

UNIVERSITY of HOUSTON

Urban Experience Program



SFAC

2011-2012 REPORT FY 2012

2011-2012 report FY 12

- 1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.**

The mission of the Urban Experience Program (UEP) is to improve the retention and graduation rate of the University of Houston by creating a unique program that provides exceptional support and services to University of Houston students who promise to strive for academic excellence and choose higher education as the means for upward mobility; and social justice values and community service as vehicles for making the world a better place. UEP serves an ethnically diverse mix of educationally underrepresented students who typically receive the Pell grant and would be the first in their families to graduate from a college or University. The Urban Experience Program makes a long term personal commitment to each student. Our state of Texas requires skilled and educated Texans who develop an area of expertise and apply their trained minds to solve a real problem or, contribute to a body of knowledge. The problems of this great nation are multifaceted and the problem solvers can be as diverse as the problems we face. UEP offers an opportunity for students from varied circumstances to build a network of support, to achieve academically and to make a contribution toward building a better world by developing an area of expertise, obtaining a higher education, performing good works and becoming a model for excellence in character and personal values.

As a conduit for career success and an opportunity for compensated on the job training, the UEP office serves as an incubator for the development and refinement of office skills, professional and ethical standards and leadership opportunities for UEP students. Typically, UEP serves as the first occasion that a UEP student has had to work in an office. Among our target populations are students from the foster care system. Over the years, three students from the foster care system have held the position of Student Office Coordinator. Impressively, each one has gone on to obtain her master's degree. UEP has been held up as a program to emulate by the Texas Higher Education Coordinating Board. Texas A&M and Navarro State College have contacted UEP and expressed interest in establishing programs with a similar mission and services.

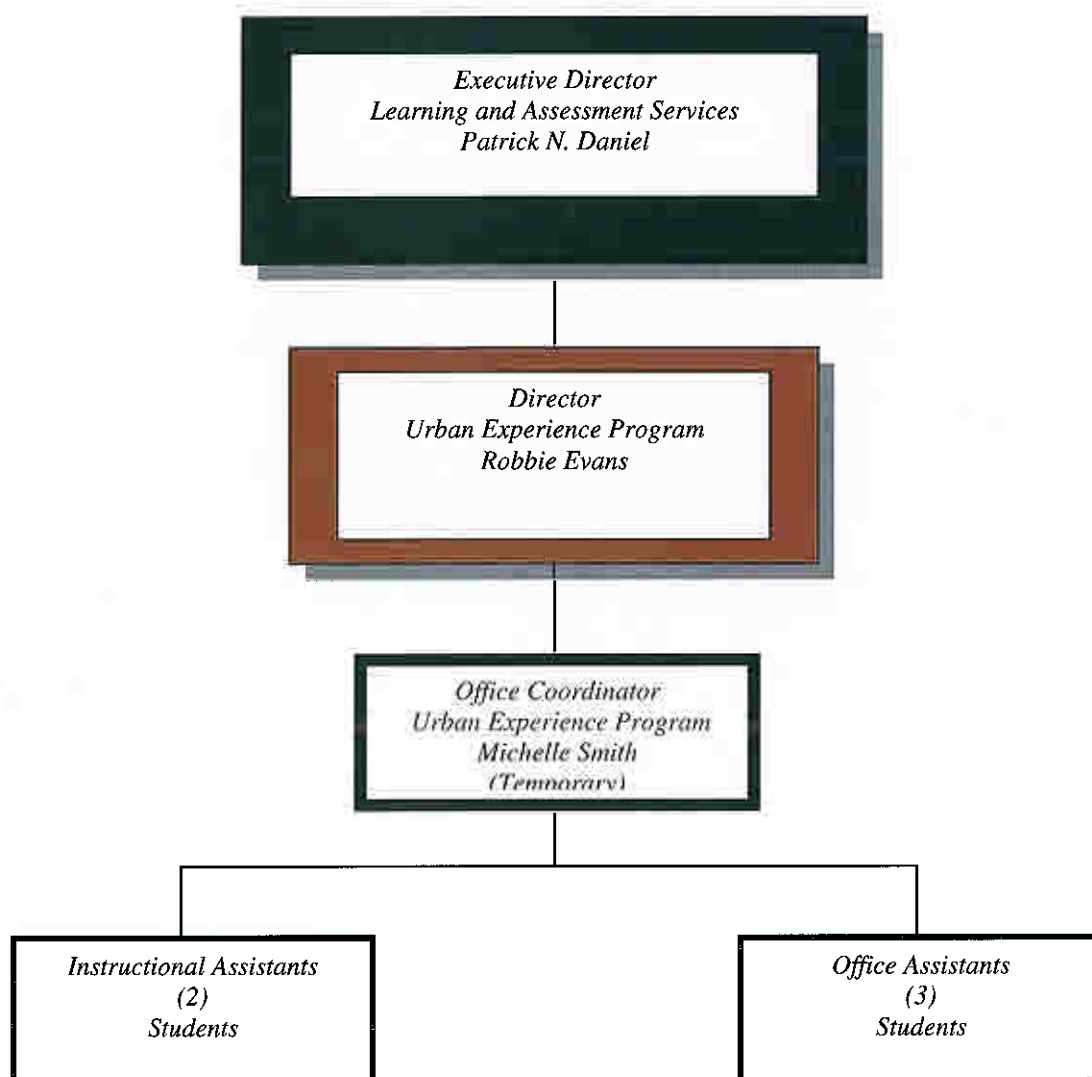
We, at UEP expect to begin generational traditions of academic success with the expectation of high achievement. The UEP student often exemplifies the "Horatio Alger Story": the students who succeed do so by overcoming adversity. The UEP program in keeping with the mission of the University and the UH System Strategic Initiatives (Appendix I) promotes academic excellence (Strategic Principle 1), strives to provide broad access to higher education (Strategic Principle 2), and to maintain diversity (Strategic Principle 3). The implementation of the UEP Friends and Family initiative and the unique collaboration and exchange between the three UH programs of Challenger, FYRE and UEP are two mechanisms for achieving the goals set forth by The Texas Higher Education Coordinating Board, The University of Houston, and The Urban Experience Program.

