



**ACADEMIC AFFAIRS COMMITTEE
THE UNIVERSITY OF TEXAS SYSTEM
BOARD OF REGENTS
AGENDA**

October 10, 2002
10:00am-11:30am
Board Room, 9th Floor
Ashbel Smith Hall
Austin, TX

- 10:00a.m.* **1. Welcome and Opening Remarks** **Chairman Krier**
Executive Vice Chancellor Sullivan
- 10:05a.m.* **2. November Board of Regents' Meeting Agenda Action Items**
- a. Proposed Amendments to the Guidelines for the Santa Rita Award and Inclusion of Guidelines in Regents' Rules and Regulations (Tab 2a) **Ms. Frederick**
- b. Capital Improvement Program Amendments (Tab 2b) **Mr. Sanders**
1. U. T. Arlington: Addition to University Center
2. U. T. Arlington: Intramural Field Renovation
3. U. T. Arlington: New Residence Hall
4. U. T. Austin: Experimental Science Building Renovation Phase II
5. U. T. Austin: Performing Arts Center-Phase I
6. U. T. El Paso: University Bookstore Expansion and Renovation Project
7. U. T. Austin: Charter School
- c. U. T. Arlington: Misc. Non-CIP Projects: Revenue Financing System Bond Proceeds (Tab 2c) **Mr. Sanders**
- 10:30a.m.* **3. Status Report on Development of The University of Texas Elementary Charter School** **President Faulkner**
and Dean Justiz
- 10:50a.m.* **4. Annual Report on Post Tenure Review (Tab 4)** **Dr. Kerker**
- 11:00a.m.* **5. Update on Assessment of Student Learning Initiatives (Tab 5)** **Dr. Sharpe**
- 11:15a.m.* **6. Report on the National Survey of Student Engagement** **Dr. Baldwin**
- 11:30a.m.* **7. Adjourn** **Chairman Krier**

U. T. Board of Regents: Proposed Amendments to the Guidelines for the Santa Rita Award and Inclusion of Guidelines in the Regents' Rules and Regulations, Part One, Chapter I

RECOMMENDATION

It is recommended that the "Guidelines for the Santa Rita Award" adopted by the Board in June 1967 be amended as set forth below in congressional style to conform to current selection practices. It is also recommended that the Regents' Rules and Regulations, Part One, Chapter I be amended to include the amended Guidelines as new Section 11.

Guidelines for the Santa Rita Award

I. Standards

A System-wide award that ~~[which]~~ may be made annually to an individual who has made valuable contributions over an extended period to The University of Texas System in its developmental efforts. An individual is defined as a person, as opposed to a corporation, charitable trust, foundation, and like entities. The recipient may be judged on the basis of a broad list of criteria, primary among which will be a his ~~[his]~~ demonstrated concern for the principles of higher education generally, as well as deep commitment to the furtherance of the purposes and objectives of The University of Texas System specifically. Participation by the recipient in the affairs of the System shall be of such character and purpose to serve as a high example of selfless and public-spirited service. Of particular interest will be the effect that such individual activity may have engendered similar motivation from other public and private areas toward the University System.

II. General Conditions

- A. The award, to be known as the "Santa Rita Award," will consist of a medallion ~~[and a leather-bound edition of Santa Rita - The Highest Award]~~ to be presented no more frequently than annually~~[, preferably on or about May 28, the anniversary date of Santa Rita Number 1].~~
- B. The award shall be made on behalf of the Board of Regents of The University of Texas System.

- C. ~~[To be eligible an]~~ An individual ~~[must be nominated annually, but]~~ may receive the award only once.
- D. Posthumous awards may be given.
- E. No member of the Board of Regents shall be eligible to receive the Santa Rita Award until the termination of the member's ~~[his]~~ service.

III. ~~[Awards Committee]~~

~~The Santa Rita Awards Committee shall be composed of:~~

~~three members of the Board of Regents appointed annually by the Chairman of the Board of Regents;~~

~~the Chancellor of The University of Texas System; and the Director for Development of The University of Texas System, as ex-officio secretary to the committee without vote.~~

~~To the greatest extent possible, the identity of the appointed members of the committee shall be kept confidential. Communications to and from the committee shall be through the Director for Development or, if this is impracticable, the Chancellor.~~

IV.] Nominations for Awards

- A. Nominations for the award shall be forwarded to the Chairman of the Board of Regents or the Counsel and Secretary to the Board (Office of the Board of Regents, The University of Texas System, 201 West Seventh Street, Suite 820, Austin, Texas 78701-2981) ~~[Awards Committee through the Director for Development (Box 8060, University Station, Austin 78712).~~

