

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Unit: Center for Higher Education

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I. Center for Higher Education MISSION

The Center for Higher Education at UNT is an integral part of the [Program in Higher Education](#) within the [UNT Department of Counseling, Development, and Higher Education](#), and has been in near continuous operation since 1972*. The mission of the Center for Higher Education, through its staff and Research Associates, under the guidance of its Advisory Board and the leadership of its Director, is to provide professional development activities and consulting services to selected institutions of higher education (both domestic and international), to conduct grant funded research related to higher education policies, practices, finance, planning, leadership, student services, and partnerships, to disseminate research findings through books, journals and monographs, and to provide research, grant writing, assistantship, and internship opportunities for faculty and graduate students engaged in the study of higher education at the University of North Texas.

The Center's specific research foci change periodically to reflect the interests and talents of its Research Associates, faculty, and graduate students and to meet the ever changing needs of the nation's higher education community and its various funding agencies and foundations. The Center's current foci are in the areas of minority student and faculty recruitment, retention, and graduation; impacts of college/university policies and practices on transfer student success; applications of technology in the delivery of student services in distributed learning environments; and standards for professional practice and professional certification in student affairs administration.

* From 1992-94 the Center for HE was without a director and hence terminated by the Dean of the COE. However, in 1994 the Dean reauthorized the Center for Higher Education when the Center for Policy Studies in Higher Education was abandoned and the director of that Center assumed leadership for the reauthorized Center for Higher Education.

II. Previous Evaluations of Unit:

The Center's second Sunset Review took place in 1999. That review resulted in the recommendation that the Center be terminated unless it was re-energized and re-directed. At the request of the COE's Dean's Office the Center was granted a two year extension to re-establish its viability under the leadership of a new director.

Hence, in January 1999, Dr. John Baier, Professor of Higher Education, and the former Chair and Program Coordinator of the Program in Higher Education became the Center's fourth and current director. The activities of the Center under Dr. Baier's leadership are detailed below. As a result of the Sunset Review's findings and recommendations from the reconstituted Advisory Board (consisting of 8 Chief Student Affairs Officers from Texas Universities) the Center was refocused on the following goals:

Goals of the Center for Higher Education:

To: (1) solicit external support for conducting research related to its mission; (2) sponsor and/or co-sponsor professional development activities that relate to its mission; (3) contribute to the professional literature the findings from funded research; (4) provide graduate research assistantships for higher education doctoral students from funded contracts & grants; (5) provide for faculty/student research collaborations; (6) provide consulting services to other higher education institutions and agencies; and (7) provide for national and international partnerships and exchange programs between the UNT Center and those Centers located in Europe and at Coalition of Urban and Metropolitan Universities.

SUMMARY of Center for HE ACTIVITIES (1998-2003)

1998-99:

Although the Center for Higher Education no longer directly co-sponsored the Texas Higher Education Law Conference (whose sponsorship was transferred to the newly formed Center for Educational Law in late 1998 several Center research associates and graduate students of the Center continued to assist in the development and implementation of the Third Annual Conference which was held in May at the University Union. The Conference, chaired by Dr. Richard Rafes, an Adjunct Faculty member of the Higher Education Program and a Research Associate in the Center for Higher Education, was attended by over 140 individuals, addressed current issues in Higher Education Law affecting both two-year and four-year and public and private institutions. It was the most extensive and best attended of the three higher education law conferences sponsored by UNT and the College of Education.

Other professional development activities of the Center, in 1998-99 included the offering of selected graduate level courses, through the Program in Higher Education, at the Universities Center at Dallas, area Community Colleges, and via distance learning techniques over the internet

The Center responded to several requests for proposals in its attempt to secure external funding for its research program. Grant applications were the result of collaborations among several COE faculty, graduate students in the Higher Education Program, area community college faculty and staff, the UNT Division of Student Affairs, the UNT Computer Center, and the UNT Registrars Office. External grant applications were submitted to the Department of Education (FIPSE) to develop protocols and techniques for expanding the delivery of student services to distance learners (unfunded) and the ARCO Foundation to support a symposium on multicultural teaching

strategies (funded- \$2500). An internal grant application was also funded (\$2,700) by the Provost's Office to develop a diversity multicultural resource book. The Co-Director of the Arco grant and the Director of the later project was Dr. John Eddy, Professor of Higher Education and a Research Associate in the Center.

The Center worked with the graduate students in the Higher Education Program in the development of a strategic plan for establishing and maintaining its research focus. Discussions were also held with members of the UNT Division of Student Development, numerous former Center Research Associates (both at UNT and at other institutions), and national foundations staff to help identify a unique research focus for the UNT Center for Higher Education that would distinguish it from the other 30 other Centers for Higher Education which are located in the nearly 90 University's that offer doctoral degree programs in higher education administration. While funding for these research endeavors was the primary goal, the process served to better communication among these groups and, as a result, a foundation was established for additional collaborative efforts.