The UEP program offers students the researched-based elements of traditional student support for example, tutorials, referrals to academic and career development workshops, academic monitoring, and scholarships. The unique elements of the program are the nature and the intensity of the non-traditional support provided by UEP. For example, tutorials are not time restricted; non-UEP and UEP students can work with a tutor for hours and call when questions arise. UEP accepts students with academic challenges (probation, warning, and suspension) and works with these students to develop successful graduates and loyal University of Houston alumni.

UEP provides personal, individualized support services. For example, students are free to call the director anytime with issues that need to be addressed. UEP has a Friends and Family network of volunteers. There are UH faculty members, staff, administrators and community partners who sacrifice their personal time and energy to assist students with academic and personal issues. UEP Friends and Family work with students altruistically. In spite of the need to work multiple jobs UEP students are achievers and keep their commitment to advance their academic careers. Proudly, 12 of the 26 UEP graduates are now attending UH graduate schools here and Clear Lake. In this reporting year, 26 of the 99 UEP students graduated. The Retention/Graduation Rate is 93.75.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, custodian, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

**URBAN EXPERIENCE PROGRAM
ORGANIZATIONAL CHART**



3. List the objectives that you provided with your 2009-2010 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.

The existence of the Urban Experience Program (UEP) depends upon the funding provided by SFAC. This past year, F2009-Su2010, the UEP program served the mission of the university (Appendix I) and the mission of the Texas Higher Education Coordinating Board (Appendix II). The UH Mission Statement, adopted August 2007, is in perfect synergy with the spirit in which UEP was established and the mission of UEP (Appendix III). The staff and students consider SFAC funding to be an honor and a responsibility. The allocations provided by SFAC allowed UEP to successfully accomplish the numbered objectives set forth below:

Objective #1: To ensure success of students by providing through UEP, a personalized and comprehensive support program for participants in order to maximize their academic potential

Activities Designed to Achieve Objective #1

Promotion of Civic Responsibility and Leadership in UEP Participants

Since its inception, the UEP program has inspired students to advocate for positive change in our society. In an effort to enliven students' interests and heighten their passions, students actively engaged and participated in community, social and political volunteer efforts. UEP students volunteered and served as hosts at several UH Alumni Association events. UEP students were honored at two of the Alumni events. UEP students participated in the health insurance reform debates and block walked for their chosen political candidates. UEP students regularly organize and present a panel discussion with a Q&A period for Project Grad students each year. Students also participated in various voter registration drives. There were group discussions and students shared examples of their community service and volunteerism. Characteristically, our students rose to meet the needs of our collaborative partners and answered the call to serve our university and others in the Houston community who required assistance. UEP students have served as volunteers for the UH Event staff for over a decade. The Event is a UH recruitment initiative that this year hosted approximately 900 high school students at the University of Houston main campus for a day of activities designed to promote the university.

Former foster care students of UEP were inspired by their participation in one of UEP's exemplary initiatives, leading them to take on leadership roles and transform a promising idea into a reality! One of the charter members of The Mirror, a UEP peer support group organized to advocate for foster care alumni, was elected President of The International Student Foundation, an organization that provides educational scholarships to former foster care students. Debra Duncan interviewed our UEP student and newly elected President on her morning TV show. I was honored to be an invited guest of the newly elected President.

Under Grad The Musical was the major event undertaken by UEP this past April 2010. This outstanding All Student event was seen by 1200 guests. The musical promoted good values and student success through music and dance! This All Student Cast sang, danced, acted and wrote the lyrics and choreographed the entire production. There was so much excitement and pride generated that the students have decided to do it again!

Students have the opportunity to create and implement programs and suggest equipment purchases. In addition to the help provided to others, UEP students are asked to commit to at least one hour per week in the UEP office. Students are encouraged to transform their environment, create new directions, and reinvent aspects of UEP by contributing their time, energy, and creativity; students prepared the newsletter, helped in the office, mentored each other, and networked within UEP. UEP is a program of warmth and acceptance. The UEP motto is "Lift As You Climb". The spirit of the program is explained by the following words "Encourage, Enlighten, Empower and Embrace" those we meet.

Personalized Attention and Support

In partnership with the individual students who made requests, UEP Friends and Family composed of UEP staff, UH staff, UH administrators, UH faculty, and community and professional volunteers worked to relieve stressors in the lives of the students. This UEP Friends and Family team approach permitted the students to

concentrate on solving personal issues and attaining academic success. The UEP program in keeping with the mission of the University and the UH System Strategic Initiatives (Appendix I) promoted academic excellence (Strategic Principle 1.), provided broad access to higher education (Strategic Principle 2.), maintained diversity (Strategic Principle 3.). The implementation of the UEP Friends and Family collaboration and the long established informal collaboration between UEP, The Challenger Program, and the FYRE program worked synergistically to offer support and financial assistance for the entire academic career of the students associated with the three programs. These are two of the mechanisms for achieving the goals set forth by The Texas Higher Education Coordinating Board, The University of Houston, and The Urban Experience Program.

Mechanism #1 Urban Experience Program, Challenger Program, FYRE

The Urban Experience Program, The Challenger Program and The First Year Residential Experience Program are all student success programs that share common values of a commitment to higher education and limited financial resources. The issue of limited resources can be ameliorated by continuing to foster ties of collaboration and communication. While in the past the relationship between these three organizations was informal and casual the groups are not obligated to accept any students, because of the desire for continuity and maximization of financial resources to benefit student success, a more formal structure has been discussed. The sharing of ideas and best practices resulted in providing greater access to education and financial resources in order to benefit the students. FYRE is a first year student success program for residential students; UEP has some limited housing resources, and scholarship awards and accepts students in all classifications as a result of a request from several SFAC committee members several years ago. The Challenger Program accepts first and second year students and gives priority to those two groups for funding. UEP offers Juniors and Seniors and certain groups of UEP Grad students a degree of preference. FYRE refers students to UEP, UEP and Challenger refer students to the other. The students benefit from the combination of additional resources and opportunities from all three organizations.

Mechanism #2 Friends & Family

This Friends & Family collaborative effort is populated by socially conscious individuals who desire to develop and provide a network of support for individual students. It has never been required that the issues addressed occur between 8 a.m. and 5 p.m. The UEP Friends and Family network increases retention by helping the students deal with the various economic, social, personal, academic, or medical issues that they faced during the year. This year as in the past, students could look to the UEP program for support, encouragement, acceptance, and action. For the director, what must be done for any particular student is not scripted, nor limited by the hour or the day. UEP Friends and Family actively exemplify the spirit of the UEP program, which is to Encourage, Enlighten, Empower, and Embrace everyone.