~~Nominations made by members of the faculty or staff of The University of Texas System must be forwarded through the head of the member's component institution. The institutional head may attach such comments and recommendations as he deems advisable.]~~

- B. The nominator shall provide such supporting information and documentation as may be requested ~~[required]~~ by the Chairman or the Counsel and Secretary to the Board ~~[committee].~~

- ~~[C. Deadline for such nominations shall be January 15 of each year.]~~

IV[V]. Selection of Awardees

Awards shall be made, upon [the] recommendation of the Chairman of the Board following consultation with others including the Chancellor and other appropriate U. T. System officials~~[Awards Committee]~~, by a majority vote of members present at a Board of Regents' meeting at which a quorum is present.

BACKGROUND INFORMATION

The "Guidelines for the Santa Rita Award" were adopted by the Board of Regents in June 1967 and amended in December 1975. The Guidelines contemplate that the award will be made every year, while actual practice has this prestigious award made as distinguished and deserving recipients are identified. While the anniversary date of Santa Rita No. 1 will be considered in the timing of the award, it is not always feasible to present the award "on or about May 28." The proposed amendments provide clarification to the awards process, conform the policy to actual practice that assures that the selection of an awardee is made in a public meeting as required by the Texas Open Meetings Act, and have been reviewed and approved by the Chancellor, the Vice Chancellor for Development and External Relations, and the Vice Chancellor and General Counsel. To provide ready access to the Guidelines, it is proposed they be added to the Regents' Rules and Regulations, Part One, Chapter I as a new Section 11.



THE UNIVERSITY OF TEXAS AT ARLINGTON

OFFICE OF THE PRESIDENT

UT System-Academic Affairs

September 6, 2002

SEP 10 2002

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
601 Colorado Street
Austin, Texas 78701-2982

to _____ for info return
to _____ please advise me
to _____ please handle

Reference University Center Addition
 The University of Texas at Arlington
 Project No. 301-TBD

Subject: Agenda Item – November 2002, Board of Regents Meeting
 Approval to Amend Capital Improvement Program (CIP)

Dear Ed:

I am requesting your approval of an agenda item for the November 2002 Board of Regents meeting to amend the FY 2002-2007 Capital Improvement Program, and the current Capital Budget to include the University Center Addition Project. The addition of approximately 5,000 gross square feet will provide much needed space in Campus Dining, expanding the current dining area for students on the Board Plan. The current space was programmed for approximately 750 students, and this fall semester, there are over 1,000 students on the Board Plan. With the new residence hall planned to open in August 2004, an additional 350 students will be participating in this popular program, placing additional demands on this space.

The Total Project Cost (TPC) is currently estimated to be \$1,800,000, and is based on a cost of approximately \$250/gsf. The project budget also includes approximately \$500,000 for the renovation of existing space in the University Center (Connections Café). I am proposing that the Project be financed with UT System Revenue Financing System Bond Proceeds, and that the annual debt service requirements be satisfied with Auxiliary Enterprise Balances.

I have attached the Project Planning Form, and CIP Worksheet to better define the scope of the project, and to provide cost/budget documentation supporting the TPC of \$1.80 million.

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
September 6, 2002
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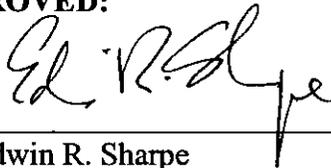
Should you have any questions, or require any additional information, please do not hesitate to contact me at your earliest convenience.

Sincerely,



Robert E. Witt
President

APPROVED:



Dr. Edwin R. Sharpe
Executive Vice Chancellor
for Academic Affairs

9-20-02

Date

Attachments

xc: M. Dan Williams, w/attachments
John D. Hall, w/attachments
Rusty Ward, w/attachments
Jeff L. Johnson, w/attachments
Philip R. Aldridge, Office of Finance, w/attachments
Sidney J. Sanders, Office of Facilities Planning and Construction, w/attachments



THE UNIVERSITY OF TEXAS AT ARLINGTON

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UT System-Academic Affairs

SEP 10 2002

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September 6, 2002

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
601 Colorado Street
Austin, Texas 78701-2982

Reference: Intramural and Recreation Complex – Phase I
The University of Texas at Arlington
Project No. 301-TBD

Subject: Agenda Item – November 2002, Board of Regents Meeting
Approval to Amend Capital Improvement Program (CIP)
Approval to Institutionally Manage Project, and
Design Development Approval

Dear Ed:

I am requesting your approval of an agenda item for the November 12-13, 2002, Board of Regents meeting to amend the FY 2002-2007 Capital Improvement Program, and the current Capital Budget with the addition of the Intramural and Recreation Complex – Phase I Project. I am also requesting your approval to allow the University to institutionally manage this project, and for the Design Development Plans to be presented to the Facilities Planning and Construction Committee for approval at the October 2002, meeting in order to maintain the current project schedule.

