The Texas A&M University-Corpus Christi educational support services units identify expected outcomes, annually assess the extent to which they achieve anticipated outcomes, and use the assessment results to improve services.

**Annual Assessment Process**
Texas A&M University-Corpus Christi constantly assesses services using a variety of assessment instruments including the Noel Levitz Student Satisfaction Inventory Survey (Noel Levitz) [1], the National Survey of Student Engagement [2], the Beginning College Survey of Student Engagement [3], and in-house assessment tools [4] [5]. The findings of these instruments are brought together with the University mission [6] and strategic plan [7] [8] in the WEAVEonline Assessment Management System [9]. These assessment results are used to improve the services at the University.

As documented, responsibility for educational support services at Texas A&M-Corpus Christi falls under various administrative divisions including student affairs, academic affairs, and finance and administration [10]. All support services units are committed to the University mission [6] to provide excellence in service and prepare students for lifelong learning and responsible participation in the global community [7]. In conjunction with the A&M-Corpus Christi annual reporting and budget request cycle [11] [12], individual units identify a departmental mission, objectives, measurements, and action plans that support the A&M-Corpus Christi mission statement [6] and the Momentum 2015 Strategic Plan [7] [8]. Educational support services at A&M-Corpus Christi have recorded assessment information annually since the 2006-07 cycle using the WEAVEonline Assessment Management System [13].

"WEAVEonline is a [W]eb-based assessment management system that helps manage accreditation, assessment, planning, and quality improvement processes for colleges and universities.

WEAVEonline increases the understanding of and commitment to ongoing planning and evaluation from the level of individual programs up through the entire institution.

In so doing, WEAVEonline promotes collaboration within and across all academic and administrative units and builds institutional commitment to continuous improvement" [14].

A&M-Corpus Christi's educational support services areas implement the assessment process in the following sequence through the use of WEAVEonline [9] [15]:

- publish mission statements that are integrated into the University's mission [16]
- define objectives that are specific and measurable [17]
- identify means to measure achievement of objectives
- establish criteria for target achievement
- assess whether the findings met target achievement [18]
- create an action plan to improve service if target achievement was unmet
• implement action plan to improve service [19].

Administrative leaders assure that each unit’s mission statement is aligned to support the A&M-Corpus Christi mission to provide excellence in service and prepare students for lifelong learning and responsible participation in the global community [6] [13]. Each unit also aligns its objectives with the Momentum 2015 Strategic Plan’s unifying themes of excellence, engagement, expansion, and effectiveness and the strategic principles [20] [8]. Multiple measures are encouraged to ensure that each objective is achieved or to identify where specific improvements are needed. The annual assessment report includes measurements, analyses, action plans for future program improvement/enhancement, and funding requests [21].

Forty-six educational support services units evaluate their performance (27 in academic affairs, nine in student affairs, eight in finance and administration, and two other) [10]. Forty of these educational support services units currently use WEAVEonline to identify objectives, document progress toward achieving those objectives, and plan actions. Additional units are added each cycle. The completed annual cycles and reports for 2006-07 and 2007-08 reside in WEAVEonline. The objectives and measures for the 2008-09 cycle are in the system. Findings and action plans will be completed by October 2009 [22]. Prior to the implementation of WEAVEonline, unit mission, objectives, and measurement findings were documented using the Nichols five-column model of assessment [23]. Each unit documented assessment plans using an Excel spreadsheet provided by the Office of Planning and Institutional Effectiveness [24] [25] [26] [27] [28] [29] [30] [31] [32].

Since the implementation of WEAVEonline in the 2006-07 cycle, the Office of Planning and Institutional Effectiveness has conducted multiple workshops to train personnel on how to use the software and how to develop assessment plans that close the loop [33]. In fall 2008, five workshops were held to introduce the updated version of the software with 102 users in attendance [34] [15] [35] [36].

Although WEAVEonline is the official repository of assessment data for the University, assessment at A&M-Corpus Christi is individualized in each unit and each unit establishes its own assessment plan in the WEAVEonline system. Below are descriptions of the assessment and decision-making processes of selected educational support services units and some of the more notable changes and/or improvements made as a result of A&M-Corpus Christi assessment activities. Unit plans for A&M-Corpus Christi educational support services can be accessed through WEAVEonline [37].

