

Administrative and Educational Support Report

Division of Academic Affairs

**Annual Action Plan
Annual Assessment Report**

June 2005 – May 2006



Annual Action Plan: June 1, 2005–May 31, 2006

Unit: Division of Academic Affairs

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. Rodolfo Arévalo

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The primary purpose is to provide an exceptional teaching/learning experience, designed to meet the changing needs of our students through the creation of a student-centered, intellectually stimulating, multicultural learning environment that promotes lifelong learning and intellectual investigation.

Unit Goal: Provide a variety of quality academic programs grounded in the liberal arts that cultivate active learning, critical thinking, and interdisciplinary perspectives.

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 FY06
Student learning outcomes assessment. (1)	2, 4	One hundred percent (100%) of degreed programs will implement a 2005-2006	<ul style="list-style-type: none"> Ensure the implementation of student learning improvement plans 	One hundred percent (100%) of academic departments will address the effectiveness of their	None

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		student learning improvement plan, based on the 2004-2005 student learning outcomes assessments.	(SLIP) in all degreed programs. <ul style="list-style-type: none"> Integrate the results achieved from implementing the student learning improvement plans in the 2005-2006 annual assessment reports. 	student learning improvement plans in the 2005-2006 Annual Assessment Report due in May 2006.	

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Time-to-graduation. (2)	2, 4	In fall 2005, each college will conduct an assessment of time-to-graduation for each degreed program.	<ul style="list-style-type: none"> Disseminate instructions to deans and chairs for assessing time-to-graduation. Monitor the progress of each college in conducting the assessment. 	In January 2006, the deans will submit to the Provost a report detailing the time-to-graduation baseline for each degreed program.	None
		Each college will	<ul style="list-style-type: none"> Develop and 	By August 8, 2006, the	None

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		develop an integrated plan for improving time-to-graduation in its degreed programs beginning in AY 2006-2007.	disseminate guidelines for the integrated plan. <ul style="list-style-type: none"> Set deadline for deans to submit integrated college plan for improving time-to-graduation to Provost for approval. 	Provost will approve the integrated college plans for improving time-to-graduation or will request submission of revised plans by August 15, 2006.	
Student success. (3)	2, 4	By the end of October 2005, define student success and compile a list of factors that contribute to success.	<ul style="list-style-type: none"> Appoint a task force composed of faculty, administrators and staff to draft a definition and identify factors. Seek approval of the definition and list of factors. 	In November 2005, the Office of the Provost will disseminate the official definition of student success for the division and a list of factors contributing to student success in academic programs.	None
		Each college will review the official list of factors that contribute to student success and prepare an integrated plan for measuring student success in its programs beginning in September 2006.	<ul style="list-style-type: none"> Develop and disseminate guidelines for the integrated plan. Set deadline for deans to submit integrated college plan for measuring student success to Provost for approval. 	By August 15, 2006, the Provost will approve the integrated college plans for measuring student success or will request submission of revised plans by August 22, 2006.	None
		In spring 2006, each	<ul style="list-style-type: none"> Set deadline for 	By May 2006, each	None

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		academic support unit will review the official list of factors that contribute to student success, examine its current efforts to enhance student success, and report its findings to the Provost and other senior administrators.	academic support units to review student success factors and examine current efforts to enhance student success. <ul style="list-style-type: none"> Schedule dates for academic support unit directors to report to Provost's Management Group. 	academic support unit will report its efforts to enhance student success to members of the Provost's Management Group.	

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Research productivity. (4)	2, 5	Using data for AY 2004-2005, establish the baseline for the level of scholarly productivity per program per college.	<ul style="list-style-type: none"> Request deans to submit 2004-05 data for the programs in each college by October 31, 2005. Review data submitted and prepare master spreadsheet. 	The official baseline for scholarly productivity by academic programs will be established by the Provost in December 2005.	None

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		Increase the level of research expenditures during AY 2005-2006 by 10% over AY 2004-2005.	<ul style="list-style-type: none"> • Conduct 2 grant-writing workshops per semester. • Conduct research forums. • Host federal grants administrators on campus. 	The Office of the Associate Vice President for Research Administration (AVPRA) will monitor the status of research expenditures throughout AY 2005-2006. In February 2006, the AVPRA will report the official figures for the level of research expenditures in AY 2004-2005 as the basis for determining the percentage of change for research expenditures in AY 2005-2006 compared to AY 2004-2005.	<ul style="list-style-type: none"> • \$250.00 • \$500.00 • \$1,000.00
		Increase the level of overall external funding during AY 2005-2006 by 10% over AY 2004-2005.	<ul style="list-style-type: none"> • Promote the concept of a research culture. • Improve the capability of the Office of Research and Sponsored Projects to support efforts to increase research capacity and productivity. • Increase the level of support provided to the faculty by the Office of Research and Sponsored 	The Office of the Associate Vice President for Research Administration will track the proposals submitted and approved throughout AY 2005-2006. In February 2006, the AVPRA will report the official figures for the level of overall external funding in AY 2004-2005 as the basis for determining the percentage of change for external funding in AY 2005-2006 compared to	<ul style="list-style-type: none"> • None • Funding for additional staff, workshops, travel, staff training. • Salary and office space for new full-time staff members [grant-writing and tech transfer

