

**The University of Texas-Pan American**  
**Compact with The University of Texas System**  
**FY 2006 through FY 2007**

## **I. Introduction: Institution Mission and Goals**

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. (*Mission statement approved by the UT System April 1, 2005; pending THECB approval July 21, 2005.*)

UTPA offers 56 bachelor's degree programs in arts and humanities, business, education, health sciences and human services, science and engineering, and social and behavioral sciences; 45 master's programs; and two doctoral degree programs – one in educational leadership and one in international business. In addition, the University offers a cooperative doctoral program in pharmacy with UT Austin.

In fall 2004, UTPA's enrollment of 17,030 students was the 10th largest for public 4-year institutions in Texas and the 5th largest in the UT System. UTPA's enrollment is 87 percent Hispanic and 59 percent female. Undergraduate enrollment comprises 87 percent of headcount; 72 percent is full-time (12+ hours) and the average age is 23. UTPA is basically a commuter campus but has 596 beds in residence halls and apartments and plans to construct additional residence halls in the near future.

UTPA's 7 percent enrollment growth this past year was the third-fastest growth rate in the UT System and the 6th in the state. UTPA is a national leader in educating Hispanic youth. Hispanic full-time equivalent enrollment is third in the nation, behind UT El Paso (2nd) and Florida International University (1st) (2002). UTPA's Hispanic proportion of enrollment (87.1%) also ranks third in the nation behind UT Brownsville (2nd) and Texas A&M International University (1st).

UTPA is also a national leader in graduating Hispanics students with college degrees. According to *Hispanic Outlook Magazine*, in FY2002, UTPA ranked 2nd in the United States (behind Florida International University) for awarding bachelor's degrees to Hispanics, 4th for Master's degrees, and 93rd for doctoral degrees. For specific bachelor's degree programs, UTPA's ranking is: 1st in Health Sciences and in Multi/Interdisciplinary Studies; 2nd in Biological Sciences; 3rd in English Literature; 4th in Business and Marketing; 5th in Mathematics; and 8th in both Protective Services and Public Administration.

In fall 2004, UTPA employed 742 faculty, including full-time and part-time (not including 30 teaching assistants). Over one-third are Hispanic (38.2%), and 40 percent are women. Slightly more than half (53%) are tenured (221) or on tenure track (167). The instructional mission is supported by 1,806 staff, of which 42 percent are executive/administrative/professionals, 80 percent are Hispanic, 51 percent are female, and 53 percent are full-time.

UT 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 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

UTPA has three priorities for the FY05-FY06 Compact. They are improving undergraduate student access and success; improving and expanding graduate education and research initiatives; and improving organizational structure and processes to assure efficient use of resources so that UTPA can respond effectively to rapid enrollment growth, meet its goals, and move to the next level of excellence. These priorities and their attendant objectives are captured in the box below.

### **Priority 1: Ensure Undergraduate Student Access and Success**

- Improve access for undergraduate students.
- Improve undergraduate student success.
- Increase access to a wide variety of undergraduate programs that meet the needs of students, educational agencies, business, and industry.

### **Priority 2: Enhance Graduate Education and Research**

- Increase participation and success in graduate degree programs.
- Increase research and grant activity. Increase access to a wide variety of graduate programs that meet the needs of students, educational agencies, business, and industry.

### **Priority 3: Improve UTPA's Organizational Effectiveness**

- Improve UTPA's processes and organizational structure to optimize the delivery of instruction and services to students, and maximize utilization of resources.

An overarching challenge for UTPA in the short-run is hiring and retaining qualified faculty to meet the needs of a growing enrollment. For instance, this year UTPA conducted 198 faculty searches to accommodate growth, turnover, and retirement. In fall 2006, when the GEAR UP "bubble" enters UTPA, we will need to add at least 92 new faculty lines to keep our student:faculty ratio at 20:1. The projected cost in faculty salaries is \$4.6 million, plus an additional \$2.5 million to provide office space. The amount of funding and faculty and staff resources directed toward hiring this inordinate number of faculty will impede UTPA's progress in every other priority area.

### **Priority 1: Ensure Undergraduate Student Access and Success**

In accordance with the state's *Closing the Gaps* and *State Higher Education Accountability System* undergraduate participation, success, and excellence initiatives and the UT System's priority for "increasing student access and success," UTPA will increase the rate of undergraduate enrollment, retention, and graduation of its primarily Hispanic population. To achieve both access and success, UTPA will increase its recruitment activities to improve access while increasing undergraduate admissions standards so that the students who enter UTPA will be better prepared to meet academic challenges, to remain enrolled and to graduate. These improvements, summarized below, will allow UTPA to shift its focus to activities that will improve student retention and timely graduation.

## **UTPA Changes in Admissions Standards**

Spring 2005

- All transfer students were held to a minimum 2.00 GPA requirement.

Fall 2005

- All entering freshmen were required to have an ACT score of 15 or greater for admissions.

Fall 2007

- All entering freshmen will be required to have the recommended high school program for admissions.

- All entering freshmen were required to have an ACT score of 16 or greater for admissions.

Fall 2009

- All entering freshmen were required to have an ACT score of 17 or greater for admissions.

Fall 2011

- All entering freshmen were required to have an ACT score of 18 or greater for admissions.

### ***Objective A: Improve access for undergraduate students.***

UTPA has model programs for outreach into elementary, middle, and high schools to encourage students to stay in school, take challenging courses, graduate, and attend college. The parents of our mostly first-generation undergraduates are also given information regarding the demands of college work, the real costs of higher education, and the availability of financial aid. In addition, UTPA provides professional development opportunities for Valley public school teachers to help them improve their instruction, their students' learning, and ultimately the quality of UTPA's incoming freshmen.

Strategies FY05. The major strategies implemented include those in the following list. Funding was provided through the university's budget, Texas Business and Education Coalition, GEAR UP funding, Texas Scholars funding, Texas Grants, other scholarships, and various other grants and fees.

#### *Higher education pipeline*

- Enrolled qualified high school juniors and seniors in the concurrent enrollment program, including 14 distance learning sites.
- Offered reduced tuition to concurrent enrollment students to encourage participation.
- Provided services for over 7,000 juniors in the UTPA GEAR UP program.
- Partnered with six schools to establish GO Centers.
- Offered opportunities for high school students to reside on campus to familiarize them with campus life.
- Involved parents in programming to increase their awareness of the importance and affordability of higher education for their children.
- Encouraged non-traditional students to consider higher education.
- Began accepting credit for satisfactory completion of the International Baccalaureate program.
- Provided high-quality training programs for education professionals, substitute teachers, and classroom paraprofessionals.
- Offered high-quality Advanced Placement training opportunities for South Texas public school teachers.
- Received seven grants funded at \$4.2 million to support access programs.
- Created an Office of Undergraduate Admissions (separating Admissions and Student Records) to better serve applicants, new students, and parents.
- Applied for an additional GEAR UP grant totaling \$35 million, servicing a cohort of nearly 10,000 low income 7th graders through high school graduation.

