

Administrative and Educational Support Report

Office of Undergraduate Studies

**Annual Action Plan
Annual Assessment Report**

June 2004 – May 2005



Annual Action Plan: June 1, 2004–May 31, 2005

Unit: Office of Undergraduate Studies

UTPA Mission: The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

Division: Academic Affairs

Unit Head: Dr. Ana Maria Rodriguez

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Unit Goal: To enhance the academic success of undergraduate students.
To improve the undergraduate curriculum.

Link to UTPA Goal(s):
1: Ensure undergraduate student access and success
2: Enhance graduate education and research

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Improvement of teacher preparation programs and certification pass rates (1)	2	By the end of spring 2005, 100% of revised teacher certification programs that are available through the State Board of Educator Certification (SBEC) will be submitted to and approved by the Texas Higher Education Coordinating Board (THECB).	<p>Compile a list of programs that have been completed.</p> <p>Analyze the list of SBEC approved certificates and compare to UTPA list of approved programs.</p> <p>Identify revised programs that need to be developed at UTPA.</p> <p>Work with specific programs and/or departments to initiate development of revised programs.</p>	The Assistant Vice President for Undergraduate Studies (AVPUGS) will compile a binder with copies of approved programs and letters from the THECB giving approval for programs that are available to UTPA.	None

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			<p>Submit completed revised programs to the Teacher Education Committee (TEC) for review and approval.</p> <p>Submit approved programs to the THECB for approval.</p>		
		<p>By the end of AY 2004-2005, the pass rate on the content and pedagogy portions of the TExES examination for first-time test takers will increase to 90%.</p>	<p>Require the alignment of the curriculum in each teacher preparation program with TExES Standards and the TEKS.</p> <p>Facilitate and coordinate the administration of the Representative Form developed by NES (Qualifying Exam).</p> <p>Analyze results of Qualifying Exam and disseminate to Deans.</p> <p>Provide a variety of opportunities for first-time test takers to prepare for the TExES examination.</p> <p>Issue bar codes to students taking TExES examinations.</p>	<p>Each teacher preparation program will continue to align the curriculum to the TExES Standards and the Texas Essential Knowledge and Skills (TEKS) and implement strategies to ensure students are acquiring the knowledge and skills necessary to pass the TExES examinations</p>	<p>None</p>
		<p>By the end of AY 2004-2005, the pass rate on the TExES examination for program completers will increase from 70% to 80%.</p>	<p>Identify the cohort of program completers for 2003-2004 and compile a list.</p> <p>Submit a report of "program completers" to</p>	<p>During the academic year, each teacher preparation program will implement strategies to improve the pass rate of "program completers." The Research Analyst will</p>	<p>None</p>

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			<p>SBEC.</p> <p>Compute the pass rate using SBEC data.</p>	<p>compile a report of pass rates for “program completers.”</p>	
		<p>By the end of AY 2004-2005, the Office of Undergraduate Studies, through the Office of Educator Certification and the Research Analyst, will provide support and assistance to teacher preparation programs in their effort to increase the TExES examination pass rates of first-time test takers and program completers.</p>	<p>Assist in the scheduling, administration, analysis and reporting of results of the benchmark examination (Qualifying Exam) and the TExES examination.</p> <p>Issue barcodes to students who are eligible to take the TExES examination.</p> <p>Disaggregate the data, analyze the results of each TExES examination administration, and write a report.</p> <p>Disseminate reports to Deans.</p>	<p>The Research Analyst in the Office of Undergraduate Studies will disaggregate the data, analyze the results and prepare a report at the end of each test administration and at the end of the academic year. The Office of Educator Certification will issue barcodes and coordinate the administration of the Qualifying Examination.</p>	<p>None</p>
<p>Expansion of learning communities project (2)</p>	<p>2</p>	<p>By the end of AY 2004-2005, the learning communities project will expand by increasing the number of learning communities from 12 to 18 (paired courses).</p>	<p>Encourage colleges/departments to design and plan learning communities.</p> <p>Support the Learning Communities Advisory Council in the implementation of Learning Communities.</p> <p>Approve new learning communities.</p> <p>Compare number of LCs in</p>	<p>The Learning Communities and Learning Framework course Activity and Staff Coordinators for Title V and the URAP Director and Student Development Specialists will coordinate and monitor the expansion of learning communities and the Learning Framework course in each of the six colleges during the fall, spring and summer sessions.</p>	<p>None</p>