The Director and several Research Associates in the Center continued to provide consultation services to other colleges, universities, and professional associations throughout the State and nation. These activities included serving as institutional planning consultants (Albion College in Michigan and Macon State College in Georgia), external program reviewers (Eastern Montana College), accreditation reviewers, and keynote speakers at professional development conferences (TACUSPA, SACSA, and ACPA) and workshops.

1999-2000:

The Center's major efforts in 1999-2000 were to further establish and expand the activities started the previous year. The Center also took on the co-sponsorship of another spring conference to replace the Texas Higher Education Law Conference. The new co-sponsorship was for the Second Annual Blacks in Higher Education Conference (held in February 2000) with the UNT Center for Cultural Diversity. This conference proved to be very successful in both attendance and conference quality.

Several other initiatives also occupied considerable time of the Director during 1999-2000. First, the Center made an effort to reconstitute its Advisory Board and seek their active participation in the development of a Strategic Plan to help guide the activities of the Center into the 21st century.

The Center also attempted to increase the number of grant applications it submitted in the hope of increasing the probability of receiving additional external funding for the Center's various initiatives. To accomplish this goal the Center designated several new Research Associates from other departments at UNT. Hence, 1999-2000 was a very busy year laying the foundation for improving the potential of UNT's Center for Higher Education.

By UNT having one of the oldest Centers for Higher Education in the country, the reputation of our doctoral program is enhanced nationally, UNT is invited to attend the prestigious Center Director's Meeting at the annual ASHE Conference, and UNT receives a listing in the Higher Education Centers Directory of the ASHE Association along with some of the nation's most respected research universities.

2000-2001:

During the fall of 2000 the Center sponsored the visit to the United States of a delegation from the University of Malmö in Malmö, Sweden. The U of M President, Administrative Vice President, and Director of Planning visited UNT for three days in October, 2000 to meet with the UNT Chancellor, President, Associate VP for Planning, Director of International Programs, and VP for Administration regarding our progress toward becoming a metropolitan research university. The University of Malmö is one of two new Swedish universities designed by the Ministry of Higher Education to serve as metropolitan universities. The other is the University of Stockholm. After the Swedish delegation's visit to UNT they journeyed to the State University of New York at Buffalo for a similar visit. The UNT Center Director made arrangements for both visits in collaboration with officials at SUNY/Buffalo. The outcome of the UNT visit was an agreement to arrange for international exchange opportunities for both graduate students and faculty in the higher education program and for the Center director to spend a semester at the U of Malmö to help establish a Center for the Study of the Metropolitan University at U of M. This collaboration with SUNY/Buffalo and the University of Malmö would not have been possible without UNT having the Center for Higher Education to provide international and national legitimacy to our expertise in the study and administration of higher education.

In 2000-2001 the Center also identified its niche among the 30 Centers for HE in the US—Student Affairs Certification and Transfer Student Research. A review of the web sites of the other 30 Centers indicated that no other Center was working in these areas research, consulting, and service. Conversations were held with professionals in the field exploring interest in these topics from a research and service perspective and a preliminary search of funding possibilities through foundations and Title 1 money was explored. This planning helped formulate a direction for the Center and its grant writing activities.

Unfortunately, the Center Director suffered a major illness at the end of the fall semester and was on medical leave most of the Spring 2001 semester. Therefore, any further Center activity was delayed until his return to work in the fall of 2001.

2001-2002:

2001-2002 saw the Center for Higher Education establish its new web page on the Program in Higher Education web site and the recruitment of graduate students to do internships with the Center.

The Center Director also compiled the Center's THIRD Sunset Review Report in 2002 and met with the Sunset Review Committee.

Little other Center activity occurred during the year pending the response of the Sunset Review Committee and Provost's Office. However, assuming a favorable decision, the Center continued the co-sponsorship of the **Blacks in HE Conference** with the Office of Multicultural Students and explored with the Division of Student Development the development of the Transfer Student Institute.

The Review Committee asked for the submission of additional material before they would make their recommendation to the Provost. This material was submitted as requested and the Center Director awaited word from the Provost.

2002-2003:

No changes were recommended by the Provost's Office as a result of the 2002 Sunset Review. Therefore the Center continued on following its planning goals. In the 2002-03 year the Center for HE achieved the following:

1. Secured a three year grant (\$12,000) from the Texas Association of College and University Student Personnel Administrators to help support (Co-sponsor) the publication of the COLLEGE STUDENT SERVICES JOURNAL OF RESEARCH & PRACTICE. The first issue is scheduled for publication in the fall of 2003.
2. Co-sponsored, with the Office of Student Development, the First Annual UNT Transfer Student Institute in Feb. 2003.
3. With proceeds from the Institute and the support of Dr. Jacobs, hired our first Graduate Assistant in April, 2003 to work 10 hours per week on Institute/ Journal programming and grantsmanship (Keith Fernander).
4. Provided an Internship in the Fall 2002 for one of our doctoral students (Cody Advudson) to develop a proposal for the Center sponsored Student Affairs Certification program. The proposal was later modified by the student and presented at the National Conference of the Association for the Study of HE in April We are now working with the student on a journal article submission on the same topic and an implementation plan for Certification.
5. Provided an Internship in the Spring 2003 for a HE doctoral minor student (Lloyd Keegans) to do a research project on the extent to which Graduate Colleges/Schools of Education ranked by US News & World Report engage in funded research and the organizational and curricular variables which are common to those receiving the most grants. Results of the study will be presented at a national conference and serve as the basis for another joint publication thereafter. Results will also be presented to the COE Dean and FAC.
6. Continued to offer free consulting services and speaker services to other HE Institutions on areas of Center expertise--Student Affairs Professional issues, Transfer Students & Student Transition, Strategic Planning, & HE Finance.
7. Began work on updating the Transfer Student Institute Web page for the 2004 Institute and updating the Center for Higher Education web page.
8. Appointed the Editorial Board for the CSS Journal, sent out a call for manuscripts, and held the first Journal Editorial Board meeting.
9. Contributed (from the Center account) \$150 to HE scholarship funds for 2003-04.

III. Statement of Expected Outcomes:

Center for HE Strategic Plan (2003-2006)

Planning Goals: ALL OUTCOMES SUPPORT STUDENT LEARNING AND STUDENT DEVELOPMENT BY INCREASING THE KNOWLEDGE BASE ON STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION AND COMMUNICATING THIS KNOWLEDGE THROUGH CONFERENCES, PUBLICATIONS, GRADUATE STUDY, AND CONSULTING ACTIVITIES.

- 1.) Continue to seek external funding sources to support it's service, research, and publication activities and Graduate Assistants.
- 2.) Continue to publish the College Student Services Journal of Research and Practice in co-sponsorship with TACUSPA.
- 3.) Fully implement the Student Affairs Professional Certification Program and use the revenues generated to support other Center activities.
- 4.) Continue to Co-sponsor, with the Division of Student Development, the annual Transfer Student Institute and seek external grant funding related to conducting research on transfer students in HE.
- 5.) Explore additional professional development opportunities to sponsor and/or co-sponsor professional development activities in an attempt to meet the ever changing needs of college administrators and faculty.
- 6.) Expand the number of Research Associates in order to Increase the number of grant applications submitted in the hope of increasing the probability of receiving additional external funding for the Center's various research interests.
- 7.) Continue consulting activities, both domestic and international, to advance the reputations of the UNT Center for HE and staff , make more people aware of the Center's capabilities for conducting HE research, and continue the service component of the Center's Mission.

IV. Measuring Expected Outcomes:

1. The Center for HE Advisory Board meets annually to review the progress of the Center and to modify (if necessary) goals and/or budgets for the coming year. This evaluation is based on the following measurements:
 - a. Number of CSS Journals actually published and distributed. The Editorial Board of the Journal also meets annually to assess the quality (as perceived by them on esoteric criteria) of the published articles, book reviews, and campus reviews. They also review the printing costs and evaluate the appearance of the journal cover and contents.
 - b. The actual number of grant applications submitted and their dollar amount.
 - c. The actual number of grants awarded and their dollar amount and the ratio of grants submitted to grants funded.
 - d. The annual attendance at the Annual Transfer Student Institute and the participant feedback received as to program quality and effectiveness. A self constructed evaluation instrument is used for this purpose by the Conference Planning Committee and the summary results are provided to the Center Advisory Board and Center Director for their use in determining the effectiveness

of co-sponsoring this Institute with NODA, the Division of Student Development, and the Priest Center for Community College Education.

- e. The actual hiring of Center Gas and the amount of work they perform relative to web page production, Journal production, and Certification application processing.
 - f. The number of applications received for Student Affairs Professional Certifications and the number approved.
 - g. The number of 'hits' to the Center web site to assess the exposure the Center has via the web.
 - h. The number of consultations requested and the nature of the consultation requests.
 - i. The number of Internship Students and Special Problems students who annually request an assignment within the Center.
 - j. The number of GA positions funded by external grants.
2. The Center annually prepares a report for the Chair and Dean for their review and comment. Any suggestions made for improvement are incorporated in the planning goals for subsequent year's activities and their comments and recommendations are also shared with the Advisory Board for their review.

V. Use of Assessment Results:

All assessments are incorporated into the strategic plan planning goals for subsequent years of the Center's operation and posted to the web site and included in the Annual Report for all to see—administrators, staff, faculty, students, casual web browsers, grant agencies, etc.

VI. Changes Made Based on Assessment Results:

See item II above for how changes were made to Center activities as a result of the 1999 Sunset Review and subsequent planning goals and activities.

Signature of Person Completing the Form:

_____ **Date** _____

Signature of Unit Head after Reviewing the Form:

_____ **Date** _____