#### *Incentives, scholarships, and grants*

- Provided University Scholars Scholarships (full 4-year tuition and fees for satisfactory academic performance) to high performing high school seniors.
- Provided incentives for students completing the Recommended High School Plan, Distinguished Achievement Program, or more rigorous course-taking through the Texas Scholars Program, e.g., Texas Scholars medallions.
- Implemented many initiatives that improved identification of qualified UTPA students for Texas Grants, resulting in the distribution in FY05 of \$15.3 million, a total second only to UT Austin's \$16.3 million.

Strategies FY06. New initiatives scheduled for implementation are included below. Funding will come from THECB, student fees, donations, and plant funds.

#### *Higher education pipeline*

- Opening "GO Central" in Edinburg, Texas, and partnering with schools to open 18 additional centers.
- Increasing the number of high school students participating in concurrent enrollment.
- Improving recruitment and orientation processes.
- Investigating the possibility of offering ACT testing services in Mexico to international students along the border.
- Initiating a UTPA Parents Association to inform parents of a first-generation student's college responsibilities.
- Requiring that high school students complete specific Advanced Placement courses in order to qualify for University Scholar status.

#### *Incentives, scholarships, and grants*

- Working with partners to raise scholarships to support the GEAR UP students' college attendance beginning Summer 2006.

#### *Course scheduling and facilities*

- Offering a more balanced schedule of classes throughout the day and into the evening.
- Implementing the January 2005 update of the UTPA *Campus Master Plan 2020* to add classroom, office, and support space and improve parking and pedestrian movement on campus.

#### Progress Measures.

1. Public school student visits to campus will increase by 10 percent by 2005.
  - 17,182 student visits were conducted in FY04.
2. Concurrent enrollment will increase to more than 1,000 per year.
  - In FY04, the unduplicated headcount was 1,153, up 60 percent from FY03.
3. New entering freshmen will increase by 100 each year.
  - New entering freshmen in fall 2004 increased by 135 from fall 2003.
4. 150 additional new community college transfers will enroll each fall.
  - In fall 2004, new first-time community college transfers increased by 60 from fall 2003.
5. Total enrollment will be 18,122 in fall 2005; 23,076 in 2010; 29,451 in 2015, with nearly 90 percent being of Hispanic origin.
  - Fall 2004 total enrollment was 17,030.
6. Online/hybrid learning opportunities will increase by having 75 percent of courses with a web presence by FY 2008.
  - Fall 2004 proportion was 21 percent.

Major Obstacles. The uncertainty of financial resources available for needy students and growing institutions may hinder students enrolling in college or attending full-time and seriously tax the instructional delivery systems on campus. For example, the Texas Grant may be combined with the B-On-Time Grant, and legislation may limit eligibility.

***Objective B: Improve undergraduate student success.***

Once students are accepted at UTPA, the University is committed to enabling their retention and graduation. Many programs are in place to facilitate this, and many more are planned for the future.

Strategies FY05. The major strategies implemented in FY05 are listed below. Funding came from general revenue, institutional enhancement funds from the special line, reserves, and Title V funding.

*Faculty and instructional support*

- Hired 71 faculty in newly created positions to meet the demand of increasing enrollment, especially at the undergraduate level.
- Implemented the Learning Framework Course, which includes faculty-staff team teaching, and follow-up mentoring after course is completed.
- Expanded the Writing Center, increasing student usage 24 percent from 2003 to 2004.
- Implemented Writing Across the Curriculum.
- Developed a plan to increase the production of nurses.
- Expanded the Early Warning System to include all courses in the core curriculum (800 sections in fall 2004) to identify and intervene with students who have poor academic performance at mid-semester.
- Expanded from 17 to 24 the cohorts of paired Learning Communities.

*Program assessment*

- Completed assessment plans for all areas of the core curriculum.
- Instituted assessment of the undergraduate programs.

*Time-to-Degree*

- Implemented flat fee for designated tuition and mandatory fees at 14 SCH in fall 2004 to encourage students to increase their course load and reduce time-to-degree.
- Expanded the May miniterm to offer nearly twice as many courses.

*Student services*

- Continued efforts to provide adequate financial assistance to students to remove financial barriers to success.
- Improved customer service using technology that decreased student wait time and allowed them more study time.
- Piloted a shuttle bus system.

Strategies FY06. New initiatives scheduled for implementation are included below. Funding will come from institutional enhancement funds from the special line, student fees, general revenue, and auxiliary funds.

*Faculty and instructional support*

- Adding 18 new faculty positions for fall 2005 to meet increasing student enrollment within a long-term hiring plan: Music (1); Accounting/Business Law (1); Computer Information Systems and Quantitative Methods (1); Economics and Finance (1); Management, Marketing, International Business (1); Curriculum and Instruction (2); Educational Leadership (1); Communications Disorders (1); Occupational Therapy (1); Biology (1); Electrical Engineering (1); Mechanical Engineering (1); Mathematics (3); Physics and Geology (1); and Social Work (1).
- Recruiting at least 92 new faculty positions to accommodate student enrollment growth in fall 2006.
- Adding programs to help new faculty transition to UTPA and the Valley.
- Monitoring faculty turnover.
- Increasing the focus on Writing Across the Curriculum and other programs to improve written communication.
- Expanding from 24 to 42 the cohorts of paired Learning Communities, with emphasis on integrated learning communities, not just paired courses.
- Implementing a plan to increase the production of nurses.
- Improving the implementation of the R25 class scheduling program so classes are not cancelled due to perceived lack of classroom space.

- Developing a plan to increase the number of technology-aided courses.
- Implementing a new version of WebCT.

*Time-to-degree*

- Establishing an undergraduate academic advising model.
- Instituting programs to encouraging students to take full loads.
- Implementing in fall 2005 a disincentive for enrollment in the same course more than twice.
- Implementing the recommendations from the Task Force on Class Scheduling.

*Student services*

- Developing plans for the Wellness and Recreational Sports complex and beginning construction.
- Expanding shuttle bus service.
- Completing construction of 400-bed residence hall to open fall 2006.
- Developing a plan to expand Internet services to students.
- Opening the Child Development Center to provide child care for the young children of UTPA students.

*Course scheduling and facilities*

- Offering a more balanced schedule of classes throughout the day and into the evening.
- Implementing the January 2005 update of the UTPA *Campus Master Plan 2020* to add classroom, office, and support space and improve parking and pedestrian movement on campus.

Progress Measures.