The Total Project Cost (TPC) is \$3,300,000. I am requesting that the Project be financed with UT System Revenue Financing System Bond Proceeds or Commercial Paper over a ten (10) year period, and that the debt be repaid with the fees collected from the recently implemented Campus Recreation Fee. I have attached a 10-Year Cash Flow Projection Report that demonstrates more than sufficient coverage over this ten-year period.

I have also attached a Project Planning Form and CIP Worksheet that provides the project description and justification, as well as a detailed budget estimate supporting the TPC of \$3.3 million.

Finally, F&S Partners (Dallas, Texas) were appointed as the Project Architect back in January of this year after a Request For Qualification (RFQ) process (November/December 2001) to prepare the Facility Program, and thereafter, the Schematic Design. F&S Partners have since completed these tasks, and are currently providing Design Development phase services. It is anticipated that the construction

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
September 6, 2002
Page 2

documents will be completed by November, allowing construction to commence shortly thereafter (December / January). It is imperative that we make these dates to take advantage of the growing season beginning in May for the newly planted grass-playing surface.

Should you have any questions, or require any additional information, please do not hesitate to contact me at your earliest convenience.

Sincerely,



Robert E. Witt
President

APPROVED:



Dr. Edwin R. Sharpe
Executive Vice Chancellor
for Academic Affairs

9-20-02

Date

Attachments

- xc: M. Dan Williams, w/attachments
John D. Hall, w/attachments
Rusty Ward, w/attachments
Jeff L. Johnson, w/attachments
Sidney J. Sanders, Office of Facilities Planning and Construction, w/attachments
Philip R. Aldridge, Office of Finance, w/attachments



THE UNIVERSITY OF TEXAS AT ARLINGTON

OFFICE OF THE PRESIDENT

UT System-Academic Affairs

September 6, 2002

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Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
601 Colorado Street
Austin, Texas 78701-2982

Reference: New Residence Hall
The University of Texas at Arlington
Project No. 301-TBD

Subject: Agenda Item – November 2002, Board of Regents Meeting
Approval to Amend Capital Improvement Program (CIP)

Dear Ed:

I am requesting your approval of an agenda item for the November 2002 Board of Regents meeting to amend the FY 2002-2007 Capital Improvement Program, and the current Capital Budget with the addition of the New Residence Hall Project. As you are aware, UT-Arlington has added over 1,000 beds to its on-campus housing inventory in the last two (2) years, however, at the beginning of the Fall '02 Semester, there were still 273 students on the waiting list for an apartment, and 622 students on the waiting list for a residence hall room.

The Total Project Cost (TPC) is \$14,275,000, and I am proposing that the Project be financed with UT System Revenue Financing System Bond Proceeds over a twenty-year period. I have attached an economic analysis or cash flow analysis in the format provided by the UT System Office of Finance. As is evident, the cash flow is very attractive over this twenty-year period providing more than adequate debt coverage.

Overall, the Project consists of 350 beds with 75% of the beds configured in 3 private bedroom suites, and 25% of the beds configured in traditional double rooms. Other amenities will include; private baths, high-speed Ethernet for each student, expanded basic cable TV service, metro phone service, social lounges, on-site parking, card-access for enhanced security, and an attractively landscaped community.

The Project will be in close proximity to the University Center for convenient access to Campus Dining, as well as in close proximity to the campus-core (i.e. Central Library and several academic buildings).

Included in the TPC is \$1.6 million for the acquisition, abatement, and demolition of the College Oaks Apartments. This amount will also fund parking lot improvements thereafter to provide on-site parking for the students living in the new residence hall.

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
September 6, 2002
Page 2

I have also attached the Project Planning Form, and CIP Worksheet to better define the scope of the project, and to provide cost/budget documentation supporting the TPC of \$14.275 million.

