Respondents were Student Support Services participants (207) in 2009-10 as well as 384 former SSS participants who are tracked as required by the US Department of Education. Students are included in each annual report until they graduate or withdraw from the university. Students were not required to respond to a survey. The majority of the data for this assessment was gathered from SSS member transcripts, which were reviewed on or after the 12th class day of the fall 2010 semester.

The Annual Performance Review for 2009-10 revealed the following:

207 students were identified and selected for participation and received services in 2009-10, exceeding the number of students the program is funded to serve (200). Of the 207 students who received services in 2009-10, 71% were low income and first generation or students with disabilities. The remaining 29% were either low income or first generation. Forty-two (42%) of students with disabilities also met low income guidelines. Seventy-two percent of participants were women.

Eighty-eight percent (88%) of participants were in good standing at the end of the reporting year (2009-10).

Thirty-one (31) students from the 2004-05 cohort were still being tracked in 2009-10. Of these 31 students, 22 (71%) graduated with a bachelor’s degree by the end of 2009-10. Four students (13%) withdrew or did not return. Five students from this cohort (16%) were still enrolled at Texas at the end of 2009-10.

Ninety-percent (90%) of SSS members persisted from 2009-10 to 2010-11. Five percent (5%) of students graduated during the 2009-10 academic year. In summary, 95% of all active participants served by the SSS project persisted from the 2009-2010 to the 2010-11 academic year or graduated in 2009-10.

Student Support Services provided numerous retention services including peer tutoring, cultural programming, college success and life skills workshops, peer mentoring, coaching for college success, leadership development opportunities, financial literacy activities, and more.

Recommendations/Action Plan:

- Revise recruitment strategy in an effort to recruit more male students.
- In order to maintain the high retention rate of SSS students, we will do the following:
  - Seek funding to continue to provide cultural awareness programming (Culture Matters workshop, cultural study link to a trip, cultural trips).
  - Start distributing a parent newsletter to SSS parents.
  - With permission, post member success stories on the SSS website.
  - Implement a new evaluation process using CAS standards.
  - Take necessary steps to acquire an intern from the MSW program to assist with the service learning component and SSS Peer Pals.
  - Increase participation in Bobcat Leadership Board and Service Learning.
  - Make improvements to financial literacy component.