Students required and received assistance in a multiplicity of areas, day and night. Examples of issues faced by students this Fall 2009-Summer 2010 reporting year include the following:

- During this reporting year several students lost or continued to be in danger of losing their housing on and off campus because of financial issues.
- Those fortunate enough to obtain employment or maintain their employment faced an increasing number of working hours in order to support increasing educational expenses and increasing living expenses. The students without parental support were disproportionately affected and these are the students with the fewest resources.
- Many students state that they cannot afford the meal plan. Those who applied for the state Lone Star Card report the process to be unnecessarily humiliating and time consuming.
- Many students ignore medical or dental needs until the problems become serious because they have no medical insurance. Students suffered from medical conditions that required transportation to medical facilities, personal support, and financial assistance. We support Non-UEP students as well as UEP students.

These are but a sample of the myriad of complex and time-consuming issues that required creative problem solving during the year. The financial pressures remain difficult for even middle-income students who have a network of support. Many UEP students were employed 25 to 38 hours and lived off campus. A student working 30 to 40 hours or more per week faces difficult choices. Full time employment affects the time required for study, limits the hours one should attempt to carry, and often negatively impacts the GPA.

Students who have no network of support (no parental contribution) are finding it more difficult to obtain a university education and do so with stellar grades.

Students who only depend on financial aid (even with work study) cannot support themselves sufficiently to finance their undergraduate education here at the University of Houston main campus. Financial support is a main issue impacting student success.

UEP Friends and Family provided clothing, financial support, transportation, attention, advice, and invitations to family and social events. Without guidance and encouragement, financial assistance and attention from UEP Friends and Family, many students could not have continued their studies. UEP Friends and Family play an integral role in the UEP program by providing the necessary care and the family element not often available to foster care alumni, and other independent students.

The Spirit of the UEP program is to Encourage, Enlighten, Empower and Embrace each student and each person who crosses the path of those involved with the UEP program.

This caring approach is the core of UEP and the primary reason UEP changes lives. This caring attitude followed by creative solutions and progressive action is beneficial for any student and critical for students who lack a support network. The program strives to arrange the environment in order for the student to maximize his or her opportunity to learn and achieve. The words of the UEP Spirit reflect the nature of the UEP Culture.

Assessment and Evaluation

A successful applicant to the UEP program completed a Personal Data (first application) and at least one interview with the Director. Any financial, social, personal, academic, or medical subjects that the student felt comfortable discussing were addressed. There was no limit to either conversations or contacts and no restriction regarding subject. The UEP participants continued to be informed of and advised to participate in programs and workshops offered by the University of Houston or other public and private offices that help students identify their skills, encourage their self-development, or meet other needs. All UEP students have completed an initial Personal Data form and a Needs Assessment Profile.

Academic Advising

All participants were required to attend a mandatory academic advising session with their major advisor at least once each semester excluding summer. An integral part of the UEP program, this requirement ensures that the student is aware of department degree requirements and that the student adheres to a structured degree plan. In case the student had not seen an advisor, the student was asked to set a future appointment with an advisor.

Academic Support

UEP offered individual tutorials and supplemental instruction (assistance with taped instruction) to UEP participants. The same support was offered to any UH student if arranged ahead. The UEP tutorial sessions are individual tutorials and there is no time limit. Students were also referred to outside tutorials. UEP also provided any UH student access to a bank of office computers on a first-come basis.

One UH faculty member who is a UEP Friends and Family participant continued to offer tutorial time for UEP students seeking mastery of specialized courses. Appointments must be prearranged. The request must be acceptable to the director and the faculty tutor. He has mentored and tutored UEP pre-pharmacy and pre-dental students, all of whom have been successful applicants to their chosen professional schools.

UEP participants were encouraged to improve their study skills by attending workshops and seminars on time-management and note and test taking. The UEP program owns an excellent series of Mathematics CDs by Dr. Freddie Frazier, Professor of Engineering Mathematics at Prairie View A&M University. Students used the CD's in the UEP office.

Informal Support

UEP students continued to discuss the issues with the UEP director that affected their academic success and their university experience. Students continued to walk in, set appointments with the director or call. Individual discussions with the director led to suggestions for student appointments with mental health, healthcare, and other professionals. The UEP tutorial staff maintained a caring and encouraging atmosphere and actively supported the UEP students in problem solving. Students continued to develop peer support systems in and outside of the university.

Students have shared experiences and advice regarding the financial issues that have negatively affected their educational progress and financial stability. The result of informal discussion groups and meetings led to the students requesting assistance in making documentary films expressing their points of view on many unaddressed issues in their lives.

Higher tuition after deregulation of tuition and fees and the lower percentage of need-based aid granted to students with financial need have converged to present middle-class and low-income students with a fiscal crisis. According to the US News and World Report College Edition 2002-2003, the University of Houston met 80% of a student's need with 7% of students receiving 100% of their need. Effective for 2007 (information compiled in 2006) those percentages as estimated by the University of Houston's Office of Institutional Research have drastically decreased.

First time freshman - full load of classes	56.8% of the students' need is met
All undergraduate- full load of classes	46.4 % of the students' need is met
Less than full load of classes	32.7% of the students' need is met

For the reporting year of 2009-2010, University of Houston typically met 67% of the FASFA determined need and 37% of students receive non-need based merit awards. Comparable statistics from University of Texas-

Austin shows 90% of need met and 30% of students receiving merit awards. The data from Texas A&M College Station reveals 85% of need met and 23% of the students receive merit awards. Harvard University supplies 100% of the individual student's need and does not provide merit awards. The same is true for Yale University. (Appendix VI)

This year, as last year, financial issues overwhelmed many students. Financial matters are most often the topic of discussion and concern among UEP students. Many UEP students held multiple jobs at some point during the past year. Students attributed lower grades to work overload. Increasing numbers of students reported that the resulting stress and frustration caused anxiety. Those students experiencing anxiety and stress over an inability to successfully support themselves and perform credibly in their classes choose to stop out. Students often compromise by choosing less rigorous programs or registering for fewer hours.

