



# **UHV** **QUALITY** **ENHANCEMENT** **PLAN** **2024**



# **University of Houston-Victoria**

## **Quality Enhancement Plan**

### **5C for UHV: Cultivating Campus Culture with Creative Collaboration**

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## Executive Summary

Across the landscape of higher education—especially in the wake of the COVID-19 pandemic—colleges and universities are exploring strategies for increasing student retention, persistence, and graduation. One thing is clear: Promoting student success requires intentional initiatives across a multi-faceted approach.

Throughout the Quality Enhancement Plan (QEP) development process, the University of Houston-Victoria (UHV) faculty, staff, students, and administrators identified student retention as a critical need across the institution—especially for students who struggle academically. To this end, UHV has developed *Cultivating Campus Culture with Creative Collaboration for UHV (5C for UHV)*. *5C for UHV* focuses on improving retention for students with grade point averages of 2.0 or lower via the following interventions:

- **Targeted mentoring for students** by UHV faculty and staff.
- **Streamlined processes** for advising, communication, and predictive modeling by utilizing EAB Navigate more comprehensively (building on precedents established by the Center for Student Success).
- **Enhanced personal and professional skill development** through workshops and seminars that leverage campus expertise and community resources for the benefit of students (building on existing programs such as BRIDGE to Brilliance, Innovation Collective, First Year Seminar, Career Development Center, and Title III endeavors.)

This topic was derived through a comprehensive strategic planning and evaluation process involving stakeholders across the institution during a three-year period. *5C for UHV* aligns with UHV’s mission, which promotes excellence in teaching and professional engagement. It is also in alignment with goals as outlined in the 2023-2028 Long-Range Strategic Plan, including Growth Goal 1: Continually enhance the quality of our student experience, Growth Goal 2: Promote and expand access to education, and Growth Goal 3: Increase community engagement.

### QEP Student Success Outcome: Retention

Within this QEP, UHV has set the following outcome: Students who participate in *5C for UHV* for at least one academic year will have retention rates (a) higher than students who do not participate and (b) higher than current retention rates. Specific retention measures include:

- Increase 1-year fall-to-fall retention of TSI Incomplete First-time students (Baseline: 55%)
- Increase 1-year fall-to-fall retention of sophomores with GPA $\leq$ 2.0 (Baseline: 39%)
- Increase 2-year fall-to-fall retention of TSI Incomplete First-time students (Baseline: 30%)
- Increase 2-year fall-to-fall retention of sophomores with GPA $\leq$ 2.0 (Baseline: 39%)

## QEP Development Framework (Standard 7.2.a)

UHV used a two-year, university-wide process to involve key stakeholders in all aspects of the development of the QEP. Each stage of the process included input from faculty, students, and staff. The development process began in May 2021 with a university-wide call for proposals based on a framework and criteria formulated by the Offices of Institutional Research and Effectiveness and Curriculum and Student Achievement (Appendix A). In addition, QEP development was happening in tandem—and in alignment—with the development of UHV’s new strategic plan (see Standard 7.1). The framework devised multiple committees to formulate the QEP:

- 1) Dialog:** This committee was charged with engaging with internal and external stakeholders to identify potential QEP topics.
- 2) Topic Selection:** This committee was charged with evaluating proposals for the QEP based on feedback from internal and external stakeholders.
- 3) Design:** Based on the feedback and analysis of each of the previous committees, this committee composed the specific operational framework for the QEP, which included a refined focus statement and specific interventions designed to bring the outcomes to fruition.
- 4) Implementation:** The Director of Institutional Success (job description enclosed in Appendix B) in conjunction with a committee of faculty, staff, students, and community members will disseminate the QEP and oversee its execution across the entire campus.

This framework embraces SACSCOC Core Requirement 7.2 for the inclusion of “broad-based support of institutional constituencies” in the development and implementation of the QEP.

### 1) Dialogue Committee: Soliciting Input from the Campus Community

This committee was comprised of ten faculty, staff, and student volunteers solicited by the Office of Curriculum and Student Achievement. In the Fall of 2021, the committee collected feedback on the three proposals that were submitted by a variety of faculty, staff, administration, and community members. The proposals were distributed to the entire campus community for consideration, feedback, and evaluation. Moreover, the committee hosted several town hall meetings with faculty, staff, and students (99 attendees) to discuss the submitted proposals. Based on feedback from these constituencies, the committee identified five areas of focus:

- Preparation of the students to be career-ready, including oral and written communication skills
- Development of research-based and experiential learning opportunities
- Improvement of retention and graduation rates
- Development of students’ critical thinking skills
- Enhancement of numerical literacy

In their final report, the committee concluded that not one proposal sufficiently addressed the areas of concern. However, the committee indicated that specific aspects of each proposal might help address the concerns.

## 2) Topic Selection Committee: Expanding the Idea

This committee reflected the institution's diversity and consisted of eight faculty, students, and staff volunteers. This group reviewed the feedback from the QEP Dialogue Committee and town hall sessions. They also reviewed institutional data related to student demographics, engagement, and retention and developed and explored institutional resources that promoted student success in the five focus areas identified by the Dialogue Committee.

The committee's review of institutional effectiveness data as well as student opinion polls indicated that while there were sufficient interventions and engagement opportunities for first-year students (the focus of UHV's previous QEP), many students felt lost following their first year. In addition, the committee found that the needs of students changed as they progressed in their degrees and student support resources were not readily available beyond their first year. Furthermore, data trends indicated that the absence of structured programming (like that provided through UHV's first-year seminar courses) resulted in decreased utilization of available student support services.

The committee's report noted that integrating students into the larger UHV and local community would help them persevere throughout their education. As part of this integration, the committee's research indicated that internships and other high-impact practices (Kuh, 2008) were critical in helping students remain engaged as well as developing the transferable skills needed to succeed in their future endeavors.

Ultimately, the topic proposed by this committee was *Engagement: Campus, Community, and Career*.

## 3) Design Committee: Narrowing the Focus

This committee consisted of eighteen faculty, students, and staff volunteers, which represented a wide swath of divisions, departments, and units. Given the feedback from the Topic Selection Committee as well as the abundance of talent and expertise inherent in the committee's membership, this group formulated an implementation plan. This committee did a further dive into student data and discovered that students most at risk of not continuing their education were those with a cumulative GPA below a 2.0:

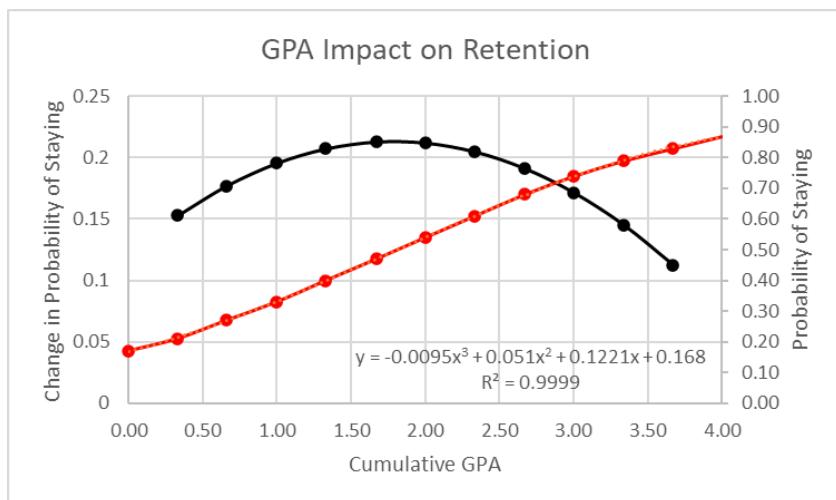


Figure 1: The impact of Cumulative GPA on the probability that a student will continue to enroll.

Data is drawn from predictive probability analytics using data from 869 students at the freshman and sophomore level. The red line is the probability that a student will reenroll in coursework the following semester. The black line is the change in probability (first derivative of the red line) that a student will reenroll. The vertex of the first derivative is at a GPA of 1.79, meaning this is where GPA has the most impact on reenrollment.



Moreover, the data indicated that no single group of students is affected (e.g. first generation or minority students); this information also correlates with the report of the Retention Committee<sup>1</sup> that found UHV student retention rate lagged beyond the norm for many similar institutions:

1-Year Persistence - Fall 2019-2020				2-Year Persistence - Fall 2019-2020			
Institution	Cohort	Persisted	Rate	Institution	Cohort	Persisted	Rate
UHV	301	233	77.4%	UHV	305	179	58.7%
UT at Dallas	3997	3734	93.4%	UT at Dallas	3740	3276	87.6%
UT San Antonio	4342	3889	89.6%	UT San Antonio	4856	3977	81.9%
UHCL	266	228	85.7%	UHCL	244	207	84.8%
UNT-Dallas	390	279	71.5%	UNT-Dallas	343	208	60.6%
<b>Texas</b>			<b>87.6%</b>	<b>Texas</b>			<b>81.4%</b>

Source: THECB, 2020

Table 1: Comparison of Persistence in Institutions Similar to UHV in Texas.

1-year persistence is for students starting in Fall 2018 and 2-year persistence is for students who started in Fall 2017

As a Hispanic-Serving Institution (HSI), UHV has a large percentage of students that are the first in their family to go to college (Table 2, located on page 10). According to recent studies conducted by the Center for First-Generation Student Success, first-generation and underserved students are less likely to use academic support services (Center for First-generation Student Success [Fact Sheet]). As a result, navigating the complexities of the higher education landscape can pose challenges for many of these students. Thus, additional support interventions such as mentoring (by faculty and staff members) could possibly help students overcome these challenges and remain enrolled at UHV.

Given these data trends, the Design Committee identified mentoring as a concrete strategy for promoting student retention and success. Through mentorship, students can engage in collaborations that transcend traditional academic boundaries, as experienced faculty and staff members can guide and inspire students to explore their academic journey, providing invaluable support and guidance. Moreover, this culture of collaboration can extend beyond the classroom, creating a vibrant community, where individuals from diverse backgrounds exchange ideas and perspectives. This emphasis can enrich the learning experience and cultivate a sense of teamwork and shared accomplishment, preparing students for success in their academic and professional journeys.

Based on their research of best practices in mentoring, the Design Committee recommended that cumulative GPA (rather than solely first-generation or underserved students) should be a key criterion in determining which students are invited to participate in the UHV mentoring program. As a result, UHV can reach a broader group of students regardless of their classification or demographics and focus the QEP effort and resources on students most likely to benefit from this intervention. In addition to linking students into existing programs on campus, faculty and staff mentors will work with students in both one-on-one and group sessions. We envision that these collaborations will also extend to the larger UHV community and include alumni and local industry professionals and community leaders.

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<sup>1</sup> The Retention Committee was convened during the 2020-2021 academic year, prior to any development of the QEP. While not directly connected to the QEP development process, recommendations of this committee include streamlining advising processes and developing concrete metrics for assessing retention.



Ultimately, the Design Committee finalized the QEP as *Cultivating Campus Culture with Creative Collaboration* (“5C for UHV”), which would focus on promoting and facilitating structured mentoring relationships between faculty/staff and students, specifically for those students with GPAs lower than 2.0. In the next five years, 5C for UHV will underscore UHV’s commitment to foster a dynamic and engaging environment for its at-risk students.

