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Committee Meeting: 11/10/2010

Robert L. Stillwell, Chairman
Paul L. Foster
Janiece Longoria
Brenda Pejovich

Board Meeting: 11/11/2010
Austin, Texas

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Convene	<i>1:30 p.m.</i> <i>Chairman Stillwell</i>		
1. U. T. Austin: Request to approve the honorific naming of a group of 17 legal clinics in the School of Law as the Jamail Center for Clinical Education and Justice under Law	<i>1:30 p.m.</i> Action <i>President Powers</i> <i>Dr. Safady</i>	Action	167
2. U. T. Dallas: Request to approve the honorific naming of the Conference Center as the Alexander Clark Center	<i>1:33 p.m.</i> Action <i>President Daniel</i> <i>Dr. Safady</i>	Action	168
3. U. T. San Antonio: Honorific naming of the Humanities and Social Sciences Building as the McKinney Humanities Building	<i>1:36 p.m.</i> Action <i>President Romo</i> <i>Dr. Safady</i>	Action	169
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5. U. T. Austin: Discussion and appropriate action related to creation of a television network and delegation to take appropriate action including selection of business partners and execution of related agreements and/or licenses	<i>1:46 p.m.</i> Action <i>President Powers</i> <i>Dr. Prior</i>	Action	172
6. U. T. San Antonio: Authorization to establish a Ph.D. in Mechanical Engineering	<i>1:50 p.m.</i> Action <i>President Romo</i> <i>Dr. Prior</i>	Action	172

	Committee Meeting	Board Meeting	Page
7. U. T. Brownsville: Amendments to the Regents' <i>Rules and Regulations</i>, Rule 40601, Section 1.5 to reflect the reorganization and proposed name change of the School of Health Sciences to the College of Biomedical Sciences and Health Professions and to create a College of Nursing	1:54 p.m. Action <i>President García</i> <i>Dr. Prior</i>	Action	174
8. U. T. System: Update on the Graduation Rates Initiative Progress Report 2010	2:00 p.m. Report/Discussion <i>Dr. Prior</i>	Not on Agenda	175
9. U. T. System: Discussions on academic leadership matters related to student success	2:15 p.m. Discussion <i>Dr. Prior</i>	Not on Agenda	219
Adjourn	3:00 p.m.		

1. **U. T. Austin: Request to approve the honorific naming of a group of 17 legal clinics in the School of Law as the Jamail Center for Clinical Education and Justice under Law**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and President Powers that the U. T. System Board of Regents approve the honorific naming of a group of 17 legal clinics in the School of Law at U. T. Austin as the Jamail Center for Clinical Education and Justice under Law in recognition of Mr. Joseph D. Jamail's long and impressive history of support to the School of Law.

BACKGROUND INFORMATION

The University of Texas at Austin School of Law established its first clinic in 1974 and is now recognized as one of the largest and most vibrant clinical programs in the country. Students gain experiential learning in 17 critical legal areas, including Human Rights, National Security, Immigration, and Supreme Court law.

Mr. Joe Jamail is widely regarded as one of the most influential attorneys and leading trial lawyers in the country. As a 1953 U. T. Austin Law graduate, he and his late wife, Lee Hage Jamail, have a long involvement and history of philanthropy at U. T. Austin. He has been a major benefactor of the Law School, having contributed more than \$16 million to create four endowed chairs, an endowed library, and several endowed excellence funds. Previous namings at U. T. Austin to recognize the philanthropy of Mr. and Mrs. Jamail include the Joseph D. Jamail Pavilion in the John B. Connally Center for the Administration of Justice, the Lee Hage Jamail Academic Room in the Main Building, The Joseph D. and Lee Jamail Suite in the Sarah M. and Charles E. Seay Building, the Joseph D. Jamail Center for Legal Research in the Law School Academic Center, the Joe Jamail Field at Darrell K Royal-Texas Memorial Stadium, and the Lee and Joe Jamail Texas Swimming Center.

This proposed naming is consistent with the Regents' *Rules and Regulations*, Rule 80307, relating to the honorific naming of facilities because of Mr. Jamail's extraordinary contributions to U. T. Austin and to the School of Law.

2. **U. T. Dallas: Request to approve the honorific naming of the Conference Center as the Alexander Clark Center**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and President Daniel that the U. T. System Board of Regents approve the honorific naming of the Conference Center building at U. T. Dallas as the Alexander Clark Center to recognize former Vice President for Academic Affairs Alexander L. Clark, Ph.D., for his academic guidance during the formative years of U. T. Dallas.

BACKGROUND INFORMATION

The 34,500 square-foot Conference Center was completed in Fall 1978 and houses the Office of Student Success and Assessment and the Office of Educational Enhancement. The building has a large auditorium with a seating capacity of 500 and two classrooms, seating 145 students each. The Office of Student Success and Assessment houses the Gateways to Engagement, Mastery, and Success (GEMS) Center, comprised of classrooms and a multipurpose computer lab.

Dr. Alexander Clark joined U. T. Dallas in 1974 under the administration of President Emeritus Bryce Jordan. He served as the first Vice President for Academic Affairs, a position he held for 17 years, and presided over academic development during a period of rapid growth for the University and its faculty. He was responsible for the recruitment of more than 130 faculty. Dr. Clark briefly served as Acting President of U. T. Dallas from September 1981 to May 1982.

This proposed naming is consistent with the Regents' *Rules and Regulations*, Rule 80307, relating to the honorific naming of facilities. This honorific naming request is made to honor the distinctive leadership and significant contributions of Dr. Clark to U. T. Dallas.

3. **U. T. San Antonio: Honorific naming of the Humanities and Social Sciences Building as the McKinney Humanities Building**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and President Romo that the U. T. System Board of Regents approve the honorific naming of the Humanities and Social Sciences Building at U. T. San Antonio as the McKinney Humanities Building to recognize the contributions of Miss Mary E. McKinney during her lifetime and to acknowledge her recent testamentary gift to the institution.

BACKGROUND INFORMATION

The Humanities and Social Sciences Building is a 180,855 square foot building, built in 1974, with a total replacement cost of \$25 million. The four-story building is one of five buildings that comprise the original campus and define the main civic space of the campus, Sombrilla Plaza. The building provides space for large lecture halls, classrooms, faculty offices, a multistory skylit galleria, and places for students to gather.

Miss Mary McKinney was born in 1930 to Felix and Elizabeth McKinney and was their only child. Miss McKinney received a B.A. degree in 1950 from Trinity University and an M.A. degree from U. T. Austin in 1952. She completed postgraduate courses at U. T. San Antonio in languages, philosophy, and classical literature. As a result of those classes and the students she met while enrolled, she established the Felix and Elizabeth McKinney Memorial Scholarship Fund in 1994 in honor of her parents.

Miss McKinney died on November 16, 2009, with U. T. San Antonio as the beneficiary of the Estate, thereby providing the University with the largest estate gift in its history. To date, the institution has received \$8.5 million in cash and additional distributions of approximately \$13 million are expected, consisting of cash and real estate, including both surface and mineral estates. In accordance with the terms of Miss McKinney's Last Will and Testament, her bequest is to be added to the endowment created in honor of her parents. Final distribution from the Estate is expected by the end of 2011.

The proposed naming is consistent with the Regents' *Rules and Regulations*, Rule 80307, relating to the honorific naming of facilities. This honorific naming request is made to honor the outstanding contributions of Miss McKinney and her gift to U. T. San Antonio and its students.

4. **U. T. San Antonio: Request to name a campus roadway as West Campus Road**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and President Romo that the U. T. System Board of Regents approve the naming of a roadway on the U. T. San Antonio campus as West Campus Road.

BACKGROUND INFORMATION

U. T. San Antonio requests approval to name the unnamed roadway leading to the service facilities on the western portion of the campus as West Campus Road (see map on the following page).

Naming this roadway and providing appropriate signage is important to allow visitors, delivery persons, and emergency responders to more readily locate the central receiving warehouse, offices, and other facilities on U. T. San Antonio's West Campus.

The proposed naming is consistent with Regents' *Rules and Regulations*, Rule 80307, Section 4, regarding the naming of streets.



5. **U. T. Austin: Discussion and appropriate action related to creation of a television network and delegation to take appropriate action including selection of business partners and execution of related agreements and/or licenses**

President Powers will outline a recommendation for the creation of a cable and satellite television network at U. T. Austin for the distribution of University of Texas video and audio content and programming via television, Internet, and other means of digital and/or online distribution. The network will have a national focus and the potential to attract millions of cable and other subscribers. U. T. Austin is currently in discussions to determine the business partners and best organizational and operational structure for the network.

6. **U. T. San Antonio: Authorization to establish a Ph.D. in Mechanical Engineering**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and President Romo that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Ph.D. degree in Mechanical Engineering at U. T. San Antonio; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The College of Engineering at U. T. San Antonio seeks approval to offer a Ph.D. degree program in Mechanical Engineering. The degree program will be a collaborative educational and research effort between U. T. San Antonio and the Southwest Research Institute. The program is designed to prepare students to be leading professionals in the field of Mechanical Engineering and to produce graduates with expertise in areas that are vital to the interests of San Antonio, the state, and the nation, such as Thermal and Fluid Systems; Mechanical Systems and Design; and Mechanics and Materials. The program aims to strengthen the educational and research environment in San Antonio and to create multiple opportunities for research through existing collaborations with educational and research institutions and industrial organizations.

The Southwest Research Institute, headquartered in San Antonio and is one of the oldest and largest independent, nonprofit, applied research and development organizations in the United States. Founded in 1947, it provides contract research and development services to industrial and government clients. The Institute is governed by a board of directors, which is advised by approximately 100 trustees. The Institute consists of 12 technical divisions that offer multidisciplinary, problem-solving services in a variety of areas in engineering and physical sciences.

Students admitted to the program will take 60 semester hours of post-master's course work. The program requires 24 hours of organized course work beyond the master's degree distributed as follows: 12 hours of core courses, six hours of prescribed electives, three hours of electives that students may freely select with advisor's approval, which may include courses outside the discipline of Mechanical Engineering, such as Computer Science and Math, and three hours of Research Seminar. The program also requires 18 hours of supervised research and 18 hours of dissertation.

Need and Student Demand

There is increased statewide demand for well-trained doctoral students in growth areas such as energy systems, automation, and biomedical devices. The proposed program is designed to provide training to students to address those needs. There has also been national and international growth in the areas of security, nanotechnology, and biotechnology that increase the need for doctoral graduates in the field of Mechanical Engineering. Moreover, a recent survey of U. T. San Antonio engineering majors and employees of relevant businesses and organizations in the San Antonio area demonstrates that there is strong demand for a doctoral program in Mechanical Engineering at U. T. San Antonio. Nationally, Hispanics represent less than 3% of total enrollment in engineering programs. The proposed program is expected to admit a significant number of underrepresented students in each cohort, and thereby contribute to increased numbers of engineers and university faculty in the area of Mechanical Engineering.

Program Quality

The Department of Mechanical Engineering has 18 tenured and tenure-track faculty members who will comprise the core faculty. All are active, publishing researchers who currently have over \$10 million in external research funding across the next five years. The Southwest Research Institute has 15 researchers who will be affiliated with the program as course instructors, research supervisors, and dissertation committee members. The Department of Mechanical Engineering received over \$450,000 between 1999-2004 to purchase and update equipment, and currently has state-of-the-art equipment, which is sufficient but which will need to be updated on a regular basis. The opening of the Biotechnology, Sciences and Engineering (BSE) I Building in 2006 allowed the Department of Mechanical Engineering to acquire 8,200 square feet, most of which is used as laboratory space. The opening of the BSE II Building in 2008 provided the department with an additional 11,928 square feet of space.

Program Cost

The cost of operating the program over five years is approximately \$3,078,115. This includes \$1,783,115 in new and reallocated faculty salaries, \$155,000 to compensate a faculty member for program administration, \$90,000 for administrative support, \$1,000,000 for graduate student support, \$25,000 for supplies and materials, and \$25,000 for library and information technology resources. Revenues of \$1,992,454.20 from formula funding, \$10,635,000 from external funding, and \$2,418,500 in reallocation of existing resources are expected to be sufficient to fully fund the program.

7. **U. T. System Board of Regents: Amendments to the Regents' Rules and Regulations, Rule 40601, Section 1.5 to reflect the reorganization and proposed name change of the School of Health Sciences to the College of Biomedical Sciences and Health Professions and to create a College of Nursing**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor and General Counsel, and President García that the Regents' *Rules and Regulations*, Rule 40601, Section 1.5, concerning institutions comprising The University of Texas System, be amended as set forth below in congressional style. The remaining existing section will be renumbered accordingly.

Sec. 1 Official Titles. The U. T. System is composed of the institutions and entities set forth below. To ensure uniformity and consistence of usage throughout the U. T. System, the institutions and their respective entities shall be listed in the following order and the following titles (short form of title follows) shall be used:

...

1.5 The University of Texas at Brownsville (U. T. Brownsville)

...

(d) The University of Texas at Brownsville College of Biomedical Sciences and Health Professions ~~School of Health Sciences~~

...

(f) The University of Texas at Brownsville College of Nursing

BACKGROUND INFORMATION

These proposed amendments to the Regents' *Rules and Regulations*, Rule 40601, are to reflect the reorganization and official name change of the U. T. Brownsville School of Health Sciences to the College of Biomedical Sciences and Health Professions and to create a College of Nursing. The reorganization of the U. T. Brownsville School of Health Sciences and the creation of a College of Nursing have been approved by the Executive Vice Chancellor for Academic Affairs pending approval by the Board.

Texas Education Code Section 65.11 authorizes the Board of Regents to provide for the "names of the institutions and entities in The University of Texas System in such a way as will achieve the maximum operating efficiency of such institutions and entities[.]"

8. U. T. System: Update on the Graduation Rates Initiative Progress Report 2010

REPORT/DISCUSSION

Executive Vice Chancellor Prior will report on the Graduation Rates Initiative Progress Report 2010.

