

The University of Texas-Pan American
Compact with The University of Texas System
FY 2005-FY 2006

I. Introduction: Institution Mission and Goals

The University of Texas-Pan American (UTPA) is a comprehensive general academic component of The University of Texas System, established to serve the higher education needs of South Texas. The University is committed to excellence in instruction, student performance, research, scholarly accomplishment, and professional service, and to expansion of international emphasis in all major areas of institutional endeavor.

The University of Texas-Pan American strives to fulfill its responsibilities by providing a variety of quality academic programs in social and behavioral sciences, science and engineering, arts and humanities, health sciences and human services, education, and business administration leading to degrees at the undergraduate and graduate level and to certification in selected professions. These programs are grounded in the liberal arts and emphasize competency, multicultural understanding, and high ethical standards. (The complete, approved mission statement is in Appendix A.)

UTPA offers a comprehensive list of 56 bachelor's degree programs in arts and humanities, business, education, health sciences, science and engineering, and social and behavioral sciences. Forty-six (46) master's programs afford opportunities for our students to advance their knowledge in many areas. UTPA offers two doctoral degree programs – one in educational leadership and one in international business – and a cooperative doctoral program in pharmacy with U. T. Austin.

In Fall 2003, UTPA's enrollment of 15,914 students was the 10th largest for public 4-year institutions in Texas, and the 5th largest in the UT System. UTPA's Hispanic enrollment of 13,770 students is the largest in the UT System and the State, and second only to Florida International University on the national level (2002).

UTPA is a national leader in graduating Hispanics students with postsecondary degrees. The University ranked second (2nd) in the nation in the award of bachelor's degrees, and fifth (5th) for master's degrees to Hispanics as reported in the 2003 *Hispanic Outlook Magazine Top 100*.

U.T. Pan American has special centers that focus on aging, border health, border studies, coastal studies, education, information technology, international business, and speech and hearing. The Regional Academic Health Center, which will come on line in 2005, will expand UTPA's research in the health sciences. Outreach centers assist area businesses, manufacturers and local government districts.

II. Major Ongoing Priorities and Initiatives

The two major ongoing priorities and initiatives for UTPA for FY2005 and FY2006 involve increasing access and success for all our students, and improving the quality of new teachers educated at UTPA.

Objective 1: To improve access and success for students at all degree levels.

UT Pan American will work to increase enrollment across the classifications, but it will place greater emphasis on upper level and graduate enrollment. Growth in lower division enrollment will be controlled by limiting admission to those students who have demonstrated academic preparedness (recommended high school curriculum or the equivalent).

In accordance with *Closing the Gaps*, UTPA will increase its enrollment, especially for Hispanic students, as well as its students' retention and graduation rates. This objective is the highest priority for UTPA. Balancing access and success is important. UTPA will increase its recruitment activities to improve access, but will also increase undergraduate admissions standards so that the students who enter UTPA will be better prepared to meet academic challenges, to retain and to graduate. Programs to assist students academically and to engage them in higher education will continue to help students succeed at UTPA.

Strategies

Access and Success for Undergraduates. To increase access, in FY05 and FY06, UT Pan American will continue successful strategies to promote educational achievement in South Texas. These include:

- Improving transition to college programs,
- Fostering diploma completion and enrollment in higher education,
- Advising potential college students to take academically rigorous high school programs,
- Informing students of financial aid opportunities,
- Promoting participation in college-level education among high school students by offering concurrent enrollment courses and by training high school teachers for Advanced Placement instruction,
- Recruiting high achieving students from across South Texas,
- Expanding scholarship programs that encourage and reward high achievement.

To improve the success of its undergraduate students, in FY05 and FY06, UTPA will implement many strategies that are documented in *UTPA's Uniform Recruitment and Retention Plan*. Some of the successful strategies, which have been and will continue to be employed in concert by the Division of Academic Affairs and the Division of Enrollment and Student Services, include:

- Raising undergraduate admissions standards to further ensure academic preparedness among its students, whether they enter from high school or a community college,
- Mentoring of entering freshmen by student and faculty "Ambassadors" to increase first year retention
- Offering Texas Grant funds to more students to enter and continue in college, with mandatory workshops, advising, GPA projections, and time management skills.
- Offering Retention Scholarships to freshmen with a 3.0+ GPA who return the following fall.
- Involving students more in campus activities: social and academic clubs, leadership programs, intramural sports, etc.
- Tracking freshman engagement outside the classroom to develop additional retention strategies.
- Promoting awareness of different learning styles.
- Increasing class availability by improving class/lab utilization rates.
- Increasing online course and degree offerings.
- Considering incentives for undergraduates to complete their degrees in 6 years.
- Assessing why students withdraw, and making improvements as possible.

Specific new academic strategies that will be implemented in FY05 involve a Learning Framework Course and Learning Communities, intended to increase student retention and success, and decrease time-to-graduation. Two major activities are: (1) programmatic and curricular innovation through the implementation of a Learning Framework course (principles of learning and motivation applied to success in college) and Learning Communities, and (2) faculty and staff development in the implementation of the Learning Framework course and Learning Communities using research-based best practices for learning and instruction.

In FY05, to improve student access to information about college, and UTPA in particular, 17 "GO Centers" will be set up in collaboration with a Texas Business and Education Coalition Initiative.

In FY05, a new student information system for recruiting and tracking students will be researched and identified. The system will be implemented in FY06.

In FY05, recruitment efforts will be enhanced by UTPA staff working with chapters of UTPA alumni/ae in Houston and the Rio Grande Valley.

In FY05, the Oracle Constituency Relationship Management module "Marketing Online" will be implemented. This program will improve the identification and contacting of prospects, and the evaluation of the effectiveness of marketing campaigns.

Student retention will be enhanced with the construction and operation of a Student Wellness and Recreation Center. In FY05, a new recreational sports position will be added to increase the number of students involved in intramural club sports. In FY06, the new Wellness Center will be programmed. The building is expected to open in FY07.

In FY05, the effectiveness of UTPA's "mini-mester" from May 10th to May 27th will be evaluated. Depending upon the results of the evaluation, a winter "mini-mester" may be held between Fall and Spring semesters to expand access to special populations of transfers and other students. Offering mini-mesters will help improve student success by increasing their access to courses, and decreasing their time to graduation.

In FY05, the transfer admissions policy will be strengthened by requiring a minimum 2.0 GPA. This will result in stronger, more successful transfer students and improved transfer student retention.

In FY06, freshmen entering in Fall 2005 will be required to have a minimum ACT score of 15 for admission. The Provisional Enrollment Program, for students who do not meet minimum entrance requirements, will be eliminated. Student success and improved retention rates will result.

In FY06, a study will be conducted to assess the feasibility of pushing back the registration deadline to two weeks before the first class day to be effective Fall 2008.

In FY06, UTPA will continue to improve strategies to provide information on scholarships and programs to potential community college transfers.