#### **4) Implementation Committee: Bringing the Plan to Fruition**

The Director of Institutional Success, with a committee of faculty, staff, students and community members, will disseminate the QEP and oversee its execution across the entire campus. This committee will help implement the project plan, timeline, and budget to ensure maintenance and completion of the QEP, while allowing for data-driven adjustments to maximize student learning impact. Additionally, this committee will work with the Office of Institutional Research and Effectiveness to assess the specific interventions detailed in the QEP and determine which innovations and continuous improvements will be institutionalized after the QEP cycle has expired.



## **Literature Review**

UHV is a Hispanic Serving Institution (HSI). HSIs are established under the Higher Education Opportunity Act Title V (2008) and strive to meet the needs of all students. Many students beginning their undergraduate studies at UHV are first-generation and/or minority students. Some everyday struggles among these students include adjusting to university life, feeling a sense of belonging, staying in school, and securing adequate funds, which could impact academic success and retention.

### ***Academic Self-Concept***

Karaman et al. (2021) reported that the number of HSIs continues to grow nationwide, and one salient challenge among these students is developing a positive academic self-concept. This term encompasses a student's background (i.e., socioeconomic status, parents' level of education, and race), university features (e.g., HSIs tend to reflect Hispanic identities), and interactions with professors and staff (Cuellar, 2014). To illustrate this point, Nunez (2009) found that the academic self-concept of Hispanic first-year students was strengthened when they reported positive interactions with their professors. Notably, they expressed lower academic self-concept in their sophomore year when they had unfavorable interactions and less meaningful contact with their professors. Consistent with Nunez's findings, Cuellar (2014) reported that a student's background was the most significant predictor of academic self-concept in a study involving 2,123 Hispanic students at 249 universities. In the same study, Cuellar found that minority students demonstrated a more positive academic self-concept when they perceived their professors were interested in their progress and well-being. This research suggests that students at HSIs, like UHV, would benefit from intentional efforts to support their academic progress, belongingness, and emotional well-being. One way to help boost retention and academic success among these students is to provide a mentoring platform involving faculty/staff and identified at-risk students.

### **Mentoring**

Researchers define mentoring in slightly different ways, but Cohen (2001) defined it as "an active relationship between student and teacher in which the mentor provides the opportunity for guided reflection" (p. 54). Vanderbilt University professor Rose and colleagues (2022) conducted a mentoring study with healthcare students and professors at the University of Zambia, demonstrating successful outcomes for mentors and mentees. They defined mentoring as a "formal or informal relationship between experienced and less experienced individuals that promotes professional and personal growth" (p. 489). In the same way, Ismail and colleagues (2023) carried out a study in Malaysia and characterized successful mentoring as having effective communication and "sufficient support" (p. 1234). In sum, mentoring embraces an intentional relationship between the mentor and the mentee, promoting awareness, effective communication, and mutual personal and professional growth, leading to skill acquisition, greater confidence, and achievement.

There is strong evidence for positive mentoring outcomes between university faculty and students. According to Hastings and Sunderman (2020), successful mentoring creates pathways for building student leaders and improving academic and behavioral outcomes. Earlier studies, such as Pascarella et al. (2005), emphasized the importance of positive faculty-student interactions that correlate strongly with positive learning and belonging. Additionally, Lopato (2010) reported that successful mentoring led to significant academic gains among students. Echoing similar results, the Wabash

Study of Liberal Arts Education (2013) identified that effective interactions between professors and students were significantly associated with successful learning outcomes. As cited in McKinsey (2016), the Gallup-Purdue Index, based on 30,000 college graduates, revealed that “those who are most engaged in their current work and who feel the greatest sense of general well-being had faculty in college who made them ‘excited about learning,’ cared about them ‘as a person,’ or served as a ‘mentor who encouraged [them] to pursue [their] goals and dreams’” (Ray & Kafka, 2014, p. 1). A comprehensive mentoring strategy reversed academic decline, learned helplessness, and erosion of self-esteem; mentoring interactions disrupted negative thought patterns and promoted more effective academic approaches and degree completion (Wilson et al., 2012).

Furthermore, Crisp and Cruz (2009) argued that mentoring benefits mentors and mentees because they grew in tandem as the challenges changed over time. Osborn and Karukstis (2009) shared comparable results. They noted that professors who mentored students experienced increased satisfaction in teaching, research, and student interactions. Students are more likely to engage with faculty as mentors if they communicate with faculty earlier in their college careers (Fuentes et al., 2014). In addition, those mentoring relationships can also promote socialization into a profession or academic discipline, further promoting students’ pursuit of specific degree programs (Brodeur et al., 2017).

Even with strong evidence confirming the positive benefits of mentoring, there are inconsistencies among American universities prioritizing mentor training for faculty and staff (Lunsford et al., 2016). Anderson and Wellen (2023) indicated that professors are not typically taught how to mentor students during their doctoral studies. However, as doctoral students, they are mentored in research, dissertation writing, and publishing. While these mentoring experiences enrich one aspect of higher education, doctoral students are typically unprepared to mentor their future students outside of research-related matters. To reduce the disparity in faculty mentorship, Lunsford et al. (2016) conducted a study with a mentorship component involving faculty and undergraduate students working together on research projects. Their results showed that participating students experienced greater success and satisfaction from being mentored. The mentors also reported feeling satisfied and having a greater awareness of the benefits of mentoring.

These findings are encouraging and provide a means for first-generation and minority students to succeed in HSIs. Indeed, Delbanco (2023) asserted that mentoring naturally fits within the framework of American colleges and universities because young people are transitioning from adolescence to adulthood, which opens opportunities for mentoring. Many studies show that mentoring promotes minority and first-generation students. For example, Tram et al. (2023) reported that minority students reported a greater “cultural fit” and greater satisfaction with their college experience when they were mentored (p. 51). The students were mentored by faculty from different races who were interested in seeing their students succeed. Along the same lines, Crisp and Cruz (2009) found similar results between mentorship and first-generation students who succeeded academically, increased their college retention, and boosted their determination to stay the course.

In a time when universities have limited resources and want to provide effective ways to help students, mentoring is a way for faculty and staff to build meaningful relationships and support students. When students feel supported and see a pathway to success, they are more inclined to work hard and stay in school. Boyer (1996) noted that influential mentors may be more impactful than

good teachers. A “mentor not only has a love of learning but above all a love of students” (p. xii). To illustrate this concept, a student shared what her professor meant to her in the following statement:

“I regard [Professor A] as my ‘academic mother,’ and often I consider her solely responsible for the opportunities I have had at and after [college] .... She was not only an excellent teacher and research supervisor but also a mentor and friend” (Mckinsey, 2016, p. 3).



## Rationale

### Advancing UHV's Strategic Plan (Standard 7.1)

In May 2023, the University of Houston-System Board of Regents approved UHV's 2023-2028 strategic plan. Our institutional long-range strategic plan focuses on improving the quality of programs and instruction, promoting access to education, and increasing engagement with the community. Our QEP, *5C for UHV*, aligns with the following long-range goal targets outlined in the strategic plan:

- ***Goal 1: Continually enhance the quality of our student experience.***  
This goal encompasses both continual program assessment, review, and improvement. It also includes faculty and staff training on establishing programs with measurable and actionable objectives such as workshops to share high impact practices in teaching, learning and student success (UHV Strategic Plan Goal 1.17). *5C for UHV* provides training and support for faculty and staff to engage in meaningful and effective mentor/mentee relationships with students who may be struggling to be successful in their academic pursuits.
- ***Goal 2: Promote and expand access to education.***  
The strategic plan sets a goal of increasing student retention and persistence by 3% through increasing student services and career-readiness events, as well as promoting effective academic advising and counseling. *5C for UHV* creates structures for helping students learn about and take advantage of these services and events.
- ***Goal 3: Increase community engagement.***  
This goal involves coordination of community outreach to connect local stakeholders to on-campus programming efforts. Deepening these connections has the potential to create experiential learning opportunities such as internships; faculty and staff serving as *5C for UHV* mentors can work with their mentees to highlight the importance of networking and participation in community events and civic life.

### Building on Broad-based Support (Standard 7.2.b)

As outlined through this three-phase process over two years, a variety of stakeholders have been involved in the QEP planning process and topic identification. Each stage of planning involved representatives from across the university: support service staff, such as marketing and facilities; faculty from each of the colleges; institutional research personnel; student leaders; as well as representatives from student records, admissions, financial aid, the library and the career center. Committee and task force participation was voluntary, and while some of the members participated in every stage, new members were added throughout the process of developing *5C for UHV* allowing for input throughout the process. It was truly a team effort.

The QEP Topic Committee introduced the *5C: Cultivating Campus Culture with Creative Collaboration* at a Town Hall meeting in May 2023. The Committee informally surveyed institutional constituents and town hall participants and received overwhelming support; several even volunteered their time to assist with the program.

## Improving Student Success at UHV (Standard 7.2c)

Within this QEP, student learning is defined broadly as enhancing student knowledge, skills, behaviors, and/or values. Student success is also defined as improvements in key student outcomes such as student retention, completion, time-to-degree, placement in field, or performance in “gateway” courses. As a result of reviewing institutional data, state reporting data, the results of a national survey on student engagement, and a professional consultation, the QEP Design Committee determined that a focus on student retention and a strategy that incorporates faculty would best address these concerns and move the institution toward more effectively promoting student retention and success.

## Understanding Student Retention at UHV

UHV is a Hispanic-Serving Institution (HSI), serving a large proportion of first-generation and/or minority students:

First Time in College Cohorts						
	Fall 2021		Fall 2022		Fall 2023	
	N	% overall	N	% overall	N	% overall
<b>Total FTIC Cohort</b>	<b>140</b>		<b>221</b>		<b>204</b>	
<b>First Generation</b>	88	63%	140	63%	120	59%
<b>Hispanic</b>	72	51%	117	53%	95	47%
<b>First-Gen Hispanic</b>	52	37%	95	43%	69	34%

Table 2: Demographic Description of FTIC Students at UHV.

% overall are the percent of the cohort that meet the criteria of First Generation, Hispanic, or First Generation and Hispanic (First-Gen Hispanic)

A review of retention rates, college-readiness assessments, course completions, and GPA indicated that freshman and sophomore students with GPAs between 1.5 and 2.5 (cumulative) fall into a range where the correlation between GPA and retention has the strongest predictability of retention. Furthermore, the shift between “likely to quit” and “likely to stay” occurs around 2.0 with GPA < 2.0 more “likely to quit.” Therefore, the range with the most potential for impact is from 1.5 to 2.0 (Figure#). *5C for UHV* will initially focus on students in this range with one or more of the following characteristics: (1) Freshmen students enrolled in corequisite (developmental) Math and English courses and (2) Continuing or new Transfer sophomore students with a GPA of 2.0 or less (UHV or transfer institution GPA).

The intervention is timed to meet students at critical points in their educational path: (1) when first-year students are struggling to complete the required developmental education courses; and (2) when continuing and new transfer students start to have difficulty with their courses. The QEP will be most effective by providing engagement with the faculty/staff/services needed to support continued enrollment and student academic achievement. At UHV, many students are online for most of their courses and disseminating information about support services such as the Center for Student Success and Career Development Center is challenging. *5C for UHV* is designed to reach out and engage struggling students where they are – on campus or online.

## First-Time in College Students

Many first-time students (FTIC) applying and enrolling at UHV are not “College Ready” – as determined by ACT, SAT, or Texas Success Initiative (TSI) placement tests.

