

Fifty-three

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Outstanding Sophomore Scholarship

On March 3rd, 2009, members of the UTSA community gathered to celebrate the awarding of the first ever Outstanding Sophomore Scholarships to ten, first-year students. Each received a \$5,000 scholarship toward tuition and fees for their second year at UTSA. Dr. Patricia Glenn, Associate Dean for Retention and Graduation, presided over the ceremony attended by recipients, their friends and families, faculty, administrators, and staff.

Selection of the recipients occurred on February 2, 2009 at a gathering in the Office of Inclusion and Community Engagement. From a pool of eligible students, 10 were randomly selected to receive the scholarships. Among the attendees were UTSA Student Government Association President, Christina Gomez, two sophomore senators, and one junior senator, who all participated in the selection process.

Funding for the scholarships was initiated by the Vice Provost and Dean of Undergraduate Studies, Dr. Lawrence Williams, and jointly sponsored by the offices of Undergraduate Studies and the Graduation Initiative. Since 2007, the Graduation Initiative has researched the question of why students who start college at UTSA do not remain to graduate from UTSA. One of our findings showed that a greater than expected number of high-achieving students leave to attend other universities after their freshman year. The Outstanding Sophomore

Scholarships are intended as an incentive for students to remain for their second year and on to graduation. Ideally, these students would also consider pursuing graduate studies with UTSA, after receiving their degree.

Recipients of the scholarships are: Bonnie Caulfield (Interdisciplinary studies), Cassidy Chesser (not yet decided), Jon Edwards



Front: Bonnie Caulfield, Nick Garcia. Back: Prakash Mammen (represented by Jerome Gomez), Rachel Skarke, Jon Edwards, Derek Smith, Joshua "Blue" Garcia, Nichole Montalbano. Not pictured: Cassidy Chesser, Christina Starkey.

(Political Science), Joshua "Blue" Garcia (Biology), Nick Garcia (Biology), Prakash Mammen (Pre-business - Accounting), Nichole Montalbano (Criminal Justice), Rachel Skarke (Music), Derek Smith (Kinesiology), and Christina Starkey (Mathematics). Seven of the recipients were available to attend the ceremony (see accompanying photo) – the other three had class at that time. The Graduation Initiative congratulates the recipients of the 2009-2010 Outstanding Sophomore Scholarship!

–Linda Chalmers

Welcome to Our Third Issue

Welcome to the third issue of Fifty-three. It seems like just last month we distributed issue two rather than half a year ago. There's been a lot of activity in that time. The biggest news story of the past few months, and a significant concern for many, has been the state of the world economy. We too are concerned that economic factors will impact on our students' ability to complete their education.

In this issue, several stories describe what the Graduation Initiative is doing to help students deal with the financial concerns ranging from offering scholarships and grants to providing a means for educating students on better fiscal management.

In the last issue, we reviewed the common, institutional barriers identified by our research. In this issue, we'll discuss progress made across the university to reduce or overcome those barriers. Much is going on in all the colleges and at the institutional level.

We will highlight some of our programs and give you updates on what our team of dedicated analysts have been working on recently.

We'll also discuss some of the other university services that are working hard to help raise our institutional graduation rates.

With the legislature in session this year, we can expect all sorts of new and interesting legislation related to education. We provide a brief overview of what we're following on the policy front. In addition, we also discuss recent changes in our student demographics that may provide some insight into trends on student enrollment.

On a more personal side, we profile one of our team members so you can get to know the people behind the names you see here. We also brief you on our move to new offices.

Mostly though, we want to provide you with information about what we are doing and what's happening related to graduation.

Student success is our success!

Patricia Glenn & Clint Rodenfels
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Late Intervention—Second Year of Strong Results

For the second year in a row, the Late Intervention program shows significant results in helping students achieve a timely graduation.

We've discussed the Late Intervention program in previous issues. In summary, this program uses a case management approach coupled with a financial aid grant to help students achieve a timely graduation. Each Retention and Graduation Analyst has a case load of students, from one or more colleges, who are overdue for timely graduation. The analyst contacts each student, discusses barriers they are experiencing, and helps them work through the barriers.