The report will include a PowerPoint presentation (Pages 176 - 198) on the institutional initiatives enacted since May 2006, the effects of those initiatives on current students and graduation rates, and other institutional activities implemented to support increased time-to-graduation. A Research Brief prepared by the Office of Strategic Initiatives is also included on Pages 199 - 218.

2010 UPDATE ON GRADUATION SUCCESS PERFORMANCE & STRATEGIES

Dr. David Prior

Executive Vice Chancellor for Academic Affairs

The University of Texas System Board of Regents' Meeting
Academic Affairs Committee
November 2010



THE UNIVERSITY of TEXAS SYSTEM

Nine Universities. Six Health Institutions. Unlimited Possibilities.

Background: The Graduation Rates Initiative

- Initiative launched by Board resolution passed in February 2006.
- Board directed presidents to align institutional policies to raise graduation rates and set specific graduation rate goals for 2010 and 2015.
- Full impact of campus initiatives will not be felt in rates until 2011 (4-year) and 2013 (6-year).
- Campuses and System have been monitoring progress.



Summary of Ongoing Campus Initiatives

Strategies to Aid Student Success

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Admission Standards	Increased or began new minimum admissions requirements	<ul style="list-style-type: none"> • College readiness • Alignment of K-12 to college expectations 	<ul style="list-style-type: none"> • UTA, UTEP, UTPA, UTPB, UTSA
Degree Audits / New B.A. Programs	Programs aimed at students in good standing with significant credit hours towards a degree (Universities Studies degree); providing online audits to find nearest pathway to a degree	<ul style="list-style-type: none"> • Graduation rates, completions • Retention • Time to degree • Cost management 	<ul style="list-style-type: none"> • UTA, UTB, UTEP, UTPB, UTSA – various programs • All campuses – online audits
Tutoring and Assessment	Programs that address the need for academic tutoring and learning centers and that monitor and intervene when academic progress is at risk	<ul style="list-style-type: none"> • College readiness • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps</i>: diversity • Cost management 	<ul style="list-style-type: none"> • All campuses
Supplemental Instruction	Instructional learning strategies, national model that pairs students with other students for structured study sessions	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses

continues >>

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Summary of Ongoing Campus Initiatives

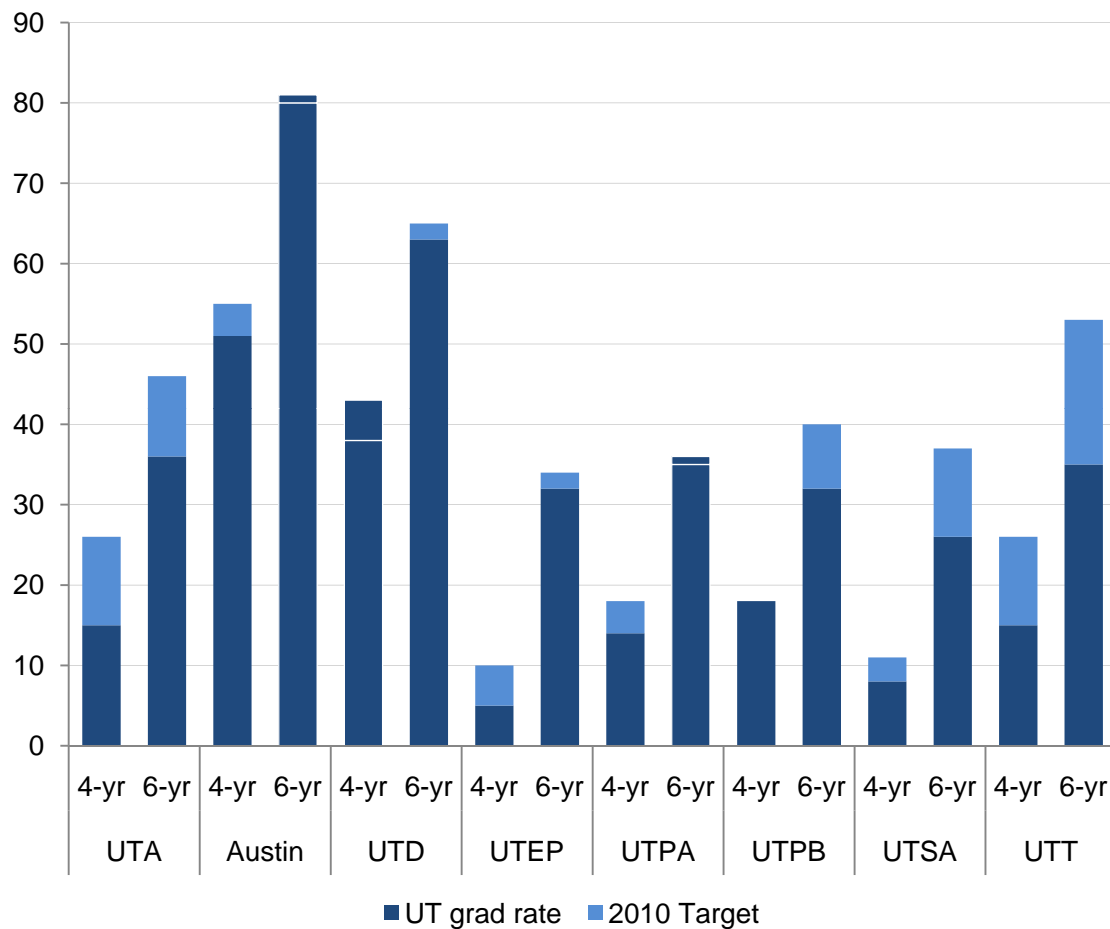
Strategies to Aid Student Success (cont.)

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Mentoring and Advising	Programs aimed at effectively and properly advising students through the course of their studies and also at providing mentoring and community building to link academic success to social opportunities	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps</i>: diversity 	<ul style="list-style-type: none"> • All campuses
Tuition and Financial Aid Programs	Guaranteed Tuition Programs, Flat Rate Tuition, Financial Aid “Promise” Programs, tuition rebates	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses
New Academic Units	Programs targeted to freshmen: align critical services like advising, counseling, access to financial aid counselors, career planning	<ul style="list-style-type: none"> • Time to degree • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • UTA, U. T. Austin, UTB
Academic Policies and Curriculum	Changes to academic policies, course scheduling and redesign of courses	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions, 	<ul style="list-style-type: none"> • UTB, UTEP, UTPA – various programs • All campuses – six-drop rule
High School / Community College to University Transition	Programs to assist students with the transition from secondary to postsecondary education	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • UTB, UTD, UTEP, UTPA, UTPB, UTSA

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Graduation Rate Performance Compared to Board-Approved National Targets



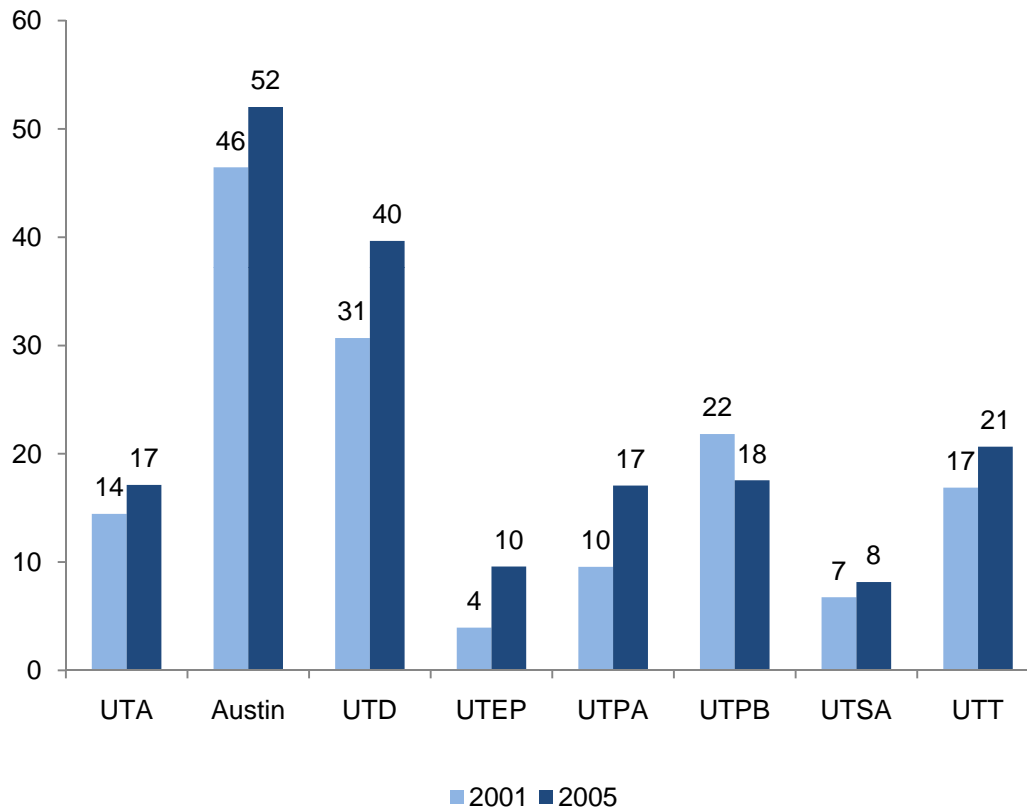
- U. T. Austin and UTPA have exceeded their 6-year targets.
- UTD has exceeded its 4-year target.
- Several institutions are close to meeting one or more of their targets.
- Peers and targets need to be reviewed in order to create appropriate benchmarks for more meaningful comparisons.

Note: Fall 2003 cohort for 4- and 6-year graduation rates
 Source: Integrated Postsecondary Education Data System (IPEDS), U. T. System institutions



Update on Progress: 4-Year Graduation Rates

Performance Trends: 4-Year Graduation Rates
at the same institution, Fall 2001 and 2005 cohorts



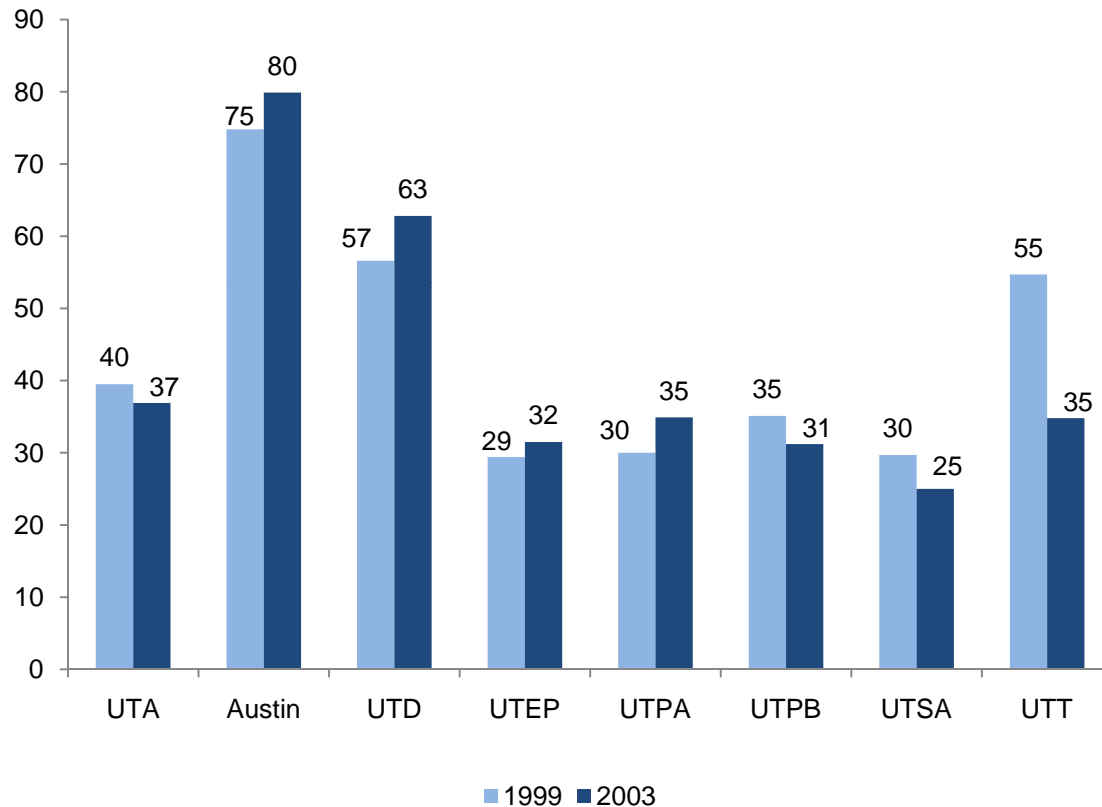
Source: Texas Higher Education Coordinating Board (THECB)

- The 4-year graduation rates of students who enrolled in 2005 and graduated in 2009 improved at nearly all universities compared to students enrolled in 2001.
- Rates increased by more than five points at U. T. Austin, UTD, UTEP, and UTPA.



Update on Progress: 6-Year Graduation Rates

Performance Trends: 6-Year Graduation Rates
at the same institution, Fall 1999 and 2003 cohorts



Source: THECB

- The 6-year graduation rates of students who enrolled in 1999 and in 2003 improved at half of the campuses.
- Rates increased by more than four points at U. T. Austin, UTD, and UTPA.



Measuring Graduation Success: A Broader View

- Graduation success is measured by a variety of metrics.