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			<p>Projects.</p> <ul style="list-style-type: none"> • Support the professional development of the faculty as researchers. • Increase the number of faculty members submitting a three-year plan for scholarship. • Provide space, equipment and materials for research activities. • Recognize and reward faculty members for commitment to research activities. 	<p>AY 2004-2005.</p>	<p>positions].</p> <ul style="list-style-type: none"> • Funding for workshops, speakers, travel. • \$1,500,000 • Funding for research space, equipment, materials. • Local funds for awards.



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Student learning outcomes assessment. (1)	2, 4	One hundred percent (100%) of degreed programs will implement a 2005-2006	One hundred percent (100%) of academic departments will address the effectiveness of their	Based on the timeline in their student learning outcomes assessment plan for 2005-2006,	Examples of improvements in each college as a result of assessment of student

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		<p>student learning improvement plan, based on the 2004-2005 student learning outcomes assessments.</p>	<p>student learning improvement plans in the 2005-2006 Annual Assessment Report due in May 2006.</p>	<p>100% of degreed programs conducted assessment of student learning outcomes for all graduating students in fall 2005 and/or spring 2006.</p>	<p>learning are as follows:</p> <p>CoAH --Faculty in the Department of English developed/revised a rubric for scoring senior essays to better reflect student's competencies in analysis of texts. --Revised and restructured the entire B.A. degree in English to bring the program more in line with contemporary thinking in the field of English and with the projected focus on creative writing.</p> <p>CoBA --Re-designed the sequence of the courses in all programs to ensure that students have completed the appropriate sequence before being tested. --Automated the enforcement of pre-requisites for all courses in all majors.</p> <p>CoE --Identified and analyzed results of student</p>

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					<p>performance on the TExES examination by competencies within domains to identify areas of weakness. --Revised course syllabi to improve content in areas of weakness.</p> <p>CoHSHS --Developed review tests using standardized review texts to help students prepare for nursing examinations. --Revised/improved the evaluation rubric for evaluating the Integrative Field Paper in the B.S. in Social Work. --After implementing a web- based review session and practice exam for students in the B.S. in Dietetics in Spring 2005 to improve the pass rate on the National Registration exam, assessment results indicated that there was a 17% increase in pass rates for students from Spring 2005 to Spring 2006.</p> <p>CoSE --B.S. in Physics</p>

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					<p>program added a required one semester hour course in research to encourage physics majors to present undergraduate research projects at state or national conferences and fulfill one of the student learning outcomes for the program.</p> <p>CoSBS --Added a required three-semester hour course to the Sociology major that focuses on quantitative research methods and sociological theory. --Made improvements to the course content and syllabi in the B.S. in Criminal Justice by including activities/strategies that expose students to divergent perspectives and viewpoints.</p>

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Goal(s): 2. Enhance graduate education and research

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Time-to-graduation. (2)	2, 4	In fall 2005, each college will conduct an assessment of time-to-graduation for each degreed program.	In January 2006, the deans will submit to the Provost a report detailing the time-to-graduation baseline for each degreed program.	<p>Three of the six colleges addressed this outcome: the College of Arts and Humanities (CoAH), College of Education (CoE) and College of Science and Engineering (CoSE).</p> <p>CoAH Reports detailing time-to-graduation baseline for each degreed program in the College were requested from the Office of the Dean in February 2006.</p> <p>CoE Graduate programs only were assessed.</p>	<p>CoAH One hundred percent of academic Departments in the College of Arts and Humanities are in the process of reforming their undergraduate and graduate degrees to enhance time-to-graduation rates.</p> <p>The Office of the Dean has appointed a Committee to review departments' plans for improving time-to-graduation baseline.</p> <p>CoE A task force is being assembled to revisit the 120-129 degree plan mandate, keeping in mind time-to-graduation</p>

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				<p>CoSE The School of Engineering and Computer Science (comprising four departments) completed the time to degree study for its graduates over the past year. The average time to graduation for engineering and computer science graduates was 5.64 years. The graduates in the four departments comprising the sciences and mathematics had an average time to graduation of 5.82 years.</p> <p>--- Mechanical Engineering conducted an additional study with the data and discovered that the years to degree for students who entered as ME majors was 4.32 years and students who entered with another major and changed to ME was 6.729 years. The data were collected on 282 students.</p>	<p>and number of consecutive semesters to graduate.</p> <p>CoSE Undergraduate advisors are given the data, with particular attention drawn to the results of the Mechanical Engineering analysis. Students in undeclared majors are advised to choose a major without delay to reduce the number of years to graduation.</p> <p>Plans have been made for departments to host a Freshman Convocation during the beginning of the fall semester to publicize their degree programs, inform freshmen of the resources available and provide related information.</p>