**139 students participating
in the Late Intervention
achieved a 6-year rate of
graduation more than twice
that of similar peers**

August 2008 marked the end of activities focusing on the 2002 cohort of entering students. This effort started with students who were in their fifth-year of studies and had an additional four semesters ahead of them in

which they could take classes (summer 2007, fall 2007, spring 2008, and summer 2008). Additionally, we were able to offer these students an increased Graduation Incentive Award of up to \$4,000.

In our initial review of the 2002 cohort students, we identified 433 who had not graduated. These students appeared within range of achieving their under-

See "Late Intervention" next page

Rates of 6-year Graduation



Participants: 86%

Others: 40%

Late Intervention (continued)

graduate degree by the end of their sixth year and also met the following criteria:

- Greater than 60 earned semester credit hours at the start of spring 2007
- Minimum institutional GPA of 2.0
- Enrolled in the university as of fall 2006
- Sufficient progress along degree path to enable graduation within six-years

Of those 433 students contacted, 139 participated in the Late Intervention program. These students constituted our Late Intervention group. The remaining 294 students (433 eligible less the 139 participating) constituted a comparison group allowing us to measure the efficacy of the intervention against similar students who did not receive the intervention.

We followed the progress of the intervention and comparison groups for the remaining four

semesters through the end of their sixth year at UTSA (August 2008). The rate of graduation for the Late Intervention group was 86.3% (120/139) while the comparison group achieved a rate of 40.1% (119/294). The difference in graduation outcomes between the groups is significant ($\chi^2(1, N=433)=81.363, p<0.001$). Late Intervention participants were more than twice as likely to graduate than similar, non-participating students.

The analysts of the Graduation Initiative are currently working with students from the 2003 cohort and conducting outreach to students from the 2004 cohort. With two years of data, we are encouraged by the impact of the Late Intervention program and look forward to helping more students achieve a timely graduation, raising the overall UTSA graduation rate.

–Clint Rodenfels

Teaching and Learning Center

The “UTSA Graduation Improvement Plan,” and several of the individual college plans, identified areas of faculty development that should help to increase student success. These recommendations applied to adjunct and non-tenure track faculty and to faculty having tenure or on the tenure track. An underlying assumption was that students who took classes from faculty with advanced instructional skills would be more engaged with the university, would have greater opportunities to learn, and would make improved progress towards a timely graduation.

UTSA is fortunate to have a vibrant and proactive Teaching and Learning Center (TLC) that focuses on faculty development. The TLC is an organization that “inspires, supports, and recognizes good teaching practices, effective assessment, and student engagement.” They offer a range of services to all faculty and graduate students across four primary themes:

2. Teaching to facilitate the strategic learning of students
3. Documenting the teaching effectiveness of faculty and teaching assistants
4. Using technology to increase teaching and learning effectiveness

In addition to a full schedule of workshops throughout the semester, the TLC works one-on-one with instructors to provide constructive feedback on making positive changes along the four primary themes. The TLC has been especially helpful in assisting recitation leaders, teaching assistants, and doctoral students with developing effective and professional instructional skills.

Faculty interested in the services of the TLC should contact the center’s director, Barbara Millis, or review their informative web site (<http://www.utsa.edu/tlc>).

–Clint Rodenfels

Teaching & Learning Center Offerings

- Professional Development Workshops
- Resource Library
- ThankMyProf Program
- Teaching Tips
- Grants
- Classroom Observations
- Faculty Interest Groups
- New Faculty Orientation

1. Promoting strategic teaching among faculty

Measuring Student Success Beyond Graduation Rates

UTSA 6-year Graduation

CB Cohort Entry Year	6-year Graduation
1998	27.1%
1999	30.0%
2000	28.1%
2001	31.3%
2002	30.7%

Source: UTSA Office of Institutional Research

Every fall semester, our office eagerly anticipates the arrival of the official retention and graduation rates for UTSA. These annual rates measure undergraduate student persistence and success from the most recent academic year back to the cohort of students starting at UTSA six years earlier. Because of the complexity in the reporting process, these rates are generally not available until sometime in October or November.

