opportunity and experience to incentivize students to visit. Add a social media push to drive awareness and magnetism for visiting WTAMU through Twitter and the creation of a WT Admissions handle and unique hashtags.

CAMP

• GOAL: To recruit, identify, and select thirty (30) migrant students to participate in the College Assistance Migrant Program (CAMP) at West Texas A&M University. (Strategy 2.1.1, Strategy 2.1.4, Strategy 2.1.5, Strategy 2.1.6)
  o KEY ACTIVITIES TO SUPPORT GOAL: Recruiting and outreach trips to area target schools. Conduct presentations to migrant students, parents, migrant coordinators/counselors and various community groups. Publish and distribute brochures, news releases, applications and maintain web page. Review CAMP applications and required documentation, interview students, determine eligibility and need, and select students with most need for services.
  • OUTCOME: Thirty (30) eligible migrant students will be identified and selected for the CAMP project. The project will serve 100% percent of its funded level.

• GOAL: To provide financial aid advising and assistance 100% of participants which includes, but is not limited to: training stipends, scholarships, room and board, books and supplies, tuition and fees, and student travel that is conducive to their first year success. (Strategy 2.2.1, Strategy 2.2.4, Strategy 2.4.1)
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide up to $3,000 in a CAMP scholarship, $400 for books and supplies per participant each year, and $70 monthly stipend.
Assist applicants and participants with federal and state financial aid and scholarship applications. Review and explain financial aid award and provide loan counseling to participants and parents.

- **OUTCOME:** One hundred (100%) of participants will receive financial aid advising and assistance based on financial need.

- **GOAL:** To provide academic advising and assistance to 100% of CAMP participants that will enable a minimum of 86% of CAMP participants to successfully complete the first academic year. *(Strategy 2.3.1, Strategy 2.3.3, Strategy 2.3.4)*
  - KEY ACTIVITIES TO SUPPORT GOAL: Preview and assess participants’ ACT/SAT scores, high school transcripts, financial aid awards, personal needs. Assist participants with course selection and registration. Provide weekly academic, study skills, developmental and personal advising contacts. Request regular academic progress reports. Provide monthly stipend meetings and workshops. Conduct leadership and service projects with participants. Monitor participants’ class and tutoring attendance, mid-semester grades, financial situation, and work schedule, personal and social health.
  - **OUTCOME:** Eighty-six percent (86%) or more of CAMP students will successfully complete the first academic year.

- **GOAL:** To provide data and follow up services that will verify and ensure that 850% of successful CAMP participants will continue to be enrolled in postsecondary education after successfully completing their first academic year of college. *(Strategy 2.3.2, Strategy 2.3.3)*
  - KEY ACTIVITIES TO SUPPORT GOAL: Verify former participants’ enrollment through the university student information database. Mail and e-mail follow-up correspondence to former participants. Provide academic advising and services to CAMP completers. Advocate and refer former participants to other university help services as needed. Track students’ postsecondary enrollment through the National Student Clearinghouse and maintain CAMP database to verify continued enrollment.
  - **OUTCOME:** Eighty-five percent (85%) of successful CAMP participants will continue to be enrolled in postsecondary education after successfully completing their first academic of college.

**College Talent Search**

- **GOAL:** 90% of “college ready” project participants will complete a rigorous secondary school program and graduate during the project year with a regular secondary school diploma *(Strategy 2.1.1, Strategy 2.1.4).*
  - KEY ACTIVITIES TO SUPPORT GOAL: Project staff will monitor participant’s academic progress and provide needed encouragement and/or referrals to supportive services.

- **GOAL:** 80% of “college ready” participants will enroll in a program of postsecondary education during each budget period (or during the next fall term) *(Strategy 2.1.1, Strategy 2.1.4).*
  - KEY ACTIVITIES TO SUPPORT GOAL: Identify and recruit participants with the ability and desire to pursue postsecondary education. Provide intensive monitoring and technical assistance to ensure subsequent enrollment.