- First-year persistence rates
- 4-year graduation rates
- 6-year graduation rates
- Combined 6-year graduation rates
- Composite graduation and persistence rates
- 4-year graduation rates of community college transfer students
- Degree production

Initial focus of
2006 Initiative

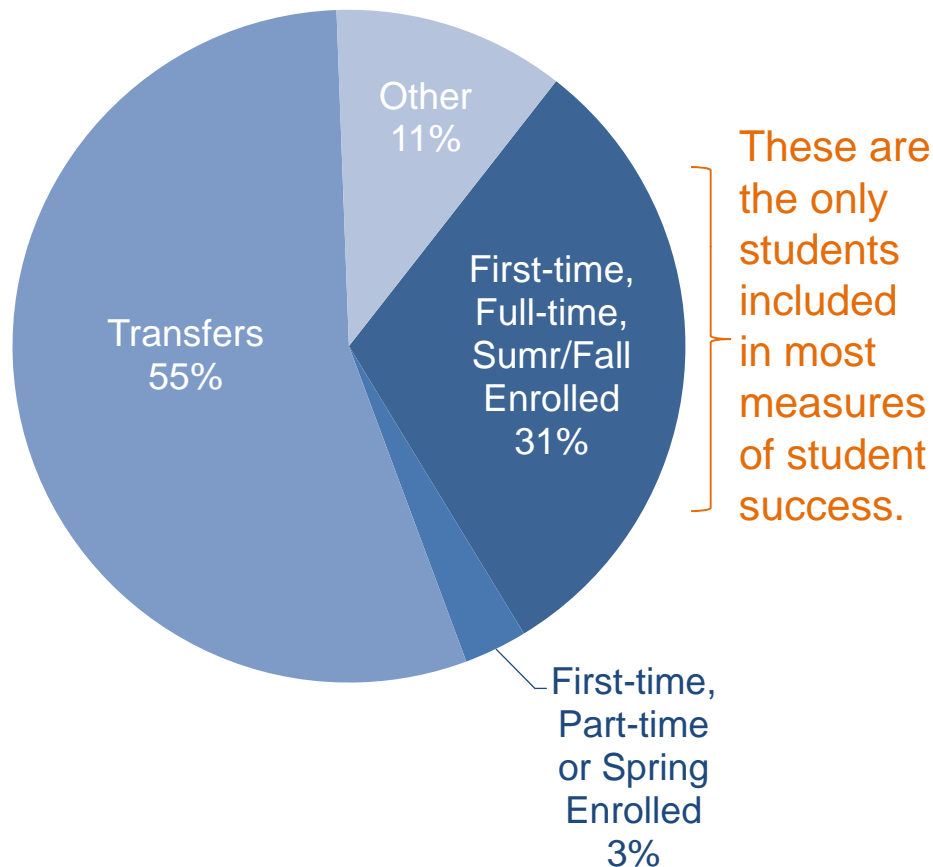
These metrics measure the success of the traditional student population.

These metrics are a more inclusive look at success.



Measuring Graduation Success: What is a “Traditional” Student?

Entry Status of Undergraduate Students
at U. T. System Receiving a Baccalaureate
Degree in AY 2008-09



- Traditional students – those that begin as first-time, full-time, degree-seeking freshmen – are less than one-third of the student population for U. T. campuses (U. T. Austin excluded).
- Many measures of student success only measure the success of traditional students—a declining portion of the student population.
- Thus, two-thirds of U. T. students are not included in these measures.



Measuring Graduation Success: CAP: Where Did Those Students Go?

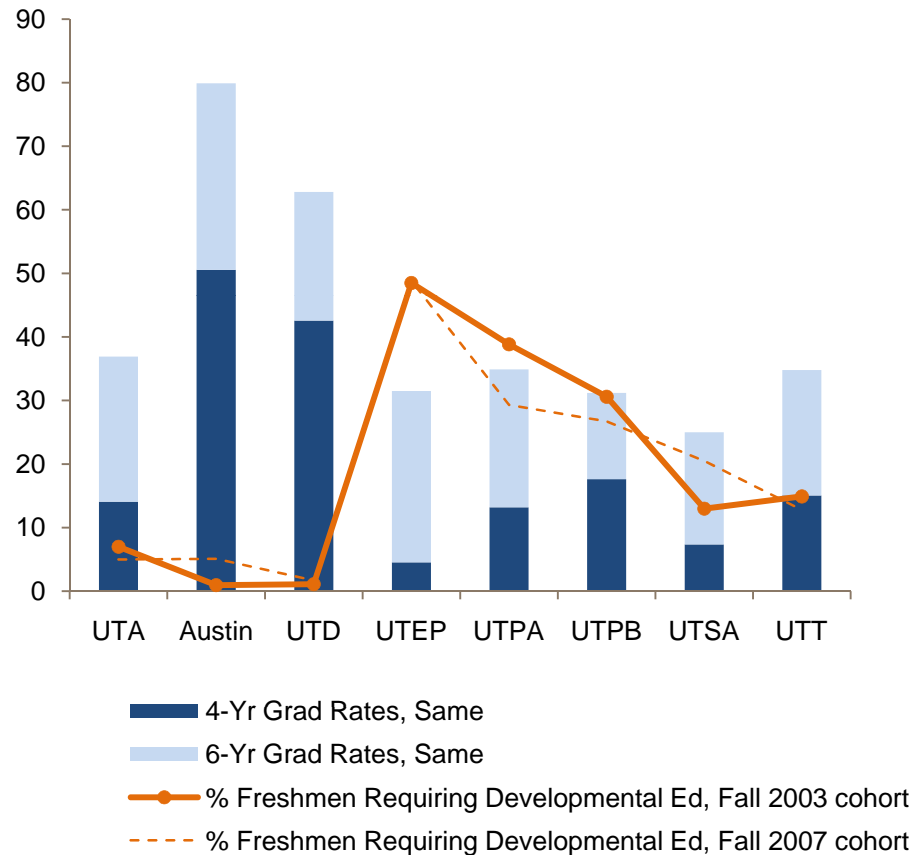
The Coordinated Admission Program (CAP) & Student Success

- CAP at U. T. Austin makes it possible for some freshman applicants to U. T. Austin to begin their studies at another U. T. System university. After completing the CAP requirements during their freshman year, these students may transfer to U. T. Austin to complete their undergraduate studies.
- Because qualifying students transfer to (and later graduate from) U. T. Austin, that student is treated as a non-graduate at the institution that the student first attended. In other words, success in the CAP leads to lower persistence and traditional graduation rates for the starting institutions. It is also important to note that graduating CAP students are NOT included in U. T. Austin's graduation rates.
- Several institutions participate in the CAP, but U. T. San Antonio and U. T. Arlington both have large numbers of freshmen in this program. For example, at U. T. San Antonio, 26% of entering freshmen in Fall 2009 were CAP students. Similarly, U. T. Arlington has more than 10% of its entering freshmen enrolled in the CAP.



Measuring Graduation Success: Mission, Student Population, & Success

Impact: Student Preparedness and Graduation Rates
Fall 2003 cohort



Source: THECB

- An institution's mission directly impacts its student population. Many student characteristics directly impact success.
- This graph represents the relationship between the % of freshmen who may require developmental education (solid orange line) and 4- and 6-year graduation rates (blue bars).
- The relationship is clear: the fewer students requiring developmental education, the higher the graduation rates.



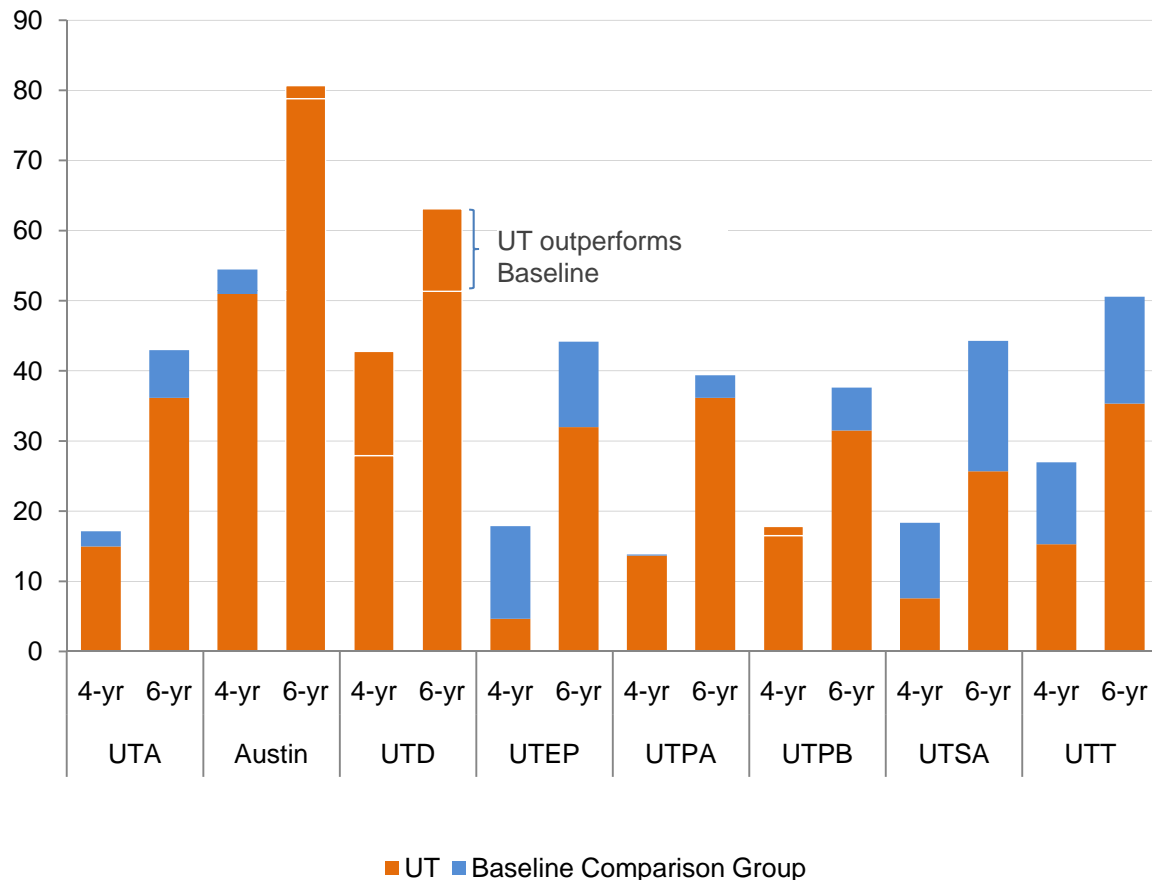
Measuring Graduation Success: Benchmarking Performance

- National best practice recommends benchmarking performance so that comparisons are more meaningful.
- Office of Strategic Initiatives prepared a statistical model to determine the 10 most similar universities (**baseline comparison group**) for each institution.
- Criteria used in the model included program mix, research intensiveness, student characteristics, and institutional size.
- Measures with national benchmarks are:
 - first-year persistence,
 - 4- and 6-year graduation rates, and
 - degree production.



Measuring Graduation Success: Benchmarking Performance

Performance Comparison: 4-Year and 6-Year Graduation Rates
Fall 2003 cohort

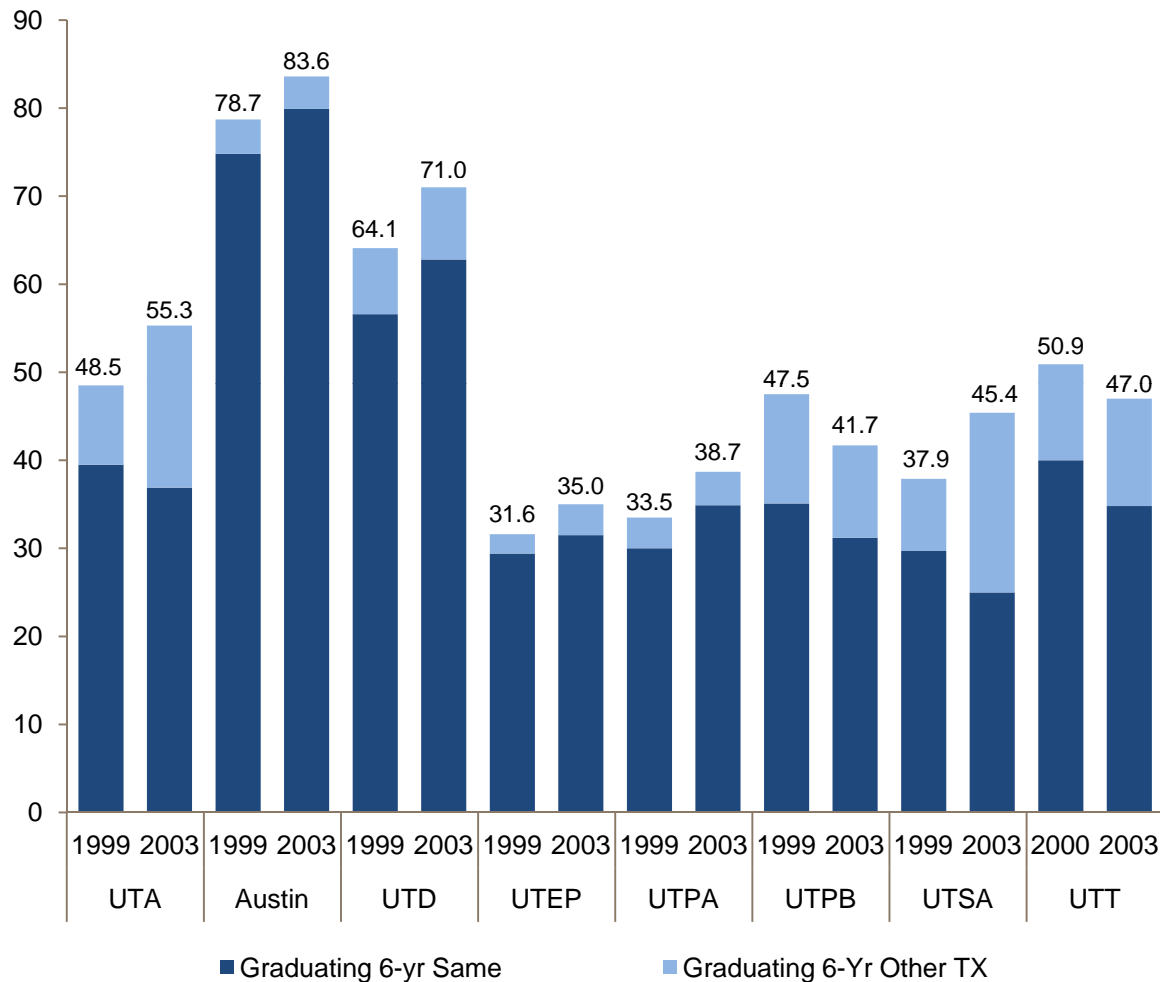


- How U. T. universities (in orange) compare to their baseline comparison group in 4- and 6-year graduation rates.
- Two campuses have outperformed their baseline comparison group in 4-year rates; Two campuses have outperformed the 6-year rates.
- Performance gaps, shown in blue, illustrate that significant improvements are needed, but many campuses are narrowing those gaps.