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		Each college will develop an integrated plan for improving time-to-graduation in its degreed programs beginning in AY 2006-2007.	By August 8, 2006, the Provost will approve the integrated college plans for improving time-to-graduation or will request submission of revised plans by August 15, 2006.	<p>Two of the colleges reported the following progress:</p> <p>CoAH The Office of the Dean appointed a committee to review departmental plans for improving time-to-graduation baseline when they are submitted.</p> <p>CoSE Plans have been submitted for all 8 departments in the COSE. The plans include far more than time to graduation. They also include new degree program development, strategies for rewarding more productive faculty and strategies for increasing productivity of all faculty members in their respective departments.</p>	<p>CoAH None</p> <p>CoSE All departments have agreed to make their degree plans more accessible for their majors. To meet the common challenge of improving advising, the Executive Council voted to allocate two offices in the newly-renovated section of the Science Building to advisors to improve time to graduation of its majors.</p>
Student success. (3)	2, 4	By the end of October 2005, define student success and compile a list of factors that contribute to success.	In November 2005, the Office of the Provost will disseminate the official definition of student success for the division and a list of factors	Not accomplished.	

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			contributing to student success in academic programs.		
		Each college will review the official list of factors that contribute to student success and prepare an integrated plan for measuring student success in its programs beginning in September 2006.	By August 15, 2006, the Provost will approve the integrated college plans for measuring student success or will request submission of revised plans by August 22, 2006.	<p>Four of the colleges addressed this outcome.</p> <p>CoAH The Office of the Dean has reviewed the departments' input on the definition of student success and a list of factors that contribute to student success.</p> <p>CoHSHS For its primary factor of student success, 62.5 % of the programs in the college met or exceeded their established benchmarks for attaining pass rates on certification and/or licensure exams.</p> <p>CoSE The topic of student success measures was on the agenda of most of the monthly meetings of the department chairs.</p>	<p>CoAH A committee has been appointed by the dean to approve and disseminate the official definition to every academic department in the College of Arts and Humanities.</p> <p>CoHSHS Guidelines for reporting data were developed to help improve standardization of information. Departments not meeting target benchmarks were reviewed by the Dean's office.</p> <p>CoSE Chairs are beginning to monitor whether every student meets with a faculty or staff advisor each semester to be sure all courses being</p>

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				<p>The UT System document on factors affecting student retention was distributed to all department chairs on May 31, 2005.</p> <p>CoSBS To improve student success, the issue of the caseload of advisors was addressed by the college.</p>	<p>taken will help to reduce the time to degree.</p> <p>CoSBS Four out of five undergraduate departments successfully transferred Freshman and Sophomore technical advising to Advising Center advisors; the fifth department chose to retain these functions and coordinated with the Advising Center advisors.</p>
		<p>In spring 2006, each academic support unit will review the official list of factors that contribute to student success, examine its current efforts to enhance student success, and report its findings to the Provost and other senior administrators.</p>	<p>By May 2006, each academic support unit will report its efforts to enhance student success to members of the Provost's Management Group.</p>	<p>Not accomplished</p>	

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Research productivity. (4)	2, 5	Using data for AY 2004-2005, establish the baseline for the level of scholarly productivity per program per college.	The official baseline for scholarly productivity by academic programs will be established by the Provost in December 2005.	Not accomplished	
		Increase the level of research expenditures during AY 2005-2006 by 10% over AY 2004-2005.	The Office of the Associate Vice President for Research Administration (AVPRA) will monitor the status of research expenditures throughout AY 2005-2006. In February 2006, the AVPRA will report the official figures for the level of research expenditures in AY 2004-2005 as the basis for determining the percentage of change for research expenditures in AY 2005-2006 compared to AY 2004-2005.	Research expenditures have increased as follows: 1997 – 1,547,000 1998 – 1,664,000 1999 – 1,842,000 2000 – 1,698,000 2001 – 2,279,000 2002 – 2,336,000 2003 – 2,920,000 2004 – 3,747,000 2005 – 6,100,000 The percentage of change from 2004 to 2005 was 62.8%.	A database to improve the tracking of research capabilities has been adopted for use beginning FY 2007.
		Increase the level of overall external funding during AY 2005-2006 by 10% over AY 2004-2005.	The Office of the Associate Vice President for Research Administration will track the proposals submitted and approved throughout AY 2005-	2002 – 16,695,213 2003 – 17,451,499 2004 – 18,908,767 2005 – 20,725,118 The percentage of change from 2004 to 2005 was 9.6%.	New staff members were hired for the Office of Research and Sponsored Programs and reorganization of the office and services is underway.

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			<p>2006. In February 2006, the AVPRA will report the official figures for the level of overall external funding in AY 2004-2005 as the basis for determining the percentage of change for external funding in AY 2005-2006 compared to AY 2004-2005.</p>		<p>Staff functions have been redefined to more effectively use the resources available to identify funding sources.</p>