In 2007, as we mentioned in a previous edition of Fifty-three, we were excited by a jump in the UTSA six-year graduation rate by over three percentage points (from 28.1% to 31.3%). Last year, we were somewhat disappointed when this same rate dropped by just over half a percentage point to 30.7%. This was not unexpected however as UTSA's recent six-year graduation rates exhibit a saw-tooth pattern with an increasing year followed by a decrease. On the positive side, this latest rate decreased less than the last two cycles.

All UTSA colleges, services, and university leadership are working to improve our graduation rates and it is the mission of the Graduation Initiative to assist in this effort, continually moving toward measurable improvement. At the same time, while these rates are very important, we also look at other measures of student success. For example, the Texas Higher Education Coordinating Board (THECB) publishes reports on the progress of all students attending college in Texas over a 10-year period. The most recent report lists results on the progress of first-time, full-time students who entered UTSA in fall 1996. After 10-years, 34.2% of these students had graduated from UTSA (compared to the 1996 cohort's six-year graduation rate of 25.5%, see—<http://www.txhighereddata.org/Interactive/GradRates.cfm#BU>). An even more impressive

picture develops when you consider the additional 14.9% of these students who originally started with UTSA and later graduated from another Texas institution. Together, that means 49.1% of students starting at UTSA graduated within 10-years.

The rates above only consider our first-time, full-time students. Many students who graduate from UTSA began their higher education at another institution. Because these students transfer to UTSA with a wide range of accumulated credit hours, it is difficult to quantify an accurate rate of graduation for them. In this case, it is useful to look at the total number of degrees produced by UTSA's colleges. In fact,

UTSA Undergraduate Degrees Awarded by College

College	2003-04	2004-05	2005-06	2006-07	2007-08
COA	51	66	118	109	134
COB	889	994	991	1032	1002
COEHD	406	510	629	656	601
COE	170	142	182	191	198
COLFA	863	967	959	991	1014
COPP	191	184	168	188	172
COS	342	409	445	482	475
Total	2912	3272	3492	3649	3596

Source: UTSA Fall 2008 Fact Book

UTSA 10-year Rates 1996 to 2006

Graduated UTSA	34.2%
Graduated other Texas Institution	14.9%
Total Graduated in 10-years	49.1%
Still Enrolled-UTSA	3.0%
Still Enrolled-Other Texas Institution	6.7%
Total Persisting After 10-years	9.7%

Source: THECB

this is the primary metric used by “Closing the Gaps: The Texas Higher Education Plan,” published by the THECB. The second of four goals in this plan focuses on closing the gap in student success and specifically sets a 2015 target to “increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs.” UTSA is a strong contributor in our state's efforts to reach this goal.

–Clint Rodenfels

Student Money and Time Matters



An economic recession seems an apt time to launch our Student Money and Time Matters program. Similar services around the state and country are assisting thousands of students with personal finance basics at a time when tuition, the cost of living, and the cost of going to school are rising at alarming rates. Students need to be equipped to make careful decisions about the accumulation of debt before and after they graduate. For example, the UTSA Fall 2008 Fact Book reveals that from 2003 to 2007, the dollar amount of loans awarded to UTSA students increased from \$88,901,678 to \$120,285,209, a percentage change of 35.3%. Over this same time frame, enrollment only increased by 15.7% (from 24,665 to 28,533) indicating that UTSA students were taking on greater loan debt to pay for their education.

Student Money and Time Matters will begin with an attractive and informative web site designed by a UTSA student. Launching in May, the website will provide students (and their families) a wealth of information about money and time management (www.utsa.edu/moneymatters). Additionally, we have negotiated an agreement with the National Endowment for Financial Education for our site to serve as a portal to their online CashCourse.

This will give students the opportunity to work through personal finance basics at their own pace and to address their particular areas of interest. Our web site will also offer time man-

Student enrollment at UTSA increased by 15.7% while at the same time, student indebtedness increased by 35.3%

agement tips, financial calculators, worksheets, useful links, and feature "Ask Rowdy Cents," a question-and-answer dialogue about real student money matters.