The Admissions calculations for College Readiness of FTIC, from the UHV Fact Book for 2022, showed that only 36% of the enrolled Fall 2022 FTIC students were considered “College Ready” in math and writing:

	% of Applied	% Accepted	% Enrolled
Not College Ready (math and writing)	53%	45%	32%
Not College Ready (math only)	1%	20%	25%
Not college Ready (writing only)	3%	4%	8%
College Ready (math and writing)	27%	32%	36%

*Table 3: College-readiness of FTIC Applicants and Enrolled Students.*

*Of the first time-in-college students who applied to UHV, 53% of them were not college ready in math and writing. Of the students who actually enrolled, 36% were college ready in both math and writing.*

Retention rates for first-time, TSI-incomplete student indicate this group should be a focus of retention efforts, with retention rates for the first year between 51-60%, and second-year retention rates between 19-39%. Within recent years, part of that variance is likely due to the effect COVID-19 had on the students; however, the difference between the 1- and 2-year retention rates point to a specific time frame in these freshmen students’ academic career where intervention can make a big difference. Additionally, students who are TSI incomplete are required to enroll in developmental courses (corequisite UNIV 1302 English Seminar and UNIV 1303 Math Seminar) to support their efforts in college-level English and Math courses:

UNIV 1302 and/or 1303			
Start Term	Cohort Size	Retained 1-Year	Retained 2-Year
Fall 2019	159	60.30%	18.90%
Fall 2020	170	50.50%	31.20%
Fall 2021	110	51.80%	39.10%

	Students Enrolled in UNIV 1302		Students Enrolled in UNIV 1303	
	All courses Successfully Completed	All Courses Not Successfully Completed	All courses Successfully Completed	All Courses Not Successfully Completed
Fall 2019	72%	28%	64%	36%
Fall 2020	59%	41%	47%	53%
Fall 2021	61%	39%	69%	31%
Fall 2022	60%	40%	73%	27%

*Table 4: Retention and completion rates*

*Left: 1- and 2-year cohort retention for students identified as not college ready in English and/or Math. Right: Student success in all coursework for students enrolled in co-requisite courses. Successfully completed is defined as achieving grades of A, B, or C in all classes, not successfully completed indicates a grade of D, F, W, or I in one or more courses. (Sources CBM003 and CBM 005 Fall 2022)*

Specifically, data related to retention of under-prepared freshmen students and their level of course completions indicated a need for higher levels of engagement with student success services. *5C for UHV* is designed to foster a higher degree of involvement from the university community to ensure a deeper level of utilization of these services by at-risk students.



As indicated in the NSSE (described in a later section), first year/freshmen students are aware of student support programs in the university environment but, as the course completion rates indicate, they are not utilizing these supports enough or effectively to earn a grade of A, B, or C in all their courses. About 1/3 of freshmen students are part-time students, so a single low grade or withdrawal can have a significant detrimental effect on that student's GPA and any financial aid they may have qualified for. We aim to provide guidance and support throughout the semester using mentors to provide personal engagement and guidance, regular academic checkpoints with referrals to support services as needed, and activities to foster engagement with the university community, with the goal of offering the necessary resources to help these students succeed.

### **Sophomore Students (Continuing and Transfer)**

The second group of students addressed in *5C for UHV* includes continuing and new transfer sophomore students with a GPA of  $\leq 2.0$ . The GPA used in the selection process is either the current GPA for continuing students or the GPA from the transfer student's most recent institution. Continuing students can benefit from participation in the QEP, particularly continuing sophomores who have demonstrated difficulty making academic progress after progressing out of the supportive environment of the First Year Experience. Incoming transfer students with a GPA of 2.0 (minimum to transfer into UHV) are potentially at risk for academic difficulties, so are included in the potential QEP program.

These two groups of sophomores need more engagement with university support services and supportive faculty/staff to connect them with the resources that promote academic success and progress. When looking at the GPA data for continuing sophomore students from Fall 2017 to Fall 2023, an average of 13% had a cumulative GPA of 2.0 or less. A single semester of earning a term GPA of 2.0 or less could lead to Academic Probation and/or Financial Aid Probation. Continuing with a GPA of 2.0 or less may have an impact on admission to desired academic programs (e.g., teacher education), enrollment privileges, or attendance at the University at all.

Additionally, the retention rates of sophomore students with GPA of  $\leq 2.0$  indicate a need to focus on these students by providing more engagement and support:

	1-year Retention		2-year Retention	
Term	All Sophomore Students	$\leq 2.0$ Sophomores	All Sophomore Students	$\leq 2.0$ Sophomores
Fall 2018	70%	36%	55%	15%
Fall 2019	71%	44%	58%	31%
Fall 2020	71%	37%	49%	20%
Fall 2021	72%	39%	53%	39%

*Table 5: Sophomore Retention Rates by GPA*

### **Incorporating Early Alerts**

Retaining students is the focus of *5C for UHV*. Increasing engagement through a mentoring program and increasing use of enrollment management software (EAB Navigate) are the strategies chosen to accomplish this goal. Engagement is a vital part of supporting students, both academically and on a

personal level. Student Services and the Career Development Center exert significant effort to cultivate a campus culture of involvement and demonstrate the importance of student well-being and avenues of support for academic achievement. Though support services are offered, some students choose not to take advantage. Many students focus their time on-campus to in-class time, limiting the amount of time that in-person student support services can be utilized. Online services are offered to try and fill this gap.

EAB Navigate provides a simple and streamlined avenue for communication between faculty, students, and support staff when students seem to be struggling. Since 2020, students who use the appointments feature in Navigate have a 9% increased persistence rate and students compared to students who did not use Navigate. In addition, students who were marked at risk via Navigate progress reports and met with an advisor persisted at an 18% higher rate each of the subsequent semesters. However, a review of student referrals for academic issues and faculty progress report submissions indicates a need to increase the use of EAB Navigate tools by students and faculty. Early identification is the initial crucial step in any intervention to facilitate timely and effective implementation, but almost 2/3 of instructors fail to submit progress reports. During the 2023 academic year enrollment for UHV included 3,597 undergraduate students and 109 full-time faculty plus 121 adjunct and part-time faculty.

EAB Navigate Progress Report for the Academic Year 2023:

- 835 - Progress reports created
- 406 - Alerts created outside progress report campaign
- 165 - Instructors did not submit progress reports for Fall 2022
- 145 - Instructors did not submit progress reports for Spring 2023
- 5,812 Appointments created between August 1, 2022 - August 1, 2023


### **Promoting Student Engagement**

Student engagement is not the easiest of metrics to obtain. As an institution with a primary campus, a robust off-campus instructional site, and a large proportion of courses taught online, it can be difficult to administer surveys of student engagement perception. Aside from measuring the percentages and numbers of students using services designed for student success, campus community event attendance, and workshop involvement, information on how the students perceive their engagement with the University can be difficult to gather in-house. One way to examine student engagement perception is the National Survey of Student Engagement. For the purposes of the QEP, certain questions for the National Survey of Student Engagement (NSSE; an established, nationally recognized survey that collects information from first year and senior students about the characteristics and quality of their undergraduate experience) will be used.

The NSSE, which helps universities examine student engagement at the freshman level and at the senior level, was last administered in spring 2022 at UHV, and those results will be used as our baseline for student engagement at UHV (see Figure 2). As part of the QEP budget/plan, UHV will administer the NSSE Spring 2025, Spring 2027, and Spring 2029 to capture progress of three cohorts of students at the end of their first year at UHV. Standard NSSE protocol also includes senior-level students at the same time; this may provide additional insight on student engagement for those

students who are retained at UHV for the duration of their college career.

The most recent administration indicated a disparity in student perception of level of engagement with faculty between the First-Year students, who are the focus of the First-Year Experience (FYE) program, and senior students, who have not been the focus of a targeted program since their freshman year. Indeed, transfer and re-entry students may never have participated in the UHV FYE program at all. The Engagement Indicators Overview of the NSSE 2022 for UHV indicated First-Year Students highly approved the quality of their interactions with the campus environment compared to other institutions' first-year students, as did the surveyed senior students, though at not the same order of magnitude. The engagement gap between first-year and senior students, the comparison with both groups to the same Carnegie classification (i.e., "master's colleges and universities, larger programs") and previous NSSE surveys in the area of Student-Faculty Interaction, however, indicate that the addition of Faculty Mentoring is a good avenue for an intervention to bolster this engagement.



NSSE

national survey of student engagement

NSSE 2022 Engagement Indicators

Overview

University of Houston-Victoria

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
Experiences with Faculty	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	△	▲
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
Experiences with Faculty	Student-Faculty Interaction	--	▽	▼
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Figure 2: NSSE Results from 2022

## Implementation Plan

### Primary Initiative: Faculty/Staff Mentoring

At its core, *5C for UHV* seeks to facilitate stronger connections between faculty/staff and students to foster student engagement and promote student success and retention. Deans and department heads will be encouraged to support these efforts. Faculty and staff mentors will be paired with incoming FTIC students who are not college ready or continuing students who have a GPA of  $\leq 2.0$ . Targeted mentoring from UHV faculty and staff builds on the initiatives of UHV's Center for Teaching and Learning Excellence (CTLE) and embedded within our current Title III Strengthening Institutions Program grant (Peer/Faculty Mentoring initiatives).

By design, mentoring relationships are dynamic, responding to the needs of the mentee as they arise. However, *5C for UHV* will be structured to provide conversation starters and resources for mentors around the following topics:

- Academic success and study strategies
- Time management
- Career development (e.g., services available on campus, encouragement toward internships and/or job shadowing, etc.)
- Degree planning

The specific operational details of the new mentoring program are enumerated in the following addenda:

Appendix C: Mentor Selection Process

Appendix D: Mentor Responsibilities

Appendix E: Role of the Student

### Secondary Initiatives: Pre-Existing Supports and Resources

In addition to creating a new mentoring initiative, *5C for UHV* is designed to support mentors and students by more fully leveraging existing systems and resources. Providing sustainable support for student success requires utilization of existing student support programs and personnel as well as soliciting the involvement of university personnel who are not usually directly involved with student success efforts (i.e., those in staff roles across the university). Tools and programs identified are EAB Navigate, the Center for Student Success, the Center for Teaching and Learning Excellence, and the Career Development Center and will be utilized as follows.

#### ***EAB Navigate***

EAB Navigate is the current default platform for students to schedule advising appointments and track their academic alerts. It is also used for direct and bulk communication with students.

Faculty and staff will increase the use of EAB Navigate for communication, advising, and predictive modeling. Current utilization of Navigate by faculty and staff is currently at 60% and by the end of

the QEP cycle, we have set the goal of 95% usage. All faculty are expected to evaluate student progress and refer students to Advisors via Navigate prior to the end of the 5th week of classes (or sooner, for accelerated courses). Advisors can invite the student to participate in the *5C for UHV* and administer the mentor matching questionnaire. A faculty or staff mentor can then be assigned at that time, along with a UHV SWAG bag containing a mentor introduction packet (designed by each mentor) detailing mentor availability information and brochures for accessing the other additional resources available to the student (tutoring hours and location, etc.). EAB Navigate will be used to track mentorship and student activity (workshops, meeting with mentors and advisors, career enrichment activities, etc.). All meetings will be logged and provide the data for further analysis at the end of each semester, academic year, and at the 2- and 5-year mark of the QEP.