Access and Success for Graduate Students. To increase access, in FY05 and FY06, UTPA will continue to implement successful recruitment strategies, and develop new recruitment strategies to increase graduate students enrollment at UTPA at the master's and doctoral levels. As incentives, UTPA will continue to offer teaching and research assistantships, and will offer graduate student housing in the future. In addition UTPA will expand online course and degree offerings, and increase the number and type of graduate degree programs. Additional graduate degree programs are discussed in more detail in Section III, Objective 2.

Access and Success for All Students. To accommodate a projected 35% increase in students between Fall 2003 and Fall 2006, UTPA must increase faculty resources to provide quality instruction. Faculty resources will increase to maintain, at most, a 21:1 student:faculty ratio. To work toward achieving this ratio, UTPA will add 71 new faculty positions for Fall 2004. Fall 2004 enrollment and improvements to the enrollment projection model will help inform faculty needs for Fall 2005. Those decisions will be made in late Fall 2004.

In addition to adding faculty positions, the number of support staff positions will be increased to provide quality service to students. An audit of UTPA's staffing patterns and levels of support staff will be conducted in 2004. UTPA will implement recommendations as appropriate and feasible. It is estimated at this time that 50 new staff positions will be added each year, FY05 and FY06, to maintain the current 12:1 student:staff ratio.

To accommodate student growth, additional parking will be provided in FY05 and FY06. The Campus Master Plan is being updated in Spring/Summer 2004, which will guide placement of parking lots.

Resources

In general, the strategies presented for FY05 and FY06 in the area of access and success will be funded from current budgets, augmented by general revenue, tuition, and fee increases and revenue enhancement that result from increases in student enrollment.

In addition, nearly \$11 million over the two year period from outside sources will be directed toward access and success strategies for undergraduates. These include:

- \$5.6 million (through 2006) from the UTPA GEAR UP grant;
- \$50,000 from the U. S. Department of Agriculture for Advanced College Experiences in the Biological Sciences FY05;
- \$425,000 from College Assistance Migrant Program U. S. Department of Education (DOE) grant FY05 and FY06;
- \$403,546 each year from the Educational Talent Search DOE grant FY05 and FY06;
- \$425,000 from the High School Equivalency Program DOE grant FY05 and FY06;

- \$333,772 for FY05 from the Texas Pre-freshman Engineering Program (TexPREP) from local independent school districts (ISD's), Shell Oil, Workforce Investment Act, state appropriation through UTSA, and a NASA grant;
- \$613,357 for FY05 and FY06 from the Upward Bound; and
- \$220,000 for FY05 and FY06 Upward Bound Math and Science DOE grant.
- \$400,000 per year for FY05 and FY06 from Title V-Hispanic Serving Institutions Grant (Title V-HSI) to fund the implementation Learning Framework Course and Learning Communities.

Resources for access and success for graduate students include recruitment funds, and teaching and research assistantships, scholarships and grants. Approximately \$15,000 per year for FY05 and FY06 will be allocated for recruitment of graduate students. To fund additional recruitment efforts, an application fee of \$35 was instituted in Fall 2004. In FY04 and FY05, UTPA will allocate at least \$1.5 million per year for scholarships, fellowships, teaching and research assistantships for graduate students. The sources for these include Institutional Enhancement Funds, departmental budgets and grants.

In FY2005 and FY2006, funding for additional faculty will be provided by the \$6 per hour designated tuition increase, augmented by increased revenue from other sources that are driven by enrollment growth. UTPA may consider another increase to the designated tuition rate for Fall 2005 to help in this endeavor. An influx of thousands of additional freshmen in Fall 2006 is expected, resulting from the UTPA and Region One GEAR-UP programs. Since the long-term impact of the GEAR-UP interventions is unknown at this time, temporary faculty resources and other strategies will be used to cope with increased demand.

Faculty office space will be provided for new faculty to provide 125 square feet of office space per fulltime faculty member. The resources directed at this effort will be \$3 million for the FY05 and FY06 new faculty. The funding for this office space will be provided through designated tuition and/or plant funds.

At this point, it is estimated that approximately \$1 million per year may be allocated for the 50 new staff positions each year, FY05 and FY06. The source of funds for these positions is designated tuition.

Parking. Space for parking will have to be added to accommodate increased enrollment. The progress measure used to track adequacy of surface parking is the ratio of students to parking spaces. UTPA expects to maintain a ratio of 2.65 fulltime student equivalents per parking space by adding nearly 2,000 spaces in the next few years at a cost of about \$1.5 million. Funds will be provided through the parking fine reserves or plant funds. Spreading section offerings more evenly throughout the day and week, and increasing online course and degree offerings will help control the need for additional parking in the future.

Improving space utilization. No new academic space is planned to accommodate student growth over the next few years. However, course offerings will meet student demand by scheduling more classes in the early morning, late afternoon and evening, weekends and online. The progress measures used to track performance in this area will be UTPA's classroom and laboratory utilization rates. It is expected that classroom utilization will increase from 26.6 hours per week (Fall 2002) to at least the THECB state standard of 38 hours per week by Fall 2006. Laboratory use is expected to increase similarly, from 15.4 hours per week (Fall 2002) to at least the state standard of 25 hours per week in Fall 2006.

Progress Measures

Measures that will be tracked to assess progress toward achieving Objective 1 *To improve access and success for students at all degree levels* include:

1. New freshman average ACT score will be 21, meeting the national average, before the end of the decade.

2. All new entering freshmen as of Fall 2007 will enter UTPA with the recommended high school curriculum.
3. Freshman first-year retention rate will increase 2% each year in 2004 and 2005, thereafter 1% per year, and will reach 73% by FY06 or FY07.
4. Freshman retention to sophomore will increase by 2% per year through 2005, then 1% per year through 2010.
5. Transfer student retention will improve by 1% a year beginning in FY06.
6. 150 additional new community college transfers will enroll each Fall.
7. The 6-year undergraduate graduation rate will increase from 22.9% in FY01 to 30% in FY06.
8. Number of bachelor's degrees awarded in 2005 will be 2,040, with 86% to Hispanics and Blacks (*Closing the Gaps*).
9. Number of bachelor's degrees awarded in 2005 in engineering, computer science, math and physical science will be 159 (*Closing the Gaps*).
10. Number of allied health and nursing bachelor's degrees awarded in 2005 will number 171 (*Closing the Gaps*).
11. Fall 2006 enrollment will be over 21,000, with the majority Hispanic. (The GEAR-UP grant "bubble" contributes to the increase from the Fall 2005 projection of 18,000.)
12. Student:faculty ratio will be 21:1.
13. 125 square feet of office space per fulltime faculty member will be provided.
14. Student:staff ratio will be 12:1
15. Ratio of 2.65 fulltime student equivalents per parking space will be maintained.
16. Classroom utilization will increase from 26.6 hours per week (Fall 2002) to at least the THECB state standard of 38 hours per week by Fall 2006.
17. Laboratory use is expected to increase similarly, from 15.4 hours per week (Fall 2002) to at least the state standard of 25 hours per week in Fall 2006.
18. Seven (7) additional master's degrees and one (1) additional doctoral program will be implemented: Master's in Accounting (implementing Fall 2004)), Accountancy (implementing Fall 2004), Chemistry, Engineering/Industrial Management, Fine Arts in Creative Writing, International Studies, and Occupational Therapy; and the PhD in Manufacturing Engineering by 2010.
19. Fall graduate student enrollment will increase by at least 100 students each year.
20. The proportion of graduate enrollment will increase to 15% by 2010.
21. The number of doctoral degrees completed in 2005 will be 14. (*Closing the Gaps*)
(Note: *Closing the Gaps* targets are from the update made by UTPA in May 2004.)