In preparation for the launch of Student Money and Time Matters, Senior Retention and Graduation Analyst, Linda Chalmers, has been recognized as a Certified Personal Finance Counselor (CPFC®) through the Center for Financial Certifications, a division of The Institute for Financial Literacy. We anticipate being able to provide face-to-face personal finance counseling for our students at a future point.

–Linda Chalmers

Top UTSA Institutional Barriers to Graduation

1. Problems with academic advising
2. Student under-preparation
3. Course availability
4. Reliance on adjunct faculty
5. Cost of education

Semester Progress Update

In July 2008, the Graduation Initiative presented the "UTSA Graduation Improvement Plan" to the Provost. At the end of the fall 2008 semester, we provided the Provost with an update on progress towards the recommendations in that plan. The UTSA Graduation Improvement Plan focused on five institutional barriers to graduation: 1) problems with academic advising, 2) student under-preparation, 3) course availability, 4) reliance on adjunct faculty, and 5) costs of education. Following are selections from the progress report.

Problems with Academic Advising

Several efforts were identified as addressing problems with academic advising. The College

of Business (COB) Undergraduate Advising Center created additional walk-in advising opportunities. The College of Education and Human Development (COEHD) Undergraduate Advising Center implemented an online chat feature providing students with an additional avenue for communication. The Downtown Undergraduate Advising Center posted a web-based survey for students to indicate what classes are needed at the downtown campus. The College of Sciences (COS) Undergraduate Advising Center hosted an orientation session for faculty advisors and undergraduate advisors of record (UGAR) to increase communication between faculty and the advising center. The College of

See "Progress" next page

Progress (continued)

Liberal and Fine Arts (COLFA) Undergraduate Advising Center also hosted an orientation for UGARs, providing information on duties and responsibilities to ensure that their role complements that of the academic advisors.

Student Under-preparation

Efforts to address student under-preparation occurred in several areas. From an institutional perspective, UTSA implemented increased admissions standards for the 2008 incoming freshman class. The College of Engineering (COE) and COS jointly implemented the Jump Start summer program to help incoming freshman students refresh and sharpen their math skills. Additionally, the COE piloted two residential freshman Learning Communities. The COLFA Psychology Department continued their efforts during summer orientation to provide customized Meeting of the Colleges sessions, allowing incoming psychology majors to meet with faculty members and discuss their chosen major. In the College of Public Policy (COPP), the Criminal Justice department is working with the Teaching and Learning Center to test “clicker” technology in large, introductory criminal justice courses.

Course Availability

The Criminal Justice department is also addressing the area of course availability by publishing an online, three-year schedule of course offerings to help students better plan their progress towards a degree. The COB instituted the use of doctoral teaching assistants which contributed to an increase in course offerings allowing for an additional 10% more registrations in fall 2008 over that of fall 2007. The COLFA Philosophy department has begun developing a fully online course that will allow students to take the class according to their own schedule (with the added benefit of freeing-up a classroom for another class). The Graduation Initiative has also been working with the colleges to help identify those courses that may factor into delays in student progress towards a degree.

Reliance on Adjunct Faculty

Addressing issues related to the reliance on adjunct faculty has been done primarily on an

institutional level. The Provost made funding available to offer full-time, 3-year, rolling contracts to 24 adjunct faculty members. Further, the Provost committed significant resources and personnel to the Teaching and Learning

“Issues related to the cost of education have become especially significant given the current economic conditions.”

Center (see story earlier in this issue) to increase opportunities for faculty development and to hone teaching skills.

Cost of Education

Issues related to the cost of education have become especially significant given the current economic conditions. While the state legislature currently debates several bills in this area, UTSA has also made progress along this front. The COS launched a pilot employment program, increasing the number of work study and non-work study student positions in the college with the intent of helping students focus on their education rather than outside jobs. At the institutional level, the Graduation Initiative has been preparing a new outreach program, Student Money and Time Matters, to help students increase their financial awareness and become better managers of their time and money (see story earlier in this issue).