### ***Center for Student Success***

The Center for Student Success provides free tutoring, writing assistance and resources to University of Houston-Victoria students, Face-to-face or online. The services include peer tutoring, supplemental instruction, writing assistance, peer mentoring and various workshops to enhance student skills. The Center offers a free peer tutoring program for a wide variety of subjects. Though the exact list depends on tutor availability, generally the Center offers tutoring in math, history, science, and computer science.

Within the QEP, the Center for student success will use a mentor matching questionnaire (Appendix F) to pair students and mentors based on similarities. The questionnaire will categorize a student based on modality of education, academic major, and career goals. Once a profile of the student is obtained, they will be matched with an available mentor who most closely matches their profile.

### ***Center for Teaching and Learning***

The Center for Teaching and Learning Excellence provides faculty and staff with the pedagogical support needed to expand the use of high-impact teaching and learning practices that yield higher levels of retention, persistence, and achievement of institutional/program learning outcomes. There are several initiatives within the CTLE that can bolster the efforts of the new QEP. First, the CTLE can provide training, workshops, and conference opportunities specific to best practices in mentoring for faculty, staff, and students. Secondly, the CTLE can leverage its BRIDGE to Brilliance series and Innovation Collective events to facilitate additional mentoring opportunities for students with local industry professionals.

Within the QEP, these initiatives provide students the opportunity to fast-track their careers and improve personal wellbeing through targeted networking, while providing faculty and staff with the opportunity to create partnerships that infuse community engagement and experiential learning opportunities into their curriculum. Moreover, UHV's partnership with the Innovation Collective (IC) gives faculty, staff, and students access to professional development workshops, seminars, and conferences hosted by IC personnel that enhance the quality of our teaching and research. In addition, UHV faculty are connected to local companies and industry professionals that they can partner with on service and experiential learning opportunities.

### ***Career Development Center***

The Career Development Center provides a robust set of services and professional development

workshops for UHV students which will dovetail with the retention and professional development goals of *5C for UHV*. Programming includes “Dress for Success,” part-time job fairs, interview preparation, and resume consultations. Career Development Center staff also assist students with career exploration, interest inventories, and job search strategies. In addition, the Career Development Center works to link students with employers and to serve as a resource for professional development in students’ desired fields. The Career Development Center works to connect students and alumni with employers. The various workshops and opportunities will be required of QEP participants.





## Budget (Standard 7.2.d)

University  
Commitment over  
5 years

\$1,251,929.50

New Fund Commitment

\$390,929.50

Spring 2024 - Trial						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.75	New Cost/ addition to current salary	Provost office/CSS	\$17,749.50	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00	1	Existing Cost	Provost office/CSS	IN KIND	
UHV Swag	\$20.00	10	New Cost	Provost office/CSS	\$200.00	
Brochures/Posters/etc.	\$2,000.00	1	Existing Cost	SACSCOC reaff budget	\$2,000.00	
Faculty Mentors	\$750.00	3	New Cost	Provost office/CSS	\$2,250.00	
Staff Mentors	\$750.00	0	New Cost	Provost office/CSS	\$-	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	2	New Cost		\$2,650.00	International Mentoring Conference
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
<b>Total</b>					<b>\$24,849.50</b>	



Year 1 - 2024/2025						
Fall 2024						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00		Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	New Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	6	New Cost	Provost office/CSS	\$4,500.00	
Staff Mentors	\$750.00	4	New Cost	Provost office/CSS	\$3,000.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference					\$-	
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Fall</b>	\$20,633.00	

**Spring 2025**

<b>Description</b>	<b>Cost Each</b>	<b>Quantity</b>	<b>New or Existing Cost</b>	<b>Funded from</b>	<b>Total</b>	<b>Note</b>
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate			Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	New Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	6	New Cost	Provost office/CSS	\$4,500.00	
Staff Mentors	\$750.00	6	New Cost	Provost office/CSS	\$4,500.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	12	New Cost	Provost office/CSS	\$15,900.00	International Mentoring Conference
NSSE	\$5,000.00	1	New Cost	Provost office/CSS	\$5,000.00	
Metrics	\$-		Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Spring</b>	\$43,033.00	
				<b>Year 1 Total</b>	\$63,666.00	
				<b>Cumulative Total</b>	\$88,515.50	

Year 2 - 2025/2026						
Fall 2025						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00		Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	new Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference					\$-	
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Fall</b>	\$24,383.00	

Spring 2026						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate			Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	new Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	12	New Cost	Provost office/CSS	\$15,900.00	International Mentoring Conference
Metrics	\$-		Existing Cost	Metrics and surveys will be produced by existing staff	\$-	
				<b>Subtotal - Spring</b>	\$40,283.00	
				<b>Year 2 Total</b>	\$64,666.00	
				<b>Cumulative Total</b>	\$153,181.50	

Year 3 - 2026/2027						
Fall 2026						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00		Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	new Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$2,250.00	5	New Cost	Provost office/CSS	\$11,250.00	New Mexico Mentoring Institute
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Fall</b>	\$24,383.00	

Spring 2027						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate			Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	new Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	12	New Cost	Provost office/CSS	\$15,900.00	International Mentoring Conference
NSSE	\$5,000.00	1	New Cost	Provost office/CSS	\$5,000.00	
Metrics	\$-		Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Spring</b>	\$45,283.00	
				<b>Year 3 Total</b>	\$69,666.00	
				<b>Cumulative Total</b>	\$222,847.50	

**Year 4 - 2027/2028**

**Fall 2027**

<b>Description</b>	<b>Cost Each</b>	<b>Quantity</b>	<b>New or Existing Cost</b>	<b>Funded from</b>	<b>Total</b>	<b>Note</b>
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00		Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	new Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	Existing Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$2,250.00	5	New Cost	Provost office/CSS	\$11,250.00	New Mexico Mentoring Institute
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Fall</b>	\$24,383.00	



Spring 2028						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate			Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	New Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	12	New Cost	Provost office/CSS	\$15,900.00	International Mentoring Conference
Metrics	\$-		Existing Cost	Metrics and surveys will be produced by existing staff	\$-	
				<b>Subtotal - Spring</b>	\$40,283.00	
				<b>Year 4 Total</b>	\$64,666.00	
				<b>Cumulative Total</b>	\$287,513.50	

Year 5 - 2028/2029						
Fall 2028						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate	\$138,000.00		Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	New Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$2,250.00	5	New Cost	Provost office/CSS	\$11,250.00	New Mexico Mentoring Institute
Assessment	\$-	0	Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Fall</b>	\$24,383.00	

Spring 2029						
Description	Cost Each	Quantity	New or Existing Cost	Funded from	Total	Note
QEP Administrator	\$23,666.00	.5	New Cost/ addition to current salary	Provost office/CSS	\$11,833.00	Salary is 1/3 of the salary for the Director of Institutional Success who will spend 1/3 of their time on QEP
EAB Navigate			Existing Cost	Provost office/CSS	\$-	
UHV Swag	\$20.00	40	New Cost	Provost office/CSS	\$800.00	
Brochures/Posters/etc.	\$500.00	1	New Cost	Provost office/CSS	\$500.00	
Faculty Mentors	\$750.00	8	New Cost	Provost office/CSS	\$6,000.00	
Staff Mentors	\$750.00	7	New Cost	Provost office/CSS	\$5,250.00	
Existing Career Services Workshops	\$1,000.00	1	Existing Cost	Enrollees will attend existing workshop	IN KIIND	
Workshops and Activities	\$2,000.00	1	New Cost	Funds for new workshops and activities that are mission critical to QEP objectives, which are not offered by UHV units/departments.	IN KIND	Four Workshops at \$500
Travel/Conference	\$1,325.00	12	New Cost	Provost office/CSS	\$15,900.00	International Mentoring Conference
NSSE	\$5,000.00	1	New Cost	Provost office/CSS	\$5,000.00	
Metrics	\$-		Existing Cost	Metrics and surveys will be produced by existing staff	IN KIND	
				<b>Subtotal - Spring</b>	\$45,283.00	
				<b>Year 5 Total</b>	\$69,666.00	
<b>University Commitment</b>	<b>\$1,167,996.00</b>			<b>Cumulative Total</b>	<b>\$357,179.50</b>	

## Assessment Framework (Standard 7.2.e)

The overall purpose of the QEP is to improve student success for at risk students at UHV. As indicated in previous sections, the primary metric for measuring the effectiveness of the QEP interventions will be the retention rates of the targeted student population. Yet, we will also consider other criteria in assessing the effectiveness of the mentoring program including GPA, course completion, Navigate usage, and student engagement with their assigned mentor:

Assessment Framework				
Metric	Measurement	Internal or External	Direct or Indirect	Notes
1. Retention	1.1 90-Day	Internal	Direct	<ul style="list-style-type: none"> <li>- All cohorts are measured relative to the starting student body of the 90-day cohort.</li> <li>- Retention rates of the prior semester and academic year of participants versus the same cohort not mentored will be compared.</li> </ul>
	1.2 180-Day	Internal	Direct	
	1.3 270-Day	Internal	Direct	
	1.4 360-Day	Internal	Direct	
2. GPA	2.1 90-Day	Internal	Direct	<ul style="list-style-type: none"> <li>- All cohorts are measured relative to the starting student body of the 90-day cohort.</li> <li>- GPA change by semester and academic year of participants compared to prior semester and academic year, and first semester at UHV versus same cohort not mentored will be compared.</li> </ul>
	2.2 180-Day	Internal	Direct	
	2.3 270-Day	Internal	Direct	
	2.4 360-Day	Internal	Direct	
3. Course Completion	3.1 Successful Grades	Internal	Direct	<ul style="list-style-type: none"> <li>- A “successful grade” is typically a passing grade of 60% or higher.</li> <li>- All completion (A, B, C, D grade) and successful completion (A, B, C grade) of courses in prior semester and academic year of participants versus same cohort not mentored will be compared.</li> </ul>
	3.2 Withdraws	Internal	Direct	

4. Mentor Engagement	4.1 Event Attendance and Satisfaction	Internal	Direct	EAB Navigate Tracking
	4.2. Professional Mentor Feedback Survey	Internal	Direct	Survey
	4.3. Meetings	Internal	Direct	EAB Navigate Tracking -Number of students making professional contact with industry professionals participants versus same cohort not mentored will be compared.
5. Graduation Rates	5.1 Yearly Graduation Rates	Internal	Direct	-All cohorts are measured after degree conferral in December and May. -100%, 150%, 200% Graduation rates of participants vs same cohort not mentored.
6. Faculty/Staff Navigate Usage	6.1 Completion of Progress Reports	Internal	Direct	-EAB Navigate dashboards can compile this data for all cohorts and disaggregate by faculty, staff usage.
	6.2 Usage of Appointment Scheduling	Internal	Direct	
	6.3 Usage of Predictive Modeling	Internal	Direct	
7. Student Navigate Usage	7.1 Follow-up on Progress Reports with Faculty/Staff Mentors	Internal	Direct	-EAB Navigate dashboards can compile this data for all cohorts and disaggregate by student usage.
	7.2 Usage of Appointment Scheduling	Internal	Direct	
	7.3 Usage of Academic Advising	Internal	Direct	

In addition to providing scheduling and early alert tools, EAB Navigate provides the Intervention Effectiveness Tool in EAB Navigate to track changes in GPA for students with 2.0 or less GPA—both students in *5C for UHV* and those not in the program for comparison purposes. The “One Population, One Time Period” analysis report will run at the end of each semester after grades are posted then disaggregated for analysis by the following classifications, based on status at admission: 1) FTIC, Transfer, or Continuing Student, 2) Full-time or Part-time. All measures will also be disaggregated by gender, race/ethnicity, age, 1<sup>st</sup>-generation status, Pell Grant eligibility, participants vs non-participants after 1 full year.