**Division of Student Affairs**

The process for determining objectives, outcomes, assessments, and budget needs in the Division of Student Affairs [38] begins in the individual departments. Final decisions occur through a series of regular meetings with directors, both individually and in groups, in which the plans of the individual departments and the division as a whole are reviewed and discussed [39] [40]. Opportunities for cross-departmental collaborations are also identified during these sessions. Regular meetings of the vice president, assistant vice president/dean of students, and assistant dean of students are also used to verify priorities, check for alignment with the division and University mission statements, and confirm resources necessary to support the efforts of individual areas. In addition, budgets are reviewed by a Student Service Fee Advisory Committee that analyzes requests and makes recommendations to the president [41]. All departments within the Division of Student Affairs utilize WEAVEonline to capture, manage, and track assessment information. Departmental unit reports and a comprehensive assessment for the Office of the Vice President for Student Affairs are combined in a single annual report that is provided in the supporting documentation [42] [43].

In a January 2006 retreat, the Division of Student Affairs laid a foundation for a more intentional
assessment process through unit planning. The retreat agenda [44] included division goals, long-term planning, a review of 2005-06 unit plans [25], and the budget process. In August 2006, unit leaders were given more training, both individually and in groups, to begin building a culture of assessment that focuses more on student learning and the effectiveness of programs and services [45] [46]. As a result of the focus on assessment, the Division of Student Affairs created an assessment cycle to use as a minimum guide for assessment efforts [47].

The Division of Student Affairs departments use a variety of assessment methods to determine findings for the assessment plans in WEAVEonline including surveys [48] [49] [50], benchmarking studies [51] [52] [53], process analysis [54], event evaluation forms [55], needs assessments [56], compliance and efficiency audits [57], academic performance [58], and task force efforts. In addition, A&M-Corpus Christi facilitates a graduating student survey and participates in the Noel Levitz and the National Survey of Student Engagement. Data from these surveys confirm many of the findings of other assessment methods utilized by student affairs areas [59] [60] [61].

Results from assessments are used to improve services. As seen in the documentation, University housing conducts a residence life survey every two years. Findings in 2007 indicated that 68 percent of respondents were dissatisfied with the laundry debit card system [62]. The University instituted a new unlimited laundry program in fall 2007 after investigation into the issue [63]. Results from the 2009 residence life survey indicate 79 percent satisfaction with the program. Findings from the 2007 administration of the National Survey of Student Engagement indicated that A&M-Corpus Christi students were not participating in community service at desired levels [64]. The University Center and Student Activities Department instituted an alternative spring break to provide additional opportunities for service [65]. Career services sought to increase summer job offerings and placement findings, but did not have additional resources to dedicate. They instituted a virtual job fair [66] in summer 2008. As a result both job offerings and placements in summer 2008 more than doubled compared with the previous year [67].

Additional programs, services, and improvements implemented within the Division of Student Affairs as a result of the findings from various assessment activities include:

- Built Dugan Wellness Center [68] [69] [70]
- Hired a full-time coordinator of residence life to supervise resident advisors in housing [71] [72]
- Developed the I-CARE Behavioral Intervention Team [73] [74]
- Provided QPR (Question, Persuade and Refer) training [75]
- Created an alcohol and other drug social norms campaign [76] [77] [78]
- Provided e-CHUG Online Alcohol Assessment [76] [77] [79]
- Developed a Student Conduct Board [80]
- Created a new game room in University Center [81] [82]
- Instituted outdoor equipment rental [83]
- Implemented Passport to the Island at Orientation and Waves of Welcome [84] [85]
- Recreated the role of TIDE student advocates to work with freshmen seminar [86]
- Re-vamped Excellence thru Development, Growth and Experience Leadership [87]
- Offered Career Services Small Business Internship [88] [89]