**Financial Aid**

- **GOAL:** Continue to modify/adjust verification processes to meet ever-changing federal standards while seeking to encourage students to file the FAFSA before summer and to provide
requested verification data at least 30 days before the beginning of fall semester for those planning fall enrollment and 30 days before subsequent enrollments. (IMPERATIVE 1)

- **Goal:** Identify at least one new method of obtaining a higher degree of accuracy in projecting reasonable participation in such things as applying/qualifying for Buff Promise and response to Satisfaction Surveys. (IMPERATIVE 1)
  - KEY ACTIVITIES TO SUPPORT GOAL: Use two previously little used or never used methods to identify and contact students regarding such collections. Previously, neither of the above listed groups has been projected to within 75% of actual participation. We will seek new methods to improve projection and by doing this improve the participation in these activities.

**International Students**

- **GOAL:** Increase fall 2014 application counts by 5% over fall 2013. (Strategy 2.1.1)
  - KEY ACTIVITIES TO SUPPORT GOAL: Recruit international students already in the U.S. from community colleges with large numbers of international students seeking to transfer. Implement the use of study agents to recruit students for WTAMU. Participate in overseas recruitment fairs. Raise WTAMU’s profile with USA Education Advising Centers by providing information on cost, scholarship opportunities and available majors. Recruit students from language centers in Texas and throughout the U.S. Keep recruiting brochure and website updated. Increase frequency of communication with prospective students. Utilize EMAS, imaging and workflow to complete files.

- **GOAL:** Increase international enrollment by 3% over previous year. (Strategy 2.1.1)
  - KEY ACTIVITIES TO SUPPORT GOAL: Utilize scholarship opportunities for freshmen, transfers and graduate students. Seek partnerships with foreign universities and U.S. community colleges with large numbers of international transfer students. Maintain contact with admitted students to encourage transition from home country to WTAMU. Update/Include important information for making the transition on the “Newly Admitted” section of the international website.

- **GOAL:** Provide excellent customer service for all international students from inquiry to enrolled status, graduation and beyond. (Strategy 2.1.1)
  - KEY ACTIVITIES TO SUPPORT GOAL: Maintain international student’s website with information on: 1.) application procedures 2.) “Newly admitted” student procedures and 3.) “Current Student” processes. New student orientation will be provided for all incoming students. Assistance with work authorization applications as well as other routine immigration processes will be provided by advisors in the international office. In addition, the office staff will be available during regular office hours for phone inquiries and walk-in traffic. Students will be provided with customer service cards to evaluate ISO services.
Registrar

- GOAL: Work with National Student Clearinghouse to provide online Verification of Enrollment to students. This would provide a link on Single Sign On to their database so students could print enrollment verifications on demand. Since we don’t transmit “Pre-Enrollment Information” (enrollment prior to census date) to the NSC we plan to create an in-house electronic form that can come directly to our office to take care of those requests. (IMPERATIVE I).
  - KEY ACTIVITIES TO SUPPORT GOAL: Work with NSC and our IT department to deploy Student Self-Service and to create an online form for the pre-enrollment requests.

- GOAL: Complete Phase 2 of the Parchment (formerly AVOW) implementation. This involves automating the process where the Parchment site will receive the request for a pdf, query our Colleague database for the student/holds/etc., pull the transcript data to their site and process the request – without staff intervention. Ellucian is in the process of delivering a bridge (Spring 2014) that will take care of this process so we won’t have to write a custom program. (IMPERATIVE I).
  - KEY ACTIVITIES TO SUPPORT GOAL: Await release of software from Ellucian and then work with our IT staff, Ellucian and Parchment to test and then implement the automation of pdf transcripts.

- GOAL: Implement Ellucian’s Student Planning across campus and develop training sessions for faculty, advisors and students on using that software. This software will help a student plan their educational career alongside assistance from their advisor so they can have a clear path to graduation. (IMPERATIVE II).
  - KEY ACTIVITIES TO SUPPORT GOAL: Work closely with IT, Advising Services and the Dean’s Offices to ensure that the foundation work is well established with Degree Audit and other Colleague system setup to maximize efficiency in Student Planning.

- GOAL: Continue to move paper forms to online electronic submission. Forms on our list to move forward on are: Withdrawal Request Form (secured behind SSO), Change of address link back live in Buff Advisor, and an online transcript request form for current students so they can request free copies for Friday processing (secured behind SSO).
  - KEY ACTIVITIES TO SUPPORT GOAL: Work with IT to create online forms and submission process for each of these items. The Address Change Link in Buff Advisor will need to be tested in the r18TEST account (sis2 on web) before putting back into the LIVE account for student use.