EAB Navigate will also be used to track student activity (workshops, meeting with mentors and advisors, career enrichment activities, etc.) and provide the data for further analyses at the end of each semester, academic year, and at the 2- and 5-year mark.

The program progress will be evaluated after each fall and spring semester by the Director of Institutional Success using several metrics, including GPA increase/decrease, completion and success of courses, semester credit hour (SCH) earned per student per semester, and time to completion of degree, among others. A review of all aspects and data generated by the program will be conducted by the Office of Institutional Research and Effectiveness after each spring semester, including demographics, financial aid status, and student category.

Focus groups and surveys (Appendix H) will be conducted to get student input on which aspects of the program are most valuable and need adjustment. Another focus group for mentors will be conducted to get input on the same topics.

Evaluation of graduation success, defined by completion of degree, will start at 4 years (100%) for FTIC TSI incomplete students and 4 years minus SCHs attempted (30 SCH = 1 year) (100%) for Transfer students and Continuing students. Additional measures of degree completion will include 5 years (150%) and 6 years (200%) of time-to-degree, as UHV has a large population of part-time students.

A pilot program for First-time students will begin in Spring 2024, with rollout to all undergraduate students in Fall 2024. Ten students have been identified that meet the criteria for mentoring and three faculty mentors will work with these students during the pilot in Spring 2024. The assessment cycle for the mentoring program will occur in the following fashion:

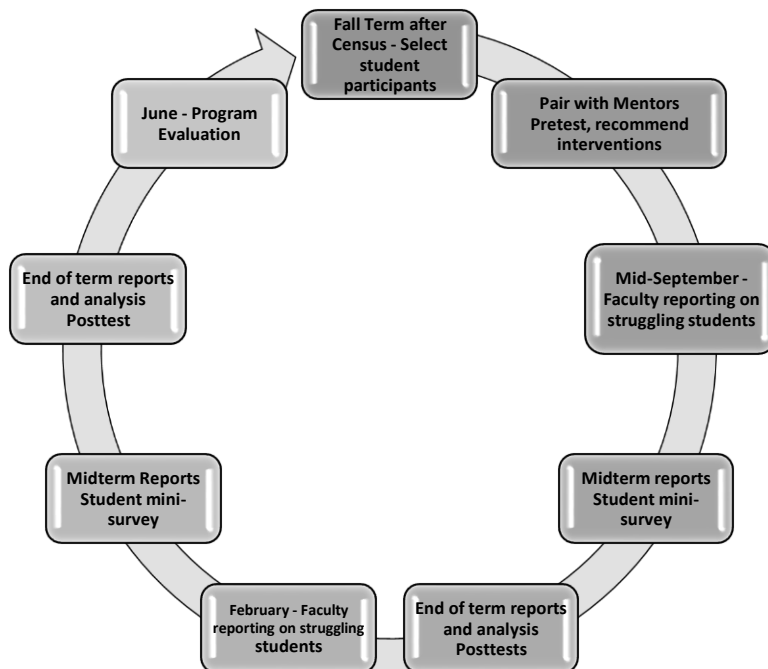


Figure 3: Yearly Cycle of QEP

### ***Surveys***

Student and Mentor surveys (Appendix H) will be conducted to gather opinions on the usefulness/value of interventions to the student success, including open-ended questions about improving the program.

### ***Focus Groups***

Focus groups will be conducted at the end of each semester by the Director of Institutional Success. The groups will include feedback from:

- participating students
- participating faculty/staff mentors
- Success coaches and advisors

### ***Mentor Evaluation***

1. Track number of Faculty/Staff/Professionals by type participating as Mentors by academic year.
2. Mentorship evaluation questions on student surveys or in focus group at the end of the semesters (only counted toward QEP outcomes and not as yearly evaluations for faculty or staff)

### ***Progress Evaluation***

Each year during the summer semester, a report will be produced by the Director of Institutional Success detailing the student and mentor evaluation metrics and survey/focus group results for presentation in a meeting with staff, faculty, advisors, mentors involved in the program. A dashboard and supporting queries will be created by OIRE so that the information can be updated by multiple personnel, rather than relying on one person or office, and the program's progress will be available to anyone with a link to the website where the dashboard resides. Any decisions to make changes should be data-informed and discussed at length prior to changes being introduced into the program.

## Key Performance Indicators

*5C for UHV* uses targeted mentoring and student support to promote student success. Students who participate in *5C for UHV* for at least one academic year will have retention rates (a) higher than students who do not participate and (b) higher than current retention rates. Because of the multi-faceted nature of student retention, *5C for UHV* will also incorporate and evaluate the following Key Performance Indicators:

Table 6: Key Performance Indicator Tables

Key Performance Indicators	Baseline	Target
Increase 1-year fall-to-fall retention of TSI Incomplete First-time students	55%	70% by 2029
Increase 1-year fall-to-fall retention of sophomores with GPA $\leq$ 2.0	39%	55% by 2029
Increase 2-year fall-to-fall retention of TSI Incomplete First-time students	30%	50% by 2029
Increase 2-year fall-to-fall retention of sophomores with GPA $\leq$ 2.0	39%	55% by 2029

### Improved GPA

Students will increase and maintain an average term GPA above 2.0 in the first year of participation in the QEP.

Key Performance Indicators	Baseline	Target
Increase in semester successful course completion rate for First Time TSI Incomplete students with GPA $<$ 2.0	28% Fall 2023	50%
Increase in semester successful course completion for sophomores with GPA $\leq$ 2.0	66% Fall 2023	75%
Decrease in semester Withdrawals of TSI for Incomplete First-time students	7% Fall 2023	4%
Decrease in semester Withdrawals of sophomores with GPA $\leq$ 2.0	27% Fall 2023	5%
Term GPA above 2.0 each enrolled semester of TSI Incomplete First-time students	2.0 (minimum to continue enrollment)	75%

### Student Engagement

Increase in percentage of students with GPA of 2.0 or lower who use EAB Navigate for appointment scheduling and progress report follow-up.

Key Performance Indicators	Baseline	Target
Increase # of students using Progress Report follow-up	10 %	50%
Increase in # of students using Appointment Scheduling instead of drop-in advising	59 %	75%
Increase # of students using Academic Advising	35 %	50%



Student engagement with industry professionals and community leaders will increase.

Key Performance Indicators	Baseline	Target
Career event attendance will increase	219 attendees (50 Freshmen) in Calendar year 23)	Increase attendees by 5% each year

NSSE questions certain on Faculty-Student engagement will show increase to match or exceed comparable institutions in the Carnegie Class (2.4).

Key Performance Indicators	Baseline	Target
Increase the mean score of senior students for Question.3a. “During the current school year, about how often have you done the following? Talked about career plans with a faculty member”	2.0	2.4
Increase the mean score of senior students for Question.3d. “During the current school year, about how often have you done the following? Discussed your academic performance with a faculty member”	2.2	2.4

### ***Faculty Engagement***

The percentage of Faculty/Staff using EAB Navigate for communication, advising, and predictive modeling will increase.

Key Performance Indicators	Baseline	Target
Increase faculty mentors	10 mentors for Fall 2024	15 per year
Increase % faculty completing progress reports	59% (Fall 2023)	85%

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## Appendix A: Requests for Proposals

# UHV Quality Enhancement Plan Topic Selection Request for Proposals

UHV is at the stage in the SACSCOC reaffirmation process of identifying our next QEP project. As SACSCOC notes, "the QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning." Based on the UHV strategic plan and institutional mission statement, we would like to focus our QEP on bridging the gap between a college degree and a real-world career. Specifically, we want to emphasize enhancing active learning opportunities, connections to industry professionals, and the development of soft skills that are necessary for career success. In essence, the purpose of the QEP is to inform, motivate, and engage students in discussions and activities that build synergies between their college experience and future career goals.

We are seeking proposals for projects that meet these goals. The proposal process will have two phases – a Concept Paper and a Topic Implementation Proposal. At this point we are only asking for you to submit a Concept Paper giving the broad outline of your suggested project. The Concept Papers will be reviewed by the QEP Development Committee, and those chosen for the final step will be asked to submit the full Topic Implementation Proposal.

To volunteer to serve on the QEP Development Committee, please reach out to the Associate Provost for Curriculum and Student Achievement, Beverly Tomek, at [tomekb@uhv.edu](mailto:tomekb@uhv.edu).

If you are interested in submitting a proposal, please begin by reviewing the following link to assist you in developing your proposal: <https://sacscoc.org/app/uploads/2020/01/Quality-Enhancement-Plan-1.pdf>

Once you have reviewed the information at the link, please submit your Concept Paper.

**1) Concept Paper-** Please indicate the proposal title and your contact information and compose a brief abstract. At this point, you do not have to have everything figured out or fully planned. This step is simply an opportunity to give an overview. Concept Papers are due **June 15, 2021**. Please email your Concept Paper to Dr. Tomek at [tomekb@uhv.edu](mailto:tomekb@uhv.edu) by 5 p.m. that day.

**Title and Contact Information:** Think of a title that describes the details of your proposal ideas. Please identify a primary person of contact and provide their contact information (email address and phone number).

**Abstract:** Write a brief abstract for the overall project. Provide enough detail to convince the committee that your project is viable and will enhance the quality of the education experience at UHV in relation to the parameters outlined above.

**2) Topic Implementation Proposal-** If your Concept Paper is chosen, you will be asked to complete the detailed proposal using the steps outlined below. Topic Implementation Proposals will be due **August 1, 2021** and will also be emailed to Dr. Tomek by 5 p.m. on the due date.

### **Section 1: Introduction and Vision**

Share your vision of how your implementation plan has the potential to transform your topic into measurable student learning at the institutional level. How does your proposal work both on the ground and online? How will faculty and staff participation be incentivized and reinforced? How will students participate?

### **Section 2: Congruence with Mission and Foundational Directives**

Demonstrate how your proposed topic aligns with the mission and strategic plan of UHV. List organizational objectives that will be achieved by virtue of the implementation of your proposal. Specifically, what are the underlying organizational problems or opportunities addressed by your proposal? Provide any existing data and information that warrants taking the proposed action.

### **Section 3: Student Learning Outcomes**

Identify at least three *measurable* ideas and outcomes for transformative improvements in student learning that your proposed implementation plan addresses. Specifically, if your plan were to be adopted, what would students know and be able to do that they don't know now? What changes in values and skills are anticipated? How will their behavior change?

### **Section 4: Benefits to Key Stakeholders**

List any direct benefits offered to key UHV stakeholders via the successful implementation of your proposed QEP.

### **Section 5: Institutional Involvement: Resources and Budget**

All proposed plans should be both complete and financially viable. For example, SACSCOC onsite reaffirmation committees expect institutions to provide professional development for participating faculty and staff when a QEP takes an institution in a new direction. Keeping an eye on costs as your action plan is developed positions UHV to meet the expectation that the institution can afford to implement its QEP. Addressing costs this early in the planning also helps ensure that sticker shock will not derail one or more key activities.