1. All new entering freshmen as of fall 2007 will enter UTPA with the recommended or higher high school curriculum.
  - On track for implementation in fall 2007, one year ahead of State requirements.
2. Retention rate of the entering freshman cohort (first-time, full-time) from their first year to their second year will be 75 percent by FY10. **Key Measure**
  - First-year retention of the fall 2003 freshman cohort was 66.4 percent, up from 57 percent for the fall 2000 entering freshmen.
3. New full-time transfer student retention from their first year to their second year will improve by 1 percent a year beginning in FY06.
  - First-year retention of fall 2003 new full-time transfer students was 69.8 percent, up 4.5 percent from fall 2002.
4. Total undergraduate semester credit hours will increase by 14 percent between FY04 and FY06. **Key Measure**
  - Total SCH in FY04 was 379,908, a 29 percent increase from FY00.
5. The six-year undergraduate graduation rate of new first-time, full-time freshmen will increase by 1 percent each year. **Key Measure**
  - Fall 1998 cohort 6-year graduation rate was 26.7 percent, up 0.3 percent from the fall 1997 cohort.
6. Pass rate for first-year test takers of the TExES Pedagogy and Professional Responsibilities will be 90 percent by 2006.
  - AY04 pass rate was 83 percent. (Source: Title II/SBEC online accessed June 27, 2005)
7. In 2005, 950 teachers (including 40 math and science teachers) will be certified through UTPA's traditional and ACP. (Source: from *Closing the Gaps*)
  - In FY04, a total of 843 teachers were certified, including 68 in math and science. (Source: SBEC Online Reports)

Major Obstacles. UTPA is uncertain that it will receive the financial aid necessary for its needy students or the resources that should be directed toward Texas' *Closing the Gaps* growth institutions. Not having financial aid resources may hinder UTPA students' ability to enroll in college at all or attend full-time. Lack of growth funding will seriously tax the instructional delivery systems on campus. It will be a challenge to offer sufficient numbers of sections to meet the sometimes conflicting targets for student:faculty ratio, percent of lower division SCH taught by tenured/tenure track faculty and the transition to a three-course teaching load. Faculty hiring may not keep pace with the rapid enrollment

growth expected – especially in some disciplines where there are serious supply and demand issues – not just in Texas but in the entire United States.

**Objective C:** *Increase access to a wide variety of undergraduate programs that meet the needs of students, educational agencies, business and industry.*

UTPA will increase its variety and depth of degree offerings in accordance with the state's *Closing the Gaps* and *State Higher Education Accountability System* participation, success, and excellence initiatives and the UT System's priorities of "increasing tangible marks of academic and health care excellence" and forming "collaborations among UT System institutions, particularly academic-health institution collaborations."

Currently, UTPA has planning authority for undergraduate degree programs in many areas. The proposals that are in the most advanced stages of development are included here.

Strategies FY05. The major strategies implemented are listed below. The funding for these strategies came from general revenue and institutional enhancement funds from the special line.

- With planning authority from THECB, new undergraduate programs in Civil Engineering and Computer Engineering were developed by the departments and shepherded through appropriate councils and committees on campus.

Strategies FY06. The major strategies to be implemented are listed below. The funding for these strategies will come from general revenue and institutional enhancement funds from the special line.

- Seeking approval from the Coordinating Board for the BS in Computer Engineering.
- Seeking approval from the Coordinating Board for the BS in Civil Engineering.
- Seeking approval from the Coordinating Board for the BS in Environmental Science.
- Developing the Business After Five program.
- Developing the Business Spanish certification program.
- Conducting needs assessments to determine the feasibility of additional undergraduate programs.

Progress Measures.

1. By 2010, implement three new baccalaureate programs: Civil Engineering, Computer Engineering, and Environmental Science.
  - Civil Engineering went before the UTPA Curriculum Committee in April 2005; Computer Engineering is scheduled for September 2005.

Major Obstacles.

None.

## **Priority 2: Enhance Graduate Education and Research**

UTPA will increase its graduate program and increase its faculty participation and output in research and sponsored programs in accordance with the state's *Closing the Gaps* and *State Higher Education Accountability System* graduate participation, success, and research initiatives and the UT System's priorities of "increasing external research funding" and forming "collaborations among UT System institutions." To attract top research faculty, UTPA will endow academic chairs in areas of excellence and fund centers of excellence.

**Objective A:** *Increase participation and success in graduate degree programs.*

Strategies FY05. The major strategies implemented in FY05 are listed below. Funding came from the appropriation and institutional enhancement funds from the special line.

*Degree offerings*

- Implemented three new master's degree programs in Accounting, Accountancy, and Occupational Therapy.
- Offered the Master's in Public Administration as a separate program.

*Graduate recruitment*

- Developed new graduate brochures.
- Increased graduate school enrollment.

*Program assessment*

- Instituted assessment of the graduate programs.

Strategies FY06. New initiatives scheduled for implementation are included below. Funding will be provided from institutional enhancement special line and endowments.

*Degree offerings*

- Developing MBA and PhD online/hybrid courses for *maquiladoras* and universities in Mexico.

*Graduate recruitment*

- Hiring a Director of Graduate Studies and additional support staff.
- Increasing research opportunities for UTPA undergraduates.

*Program assessment*

- Providing assistance to program directors for Graduate Program Assessment.
- Developing and implementing a comprehensive graduate recruitment and enrollment plan.

*Information technology*

- Developing a plan for increasing the number of technology-aided courses.
- Developing a plan to expand Internet services to students.
- Implementing a new version of WebCT.

*Course scheduling and facilities*

- Offering a more balanced schedule of classes throughout the day and into the evening.
- Implementing the January 2005 update of the UTPA *Campus Master Plan 2020* to add classroom, office and support space, and improve parking and pedestrian movement on campus.

Progress Measures.

1. Fall graduate student enrollment will increase by at least 100 students each year. **Key Measure**
  - In fall 2004, UTPA enrolled 2,242 graduate students, up from 2,046 in fall 2003, an increase of 196.
2. The proportion of graduate enrollment will increase to 15 percent by 2015.
  - In fall 2004, the proportion of graduate headcount was 13 percent.
3. The number of doctoral degrees awarded in 2005 will be 14, with 43 percent to Hispanics. (Source: from *Closing the Gaps*)
  - In FY04, the number of doctoral degrees awarded was 11.
4. Online/hybrid learning opportunities will increase by having 75 percent of courses with a web presence by FY08.
  - Fall 2004 proportion was 21 percent.
5. Complete plans for increasing technology-aided courses and expanding Internet services to students.

Major Obstacles. One obstacle to meeting our targeted increase for participation in graduate programs is the spike in enrollment caused by the GEAR UP cohorts, who will enter college in fall 2006. While the number of graduate students will increase, meeting the proportion of total enrollment (15%) will be delayed. Another obstacle is the insufficiency of funds for fellowships and assistantships.

**Objective B:** *Increase research and grant activity.*

Strategies FY05. The major strategies implemented in FY05 are listed below. Funding came from general revenue from the appropriation bill and research enhancement funds within the special line.

*Research*

- Established cross-campus collaborative research groups.
- Increased significantly the activity in research and support activities to engage faculty with funding sources, such as guest speakers, information sharing sessions, etc.
- Instituted a new indirect cost policy to allocate more funds back to the principal investigator and to encourage more research activities.
- Increased the number of endowed chairs/professorships established to 12 (one externally funded).
- Participated on the LEARN (Lonestar Education and Research Network) Board to give UTPA a voice in the development of the state research network.

*Grant activity*

- Increased the number of external grant proposals.

Strategies FY06. New initiatives scheduled for implementation are included below. Funding will be provided from research funds in the enhancement special line.

*Research*

- Developing a comprehensive plan to encourage and support faculty engagement in research to include networking activities, access to information, pre-proposal support, proposal writing assistance, indirect cost recovery, and impact on merit and promotion outcomes.
- Establishing a focused institutional research agenda.
- Encouraging faculty to develop academic research centers as recommended by the Washington Advisory Group (WAG) report.
- Phasing in the three-course workload.
- Developing working procedures with UTHSCSA/RAHC administration and faculty.
- Providing formalized support for capturing innovations and intellectual assets.
- Fund-raising for all planned endowed chairs and centers of excellence.
- Laying the groundwork for the Raul Yzaguirre Public Policy Institute.

