



## **PASS PROGRAMS FOR ACADEMIC STUDENT SUPPORT**

### **2018-2019 Strategic Action Plan for TAMUCC**

### **Programs for Academic Student Support (PASS)**

### **Momentum 2020 Overarching Goal**

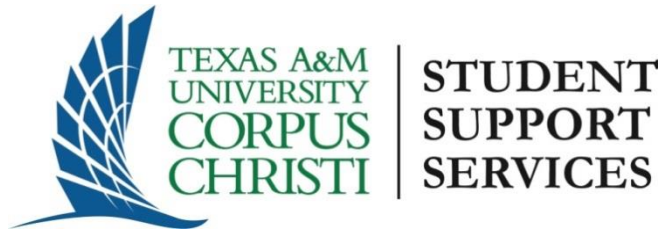
Become an emerging research university with an unparalleled commitment to every student's success, closing the gaps in achievement and delivering a robust campus experience.

### **PASS Mission**

PASS programs serve the needs of low-income, first-generation college students, disabled and underrepresented students in higher education. The major goal of PASS is to increase student retention and graduation. Each of the PASS programs provides a pathway to student academic success.

### **PASS Value Statement**

- We believe innovative scholarship and creative expression enrich the world and the lives of its citizens.
- We value internal and external service and collaborative partnerships that benefit the University's constituents and the broader community.
- We value internal campus collaborations that enrich the intellectual culture of the University.
- We value the use of high impact practices that prepare students for academic success.
- We believe that integrating sense-of-belonging activities increases student success.
- We value student research and believe research as a high impact practice increases graduate school enrollment.
- We believe in the development of staff through professional development.
- We believe that collaboration between academic units increases student success.
- We believe that providing targeted undergraduate programs and comprehensive services via distance learning to meet the needs of students unable to be on campus for a traditional program increases student success.
- We believe in developing and supporting inclusivity and diversity in higher education.



## **Student Support Services Strategic Plan**

### **Mission**

The Student Support Services program is a federally funded TRIO program through the United States Department of Education and is committed to identifying, attracting, and graduating low-income, first-generation and disabled students, especially those from groups who have been historically under-represented in Texas higher education. The emphasis is to provide a special environment in which students can come for assistance in meeting their academic, personal, career, cultural awareness, and social needs.

### **Commitment**

The Student Support Services program is committed to serving all eligible persons seeking academic support, and we encourage applications from students of diverse backgrounds. No distinction is made upon the basis of race, color, disability, religion, age, gender, sexual orientation, marital status, or life circumstance.

### **Student Support Services Core Values**

- Inclusion
- Leadership
- Lifelong Learning
- Community
- Collaboration

### **Goals of Momentum 2020 that relate to the SSS Program**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21<sup>st</sup> century innovation, creativity, and discovery, and results in student success.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21<sup>st</sup> century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.

- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **SSS Goals and Objectives**

- Focus on student retention and academic success.
- Provide academic support services and assistance.
- Create an educational plan for each participant.
- Increase the number of students who graduate.
- Provide cultural and educational opportunities.
- Assist in student holistic growth and development.

**Goal 1: The Student Support Services Program is committed to offering high quality academic support services for undergraduate students.**

**Objectives:**

1.1 Through 2020, enroll and serve 160 students.

**Goal 2: The Student Support Services Program is committed to student learning and offers a comprehensive learning skills development approach for students.**

**Objectives:**

2.1 Through 2020, academic coaches work closely with Student Support Services participants to help them understand and retain the material.

2.2 Through 2020, Self-Improvement workshops are held to help students to improve their general academic skills.

**Goal 3: The Student Support Services Program is committed to the on-going assessment of services and programs.**

**Objectives:**

3.1 Through 2020, an external evaluator assesses the program day-to-day functions and activities.

3.2 Through 2020, an annual report is produced to determine whether goals and objectives have been met.

3.3 Through 2020, 64% of all participants in the Student Support Services Project will persist from one academic year to the beginning of the next academic year.

3.4 Through 2020, 80% of all enrolled participants served by the Student Support Services

Project will meet the performance level required to stay in good academic standing at TAMUCC.

3.5 Through 2020, 50% of new participants served each year will graduate within six years.

**Goal 4: The Student Support Services Program will collaborate with academic and student service units to deliver academic services to students.**

**Objectives:**

4.1 Through 2020, collaborate with the Counseling Center, Career Services, Graduate Studies, Health Center, Financial Aid, and Wells Fargo to provide high quality experience and knowledge for students.