To further expand assessment efforts, the Division of Student Affairs implemented use of the Council for Advancement of Standards in Higher Education (CAS) standards in a self-study effort beginning January 2007 [90] [91]. In 2007-08, functional areas within the Division of Student Affairs underwent an intense self-study. Study teams were made up of division employees, A&M-Corpus Christi faculty and staff from outside the division, and students [92] [93]. Each functional area developed an action plan to address...
standards not met in the study [94]. Action plans across the division consisted of a variety of items including the revision of some departmental mission statements, adoption of formal student learning outcomes and methods of measurement, creation of advisory boards, added record-keeping and tracking of resources, events, meetings and trainings, and other changes that will improve the functioning and transparency of student affairs areas. Implementation of action plans began fall 2008. A status update of action plans occurred at the end of the academic year, and a comprehensive report is provided in the supporting documentation [95].

**Enrollment Management**
Enrollment management, part of the Division of Academic Affairs, determines objectives, assessments, and budget needs at the unit level. The associate vice president for enrollment management and individual unit heads meet to verify alignment of objectives with the University mission and strategic plan. These plans are discussed with the provost as part of the budget cycle [96] [97] [98] [99] [100] [101] [102] [103] [104]. All units within enrollment management [10] utilize WEAVEonline to capture, manage, and track assessment information. Enrollment management unit reports are combined in a single annual report [105] [106].

Enrollment management units assess outcomes and measure achievement in WEAVEonline through enrollment data [107] [108], usage data [109], benchmarking studies [110], comparison analysis [111] [112], event evaluation [113] [114] [115], compliance and efficiency audits [116] [117], and government-mandated reports [118] [119] [120] [121]. Enrollment management also utilizes the Graduating Student Survey, Noel Levitz, and National Survey of Student Engagement reports provided by the Office of Planning and Institutional Effectiveness to assess overall effectiveness and satisfaction [122] [123] [124]. These assessment results are the basis of the findings presented in WEAVEonline.

Enrollment management uses assessment results to form new initiatives and improvements. For example, as University applicants from outside Corpus Christi increased, the need for outreach advisors to assist prospective students also increased. Enrollment management used the enrollment data [125] [126] to determine the need and priority for advisors based in specific geographic areas. Outreach advisors are now based in San Antonio, Houston, Dallas, and the Rio Grande Valley to meet the needs of applicants from those areas [127]. The Noel Levitz indicated that service in some enrollment management offices did not meet desired levels [128]. As a result, trainings were developed and new initiatives implemented to address concerns [129].

The following additional programs, services, and improvements were implemented within enrollment management as a result of the findings from assessment activities:

- Hired a financial assistance outreach advisor to assist students at events [127]
- Implemented ACT Residual to allow the admission of students who missed national test dates [130] [131]
- Implemented COMPASS to allow registration of students immediately following assessment [132] [133]
- Established United Student Veteran Organization (USVO) to meet needs of growing veteran population [108] [134]
- Updated The Veterans Affairs Office Web site and brochures created to provide updated Montgomery GI Bill information, transition information and University contact information [135] [136] [137]
- Added a testing room to accommodate additional test-takers in the Office of Academic Testing [109]
Title V/TRIO Department
The Title V/Trio Department at A&M-Corpus Christi is composed of the Title V Cooperative Grant, Title V College Cost Reduction and Access Act project, the Upward Bound program, and the Student Support Services program. These grant funded services report to the Division of Academic Affairs through enrollment management. Each unit head establishes objectives and outcomes based on the University mission and the government established program parameters. In 2007, the Title V/TRIO grants were recognized as an honorable mention for best practices by the Excelencia in Education Foundation.

Title V/TRIO programs utilize a variety of assessment methods to assess outcome and objective achievement. Program enrollment, academic achievement, student retention, and graduation rates are key measures used to determine effectiveness and success. Service usage statistics and satisfaction surveys are also used to identify areas for improvement and service expansion.

Assessment findings are used to make improvements to Title V/TRIO programs. The use of Go Centers on local high school campuses exceeded expectations. Also, due to their success, many schools have requested a location at their campus. As a result, Go Center locations have increased from four in 2004 to 24 in 2009. The laptop check-out service offered by Student Support Services has proven highly successful. As a result, additional laptop computers have been purchased for the program. Additional improvements include the expansion of services and service locations in all programs.