### **Section 6: Establishing the Timeline for Implementation**

Your proposal will establish a preliminary timeline that results from a thoughtful integration of the activities needed to produce the anticipated student learning outcomes throughout the life of the QEP. While there is no mandated timeframe for the duration of the QEP, we anticipate the UHV plan will have at least three full years of implementation, a wind down year while assessment continues, and a fifth year to write up of results. Proposals need to ensure that all major activities are included on the timeline, and that they are rolled out in an orderly and manageable sequence that positions development activities and assessment methodologies at optimum points in the process. At this stage of development think in terms of calendar months.

### **Section 7: Assessing Outcomes of the QEP**

UHV's evaluation of its QEP should be multifaceted, with attention both to key objectives and benchmarks to be achieved in the implementation of the QEP as well as to the overall goals of the plan. Initially, evaluation strategies need to focus on the implementation process. Then, in evaluating the overall goals of the QEP, primary emphasis is given to the impact of the QEP on the quality of student learning. At a minimum, please include the names/types of assessment instruments and frequency for their administration. Specific details of how assessment will interface curricula are valuable.

## **Appendix B: Director of Institutional Success Job Description**

The Director of Institutional Success reports directly to the Associate Provost of Curriculum and Student Success and plans and implements university-wide educational development programs and services that align with institutional strategic goals with an emphasis on faculty development, continuous institutional improvement, and student retention. Thus, this position has three main job functions:

- 1) management of the UHV Quality Enhancement Plan (33%)
- 2) management of the UHV Center for Teaching and Learning Excellence (33%)
- 3) management of the UHV Retention Initiatives (33%)

### **Job Function #1: Management of the UHV Quality Enhancement Plan (QEP)**

- Oversees implementation of UHV's QEP and coordinates QEP-related assessment to measure effectiveness in advancing student success.
- Works with faculty and staff to realize the goals of the QEP.
- Provides a detailed annual timeline for all QEP related activities.
- Maintains documentation of progress on timeline goals and objectives.
- Manages the QEP budget.
- Ensures QEP implementation is sustained through continuous input and participation from students, faculty, staff, and administration.
- Leads and coordinates QEP-related assessments at the academic department and broader university levels.
- Ensures QEP remains in compliance with SACSCOC requirements and assists with the preparation of reports to SACSCOC related to the QEP.
- Provides regular reports (quantitative and qualitative feedback and recommendations) to university community, and academic departments.
- Prepares and presents annual QEP status reports for the QEP for UHV President, UHV Executive Committee, and other relevant constituencies.
- Serves as a liaison between faculty, staff and all QEP activities.
- Creates/Executes faculty/staff training and development activities.
- Coordinates implementation of the QEP assessment and evaluation plan by:
  - Creating a comprehensive timeline and schedule for assessment activities
  - Refining the assessment plan, including the development of rubrics and other relevant instruments
  - Facilitating collection of assessment data
  - Coordinating the participation of faculty and staff in the assessment process.
  - Writing and disseminating reports on assessment outcomes.

### **Job Function #2: Management of the UHV Center for Teaching and Learning Excellence**

- Guides UHV's efforts to achieve excellence in teaching and learning through the creation of innovative university-wide development programs.
- Functions as the primary leader of collaborative effort intended to advise and support faculty in their efforts to improve teaching effective and student learning.
- Manages UHV community and civic engagement partnerships that bolster service and experiential learning as well as co-curricular activities.
- Partners with other UHV units to achieve institutional strategic plan goals related to teaching and learning through faculty, instructional, and program development.
- Identifies major issues and challenges related to instructional delivery (face to face, online, and hybrid)
- Works with faculty to develop workshops and seminars focused on best practices that engage and retain first generation and underserved student populations.
- Drives innovative course design, the expansion of quality online offerings, the support of High-Impact Practices, and other initiatives to support and advance strategic plan goals.
- Showcases the use of evidence-based instructional strategies, educational technologies that enhance/maintain high quality course content/design.
- Leads the assessment activities and implements a continuous improvement process in partnership with the Office of Institutional Research and Effectiveness.
- Manages all center operations, including staff hiring and supervision and budget planning and execution, which involves unit planning and procurement of funds through external grant submission and management.
- Promotes UHV as an institution that prioritizes teaching excellence and student success through hosting regional events, partnering with regional institutions, and participating in the national educational development dialogue.
- Collaborates with faculty and other support units to develop resources that support faculty, graduate assistants, and other instructional personnel.
- Maintains the CTLE website as the primary best-practice resource.
- Develops collaborative partnerships with other institutions, including the UH System, to develop inter-institutional faculty development opportunities.

### **Job Function #3: Management of UHV Retention Initiatives**

- Leads a collaborative effort to advise and support faculty in their efforts to enhance retention via improved instruction.
- Manages the development, implementation, and evaluation of comprehensive retention programming to enhance success (i.e. early alert, progress reports, etc.).
- Collects, analyzes, and synthesizes quantitative and qualitative data for the purposes of implementing innovative practices and strategies around retention and student success.
- Focuses on data analysis and employs predictive analytics to guide student outreach efforts.
- Creates/Manages Professional Advisory Committees for each of the four UHV Colleges and helps integrate feedback into the curriculum.
- Develops strategies for retaining students by analyzing data (i.e. EAB Navigate dashboards, individual course/section retention rates, enrollment/student drop data etc.)

- Evaluates course enrollment trends, provide input to institutional enrollment management efforts, and collaborate with the Department of Institutional Effectiveness.
- Monitors undergraduate advancement toward degree completion and graduation rates in order to develop a comprehensive plan for improving student retention and graduation rates, and to report this information each semester to all units and personnel involved in retention efforts.
- Serves as a liaison between Academic Affairs, Student Affairs, Enrollment Management, and other units to build opportunities for collaboration and persistence partnerships;
- Demonstrates/Supports outreach strategies that contribute to the engagement and development of students from a range of backgrounds, particularly those from minoritized populations (e.g., Pell-grant recipients, first generation and underserved student populations).
- Collaborates with various constituencies on campus to create, support, and assess initiatives and programming designed to increase retention and graduation rates.
- Establishes targeted strategies, initiatives, and programming for first generation, underserved, and minoritized students, Pell-grant recipients, high achieving students, international students (i.e. peer mentoring, financial literacy/life skill seminars, and other co-curricular activities).
- Researches current student success trends and tools and recommends strategies and initiatives that support the College's efforts to increase student success, retention, and timely degree completion.
- Develops training programs and conducts interventions that support the undergraduate educational mission of the UHV and that enhance the performance, retention, and graduation rates of students in each College.
- Maintains historical reports for trend analysis and benchmarking.



## **Appendix C: Mentor Selection Process**

Faculty and staff mentors will be drawn from full-time faculty and staff at UHV. Mentors will be selected the previous semester based on the predicted needs of the following semester. Once in the mentorship role, a mentor will remain a mentor until the mentees graduate, are removed from the program, or the mentor resigns their position. The selection will be a multi-step process:

### **1. Predict the Need for New Mentors in the Next Semester**

- Use historical data to predict the total number of students meeting the inclusion criteria.
- Evaluate the mentee load on each current mentor.
- Calculate the number of new mentors needed to ensure that every mentor has between 4 and 7 mentees based on the prediction.

### **2. Launch a Call for Mentors**

- Announce the new needs for the QEP mentorship program to faculty and staff through various communication channels.
- Clearly outline the goals, expectations, and benefits of the mentorship program.
- Invite interested individuals to express their willingness to volunteer as mentors.
- Create a formal sign-up process for interested mentors to volunteer.
- Develop an online form or platform where individuals can provide their basic information and express their motivation for participating.

### **3. Credentials Check**

- Review the credentials of volunteer mentors to ensure they possess the necessary qualifications and experience. (Credential Check for Potential Mentors Below)
- Check for any relevant conferences, workshops, or specialized mentor training that potential mentors may have attended.

### **4. Supervisor Recommendation**

- Require interested mentors to obtain a recommendation from their supervisor or department head with the Supervisor Support questionnaire below.
- Supervisors should attest to the mentor's suitability, commitment, and alignment with the UHV's values.

### **5. Application Review and Selection**

- The QEP Director reviews mentor applications, credentials, and supervisor recommendations.
- The QEP Director interviews potential mentors based on their qualifications, experience, and alignment with the QEP goals.

### **6. Mentor Training**

- Selected mentors will attend a comprehensive mentor training program that covers essential topics such as effective communication, understanding diverse student needs, and mentorship best practices.

### **7. Assignment of Students**

- Mentors will be matched with students based on a mentor matching questionnaire given to the students.
- Factors such as academic disciplines, career interests, and any other preferences will be used to match mentors and students. (See Mentor Matching Questionnaire in Appendix F)

## **Credential Check for Potential Mentors**

### **1. Interpersonal Skills:**

- Exceptional: Demonstrates exceptional interpersonal skills, actively listens, and communicates effectively.
- Proficient: Displays solid interpersonal skills, fostering positive and respectful relationships.
- Basic: Shows basic interpersonal skills but may benefit from improvement in communication.

### **2. Empathy and Understanding:**

- Exceptional: Exhibits a high level of empathy, understanding, and sensitivity to mentees' needs.
- Proficient: Demonstrates empathy and understanding in mentorship interactions.
- Basic: Has some understanding of mentees' perspectives but may need improvement in empathy.

### **3. Availability and Responsiveness:**

- Exceptional: Is highly available and responsive to mentees' needs and concerns.
- Proficient: Demonstrates good availability and responsiveness.
- Basic: May need improvement in availability and responsiveness.

### **4. Guidance and Support:**

- Exceptional: Provides excellent guidance and support, helping mentees navigate challenges.
- Proficient: Offers solid guidance and support to mentees.
- Basic: Provides basic guidance, but mentorship support may need improvement.

### **5. Commitment to Mentoring Goals:**

- Exceptional: Fully committed to the goals of the mentoring program and the success of mentees.
- Proficient: Demonstrates commitment to mentoring goals and mentee success.
- Basic: Shows some commitment but may need further alignment with program goals.

### **6. Confidentiality:**

- Exceptional: Maintains a high level of confidentiality and respects mentees' privacy.
- Proficient: Demonstrates good practices in maintaining confidentiality.
- Basic: May need improvement in maintaining confidentiality and respecting privacy.

### **7. Adaptability:**

- Exceptional: Adapts mentorship style to the individual needs and preferences of mentees.
- Proficient: Shows adaptability in mentorship but may have some room for improvement.
- Basic: May need improvement in adjusting mentorship approach to individual needs.

### **8. Positive Feedback and Recommendations:**

- Exceptional: Receives consistently positive feedback and recommendations from mentees and program coordinators.
- Proficient: Has positive feedback and recommendations from mentees and stakeholders.
- Basic: May lack strong recommendations or have limited references.

## Supervisor support questionnaire

\_\_\_\_\_ has applied to be a mentor for the UHV QEP. The focus of the QEP is retention and academic success. We are seeking mentors who are committed to personal and professional development. Please answer the questions below to aid in a decision of whether the applicant would be able to fulfill the responsibilities of a mentor.

### **1. Relationship and Observations:**

- Have you observed the applicant developing effective relationships with students?

### **2. Communication and Interpersonal Skills:**

- Does the applicant display communication and interpersonal skills necessary to be a mentor?

### **3. Suitability for Mentorship Role:**

- Based on your knowledge of the potential mentor's qualifications and characteristics, do you believe they possess the qualities necessary for a successful mentorship role?