- GOAL: Assist Business Office, Admissions and IT in implementing the Fixed Tuition Rates which go into effect in Fall 2014.
  - KEY ACTIVITIES TO SUPPORT GOAL: Requires Ellucian consulting for guidance and then developing a process to assign cohort groups to both current WTAMU students and new students who will be enrolling.

- GOAL: Move from CollegeNet’s R25 room scheduling software to EMSCampus for classroom scheduling. This software will have additional features not currently available to us such as finals scheduling using our finals template and a Campus Planning Interface that Departments and Deans can use to create their course schedule instead of relying on excel worksheets to do
that. It also has an optimizer that can produce various scenarios of class placement and room utilization.

- **KEY ACTIVITIES TO SUPPORT GOAL:** Dependent upon campus continuing to move forward to purchase the system for across campus use. Will require IT support to setup software and staff time to transfer/recreate setup from R25 to EMSCampus.

**Scholarship Services**

- **GOAL:** Enhance the online scholarship application with focus on improving the resume application feature for new students and also, creation of passwords. *(IMPERATIVE 2)*
- **KEY ACTIVITIES TO SUPPORT GOAL:** Work closely with IT to allow new students that complete the online scholarship application to use their buffalo old card number to resume the application. Currently, new students must use the application ID number. Also, the application requires students to establish a password and due to security, the password has certain constraints. This has caused much confusion for students. Scholarship Services will meet with IT for solutions.

- **GOAL:** Implement and evaluate scholarship awarding changes and report to the Scholarship Financial-Aid Committee. *(IMPERATIVE 2)*
- **KEY ACTIVITIES TO SUPPORT GOAL:** Scholarship Services will collect data and compile reports of all awards made to incoming freshmen and transfer students. Additionally, scholarship accounts will be closely monitored with reporting to the Scholarship-Financial Aid Committee at the end of the awarding period.

- **GOAL:** Provide training to scholarship coordinators on running query reports in Informer so that they can obtain the criteria required for their scholarships. These are scholarships that students select on the scholarship application. *(IMPERATIVE 2)*
- **KEY ACTIVITIES TO SUPPORT GOAL:** After the 2013-2014 awarding period, Scholarship Services will train scholarship coordinators on running query reports in Informer. When students complete the online scholarship application, there is a “Scholarship Selection” section that includes approximately 60 scholarships for students to select if they meet the criteria. These scholarships contain specific criteria and once the student selects the scholarship, their name is placed on a report for that specific scholarship. After the report is compiled of all students that select the specific scholarship, Scholarship Services runs query reports for the other criteria specified in the scholarship to ensure they are qualified. For example, GPA, active major, classification, etc. Having more than 60 scholarship reports, the process of running these reports is extremely time-consuming for Scholarship Services. Therefore, scholarship coordinators will be trained on running their own reports.

**Upward Bound**

- **GOAL:** 90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. *(Strategy 2.3.2, Strategy 2.3.3)*
- **KEY ACTIVITIES TO SUPPORT GOAL:** Provide supplemental and basic instruction in science, Math and English, tutoring and other services is assisting participants in achieving desired outcome.
  - **OUTCOME:** Nighty percent (90%) or higher of graduating seniors will achieve proficient level on their high school state assessments in reading/language arts and math.
• GOAL: 90% of project participants served during the project period will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. ([Strategy 2.3.2, Strategy 2.3.3])
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide academic advising, tutoring, and supplemental instructional and other cultural and social support services to participants.
    • OUTCOME: Ninety percent (90%) or more of the 2013-2014 participants will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school.

• GOAL: 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. ([Strategy 2.1.1, Strategy 2.1.4])
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide pre-college advising contacts, college visits, ACT/SAT test preparation instruction, financial aid and senior parent workshops. Assist seniors in applying for admissions and financial aid.
    • OUTCOME: Seventy percent (70%) of more of the 2014 graduated seniors will enter postsecondary education by the fall or spring term after high school graduation.