Academic Advising and Transition Center
The Academic Advising and Transition Center reports to academic affairs through enrollment management and provides advising and offers support for students who have not yet declared a major and students transferring into the University from another institution. They also facilitate the Success Through Academic Responsibility (STAR) workshops to address issues of students on academic probation.

The Academic Advising and Transition Center documents assessment plans, records findings and creates action plans in WEAVEonline. The Academic Advising and Transition Center implemented an evaluation to measure satisfaction and learning outcomes in spring 2009. They also utilize benchmarking assessments, usage statistics, and the Council for the Advancement of Standards in Higher Education (CAS) self-assessments to measure the effectiveness of the services they provide. The department participated in a CAS self-study of their academic advising component in 2007 and created an action plan based on the results. The action plan includes the development of Web-based transfer guides for the local community college, collaboration with career services to assist students in identifying a major, creation of an assessment tool to assess learning and effectiveness, various staff development programs, and other items. Progress on the action plan can be seen in the supporting documentation.

College Advising Services
Individual colleges at A&M-Corpus Christi advise the students in their field of study. In this satellite...
advising model, each advising unit sets its own objectives and conducts assessment activities to measure end results. College advising offices utilize student satisfaction surveys [165], usage statistics [166], and benchmarking assessments [167] [168] [169] [170] [171] to measure the effectiveness of the services they provide. College advising offices began using WEAVEonline to document assessment plans in the 2008-09 cycle.

A&M-Corpus Christi consistently strives to improve academic advising services. In 1998, the Noel Levitz indicated that advising was one of three areas to score below the national average. Probing questions were added to the next administration of the survey in 2000 to determine specific problems. Changes were made to the advising model to address the issues identified. As the University grew, the advising process again came under scrutiny. In 2006, Noel Levitz indicated that A&M-Corpus Christi had a severe problem related to advising services [159]. In response, the University increased the advising fee, hired additional academic advisors, and dedicated more resources to advising services. As a result of these efforts, the 2008 Noel Levitz [160] showed improvement. Additional improvement in this area is sought. In fall 2008, the University created a task group to investigate advising models and to make recommendations. The University accepted the task group report and recommendations and is creating a Central Advising Center for incoming students while retaining college-based professional advising for continuing students, reinstituting the Academic Advising Council, developing an advisor training and professional development program, and utilizing controls to assure the provision of appropriate advising and guidance [172].

The University has also instituted use of the Beginning College Survey of Student Engagement [173] [174] [3] to further assess students’ expectations, academic attitudes, and actual academic engagement in an effort to guide practitioners in advising.

Center for Academic Student Achievement
The Center for Academic Student Achievement (CASA), a program recognized nationally by the National Tutoring Association [175], spearheads retention efforts on campus by providing a holistic approach to academic success. Formerly known as the Tutoring and Learning Center, CASA services include peer tutoring, a retention office, writing consultation, and a specialized micro-computer lab [176]. The retention office strives to assist students who are identified as at-risk by the Noel-Levitz College Student Inventory [177], admission type, and referrals from professors and staff. Additionally, the retention specialists advise and assist students who are participating in the Texas Success Initiative, a state-mandated program to improve student success in college. The Texas Success Initiative requires assessment to determine a student’s reading, writing, and math skills and developmental instruction in areas needing improvement. Students identified as needing developmental instruction are considered "not college-ready" by the Texas Higher Education Coordinating Board standards. Assisting this office are seven peer mentors known as academic insight mentors. These mentors are successful students who reach out to at-risk students and offer advice and referrals to appropriate support services on campus. Because peer mentors have been identified as a significant intervention strategy, CASA has added the academic insight mentors to the 2008-09 WEAVEonline assessment cycle [178].

The A&M-Corpus Christi Center for Academic Student Achievement has documented assessment efforts in WEAVEonline since 2006-07 [179] [180]. CASA utilizes a variety of methods to measure efficiency and effectiveness of the services offered including needs assessment [177], interviews [181], academic achievement and retention data [182], usage data [183], self-analysis [184] [185], and satisfaction surveys [183]. In 2007, CASA also utilized the CAS Professional Standards for Higher Education to conduct a self-study [186] and create an action plan [187] for the department.

