

The Urban Academic Village Project: Implementation and Early Evaluation Results

Implementation Activities

UAV Primary Goals

- To improve students' overall academic performance
- To improve the University's retention rates
- To improve the University's graduation rates

UAV Demographics

ENROLLED STUDENTS:	390	
RESIDENCY:		
IN STATE:	290	(74%)
HOUSTON AREA	125	(32%)
OUT OF STATE:	100	(26%)
ETHNICITY:		
BLACK	369	(96%)
HISPANIC	12	(3%)
WHITE	3	(<1%)
OTHER	6	(<1%)
GENDER:		
MALE %	38	
FEMALE%	62	
MEAN GPA:	2.93	
MEAN SAT:	18	
MEAN ACT:	880	

UAV Demographics Cont'd

GPA:			
	3.5+	61	(15%)
	3.0-3.49	118	(30%)
	2.5-2.99	122	(31%)
	2.25-2.49	48	(12%)
	2.0-2.24	37	(11%)
SAT (221 STUDENTS):			
	1000+	28	(12%)
	900-990	56	(25%)
	800-890	94	(43%)
	720-790	43	(19%)
ACT (169 STUDENTS):			
	21+	34	(20%)
	19-20	39	(23%)
	17-18	71	(42%)
	15-16	40	(23%)
	13-14	17	(10%)

UAV Demographics Cont'd

ENROLLMENT BY COLLEGE	
PHARMACY AND HEALTH SCIENCES	90
LIBERAL ARTS AND BEH. SCIENCES	82
SCIENCE AND TECHNOLOGY	75
BUSINESS	60
PUBLIC AFFAIRS	36
EDUCATION	29
COMMUNICATION	18
TOP ENROLLMENT BY MAJOR	
PRE-PHARMACY	55
BIOLOGY	35
MANAGEMENT	34
PSYCHOLOGY	31
ADMINISTRATION OF JUSTICE	23
MEAN SEMESTER CREDIT HOURS ATTEMPTED	15

UAV Key Strategies:

Implementation of Student Centered Activities

- Conducted 15 program specific events
- Required attendance at 4 University events
- Conducted 8 sessions of the Joshua McMackle Tiger Project Series
- Conducted 6 social events

UAV Key Strategies:

Academic and Social Support

- Visionaries: Dr. Karen Kossie, FIR and Ms. Valeria Ross, LCA
- Innovators: Dr. Robert Ford, FIR and Ms. Brittani Flowers, LCA
- Scholars: Dr. Graham Thomas, FIR and Mr. Jordan Curtin
- Achievers: Dr. Kamille Wolff-Dean and Ms. Kimberly Gilkes