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Measuring Graduation Success: 6-Year Graduation vs. 6-Year Combined Graduation Rates



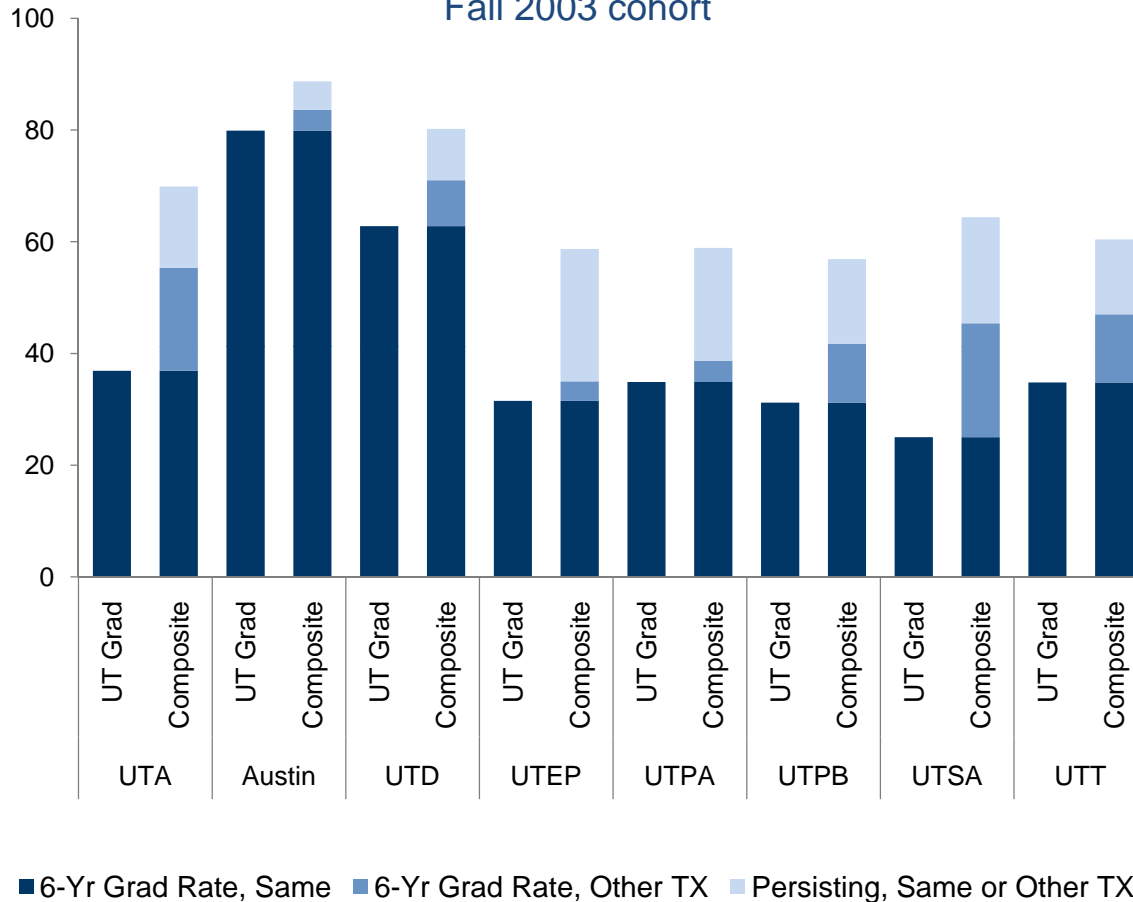
- Half of the universities show improvement in their 6-year rates for the 2003 cohort.
- Looking at the combined graduation rate – includes traditional students who graduated from another Texas institution – improves the picture of student success.
- Six universities improved their combined graduation rate.



Measuring Graduation Success: 6-Year Graduation vs. 6-Year Composite Graduation & Persistence Rates

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6-Year Graduation Rates vs. Composite Rates
Fall 2003 cohort



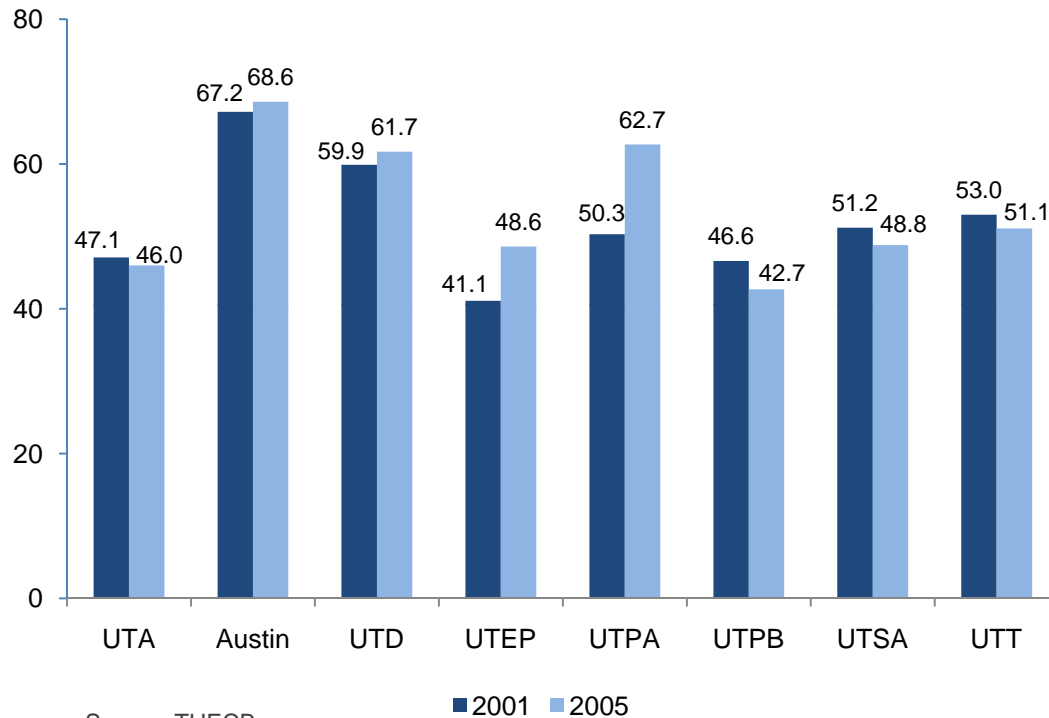
Source: THECB

- Compares the traditional 6-year graduation rate to the composite graduation and persistence rate.
- Includes traditional students who graduated from the same institution or from another Texas institution within six years or who are still enrolled in a Texas university.
- All institutions show a dramatic difference in performance on the composite graduation rate.



Measuring Graduation Success: 4-Year Graduation Rates for Community College Transfer Students

Community College Transfers
4-year Graduation Rates



Source: THECB

Estimated # of 2005 Community College Transfer Students

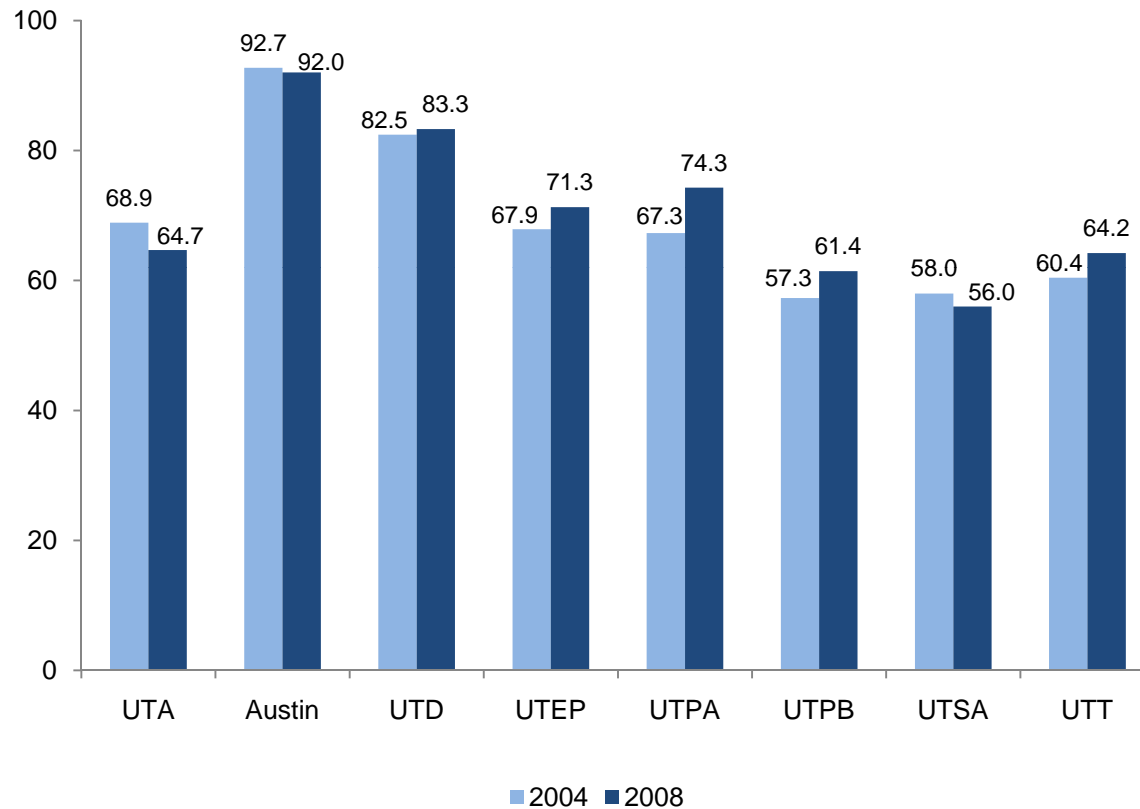
UTA	Austin	UTD	UTEP	UTPA	UTPB	UTSA	UTT
2,035	465	893	739	566	260	1,412	648

- Shows the 4-year graduation rates for students transferring from a community college with 30 or more credit hours.
- Performance is mixed and efforts are underway to improve success rates for these students.



Measuring Graduation Success: First-Year Persistence – A Look Ahead

Performance Trends: First-Year Persistence Rates
at the same institution, 2004 & 2008 cohorts



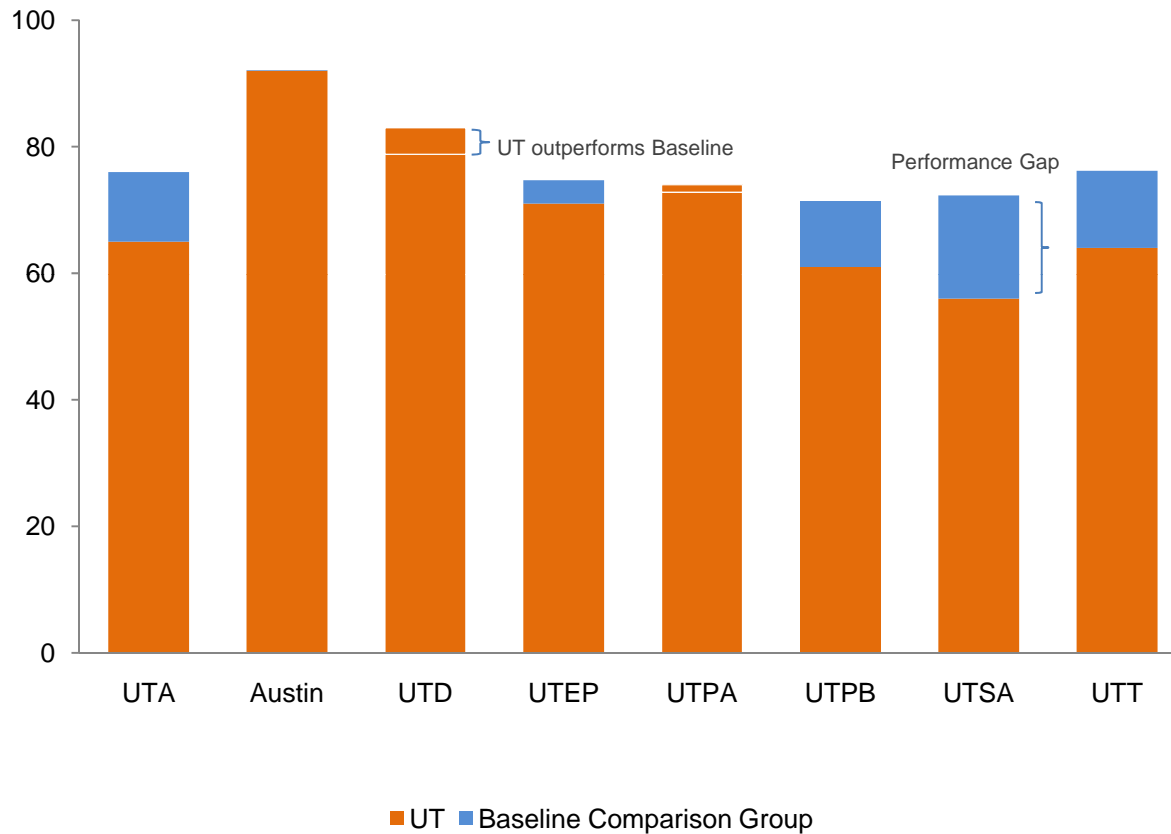
Source: THECB

- First-year persistence is a strong early predictor of graduation rates.
- Improvement for four campuses: UTEP, UTPA, UTPB, UTT.
- U. T. Austin and UTD stayed about the same (changed by less than one point).