**Student Support Services-STEM (SSS-STEM) Strategic Plan**

**Mission**

SSS-STEM is a federally funded TRIO program through the United States Department of Education and is committed to identifying, attracting, and graduating low-income, first-generation and disabled students, pursuing a major in Science, Technology, Engineering, and Math (STEM) and Health Science. This program provides all mandated federal services as well as workshops involving Technology Innovations, Scientific and Health Research, and Biotechnology.

**Commitment**

The SSS-STEM program is committed to serving all eligible persons seeking academic support, and we encourage applications from students of diverse backgrounds. No distinction is made upon the basis of race, color, disability, religion, age, gender, sexual orientation, marital status, or life circumstance.

**SSS-STEM Core Values**

- Inclusion
- Leadership
- Lifelong Learning
- Community
- Collaboration

**Goals of Momentum 2020 that relate to the SSS-STEM Program**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21<sup>st</sup> century innovation, creativity, and discovery, and results in student success.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21<sup>st</sup> century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **SSS-STEM Goals and Objectives**

- Focus on student retention and academic success.
- Provide STEM academic support services and assistance.
- Create an educational plan for each STEM participant.
- Increase the number of STEM students who graduate.
- Provide cultural and educational opportunities.
- Assist in student holistic growth and development.

**Goal 1: The Student Support Services Program is committed to offering high quality academic support services for undergraduate STEM students.**

**Objectives:**

1.2 Through 2020, enroll and serve 120 students.

**Goal 2: The Student Support Services Program is committed to student learning and offers a comprehensive learning skills development approach for students.**

**Objectives:**

2.1 Through 2020, academic coaches work closely with SSS-STEM participants to help them understand and retain the material.

2.2 Through 2020, Self-Improvement workshops are held to help students to improve their STEM academic skills.

**Goal 3: The Student Support Services STEM Program is committed to the on-going assessment of services and programs.**

**Objectives:**

3.1 Through 2020, an external evaluator assesses the program day-to-day functions and activities.

3.2 Through 2020, an annual report is produced to determine whether goals and objectives have been met.

3.3 Through 2020, 64% of all participants in the SSS-STEM Project will persist from one academic year to the beginning of the next academic year.

3.4 Through 2020, 80% of all enrolled participants served by the SSS-STEM Project will meet the performance level required to stay in good academic standing at TAMUCC.

3.5 Through 2020, 50% of new participants served each year will graduate within six years.

**Goal 4: The Student Support Services Program will collaborate with academic and student service units to deliver academic services to students.**

**Objectives:**

4.1 Through 2020, collaborate with the Counseling Center, Career Services, Graduate Studies, Health Center, Financial Aid, and Wells Fargo to provide high quality experience and knowledge for students.



**Student Support Services-Teacher Prep (SSS-TEACH) Strategic Plan**

**Mission**

Teacher Prep is a federally funded TRIO program through the United States Department of Education and is committed to identifying, attracting, and graduating low-income, first-generation and disabled students, pursuing a teaching degree for kindergarten through 12th grade education. This program provides all mandated federal services as well as test preparation to meet the teacher certification exams.

**Commitment**

The SSS-TEACH program is committed to serving all eligible persons seeking academic support, and we encourage applications from students of diverse backgrounds. No distinction is

made upon the basis of race, color, disability, religion, age, gender, sexual orientation, marital status, or life circumstance.

### **Student Support Services-TEACH Core Values**

- Inclusion
- Leadership
- Lifelong Learning
- Community
- Collaboration

### **Goals of Momentum 2020 that relate to the SSS-TEACH Program**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21<sup>st</sup> century innovation, creativity, and discovery, and results in student success.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21<sup>st</sup> century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **SSS-Teacher Prep Goals and Objectives**

Focus on future teacher student retention and academic success.

- Provide academic support services and assistance.
- Create an educational plan for each participant.
- Increase the number of students who graduate.
- Provide cultural and educational opportunities.
- Assist in student holistic growth and development.

**Goal 1: The Student Support Services Program is committed to offering high quality academic support services for undergraduate students.**

#### **Objectives:**

1.3 Through 2020, enroll and serve 140 students.

**Goal 2: The Student Support Services Teacher Prep Program is committed to student learning and offers a comprehensive learning skills development approach for students.**

**Objectives:**

2.1 Through 2020, academic coaches work closely with Student Support Services Teacher Prep participants to help them understand and retain the material.

2.2 Through 2020, Self-Improvement workshops are held to help students to improve their general academic skills.

**Goal 3: The Student Support Services Teacher Prep Program is committed to the on-going assessment of services and programs.**

**Objectives:**

3.1 Through 2020, an Executive Director assesses the program day-to-day functions and activities.

3.2 Through 2020, an annual report is produced to determine whether goals and objectives have been met.

3.3 Through 2020, 64% of all participants in the Student Support Services Teacher Prep Project will persist from one academic year to the beginning of the next academic year.