Early Evaluation Results

Comparison Group Formation

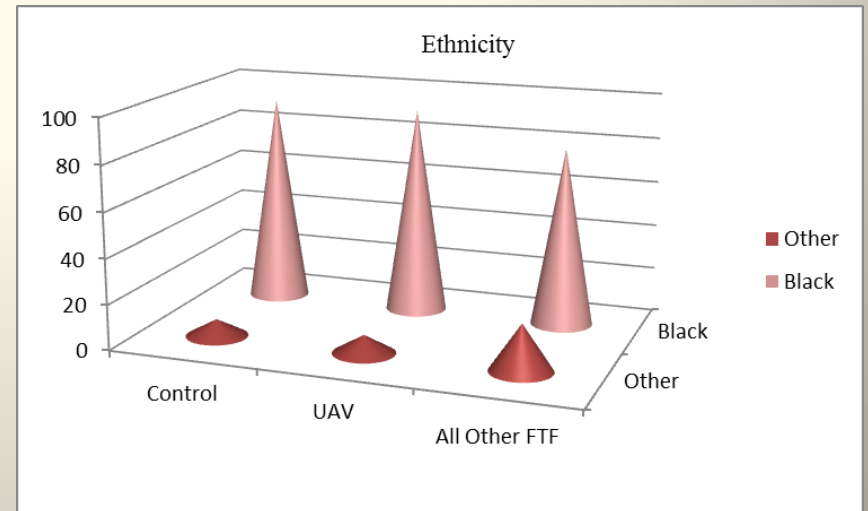
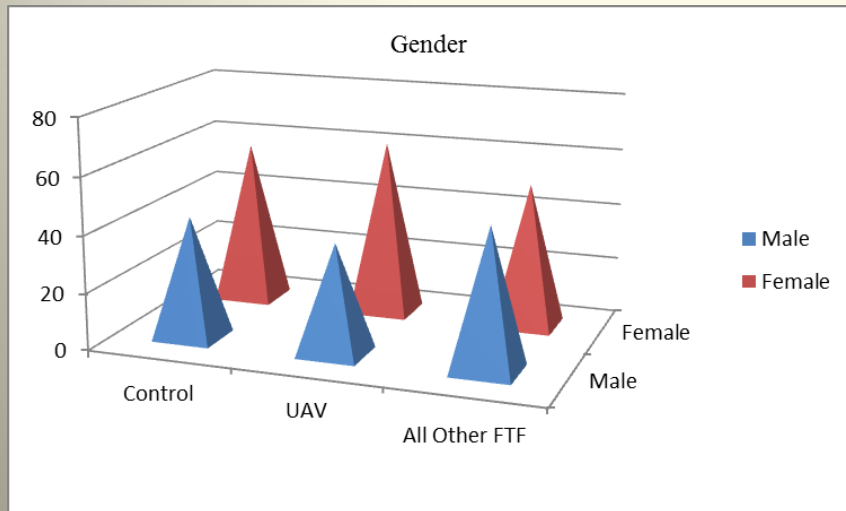
Three groups developed for analysis

- Urban Academic Village Students
- Matching Control Group
- All Other First-time Freshmen and First-time Transfers

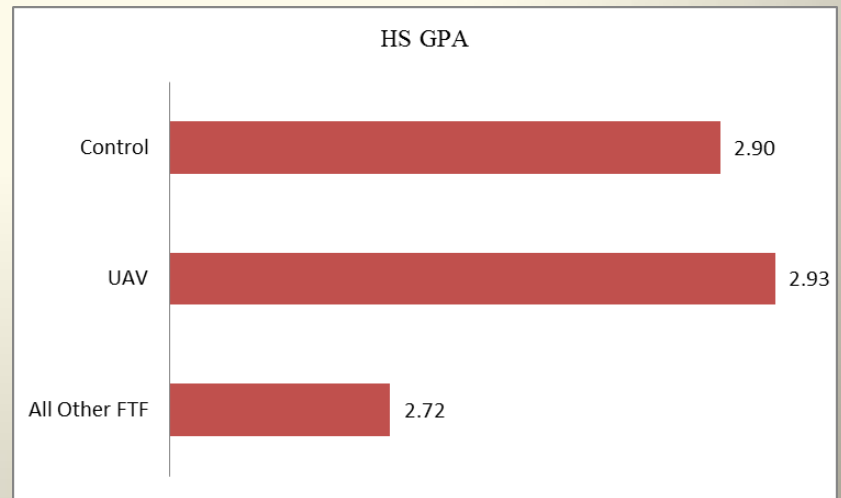
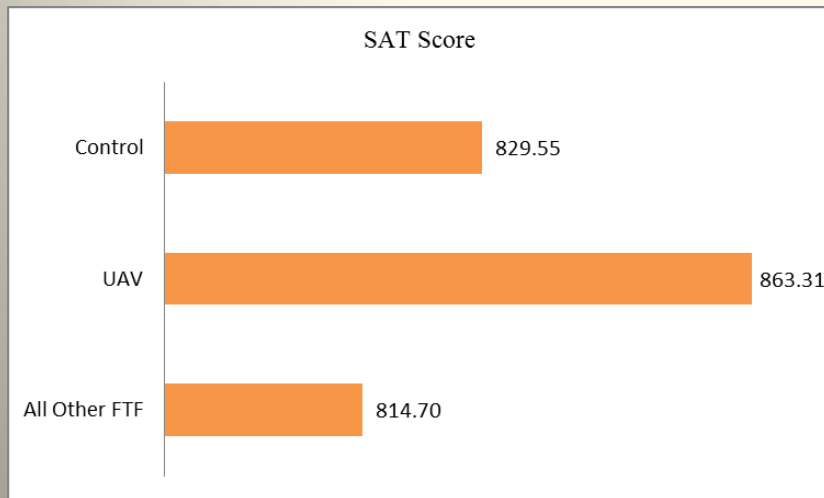
Group Characteristics