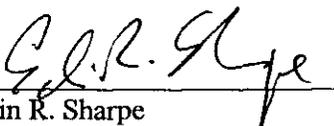
Should you have any questions, or require any additional information, please do not hesitate to contact me at your earliest convenience.

Sincerely,

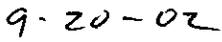


Robert E. Witt
President

APPROVED:



Dr. Edwin R. Sharpe
Executive Vice Chancellor
for Academic Affairs



Date

Attachments

xc: M. Dan Williams, w/attachments
John D. Hall, w/attachments
Rusty Ward, w/attachments
Jeff L. Johnson, w/attachments
Philip R. Aldridge, Office of Finance, w/attachments
Sidney J. Sanders, Office of Facilities Planning and Construction, w/attachments



OFFICE OF THE PRESIDENT
THE UNIVERSITY OF TEXAS AT AUSTIN

UT System-Academic Affairs

P.O. Box T • Austin, Texas 78713-8920
(512) 471-1232 • FAX (512) 471-8102

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September 6, 2002

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
OHH 305 (P4300)

Subject: Experimental Science Building Renovation Phase I and II
The University of Texas at Austin
Project No. 102-906

Dear Ed:

I write to ask your assistance in presenting an agenda item at the November 2002 Board of Regents' meeting to amend the FY 2002-2007 Capital Improvement Program to add the Experimental Science Building Renovation – Phase II project at a Preliminary Project Cost of \$34,250,000 and to combine it with the Experimental Science Building Renovation – Phase I project for a new combined Preliminary Project Cost of \$35,000,000.

The Experimental Science Building Renovation – Phase I project is included in the FY 2002-2007 Capital Improvement Program and the FY 2002-2007 Capital Budget at a Preliminary Project Cost of \$750,000 with funding from Designated Tuition. Phase I will include the development of an overall program and cost estimate for subsequent phased work. The building will be renovated to support state-of-the-art research and teaching laboratories, classrooms, and offices.

The Experimental Science Building Renovation – Phase II project is included in the Future Projects list of the FY 2002-2007 Capital Improvement Program at an estimated project cost of \$26,000,000. Phase II will include renovation of approximately one third of the existing building to house urgently needed laboratories and support spaces for nanoscience.

Combining Phase I and Phase II will enable the project team to move immediately into design following approval of the facilities program. The Preliminary Project

Dr. Edwin R. Sharpe
Experimental Science Building Renovation Phase I and II
September 6, 2002
Page 2

Cost of \$35,000,000 for the combined project will be funded from Revenue Financing System Bonds.

Your assistance in this matter is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry R. Faulkner", with a long horizontal flourish extending to the right.

Larry R. Faulkner
President

cc: Dr. Pat Clubb
Mr. Jeffery M. Kauffmann
Mr. John L. Rishling
Mr. Sidney J. Sanders



OFFICE OF THE PRESIDENT
THE UNIVERSITY OF TEXAS AT AUSTIN

UT System Academic Affairs

SEP 09 2002

P.O. Box T • Austin, Texas 78713-8920
(512) 471-1232 • FAX (512) 471-8102

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to _____ please handle

September 6, 2002

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
OHH 305 (P4300)

Subject: Performing Arts Center Infrastructure Upgrades – Phase I
The University of Texas at Austin

Dear Ed:

I write to ask your assistance in presenting an agenda item at the November 2002 Board of Regents' meeting to amend the FY 2002-2007 Capital Improvement Program to add the Performing Arts Center Infrastructure Upgrades - Phase I project at a Preliminary Project Cost of \$400,000.

The Performing Arts Center Infrastructure Upgrades project is included in the Future Projects list of the FY 2002-2007 Capital Improvement Program at an estimated project cost of \$15,000,000. Phase I of the project will include the development of an overall program and cost estimate for subsequent phased work. The building will be renovated in order to meet current life safety and accessibility code requirements. Other work to address building age and condition, and to update functional characteristics of the facility may be included if funding can be identified. The Preliminary Project Cost of \$400,000 for Phase I of the project will be funded from Designated Tuition.

Thank you for your assistance.

Sincerely,



Larry R. Faulkner
President

cc: Dr. Pat Clubb
Mr. Jeffery M. Kauffmann
Mr. John L. Rishling
Mr. Sidney J. Sanders

U. T. EL PASO: UNIVERSITY BOOKSTORE EXPANSION AND RENOVATION PROJECT

BACKGROUND INFORMATION

The University Bookstore has operated in the same space for approximately 25 years. Institutional growth and the significant expansion of degree programs have caused the University Bookstore to outgrow its current space. The cost of the expansion and renovation of the bookstore is estimated at \$800,000. While this project size is below the required review threshold of the U. T. Board of Regents, Board approval is sought for the issuance of bonds.