3.4 Through 2020, 80% of all enrolled Teacher Prep participants served by the Student Support Services Teacher Prep Project will meet the performance level required to stay in good academic standing at TAMUCC.

3.5 Through 2020, 50% of new Teacher Prep participants served each year will graduate within six years.

**Goal 4: The Student Support Services Teacher Prep Program will collaborate with academic and student service units to deliver academic services to students.**

**Objectives:**

4.1 Through 2020, collaborate with the Counseling Center, Career Services, Graduate Studies, Health Center, Financial Aid, and Wells Fargo to provide high quality experience and knowledge for students.





## **McNair Scholars Program**

### **Mission**

The McNair Scholars Program is a federal TRIO Program, funded by the U.S. Department of Education. The Program prepares low-income, first generation, and underrepresented undergraduate students to pursue doctoral degrees by involving them in research and other scholarly activities. Staff works closely with students accepted into the program as they complete their undergraduate requirements, encourage them to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented groups.

### **Goals of Momentum 2020 that relate to the McNair Scholars Program**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21<sup>st</sup> century innovation, creativity, and discovery, and results in student success.
- Become an Emerging Research University by creating an environment that articulates and provides resources necessary for commitment to excellence in research, creative activity, and scholarship in all academic departments and units.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21<sup>st</sup> century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **Program Goals and Objectives through 2022**

**Goal 1: Familiarize undergraduate students with the academic research process.**

#### **Objectives:**

1.1 **80%** of students served during the project year will have completed appropriate research or scholarly activities during the McNair program academic year.

**Goal 2: Increase graduate school enrollment for project participants.**

**Objectives:**

2.1 **40%** of McNair Program bachelor's degree recipients (or equivalent) will be accepted and enrolled in a post baccalaureate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent).

**Goal 3: Increasing student persistence in graduate school.**

**Objectives:**

3.1 **40%** of first year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year.

**Goal 4: Increase doctoral degree attainment.**

**Objectives:**

4.1 **17%** of McNair program participants served who will attain a doctoral degree within ten years of the attainment of the bachelor's degree.

**Goal 5: Address the needs of low income and first-generation students.**

**Objectives:**

5.1 **67%** of McNair participants served during the project year must be low income and first generation during the McNair program academic year.



**Upward Bound Central Program (UBCP)**

**Mission**

UBCP is a federally funded TRIO program through the United States Department of Education that provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UBCP will serve 60 high school students (30 from Moody HS and 30 from West Oso HS) from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The overarching goal of UBCP is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

## **Commitment**

The UBCP is committed to serving 60 eligible students seeking academic support, and we encourage applications from students of diverse backgrounds. No distinction is made upon the basis of race, color, disability, religion, age, gender, sexual orientation, marital status, or life circumstance.

## **Core Values**

- Inclusion
- Leadership
- Lifelong Learning
- Community
- Collaboration

## **Goals of TAMUCC Momentum 2020 that relate to UBCP**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21st century innovation, creativity, and discovery, and results in student success.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21st century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

## **UBCP Goals and Objectives through 2022**

- Academic performance, cumulative GPA's will be higher than a 2.0
- Academic performance on Standardized Tests will be at proficient level
- Focus on student retention and success
- Increase the number of students who graduate from high school and college
- Students will enroll in post-secondary education

### **Academic Performance--Grade Point Average (GPA)**

**55%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

### **Academic Performance on Standardized Test**

**60 %** of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

### **Secondary School Retention and Graduation**

**65%** of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

### **Secondary School Graduation (rigorous secondary school program of study)**

**40%** of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

### **Postsecondary Enrollment**

**65%** of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

### **Postsecondary Completion**

**38%** of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.



## **Upward Bound North Program (UBNP)**

### **Mission**

UBNP is a federally funded TRIO program through the United States Department of Education that provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UBNP will serve 60 high school students (30 from Miller HS and 30 from Coles HS) from low-income families; and high school students from

families in which neither parent holds a bachelor's degree. The overarching goal of UBNP is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

### **Commitment**

The UBNP is committed to serving 60 eligible students seeking academic support, and we encourage applications from students of diverse backgrounds. No distinction is made upon the basis of race, color, disability, religion, age, gender, sexual orientation, marital status, or life circumstance.