### **4. Do you agree to allow the applicant time to commit to the mentorship process which will include meeting with students, meeting with other mentors, and development training (possibly up to 3 hours per week)?**

- Yes / No

Your Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix D: Mentor Responsibilities**

Mentors are expected to contact mentees (i.e., students meeting the inclusion criteria) bi-weekly by email, text, phone, Teams meeting, or in-person during regularly scheduled office hours or before/after class. Method of interaction will depend on the course modality of the student (i.e., a face-to-face student will meet in person, and an online student will meet through Teams). Every effort will be made to have a live interaction with the mentees. The bi-weekly check-ins will continue to occur for the first semester of mentorship. The mentee may progress beyond the need for bi-weekly meetings in subsequent semesters. The “schedule of mentorship” below outlines the criteria for moving beyond bi-weekly meetings.

### **Faculty Mentor Meeting Checklist and Guidelines for QEP Students:**

#### **1. Grade Check**

- Review the student’s recent grades and academic performance.
- Identify any trends or patterns in their coursework.
- Discuss areas of improvement and commendable efforts.

#### **2. Course Scheduling**

- Evaluate the current course schedule to ensure it aligns with the student’s academic goals.
- Discuss any challenges or concerns related to the courses they are taking.
- Explore potential adjustments or additional support if needed.

#### **3. Community Engagement**

- Assess the student’s involvement in extracurricular activities or community engagement.
- Encourage participation in relevant clubs, events, or initiatives.
- Discuss the impact of community engagement on their overall well-being and academic success.

#### **4. Mental Health Check**

- Initiate a conversation about the student’s mental health and well-being.
- Identify any signs of stress, anxiety, or other mental health challenges.
- Provide resources or referrals to campus support services if necessary.

#### **5. Goal Review**

- Review the student’s academic and personal goals.
- Assess progress made toward these goals since the last meeting.
- Collaboratively set realistic short-term and long-term goals for the upcoming month.

#### **6. Study Strategies and Time Management**

- Discuss the student’s study habits and time management skills.
- Offer guidance on effective study strategies and organizational techniques.
- Provide resources for academic support services available on campus.

#### **7. Feedback and Open Communication**

- Encourage the student to share their thoughts, concerns, and feedback.

- Create a safe and open space for the students to express themselves.
  - Discuss any challenges they may be facing both academically and personally.
- 8. Action Plan**
- Develop a concrete action plan for the upcoming month based on the discussion.
  - Clearly outline specific steps and strategies to address identified challenges.
  - Establish a follow-up plan for the next meeting to track progress.
- 9. Encouragement and Motivation**
- Provide positive reinforcement for the student's efforts and achievements.
  - Offer words of encouragement to boost their motivation.
  - Reinforce the importance of seeking help and utilizing available resources.
- 10. Documentation**
- Maintain accurate records of the meeting, including discussed topics and action items on EAB Navigate.
  - Document any additional support or referrals provided.
  - Share relevant information with appropriate campus support services if required.

## **Monitoring of Mentors and Continuing Education**

- 1. Regular Check-ins and Support**
- Regular check-ins between mentors and the QEP director will address any challenges, provide support, and ensure the success of the mentorship relationships.
- 2. Recognition and Feedback**
- Acknowledge and recognize the efforts of mentors through regular appreciation events or awards.
  - Gather feedback from both mentors and mentees to evaluate the program's effectiveness and make any necessary adjustments.
- 3. Continuous Improvement**
- When funds are available, send mentors to conferences.
  - Hold workshops on campus for mentors.
  - Have fall and spring in-service days where all mentors gather to share best practices and potential pitfalls they have encountered.

Mentoring provides an abundance of benefits for both parties involved. At the heart of mentoring is connection. Faculty and staff connect with students beyond transactional teaching and classroom settings. There is intentional engagement and concern for their success. McKinsey (2016) characterized mentorship in stages. The first stage involves faculty and staff helping students to get situated in their new environment; McKinsey (2016) referred to this as “mentoring in” (p. 4). The second stage, “mentoring through,” includes faculty and staff facilitating students to gain more advanced skills and confidence (p. 4). The last stage, “mentoring onward,” refers to how faculty and staff help students navigate life after university training (p. 5).

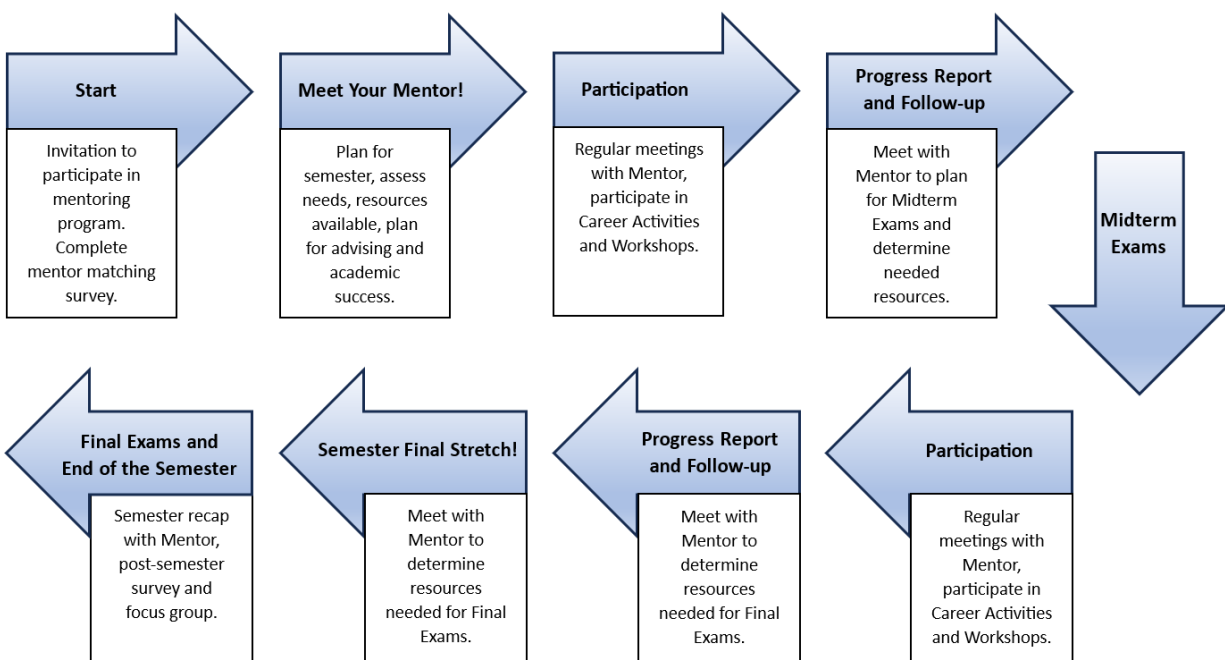


Figure 4: 5C for UHV Semester Roadmap

## Resignation of a Mentor

A mentor may resign for any reason. Upon resignation, any compensation or special accommodations and privileges will be removed from the mentor immediately. All the mentees will be reassigned to a new mentor and their records will be transferred over.

A mentor may be asked to resign by the QEP Director if it is determined that the mentor is not fulfilling the duties of mentorship to the standards of the QEP. All the mentees will be reassigned to a new mentor and their records will be transferred over. Decisions to ask a mentor to resign will be at the end of any long semester so as not to disrupt the mentor mentee relationship mid-semester.

## Schedule of Mentorship

It is challenging to estimate the amount of time each mentor will invest in this project on a weekly basis. Mentor load (i.e., the number of assigned mentees) may vary depending on the mentor's capacity. In addition, some students will benefit from more intensive coaching or more frequent meetings than other students will require. In general, however, we are asking those who mentor multiple students to consider investing up to three hours a week, distributed (roughly) as follows.

	Previous semester GPA	Cumulative GPA	Plan
First Semester	-	-	Bi-weekly In-Person Meetings (Office Hours or Teams)
Second Semester and Beyond	< 2.0	< 2.0	Bi-weekly In-Person Meetings (Office Hours or Teams)
	< 2.0	> 2.0	Bi-weekly In-Person Meetings (Office Hours or Teams)
	> 2.0	< 2.0	Monthly In-Person Meeting with Bi-weekly email
	> 2.0	> 2.0	Monthly In-person meeting (Office Hours or Teams)
	> 2.0	> 2.5	Mid-term and Finals Meeting (Office Hours or Teams)
	> 2.0	> 3.0	End of semester Check-in (Office Hours or Teams)

*Table 7: GPA Criteria for Progression of Mentor/Mentee Relationship*

## **Appendix E: Role of the Student**

The student mentees play a significant part in the success of the QEP. To ensure the best fit for a mentor/mentee relationship, the first step in matching will be for the student to fill out a “Mentor Matching Questionnaire” (Appendix F). This will allow us to pair the student with a mentor who best specializes in the demographic of the student. A sample question would be, “Are you primarily face to face or online?” This question will allow us to match the student with a mentor who is primarily face to face or online. Other matching questions involve major and career aspirations. The key will help match mentors and mentees and will inform a decision-making process when new mentors are recruited. If we are short on face-to-face mentors, then we would recruit one. The progression through the initial semester is outlined in the Figure below. Each subsequent semester will start with step 2 and planning the semester.

Students will be responsible for following the mentorship plan. This will include academic tutoring provided by the Center for Student Success, career development opportunities provided by the Career Development Center, and community engagement activities.

The student will remain in the program according to the schedule above until they graduate, remove themselves from the program, or are removed from the program for non-compliance.

### **Removal of a Student from the Program**

To address non-compliance and remove a student from the mentoring program, a structured process with gradual steps, including verbal and written warnings, will be implemented:

#### **1. Initial Feedback Meeting**

- At a regular or specially scheduled meeting between the mentor and the student, discussion of the observed non-compliance issues will take place.
- The mentor will clearly communicate the expectations of the mentoring program and identify specific areas where the student is falling short.
- The mentor will discuss the potential consequences of continued non-compliance.
- This meeting will serve as a verbal warning to the student.
- The QEP director will be notified.

#### **2. Written Warning**

- If the issues persist despite the verbal warning, the student will receive a written warning.
- The written warning will include documentation of the specific instances of non-compliance, the actions required for improvement, and the consequences if improvement does not occur.
- The written warning will be shared with the student and a copy will be kept for program records.
- The QEP director will be notified.



### **3. Review Meeting**

- A follow-up meeting will occur to discuss the written warning with the student.
- The student will be encouraged to provide their perspective on the issues and discuss any challenges they may be facing.
- The mentor will reiterate the importance of compliance with program expectations.

### **4. Probationary Period**

- If the non-compliance continues, the QEP director will place the student on a probationary period within the program.
- The QEP director will clearly outline the terms of the probation, including specific actions the student must take to address the issues.

### **5. Final Warning**

- If there is no improvement during the probationary period, a final written warning will be issued to the student by the QEP director.
- The final warning will clearly state that failure to address the non-compliance issues will result in removal from the mentoring program.

### **6. Removal from the Program**

- If the student's non-compliance persists despite all previous interventions, the mentor and QEP director will make the decision to remove the student from the mentoring program.
- The decision will be communicated to the student in a formal meeting, providing a clear explanation of the reasons for removal.
- The removal will be documented in EAB Navigate and the student will receive a copy of the dismissal letter.

### **7. Appeal Process**

- Students who believe they have been unjustly removed from the program will follow the guidelines for academic appeal outlined in the UHV student handbook.
- The appeal will first go to the Associate Provost for Curriculum and Student Success who will grant or deny the appeal.
- If the appeal is granted, the student will be placed back in the probationary period outlined above; if the appeal is denied, the student may elevate the appeal to the academic appeals committee following the guidelines in the student handbook.