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			AY 2003-2004 to LCs in AY 2004-2005.		
Approval of initiation of freshman success course (3)	2	By the end of AY2004 – 2005, 50% of first-time, full-time students who entered UTPA during Fall 2004, Spring 2005 and Summer 2005 with less than 30 semester hours of college credit will have enrolled and participated in the Learning Framework course and a Learning Community.	Enroll entering students with less than 30 semester hours in the LF course and a LC. Track number of students enrolled.	The Office of Title V—Hispanic Serving Institutions Program will compile data on cohorts of students who entered UTPA during 2004-2005, enrolled in LF course and LC, their grades at the end of the semester, and the retention of the students to the second year of college.	Title V – HIS Program funding
Initiation of discipline-based outcomes assessment (4)	2, 4	By the end of AY2004 – 2005, 90% of graduate and undergraduate discipline-based programs will have conducted an assessment of their majors using the assessment plans developed during AY 2003-2004.	Implement the process for systematically assessing student learning outcomes in the disciplines (majors). Provide assistance and support to programs/majors in developing/acquiring instruments for assessing students in their major. Provide assistance and support to programs/majors in conducting the assessment and compiling results. Analyze the results and provide feedback.	The coordinators of each program/major will compile a report of the assessment results and submit to the Associate Vice President for Graduate Studies (graduate programs) and Assistant Vice President for Undergraduate Studies (undergraduate programs)	Release time/compensation; Cost of instruments
Improved student writing (5)	2, 4	As a result of participation with the University Writing Center (UWC), pass rates for students in ENG 1320, ENG 1301 and ENG 1302 will increase by 5%.	Promote the services provided by the program. Improve accessibility of services.	Assessment criteria: 5% increase in pass rates. Evaluation methods: Compute pass rates of those attending UWC vs.	Funds for staff, publicity, and workshops.

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			Promote writing across the curriculum.	those not attending.	
Increased graduation rates (6)	2	By the end of AY 2004-2005, there will be a 20% increase in the number of students graduating within the Honors Program framework.	Promote the program. Increase engagement with the students and faculty members in the program. Increase the availability of financial assistance.	The Honors Program staff will produce a chart that compares graduation rates for 2004-2005 with the rates for 2003-2004.	Funds for publicity and scholarships



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Improvement of teacher preparation programs and certification pass rates (1)	2	By the end of spring 2005, 100% of revised teacher certification programs that are available through the State Board of Educator Certification (SBEC) will be submitted to and approved by the Texas Higher Education Coordinating Board (THECB).	The Assistant Vice President for Undergraduate Studies (AVPUGS) will compile a binder with copies of approved programs and letters from the THECB giving approval for programs that are available to UTPA.	Fifteen teacher preparation programs (75%) of the 20 that were available for 2004-2005 with new standards were submitted and approved by SBEC and THECB. Five programs (25%) were not developed. Criterion was not met.	The faculty in the five programs that need to be revised began work on revisions during Spring 2005. Plans for development of eight (8) new programs that will become available in Fall 2005 have been made.
		By the end of AY 2004-2005, the pass rate on the content and pedagogy portions of the TExES examination for first-time test takers will increase to 90%.	Each teacher preparation program will continue to align the curriculum to the TExES Standards and the Texas Essential Knowledge and Skills (TEKS) and implement	70.1% of the total pool of eligible students who took the Pedagogy and Professional Responsibilities (PPR) during 2004-2005 passed the examination.	The timeline for when students are encouraged to take the PPR examinations was revised.

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			strategies to ensure students are acquiring the knowledge and skills necessary to pass the TExES examinations	79.5% of the students who took the PPR examination passed after several attempts.	As a result of restructuring, the Office of Teacher Certification was reassigned to the College of Education. The Office of Undergraduate Studies will no longer be responsible for TExES examination activities or curriculum issues.
		By the end of AY 2004-2005, the pass rate on the TExES examination for program completers will increase from 70% to 80%.	During the academic year, each teacher preparation program will implement strategies to improve the pass rate of “program completers.” The Research Analyst will compile a report of pass rates for “program completers.”	The pass rate for “program completers” on <u>all assessments</u> for completion year 2004 was 77%. The pass rate for <u>academic content areas</u> was 80% and for <u>Professional Knowledge/ Pedagogy (PPR)</u> was 83%. (Program completer as defined by Title II means a student who has completed all program requirements for certification)	As a result of restructuring, the Office of Teacher Certification was re-assigned to the College of Education. The Office of Undergraduate Studies will no longer be responsible for TExES examination activities.
		By the end of AY 2004-2005, the Office of Undergraduate Studies, through the Office of Educator Certification and the Research Analyst, will provide support and assistance to teacher preparation programs in their effort to increase the TExES examination pass rates of first-time test takers and program completers.	The Research Analyst in the Office of Undergraduate Studies will disaggregate the data, analyze the results and prepare a report at the end of each test administration and at the end of the academic year. The Office of Educator Certification will issue barcodes and coordinate the administration of the Qualifying Examination.	Expected outcome achieved at 100%. The quality of customer service improved significantly. Of 64 surveys collected from students, 62 said that services provided by the office were Good and 2 said they were Excellent.	The Office of Educator Certification consistently issued barcodes with 100% accuracy during 2004-2005. The Office of Educator Certification consistently recommended students for probationary and standard certificates with 100% accuracy during 2004-2005. These actions resulted in no student complaints.