Measuring Graduation Success: Benchmarking Performance – A Look Ahead

Performance Comparison: First-Year Persistence Rates at the same institution, 2008 cohort

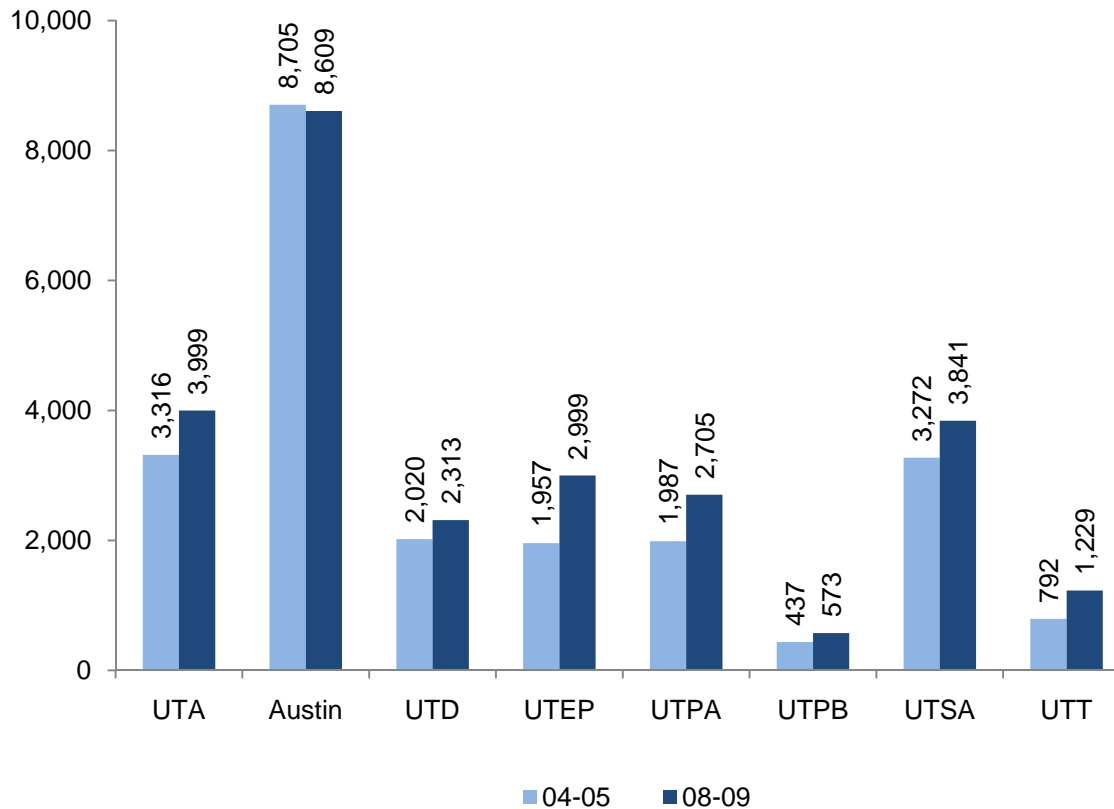


- How U. T. universities (in orange) compare to their baseline comparison group in first-year persistence rates.
- Performance gaps, shown in blue, illustrate that performance gaps remain, but trends are generally up.



Measuring Graduation Success: Degree Production

Bachelor's Degrees Awarded
2005 and 2009



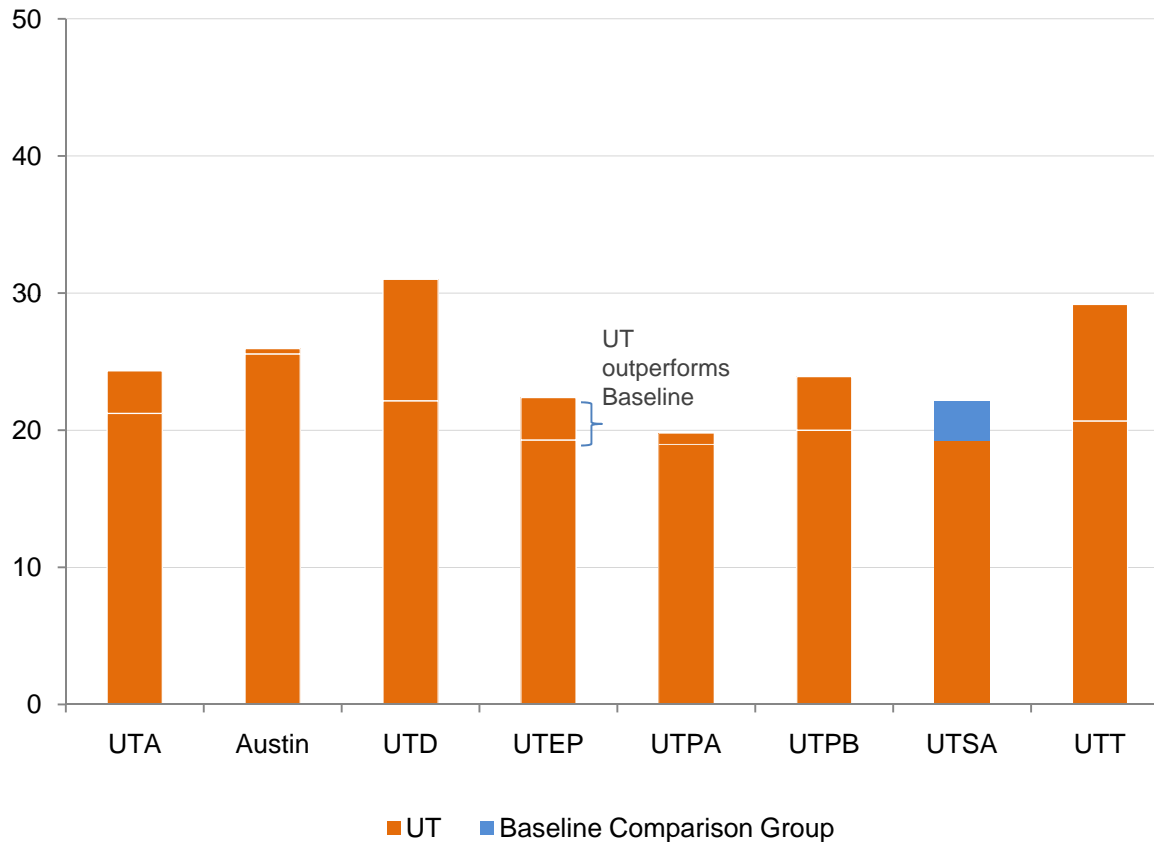
Source: THECB

- The number of bachelor's degrees awarded in 2005 and 2009.
- Growth for every campus except U.T. Austin.
- Five campuses increased degrees produced by over 20%. Two campuses increased production by over 50%.



Measuring Graduation Success: Degree Production Benchmarking Performance

Performance Comparison: Degree Production
Bachelor's Degrees Awarded per 100 FTE Undergrads



- Ratio of bachelor's degrees awarded in 2009 compared to the full-time equivalent undergraduate enrollment four years earlier (Fall 2005).
- How U. T. universities (in orange) compare to their baseline comparison group in degree production.
- There is very little blue, meaning very little gap in performance.



Measuring Graduation Success: A Broader View

- Graduation success is measured by a variety of metrics.

- First-year persistence rates
- 4-year graduation rates
- 6-year graduation rates
- Combined 6-year graduation rates
- Composite graduation and persistence rates
- 4-year graduation rates of community college transfer students
- Degree production

Initial focus of
2006 Initiative

These metrics measure the success of the traditional student population.

These metrics are a more inclusive look at success.



Summary

- Many U. T. System universities are starting to trend up in graduation and persistence rates, but it is still too early to see the full impact of efforts started after 2006.
- Composite graduation rates are approximately double the traditional rates for many U. T. System universities.
- Performance trends for graduation rates of community college transfers are mixed – there is more work to do.
- Significant gaps remain in graduation rate performance relative to national benchmarks.
- We are mostly at, or above, national benchmarks on degree production.



Next Steps

- U. T. System will continue to use a broader set of metrics to track student success:
 - First-year persistence rates with performance comparisons to national benchmarks,
 - Traditional 4- and 6-year graduation rates with performance comparisons to national benchmarks,
 - Combined 6-year graduation rate,
 - Composite 6-year graduation and persistence rates,
 - 4-year graduation rates for community college transfer students, and
 - Degree production with performance comparisons to national benchmarks.
- Reevaluate peer sets to properly benchmark performance.
- Continue to monitor the impact of campus strategies and programs.



GRADUATION SUCCESS
PERFORMANCE & STRATEGIES
2010 Update for the Board of Regents

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About this Research Brief

Few would likely argue with the premise that the most important job of a university is to produce educated citizens. One of the highest educational (and economic) priorities in our state is to increase the number of people earning a bachelor's degree. It is considerably more difficult to accurately and completely measure how well universities are accomplishing this task, and the traditional graduation rate metric only tells part of the story. This research brief will provide the following:

- An update concerning the progress made by University of Texas institutions related to the Regents' 2006 Graduation Rate Initiative;
- Baseline understanding of the complexities of measuring graduation success performance;
- Summary of the challenges and limitations associated with the traditional graduation rate measure;
- Documentation and contextualization of current graduation performance trends;
- Recommendations regarding how to expand and improve accountability measures associated with graduation; and
- Summary of ongoing initiatives at each university for improving graduation success.

The goal is not to rationalize poor performance where it exists, but rather to honestly and accurately evaluate how well UT universities should be performing given the differences in student populations and resources that they each legitimately face. The goal is to identify and hold the universities accountable for performance variables that are within their control and not penalize them for factors they have no ability to impact.

EXECUTIVE SUMMARY

Graduation Rates and Beyond

- In 2006, the UT System Board of Regents launched the Graduation Rates Initiative to improve the graduation success of students at UT institutions.
- Even though the full impact of institutional efforts that began in 2006 won't show up for several more years, some promising trends exist for many of the UT institutions.
- More improvements are needed to ensure upward trends on all metrics.
- National best practice warns against using the traditional graduation rate metric as the primary measure of graduation performance. Reasons cited:
 - Limited by how few students are captured—only first-time, full-time, degree-seeking (traditional) students.
 - Misses the mark for universities that serve less traditional populations.
 - Could penalize systems that serve disadvantaged and non-traditional students.
 - Could provide incentives for universities not to serve students from lower socio-economic backgrounds or to lower academic standards to increase graduation rates.
- National Best Practice provides recommendations to improve the measuring of performance:
 - Use broader, multi-faceted approach to capture all aspects of performance for all students.
 - Use appropriate peer groups to contextualize performance.
 - Expand beyond the traditional graduation rate metric.

Comprehensive Analyses

- Excluding UT Austin, only about 31% of UT students are included in the traditional graduation rate measure (Figure 1, Table 1).
- Student preparedness is correlated to graduation rates. Some institutions serve greater numbers of students who have to take at least one developmental education course (Figure 2).
- Overall, comparing recent persistence and graduation rate performance using multiple metrics, some positive news emerges: upward trends for almost all of the UT universities (Figures 3, 4, and 5).

- Still, on several of the metrics, some universities are not yet trending up and more work needs to be done (Figures 3, 4, and 5).
- A broader picture emerges when performance is benchmarked nationally and when the degree production metric is added (Figures 6 and 7).
- Compared to benchmarks, even though gaps exist for 4- and 6-year graduation rates for virtually all UT institutions, all but two campuses outperform their own baseline national peers on degree production (Figures 6 and 7).
- The rate doubles for most UT institutions when traditional graduation rates are compared to composite graduation and persistence rates, which includes students who are still enrolled or who have graduated from another Texas institution (Figure 8).
- Performance trends are mixed on community college graduation rates, and improvements are needed (Figure 9).

Conclusions and Recommendations

- Table 2 is a summary of many of the initiatives to improve persistence and success that are ongoing at the institutions.
- The UT System should consider focusing performance evaluation for graduation success around five core metrics to provide a multi-faceted, comprehensive approach to monitoring progress and success:
 - 4- and 6-year graduation rates, benchmarked (traditional students).
 - First-year persistence rates (traditional students)
 - Degree production ratio, benchmarked (bachelor's degrees awarded relative to undergraduate enrollment).
 - Composite graduation and persistence rates (also includes students who are still enrolled or who have graduated from another Texas institution).
 - Community college graduation rates (success of UT universities in getting community college transfers to complete a bachelor's degree).
- The UT System should consider whether to re-evaluate benchmarks as indicated by the various peer groups to ensure more meaningful performance comparisons.

BACKGROUND: REGENTS' 2006 GRADUATION RATES INITIATIVE

In May 2006, the UT System Board of Regents passed a resolution that launched the Graduation Rates Initiative. The resolution acknowledged the accomplishments made by UT System academic institutions in increasing access but expressed concern over graduation rates which were then (and most still are) below national averages.

The Board directed the presidents of the academic institutions to align policies to raise graduation rates and to set specific graduation rate goals for both 2010 and 2015. It is important to note that the impact on 4-year graduation rates of initiatives that began in 2006 cannot be wholly understood until 2011 when the 2010 data are available. It will be 2013 before we can fully document performance for the most widely used metric—the 6-year graduation rate. So we are early in a long process to improve our performance.

However, we can begin to look at our trend data to see if our performance is starting to turn around and also to find a more comprehensive and meaningful way to measure and benchmark our performance over time.

REASONS TO EXPAND BEYOND THE GRADUATION RATE METRIC

Measuring Graduation Success: National Best Practice

National literature and best practices (including the National Governors Association and the American Association of State Colleges and Universities) recommend the following:

- Avoid using the traditional graduation rate as the sole measure of graduation success.
- Context is important to measure and benchmark performance because so much of the performance differences are reflected by factors beyond the control of the universities.
- Appropriate peer groups are crucial for contextualizing performance and for setting meaningful targets.
- Disaggregating rates to reflect different student groups can help to better explain performance differences.
- Other measures should be incorporated to express the full picture of performance for all students, not only the first-time, full-time, degree-seeking students captured in the graduation rate metric.