- Gender
- Ethnicity
- HS GPA
- SAT Score
- College Prep
- Pell Recipient

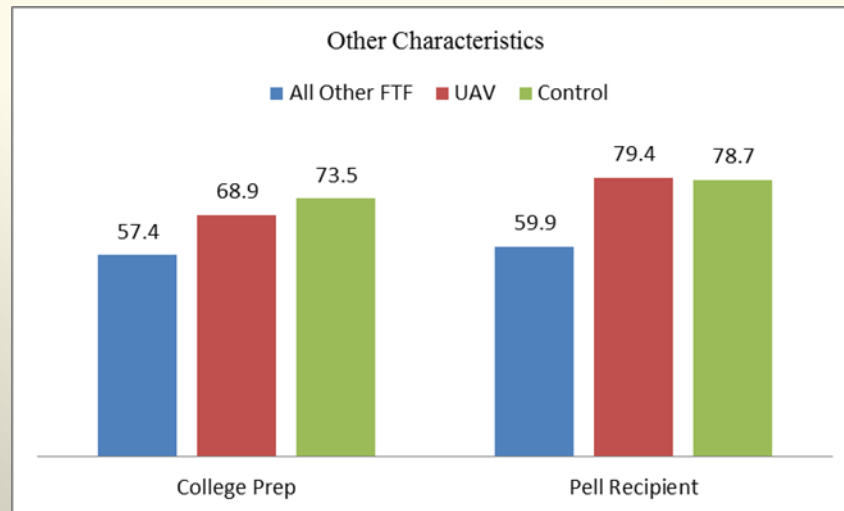
Group Characteristics



Group Characteristics



Group Characteristics

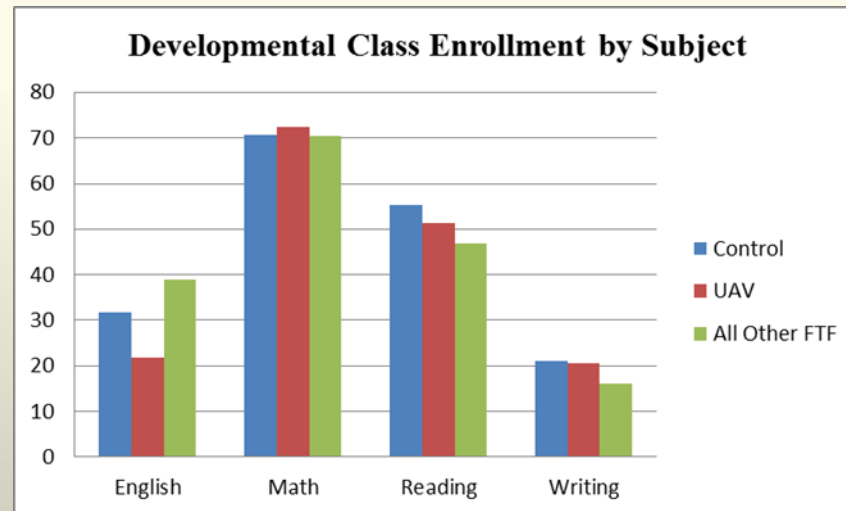


Enrollment Characteristics:

Developmental Classes

- English
- Math
- Reading
- Writing

Enrollment Characteristics: Developmental Classes

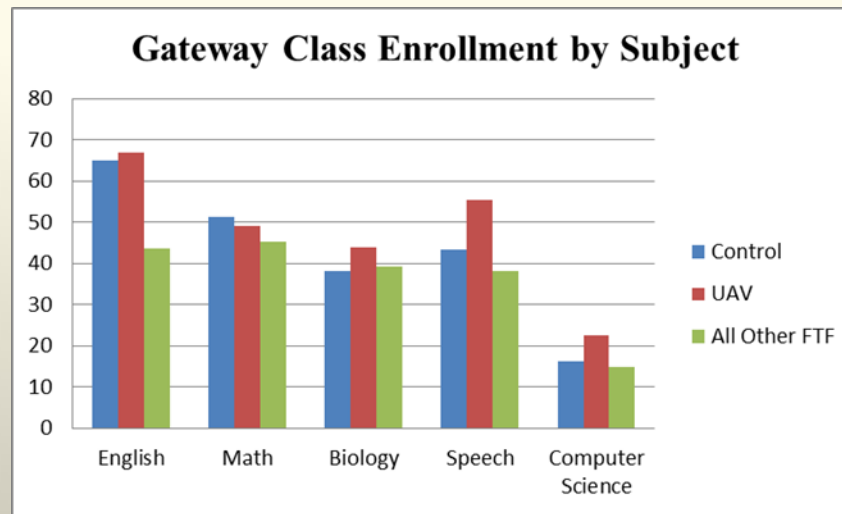


Enrollment Characteristics:

Gateway Classes

- English
- Math
- Biology
- Speech
- Computer Science

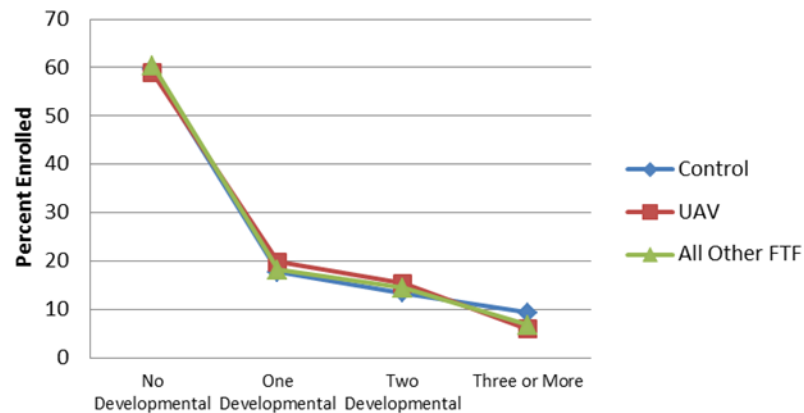
Enrollment Characteristics: Gateway Classes



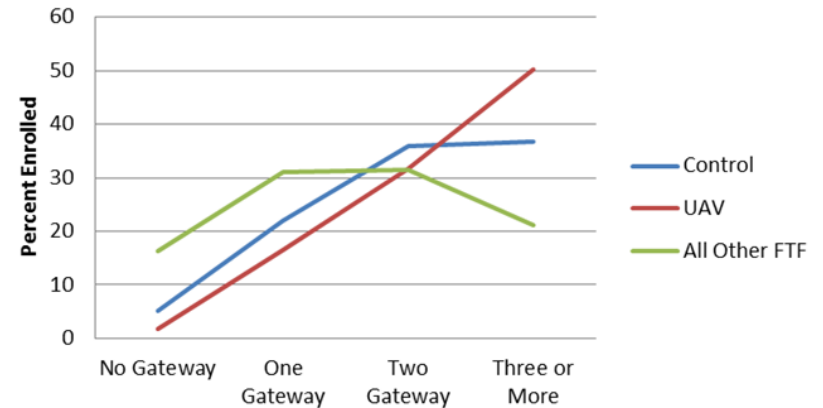
Enrollment Characteristics:

Enrollment Patterns

Developmental Class Enrollment



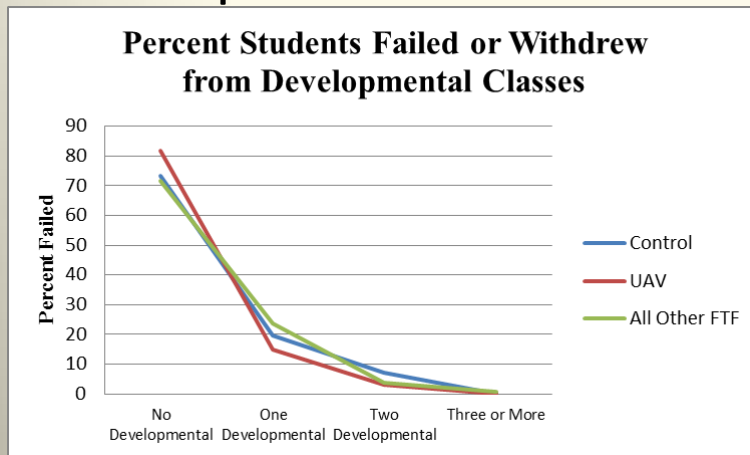
Gateway Class Enrollment



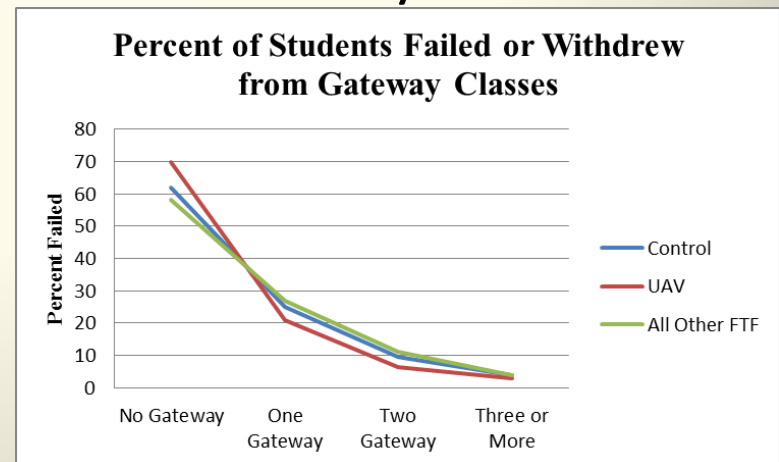
Fall Performance

Failure/Withdrawal Rates

Developmental Classes



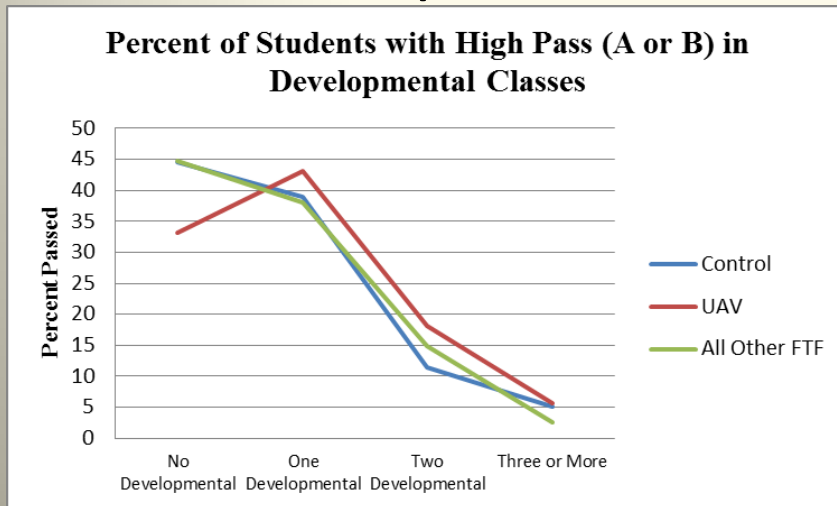
Gateway Classes