Objective 2: To improve the quality of new teachers graduating from UTPA.

UTPA has been one of the largest producers of certified teachers in the state of Texas for many years, and has been THE largest producer of bilingual teachers in the United States. UTPA operates in a virtually "closed" educational system in its service area, with the majority of the teachers and administrators in the public schools having one or more degree from UTPA. This fact makes it imperative that UT Pan American continue its efforts to improve the academic underpinnings of its students by preparing high quality teachers for the public school systems of South Texas and helping practicing teachers to maintain high levels of expertise and enthusiasm.

Unfortunately, the quality of UTPA's teachers, as measured by their performance on the state-mandated Texas Examination of Educators Standards (TEXES) exit test, has been less than desirable. The certification rate of new teachers from UTPA within 18 months of graduation was 64.6% in FY 2002, and improved to 72.8% for FY2003.

Education is the key to prosperity in the Valley, where 96% of the students are Hispanic, 85% are economically disadvantaged, and 38% are Limited English Proficient. Only 20% of the population has a high school diploma (35% for Texas), and 4.5% have a college degree (10% for Texas). Region One Education Service Center records teacher shortages as well as high rates of non-degreed and uncertified teachers in classrooms. Improving the quality of teachers graduating from UTPA is the University's second priority for major ongoing priorities and initiatives.

Strategies

In FY05, UTPA will continue the implementation of several reforms that began in FY03 to improve the quality of the graduates of its teacher preparation programs while increasing the number of certified teachers to help fill the need for educators in the Rio Grande Valley. These reforms, listed here, will be evaluated at least on an annual basis, and revised or replaced based on their effectiveness.

- Revise teacher certification programs based on the new TExES Educator Standards and the new categories of certification: EC – 4; 4-8 Middle School; and 8-12 High School.
- Align the curriculum in each content area and the pedagogy with the TExES Standards and the Texas Knowledge and Skills (TEKS) for the public schools.
- Critically analyze the course content that will be tested on the TExES examination.
- Change course syllabi to reflect revision of the programs.
- Administer a Representative Form of the TExES examination to students as a practice test prior to taking the TExES certification examination.
- Implement strategies to improve the pass rate of the students who take the Pedagogy and Professional Responsibilities (PPR) portion of the TExES examination. The number of students who take the PPR is the largest and has a low passing rate for first-time test takers.
- Expand collaborative efforts with school districts to find solutions for teacher preparation needs.
- Continually monitor field-based experiences for effectiveness.
- Increase recruitment of students and degreed professionals into teaching.
- Involve other disciplines in the review sessions for TExES.

In FY05, the College of Education (COE) will form a task force to develop a plan to achieve NCATE certification for all teacher preparations programs, which will be aligned with national standards. In FY06, the College will receive NCAE certification.

In FY05, additional faculty will be hired, and field experience assignments will be standardized to increase the number of field-based classes with a maximum of 25 students per instructor, thus ensuring quality delivery of instruction.

In FY05, monitoring procedures will be developed to ensure quality instruction in all teacher preparation programs. Research-based teaching practices will be identified and implemented, faculty will be monitored monthly, new faculty will be a mentor, and action plans will be developed for all faculty who need to improve their teaching.

By FY06, a process will be established that promotes and supports formative and summative evaluation of student success and satisfaction in all teacher education programs. An instrument will be developed to conduct follow-up assessments of recent graduates, and to assess the satisfaction of the public schools with recent UTPA graduates.

During FY05-06, the Teacher Recruitment Center will be institutionalized so that current activities are expanded and continued. The COE will work more closely with partners on recruitment activities for both traditional and non-traditional students. Distance learning efforts will be supported.

In FY05 and FY06, UTPA will develop a long-range plan for recruitment, admission, retention, advising and mentoring of students. Faculty will conduct innovative recruiting among high school students and teachers who are non-certified. The COE will partner with South Texas Community College and the Texas State Technical College in Harlingen for teacher preparation and recruitment of teacher-bound students.

In addition to these specific strategies for improving TExES scores, the increases in admissions standards discussed under Objective 1, above, will have the effect of improving the quality of all incoming students, and improving the quality of graduates as well, including those who choose teaching as a profession. Access to teacher preparation courses and certificate preparation programs will be improved through an increased use of online offerings.

Resources

Resources and support services will be provided so that the performance of UTPA teacher education students improves on the TExES examination. During the Summer of 2003, Title III grant

monies were used to hire two faculty members to coordinate curriculum alignment and test item development. Faculty members in each area of certification in the College of Education were given special assignment compensation to engage in curriculum alignment and test item development. Three faculty members in the College of Arts and Humanities were on special assignment to engage in curriculum alignment in Social Studies and English Language Arts/Reading.

During FY 2003-2004, faculty members in each area of certification in the College of Education have been assigned responsibility for conducting review sessions for the students prior to their taking the TExES examination. An online review session is currently being conducted for secondary education majors in preparation for the 4-8 and 8-12 Pedagogy and Professional Responsibilities portion of the exam.

Progress Measures

The progress measures used to track UTPA's progress toward achieving "*Objective 2: To improve the quality of new teachers graduating from UTPA improvement of UTPA's new public school teachers*", include the pass rate on the TExES and the certification rate within 18 months after graduation.

- UTPA expects to improve the pass rate for first-time test takers of the TExES Pedagogy and Professional Responsibilities:
 - To 75% by 2004,
 - To 80% by 2005,
 - To 85% by 2006,
 - To 90% by 2008.
- The pass rate on the TExES exam
- By 2005, UTPA expects that 85% of UTPA graduates will be certified within 18 months of graduation.
- NCATE certification of all teacher preparation programs is obtained by FY06.
- Enrollment in and graduation from teacher preparation programs will increase by 25% by FY07.
- Enrollment in and graduation from College of Education programs will increase to 98% by FY07.
- In 2005, in support of *Closing the Gaps*, the number of certified teachers from UTPA's traditional and ACP programs will be 950; the number of math and science teachers certified from UTPA's traditional and ACP programs will be 40.