Traditional Graduation Rate Has Serious Limitations

Fortunately, the Texas Higher Education Coordinating Board's state system of accountability doesn't use the traditional 4- and 6-year metric as the sole indicator on graduation performance. Nationally, however, the 6-year graduation rate has been the primary measure of university performance in graduating students since it was established as part of the federal Student Right to Know Act of 1990. Following is a synopsis of the many concerns about the metric expressed in numerous national publications:

- It is severely limited by the fact that it excludes the majority of students (excludes transfer and part-time students).
- It remains a significant indicator, but only for an increasingly small slice of students. This metric is meaningful only when considered in the context of factors such as student demographics, preparation levels, and attendance patterns.
- It is most relevant for more traditional universities which have greater numbers of traditional students—the only students who actually count in the metric.
- Graduation rates tend to miss the mark when explaining performance for universities that serve greater numbers of historically disadvantaged, underrepresented, and less traditional student populations.
- There is national concern that a sole focus on the traditional graduation rate metric could lead to the unintended consequence of providing incentives for universities not to serve students from lower socio-economic backgrounds or to lower academic standards in order to improve graduation rates.
- Using a single factor fails to recognize the diversity of institutions, changing demographics, and complex attendance patterns.
- Strict formulas or accountability systems that focus on this single metric could penalize institutions that serve disadvantaged or non-traditional students.

Differences in Student Characteristics Matter

At issue are research findings, as demonstrated by numerous national studies, which indicate most of the variations in graduation rates are attributable to factors beyond the control of the universities. The most influential factors include student preparation before attending college (level and rigor of math and science course work completed) and socio-economic status.

This partly explains why colleges that are most selective in admissions tend to have higher graduation rates. They are able to attract larger numbers of students who are more likely to graduate. These universities still have to work hard to reach the highest levels but are able to achieve relatively high rates based on the kinds of students they attract.

For universities with a mission to educate underserved and disadvantaged students, the problem is more complicated and the ability of university policies and practices to achieve higher levels of graduation rates is more limited. The state’s *Closing the Gaps* initiative resulted in programs to increase access for traditionally underserved populations who typically take longer and need more assistance to graduate. To be successful, universities must maintain a balance of providing programs and strategies that will help students become more self-directing academically, while at the same time encourage more timely graduation. This doesn’t mean that low graduation rates are acceptable; it just means that the standards for achievable increases will, by necessity, vary depending on the kinds of students each university serves.

Most Students Not Captured in the Measure

This issue is complicated by the fact that the graduation rate measure captures such a small portion of the student population. Figure 1 illustrates that of the most recent graduating class (excluding UT Austin), less than one-third of graduates would have been included in the traditional graduation rate metric. In other words, over two-thirds would have been excluded.

For example, transfer students made up the largest proportion of baccalaureate degree awardees in 2009; however, they are not captured in the graduation rate measure. The “Other” category represents students who could not be tracked in the data that were available. Table 1 shows institutional detail.

Fig. 1 Entry Status of Undergraduate Students Receiving a Baccalaureate Degree in AY2008-09

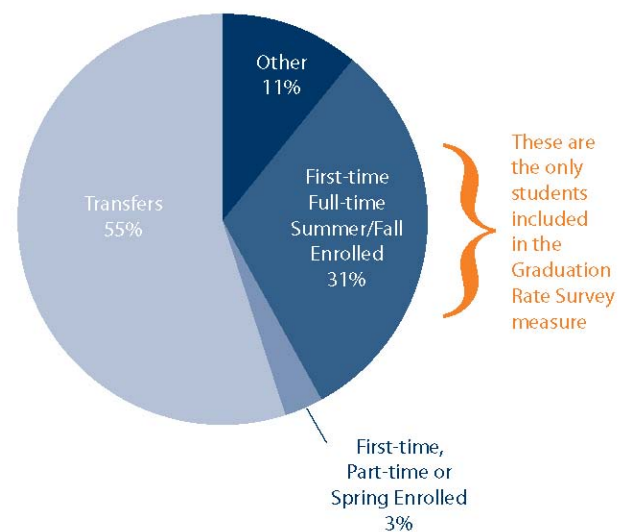


Table 1 Entry Status of Undergraduate Students Receiving a Baccalaureate Degree in AY 2008–09

	FTFT, Summer/Fall Enrolled		FTPT or Spring Enrolled		Transfer		Other		Total
	#	%	#	%	#	%	#	%	#
UTA	916	23	91	2	2,507	64	424	11	3,938
UT Austin	5,676	69	101	1	2,124	26	303	4	8,204
UTD	705	31	16	1	1,443	63	139	6	2,303
UTEP	1,029	34	131	4	1,211	40	622	21	2,993
UTPA	1,136	42	194	7	1,045	39	330	12	2,705
UTPB	112	20	3	1	368	65	82	15	565
UTSA	1,271	33	86	2	2,211	58	256	7	3,824
UTT	228	19	11	1	884	72	105	9	1,228
Total	11,073	43	633	2	11,793	46	2,261	9	25,760
Total excl Austin	5,397	31	532	3	9,669	55	1,958	11	17,556

Source: data from The Texas Higher Education Coordinating Board; analysis by Office of Strategic Initiatives

Student Preparedness Matters

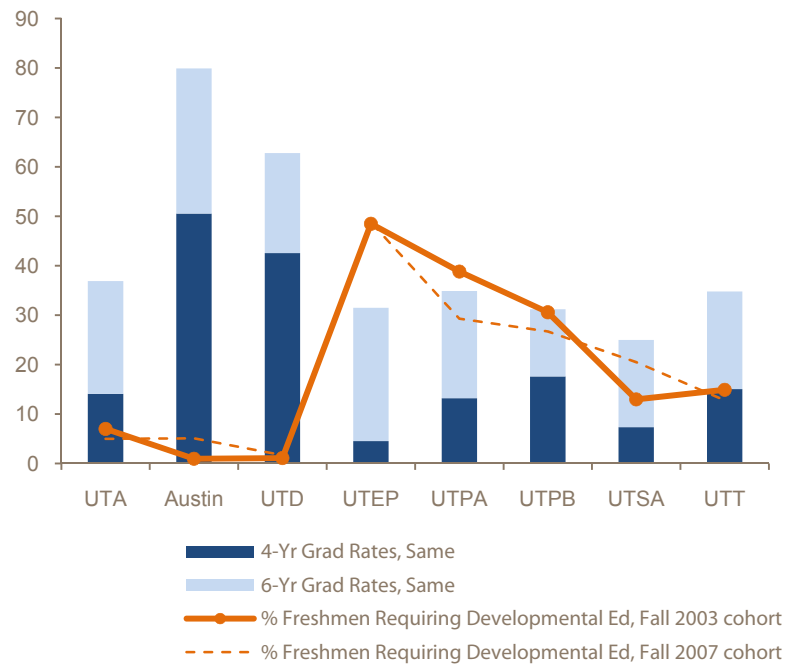
Additionally, Figure 2 sheds some light on one of the challenges that institutions face: providing students with developmental education in one or more subject areas. In general, the higher the proportion of students who may require developmental education, the lower the graduation rate.

This is most strongly reflected in the example of UTEP and UTPA. The campuses have similar student populations, but UTPA has higher 4- and 6-year graduation rates (Figures 4 and 5). The proportion of UTEP’s 2003 cohort that may have required developmental education was 10

points higher than at UTPA. For the 2007 cohort, the proportion of UTEP’s entering students requiring developmental education remained flat while UTPA’s fell. The gap in developmental education requirements between UTEP’s and UTPA’s 2007 cohorts is nearly 20 points. It will be several more years before the correlation to graduation rates can be determined.

Fig. 2

Impact: Student Preparedness and Graduation Rates
fall 2003 cohort



Source: THECB

COMPREHENSIVE ANALYSES

What follows are five measures to broaden the scope of performance evaluation of graduation success and to incorporate national best practices in tracking and benchmarking progress.

- First-year persistence rate performance as a strong early predictor of graduation rates, compared to national benchmark (Figure 3).
- Graduation rate performance, 4-year, 6-year, and combined; compared to national benchmark (Figures 4, 5, and 6).
- Degree production ratio, compared to national benchmark (Figure 7).
- Composite graduation and persistence rates as a more expansive definition of student success (Figure 8).
- Graduation rate performance for community college transfers (Figure 9).

The Coordinated Admission Program & Student Success

CAP students begin as freshmen at another UT System university and may transfer to UT Austin to complete their studies if they successfully complete the program requirements.

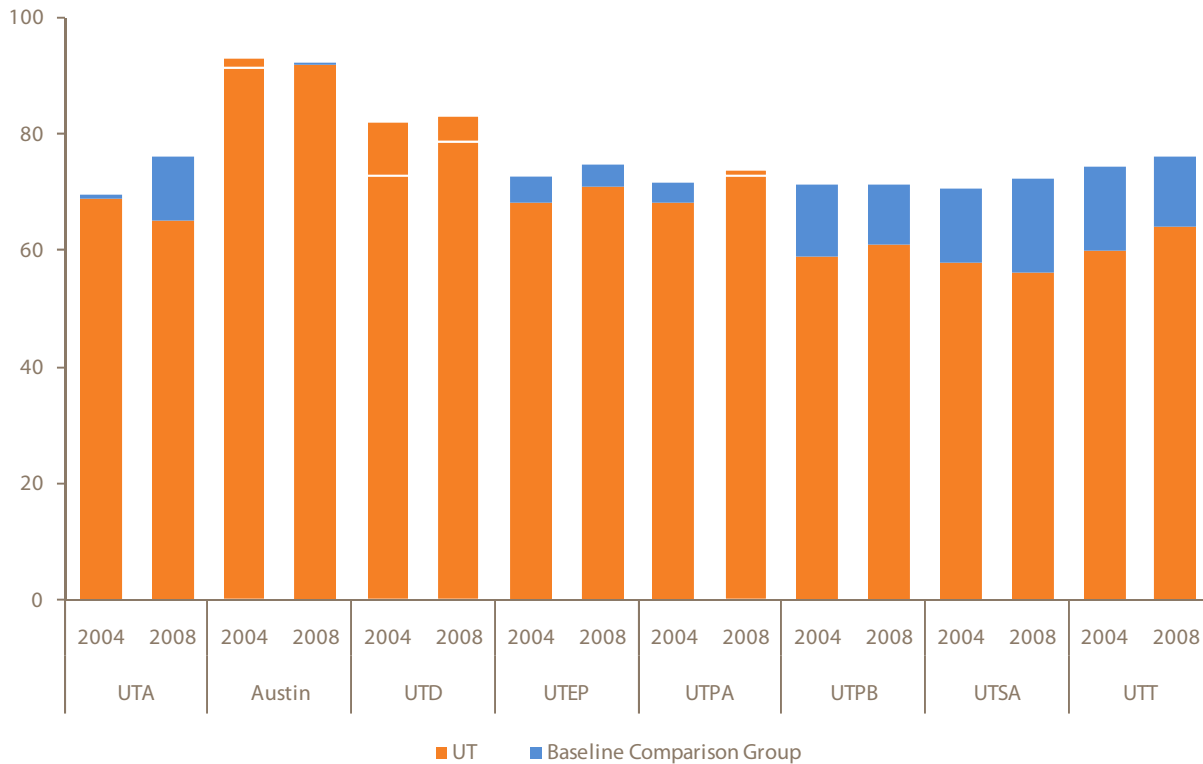
Institutions with large numbers of CAP students (e.g., UTA, UTSA) will see an impact on first-year persistence and traditional graduation rates.

Performance Trends: First-Year Persistence

- The blue in Figure 3 indicates performance gaps to a baseline national average benchmark statistically calculated for each university based on a model that determined similar institutions in student characteristics, research intensiveness, program mix, and size.
- Research shows that freshmen who persist to a second year in college are more likely to complete a degree. First-year persistence is highly correlated to graduation rates.
- Monitoring first-year persistence rates provides an early indicator of future graduation rate trends.

Fig. 3

Performance Comparison: First-Year Persistence Rates at the same institution



Note: Institutions with higher percentages of CAP freshmen, such as UTA (12%) and UTSA (25%) in 2008, will have lower persistence rates because successful CAP students continue their 2nd-year studies at UT Austin.
Source: IPEDS

Performance Trends: Graduation Rates

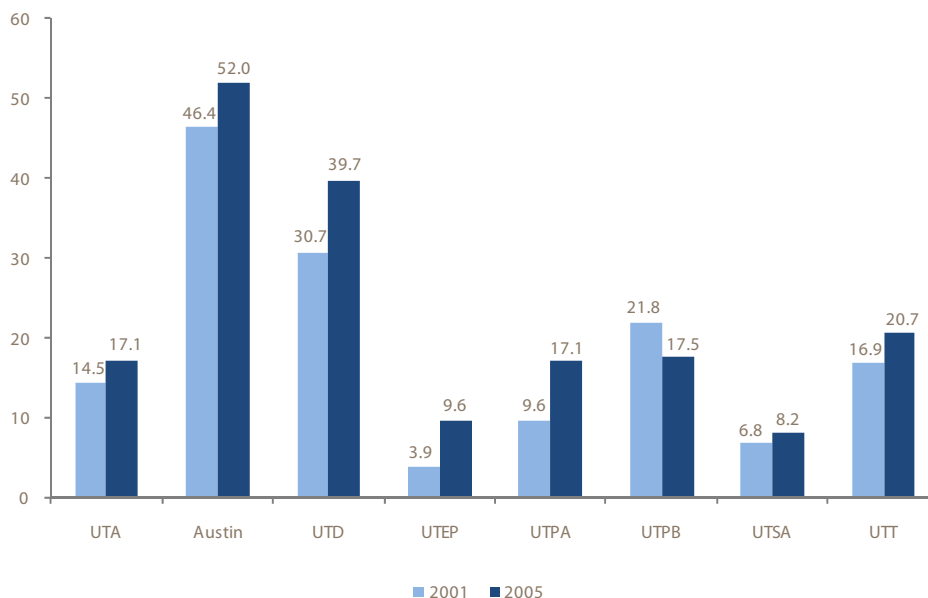
When comparing the performance for the most recent graduates (2009) we have to track back to when the students first enrolled since graduation rates follow a specific cohort of first-time, full-time, degree-seeking students from the date they first enrolled.