The stepwise approach with verbal and written warnings provides students with opportunities to address non-compliance before removal becomes necessary. This process also ensures fairness and transparency in handling such situations.

## Appendix F: Mentor Matching Questionnaire

1. **What is your primary modality of instruction at UHV?**
  - A. Face-to-face Victoria
  - B. Face-to-face Katy
  - C. Online
2. **Are you currently a student athlete?**
  - A. Yes
  - B. No
3. **What is your major or field of study?**
  - A. Science, Technology, Engineering, Mathematics (STEM)
  - B. Humanities or Arts
  - C. Business and Economics
  - D. Education or Teaching
  - E. Social Sciences
  - F. Other (please specify)
4. **Do you experience challenges in any of the following areas?**
  - A. Struggle in math
  - B. Struggle in writing
  - C. No specific challenges

Based on the students' responses:

- If a student is Face-to-face Victoria (Question 1A) and an Athlete (Question 2A), they will be paired with a mentor who understands the demands of college athletes.
- If a student is Face-to-face Victoria (Question 1A) and not an Athlete (Question 2B), they will be paired with a mentor from their field of study who specializes in their challenges.
- If a student is Face-to-face Katy (Question 1B) they will be paired with a mentor in Katy from their field of study who specializes in their challenges.
- If a student is Online (Question 1C) they will be paired with a mentor who teaches primarily Online from their field of study who specializes in their challenges.

## Appendix G: Mentoring Timeline

Table 8: Year 1 Timeline (Fall Semester)

<i>Week before classes start</i>	<i>Week before classes start</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 4 &amp; 6</i>	<i>Week 8</i>	<i>Week 10, 12, &amp; 14</i>	<i>Week after Grades Posted</i>
<b>Identify Potential Participants</b>	<b>Select Participants and Control Groups</b>	<b>Identify status in all areas</b>	<b>Preliminary Survey</b>	<b>Regular Mentor Meetup</b>	<b>Mid-semester progress check</b>	<b>Regular Mentor Meetup</b>	<b>End of Fall Semester</b>
Query for participant pool: UG Students not TSI complete or GPA from 1.5 to 2.0	Representative sample of Spring term enrolled FTIC, Transfer, and Continuing students in GPA range categories of .25 increments from 1.5 to 2.0 GPA	Re-run Navigate reports (Enrollment, Performance, Progress Summary) on invited participants and non-participants	First meeting with Mentor. Participant pre-test (paper) and mentor Pre-test survey in Qualtrics	Mentor Checklist Appendix D	Mentor check up with student with specific questions to determine student status, student complete Midterm Survey	Mentor Checklist Appendix D	Run Navigate reports (Enrollment, Performance, and Progress Summary) on participants and non-participants. Run Intervention Effectiveness on participants and non-participants.
Baseline data on all potential participants Run Navigate reports (Enrollment, Performance, and Progress Summary) on participants and non-participants	Send out Mentor Matching Questionnaire, Match students with mentors, flag students in Student Groups table as QEP 2023	Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants		Mentor address progress report alerts (Week 6)	Advisors send out message to participants hey, you're doing great, keep it up OR here's what you can do if you need help with link to upcoming career services events designed for participants	EAB Navigate reporting on tutoring, progress reports, texting, alerts/cases, drop/stop outs. (Week 10)	Run Activity Analytics on all Fall Enrolled Undergrads minus program participants, disaggregate by class level, run same report on participants and invited but not participant.
Determine Success Markers and Population Health, compare to prior Fall					Midterm survey asking 1) Do you feel the program has been helpful to you so far? 2) why or why not?	IR runs withdrawal numbers for participants and non-participants, content analysis of Mid-term short survey.	Post-test survey in Qualtrics, mentor or advisor outreach to non-respondents.

<i>Week before classes start</i>	<i>Week before classes start</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 4 &amp; 6</i>	<i>Week 8</i>	<i>Week 10, 12, &amp; 14</i>	<i>Week after Grades Posted</i>
<b>Identify Potential Participants</b>	<b>Select Participants and Control Groups</b>	<b>Identify status in all areas</b>	<b>Preliminary Survey</b>	<b>Regular Mentor Meetup</b>	<b>Mid-semester progress check</b>	<b>Regular Mentor Meetup</b>	<b>End of Fall Semester</b>
						Career, Tutoring, and Advising run reports by student for number of contacts. Mentors report on # contacts and no contact students, dropped out of mentoring.	Analysis of results, import into dashboard Committee meets to discuss progress, pitfalls, communication with students.
						Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants	Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants

Table 9: Year 1 Timeline (Spring Semester)

<i>Two weeks before classes start</i>	<i>Week before Classes start</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Weeks 4 &amp; 6</i>	<i>Week 8</i>	<i>Weeks 10, 12, &amp; 14</i>	<i>Week after Grades Posted</i>	<i>May-July</i>
<b>Enrollment Check</b>	<b>Invite New Participants</b>	<b>Identify Status in all areas</b>	<b>Preliminary Survey</b>	<b>Regular Mentor Meetup</b>	<b>Mid-semester progress check</b>	<b>Regular Mentor Meetup</b>	<b>End of Spring Semester</b>	<b>Summer Semester</b>
Track enrollment status of all participants for Spring semester, Mentor outreach to non-enrolled.	Send out Mentor Matching Questionnaire for new students, Match students with mentors, flag students in Student Groups table	Re-run Navigate reports (Enrollment, Performance, Progress Summary) on invited participants and non-participants	First meeting with Mentor. Participant pre-test (paper) and mentor Pre-test survey in Qualtrics or paper, get each participant's preferred method of communication.	Mentor Checklist Appendix D	Mentor check up with student with specific questions to determine student status, student complete Midterm Survey	EAB Navigate reporting on tutoring, progress reports, texting, alerts/cases, drop/stop outs.	Run Navigate reports (Enrollment, Performance, and Progress Summary) on participants and non-participants. Run Intervention Effectiveness on participants and non-participants.	Full analysis with yearly trends, pre- and post-test evaluation, correlations with intervention piece and goals, multiple regression to look at which pieces
Committee meets to review reports, evaluate pieces of program for effectiveness and usage, discuss changes and plan on reaching more students.		Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants		Mentor address progress report alerts (Week 6)	Advisors send out message to participants hey, you're doing great, keep it up OR here's what you can do if you need help with link to upcoming career services events designed for participants	IR runs withdrawal numbers for participants and non-participants, content analysis of Mid-term short survey.	Run Activity Analytics on all Spring Enrolled Undergrads minus program participants, disaggregate by class level, run same report on participants and invited but not participant.	Committee meets to review reports, evaluate pieces of program for effectiveness and usage, discuss changes and plan on reaching more students, funding, sustainability plans, etc.
Document and implement changes. Indicate and revise assessments and analyses as needed.					Midterm survey asking 1) Do you feel the program has been helpful to you so far? 2) why or why not?	Career, Tutoring, and Advising run reports by student for number of contacts. Mentors report on # contacts and no contact students, dropped out of mentoring.	Post-test survey in Qualtrics, mentor or advisor outreach to non-respondents.	Import data files into dashboard for analysis

<i>Two weeks before classes start</i>	<i>Week before Classes start</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Weeks 4 &amp; 6</i>	<i>Week 8</i>	<i>Weeks 10, 12, &amp; 14</i>	<i>Week after Grades Posted</i>	<i>May-July</i>
<b>Enrollment Check</b>	<b>Invite New Participants</b>	<b>Identify Status in all areas</b>	<b>Preliminary Survey</b>	<b>Regular Mentor Meetup</b>	<b>Mid-semester progress check</b>	<b>Regular Mentor Meetup</b>	<b>End of Spring Semester</b>	<b>Summer Semester</b>
						Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants	Analysis of results, import into dashboard	
						Analysis of results, import into dashboard, Committee meets to discuss progress, pitfalls, communication with students.	Use Navigate data files to enter information into dashboard or initial analyses and tracking participants vs non-participants	

## Appendix H: Surveys



### Beginning Semester Survey

Pilot Study Student Pretest

\* Required

\* This form will record your name, please fill your name.

1. What do you expect from participating in 5C's for UHV? \*

2. What do you expect from participating in 5C's for UHV? \*

3. Have you set goals/made plans for academic success for this semester? \*

4. What types of assistance do you think you need this semester to be successful academically?

\*

5. How do you feel about participating in this program? \*

6. What is(are) your greatest source(s) of anxiety about succeeding academically this semester?

\*

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Microsoft Forms



# End of Semester Survey

Pilot Study Student Posttest

## 1. How do you agree with the following statements?

	Yes	No
I was satisfied with the frequency of meetings with my mentor.	<input type="radio"/>	<input type="radio"/>
I discussed career plans with my mentor.	<input type="radio"/>	<input type="radio"/>
I discussed my academic strengths and weaknesses with my mentor.	<input type="radio"/>	<input type="radio"/>
The goals and requirements of 5C's for UHV were clearly explained at the beginning of the semester.	<input type="radio"/>	<input type="radio"/>
I was provided enough feedback on my progress in my courses.	<input type="radio"/>	<input type="radio"/>
I was provided the support I needed to succeed academically this semester.	<input type="radio"/>	<input type="radio"/>
I felt I was provided support for my overall well-being.	<input type="radio"/>	<input type="radio"/>
I felt I was supported in managing my non-academic responsibilities (work/school/family balance, etc.)	<input type="radio"/>	<input type="radio"/>
My mentor was a good match for me.	<input type="radio"/>	<input type="radio"/>
I discussed my challenges and goals for this semester with my mentor.	<input type="radio"/>	<input type="radio"/>
I discussed my challenges and goals to completing my degree with my mentor.	<input type="radio"/>	<input type="radio"/>
I want to continue participating in 5C's for UHV.	<input type="radio"/>	<input type="radio"/>
Having a mentor this semester meet your expectations	<input type="radio"/>	<input type="radio"/>
I achieved the goals I set for academic success this semester.	<input type="radio"/>	<input type="radio"/>
I received the types of assistance I needed this semester to be successful academically.	<input type="radio"/>	<input type="radio"/>



***2. How do you feel now after a semester of participation in this program?***

***3. What is your greatest source of anxiety about succeeding academically next***

***4. Please give your honest feedback about your experience with 5C's for UHV this semester.***



# End of Semester Mentor Survey

Pilot Study Mentor Survey

## Mentor Survey

**1. *Were you provided enough resources and assistance to be successful in mentoring?***

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**2. *What were you hoping to achieve with your mentee(s)?***

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**3. *How difficult was it to work with your mentees to develop a plan for academic success this semester? To develop a plan to get to graduation?***

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**4. *How difficult was it to establish how often or when you would meet with your mentee? Were there difficulties with mentees not showing up for meetings?***

---

---

5. *Did this mentoring experience meet your expectations? What did you gain from this experience? Given the opportunity, would you be involved in mentoring again?*

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6. *Did you feel you were you able to provide enough resources and assistance to your mentee(s)?*

---

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7. *Which UHV resources do you think were most valuable to your mentees?*

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8. *Are there other kinds of resources or support would be helpful in your role as mentor?*

---

---

9. *Please offer suggestions about how your mentoring experience could be improved.*

---

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**10. Please offer suggestions about how the mentee experience could be improved.**

---

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**11. Are there any more comments or suggestions you would like to share?**

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