III. Future Initiatives of High Strategic Importance

The highest-priority long-term initiative for UTPA for the next ten years is directed toward the University's third overarching goal, *To become the doctoral research university in South Texas*, and thus achieve by 2010 the Carnegie Classification of Doctoral/Research University-Intensive (or its equivalent as published in the 2005 centennial edition of the Carnegie Classification by the Carnegie Foundation). In pursuing this goal, UT Pan American seeks to emulate other emerging regional research institutions such as Texas Tech University and The University of Texas at El Paso which serve large, outlying areas of the state as major centers of instructional programs, research, and public service. While striving to become a doctoral intensive institution, UTPA must not jeopardize the scope and breadth of its undergraduate and master's programs. Indeed, UTPA must improve and expand these programs and their enrollments in order to support a doctoral intensive mission

UTPA's projected enrollment growth, expected additions of programs at the undergraduate and master's levels, strengthening of programs at those levels, and projected increases in bachelor's and master's enrollment and graduation rates will help provide the student resource base to become a research institution. Research capacity and large enrollments tend to go hand-in-hand at public institutions. Large institutions tend to have a greater variety of degree programs and more faculty with more areas of expertise. Institutions with large enrollments can assemble groups of faculty in critical areas of research expertise. Large universities enroll more graduate students who can serve as research assistants to further the institution's research aims and as teaching assistants to teach large numbers of

undergraduates. Large institutions typically have more and better physical facilities to house and support their degree programs and research areas.

The University of Texas-Pan American has made significant strides toward its goal of becoming the doctoral/research institution for South Texas, especially in the areas of enrollment increases and degree program development; however, additional improvements are needed to ensure the attainment of the Doctoral/Research Intensive status by 2010. UT Pan American must develop additional degree programs to meet the criteria of the Doctoral/Research Intensive (or equivalent) designation and to gain additional stature as a full-service university.

The recently-released Washington Advisory Group (WAG) report on UTPA supports the institution's own vision for its future: to become the doctoral and research institution in South Texas, while maintaining its core mission of educating the growing student population in its service area, and contributing to the improvement of the public school system in South Texas. Senior administration on the campus have discussed the recommendations of the WAG report and agree that UTPA must move forward to achieve the goals outlined in the report in order to become the doctoral research university in South Texas. UTPA will continue its strong partnership with the UT System and expand collaborations with component institutions to make this vision a reality.

The major objectives, strategies, resources, and progress measures that will be pursued to achieve this goal are outlined here. Objective 1 is to garner support for the move to Doctoral/Research Intensive classification; Objective 2, to expand master's and doctoral degree programs; and Objective 3, to increase research activities and output on campus.

Objective 1: To garner strong support for the targeted role and scope from the institution, the surrounding communities, the UT System and the State.

If UT Pan American is going to advance to the status of doctoral/research intensive institution by 2010, strong support for that role and scope will be required at the institutional, regional, system and state levels. The university is currently in a transitional state; there are forces tugging at it to remain at a more limited level while the future of the region calls it to move to the more advanced role. University planners and decision-makers need some clear indication of which direction is right for the institution. If the institution is to move to a more advanced role, those indicators will take the form of expressions of commitment from faculty and staff leaders, alums, regional powers and institutional supporters, UT System and UTPA Foundation board members, system administrators, and state officials and legislators.

Strategies

UT Pan American will implement several strategies to garner strong support for movement toward the DRU-I (or equivalent), including to:

- communicate its vision to its constituents and explain what is required to advance to the next level.
- solicit feedback from constituents regarding their opinions about and support for the new role and scope.
- develop revised mission and vision statements that reflect the intention to move to the new level, and incorporate it in its strategic planning documents.
- develop revised policies and procedures that reflect an institutional commitment to the advanced role and scope, especially regarding faculty expectations, responsibilities, and accommodations in the areas of research and scholarship.

Resources

In the short term, the resources directed toward the effort will be provided by current operating budgets.

Progress Measures

The progress measures used to track UTPA's progress toward achieving *Objective 1: To garner strong support for the targeted role and scope from the institution, the surrounding communities, the UT System and the State*, include: (1) A majority of constituents will approve of and will support the

new role and scope for UTPA. (2) Letters, resolutions, and pledges of community involvement and financial contributions from public officials and community leaders of the South Texas border region are submitted to UTPA.

Objective 2: To provide access in South Texas to additional graduate programs, especially at the doctoral and professional levels in accordance with *Closing the Gaps*.

Increasing the number of students completing doctoral degrees is a target in *Closing the Gaps* (p. A-3). Providing additional degree programs in South Texas is one of the priorities of THECB's *Regional Plan for Texas Higher Education* (p. 35). UTPA's table of graduate programs supports the areas of greatest need for South Texas, as well as the state. Expanding the scope of graduate education at UTPA is essential for the educational and economic growth of the region, as well as moving UTPA toward the Carnegie Doctoral/Research Intensive classification. The Washington Advisory Group report is supportive of UTPA developing a selective group of PhD programs, as stand-alones or in collaboration with UT components.

Strategies

UTPA will strengthen and increase its undergraduate and master's programs, enrollment, and graduation rates in order to provide a natural base for recruitment into its doctoral programs. Additional resources, including scholarships and assistance-ships, will be directed toward increasing graduate enrollment. Access will be improved through expansion of online courses and degree programs.

The need for residential facilities for graduate students will be monitored as that segment of the student population grows. A more extensive residential life program will address the needs of doctoral students from other areas of the state and country. Library holdings and services will be improved to support additional master's and doctoral programs.

UT Pan American will work with the U. T. System, component institutions, and the Texas Higher Education Coordinating Board to add graduate programs that build upon UTPA faculty areas of strength and interest, and meet the expanding needs of the region.

The University will build faculty strength to ensure the viability of its additional doctoral programs by creating at least two endowed chairs in each area targeted for a doctoral degree program. UT Pan American pledges \$6 million in matching funds toward the creation of these additional endowed chairs. Faculty scholars with a record of professional achievement in the targeted areas will be recruited and hired and will be given the support appropriate to continue their achievement and to attract other faculty members and graduate students.

UTPA will ask that the U. T. System advocate for a special allocation or appropriation for "emerging doctoral institutions" within the U. T. System as well as for other institutions in the State of Texas.

Resources

The resources necessary for each degree program are/will be included in the program proposals that are submitted to the U. T. System and the THECB. Fundraising by the Development Office will result in increased funds for graduate scholarships; and fundraising by academic deans will result in additional scholarships and assistantships for graduate students.

Progress Measures

To measure progress toward achievement of Objective 2 To provide access in South Texas to additional graduate programs, especially at the doctoral and professional levels in accordance with *Closing the Gaps*, UTPA will track the approval and implementation of new programs in the Table of Programs and graduate enrollment in each. By 2010, UTPA will implement seven (7) additional master's degrees and one (1) additional doctoral program: Master's in Accounting, Accountancy, Chemistry, Engineering/Industrial Management, Fine Arts in Creative Writing, International Studies, and Occupational Therapy; and the PhD in Manufacturing Engineering.

By 2010, enrollment in the Graduate School will comprise at least 15% of UTPA's headcount enrollment. By 2010, UTPA will be awarding at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall, and will receive notification from The Carnegie Foundation for the Advancement of Teaching that UTPA has been classified as a Doctoral/Research University-Intensive. By 2010 UTPA will have raised \$6 million for endowed chairs to support the doctoral programs, and other funds for centers of excellence, faculty development, etc.