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					<p>Merit increases for staff were recommended.</p> <p>As a result of restructuring, the Office of Educator Certification was re-assigned to the College of Education.</p>
Expansion of learning communities project (2)	2	By the end of AY 2004-2005, the learning communities project will expand by increasing the number of learning communities from 12 to 18 (paired courses).	The Learning Communities and Learning Framework course Activity and Staff Coordinators for Title V and the URAP Director and Student Development Specialists will coordinate and monitor the expansion of learning communities and the Learning Framework course in each of the six colleges during the fall, spring and summer sessions.	<p>In 2002-2003, a total of 17 pairs of Learning Communities were offered. In 2004-2005, a total of 24 pairs of Learning Communities were offered.</p> <p>Criterion was met.</p>	<p>A total of 42 pairs of Learning Communities were scheduled for Fall 2005. Of these, 9 were paired with UNIV 1301—Learning Framework.</p> <p>University Retention Advisement Program (URAP) Student Development Specialists (SDSs) participated in the recruitment of students for enrollment in Learning Communities.</p>
Approval of initiation of freshman success course (3)	2	By the end of AY 2004-2005, 50% of first-time, full-time students who entered UTPA during Fall 2004, Spring 2005 and Summer 2005 with less than 30 semester hours of college credit will have enrolled and participated in the Learning Framework course and a Learning Community.	The Office of Title V—Hispanic Serving Institutions Program will compile data on cohorts of students who entered UTPA during 2004-2005, enrolled in LF course and LC, their grades at the end of the semester, and the retention of the students to the second year of college.	As of June 2005, 83% of Fall 2004 entering freshmen cohort had enrolled and participated in UNIV 1301—Learning Framework course. Thirty-five percent of the Spring 2005 cohort of entering freshmen enrolled for the course in Spring 2005. The retention rate of the Fall 2004 entering freshmen cohort from Fall 2004 to Spring 2005 was 91.7%. Sixty-two percent (62%) of the Fall 2004	<p>More active recruitment strategies to enroll more Fall 2005 entering freshmen in UNIV 1301 during the Fall term were implemented during Spring and Summer 2005.</p> <p>Title V-HSI staff participated in 3 freshmen orientation sessions from March through May 31, 2005.</p> <p>URAP SDSs and Director participated in recruitment</p>

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				<p>entering freshman cohort is enrolled for Fall 2005.</p> <p>Criterion has been met and exceeded.</p>	<p>of students for UNIV 1301 during Orientation and team-taught the UNIV 1301 course during Fall 2004 and Spring 2005.</p> <p>Associate VP for Undergraduate Studies obtained approval from Provost for the hiring of an additional full-time faculty member to teach UNIV 1301.</p>
Initiation of discipline-based outcomes assessment (4)	2, 4	By the end of AY 2004-2005, 90% of graduate and undergraduate discipline-based programs will have conducted an assessment of their majors using the assessment plans developed during AY 2003-2004.	The coordinators of each program/major will compile a report of the assessment results and submit to the Associate Vice President for Graduate Studies (graduate programs) and Assistant Vice President for Undergraduate Studies (undergraduate programs)	<p>90% of 61 discipline-based programs/majors conducted assessment of graduating seniors during Spring 2005. Five (5) percent conducted their assessment in Fall 2004. Student Learning Outcomes Assessment Reports were submitted by each unit.</p> <p>The criterion was met.</p>	<p>The timelines for assessment of majors were revised to conduct assessment twice each academic year (Fall and Spring) rather than once a year, every other year.</p> <p>The assessment process to be implemented during AY 2005-2006 was revised.</p> <p>Plans for meeting individually with program coordinators to modify assessment process beginning September 2005 were developed.</p>
Improved student writing (5)	2, 4	As a result of participation with the University Writing Center (UWC), pass rates for students in ENG 1320, ENG 1301 and ENG 1302 will increase by 5%.	<p>Assessment criteria: 5% increase in pass rates.</p> <p>Evaluation methods: Compute pass rates of those attending UWC vs. those who not attending.</p>	<p>Fall 2004 Pass Rates for:</p> <p><u>ENG 1320:</u> 85% for those attending the Writing Center; 66% for those not attending.</p> <p><u>ENG 1301:</u> 93% for those attending vs. 79% for those not</p>	<p>Developed plans for increasing the number of students in ENG 1320, ENG 1301, and ENG 1302 classes who participate in the UWC.</p> <p>The UWC Director initiated development of methodology for improved</p>

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				attending. ENG 1302: 86% for those attending vs. 65% for those not attending.	systematic assessment of UWC.
Increased graduation rates (6)	2	By the end of AY 2004- 2005, there will be a 20% increase in the number of students graduating within the Honors Program framework.	The Honors Program staff will produce a chart that compares graduation rates for 2004-2005 with the rates for 2003-2004.	Nine (9) students graduated within the Honors Program in 2003- 2004. Twenty-four (24) students graduated in May 2005 through the Honors Program, an increase of 167%.	The Director has requested funding for one thesis advisor to increase the number of students who complete the thesis in a timely manner and thus graduate.

Additional Resources Needed (if any) that were requested for FY06 during the budget cycle:
 Requested salary for a Director and Staff for creating a University Assessment Center.
 Requested lecturer position for UNIV 1301 @ \$40,000.00
 Special Assignment funding for one advisor: \$1,800.00