*Grant activity*

- Increasing collaboration on grants within UTPA and between UTPA and other universities.

Progress Measures.

1. Be recognized among the top 350 research institutes in the U.S.
  - UTPA ranked 374 in FY03
2. Double the number of disclosures and process them for patents as appropriate. Expect three patent applications in the next two years.
  - Disclosures increased from one in FY04 to 13 in FY05; provisional patent applications, from one in FY04 to two in FY05.
3. Conduct four additional major (multi-million-dollar) collaborative research projects with other university researchers from FY05 to FY10.
  - Submitted five proposals to various federal agencies in FY05, as of March 2005.
4. Increase to \$3 million in FY05 the amount of academic science and engineering federal research and development funding, as reported by NSF.
  - FY04 total was \$2.6 million.
5. 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.
  - Internal endowments have been established for 11 chairs/professorships, plus 1 external chair (Neuhaus in entrepreneurship).
6. Increase the total amount of external dollars received for research and sponsored projects and placed in restricted accounts by \$1 million per year. **Key Measure**

- Baseline is \$18.9 million in FY04.

Major Obstacles. UTPA will meet obstacles to meeting its goals in this area until certain reforms are embedded in the academic culture. One reform is the move away from the four-course teaching load that was cited in the 2004 Washington Advisory Group report as an impediment to faculty progress in research, grant writing, and creative activity. At President Cárdenas's request, in spring 2005 a faculty task force made recommendations for a three-three load that will be phased in over the next two years. The second reform includes the redesign of UTPA's faculty merit and promotion standards and processes. These standards will be implemented over the next few years with the new workload standards.

Another obstacle is the rapid growth in undergraduate enrollment expected over the next few years fueled by the influx of GEAR UP students. Limited resources will by necessity be directed more toward this undergraduate growth than toward graduate enrollment growth.

***Objective C:** Increase access to a wide variety of graduate programs that meet the needs of students, educational agencies, business and industry.*

Currently, UTPA has planning authority for graduate degree programs in many areas. The proposals that are in the most advanced stages of development are included here.

Strategies FY05. The major strategies implemented are listed below. The funding for these strategies came from general revenue and institutional enhancement funds from the special line.

- Implemented in fall 2004 the Master's in Accounting (MSA), Master's of Accountancy (MACC), and Master's in Occupational Therapy (MS).
- Continued activities in the departments to prepare degree proposals for the remaining five master's and one doctoral degree in the approved table of programs.

Strategies FY06. The major strategies to be implemented are listed below. The funding for these strategies will come from general revenue and institutional enhancement funds from the special line

- Initiating the start-up of the MS in Chemistry.
- Initiating start-up of MS in Engineering Management.
- Submitting a proposal to the Coordinating Board for the Creative Writing master's degree.
- Completing the planning and approval of the PhD in Manufacturing.
- Initiating discussions with UTMB on a collaborative PhD in Biomedical Sciences.
- Conducting needs assessments to determine the feasibility of additional graduate programs.

Progress Measures.

1. By 2010, implement eight additional master's degrees: Master's in Accounting, Accountancy, Chemistry, Creative Writing, Engineering Management, International Studies, Occupational Therapy, and Physician Assistant Studies.
  - In fall 2004, the Master's in Accounting (MSA), Master's of Accountancy (MACC), and Master's in Occupational Therapy (MS) were implemented.
2. By 2010, implement one additional doctoral program (PhD in Manufacturing Engineering) and two additional cooperative doctorates (Rehabilitation Science and Biomedical Life Sciences).
  - Planning is underway for these degrees.

Major Obstacles. Obstacles to increasing the number and variety of graduate degree programs include sufficient start-up funding for new graduate programs, and acquiring implementation authority from the Higher Education Coordinating Board for those for which we have planning authority.

### Priority 3: Improve UTPA's Organizational Effectiveness

In order to meet UTPA's goals, to respond to rapid enrollment growth, and move to the next level of excellence – while contributing to the State's *Closing the Gaps* initiatives, performing well in the *State Higher Education Accountability System*, and helping the UT System achieve its priorities – the University will improve its organizational structure and processes. The major outcomes will be improved services to all constituents and efficient utilization of resources so that the maximum amount of funding can be used to optimize academic instruction and support.

**Objective:** *To improve UTPA's processes and organizational structure to optimize the delivery of instruction and services to students and maximize utilization of resources.*

Strategies FY05. The major strategies implemented are listed below. Funding came from the Higher Education Assistance Fund (HEAF), institutional enhancement from the line item, designated tuition, and general revenue from the appropriation.

#### *Faculty and instructional support*

- A faculty committee recommended to President Cárdenas a teaching workload policy and process to move to a standard three-course load for faculty.
- Began streamlining the faculty hiring process to assure quick response to hiring possibilities.
- Appointed a faculty task force to develop a plan to improve faculty governance.
- Appointed a faculty Task Force on Class Scheduling.

#### *Student services*

- Created the Office of Undergraduate Admissions to enhance service to and improve communication with prospective students and their parents.
- Developed and implemented a web-based online scholarship application for the UTPA "Excellence" scholarships.

#### *Staff support*

- Developed a compensation program for faculty, staff, and administrative salaries and compensation policies and practices.

#### *Institutional support*

- Completed Phase I of a branding process to differentiate UTPA and elevate its visibility.

#### *Program assessment*

- Began the Compliance Certification and the Quality Enhancement Plan processes for the Southern Association of Colleges and Schools (SACS) reaffirmation site visit to UTPA in Spring 2007.
- Conducted, with President Cárdenas's sponsorship, in-depth training seminars in compliance with all line supervisors.
- Conducted external peer/UT System/state comptroller/professional firm reviews of Institutional Research and Effectiveness, Internal Audits (follow-up review), Purchasing, Travel, Accounts Payable, Payroll, Compliance Support Services, Environmental Health and Safety for fire safety, and Development.

#### *Information technology*

- Developed a 5-year strategic plan outline for information technology.
- Completed Phase One (33 classrooms) of a plan to all equipped classrooms with "smart" technology for teaching and learning.
- Hired Chief Information Officer and Oracle Project Manager to shepherd information systems migrations and reorganize technology support across campus.
- Hired Director of R25/S25 Room Scheduling Service to improve scheduling of classes, teaching labs, institutional, and *ad hoc* events.

Strategies FY06. The major strategies to be implemented are listed below. Funding came from the HEAF, institutional enhancement from the line item, designated tuition, and general revenue from the appropriation.

*Faculty and instructional support*

- Completing the hiring process for all open Dean positions.
- Implementing new faculty hiring guidelines.
- Building the academic administrative infrastructure through compensation, staffing, and support strategies so that decisions are made at the most appropriate level.
- Hiring in each academic college for the new position of Administrative Services Officer.
- Improving the room scheduling program to optimize classroom utilization during exam periods, and reduce conflicts in scheduling with other campus events.
- Implementing recommendations from the Class Scheduling Task Force.
- Implementing criminal background checks for selected academic programs that have off-campus clinical and internship experiences for students.
- Implementing support systems for the RAHC to use effectively the resources of UTPA and UTHSC-San Antonio.