Objective 3: To increase research capacity and productivity, especially in well-defined areas of regional significance.

In 2000, becoming a doctoral research institution for the South Texas region became one of the institution's three overarching goals. While reaffirming that all scholarly, research and creative activity will continue to be recognized for tenure, promotion, and merit, the institution realizes that inherent in the decision to become a DRU-I (or its equivalent) is the recognition that increasing research capacity and productivity must become an institutional priority. UT Pan American has been increasing its funding for research, both through the distribution of institutional funds and through the acquisition of external funding.

Doctoral/Research Intensive institutions benefit their service areas through focused research, both pure and applied, and research-based public service activities that are intended to increase the understanding of the region and improve the quality of life within the region and beyond. UTPA faculty and administrators have worked together to develop a research agenda that is based on faculty strengths and interests, and addresses needs of the institution's service area.

UT Pan American is well-positioned to serve the as a regional research university, and thus contribute to the *Closing the Gaps* (July 2002, p. B-62) target for the South Texas-South region of \$23,022,641 in research expenditures by 2007, an increase of 31% from the 2001 total of \$17.6 million.

Strategies

UT Pan American will communicate the commitment to increasing research to faculty through institutional communications, policies and budgetary decisions.

UT Pan American will develop a research culture that promotes involvement in and rewards for success in research, especially research that supports the institutional research agenda, and will improve administrative support for faculty researchers, such as access to data, facilities, support staff, computer resources, research assistants, etc.

Faculty and academic administration hiring plans will be developed, and workload policies and salary structures implemented that support increased graduate teaching and research.

UTPA's space utilization and facilities will be monitored regularly for their adequacy to support the institution's increasing doctoral and research foci.

UTPA will ask the U. T. System to advocate for a special allocation or appropriation for "emerging doctoral institutions" within the U. T. System as well as for other institutions in the State of Texas.

UT Pan American will develop internal and external collaborative research projects, with high priority for researchers attached to the Biomedical Research component of the Rio Grande Valley Regional Academic Health Center at UTPA.

UT Pan American will increase research and development funding from the federal government and other agencies. Faculty efforts will focus on the areas identified below.

College of Arts and Humanities

- Borderland Arts, Theatre and Music
- Latin American and Mexican American Culture and History
- Intercultural Communication
- Educational Issues and Teacher Preparation in the Humanities.

College of Business Administration

- International Business Policy and Practice
- NAFTA
- Tourism
- Border Economy

College of Education

- Two-Way/Dual Language Acquisition and Multicultural Education
- Learning Patterns and Process of Bilingual Children
- Teacher Preparation Models
- Student Retention and Success in the Public Schools
- Public School Leadership and School Improvement

College of Health and Human Services

- Diabetes
- Emergent Infectious Diseases
- Health and Nutrition Factors of the Border
- Substance Abuse and Addiction
- Heart Disease

College of Science and Engineering

- Biomedicine and Bioengineering
- Alternative Energy
- High Energy Physics
- Materials Explorations and Development
- Information Technology

College of Social and Behavioral Sciences

- Borderland Studies
- Crime, Drugs and Criminal Behavior
- Social and Political Attitudes and Behavior
- Social/Health Policy
- Psychological Issues on the Border

While acknowledging that research agendas grow and change over time, UTPA will begin with this agenda, building goals and objectives that support the research/creative priorities. Faculty will focus their research in these areas and create attendant "centers of excellence. The University will raise funds for centers of excellence, including \$6 million for additional endowed chairs. It will also recruit active researchers in each of the areas of emphasis.

UTPA will review all existing centers and institutes to determine their productivity and necessity. The University will establish procedures to dissolve centers that are non-productive or have a non-viable purpose, and to create new centers.

Resources

In FY03, UTPA allocated \$2.1 million in faculty salaries for classroom teaching replacements for the 158 faculty who were assigned time for faculty research activities. This total does not include the amount used for matching required by grants.

UTPA's expanded Office of Research and Sponsored Projects has increased its support faculty through assistance with grant writing, budget development, and management of intellectual property. Additional funding will be allocated for start-up funds for new research faculty, computer equipment and software, maintenance and upgrade of research labs, etc.

Funding for future growth in research activity in areas identified as high priorities will come from the institutional budget, HEAF, and indirect cost recovery funds generated from research efforts. As research activity grows, UTPA will continue to reevaluate the support services and resources necessary to support these endeavors.

Progress Measures

The measures that will be used to track UTPA's progress toward achieving *Objective 3: To increase research capacity and productivity, especially in well-defined areas of regional significance* include:

- 6 of UTPA's current endowed chairs filled by FY2006, and criteria and recruitment strategies for the 2 remaining developed.
- 8 new endowed chairs (2 in each new doctoral degree program) by year 2010;
- 4 additional major (multi-million-dollar) collaborative research projects with other UT System researchers by 2010;
- \$4.5 million in academic science and engineering federal research and development funding as reported by NSF in FY2005; \$18 million in FY2010; \$38 million in FY2015. (*Closing the Gaps*)
- \$5.2 million in total federal research and development funding as reported by NSF in FY2005; \$20 million in FY2010; \$42.3 million in FY2015. (*Closing the Gaps*)
- \$4.6 million in research expenditures in FY2005, as reported to THECB in the annual Research Expenditures Report; \$20 million in 2010; \$38 million in 2015. (*Closing the Gaps*)

IV. Other Critical Issues Related to Institutional Priorities

UTPA's ongoing and future initiatives will have impact on and synergies with other processes and resources on campus. Below is a brief discussion of the relationship of institutional priorities and enrollment management, diversity, community and institutional relations, finances, facilities and other infrastructure issues.

A. Impact of Initiatives

Enrollment Management. Affording access to increasing numbers of qualified undergraduates in UTPA's service area while increasing the percentage of graduate students will be a challenge during this decade. UTPA has projected enrollment growth through this decade and beyond that will fulfill the University's commitment to *Closing the Gaps*. Undergraduate growth pressures come from the growth in high school enrollments in the service area, UTPA's increasing market share of high school seniors, additional articulation agreements with junior colleges and the sudden impact of GEAR-UP programs in Fall 2006.

At the same time, UTPA plans to increase the proportion of its graduate enrollment to 15%, which has been 13% for the last few years. Since UTPA projects large increases in the undergraduate student population, recruitment of graduate students must be aggressive to achieve the 15% goal. The impact of new graduate programs will begin slowly in the middle of the decade and contribute significantly by about 2010.

To control undergraduate enrollment growth and to improve the success of entering students, beginning in Spring 2004, UTPA will phase in stricter deadlines and higher admission requirements for new freshmen and transfer. These changes will help UTPA balance its undergraduate enrollment growth with its desire to increase the proportion of its graduate enrollment.

Diversity. UTPA's placement in an area of Texas that is majority Hispanic allows it to be a major contributor to the UT System and State's goals to increase access for non-Anglo high school students. UTPA's student enrollment is over 80% Hispanic. UTPA will continue to be one of the State's major contributors to *Closing the Gaps* goals for enrolling and graduating more Hispanic students. Females comprise over 50% of the enrollment at all levels and across all ethnicities.