Monitoring of academic progress

UEP was the first program on campus and the only program for years to provide one-to-one unrestricted time tutorials to UEP students and to provide the same service to UH students not in the UEP program. UEP provided as in previous years an innovative service to students. This unique service includes an on-call-by phone, weekend tutorial service that operates regularly through the week, evening and night typically by appointment. This innovative approach permits students who work to participate in one-to-one unrestricted tutorials with the same tutor, this is an important point. The optimal tutorial relationship develops with time.

Progress reports were mailed and UH professors and instructors provided the director with feedback to identify students who might need additional academic support and also to recognize those who excelled. In addition, UEP students are encouraged to self-report their successes as well as areas in need of improvement.

In this reporting year, Fall 2009-Su2010, student workers were given the opportunity to fill the vacant office coordinator position. Although this experiment did not and currently does not provide the stability and efficiency needed in the UEP office, the director sacrificed these essential elements to allow students to work. Students have suffered layoffs as the economy falters. The office coordinator position is needed in order for the UEP office to function optimally. Once the office coordinator position is filled (currently a temporary staff member is assisting) the program will begin to maximize its efficiency. In order to operate at full strength, UEP requires at least 4 tutors to provide the service that produces the best results for the students. Filling the office coordinator position will provide the assistance needed to compile and coordinate progress reports and grades, monitor the projects of the student staff, compile the data and assist with the current research in progress.

Through self-identification, UEP staff observation, inquiry, and interview, students who worked in excess of 20 to 40 hours weekly were identified and options were explored with the students. This is especially important for students who were in their first two years of college. Working in excess of 20-40 hours weekly and involvement in other time consuming activity seem to negatively impact grades and GPA.

The Cougar Come Back Program

This reporting year Fall 2009-Su2010, 7 CCB students participated in the UEP program. One graduated Fall 2009 and one is scheduled to graduate Fall 2010.

The UEP director and staff made the effort to maintain contact with students from previous years who did not graduate. The Cougar Come Back effort encourages former UH students to return to the university. The director attempts to maintain a relationship with students who stop out and drop out. Former students are encouraged to return to this campus. If the former students relocate or other issues preclude that option, former UH students are encouraged to continue their academic careers elsewhere. Former students visit, call and volunteer with the program.

Committee Initiatives

Nioletti, The Urbanite, The Mirror, and Cup and Chaucer, share members and activities in a synergistic relationship designed to build self-esteem, positive values and principled leadership skills, team work, UEP spirit and camaraderie. During the Fall2009-Su8/2010 reporting year, the groups successfully engaged in the following activities:

Under Grad The Musical

An All Student Musical, that was written, directed, choreographed and (he acted, sang and danced also) by Chris Davis and students from UH, Texas Southern, Houston Baptist and Sam Houston State. The students held auditions, wrote the music, and lyrics, acted, danced and sang. The Musical used song and dance to teach core values of courage, thinking for oneself and always doing the right thing. The main idea is to treat people as you wish to be treated and don't be a gullible tag along. The appreciative crowd of 1200 gave the young artists several standing ovations. The students inspired others to write and present socially conscious (no profanity or sexually explicit content) plays and musicals. The UEP program hosted this inspiring, exciting Musical on the campus in the E. Cullen Performance Hall. (Appendix IV)

The Event

The UH Event brings high school students from the Houston metropolitan area to the University of Houston for a day of discussion, tours of the university, introduction to the university, college-prep workshops, and mentorship by college students. UEP students prepared the materials, compiled the literature for the students, and served as mentors and hosts for the approximately 900 high school guests who attended.

Support Success

UEP and Project Grad collaborated to provide high school students an opportunity to ask questions of a panel of UEP students.

Objective #2: *To expand corporate partnerships and community partnerships with respect to increasing three-to-5 year commitments*

Activities Designed to Achieve Objective #2

Work with UH Development and other agencies in Traditional Solicitation Methods

The suggestion to approach churches as a primary strategy came from the Director of the Office of Development. The first priority of the University of Houston is to work with academic units, not programs in the Office of Student Affairs. Unlike the academic colleges and programs, the Division of Student Affairs does not have a development officer to work with programs in the Division of Student Affairs. UEP continued to seek support and direction from the Office of Development.

Design Unique Solicitation Efforts for UEP

In collaboration with two on campus partners and one community partner UEP will continue to seek opportunities for successful proposals.

Develop Relationships with Individuals, Agencies, Foundations, and Groups that have established Philanthropic Efforts

As a result of the request by UEP to become an AmeriCorps site, the legal department of the University of Texas opened a pro bono case to assist in this effort. UEP is working with a community partner to bring this effort to completion by the summer of 2011.

UEP and The Black Student Union, cosponsored 5 mentoring events with CEO's and other top executives from fortune 500 companies. The students were permitted access to the executives after the Q&A and phone numbers were exchanged. (Appendix V).

Develop Well-researched Plans of Action for instituting various support packages as well as internship opportunities

These relationships promise to maximize the chance for students to pursue their education with a network of mentors and friends giving of themselves and sharing their resources with each student. Through internships and subsidized living in modern housing located in close proximity to UH, these new partnerships have presented exciting new directions for UEP. The faith-based initiatives and the UEP 100 Plan will engage our students as we contemplate the new directions we must now pursue.

Dr. Small, Associate Vice-President for Student Services continues to provide direction and expertise in the area of career planning and internships. In addition, he serves as a member of the UEP Educational Equity and Leadership Advancement Committee.

UEP Continued Currently Established Collaborations and Partnerships

The UEP Partnership with Change Happens provided 8 internships for the summer of 2010.

The UEP partnership with The Bernard Harris Summer Science Camp for summer 2010 provided one well-paid internship for a UEP student this year. She was the lead student director for the new program partnership with TeachHouston and The Bernard Harris Summer Science Camp.

The relationship with Inroads continued. UEP students and prospective students are encouraged to apply and to attend meetings regarding Inroads.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and the satisfaction level of those served. Please provide the method for collecting these data.