• GOAL: 40% of all UB participants who enrolled in a program of postsecondary education during the fall or spring term immediately following high school graduation will continue to be enrolled toward an associates or bachelor’s degree within six years. ([Strategy 2.2.1, Strategy 2.1.4, Strategy 2.1.6, Strategy 2.3.2])
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide follow up academic and financial aid advising to former students. Refer students to the student success center and other help services on their respective campuses.
    • OUTCOME: Forty percent (40%) or more of the 2013 high school graduates will continue to be enrolled toward an associates or bachelor’s degree within six years.

Upward Bound Math and Science
• GOAL: 90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. ([Strategy 2.3.2, Strategy 2.3.3])
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide supplemental and basic instruction in science, Math and English, tutoring and other services is assisting participants in achieving desired outcome.
    • OUTCOME: Nighty percent (90%) or higher of graduating seniors will achieve proficient level on their high school state assessments in reading/language arts and math.

• GOAL: 90% of project participants served during the project period will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. ([Strategy 2.3.2, Strategy 2.3.3])
  o KEY ACTIVITIES TO SUPPORT GOAL: Provide academic advising, tutoring, and supplemental instructional and other cultural and social support services to participants.
    • OUTCOME: Ninety percent (90%) or more of the 2013-2014 participants will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school.
- **GOAL:** 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. **Strategy 2.1.1, Strategy 2.1.4**
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Provide pre-college advising contacts, college visits, ACT/SAT test preparation instruction, financial aid and senior parent workshops. Assist seniors in applying for admissions and financial aid.
    - **OUTCOME:** Seventy percent (70%) of more of the 2014 graduated seniors will enter postsecondary education by the fall or spring term after high school graduation.

- **GOAL:** 40% of all UB participants who enrolled in a program of postsecondary education during the fall or spring term immediately following high school graduation will continue to be enrolled toward an associates or bachelor's degree within six years. **(Strategy 2.2.1, Strategy 2.1.4, Strategy 2.1.6, Strategy 2.3.2)**
  - **KEY ACTIVITIES TO SUPPORT GOAL:** Provide follow up academic and financial aid advising to former students. Refer students to the student success center and other help services on their respective campuses.
    - **OUTCOME:** Forty percent (40%) or more of the 2013 high school graduates will continue to be enrolled toward an associates or bachelor’s degree within six years.

**IV. Unit Accountability Measures.**

Each unit continues to use the following accountability measures to assess performance for the 2012-2013 year:

- Quantitative improvements from the prior year, with pre-determined percentage or total increases. May also include number of activities or events.
- Qualitative measurements, such as from student satisfaction surveys.
- Key Accountability Measures as identified by the Texas Higher Education Coordinating Board, including peer institution measures.

The following are results for each unit for the Enrollment Management Division **Student Satisfaction with Services Survey:**

**Admissions**

- **Plan for distribution.** Staff will hand out the survey card to students who walk-in to the front office for service and all staff members have attached a link to an online survey in their email signature for those who interact with the office via email. For students and families touring our campus they will be encouraged to fill out an online survey of their campus tour experience.
- **Expected return rate.** Expect to receive on average 20 service responses a week, and additional 5-10 visit responses a week.
- **Expected satisfaction level.** An average satisfaction rate of 90% or higher expressing "satisfied" or "very satisfied" from all components of the survey is expected.
  - **OUTCOMES:** A total of 325 cards were received; 69% of the responses expressed "very satisfied," 23% were expressed "satisfied" (93% satisfaction rate), 4% were "neutral," and 2% were "not satisfied" with .5% "dissatisfied" with regard to information provided, help from staff, and wait time for services.
CAMP
The CAMP unit’s strategic planning is driven by stated goals and objectives in the grant proposal. All unit resources, activities and services are designed to help achieve the stated goals and objectives within the grant proposal. Achievement of these goals and objectives is determined by monthly formative assessment of progress toward the stated benchmarks and through the required Annual Performance Report to the U.S. Department of Education. These are the accountability measures used to assess performance for the 2012-2013 year.

The evaluation plan for CAMP project has the following objectives: 1) measure the progress in achieving funded objectives; 2) measure effectiveness in meeting the purpose of the CAMP project; 3) measure the effect of the project on participants being served and 4) utilize evaluation data for making programmatic changes. The CAMP project objectives are designed to be measurable. This provides for effective evaluation. Assessments of project activities will be made on an on-going basis to allow for any changes necessary to accomplish the project goals and objectives.