UTPA's faculty and staff are very diverse. Women represent 38% of the faculty. Forty-eight percent (48%) of the faculty is non-Anglo (36% Hispanic), and 85% of the administration and staff are non-Anglo (80% Hispanic). UTPA will continue to increase efforts to hire ethnic minority faculty when possible.

Community and Institutional Relations. UTPA has been credited with being a major force in the development of an Hispanic middle class in the Valley. Increasing enrollment and graduation of undergraduates will add to this trend. The University's emergence as a doctoral institution, with increasing emphasis on graduate education, will make UTPA a major force in the expansion of the Valley's professional class. Both these factors will contribute to the improvement of the economy, culture, health and welfare of South Texas.

UTPA has been actively cultivating its graduates into the Alumni Association. A recent initiative, offering lifetime membership in the Association, resulted in 172 lifetime members. The Alumni Board membership has been expanded and revised to include more community leaders and improve recruitment into the Association, donations, and participation in special fundraising events. UTPA honors its Distinguished Alumni – faculty, staff, family, individual categories – at an annual banquet.

UTPA has a wide variety of cultural events that it opens to the community, from plays and musical events, to sports, and guest lectures by nationally prominent faculty, researchers, writers, etc. The University will continue to play a critical role in the cultural life of the Rio Grande Valley.

Finances. In order to meet the demands of an increasing student enrollment, UTPA will increase faculty numbers to maintain at most a 21:1 student:faculty ratio. To fund these positions, the University will institute a designated tuition increase from \$32 to \$38 per semester credit hour in Fall 2004. While this increase in designated tuition is below the threshold for additional set-aside funds for financial aid, UTPA remains committed to assertively pursuing every source of financial aid available, and does not believe that the modest increase in tuition will adversely impact students. UTPA is also committed, however, to press the State to reinstate the Texas Grants, and to establish special funding for all institutions in the State that will make a large contribution to increasing the participation of ethnic minorities in higher education as required by *Closing the Gaps*.

Facilities. UTPA will improve its classroom and laboratory utilization as enrollment increases, through improved class scheduling. Projected increases in enrollment will require more parking. This need will be addressed in two ways: by acquiring land and/or converting current holdings into surface parking, and by distributing classes throughout the day/week, which will reduce demand for parking during current peak times. Increased enrollment will require more faculty who will need offices. Additional faculty office space will be provided through conversion of current buildings, as well as purchase of land and/or structures for construction or conversion to office space. The current chill plant is adequate to cool additional office buildings, and current academic and staff buildings that will be occupied during more of the day, evening, etc. to accommodate increased enrollments. Increases in enrollment of students from outside the RGV and increases in fulltime graduate students may require UTPA to consider more residential housing in the future. Increased delivery of academic courses online will help ameliorate the need for physical instructional facilities and parking. Library resources will continually be evaluated for their ability to support UTPA's increasing enrollment, program diversification, and movement to Doctoral Research-Intensive status.

Other Infrastructure Issues. UTPA has purchased Oracle Information Systems software which will be implemented in a phased manner over the next few years and is expected to meet the institution's needs for the next 10 years at least. Oracle systems are adequate to improve delivery of services across campus, and to accommodate increased student enrollment.

B. Unexpected Opportunities or Crises

President Miguel Nevárez's announcement at the Fall Convocation that FY2004 would be his last (his 23rd) year at the institution was a shock to the university community. The University's first reaction to Dr. Nevárez's announcement was that his departure represented a crisis. However, this circumstance is now viewed as an opportunity to welcome new leadership to continue the implementation of the short-term and long-term goals of the University herein described.

C. Faculty Hires

According to UTPA's tuition plan, the University intends to use part of the additional revenues generated from increased tuition to hire 58 new faculty for FY05. New faculty will be hired over the next two years to address growing demands for undergraduate core courses, to maintain a reasonable student:faculty ratio, and to adequately staff new graduate programs. Searches are underway in Spring 2004 to fill these positions in Fall 2004. Decisions regarding additional faculty for FY06 have not been made at this time; these decisions will be made in Fall 2004 when actual numbers of new undergraduate and graduate students are known. Total enrollment for Fall 2004 is currently expected to be about 17,000, up from 15,914 in Fall 2003.

UTPA will hire faculty for FY05 in the disciplines displayed on the table below. Most of the new positions will contribute to the accomplishment of UTPA's goal to increase access and success at all levels in the institution. However, a few will contribute to UTPA's other major goal areas: improving the quality of teachers graduating from UTPA, and moving the institution toward the Doctoral Research University-Intensive Carnegie Classification.

Areas or Disciplines	# of Positions	Access & Success	Teachers	Doctoral/ Research
English	14	X		X
Communication	3	X		
Music	2	X		
Art	3	X		
Modern Languages	5	X		
History	5	X		
Philosophy	4	X		
Economics and Finance	1	X		
Management, Marketing, Inter. Bus.	1	X		
Health and Kinesiology	1	X	X	
Educational Psychology	1	X	X	
Rehabilitation Services	1			X
Nursing	1	X		
Clinical Lab Sciences	1	X		
Communications Disorders	1	X		
Biology	1	X		
Chemistry	1	X		
Mathematics	4	X		
Sociology	1	X		
Criminal Justice	1	X		
Political Science	3	X		
Psychology and Anthropology	3	X		X
TOTAL FY05	58			

V. System and State Priorities

Sections II through IV above have addressed in detail UTPA's response to most of the U. T. System and State priorities. The highlights are recapped below. In addition, UTPA's goals for development and alumni are included in this discussion.

- increasing student access and success by increasing enrollment at UTPA at all levels and especially for Hispanic students, increasing first-year retention and graduation rates;
- collaborations with U. T. System institutions, particularly academic-health institution collaborations involving graduate programs, faculty research projects in general, and with Rio Grande Valley Regional Academic Health Center;
- increasing external research funding to \$20 million per year by 2010;
- increasing tangible marks of academic excellence by developing "centers of excellence" in bilingualism, biomedical science and engineering, border life, and subtropical environment and ecology; and
- development and alumni relations. The UTPA Development goal is to increase the number and amount of gifts of all sizes to the University from foundations, corporations and individuals. The Development Office encourages donors to set up scholarships, endowed professorships and faculty chairs through cash donations, bequests, trusts and other viable instruments. Additional fundraising and stewardship events are carried out to help increase the number of scholarships given or provide program development funds as well as to raise the visibility of the University. The Alumni Relations Office serves as the conduit between the University and its graduates through the alumni membership

and alumni chapters programs. The alumni members are encouraged to help the Development Office by introducing their recruitment staff to our campus, and providing matching funds donations and access to their corporate executives who can provide funds for various University programs.