THE UNIVERSITY OF TEXAS AT ARLINGTON

OFFICE OF THE PRESIDENT

UT System-Academic Affairs

SEP 10 2002

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Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
The University of Texas System
601 Colorado Street
Austin, Texas 78701-2982

Reference: Minor Construction & Minor Repair and Renovation Projects
The University of Texas at Arlington

Subject: Agenda Item – November 2002, Board of Regents Meeting
Approval to Issue Revenue Bonds to Finance Projects

Dear Ed:

I am requesting your approval of an agenda item for the November 2002 Board of Regents meeting to issue UT System Revenue Financing System Bond Proceeds totaling \$5.0 million to finance minor construction, and minor repair and renovation projects, all to be institutionally managed. The projects to be financed are the following.

Baseball Stadium Renovations (Phase II)	\$1,950,000
Activities Building Renovation for Kinesiology	\$1,500,000
Natural History Specimen Annex	\$ 700,000
Social Work C Renovation (for classrooms & offices)	\$ 450,000
Physical Plant Shops – Addition/Renovations	<u>\$ 400,000</u>
Total	<u>\$5,000,000</u>

The annual debt service will re-paid from the following two sources; Bookstore Commissions for the Baseball Stadium Renovations, and from Designated Tuition for the other four projects listed above.

Dr. Edwin R. Sharpe
Executive Vice Chancellor for Academic Affairs
September 6, 2002
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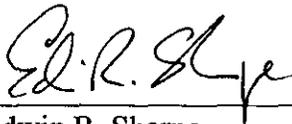
Should you have any questions, or require any additional information, please do not hesitate to contact me at your earliest convenience.

Sincerely,



Robert E. Witt
President

APPROVED:



Dr. Edwin R. Sharpe
Executive Vice Chancellor
for Academic Affairs

9-20-02

Date

xc: M. Dan Williams
John D. Hall
Rusty Ward
Jeff L. Johnson
Philip R. Aldridge, UT System Office of Finance
Sidney J. Sanders, UT System Office of Facilities Planning and Construction

U. T. General Academic Institutions 2001-2002 Post-Tenure Review Report

Of the 3,057 tenured members of the faculties of the general academic components, 413, or 13.5 percent, were subject to the six-year post-tenure review during the 2001-2002 academic year.

Of the 413 tenured faculty subject to review: 350, or 84.8 percent, had satisfactory ratings; 53, or 12.8 percent were not reviewed due to promotion, retirement, resignation, leave of absence, or other reasons; one, or 0.2 percent, have reviews still in progress; and nine, or 2.2 percent, received unsatisfactory reviews.

A summary table of the academic year 2001-2002 post-tenure reviews is shown below. Additional details are on file in the Office of Academic Affairs.

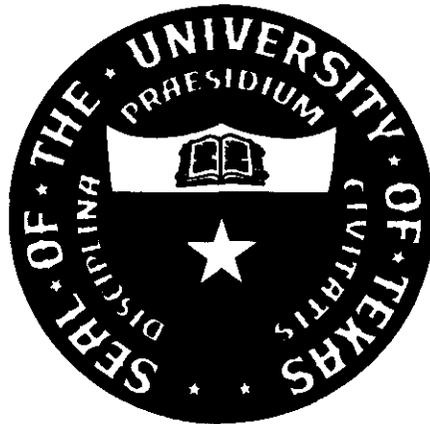
Component	Total	Subject to Review	Satisfactory	Unsatisfactory	Review in Progress	Not Reviewed Due to Promotion, Retirement, Leave of Absence, or Other Reasons
U. T. Arlington	401	51	37	1	0	13
U. T. Austin	1,390	170	158	4	0	8
U. T. Brownsville	138	16	14	1	1	0
U. T. Dallas	240	27	25	0	0	2
U. T. El Paso	274	42	33	1	0	8
U. T. Pan American	209	44	31	2	0	11
U. T. Permian Basin	42	5	5	0	0	0
U. T. San Antonio	282	48	37	0	0	11
U. T. Tyler	81	10	10	0	0	0
TOTAL	3,057	413	350	9	1	53
		13.5%	84.8%	2.2%	0.2%	12.8%

Follow-Up Report on Previous Post-Tenure Review Actions (Academic Years 1999, 2000, and 2001)

Over the past three academic years (1999, 2000, and 2001), 40 tenured faculty received less than satisfactory reviews. Of those faculty, 13 have successfully completed their professional development plans, eleven are still in progress and have not received second reviews, and 16 have resigned or retired.