- **Plan for distribution.** Staff will hand out the survey cards at the monthly CAMP stipend meeting. Staff will ask the students to return the cards at the end of the meeting.
- **Expected return rate.** The expected return rate is 100% for those handed out.
- **Expected satisfaction level.** An average satisfaction rate of 10% very satisfied, 60% “satisfied,” 30% “not satisfied,” and 0% “dissatisfied” from all components of the survey is expected.
  - OUTCOMES: A total of 163 cards were received; 70.5% of the responses expressed “very satisfied,” 28.8% of the responses expressed “satisfied” (100% satisfaction rate), 4.0% responded “neutral,” 0.0% were “not satisfied” and 0.0% were “dissatisfied” to the questions regarding information provided, help from staff, and wait time for services.

College Talent Search
- **Plan for distribution.** Counselors will give one survey card to each student (80%) at the end of each meeting. Students will be asked to place the card in the survey envelope. Counselors will return the envelope to our offices once weekly. All student contacts occur in remote sites.
- **Expected return rate.** The expected return rate is 30% of the anticipated 80 surveys distributed monthly. It will be unlikely that a student would not return the card prior to leaving the session.
- **Expected satisfaction level.** An average satisfaction rate of 90% or higher expressing “satisfied” or “very satisfied” from all components of the survey is expected.
  - OUTCOMES: A total of 827 cards were received; 90% of the responses expressed “very satisfied,” 10% of the responses expressed “satisfied” (100% satisfaction rate), 0% responded “neutral,” 0% was either “not satisfied” or “dissatisfied” to the questions regarding information provided, help from staff, and wait time for services.

Financial Aid
- **Plan for distribution.** Multiple distribution points were continued and phone surveys were implemented.
- **Expected return rate.** The return rate continues to be 50 surveys returned per month.
- **Expected satisfaction level.** The satisfaction level continues to be very high.
  - OUTCOMES: The return rate continues to fall short of expectations with a monthly average number returned are 10 per month. For the year, only one “dissatisfied” was reported and two “satisfied” were given. All other responses fell into the “very satisfied” category.
International Students

- **Plan for distribution.** Every attempt is made to distribute customer service cards at the conclusion of each advising session or customer service contact.
- **Expected return rate.** At least 10 cards for month.
- **Expected satisfaction level.** An average satisfaction rate of 90% or higher expressing “satisfied” or “very satisfied” from all components of the survey is expected.
  - OUTCOMES: 77 customer cards were collected from September 2012 thru August 2013 with 79% responses of “very satisfied,” 15% “satisfied” for a total of 94% satisfaction rate, 6% responded “neutral,” 0% “not satisfied” and 0% ‘Dissatisfied.’ Although we did not meet our goal of at least 10 customer cards per month the overall collection of cards was up by 28 cards.

Registrar

Each unit continues to use the following accountability measures to assess performance for the 2012-2013 year:

- Quantitative improvements from the prior year, with pre-determined percentage or total increases. May also include number of activities or events.
- Qualitative measurements, such as from student satisfaction surveys.
- Key Accountability Measures as identified by the Texas Higher Education Coordinating Board, including peer institution measures.

The following are results for each unit for the Enrollment Management Division **Student Satisfaction with Services Survey**:

- **Plan for distribution.** Staff will hand out the survey card to every student who comes to the front counter for service and all staff members have attached a link to an online survey in their email signature for those who interact with the office via email as opposed to face-to-face.
- **Expected return rate.** The expected return rate is 33% for those handed out.
- **Expected satisfaction level.** An average satisfaction rate of 98% or higher expressing “satisfied” or “very satisfied” from all components of the survey is expected.
  - OUTCOMES: A total of 56 cards were received for the 2012-2013 academic year; 90% of the responses expressed “very satisfied,” 10% of the responses expressed “satisfied” (100% satisfaction rate), 0% responded “neutral,” 0% were “not satisfied” and 0% were “dissatisfied” to the questions regarding information provided, help from staff, and wait time for services. The 100% satisfaction rate was up from 92% in the prior year.