As a result of increased demand and assessing the needs of students [188], CASA has increased the
number and types of programs and services it offers to students including a 17 percent increase in tutoring staff, a 20 percent increase in writing center and faculty workshops, and the addition of nine supplemental instruction courses. Additional improvements include:

- Instituted SMARTTHINKING Online Tutorial Service [189] [190]
- Implemented Academic Student Achievement Plan Program (ASAP) for THEA-liable and other at-risk students as identified by the Noel Levitz College Student Inventory [191] [192]
- Changed location to increase space by 300 percent

Plans are under way to further expand CASA responsibilities and offerings. In response to concerns regarding overall University retention, CASA will be the primary unit responsible for campus retention efforts [193]. Additional changes will be made upon implementation of that plan.

Mary and Jeff Bell Library
Assessment practices for the Mary and Jeff Bell Library [194] begin at the unit level. The director of the library meets individually with unit heads to determine goals, objectives, outcomes, assessments, and budget needs in alignment with the library and University mission statements [195] [196] [6]. Each unit head submits a unit assessment plan to the director annually [197] [198]. The director creates the final assessment report entered into WEAVEonline based on individual unit plans [195] [196]. The library utilizes a variety of assessment methods to evaluate its overall program in WEAVEonline. The Library Instruction Survey is administered each semester and results are analyzed annually to determine effectiveness of information literacy instruction [199] [200] [201]. This online survey is administered to students taking part in library instruction as part of a course. This tool has been used since 2003 to evaluate instructors and instruction methods for improvement. A Comprehensive Library Survey is conducted every three years by the Office of Planning and Institutional Effectiveness [202]. The Library Instruction Survey and the Comprehensive Library Survey will be used in the 2008-09 WEAVEonline cycle to measure effectiveness. Every five years, the library participates in the LibQUAL+ assessment to analyze service points in the library. This survey provides an aggregate analysis by four-year universities and community colleges as well as an analysis for A&M-Corpus Christi [203] [204] [205]. This provides a gap analysis between preferred service levels and perceived service. The library also uses results derived from the Graduating Student Survey [206], Noel Levitz [207], and the National Survey of Student Engagement [208].

In 2002, the Student Government Association requested 24-hour library service during final exam times. The Student Government Association conducted a trial to test library use numbers in December 2002 as a result of their proposal. Numbers were sufficient to institute the change and funding was made available for the library to provide the service during the fall and spring semesters. Since then, it has continued and expanded based on headcounts and building usage reports. The group conducted a June 2008 trial to extend the service for summer-school exams. Numbers were sufficient to institute this change [209]. In addition to changes, improvements, and increased efficiencies in several processes and procedures, the following improvements were made in the library as a result of the findings from various assessment activities:

- Expansion of electronic periodical and full-text database offerings [210]
- Created eight new group-study rooms [211] [212]
- New carpeting of first floor [213] [214]
- Moved Java City coffee shop to library entrance [212]

The library has consistently based funding requests on needs identified through assessment and
continues to use assessment as a tool to improve facilities, services, and programs and to initiate budget requests through WEAVEonline.

**Office of International Education**
The University created the Office of International Education in December 2008 as the result of the rapidly growing population of international students on campus. This growth is directly related to recruitment from the on-campus English as a Second Language International Program. In fall 2005, there were 110 international students enrolled at A&M-Corpus Christi as opposed to 358 in fall 2008 [215]. The University created the Office of International Education to provide services to international students to enhance their academic experience, increase their participation in campus life, and encourage all students to study abroad as part of their degree plan.

In addressing the Momentum 2015 Strategic Plan imperative to internationalize the campus, the University established a task force in fall 2008 [216] [7]. The task force was instrumental in determining the mission and direction of the Office of International Education and its services [217]. In March 2009, a consultant was on campus to further direct the office and suggest improvements for its development [218].