Objective #1: To ensure success of students by providing through UEP a personalized and comprehensive support program for participants in order to maximize their academic potential

Activities Designed to Achieve Objective #1

Promotion of Civic Responsibility and Leadership in UEP participants

Typically, office staff and the UEP network use phone contact, office flyers, verbal reminders, emails, discussions, social gatherings and personal contact to ensure that UEP students were aware of campus issues, voted in student government elections, become aware of community and local issues, and vote in local elections. Students were encouraged to go to the polls together and many did so. UEP students engaged in informal surveys. UEP Students have always expressed enthusiasm and pride in community service. Students are given opportunities to exercise leadership in UEP organizations, for instance, the editor of the newsletter and the officers in Nioletti are UEP students. Voter registration information was made available in the UEP office. Rides were provided to polling places for the local and national elections and the importance of participating in the UH elections of various positions and offices was discussed. Each student indicates a list of activities or emails a list to office staff. To date we have over 80 organizations listed as examples of volunteer sites for this past year.

Personalized Attention and Support

The director continued to work closely with students who are free to make contact during and after office hours. The average is four office visits per day. The students use a clicker to keep up with office visitors including UEP students.

Assessment and Evaluation

Each applicant was required to complete an application, be interviewed and encouraged to be assessed for career interest (Myers Briggs and Strong), personality and learning styles (LSI and LASSI).

Academic Advising

UEP participants were required to attend a mandatory academic advising session with their major advisor at least once each semester.

Academic Support

Tutorial Supplemental and Supplemental Instruction was offered. UEP students are informed of campus and off-campus academic support and referred to Learning Support Services (LSS) for academic support. UEP and other UH and High School students are informed of resources for books, counseling, test preparation and other student support services at the University and else where. The participants will be encouraged to improve their Study Skills by attending LSS and CAPS workshops and seminars on time-management, note taking, test taking and overcoming Math Anxiety.

Informal Support

UEP students were encouraged to walk in and talk to the Director about issues that may influence their academic success and their University experience. Discussions led to referrals to appropriate counseling, medical, academic and personal.

Monitoring of academic progress

The UEP tutors provided the Director with feedback both positive and negative. Students are often pleased to have positive feedback from the grade reports when there are comments. Grade progress reports were completed and mailed to instructors in order to identify students who might need additional academic support.

The Cougar Come Back Program

The UEP Director continued relationships with former students to encourage a return to the University. There were 7 Cougar Come Back Students this reporting year. One CCB student graduated Fall 09. One is scheduled to graduate Fall 10. UEP plans to institute a CCB orientation since there is a need expressed by all.

Committee Initiatives

UEP students participated in a variety of societal changing issues. The Nioletti group worked diligently with *Under Grad The Musical* to ensure the success of this event. Students make presentations, attend meetings and participate in peer support activities designed to bolster self esteem and build leadership skills. The Urbanite newsletter staff takes photos, writes articles, interviews individuals and manages the distribution of the Urbanite newsletter.

Objective #2: To expand corporate partnerships and community partnerships, with respect to increasing 3-5 year commitments:

UEP in collaboration with a community partner continued to seek an opportunity to apply for an AmeriCorps grant. This could provide opportunities for employment and cancellation of educational loans for UEP and other UH students.

The Raven-Taylor Mentoring events led to excitement about the future and networking opportunities with prominent successful business executives willing to establish relationships with UEP and UH students. The well attended events generated enthusiasm and led to an exchange of phone calls and lunch meetings and pledges of future support for UH and UEP students.

5. Please discuss any budget changes from your last (FY2009) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2008 with a Ledger 3 Fund Equity balances, please describe the conditions, which caused the fund balance.

There have been no budget changes.

6. Please list your 2011 - 2012 objectives in priority order. Larger units may wish to group your responses by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet your objectives.

Objective #1: To ensure success of students by providing through UEP a personalized and comprehensive support program for participants in order to maximize their academic potential

Activities Designed to Achieve Objective

Promotion of Civic Responsibility and Leadership in UEP participants

Continue to make a special effort to ensure that UEP students are aware of campus issues; vote in student government elections; become aware of community and local issues; vote in local and other elections; participate in community service projects; and are given opportunities to exercise leadership in UEP organizations.

Provide Personalized Attention and Support

Continue to support the mission of the University of Houston, the mission and vision of The Texas Higher Education Coordinating Board, and the mission, vision and spirit of the UEP program by providing exceptional support and services to participants of UEP and other UH students.

Assessment and Evaluation

Continue to require each applicant to complete an application, be interviewed and assessed for career interest, personality and learning styles.

Academic Advising

Continue to require participants to attend a mandatory academic advising session with their major advisor at least once each semester.

Academic Support

Continue to offer tutoring and supplemental instruction.

Continue to encourage the participants to improve their Study Skills by attending workshops and seminars on time-management, note taking, and test taking.

Informal Support Counseling

Continue to encourage UEP students to walk in and talk to the Director about issues that may influence their academic success and their University experience.

Monitoring of academic progress

Continue to request written and verbal feedback of participants' progress.

Continue to request that Grade progress reports be mailed to instructors by mid-semester to identify students who might need additional academic support.

The Cougar Come Back Program

Continue to follow-up with those who do not graduate.

The most effective method is intermittent personal contact using mixed methods. The director will call, invite students to events, social gatherings, and to university functions.

Committee Initiatives

Continue to strive for UEP students to participate in selected activities such as Community Service and UEP Committee Initiatives.

Objective #2: *To expand corporate partnerships and community partnerships, with respect to increasing 3-5 year commitments.*

Continue to pursue the following activities designed to achieve this objective

Design unique solicitation efforts for UEP.

Develop new relationship with Texas Executive Women and invite members to mentor students and extend internships and job opportunities for them. Among the women we have met with are the Hon. Katie Kennedy, attorney and certified mediator Maureen Spector, Gwen Emmett, wife of County Judge Ed Emmett, and Dr. Charleta Guillory at Texas Children's Hospital.

Create relationship with Friends of Women's Studies and facilitate participation in monthly events on campus.

Strengthen partnership with Neighborhood Centers, Inc. to provide internships and mentoring opportunities for our students.

Identify and research each company, foundation, agency and organization that will be approached.

Orchestrate an orientation for Cougar Comeback students.

Develop relationships with individuals, agencies, foundations and groups that have established philanthropic efforts.