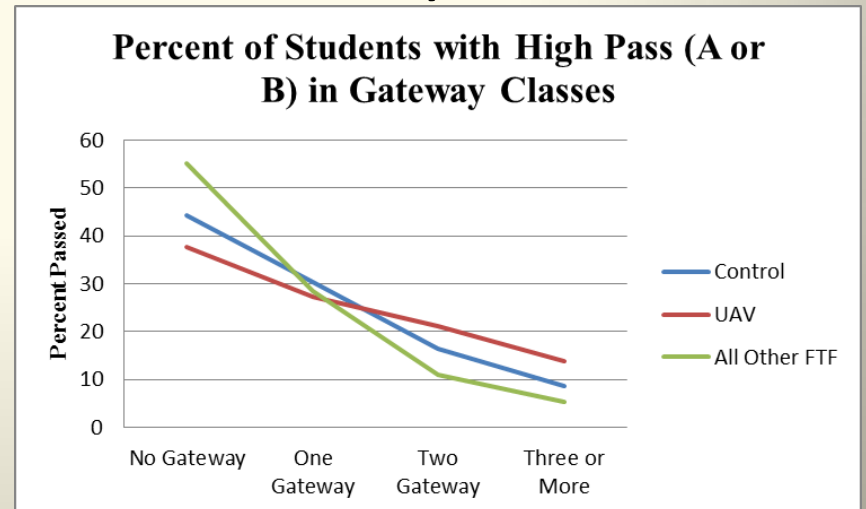
Fall Performance

High Passage Rates

Developmental



Gateway Classes

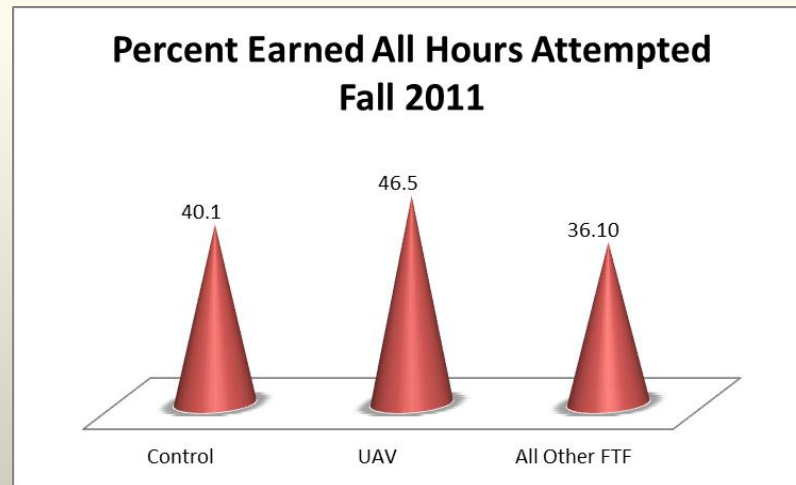


Outcomes

- Hours Earned
- Fall GPA
- Persistence

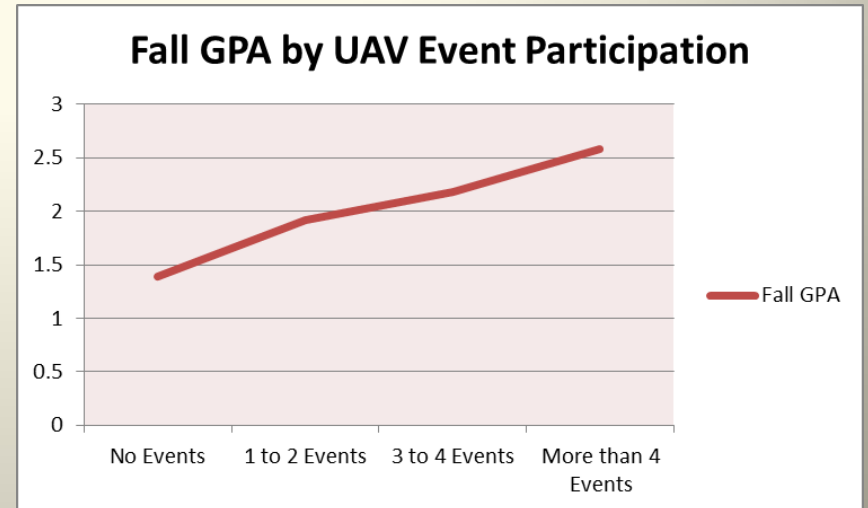
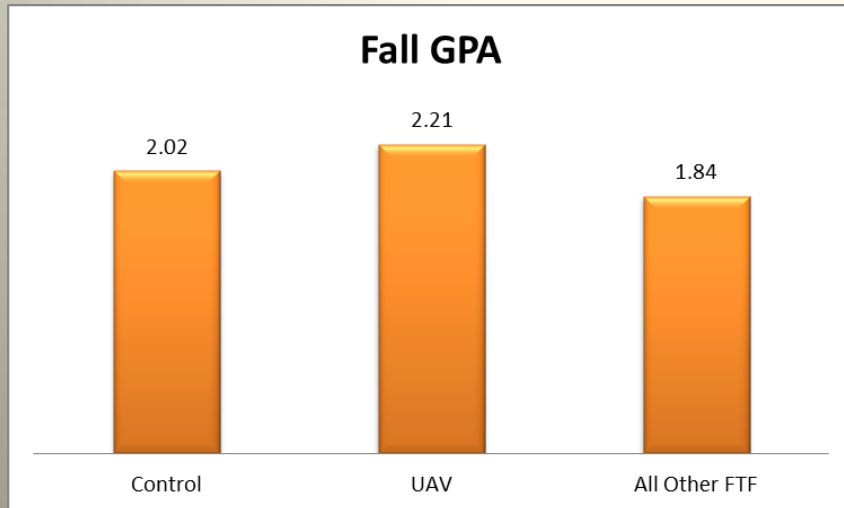
Outcomes