VI. Compact Development Process

To develop this Compact, the UTPA Executive Committee (President, Vice Presidents, and Executive Director for Information Technology) developed a draft by merging the results of their strategic planning retreat in September 2003 with the "UTPA Vision and Explanation" document prepared in April 2003 for discussions between President Miguel Nevárez and Chancellor Mark Yudof. An online survey based on this first draft was sent to over 400 members of the university community who were chosen for their ability to represent different constituencies by the Strategic Planning Committee (SPC) and the Institutional Assessment Committee (IAC). These representatives included faculty, staff, students, and alums, and crossed all divisions and departments. Over 1,000 comments on the various sections of the Compact were received from the 117 (30%) respondents to the survey. The survey results were aggregated and synthesized by SPC and IAC in January 2004. Their recommendations were integrated into another draft, and forwarded to Executive Committee and the President for inclusion in the final draft submitted to the U. T. System at the end of February 2004. The final document was substantially improved by the comments received from the campus community.

VII. System Contributions

The list below contains the areas in which UTPA would like to have U. T. System support. In general, UTPA needs the System to use its influence with donors, the Regents, legislators, and other constituencies to reach its goals. The specific actions UTPA requests are discussed within the context of UTPA's initiatives included in this Compact.

- Support for legislative requests, such as authorization for new student fees, HEAF allocations, and TRBs (Governmental Relations, Academic Affairs).
- Support for development of new degree programs, including scope of doctoral level research and education (Academic Affairs).
- Support for fund raising to establish additional endowed chairs (External Relations).
- Support to encourage U. T. System institutions to engage in cooperative degree programs, research, and collaborations with UTPA (Academic Affairs, Health Affairs).

VIII. Appendices

Appendix A

Mission Statement

The University of Texas-Pan American

The University of Texas-Pan American is a comprehensive general academic component of The University of Texas System established to serve the higher education needs of South Texas. The University is committed to excellence in instruction, student performance, research, scholarly accomplishment and professional service, and to expansion of international emphasis in all major areas of institutional endeavor.

The University of Texas-Pan American is committed to providing an environment of academic freedom in which faculty engage in teaching, research, and service. Students learn from faculty scholars who engage in research and creative activity to promote excellence in teaching, to develop and maintain scholarship, and to extend human knowledge. The results of that research and creativity are shared with the general public through performance, presentation, publication, and public service activities.

The University of Texas-Pan American strives to fulfill its responsibilities by providing a variety of quality academic programs in social and behavioral sciences, science and engineering, arts and humanities, health sciences and human services, education, and business administration leading to degrees at the undergraduate and graduate level and to certification in selected professions. These programs are grounded in the liberal arts and emphasize competency, multicultural understanding, and high ethical standards.

The University of Texas-Pan American is committed to maintaining an admissions policy that recognizes the complex educational needs of its students and that provides access to qualified applicants. The University pledges itself to the fullest development of its students by seeking financial assistance, providing appropriate developmental and support services, and offering enriched programs. In addition, the University is committed to providing appropriate and current library, information technology, computer, laboratory, and physical resources to support its academic programs and to evaluating consistently and responsibly the effectiveness of its instructional programs.

The University of Texas-Pan American seeks to complement the instructional programs of the institution by:

- reflecting and responding to the international, multicultural, multilingual character of the Pan American community;
- providing a wide range of extracurricular activities and experiences which enhance the region's intellectual, cultural, civic, social, economic, and physical environment;
- maintaining services that accommodate and fulfill personal needs and that enrich the academic and social development of students;
- involving the institution in the community by providing services, programs, continuing education, cultural experiences, educational leadership, and expertise to the community-at-large;
- encouraging the community-at-large to contribute to the effectiveness of their University; and
- cooperating with other institutions, schools, communities, and agencies to maximize educational opportunity and effectiveness through resource sharing and collaborative efforts.

Appendix B

Budget Summary

The University of Texas - Pan American
Operating Budget
Fiscal Year Ending August 31, 2004

	FY 2003 Adjusted Budget	FY 2004 Operating Budget	Budget Increases (Decreases) From 2003 to 2004	
			Amount	Percent
Operating Revenues:				
Tuition and Fees	\$ 35,703,689	42,459,598	6,755,909	18.9%
Federal Sponsored Programs	31,240,950	39,895,231	8,654,281	27.7%
State Sponsored Programs	9,187,759	11,284,094	2,096,335	22.8%
Local and Private Sponsored Programs	564,429	1,324,869	760,440	134.7%
Net Sales and Services of Educational Activities	4,149,054	5,227,121	1,078,067	26.0%
Net Sales and Services of Hospital and Clinics	-	-	-	-
Net Professional Fees	-	-	-	-
Net Auxiliary Enterprises	5,360,982	6,182,532	821,550	15.3%
Other Operating Revenues	91,700	91,700	-	0.0%
Total Operating Revenues	86,298,563	106,465,145	20,166,582	23.4%
Operating Expenses:				
Instruction	54,778,555	63,137,827	8,359,272	15.3%
Academic Support	9,658,745	10,917,346	1,258,601	13.0%
Research	2,386,056	2,885,940	499,884	21.0%
Public Service	5,149,547	7,886,382	2,736,835	53.1%
Hospitals and Clinics	-	-	-	-
Institutional Support	12,900,117	13,417,544	517,427	4.0%
Student Services	10,224,638	10,788,157	563,519	5.5%
Operations and Maintenance of Plant	9,453,966	10,019,594	565,628	6.0%
Scholarships and Fellowships	34,116,338	38,290,451	4,174,113	12.2%
Auxiliary Enterprises	9,229,571	12,051,910	2,822,339	30.6%
Total Operating Expenses	147,897,533	169,395,151	21,497,618	14.5%
Operating Surplus/Deficit	(61,598,970)	(62,930,006)	(1,331,036)	2.2%
Nonoperating Revenues (Expenses):				
State Appropriations & HEAF	66,263,289	64,792,905	(1,470,384)	-2.2%
Gifts in Support of Operations	700,000	800,100	100,100	14.3%
Net Investment Income	859,688	684,500	(175,188)	-20.4%
Other Non-Operating Revenue	-	-	-	-
Other Non-Operating (Expenses)	-	-	-	-
Net Non-Operating Revenue/(Expenses)	67,822,977	66,277,505	(1,545,472)	-2.3%
Transfers and Other:				
Transfers From Endowments	-	311,000	311,000	-
Transfers (To) Endowments	-	-	-	-
AUF Transfers Received	-	-	-	-
AUF Transfers (Made)	-	-	-	-
Transfers From (To) Unexpended Plant	-	-	-	-
Transfers for Debt Service	(10,282,027)	(9,369,853)	912,174	-8.9%
Other Additions and Transfers	5,766,825	9,216,915	3,450,090	59.8%
Other Deductions and Transfers	(5,961,011)	(9,532,819)	(3,571,808)	59.9%
Total Transfers and Other	(10,476,213)	(9,374,757)	1,101,456	-10.5%
Surplus/(Deficit)	\$ (4,252,206)	(6,027,258)	(1,775,052)	41.7%
Total Revenues	\$ 154,121,540	172,742,650	18,621,110	12.1%
Total Expenses and Debt Service Transfers	(158,179,560)	(178,765,004)	(20,585,444)	13.0%
Surplus (Deficit)	\$ (4,058,020)	(6,022,354)	(1,964,334)	