### **Core Values**

- Inclusion
- Leadership
- Lifelong Learning
- Community
- Collaboration

### **Goals of TAMUCC Momentum 2020 that relate to UBNP**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21st century innovation, creativity, and discovery, and results in student success.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21st century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **UBNP Goals and Objectives through 2022**

- Academic performance, cumulative GPA's will be higher than a 2.0
- Academic performance on Standardized Tests will be at proficient level
- Focus on student retention and success
- Increase the number of students who graduate from high school and college
- Students will enroll in post-secondary education

### **Academic Performance--Grade Point Average (GPA)**

55 % of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

### **Academic Performance on Standardized Test**

**60 %** of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

### **Secondary School Retention and Graduation**

**65 %** of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

### **Secondary School Graduation (rigorous secondary school program of study)**

**30 %** of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

### **Postsecondary Enrollment**

**65 %** of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

### **Postsecondary Completion**

**28 %** of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.



## **Project GRAD Program Strategic Plan**

### **Mission**

Graduation and Retention through Academic Diversity (Project GRAD), funded by the Department of Education Title V program. This project is a seamless pipeline to increase the number and proportion of Hispanic, first-generation, low-income, and traditionally underrepresented students who are academically prepared for, enroll in, and complete college within six years.

## **Goals of Momentum 2020 that relate to Project GRAD**

- Attract a diverse and highly qualified student body of 15,000 students consistent with our mission as a Hispanic Serving Institution and one that served students representing the changing demographics of the State of Texas.
- Deliver and become known for our challenging, learning-centered environment that promotes 21<sup>st</sup> century innovation, creativity, and discovery, and results in student success.
- Become an Emerging Research University by creating an environment that articulates and provides resources necessary for commitment to excellence in research, creative activity, and scholarship in all academic departments and units.
- Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
- Provide 21<sup>st</sup> century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations.
- Be accountable for developing and managing resources to efficiently and effectively achieve the mission of the university.

### **Project GRAD Goals and Objectives**

#### **Component One- Summer Prep Academy**

- 120 students, especially high-need, per summer, with an increase of 20% per year, will participate in the Summer Prep Academy. (Baseline=0)
- 80% of Summer Prep Academy students will enroll in non-remedial coursework in the subsequent fall semester. (Baseline=0)
- By 2020, the number of students and parents who participate in Spanish speaking orientation sessions will increase by 60%. (Baseline=0)
- 70% of Summer Prep Academy students will persist in a degree-seeking program at TAMUCC. (Baseline=0)
- 60% of Summer Prep Academy students will graduate with at least a 2.5 GPA within six years. (Baseline=0)
- 100% of Summer Prep Academy students will receive a faculty mentor before his/her first enrolled semester. (Baseline=0)

#### **Component Two- Engage and Interact**

- Provide two on-campus family activities per semester with an increase of one activity per year. (Baseline=0)
- By 2020, the number of students and parents who participate in on-campus family activities will increase by 50%. (Baseline=0)
- By 2020, the number of high-need students who participate in internship and/or undergraduate research programs will increase by 45%. (Baseline= 14%)
- By 2020, the number of high-need students who graduate in six years will increase by 40% (Baseline=37%)

- By 2020, increase the number of high-need students who utilize TAMUCC academic support programs by 30%. (Baseline=49%).

**Component Three- Resources and Development**

- By 2020, 80% of faculty will participate in co-curricular learning communities focused on best practices in pedagogy and online instructional delivery models. (Baseline=19%).
- By 2020, there will be a 40% increase in the number of faculty who are able to teach online courses and provide online resources for students. (Baseline = 6%)
- Develop a state of the art learning space at the Bell Library that includes upgraded resources, where students can interact together to enhance conceptual understanding of course materials.
- By 2020, increase the number of students and faculty who utilize the Bell Library by 35% (Baseline=59%).



The GO Center Program, funded by the Texas Higher Education Coordinating Board, is dedicated to creating a college-going culture among high school students and providing the financial support needed to be successful in post-secondary education. The GO Centers serve as a point of coordination for college knowledge between students, parents, counselors, and Texas A&M University-Corpus Christi. The GO Center mentors are trained in financial aid, scholarships, admissions applications, resume writing, and a number of other higher education processes required for admission into college or university.

**GO Centers are located at the following high schools:**

Carroll	London
Collegiate	Miller
Flour Bluff	Moody
Gregory-Portland	Ray
Harold T. Branch	Solomon Coles
Incarnate Word Academy	Tuloso-Midway
John Paul II	Veterans Memorial
King	West Oso



### **Goals of Momentum 2020 that relate to the GO Centers**

- Build and sustain mutually beneficial relationships with stakeholders in our community and beyond through engagement by faculty, staff, students, and alumni.