Hours Earned



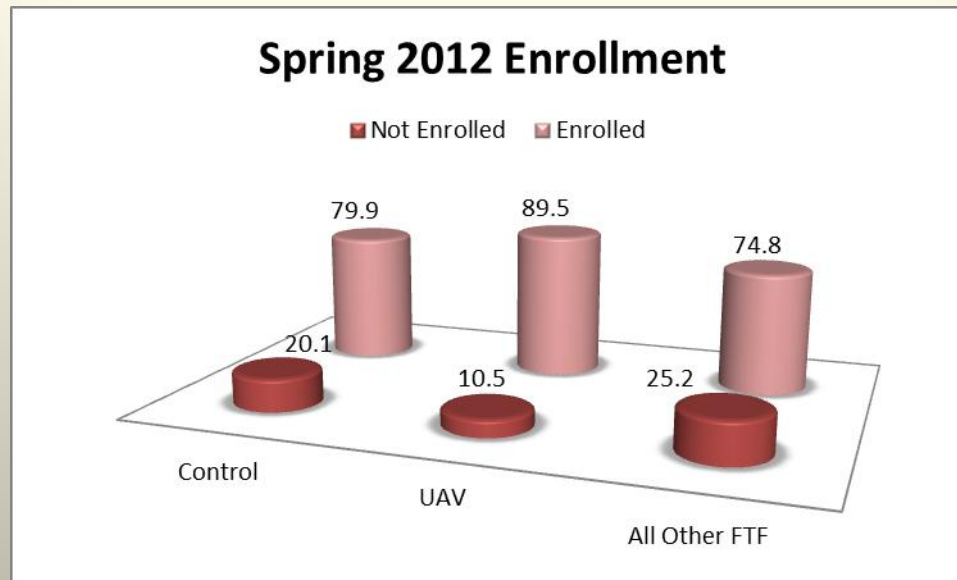
Outcomes

Fall GPA



Outcomes

Persistence



Preliminary Findings

- A substantial number of incoming students require some type of developmental education
- The primary developmental need area appears to be mathematics
- UAV students were more likely to be enrolled in the Gateway classes and therefore on “track”

Preliminary Findings

- Failure/Withdrawal rates were similar for comparison groups, with UAV students only slightly better
- High Pass rates were different for the comparison groups, with UAV students having higher rates
- Participation in UAV events appears to be very important to student success

Evaluation Next Steps

Detailed Assessment of Implementation Activities

- Focus:
 - Selection Process
 - Housing Arrangement
 - Academic Activities
 - UAV Events
- Data Collection Activities:
 - Interviews with Key UAV Staff
 - Focus Groups with UAV Students
 - Review of all reports and other written materials