*Student services*

- Expanding services to prospective and current students via online services, such as the Texas Common Application, degree audit, transcript evaluation, verification of financial aid, etc.
- Piloting an electronic transcript services program with four high schools.
- Implementing a reconfigured undergraduate advising model.

*Staff support*

- Implementing selective recommendations from the compensation study.

*Program assessment*

- Continuing the Compliance Certification and the Quality Enhancement Plan processes for the SACS reaffirmation of UTPA in December 2007.
- Conducting an audit of the development office and restructuring the external relations function to achieve an integrated marketing strategy.
- Conducting peer review audits of support offices to improve processes and service delivery.

*Information technology*

- Completing Phase Two (30 additional classrooms) of the plan to equip all classrooms with "smart" technology.
- Providing support to implement fully the Oracle system for financial and human resource services.
- Beginning the implementation of SunGuard SCT Banner, a major upgrade of and implementation for our student information system.
- Creating a functional IT help and desktop support service.
- Providing content manager software support for departmental websites.
- Initiating Phase I of a university data warehouse.
- Hiring an IT Business Manager.

Progress Measures.

1. 125 square feet of office space per full-time faculty member will be provided.
  - In fall 2004, 130 sq. ft. per faculty member were provided.
2. 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.
  - In fall 2004, the classroom utilization rate was 35.9.
3. 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.
  - In fall 2004, the class lab utilization rate was 27.7.
4. Administrative costs as a percent of operating budget, already among the lowest in the state, may increase as the institution improves processes and service delivery.
  - FY2004 was 8.8 percent.

5. Customer satisfaction reports are used to monitor effectiveness of and to improve the systems.
  - In fall 2004, a survey of Oracle team leaders led to changes in project management and process.
6. The staff-to-student ratio will be maintained at approximately 9:1.
  - Fall 2004 was 9.2:1.
7. Faculty and staff salaries are more competitive.
  - Baseline established in FY05.

Major Obstacles. Changing the decision-making culture of the institution so that it becomes more bottom-up and involves more consultation will be a challenge. Maintaining high levels of customer service during a time of rapid enrollment growth will require increases in staff, as well as improved processes that will require additional resources.

Providing the space necessary to accommodate projected student growth is a major challenge. If UTPA reaches 30,000 students by 2015, we will need to double our facilities. In addition, we must increase utilization of on-line learning and improve instructional facilities utilization during the day, afternoon, evening and weekend.

### **III. Future Initiatives of High Strategic Importance**

This section contains the major high-priority potential initiatives for UTPA in the next ten years. Discussions across campus and with major constituencies will progress as the institution decides if, when, or how to implement these ideas.

Future Doctoral Degree Program Considerations. The WAG report from 2004 identified areas where UTPA's strengths could lead to high quality doctoral programs. The faculty and administration will explore the possibility of additional doctoral degree programs in the areas suggested by the WAG and others of interest to the institution, including, in alphabetical order:

- Business, management, and computer science interdisciplinary degree
- Computational science in engineering or applied mathematics
- Cultural/border studies, including bilingual composition, communications, linguistics, and history
- Curriculum and instruction in education
- Electrical engineering
- English composition
- Environmental/ecological sciences
- Mathematics and science education and/or curriculum and instruction
- Physical, biological and health sciences joint degree, especially in RAHC research areas
- Psychology
- Spanish

Every proposal will be prepared with a clear identification of resources that will support the program. Progress will be measured by the granting of UT System and Coordinating Board authority for planning or by approval of the program proposals.

- Research Capacity. As suggested in the WAG report in 2004, UTPA will continue its plans to work collaboratively with the RAHC in Harlingen, UT Health Science Center - San Antonio, and other UT System institutions as appropriate. Benefits to the state will be accrued through collaborative research projects in public health areas and through the commercialization of intellectual property that the sponsored research will likely generate. Funding will be provided from general revenue, contracts, and grants.

Other information technology infrastructure initiatives that will improve UTPA's research capabilities include: achieving the extension of the full capabilities of LEARN (Lonestar Education and Research

Network) to the campus on LEARN fiber and supporting research by operation a high-performance computer center.

- Time-to-Degree. UTPA's primary goal is to keep tuition as low as possible, to augment financial assistance for our very high-need population, and to improve services to students that will increase retention, decrease the time-to-degree completion, improve our graduation rates, and improve the quality of the educational experience. The recently instituted 14 hour cap is a time-to-degree measure that is already in place. For the long term, we will choose from the following best practices.
- Off Peak Discounts. UTPA will study the effects of instituting off-peak incentives, which would allow discounted tuition and fees for students enrolled during low-demand periods, such as early morning and afternoon. If successful, this initiative has the potential to increase facility use efficiency and reduce parking problems.
- Summer Session Initiatives. Presently, facilities are underutilized during the summer. Consideration will be given to providing adequate faculty salaries, and providing incentives to encourage greater student enrollment in the summer, which will also decrease students' time-to-degree.
- Online/Hybrid Course Enrollment Initiatives. Although online/hybrid courses are still in the process of maturing and gaining wider acceptance, we believe that developing initiatives for students to enroll in online/hybrid courses would be beneficial. Increased online/hybrid instruction would require increased access to computers for the students but would reduce facility and parking pressures.
- Rebates. UTPA will closely monitor the results of rebate initiatives at other institutions. Rebates offer the potential to accelerate time-to-degree and to encourage graduation without excess hours beyond those required.
- Long-term Planning and Capital Campaign. In the next few years, UTPA will conduct a far-reaching and inclusive strategic planning effort that will involve UTPA's external constituencies: former students, parents, public school leaders, legislators, members of the business community, as well as Mexican education and political officials. This effort will result in a long-term vision, major goals and outcomes for the University as it deals with the growing pains resulting from an enrollment that will more than double from 17,030 in 2004 to 38,000 in 2020. Funding will be provided from university resources and corporate and other sponsors.

With the long-term plan in hand, the University will embark on a major capital campaign to fund the new directions that emerge from the planning effort. In order for a major capital campaign to be successful, UTPA will have to substantially increase the development office infrastructure to meet the added demands. The institution will hire a consulting firm to advise and plan the campaign, suggest a target goal, etc. UTPA will also look to its major constituents to facilitate prospect identification, evaluation, cultivation, and donor development. Funding will be provided from university resources and corporate and other sponsors.

#### **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 students in UTPA's service area will be a challenge during this decade. In 2005, a review of the commitments of all public four-year institutions in Texas to *Closing the Gaps* revealed that UTPA will contribute the largest number of students – and the largest number of Hispanic students – to the participation targets for 2015. UTPA's service area is one of the fastest growing Metropolitan Statistical Areas in the United States. It is also the poorest urban area in the nation.

To ensure the success of these students in terms of retention and graduation, in spring 2005 the University instituted the first of a series of increases in admissions criteria. These changes include: requiring that all entering freshmen have completed the recommended high school curriculum (fall 2007); increasing the minimum ACT score accepted to 18 (fall 2011); and requiring all transfer students to have a minimum 2.0 GPA (spring 2005).