Develop comprehensive plans of action for instituting various support packages as well as internship opportunities. This year, we have added Channel 11 and KHOU-TV as a partner.

UEP will continue currently established collaborations and partnerships. There are more than 3,500 UH alumni who serve as president/CEO of their companies, including PricewaterhouseCoopers Chairman and Global CEO Samuel DiPiazza, Delta Air Lines CEO Richard Anderson, Neiman Marcus CEO Karen Katz, Centerpoint Energy president and CEO David McClanahan, Brinker International CEO Douglas Brooks, Dynegy Chairman and CEO Bruce Williamson and many more. We have connected one of our graduating seniors with Karen Katz who will meet with her.

Develop well-researched plans of action for instituting various support packages as well as internship opportunities.

UEP will continue currently established collaborations and expand corporate partnerships.

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)?

Solicitations

UEP is pursuing a faith-based initiative.

Events

UEP will continue to sponsor and host events designed to support UEP students and bring in funds as a result of the collaborative effort.

The UEP program will continue to seek grants, donations, and in-kind contributions from corporations, foundations, and private individuals including UEP alumni.

In cooperation with community nonprofits UEP will continue to pursue Federal proposals, for example AmeriCorps grants.

The UEP program considers support from SFAC an honor and a privilege. This show of support is a significant statement of student priorities.

8. Please describe any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

While the UEP program collaborates with many other units, programs and departments on this campus and UH Downtown, there is no other program of this kind in Texas. This unique program gives personal attention, support and comprehensive services to educationally underserved and economically disadvantaged students. Our purpose is to increase retention and academic success on the UH campus. Our objective is to produce a high achieving student with a social conscience. In order to accomplish these goals UEP must provide the missing elements that successful students have had all their lives. We will continue to provide access to education, and encourage students to educate themselves to the highest level possible.

As educational expenses rise, students of modest means find it difficult to afford to attend the colleges and universities, UEP helps to bridge that gap. Students who are the first in their generation to attend college require advice, personal attention to spoken and unspoken needs, and the network of support that families and good contacts would ordinarily provide.

UEP strives for a family like atmosphere. Our students are most likely to be without the resources to obtain an education. UEP strives to create an atmosphere and environment for academic success, for mastery of the subject and triumph over less than optimal circumstances. Our students are most likely to be without parental support or other familial support systems. UEP students come from diverse backgrounds. The impetus to address the needs of students from the Foster Care system came from The Vice President for Student Affairs, Dr. Elwyn Lee. UEP actively recruits and supports students from the foster care system.

The UEP program accepts and assists students with academic problems. We wish to **encourage, enlighten, empower, and embrace the students**, our future leaders. The UEP program has developed a focus on students who are the most vulnerable in our society: foster care students, victims of dysfunctional families, students without traditional parental and family support, and students facing academic status problems.

The Urban Experience Program strives to meet critical unaddressed needs. There is tremendous need for a comprehensive program to provide for the needs of our students who seek to educate themselves and find it challenging to do so without a system of support. UEP provides that support system missing from many large universities. The need to serve educationally underserved and economically disadvantaged students is great as explained by The Texas Higher Education Coordinating Board Plan and the Texas Department of Protective and Family Services. This agency oversees the Child Protective Services Division. The Texas Foster Care System is a part of this agency.

APPENDICES

- Appendix I** **The UH mission statement & UH system strategic initiatives**
- Appendix II** **Mission of the THECB and vision of THECB**
- Appendix III** **UEP Mission Statement**
- Appendix IV** **UNDERGRAD – The Musical**
- Appendix V** **Raven – Taylor Mentorship Program**
- Appendix VI** **Comparison of Financial Aid Awards**

UNIVERSITY *of* HOUSTON

Our Mission Statement

The mission of the University of Houston is to discover and disseminate knowledge through the education of a diverse population of traditional and non-traditional students, and through research, artistic and scholarly endeavors, as it becomes the nation's premier public university in an urban setting. In this role, the University of Houston applies its expertise to the challenges facing the local, state, national, and international communities, and it establishes and nurtures relationships with community organizations, government agencies, public schools, and the private sector to enhance the educational, economic, and cultural vitality of Houston and Texas.

UH System Strategic Initiatives

UH System Strategic Initiatives

In accordance with its mission, the University of Houston pursues the following strategic principles established by the UH System Board of Regents:

Strategic Principle 1. Institutional Excellence

The UH System universities will continue to strive for academic excellence in all undergraduate, graduate and professional programs, as well as in research and public service.

Strategic Principle 2. Student Access

The universities of the UH System will continue to provide broad access to higher education opportunities in the upper Gulf Coast region and Texas.

Strategic Principle 3. Diversity

The diversity of the UH System universities is a strength that distinguishes us among universities nationwide. Increasingly, the faculty, staff, administration and students of our universities will reflect the diversity of Houston.

Strategic Principle 4. Research

The cornerstone of higher education is the creation and dissemination of new knowledge, through which the UH System universities will enrich the educational experience of students, enhance the cultural life of our constituents, and contribute to economic development.

Strategic Principle 5. External Partnerships

Partnerships with business, industry, government, the community and alumni are critical to achieving institutional goals of excellence and ensuring the financial health of the UH System universities.

Strategic Principle 6. Faculty and Staff Recruitment and Retention

Faculty and staff constitute the most valuable assets of the UH System universities. As such they must have access to career opportunities that are competitive with those at other universities.

Strategic Principle 7. PK-16 Partnerships

Partnerships among the UH System universities, public schools and community colleges are critical to increasing the college-going rates of Texas students to the national average.

Strategic Principle 8. Accountability and Administrative Efficiency

The universities of the UH System will be accountable for student learning and for the effective use of resources.