A March 11, 2009 referendum was passed to increase the international student fee from $1 to $3 [219] [220]. This change in fee allows for additional scholarship funds for study abroad participants and demonstrates the students' commitment and desire for international programs on campus.

The Office of International Education goals in connection with international students as outlined on WEAVEonline are [221]:

- Increase the understanding of international issues
- Create an international community
- Provide our international students a sense of belonging

WEAVEonline lists the following goals for the study abroad program [222]:

- Give students greater opportunities to participate in the study abroad programs
- Encourage faculty to actively participate in faculty-led programs

Findings will be recorded and appropriate actions planned at the end of the assessment cycle.

**Center for Athletic Academic Services**
The University created the Center for Athletic Academic Services in the fall 2008 as a result of an assessment of the Texas A&M University-Corpus Christi Athletic Program [223] [224]. The University created the center to provide services to student athletes that will enhance their academic experience, assist in their retention and development as students, and promote the NCAA CHAMPS/Life Skills program to address the needs of student athletes.

Student athletes are administered the NCAA CHAMPS Life Skills Needs Assessment each semester [225] [226]. The design of the NCAA CHAMPS/Life Skills Program Needs Assessment allows the staff to identify topic areas that provide a framework for workshops and opportunities to supplement the academic and athletic experiences of student athletes. Student athletes also complete a comprehensive assessment of their experience as a student athlete [227] after each competition semester. In addition, student athletes who have been cut or leave the athletic program are asked to evaluate the program [228]. These assessments include an evaluation of academic resources and support programs and will be used to evaluate the Center for Athlete Academic Success in WEAVEonline in the 2008-09 cycle.
The Center for Athletic Academic Services has outlined four initial objectives in WEAVEonline for the 2008-09 cycle [229]:
- Implement SAMS software
- Provide Tutoring and academic support services
- Provide professional development opportunities
- Implement CHAMPS/Life Skills Programming

Findings will be recorded and appropriate actions planned at the conclusion of the cycle.

Conclusion
The assessment activities of the units highlighted in this narrative give clear evidence of Texas A&M University-Corpus Christi’s commitment to assessment, continuous improvement, and excellence. The intentional assessment process during the last several years has resulted in the improvement, enhancement, and addition of services and increased the focus on student learning and the overall student experience at Texas A&M-Corpus Christi. All unit plans for educational support services can be accessed through WEAVEonline [37].