The University will experience a short-term spike in undergraduate enrollment beginning in fall 2006. That semester will see an increase in freshman enrollment when the 14,000 students – who have benefited from interventions from both the UTPA and Region One GEAR UP programs since they were in the 7th grade – graduate. Modest projections estimate UTPA will have an additional 1,600 new freshmen that fall for a total of over 4,600. Since these students are expected to move through the University within about five years, permanent changes in hiring and facilities will not be made to accommodate this “wave,” and there will therefore be great stresses on the organization during that time. GEAR UP has instituted measures that they call “sustainability measures” to continue after the grant expires. The extent to which these measures are effective will increase UTPA’s new student enrollment in following falls.

At the same time, UTPA plans to increase the proportion of its graduate enrollment – which has been 13 percent for the last few years – to 15 percent. Since UTPA projects large increases in the undergraduate student population, recruitment of graduate students must be aggressive to achieve the 15 percent goal. The impact of new graduate programs will begin slowly in the middle of the decade and contribute significantly by about 2015.

UTPA will attempt to keep its student:faculty ratio at 21:1 during this period of growth. Its proportion of lower level students taught by tenured and tenure track faculty will likely decrease from its current 42.3 percent (fall 2004) when the GEAR UP students arrive in fall 2006, since permanent, tenure-track faculty will not be hired to meet this short-term urgent situation.

Diversity. UTPA’s placement in an area of Texas that is majority Hispanic allows it to be a major contributor to the goal of the UT System and the state to increase access for non-Anglo high school students. UTPA’s student enrollment is nearly 90 percent 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 nearly 60 percent of the enrollment at all levels and across all ethnicities.

UTPA’s faculty and staff are very diverse. Women represent 39 percent of the faculty, but only 26 percent of tenured faculty. Forty-eight percent of the faculty is non-Anglo (35% Hispanic). Fully 87 percent of the administration and staff are non-Anglo (80% Hispanic), and women comprise 51 percent of the total. UTPA will continue to increase efforts to hire ethnic minority faculty.

Community and Institutional Relations. UTPA has been credited with being a major force in the development of the 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 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.

As mentioned in Section III, UTPA will embark on a major strategic planning effort in the near future that will include major external constituencies, and involve the community more in the future of UTPA.

Finances. In fall 2005, UTPA intends to raise the designated tuition rate by \$8, from \$38 per SCH to \$46 per SCH, which is still low compared to other UT System schools: \$6 per SCH lower than UT Permian Basin, the next lowest, and \$48 per SCH lower than UT Austin, the highest. Projections indicate that this change will generate approximately \$4.6 million in additional revenue per year. This additional revenue will be used to hire new faculty to accommodate strong student growth and is a key element in assisting UTPA to meet its *Closing the Gaps* goals. Consultations with the academic colleges and departments are ongoing regarding the best combination of faculty ranks and disciplines to serve student needs and meet strategic objectives.

Some of the additional resources will be used to fund a faculty workload adjustment to transition faculty to a three-course load per semester which is typical of comprehensive state institutions. This adjustment will allow faculty to improve the quality of their teaching while pursuing externally funded research grants. It will also allow UTPA to compete for top talent as the demand for academic faculty outpaces the supply.

Any funds remaining after addressing core education needs will be directed to providing a stronger technology infrastructure in the classroom, specifically through the provision of additional "smart" classrooms which facilitate the use of technology for instruction.

Fee increases will be instituted in fall 2005 to fund enhanced services. A new Academic Advising Fee of \$19 per semester will be charged to undergraduates to fund a much-needed advising infrastructure. The \$1.35 increase to the medical fee will provide extended hours, including plans for weekend service and adding staffing for other medical specialties.

UTPA is strongly committed to pursuing every source of financial aid assistance possible, given the demographics of our student population. We do not believe that the proposed increases will have an adverse impact on the students' access to higher education. UTPA is proud of the fact that our student loan default rate is 1.1 percent compared to the state average of 6.4 percent and the national average of 5.2 percent. However, the shifting trend from grants to loans is troubling and one that will negatively impact students' financial status after graduation, as well as their decisions to pursue graduate or advanced degrees.

Facilities. UTPA's classroom utilization for fall 2004 was 35.6 hours per week, just shy of the Coordinating Board standard of 38 hours. Class lab utilization was 27.7 hours per week, above the 25 hour standard. UTPA expects to see further increases in utilization rates as GEAR UP and *Closing the Gaps* enrollment increases outpace our ability to purchase or build facilities. Increases in enrollment and a shift to a three-course teaching load will result in a need for more large classrooms than we have at the time. In addition, UTPA has maintained its buildings very well and has only \$235 thousand in deferred maintenance and no critical deferred maintenance. However, enrollment increases without attendant *Closing the Gaps* growth funding will stress the institution to keep current space adequately maintained.

In FY05 parking was adequate for faculty, staff, and students. However, imminent enrollment pressures and the uncertainty of land purchases for additional surface parking will provide challenges in the future. The shuttle bus, piloted in 2004, has proven successful and will be expanded in FY06 to decrease students' travel time from remote lots to their classes. In addition, efforts to improve the distribution of classes throughout the day/week will reduce demand for parking during current peak times. Increased class offerings in the evening will require accelerated implementation of the campus lighting plan.

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, even though they will be occupied during more of the day, evening, etc. to accommodate increased enrollments.

Efforts to increase the number of undergraduate residential students, plus increases in enrollment of students from outside the RGV and full-time graduate students may require UTPA to consider more residential housing in the future. In fall 2006, a 400-bed residence hall will come on line to accommodate some of this growth.

Increased delivery of online/hybrid academic courses 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 more intensive doctoral and research activity.

Other Infrastructure Issues. UTPA has purchased Oracle Information Systems software for business processes, 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. In fall 2004, UTPA decided to purchase SunGuard SCT Banner as its student information system, which is a major upgrade to the current Banner product. This should facilitate implementation and migration of student information.

#### **B. Unexpected Opportunities or Crises**

UTPA was not awarded a DOE Special Services Grant this competition – the first time in 34 years. This funding is used in our Learning Assistance Center to promote student success through academic tutorials, counseling, and advisement. This is a loss of half a million dollars each year for five years. UTPA will take funds from other programs and ask students to allocate student fees to this purpose to maintain this vital service.

#### **V. System and State Priorities**

Sections II through IV above have addressed in some detail UTPA's response to most of the UT System and State priorities. The highlights are recapped below. UTPA's goals for development and alumni are included in this discussion.

Access and success. UTPA will be a state leader in providing access to higher education for Hispanic students, as measured by headcount enrollment increases. Their success will be measured by retention and graduation rates ensured through admissions criteria linked to their preparation in high school or their transfer institution and academic and student development support services tailored to their needs.

Collaborations. UTPA engages in research, educational, K-16, and business collaborations with UT System institutions; other institutions in the state and U.S.; and various companies, school districts, and organizations here and in Mexico. Examples of research collaborations include: U.S. Hispanic Nutrition and Research Education Center, VaNTH Biomedical Engineering, and Advanced Process Technologies for Controlling Functional Nanostructures and Polymer/Nanotube Composites. Examples of educational collaborations include: Doctor of Philosophy in Nursing, Clinical Nurse Scientist; Hispanic Pharmacy Center of Excellence; and Undergraduate Research Training Program Focused on Plant Responses. K-16 collaborations include: GEAR UP Adopt-a-School Program, Project PEERS with NASA, and TexPrep (Texas Pre-Freshman Engineering Program). Collaborations with business, nonprofits, and community organizations include: Center for Border Economic Studies, Mexican Business Information Center, and Texas Manufacturing Assistance Center.