These efforts are all geared towards helping students to overcome barriers in their progress towards a degree. Many of these efforts, and others, are on-going and scheduled to continue into the future. While no single program, action, or effort will significantly increase our graduation rates, the combination of all these efforts, along with an increased campus focus on undergraduate retention and graduation, will help move our rates upward.

–Clint Rodenfels

UTSA Student Population Changes: 2004 to 2008

It's sometimes amazing the change that can occur in less than five years. Take for instance UTSA students. The number of students en-

also increased almost 33 percent from 2004 to 2008 and the number of students from other nations increased more than ten percent.

Comparing UTSA's Freshmen to the State of Texas

Estimated Texas population aged 17, 2007			UTSA first-time, full-time freshmen, 2008		
	Number	Percent		Number	Percent
Male	190,287	51.35	Male	2,379	49.06
Female	180,257	48.65	Female	2,470	50.94
Anglo	150,600	40.64	Anglo	1,921	39.62
Hispanic	51,607	41.81	Hispanic	1,836	37.86
Black	154,936	13.93	Black	494	10.19
Other	13,401	3.62	Other	598	12.33
Total	370,544		Total	4,849	

Source: Texas State Data Center, UTSA Fact Book

rolled at UTSA from Bexar County decreased more than nine percent from 2004 to 2008 while the number of students from other Texas counties increased more than 34 percent over the same time period. In addition, the number of students enrolled at UTSA from other states

Outside of South Texas, the largest groups of UTSA students hail from the Gulf Coast and Central Texas.

While the number of first time undergraduates admitted as regular admits and provisional admits stayed very stable from 2004 to 2008, the number of first time undergraduates admitted as part of the Coordinated Admission Program

(CAP) with UT Austin increased over fifty percent during the same time period. The CAP students made up almost one-quarter of new first-time undergraduate admits in 2008. You'll find further comparisons of UTSA freshmen to the Texas population in the table.

-Jinny Case

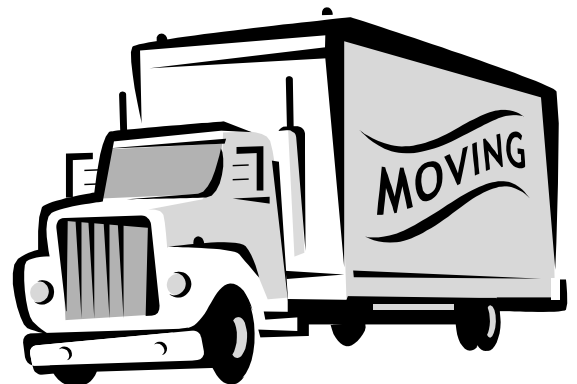
We Are Moving

From our inception, the Graduation Initiative has been borrowing space from the Tomás Rivera Center for Student Success (TRC) in their University Center offices. We are grateful for their generosity. However, the TRC will be moving from their current location in the UC to entirely new offices on the first floor of the Multidisciplinary Studies (MS) building. At the same time, the Learning Communities team will be joining the rest of the TRC in their first floor space.

Because the current TRC offices in the UC will be renovated for other uses by Student Affairs, the Graduation Initiative will be moving as well. In mid-April, we will relocate to the second floor of the MS building,

room 2.03.14B - right next to the north elevators. We're excited about the move as this will be the first time since our launch that all team members will be housed in the same location. Our phone numbers will remain the same and there should be no disruption in the services we provide to the university community. Updates on our move will be available on our website (www.utsa.edu/gi).

-Clint Rodenfels



Policy Watch: New President, New Congresses, New Agendas

As the 81st Legislature meets in Austin and the 111th Congress meets in Washington, agendas related to higher education are beginning to take shape. At the federal level, President Obama's stimulus package, signed into law in February 2009, includes funds for increasing the maximum amount available for Pell Grants, increases to student loan limits, and increases to tax credits for students. The proposed budget seeks similar increases, and making these increases permanent.