It bears repeating that the performance trends documented below cannot fully reflect the impact of initiatives, most of which began in 2007, when institutions first had the opportunity to respond to the 2006 Graduation Rates Initiative. It will take several more years for these efforts to show up in graduation rates. So, the performance trends in Figures 3 and 4 most fully reflect efforts that began prior to the initiative.

- Figure 4 shows the most recent 4-year graduation rates reported by the Coordinating Board. The graph reflects marked improvement from the 2001 to 2005 cohorts at nearly all universities, including increases by more than 5 points at UT Austin, UTD, UTEP, and UTPA.

Fig. 4

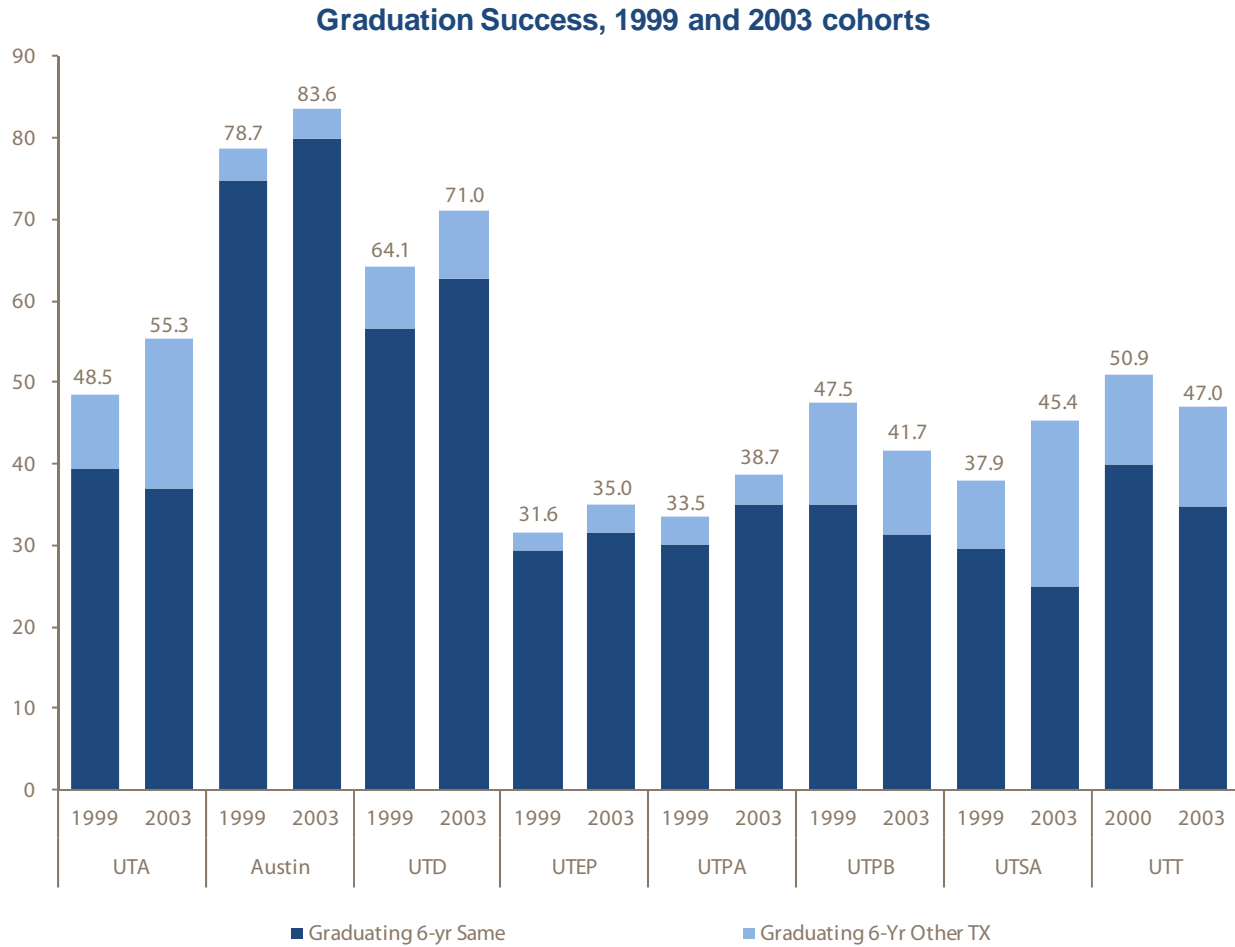
Performance Trends: 4-Year Graduation Rates
at the same institution, fall 2001 and 2005 cohorts



Source: THECB

- The dark blue portion of Figure 5 details progress on the traditional 6-year rate, which is the most widely-used metric. Half of the universities show improvement (UT Austin, UTD, UTEP, and UTPA). The remaining institutions are showing declines.
- However, Figure 5 also shows that when students who started at a UT campus but graduated from another Texas institution are included—also called the combined graduation rate—the six-year graduation picture is much better: six universities (UTA, UT Austin, UTD, UTEP, UTPA, and UTSA) increased their 6-year combined graduation rate.
- UTA, UTPB, UTSA, and UTT gain between 10 and 20 percentage points when using the combined graduation rate metric versus the traditional 6-year graduation rate metric. UTSA experiences the greatest increase, moving from 25 percent to 45 percent.
- UTPB had a higher than average combined graduation rate for the fall 1999 cohort. The graduation rate for the fall 2003 cohort is comparable to rates for the fall 2000 and 2002 cohorts.
- UTT had atypical graduation rates for its early freshmen cohorts because of the limited size and selectivity of the freshmen class. UTT did not admit freshmen until summer/fall 1998 (50 students) and class size increased incrementally by 50 students until fall 2003. The fall 2000 cohort is presented as the comparison group because of data reporting inconsistencies (for fall 1999 cohort) with the Texas Higher Education Coordinating Board.

Fig. 5



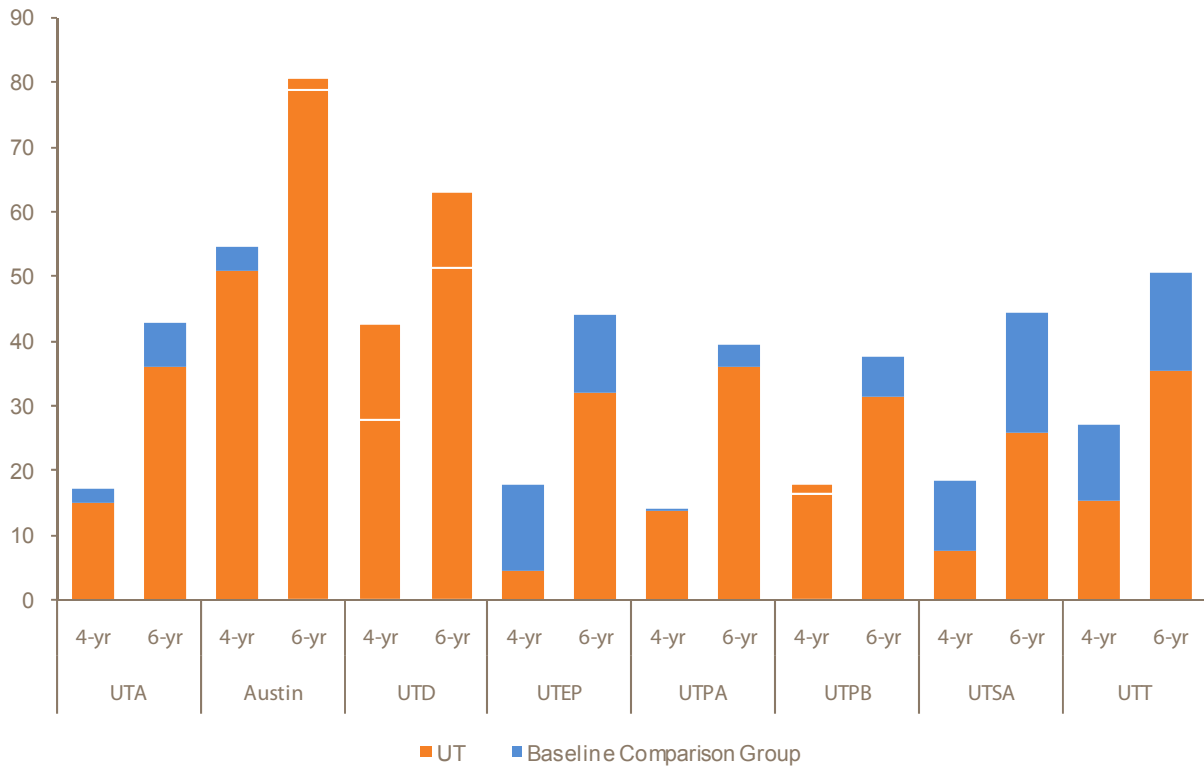
Graduation Rate Performance Measure

Figure 6 illustrates how UT universities (in orange) compare to their same baseline comparison group that was statistically determined by the model described earlier. The 4-year and 6-year graduation rate measures illustrate what we already know about performance gaps between all UT universities and the benchmarks, particularly on the 4-year rate.

Performance gaps, shown in blue, illustrate that significant improvements are needed. Even though the graduation rate covers only a small percentage of our recent graduates (31% excluding UT Austin) as illustrated in Figure 1, the UT System is focused on improving performance for this group of traditional students. A comprehensive review of the current peer groups may also be advisable in order to ensure that targets and benchmarks for improvements are meaningful.

Fig. 6

**Performance Comparison: 4-Year and 6-Year Graduation Rates
at the same institution, fall 2003 cohort**



Source: IPEDS

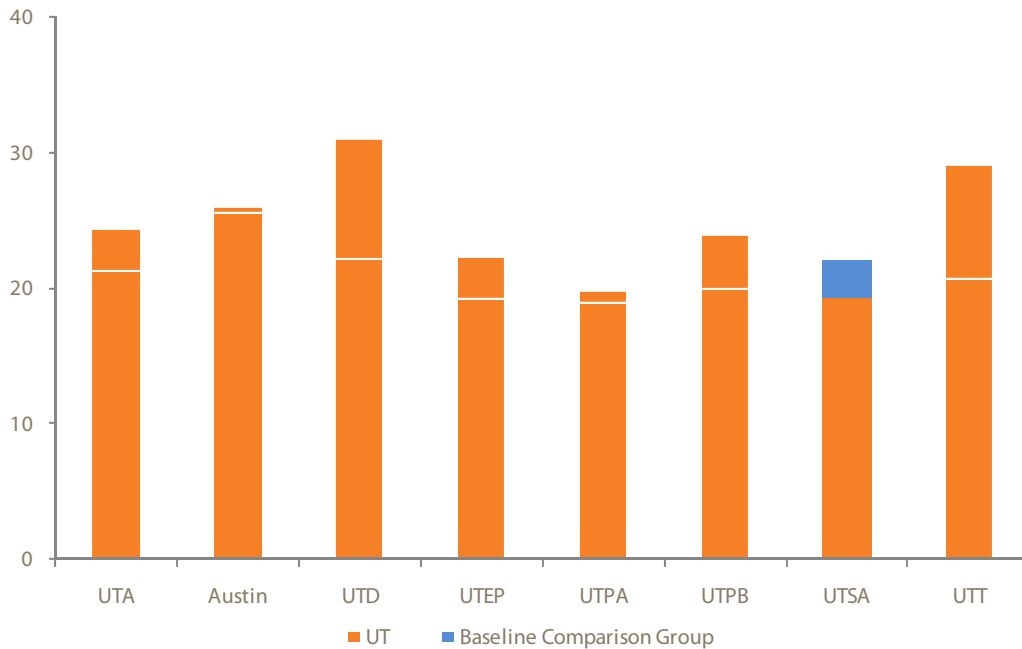
Degree Production Measure

Figure 7 presents the ratio of bachelor's degrees awarded in relation to the size of the undergraduate student body. It is not cohort based. In other words, it is not tied to a particular set of students followed from entry to graduation, but rather a simple ratio to show the relationship between graduates in proportion to the total number of full-time equivalent undergraduates enrolled four years earlier. A few observations:

- Seven UT universities perform about the same or above the statistically determined baseline benchmark in the degree production measure.
- UTSA is below the benchmark in the degree production measure.
- Overall, performance in graduation success is significantly higher for most UT universities when using the degree production measure as compared to the graduation rate measure.
- The degree production measure, while not a cohort metric like graduation rates, is much more inclusive and incorporates all students and graduates, thereby not excluding large portions of the student population.

Fig. 7

Performance Comparison: Degree Production
Bachelor's Degrees Awarded per 100 FTE Undergraduates



Note: Bachelor's degrees awarded in 2009 compared to FTE undergraduate enrollment 4 years earlier (fall 2005)
Source: IPEDS

Composite Graduation & Persistence Rate Measure

Figure 8 compares the traditional 6-year graduation rate to the composite graduation and persistence rate. The composite rate expands the definition of success to include traditional students who graduated from the same institution (as in the 6-year graduation rate measure) and also students who are still enrolled in that or another Texas institution and those who graduated from other universities in Texas. This is one of the metrics currently included in the Coordinating Board's accountability system.