External research funding. UTPA will work alone and in collaboration with UT System schools and other colleges and universities in the U.S. and internationally to reach its goal of \$20 million in external research funding per year by 2010.

Academic excellence. Several initiatives are underway to determine the future course of academic emphases at UTPA. A visioning and strategic planning process is being conducted in summer 2005 that will help guide the development of areas of excellence. In addition, UTPA is currently developing our Quality Enhancement Plan that will be in place for our SACS spring 2007 reaffirmation visit.

Development and alumni relations. At the end of FY04, UTPA had 220 endowments totaling \$51 million (UTIMCO and UTPA Foundation), representing an increase of nearly 70 percent from the prior year. To enhance the institution's dedication to development activities, President Cárdenas is fostering an "endowment culture" on campus. Another initiative that will improve UTPA's development activities is the further development of the Division of External Affairs Strategic Plan.

UTPA has been actively cultivating its graduates into the Alumni Association. A recent initiative, offering students upon graduation a one-year free membership in the Association, has significantly increased its membership. Approximately 1,000 new members per semester are added to the membership roll of the Alumni Association. The number of dues-paying members increased by 17 percent from FY03 to FY04. The Alumni Board membership has been expanded and revised to include community leaders out of the Rio Grande Valley and improve recruitment into the Association, donations, and participation in special fundraising events. The UTPA Alumni Association celebrates special contributions to UTPA by presenting awards at a number of occasions for outstanding alumni, students, and faculty.

## **VI. Compact Development Process**

All faculty, staff, and students were offered the opportunity via email communication to comment on the UTPA Compact by way of an online survey in early April 2005. In addition, the Joint Institutional Assessment and Strategic Planning Committee (JIASPC) members (representatives from each academic college and each division, faculty and staff senate, and student government association) discussed the draft Compact with their constituents and encouraged them to complete the online survey. This year, 161 individuals responded to the survey, an increase of 50 percent from last year. Participants were asked to respond to each of the Compact sections with their option of how well it will guide UTPA into the future. On all twelve sections, 73 to 82 percent of respondents remarked that the Compact would serve us "well" to "very well."

The open-ended comments were analyzed and synthesized at a working meeting by the JIASPC, who recommended changes to the Compact. Their suggested improvements were included in the draft and highlighted. The Executive Committee (the president and vice presidents) considered the contributions and included all appropriate comments in the final report.

As with all open-ended surveys, many comments were offered regarding the policies and operation of the university that were outside the scope of the Compact. These comments were identified by administrative area and forwarded to the president or appropriate vice president for their consideration.

## **VII. System Contributions**

The list below contains the areas in which UTPA would like to have UT System support. In general, UTPA needs the System to use its influence to deal with explosive enrollment growth, especially at the undergraduate level, to expand its graduate programs and research initiatives, and to fully participate in LEARN. Included are suggestions from the WAG report regarding areas in which the System could help the University. The specific actions UTPA requests are arrayed beneath the appropriate UTPA priority.

Undergraduate Student Access and Success and Graduate Education and Research. UTPA needs the UT System's support/influence:

- To help bring to UTPA full participation in the LEARN optical fiber network.

Undergraduate Student Access and Success. UTPA needs the UT System's support/influence:

- To develop additional resources necessary to accommodate projected enrollment growth. Resources are necessary to hire adequate numbers of faculty and support services personnel, and provide adequate classroom, class lab, office, and support service facilities.
- To work with UTPA to identify and implement innovative ways to provide instruction to an ever-growing student population.

Graduate Education and Research. UTPA needs the UT System's support/influence:

- To develop graduate degree programs.
- To expand its research capabilities.
- To foster collaborations between UTPA and other UT System institutions.
- To help expand the faculty research culture at UTPA.

## **VIII. Appendices**

- A. Budget Summary**
- B. Statistical Profile**
- C. Institution-Specific Information**
- D. Links to Web Resources**

## Appendix A: Budget Summary

**The University of Texas at Pan American  
Operating Budget  
Fiscal Year Ending August 31, 2005**

	FY 2004 Budget	FY 2005 Operating Budget	Budget Increase (Decreases) From 2004 to 2005	
			Amount	Percent
<b>Operating Revenues:</b>				
Tuition and Fees	\$ 42,459,598	\$ 51,372,587	8,912,989	21.0%
Federal Sponsored Programs	39,895,231	40,781,577	886,346	2.2%
State Sponsored Programs	11,284,094	11,749,492	465,398	4.1%
Local and Private Sponsored Programs	1,324,869	926,502	(398,367)	-30.1%
Net Sales and Services of Educational Activities	5,227,121	5,551,180	324,059	6.2%
Net Sales and Services of Hospital and Clinics	-	-	-	
Net Professional Fees	-	-	-	
Net Auxiliary Enterprises	6,182,532	6,336,501	153,969	2.5%
Other Operating Revenues	91,700	91,700	-	0.0%
<b>Total Operating Revenues</b>	<b>106,465,145</b>	<b>116,809,539</b>	<b>10,344,394</b>	<b>9.7%</b>
<b>Operating Expenses:</b>				
Instruction	63,137,827	67,664,945	4,527,118	7.2%
Academic Support	10,917,346	11,371,060	453,714	4.2%
Research	2,885,940	3,187,744	301,804	10.5%
Public Service	7,886,382	7,793,254	(93,128)	-1.2%
Hospitals and Clinics	-	-	-	
Institutional Support	13,417,544	14,289,983	872,439	6.5%
Student Services	10,788,157	11,343,482	555,325	5.1%
Operation and Maintenance of Plant	10,019,594	11,453,697	1,434,103	14.3%
Scholarships and Fellowships	38,290,451	39,878,746	1,588,295	4.1%
Auxiliary Enterprises	12,051,910	12,614,983	563,073	4.7%
<b>Total Operating Expenses</b>	<b>169,395,151</b>	<b>179,597,894</b>	<b>10,202,743</b>	<b>6.0%</b>
<b>Operating Surplus/Deficit</b>	<b>(62,930,006)</b>	<b>(62,788,355)</b>	<b>141,651</b>	<b>-0.2%</b>
<b>Nonoperating Revenues (Expenses):</b>				
State Appropriations & HEAF	64,792,905	65,324,058	531,153	0.8%
Gifts in Support of Operations	800,100	1,275,505	475,405	59.4%
Net Investment Income	684,500	1,039,099	354,599	51.8%
Other Non-Operating Revenue	-	-	-	
Other Non-Operating (Expenses)	-	-	-	
<b>Net Non-Operating Revenue/(Expenses)</b>	<b>66,277,505</b>	<b>67,638,662</b>	<b>1,361,157</b>	<b>2.1%</b>
<b>Transfers and Other:</b>				
Transfers From Endowments	311,000	-	(311,000)	-100.0%
Transfers (To) Endowments	-	-	-	
AUF Transfers Received	-	-	-	
AUF Transfers (Made)	-	-	-	
Transfers From (To) Unexpended Plant	-	-	-	
Transfers for Debt Service	(9,369,853)	(9,330,143)	39,710	-0.4%
Other Additions and Transfers	9,216,915	11,576,692	2,359,777	25.6%
Other Deductions and Transfers	(9,532,819)	(12,307,982)	(2,775,163)	29.1%
<b>Total Transfers and Other</b>	<b>(9,374,757)</b>	<b>(10,061,433)</b>	<b>(686,676)</b>	<b>7.3%</b>
<b>Surplus/(Deficit)</b>	<b>\$ (6,027,258)</b>	<b>\$ (5,211,126)</b>	<b>\$ 816,132</b>	<b>-13.5%</b>
<b>Total Revenues</b>	<b>\$ 172,742,650</b>	<b>184,448,201</b>	<b>11,705,551</b>	<b>6.8%</b>
<b>Total Expenses and Debt Service</b>	<b>(178,765,004)</b>	<b>(188,928,037)</b>	<b>(10,163,033)</b>	<b>5.7%</b>
<b>Surplus (Deficit)</b>	<b>\$ (6,022,354)</b>	<b>\$ (4,479,836)</b>	<b>\$ 1,542,518</b>	<b>-25.6%</b>