Evidence
- UD 186 2008 Noel Levitz Student Satisfaction Inventory Results
- UD 387 2007 National Survey of Student Engagement Results
- UD 388 2008 Beginning College Survey of Student Engagement Results
- UD 184 2008 Graduating Students Survey Results
- UD 183 2008 Alumni Survey Results
- UD 042 3.10.5-05 TAMUCC New Mission Statement
- UD 025 Momentum2015 Strategic Plan
- UD 165 Strategic Principles Definitions
- UD 190 WEAVE Home Page Web Screen
- UD 389 Educational Support Services list
- UD 390 Planning Budgetting Overview chart
- UD 391 CollegeUnitPresentations
- UD 193 Assessment and WEAVE rationale
- OD 069 What is WEAVEonline
- OD 070 WEAVE Administrative Assessment Tips
- UD 393 WEAVE Mission Statement Web Screen
- UD 394 WEAVE Objectives-Measurements Web Screen
- UD 395 WEAVE Findings Web Screen
- UD 396 WEAVE Action Plan Tracking Web Screen
- UD 397 WEAVE Strategic Plan Web Screen
- CD 225 WEAVE Requested Resources in Student Affairs 2007-08
- UD 398 WEAVE Due Dates Screen
- UD 166 Nichols Powerpoint
- UD 167 Nichols spreadsheet
CD 287 budget presentation veterans affairs
UD 414 2006-07 WEAVE Enrollment Management
UD 415 2007-08 WEAVE Enrollment Management
UD 416 Enrollment data comparison 2007 to 2008
UD 417 Veterans Affairs Enrollment data
CD 288 Academic Testing Activity Report Usage
OD 71 ACE Veteran Survey
UD 418 Application and Test Score Overlap
UD 419 Enrollment Management Office Staffing Comparison
CD 289 2007-2008 Island Day evaluation Results
CD 290 2008 Orientation evaluation Results
CD 291 2008 Individual Campus Tour Evaluation Survey
BD 119 Financial Aid Internal Audit Report
OD 72 Department of Veterans Affairs Audit
UD 420 Timely Graduation Report 2008
SD 074 Affordability Survey October 30 2008
UD 421 Title V Annual Performance Report
OD 073 TRIO Upward bound Annual Perfromace Report redacted personal information
UD 422 2008 enrollment mgt Graduating Student Survey results
UD 423 2008 Noel Levitz for Recruitment, Financial Aid and Registration
UD 424 2007 enrollment management related NSSE Results
UD 425 Enrollment by Geographic Origin 2004-2008
UD 426 Enrollment Geographic Trend Report
UD 427 Enrollment Management Noel Levitz customer service results
CD 293 Enrollment Management Customer Service Initiatives
UD 428 ACT Residual Request for Fee
UD 429 ACT Residual Testing
UD 430 COMPASS Request for Fee
UD 431 Compass Flyer 2008-2009
CD 294 USVO United Student Veteran Organization
UD 432 Veteran's Affairs Handout
OD 074 Post 9-11 MGIB benefits pamphlet
UD 433 Veterans Affairs web home page
CD 295 Title V and TRIO Web Screen
UD 434 Title V Cooperative Grant
UD 435 Title V College Cost Reduction and Acces Act Grant
UD 436 TRIO - Upward Bound Grant 2007-2012
UD 437 TRIO Student Support Services Grant 2004-09
OD 075 Excelencia in Education Foundation report
OD 076 Excelencia in Education Foundation Press Release
UD 438 Title V Cooperative Grant Summative Evaluation Report
CD 296 Laptop Computer Check out Report
CD 297 Go Center Schools and Traffic Counts
CD 298 Upward Bound nonbridge evaluation results
CD 299 upward bound bridge evaluation results
CD 300 Student Support Services satisfaction evaluation form
UD 439 2006-07 WEAVE Title V and TRIO Programs
UD 440 2007-08 WEAVE Title V and TRIO programs
OD 077 Student Support Services Annual Performance Report
CD 301 Academic Advising and Transition Center web page
CD 302 STAR workshop flyer
UD 441 2006-07 WEAVE Academic Advising and Transition Center
UD 442 2007-08 WEAVE Academic Advising and Transition Center
CD 303 Academic Advising and Transition Center Evaluation Form
UD 443 2006 Advising Noel Levitz Results
UD 444 2008 Advising Noel Levitz Results
CD 304 CAS SAG Academic Advising and Transition Center
CD 305 CAS Action Plan - Academic Advising Transition Center
CD 306 Transfer Guide Web Screen
CD 307 CAS Action Plans Status updates for Academic Advising and Transition Center 6-2009
CD 308 College of Science and Tech Graduating Student Survey results Spring 2006
CD 309 College of Education Advising Walk-in distribution Sep 2008
UD 445 Noel Levitz business Advising Results
UD 446 Noel Levitz Education Advising Results
UD 447 Noel Levitz Liberal Arts Advising Results
UD 448 Noel Levitz Nursing Advising Results
UD 449 Noel Levitz Science and Technology Advising Results
UD 450 Preliminary Report and Recommendations on Advising
OD 078 Beginning College Survey of Student Engagement web screen
UD 451 Beginning College Survey of Student Engagement Results Advising Document Example
UD 452 University Currents - Tutoring and Learning Center Wins National Award for Excellence
CD 310 Center for Academic Student Achievement Web Page
OD 079 Noel Levitz College Student Inventory sample
UD 453 2008-09 WEAVE CASA as of 6-2009
UD 454 2006-07 WEAVE Tutoring and Learning
UD 455 2007-08 WEAVE Center for Academic Student Achievement
CD 311 Developmental Education Program Interview Survey
CD 312 Tutoring and Learning Center Academic Achievement and Retention Summary
CD 313 Tutoring and Learning Center Honor System Activity and Satisfaction feedback screen