Texas Higher Education Coordinating Board



[Home](#) / [Agency Info](#) / Mission Statement

Mission Statement

Mission Statement

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, Closing the Gaps by 2015, and thereby provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

College for all Texans

[Site Map](#) | [Staff Directory](#) | [Employment](#) | [Site Policies](#) | [IRATI](#) | [Texas Online](#) | [Brand History](#)
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CLOSING *the* GAPS

THE TEXAS HIGHER
EDUCATION PLAN



2030

2025

2020

2015



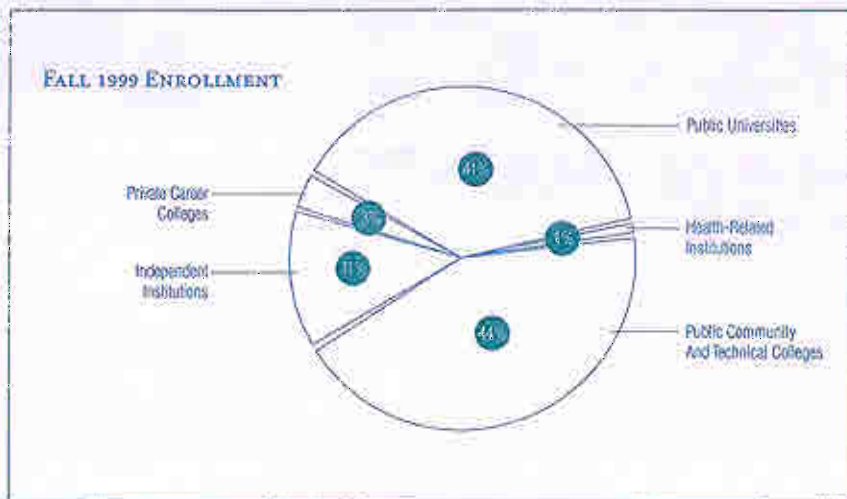
2005

A VISION FOR TEXAS HIGHER EDUCATION

Every Texan educated to the level necessary to achieve his or her dreams; no one is left behind, and each can pursue higher education; colleges and universities focus on the recruitment and success of students while defining their own paths to excellence; education is of high quality throughout; and all levels of education, the business community, and the public are constant partners in recruiting and preparing students and faculty who will meet the state's workforce and research needs.

The vision arises from the strong higher education foundation developed by the state over recent decades. Since 1965, Texas has added 42 public community and technical college campuses, 12 public universities and four public health science centers. Public higher education enrollments have increased by 610,000 students. During the same period of time, the independent sector of Texas higher education added three universities and increased its enrollment by approximately 40,000 students; these independent institutions play an important role in educating the people of Texas. In total, Texas public higher education institutions include 50

community college districts with 74 campuses, four technical colleges with two extension centers, two state colleges and a technical institute, 35 universities, eight health-related institutions, plus 40 independent colleges and universities, one independent medical school, and 31 degree-granting private career colleges. Today, total enrollment exceeds 990,000 students.



Despite these additional institutions and students, much

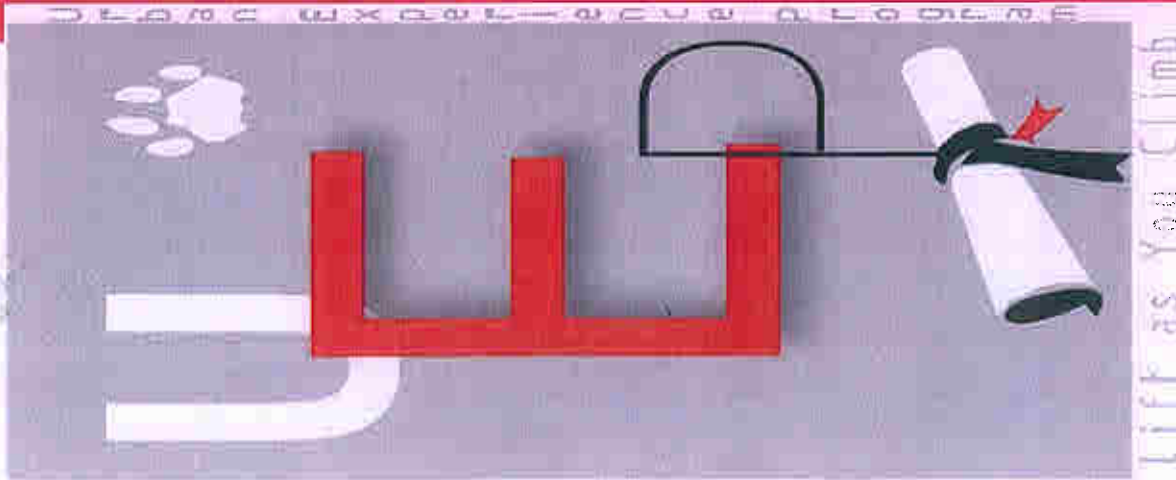
work remains for Texas to develop its higher education system to meet the needs for the continued growth of the state's economic prosperity. Although the Texas educational system is reasonably successful, there is room for improvement. In comparison to California, New York, Florida and other large states, Texas falls short in higher education enrollment rates, degrees awarded, federal research funding and nationally recognized programs.



Encourage
Enlighten
Empower
and
Embrace

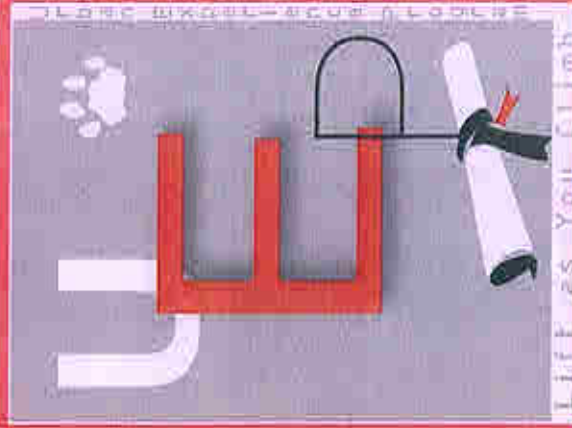
Program Director:
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Urban Experience Program
University of Houston
250G Oberholzer Hall
Phone: 713-743-6032
Fax: 713-743-5895



Student Affairs Division
Learning and Assessment Services

*Urban
Experience
Program*



Urban Experience Program

Urban Experience Program



UNIVERSITY of HOUSTON
Learning. Leading.