At the state level, bills are being filed and the committee process is fully underway. In the Governor's recent "State of the State" address, he called on the state legislature to increase funding in the Texas Grant Program, freeze tuition for four years at the level students pay as entering freshmen, and extend in-state tuition rates to all veterans.

More than 2,000 bills related to higher education have been filed during this new state legislative session. The box to the left shows areas

of interest to UTSA which are being considered by the 81st Texas Legislature.

On March 3, UTSA students, staff, and alumni visited state lawmakers to advocate for UTSA. Top UTSA priorities for this legislative session

include funding for the San Antonio Life Science Institute (SALSI) and the Experimental Science Instructional Building, while Student Government Association members discussed the importance of fully funding the Texas Grant Program with legislators.

–Kristi Meyer



UTSA President, Ricardo Romo and Speaker of the House, Joe Straus (R-SA) stand with UTSA students, staff, and alumni in the Texas State Capitol on March 3, 2009.

State Legislative Themes

- Four-year tuition freeze for incoming freshmen
- In-state tuition rates for all veterans, dependents, & spouses of veterans
- Mandatory online performance reports for public institutions of higher education
- Creation of a national research university fund to support emerging research universities
- Incentive funding based on performance indicators outlined by the THECB

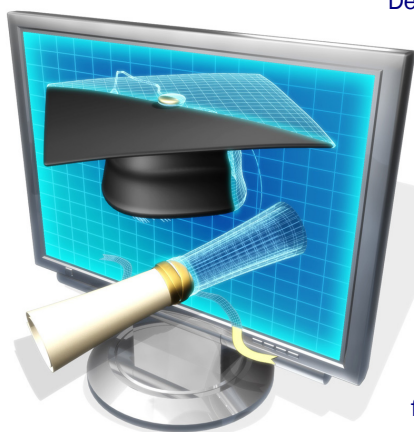
Distance Education: Solving Problems, Meeting Needs

Late last December, the National Center for Education Statistics (NCES, part of the U.S. Department of Education) released a report on Distance Education offerings at institutions of higher education. The report, "Distance Education at Degree-Granting Postsecondary Institutions: 2006-07" (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009044>) provides fascinating insights into the use of distance education among 4,265 Title IV-eligible, degree-granting institutions of higher education. This is of particular interest to the Graduation Initiative for two reasons. First, the primary barrier to

graduation identified by students was their inability to find the classes they need available at the times needed. Second, a common concern raised by faculty and administrators, specific to offering sufficient courses, was the extreme shortage of available classroom space restricting the number of courses that can be offered.

We discuss both of these issues in the "UTSA Graduation Improvement Plan" (http://www.utsa.edu/gi/documents/utsa_graduation_improvement_plan.pdf). Among our recommendations in the plan was an increase in the use of online and hybrid courses in order to reduce

See "Distance Education" next page



UTSA



69 Online Courses

130 ITV Courses

2,140 WebCT
Course Sections

Distance Education (continued)

the number of physical seats required for classes. According to the NCES report, 65% of institutions offer some form of online or other distance education course. However, almost all institutions (97%) with more than 10,000 students enrolled offered some form of distance education (Table 1, p. 5). Of those institutions with more than 10,000 students, 67% offered entire degree or certificate programs through distance education (Table 6, p. 10).

Clearly, distance education has been accepted as a mainstream course delivery method. Perhaps even more important, today's students, having been reared digitally, already have established expectations for accessing all sorts of services electronically, including education. With students desiring greater availability of classes along with having expectations for online learning coupled with the university experiencing an extreme shortage of classrooms in which to offer needed courses, distance education seems a natural and effective solution to the problem.

Fortunately, UTSA has both the technology and

the skilled personnel necessary to assist faculty with the creation and presentation of online, hybrid, video, or other types of distance education. The Center for Distance Learning & Academic Technology already supports 69 online courses, 130 interactive video courses, and 2,140 course sections with WebCT. While these numbers are significant, the infrastructure already in place can support even more courses. Currently, there are 22 interactive video (ITV) classrooms available, providing the capacity to record between 600 and 700 classes per semester.