## Appendix B: Statistical Profile

### UT Pan American

<i>fall</i>	2000	2001	2002	2003	2004
Undergraduate headcount	11,186	11,971	12,509	13,867	14,788
Graduate and professional headcount	1,574	1,669	1,883	2,048	2,242
Total enrollment	12,760	13,640	14,392	15,915	17,030

<i>yr of matriculation</i>	1998	1999	2000	2001	2002
1st year persistence	57.8%	60.0%	61.0%	64.4%	66.3%

<i>yr of matriculation</i>	1995	1996	1997	1998	1999
4-year graduation rate	5.3%	5.9%	6.2%	7.8%	8.4%
5-year graduation rate	15.3%	15.8%	17.7%	18.0%	
6-year graduation rate	22.9%	24.6%	26.2%		

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04
Baccalaureate	1,340	1,431	1,597	1,634	1,894
Master's	412	359	430	379	489
Doctorate	7	8	10	8	11

<i>fall</i>	2000	2001	2002	2003	2004
All instructional staff	739	628	667	716	772
Classified employees	693	812	819	828	872
Administrative/professional employees	1,336	1,380	1,319	1,422	1,281
Student employees	4	6	92	78	40

<i>academic year</i>	99-00	00-01	01-02	02-03	03-04
FTE student / FTE faculty ratio	20 to 1	20 to 1	21 to 1	21 to 1	21 to 1

<i>fiscal year</i>	2000	2001	2002	2003	2004
Federal research expenditures	\$1,149,325	\$1,324,426	\$1,394,780	\$1,895,223	\$2,666,191

<i>fiscal year</i>	2000	2001	2002	2003	2004
Revenue/FTE student (nearest thousand)	\$9,000	\$10,000	\$8,000	\$8,000	\$8,000

<i>as of</i>	8/31/99				8/31/04
Endowment total value	\$30,072,000				\$50,749,000

## Appendix C: 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, fourth in the number of master's degrees, and 93rd in the nation in the number of doctoral degrees awarded to Hispanics.
- The rankings for the number of bachelor's degrees awarded to Hispanics at UTPA by academic program are as follows (Hispanic Outlook 2004):
  - 1st in Health Sciences
  - 1st in Multidisciplinary Studies
  - 2nd in Biological Sciences
  - 3rd in English Literature
  - 4th in Business and Marketing
  - 5th in Mathematics
  - 8th in Protective Services
  - 8th in Public Administration
- The Hispanic Outlook in Higher Education lists UTPA among its top 100 best U.S. colleges for Hispanics.
- UTPA offers 56 bachelor's degree programs, 45 master's, 2 doctoral, and one cooperative doctoral pharmacy program.
- UTPA educates the most Mexican-American students in the nation.
- UTPA has the most Hispanic full-time faculty among the state's universities.
- According to the State Board for Educator Certification, UTPA ranks second in the number of teacher graduates in Texas and first in the nation in the number of bilingual education graduates.
- Ninety percent of students in the UTPA Law School Preparation Institute who have applied to law school have been accepted to at least one.
- UTPA is second only to UT Austin in receiving Advanced Placement Credits from entering students compared to other universities in the UT System.
- UTPA is eighth in Texas in receiving the greatest number of Advanced Placement Credits from entering students.
- UTPA has the only Physician Assistant Program in Texas outside a medical school.
- Sixty-one percent of UTPA students who apply to medical schools are accepted as compared to the state average of 37 percent.
- Students enrolled in the Baylor premedical honors program at UTPA receive conditional admission to medical school and 85 percent are admitted upon graduation.
- In the last two years, four UTPA premedical school graduates have received the prestigious and coveted Howard Hughes Excellence in Research Grants.
- In fall 2004, 86 percent of incoming freshmen had taken the 'recommended or higher' high school

program.

- 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.
- Hispanic Engineering Science and Technology Week (HESTEC) – a nationally recognized effort to steer minorities into hi-tech jobs – attracts 30,000 students, teachers, and students to campus yearly.
- The Student Computing Laboratories at UTPA consist of over 800 computers in locations all over campus. Any UTPA student may use these Windows, UNIX, and Macintosh computers, over half of which are available 24 hours a day, five days a week.
- UTPA has received \$15.2 million in fiscal year 2005, the second largest allocation in the state, for the TEXAS Grant program which assists economically disadvantaged students that have completed the Recommended or Distinguished Achievement High School Program.
- The UTPA Student Loan Cohort Default Rate is at a university record low of 1.1 percent compared to a state average of 6.4 percent and national average of 5.2 percent.
- The Office of Career Placement Services places an average of 200 students in internships every school year.
- Since 1998 more than 500 computer science and engineering graduates have been placed in permanent jobs with Fortune 500 companies.
- The internationally renowned UTPA Mariachi holds the title of "Outstanding College/University Mariachi" for winning eight first place awards at annual national mariachi competitions.
- The UTPA Mariachi has been recognized by the Texas House of Representatives and the Texas Senate for promoting the music and traditions of the Hispanic culture.
- UTPA has an all female Mariachi, one of only a handful of such groups in the country.
- The American Society of Mechanical Engineers awarded first place to an all female team from UTPA for a manufacturing engineering design competition.
- The UTPA Mechanical Engineering students have been competing at the National Mini Baja Design Competition since 1999 and currently rank among the top 15 percent in the nation.
- The Office of Center Operations and Community Services (CoSERVE) assists over 1,000 South Texas businesses per year. These businesses have acquired more than \$12 million in capital resources for start-ups and expansions and \$41 million in financial impact.
- UTPA is the only institution in the United States with direct access to the Mexico Border Census Data.
- The UTPA Rio Grande Valley Folklore Archive has one of the world's largest computerized collections of Mexican-American folklore.
- UTPA has two galleries on its main campus. These galleries are used to showcase the work of our art students, art faculty, alumni, and locally and nationally renowned artists.

## Appendix D

### 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>

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

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

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

SCH and Enrollment Reports 1999 through 2004: [http://oire.panam.edu/sch\\_en.htm](http://oire.panam.edu/sch_en.htm)

UTPA Student Profile: <http://oire.panam.edu/studentprofile.htm>