Appendix C

Statistical Profile

Pan American					
	1999	2000	2001	2002	2003
Undergraduate headcount	10,924	11,186	11,971	12,509	13,867
Graduate and professional headcount	1,646	1,574	1,669	1,883	2,048
Total enrollment	12,570	12,760	13,640	14,392	15,915
	year of matriculation				
	1998	1999	2000		
1st year persistence	57.8%	60.0%	61.0%		
	year of matriculation				
	1995	1996	1997	1998	
4-year graduation rate	5.3%	5.9%	6.2%	7.8%	
5-year graduation rate	15.3%	15.8%	17.7%		
6-year graduation rate	22.9%	24.6%			
Baccalaureate degrees granted	1,330	1,340	1,431	1,597	
Master's degrees	293	412	359	430	
Doctorate degrees	2	7	8	10	
Faculty fall headcount	685	739	628	667	
Classified staff	641	686	682	789	810
Non-classified staff	1,423	1,516	1,573	1,595	1,720
	99	00	01	02	03
FTE student/FTE faculty ratio	19 to 1	20 to 1	20 to 1	21 to 1	21 to 1
Federal research expenditures	1999	2000	2001	2002	2003
	\$1,077,255	\$1,149,325	\$1,324,426	\$1,394,780	\$1,895,223
Revenue/FTE student	\$9	\$9	\$10	\$8	\$9
Endowment total value	\$30,072,000				\$35,493,000

Appendix D

Institution-Specific Information



Milestones:	1927-1933	Edinburg College
	1933-1948	Edinburg Junior College
	1948-1952	Edinburg Regional College
	1952-1971	Pan American College
	1971-1989	Pan American University
	1989-present	The University of Texas-Pan American

- UTPA is the 10th largest university in the state and the fifth largest in the UT System.
- UTPA is second in the nation in the number of bachelor's degrees and fifth in the number of master's degrees awarded to Hispanics.
- The Hispanic Outlook in Higher Education ranks UTPA second in the nation in its selection of the 100 best U.S. colleges for Hispanics.
- UTPA has the only Physician Assistant Studies Program in Texas outside a medical school.
- Sixty-eight percent of UTPA students who apply to medical schools are accepted as compared to the state average of 38 percent.
- Students enrolled in the Baylor pre-medical honors program at UTPA receive conditional admission to medical school and 85 percent are admitted upon graduation.
- One hundred percent of the students in the UTPA Law School Preparation Institute who have applied to law school have been accepted to at least one.
- UTPA educates the most Mexican American students in the nation.
- UTPA ranks 10 among universities across the nation in the number of Hispanic engineering graduates.
- UTPA was recently honored with the Texas Higher Education Star Award for its University Scholars Program.
- UTPA ranks second in the nation in the number of Hispanic chemistry graduates.
- UTPA is second only to UT Austin in the acceptance of Advanced Placement Credit from entering students compared to other universities in the UT System.
- UTPA is sixth in Texas in the acceptance of Advanced Placement Credit from entering students.
- UTPA offers 56 bachelor's degree programs, 42 master's and 2 doctoral programs. Among its latest additions are a cooperative doctoral pharmacy program with UT Austin and master's degrees in mechanical, manufacturing and electrical engineering.
- According to the State Board for Educator Certification, UTPA ranks second in awarding initial education certificates in Texas, fourth in the number of teacher graduates in Texas, and first in the nation in the number of bilingual graduates.
- The UTPA Rio Grande Valley Folklore Archive contains the world's largest computerized collection of Mexican American folklore.
- UTPA has the most Hispanic faculty among the state's universities.

Appendix D (cont.)

- The internationally renowned UTPA Mariachi holds the title of "Outstanding College/University Mariachi" for winning five consecutive first place awards at the annual National Mariachi Competition.
- UTPA graduates have the top retention rate of any university recruits at Wal-Mart. Sixty-five students have been hired since 1996.
- The Academic Services Building houses more than 500 computer workstations all with Internet access for student use.
- The Office of Career Placement Services places an average of 200 students in internships every school year.
- Since 1998 more than 300 computer science and engineering graduates have been placed in permanent jobs with Fortune 500 companies.
- In the last two years, four UTPA pre-medical school graduates have received the prestigious and coveted Howard Hughes Excellence in Research Grants.
- The UTPA Engineering Department now has a women's team - one of just several in the country - as well as a men's team competing at the National Mini Baja Car Race.
- The UTPA College of Business Administration recently received AACSB accreditation of its doctoral program, becoming one of only three Hispanic serving institutions in the country and the only one in the state to receive this prestigious recognition.
- In Fall 2002, 85 percent of incoming freshman had taken college preparatory courses in high school.
- UTPA is the only institution in the United States with direct access to the Mexico Border Census Data.
- The Society of Hispanic Engineers (SHPE) student chapter hold the national title of Large Chapter/Outstanding Chapter of the Year following in the footsteps of MIT, University of Southern California and UCLA.
- UTPA has received recognition from the National Wildlife Federation as exemplary school for its efforts to develop an environmentally sustainable campus.
- UTPA is one of 11 universities in the nation to receive of \$200,000 grant over five years in software from Microsoft to enhance our computer science program.
- The UTPA Mariachi has been recognized by the Texas House of Representatives for promoting the music and traditions of the Hispanic culture.
- UTPA has three art galleries on its main campus, one housing the permanent collection and two showcasing the work of students and nationally renowned artists.
- UTPA has an all female Mariachi, one of only handful such groups in the country.
- UTPA has received \$8.4 million - the highest award from the state - for the TEXAS Grant program that funds institutions serving underprivileged students who have taken college preparatory courses prior to enrolling.
- On average every year, the Center for Entrepreneurship and Economic Development (CEED) assists 50 South Texas businesses acquire more than \$8 million in capital resources for start-ups and expansions.
- The UTPA Regional Biotech Laboratory program - funded by the National Institutes of Health - will reach out to more than 3,000 high school and middle school students to promote their interest in science over the next three years.
- UTPA offers a Ph.D. in Business Administration with an emphasis in International Business, one of half a dozen such degree programs in the United States.
- Dr. Miguel A. Nevárez - serving his 22nd year as president of UTPA - is the longest seated Hispanic president of a four-year college or university in the United States.
- Hispanic Engineer and Information Technology magazine has named Dr. Miguel A. Nevárez to the list of "50 Most Influential Hispanics in Business Technology."

Appendix E

Links to Web Resources

UT Pan American Home Page: <http://www.utpa.edu/>

Office of Institutional and Research and Effectiveness Home Page:

<http://oire.panam.edu/index.htm>

Fact Books: <http://oire.panam.edu/utpafactbook.htm>

Quick Facts: <http://oire.panam.edu/quickfacts.htm>

Common Data Sets: <http://oire.panam.edu/utpadata.htm>

SCH and Enrollment Reports 1998 through 2004:

http://www.oie.panam.edu/sch-enrollment/sch_enroll_f2002.cfm