Faculty interested in pursuing a distance education option for their courses should contact The Center for Distance Learning & Academic Technology (<http://dlc.utsa.edu/>) and discuss all the available options UTSA has to offer. By providing more class options to students, we can remove barriers to student progress (real and perceived), allowing them greater opportunity to achieve a timely graduation.

–Clint Rodenfels

“Almost all institutions (97%) with more than 10,000 students enrolled offered some form of distance education”

Welcome Back! Reaching out to Former Students

From our inception, the Graduation Initiative has focused on efforts to improve the university's graduation rate. By definition, this creates a locus of activity around those who start at UTSA as first-time, full-time, fall-entering students as they comprise the population upon which we base the graduation rate metric. However, we also recognize the need to help all students succeed in their pursuit of an undergraduate degree. Since the THECB's "Closing the Gaps" plan focuses on the total number of degrees produced, as well as this being an area of concern for the state legislature and the community in general, we are expanding our efforts beyond those students who com-

prise the first-time-in-college cohort. Earlier in this newsletter, we discussed our new Student Money and Time Matters program that will provide assistance to all UTSA students. We also have another student outreach program under development that will seek to re-enroll former UTSA students.

This program, Welcome Back!, will encourage students who left UTSA before completing their degree to return and pursue the final classes needed so they can graduate. In early 2008, at the request of the THECB, the Graduation Initiative conducted a pilot program. At that time, we sent letters to over 2,700 former students

See "Welcome Back!" next page



Welcome Back! (continued)

who left UTSA prior to achieving their degree. We learned several lessons from that effort and will build on that experience in designing Welcome Back!

This new program will conduct outreach to students who left UTSA in good standing and were close to achieving their degree, perhaps with 100 or so applicable credit hours. Employing a case management approach, we will initially work with these students to help them understand the process for re-enrolling and then, ongoing, to ensure that they progress towards their degree.

Additionally, this program will reach out to large employers in the local community, many of whom offer educational benefits to their employees. By communicating with employers, we anticipate achieving three goals. First, we will gain an understanding for the benefits available in various companies so that if program participants work for one of these employers,

we can encourage them to pursue their benefits. Second, by keeping employers informed of our program, we can encourage them to share our program's information with their employees, furthering our reach into the community. Third, by having employers understand the challenges employed students face in completing their degrees (e.g., needing to take required classes at times that conflict with work schedules), we seek to encourage flexibility in the workplace that will allow employed students latitude in completing their degrees promptly.

We are currently in the planning stage for Welcome Back! and anticipate the program launching by the end of summer. Over the next few months, we will be meeting with various departments on campus along with representatives from the local business community to discuss collaborative strategies for helping students to return to UTSA to succeed.

–Diane Elizondo

Team Member Profile: Kristi Meyer

In each edition of our newsletter, we will profile one of our team members. This issue, we focus on Kristi Meyer, Senior Retention and Graduation Analyst. Kristi has been with UTSA since 2002 and a member of the Graduation Initiative since 2007. She works with the faculty, staff, and students of the College of Engineering as well as the College of Education and Human Development. Kristi holds a Master of Arts in Political Science from the University of Texas at San Antonio (UTSA), and a Bachelor of Arts in Political Science from Stephen F. Austin State University.

Prior to joining the Graduation Initiative, Kristi

held several positions at UTSA, primarily in an advising capacity. She has worked in the College of Liberal and Fine Arts Undergraduate Advising Center, the Colleges' Freshman Advising Center, and the Transfer Advising office. Prior to arriving at UTSA, Kristi worked at The Psychological Corporation as a project coordinator. Additionally, she served in the U.S. Army as a Spanish Linguist and Intelligence Analyst.

Kristi's research interests include policy studies, legislation analysis, gender studies, and higher education. Kristi has published several articles and presented at numerous national and state conferences in both Political Science and Academic Advising. In addition, Kristi holds an adjunct faculty position at San Antonio College, where she teaches introductory Political Science.

Kristi enjoys traveling, listening to live music, and hanging out with her dog Kasey.



Kristi Meyer,
Sr. Retention & Graduation Analyst

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