



Executive Summary

The University of Texas Permian Basin

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At the 2019 SACSCOC Summer Institute, Plenary speaker Jillian Kinzie, the Associate Director of the Indiana University Center for Post-Secondary Research and the National Survey of Student Engagement Institute, defined “student success” as the increase of diverse student groups participating in high-quality educational experiences, and earning high-quality credentials. The University of Texas Permian Basin (UT Permian Basin) prides itself on being a Hispanic Serving Institution (HSI) supporting a diverse student body to earn high-quality credentials. To support this goal, its QEP focuses on advising, which will serve as the road map to student success. The QEP topic provides additional high-quality educational experiences geared towards navigating road hazards on the road to degree completion.

Falcon Maps, UT Permian Basin’s Quality Enhancement Plan, provides students with:

1. A destination: Students entering the university primarily seek a degree. Therefore, their destination, and the marker of student success, is graduation.
2. A road map: To move from one destination to another, students use maps. At UT Permian Basin, students will receive a four-year suggested degree map to complete degree requirements.
3. Drivers: Because the road to graduation can be confusing for students entering college for the first time, Professional Advisors and Faculty Advising Mentors will collaborate in a 2+2 advising model to keep student on the path to graduation.
4. Ride shares: Students who can identify with others who are traveling the same path, participate in high-quality educational experiences. Meta-major groups provide a cohort for students to engage in campus life and to achieve life-long goals.

The outcomes are as follows:

1. Increased satisfaction with the advising process among students.
2. Increased satisfaction with the advising process among advising faculty.
3. Increased satisfaction with the advising process among professional advisor.
4. Increased satisfaction with advising faculty and professional advisor professional development.
5. Increased retention rates towards degree completion.
6. Decreased excess credit hours at graduation.
7. Decreased student debt at graduation.
8. Increased four-year graduation rates.
9. Improved course success rate (reduction in the DFW rates).

Assessments will consist of semester and annual surveys administered to students, faculty, and staff after advising workshops to determine satisfaction not only with advising but with the university. Analysis of semester and annual institutional data will provide measures of success towards these goals.