Scholarship Services

- **Plan for distribution.** Staff will hand out the survey card to students who walk-in to the front office for service and all staff members have attached a link to an online survey in their email signature for those who interact with the office via email.
- **Expected return rate.** Expect to receive an average of 30 responses a month.
- **Expected satisfaction level.** An average satisfaction rate of 95% or higher expressing “satisfied” or “very satisfied” from all components of the survey is expected.
  - OUTCOMES: A total of 173 surveys were returned; 81.7% of the responses expressed “very satisfied,” 16.3% of the responses expressed “satisfied” (98% satisfaction rate), 1.2% were
"neutral," and 0.4% were "not satisfied" with 0.4% "dissatisfied" with regard to information provided, help from staff, and wait time for services.

**Upward Bound**
The unit's strategic planning is driven by stated goals and objectives in each grant proposal. All unit resources, activities and services are designed to help achieve the stated goals and objectives within each grant proposal. Achievement of these goals and objectives is determined by monthly formative assessment of progress toward the stated benchmarks and through the required Annual Performance Report to the U.S. Department of Education. The Upward Bound project goals are to have 90% of graduating seniors achieve proficient level on their high school state assessments in reading/language arts and math, 90% of participants continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma, 70% enter postsecondary education after high school graduation, and 40% percent graduate with an associate or bachelor's degree within six years.

The evaluation plan for West Texas A&M University's Upward Bound project has the following three objectives: 1.) measure the progress in achieving funded objectives; 2.) To measure effectiveness in meeting the purpose of the Upward Bound project, and; 3) To measure the effectiveness of the project on participants being served, including any members or groups of identified higher risk participants. The process used by the project to collect information, to evaluate and measure project objectives is through use of the Upward Bound database system and documentation in participants' files.

- **Plan for distribution.** Upward Bound will mail the survey cards out mid-semester and also hand out the cards during the last Academic Saturday each semester.
- **Expected return rate.** The expected return rate is 65% for those mailed.
- **Expected satisfaction level.** An average satisfaction rate of 10% very satisfied, 60% "satisfied," 30% "not satisfied," and 0% "dissatisfied" from all components of the survey is expected.
  - **OUTCOMES:** A total of 84 cards were received; 70.2% of the responses expressed "very satisfied," 33.33% of the responses expressed "satisfied" 7.0% responded "neutral," 0.0% were "not satisfied" and 0.0% were "dissatisfied" to the questions regarding information provided, help from staff, and wait time for services.

**Upward Bound Math and Science**
The unit's strategic planning is driven by stated goals and objectives in each grant proposal. All unit resources, activities and services are designed to help achieve the stated goals and objectives within each grant proposal. Achievement of these goals and objectives is determined by monthly formative assessment of progress toward the stated benchmarks and through the required Annual Performance Report to the U.S. Department of Education. The Upward Bound Math and Science project goals are have 90% of graduating seniors achieve proficient level on their high school state assessments in reading/language arts and math, 90% of participants continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma, 70% enter postsecondary education after high school graduation, and 40% percent graduate with an associate or bachelor's degree within six years.

The evaluation plan for West Texas A&M University's Upward Bound project has the following three objectives: 1.) measure the progress in achieving funded objectives; 2.) To measure effectiveness in meeting the purpose of the Upward Bound project, and; 3) To measure the effectiveness of the project on participants being served, including any members or groups of identified higher risk participants. The
process used by the project to collect information, to evaluate and measure project objectives is through use of the Upward Bound database system and documentation in participants’ files.

- **Plan for distribution.** Upward Bound will mail the survey cards out mid-semester and also hand out the cards during the last Academic Saturday each semester.
- **Expected return rate.** The expected return rate is 65% for those mailed.
- **Expected satisfaction level.** An average satisfaction rate of 10% very satisfied, 60% “satisfied,” 30% “not satisfied,” and 0% “dissatisfied” from all components of the survey is expected.
  - **OUTCOMES:** A total of 178 cards were received; 86.5% of the responses expressed “very satisfied,” 18.5% of the responses expressed “satisfied” 5.0% responded “neutral,” 0.0% were “not satisfied” and 0.0% were “dissatisfied” to the questions regarding information provided, help from staff, and wait time for services.