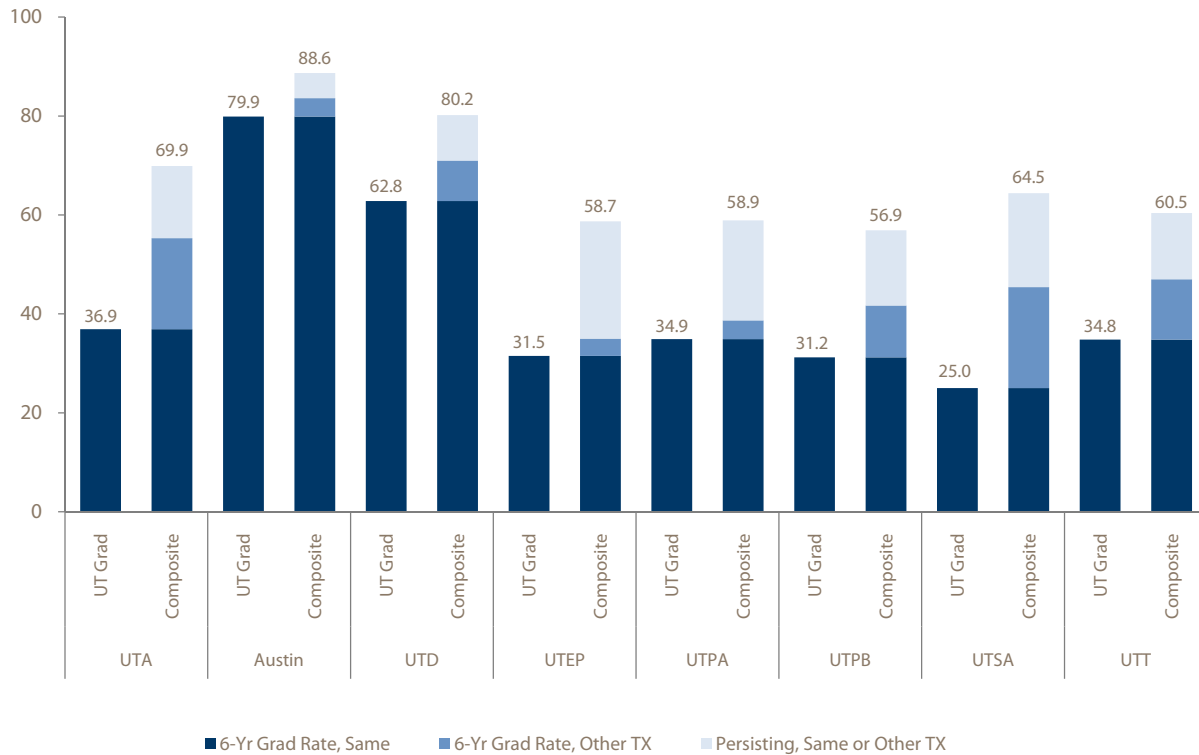
This metric is also gaining traction nationally as part of the Voluntary System of Accountability (VSA), an initiative by public 4-year universities to supply comparable information on the undergraduate student experience.

- **Composite rates show a different picture.** All UT universities show a dramatic difference in performance on the composite graduation rate when compared to the traditional graduation rate—for example, UTSA's 6-year graduation rate of 25 percent more than doubles to a 64.5 percent success rate.
- **Double the performance for most.** For six of the UT universities, the composite graduation and persistence rate is almost twice as high as the rate calculated in the traditional graduation rate measure.

- Limited Benchmarking available.** Unlike the graduation rate metric, data on the composite rate are only available nationally for some universities that participate in the VSA since the data must come from detailed student unit record systems that are not available in every state. Therefore, national and peer comparisons are limited at this time.

Fig. 8

Comparison: 6-Year Graduation Rates vs. Composite Rates
fall 2003 cohort



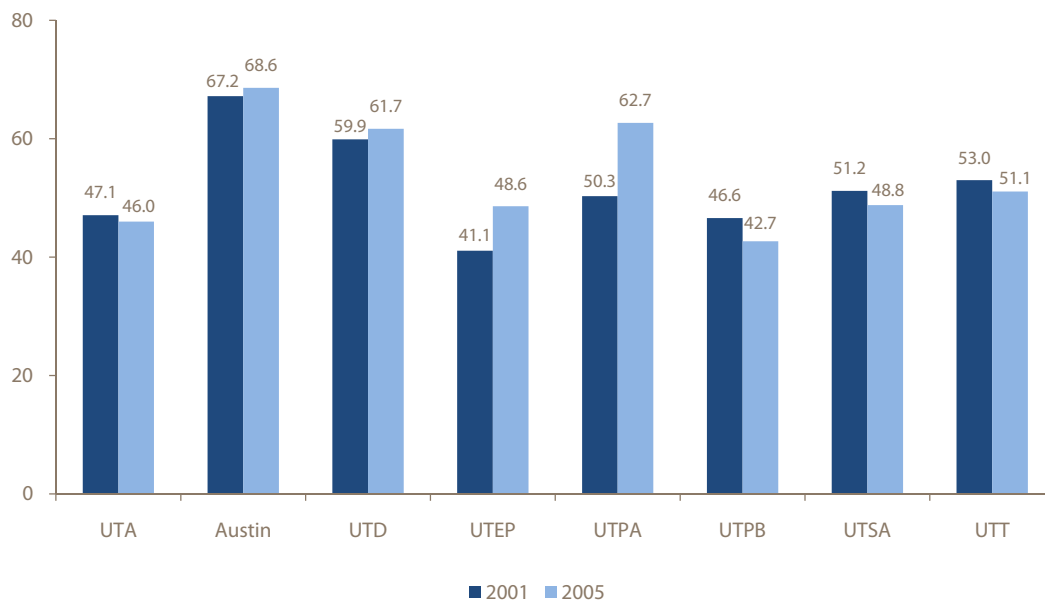
Source: THECB

Transfer Graduation Rates

- Performance trends are mixed and efforts are underway to improve success rates for community college transfers.
- The Texas Higher Education Coordinating Board also tracks graduation rates for students transferring from a community college with 30 or more semester credit hours. As noted earlier, transfer students make up the greatest proportion of baccalaureate degree awardees in 2009. Because transfer students represent such a significant number of students attending UT universities, it is equally important to monitor their graduation rates.
- Figure 9 demonstrates that 4-year transfer graduation rates are above 60 percent at UT Austin, UTD, and UTPA, and are above 40 percent at the other UT universities. Since fall 2001, transfer graduation rates improved at four UT universities: UT Austin, UTD, UTEP, and UTPA.

Fig. 9

4-Year Graduation Rates for Community College Transfers
2001 and 2005 fall cohorts



ESTIMATED # OF 2005 COMMUNITY COLLEGE TRANSFER STUDENTS

UTA	AUSTIN	UTD	UTEP	UTPA	UTPB	UTSA	UTT
2,035	465	893	739	566	260	1,412	648

CONCLUSIONS & RECOMMENDATIONS

- Analyses of UT System institutions find that:
 - Even when addressing the traditional measure in context, there is still much to be done to improve the 4- and 6-year graduation rates of our first-time, full-time, degree-seeking, traditional students.
 - When using two other nationally recognized graduation metrics—degree production and composite graduation and persistence rate—UT institutions perform significantly better compared to benchmarks on the traditional graduation rate measure.
 - Peer comparisons are important to contextualize performance. A new evaluation of peer sets is recommended in order to create appropriate benchmarks for more meaningful comparisons.
- Measuring graduation success performance requires a multi-faceted approach. UT System must remain engaged in careful analysis of graduation data to ensure a more accurate depiction of success that is broader in scope and fair to different institutional student populations.
- The UT System should consider focusing performance evaluation for graduation success around five main metrics to provide a comprehensive approach to monitoring progress and success:
 - 4- and 6-year graduation rates, benchmarked: traditional students.
 - First-year persistence rates, benchmarked: traditional students.
 - Degree production ratio, benchmarked: degree production relative to undergraduate enrollment.
 - Composite graduation and persistence rates: adds graduates who start at original university but graduate elsewhere or who are still enrolled.
 - Community college transfer graduation rates: success of universities in helping community college transfers complete a bachelor's degree.

Table 2 Ongoing Initiatives to Improve Performance

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Admission Standards	Increased or began new minimum admissions requirements	<ul style="list-style-type: none"> • College readiness • Alignment of K-12 to college expectations 	<ul style="list-style-type: none"> • UTA – increased standards, limited Gateway and CAP participation. • UTPA, UTPB, UTSA – Began/expanded new minimum admissions standards. • UTEP – College Readiness Initiative with EPCC and area school districts.
Degree Audits / New B.A. Programs	Programs aimed at students in good standing with significant credit hours towards a degree (Universities Studies degree); providing online audits to find nearest pathway to a degree	<ul style="list-style-type: none"> • Graduation rates, completions • Retention • Time to degree • Cost management 	<ul style="list-style-type: none"> • UTA, UTB, UTEP – new Bachelor’s degrees in university/multidisciplinary studies. • UTA, UTEP, UTPB – Bachelor’s Accelerated Completion program. • UTEP, UTSA - “Welcome Back” programs to recover students who stop out. • UTEP, UTPB – collaborative online BAs in multidisciplinary studies and humanities. • All campuses – online audits to match credits toward nearest degree.
Tutoring and Assessment	Programs that address the need for academic tutoring and learning centers and that monitor and intervene when academic progress is at risk	<ul style="list-style-type: none"> • College readiness • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps: diversity</i> • Cost management 	<ul style="list-style-type: none"> • UTB, UTD, UTPA, UTPB, UTT – early warning programs to intervene when problems arise. • UTA – academic skills class required when GPA drops. • UTB – Satisfactory Academic Progress program to track at risk students. • UTD – GEMS (Gateways to Engagement, Mastery and Success) Center centralizes services for gateway STEM and core courses, curriculum alignment and realignment, course redesign, etc.; GEMS Writing Center services extend to residence halls and library. • UTEP – new classroom management software tool to track student performance. New student orientation provides freshmen a 6-hour math refresher to help with placement testing. Freshmen needing developmental math can work through both courses in summer prior to fall enrollment. • UTPA – University 1301 learning framework course for at risk students. • UT Austin, UTB, UTEP, UTPA, UTPB, UTT – various learning centers, Texas Success Initiatives aimed at core subjects and at risk students, freshman seminars, etc. • UTPB – AVID program to assist students who may lack skills needed for college. • UTSA – tutoring in core curriculum and gateway courses; learning assistance and academic coaching; midterm intervention for at-risk students provided by freshman advising units.
Mentoring and Advising	Programs aimed at effectively and properly advising students through the course of their studies and also at providing mentoring and community building to link academic success to social opportunities	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions • <i>Closing the Gaps: diversity</i> 	<ul style="list-style-type: none"> • UT Austin, UTD – First Year Interest Groups link students socially and academically. • UTB – STING (Students Together Involving Networking and Guiding) support group for new students; also ASPIRE, a support group for low-income, first-generation students. • UTB, UTSA – Late Intervention Program works one-on-one with fifth-year students to encourage them to complete their degree program. • UTD – GEMS Center coordinates peer-led team learning sections supporting 20+ STEM gateway courses; success coaching offered by appointment and in workshop formats. • UTPA – Sophomore Academic Mentoring Program. • All campuses – various advising centers, workshops, seminars, summer boot camps, Jump start programs, web-based tools, student mentor programs, faculty mentor programs, etc.

Strategy Categories	Programs/Initiatives	Success Issues Targeted	Selected University Specifics
Supplemental Instruction	Instructional learning strategies, national model that pairs students with other students for structured study sessions	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses – supplemental instruction programs on campus. • UTEP – peer leader programs in freshman seminar, chemistry, calculus, career center, etc.
Tuition and Financial Aid Programs	Guaranteed Tuition Programs, Flat Rate Tuition, Financial Aid “Promise” Programs, tuition rebates	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses – financial aid guarantees. • UTA, UT Austin, UTD – flat rate tuition. • UTB, UTT – tuition discounts for courses when facilities are underutilized. • UTD, UTEP – four-year tuition guarantee. • UTA, UTB, UTPB, UTT – tuition rebates. • UTB, UTEP, UTSA – financial advising programs teach students financial benefits of full-time attendance. • UTPA – 14-hour cap on designated tuition. • UTSA – Graduation Incentive Award targets fifth-year students.
New Academic Units	Programs targeted to freshmen: align critical services like advising, counseling, access to financial aid counselors, career planning	<ul style="list-style-type: none"> • Time to degree • First-year retention • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • UTA, UTB – all freshmen assigned to new “University College”. • UT Austin – new School of Undergraduate Studies is initial home to all entering students who have not declared a major.
Academic Policies and Curriculum	Changes to academic policies, course scheduling and redesign of courses	<ul style="list-style-type: none"> • Time to degree • Persistence • Graduation rates, completions 	<ul style="list-style-type: none"> • All campuses – implementing six-drop rule. • UTB – strengthened Satisfactory Academic Progress requirements. • UTB, UTEP – redesign of math, reading and writing courses to limit time spent on developmental education, course scheduling to offer classes in the afternoon, evening, and on weekends. • UTPA – course scheduling initiative expands opportunities for nontraditional and part-time students.
High School and Community College to University Transition	Programs to assist students with the transition from secondary to postsecondary education.	<ul style="list-style-type: none"> • First-year retention • Persistence • Graduation Rates, completions 	<ul style="list-style-type: none"> • UTB – Summer Bridge program for high school/dual enrollment students, STEPS program to increase community college transfers in STEM fields. • UTB, UTPA, UTPB – concurrent enrollment programs to assist high school students enrolled in college courses. • UTD – Comet Connection linking community college transfer students to the university, Academic Bridge program. GEMS Center trains local community college districts to implement peer-led team learning in gateway STEM courses. • UTEP – enrollment and academic advising services provided to transfer students on site at the EPCC Valle Verde campus. Reverse transfer policy with EPCC to award AA or AS degrees to students who complete degree requirements at UTEP; ASSIST freshman-to-sophomore summer bridge program; Early College High School multiple programs for successful transition. • UTEP, UTPA – required first-year courses that address transition to college. • UTPA – 21 academic articulation agreements with community colleges. • UTPB – Summer Bridge and TexPrep for high school students (in partnership with UTSA); transfer academic advisor visits area community colleges to create degree plans; seamless student transfer agreements with 17 community colleges. • UTSA – Learning communities and freshman seminar program for first time in college students.

9. **U. T. System: Discussions on academic leadership matters related to student success**

DISCUSSION

Executive Vice Chancellor Prior will lead a presidential discussion and engagement with the Board of Regents on topics relating to student success.