Tel: 713 743 6032

SUPPORTING OPPORTUNITIES

Urban Experience Program

Name _____

Title _____

Company _____

Address _____

Phone _____

Fax _____

Contribution Deadline _____

Fiscal year _____

Scholarship Levels

- The Doctorate \$5,000 per year
(Sponsorship acknowledgment in all UEP literature, a plaque, and recognition at a banquet)
- The Masters \$2,000 per year
(Sponsorship acknowledgment in all UEP literature, two tickets, and recognition at a banquet)
- The Baccalaureate \$1,000 per year
(Sponsorship acknowledgment in all UEP literature)
- Other \$ _____



Student Profile

Participants are selected on the basis of demonstrated or potential ability for campus leadership, community service, and potential for academic achievement. The selection process includes an application, an essay, interviews with candidates and their parents or guardians, demonstrated financial need and exceptional life challenges in pursuing higher education. In addition, all participants must be full-time, degree-seeking UH students who contractually agree to abide by the terms of the program and participate in all evaluation activities.

Services

The University of Houston's Urban Experience Program (UEP) is a unique collaborative endeavor of the University of Houston, the Houston community and corporate sponsors. UEP is designed to simultaneously address the needs of the underrepresented student population and the changing dynamics of the American workforce. UEP prepares students for entry into the workforce by combining educational opportunities with valuable internship experiences. The program components include:

- internships
- community service
- tutoring
- mentoring
- cultural enrichment activities
- on-campus housing (in limited cases)
- academic success workshops
- career development activities
- personal development workshops
- monitoring to insure academic success

This endeavor results in improved grades and higher graduation rates for Urban Experience Program participants.

Thank you for your support!

Urban Experience Program

Urban Experience Program
University of Houston
250G Oberholtzer Hall
4361 Wheeler Avenue
Houston, TX 77204-3025

Phone: 713-743-6032
Fax: 713-743-5895



**THE URBAN EXPERIENCE PROGRAM
PROUDLY PRESENTS.....**



UNDERGRAD

The Musical

"A True Test of character..."

**UNIVERSITY OF HOUSTON
E.CULLEN PERFORMANCE HALL**

FREE ADMISSION

PARKING

**WELCOME CENTER GARAGE
AFTER 6:00PM \$3.00 TOTAL**

FREE PARKING

METERS AFTER 6:00PM

&

**LOTS 20A & 20C AFTER 5:00PM
ACROSS CALHOUN NEAR EAST GARAGE OFF
SPUR 5**

APRIL 23

PRIORITY SEATING 6:00 PM

GENERAL SEATING 6:30 PM

PERFORMANCE 7:00 PM

**TO RSVP CALL
(713) 743-6032**

The Raven-Taylor Mentorship Program
Presents

How to Succeed in Corporate America...
the Changing Economic Landscape

Tony Wyllie

VP Communications, Houston Texans

Marlen Whitley

Sr. Associate, Thompson & Knight Law Firm

WEDNESDAY

February 10, 2010

Cullen Oaks Community Center 4600 Cullen

6:00 PM

Co-Sponsored by Black Student Union

-8:00 PM

The Urban Experience Program

Business Casual

The Raven-Taylor Mentoring Program
Presents

How to Succeed in Corporate America...
the Changing Economic Landscape

Sherry Williams

Vice President,

Corporate Secretary, Halliburton

Tony Chase

Director, Federal Reserve Board

Kafi Slaughter

Vice President, U.S. Trust

Belinda Hill

Judge, 230th State District Court

WEDNESDAY

February 24, 2010

UNIVERSITY CENTER, BLUEBONNET ROOM 252

working for us... by us

Co-Sponsored by Black Student Union

The Urban Experience Program

6:00 PM

-8:00 PM

Business Casual

The Raven-Taylor Mentorship Program
Presents

How to Succeed in Corporate America...
the Changing Economic Landscape

Top Executives and Businesspeople

Be there to network and build your career!

WEDNESDAY

February 17, 2010

Cullen Oaks Community Center 4600 Cullen

6:00 PM

Co-Sponsored by Black Student Union

-8:00 PM

The Urban Experience Program

Business Casual

The Raven-Taylor Mentoring Program
Presents

How to Succeed in Corporate America...
the Changing Economic Landscape

Jason Few

President & CEO, Reliant Energy

Orlando Ashford

Sr. Vice President & Chief Human Resources

of Marsh McLennan

WEDNESDAY

March 3, 2010

KIVA ROOM - FARRISH HALL
ENTRANCE 13

RSVP FOR FOOD COUNT AND CONTACT INFO: 713.743.9967
EMAIL: JJACKSON@CENTRAL.UH.EDU OR UEP@713.743.9967

CO-SPONSORED BY
BLACK STUDENT UNION

THE URBAN EXPERIENCE
PROGRAM

6:00 PM

-8:00 PM

Business Casual

Source: www.usnews.com

School	Avg. amount of aid package	Avg. need-based grant	Avg. need-based loan	Avg. % of need met	Avg. merit award	% students receiving merit awards
Vanderbilt University (TN)	\$36,257	\$28,293	\$3,883	99%	\$17,171	N/A
Harvard University (MA)	\$35,831	\$32,850	\$4,370	100%	\$0	N/A
George Washington University (DC)	\$35,780	\$22,321	\$7,589	92%	\$19,740	N/A
Yale University (CT)	\$34,744	\$31,274	\$3,258	100%	N/A	N/A
Stanford University (CA)	\$34,600	\$31,000	\$1,500	100%	\$3,000	N/A
Texas A&M College Station (TX)	\$13,215	\$7,933	\$5,571	85%	\$3,027	23%
Univ. of Texas-Austin (TX)	\$10,900	\$6,300	\$4,700	90%	N/A	30%
Rice University	\$23,529	\$20,721	\$1,708	100%	\$7,178	N/A
University of Houston	\$10,494	\$5,701	\$5,974	67%	\$4,006	37%

Best Colleges: Average Amount of Need-Based Aid Awarded: National Universities



Best Colleges 2009: Premium Online Edition

The schools at the top of this list handed out the largest need-based financial aid packages, on average, during the 2007-2008 school year. The typical aid package has three components: need based grants, need-based loans, and work study. In order to qualify, students must file an annual aid application that demonstrates financial need. The table also lists the percentage of undergraduates receiving the average need-based aid package, the average need-based grant and loan awarded to undergraduates, and the average percentage of a student's demonstrated need that was met by the school during the 2007-2008 academic year. In addition, some colleges give out merit awards, which are based on academic ability or other talents and not on financial need. The table lists the percentage of undergraduates receiving such awards and the average amount of the award during 2007-2008.