V. Other Department Accomplishments

**Admissions**

- Continued to refine and improve processes for working admission files and evaluating transcripts. Received funding for addition of an Assistant Director — Evaluations Coordinator position. Lean Six Sigma project initiated over transfer credit evaluation process. Two staff members attended the TACRAO conference in El Paso. Continued improvement and communication of Destination WT program for transfer students. Enhanced admitted student communications. Enabled academic departments (PSES, CDIM) to call prospective students to aid in completing admissions process. Hosted workshops in Lubbock and in Amarillo for high school and community college counselors. Continued travel in Colorado in Denver and Colorado Springs areas. Developed plan for using Twitter to reach prospective students. Advertised Pre University Program to expanded participating ISDs.

**College Talent Search**

- Talent Search: Met all federal guidelines and met all objectives while serving 504 students in the federally funded $220,000 Talent Search program.
- **Funding:**
  - Competed for and won an additional $40,587 in funds from the Amarillo Area Foundation, Partners for Postsecondary Success grant funded by the Bill and Melinda Gates Foundation. Funds will be used to increase outreach activities in Amarillo.
  - Secured $200,000 in Texas Workstudy Mentorship Program from the Texas Higher Education Coordinating Board. Funds will be used to support scholarship/wages to WTAMU Collegiate G-Force Mentors.
  - Competed for and won a $50,000 grant from the Texas Higher Education Coordinating Board’s College Access Challenge Grant. Funds will be used to promote college access activities and the Generation Texas Campaign throughout the Texas-Panhandle.
- **Mobile Go Center:** Key Accomplishments include the securing of an additional $8,000 in funds to support the WTAMU Mobile Go Center through the coordination of grant activities.
- **University Outreach:** Sent out 39 packets of WT information to classrooms across the country.
- **Tours:** Led 38 tours for 2,579 students younger than those targeted by Admissions.
- **Summer Peer Mentoring:** The department played a significant role in the Summer Peer Mentoring Program for provisionally admitted students.
• Clinton Global Initiative: Served 150 students and parents through this project. We enrolled 21% of identified students at WTAMU and 56% at other post-secondary institutions. Total post-secondary enrollment: 77%. The project continues to be in contact with identified students enrolled in other institutions to encourage a successful transfer to WT.

• ACE Scholarship Program: Key accomplishments was the development of a Datatel report which coordinates information from multiple WT offices including Admissions, Financial Aid, Scholarship, Business Office and Institutional Research. This report will facilitate the enrollment and tracking of hundreds of students funded by the Amarillo Area Foundation.

• TACHE: Our department remains the headquarters of the Texas Association of Chicanos in Higher Education. We provide staff oversight and resource management for this mutually beneficial partnership.

Financial Aid
• Added Financial Aid Facebook page as means of keeping students informed concerning deadlines, availability, news, and suggestions.
• Some benchmarks were met, others were exceeded, but the primary goal of “being current” was far exceeded (goal 10/14/12, actual 9/7/12). The decreased overall number of verifications is attributable to the revised verification regulations/guidelines.
• Put into place “shopping sheet” (more detailed explanation of financial aid award, consistent with other institutions) for 2013-14 award period, with assistance from Information Technology.
• Launching a more comprehensive online Net Tuition Calculator, with assistance from Communications and Marketing.

International Students
• Recruitment fairs and high school visits in Quito Ecuador. Community college recruitment fairs in Dallas and Houston.
• Implementation of document scanning for all application materials.
• Care packages (linens, towels, toiletries) were given to each new student upon arrival.
• Organized 1st ever flag parade for International Expo

Registrar
• Staff members from the Office of the Registrar have served on various campus task forces and committees and contributed to campus wide discussions related to the academic calendar, information technology, instructional technology, enrollment management, undergraduate admission appeals, suspension appeals and reinstatements, and orientation for both freshmen and transfers.
• Worked with IT and the Education on Demand Office (formerly Continuing Education) to put their correspondence and extension courses online so that students could enroll for them seamlessly effective Fall 2013.

Scholarship
• We continue to increase the number of applications submitted. For the 2012-2013 academic year we had 5,502 applications submitted compared to 5,138 in 2011-2012, an increase of 364 applications.
• We enhanced the online scholarship application to allow students to retrieve the previous year’s application, update, and resubmit for the current year.