Assessment of Student Learning Initiatives Progress Report 2001-2002

THE UNIVERSITY OF TEXAS SYSTEM



*Office of Academic Affairs
601 Colorado Street
Austin, Texas 78701-2982*

Assessment Report University of Texas System 2001-2002

This report includes a review of the purpose and assumptions underlying the assessment process of the University of Texas System; the status of assessment within the System, including accomplishments during academic year 2001-2002 and changes to the 2000-2001 Assessment Plan; and two recommendations.

Background

During the Fall 2000 Semester, the Academic Affairs Committee of the Board of Regents requested that the University of Texas System implement a plan to assess student knowledge and skills developed in general education or core curriculum programs and other academic programs across the System. At that time, the assessment of student learning in all academic majors was conducted in only one component of the System, many professional programs in other components had begun to assess student learning, but no comprehensive assessment of the core curriculum had been conducted in any component, although one had tried. The Texas Higher Education Coordinating Board (THECB) had mandated, beginning Fall 1999, that core curricula across the State of Texas be organized according to a set of common THECB guidelines. THECB indicated that the programs were to be evaluated, but had not, and still has not, determined how that should occur.

Given the Board of Regents request, Executive Vice Chancellor Ed Sharpe began the process of developing a System-wide assessment of the core curriculum, appointing Dr. Raymond J. Rodrigues to guide the process. In the first year, assessment leaders were appointed on each campus, an Advisory Board of those leaders and representatives of the Faculty Advisory Council formed and began to meet, the assessment of writing was planned, assessment meetings and workshops were held on all campuses, and an assessment plan was created.

Purpose and Assumptions of Assessment:

The University of Texas System has committed itself to assess student learning in accordance with the best assessment practices identified by the literature and research in assessment (a sample bibliography is included in this report). *The primary purpose of academic assessment is to improve student learning.* Toward that end, we assume that:

1. *To be most meaningful, each institution must assess student learning within its own mission and context.*

The missions and contexts of the University of Texas components vary widely, ranging from major research universities with doctoral programs to regional

comprehensive universities, from institutions of a few thousand students to one of over 50,000 students, from open admissions to highly selective admissions criteria. Given such variation, the institutions have designed their academic programs within their missions and resources, with particular consideration for the characteristics and abilities of their students.

The abilities of students entering each component vary widely. Students who require some form of remedial education vary in percentage from over 70 percent of entering freshmen in one component to relatively few in some others. Annual year-to-year retention rates vary accordingly, ranging from the mid-50s to approximately 90 percent. Graduation rates also vary accordingly, with most students in some components graduating in four to six years and most students in other components requiring more than six years to complete a four year baccalaureate program. Understanding the reasons for attrition, retention, and graduation is an important aspect of assessment.

2. *A standardized test of student learning could not yield data sufficiently meaningful to guide curricular improvements in our components since their missions, students, and contexts vary so widely.*

A standardized test can satisfy the expectation that institutions be publicly accountable to their constituents. However, given the variations in student characteristics and institutional missions of the System components, assessment plans need to be designed to address the key questions that faculty, administrators, and support units have regarding how to help *their* students learn most effectively. To satisfy the need for accountability, we subscribe to public disclosure of the assessment results and actions taken to address those results. For the following reasons, though, we have chosen not to implement a System-wide standardized test to assess student learning:

- Standardized tests cannot reflect the variations in student characteristics and academic programs from component to component;
- Standardized test results will vary according to the admission standards of the components, with those students in components having the highest admission standards presenting the highest results and those in components with lower admission standards presenting lower results;
- Standardized test results cannot be sufficiently disaggregated to help faculty determine *why* specific results are not satisfactory and therefore cannot provide the information needed to improve student learning at those points where improvement is most needed.
- Unless a standardized test is treated as a high stakes test, student motivation to do well is not likely to be very high, and therefore the results may not reflect actual student abilities.

- 3. If treated seriously and professionally, institutional assessment efforts will evolve over time.*

The initial step in assessment is determining what students should know, value, and be able to do when they complete a program. In the literature of assessment, these characteristics are typically referred to as “learning outcomes.” As faculty evaluate or assess the learning of their students, some learning outcomes may be quite high and may remain high year after year. Thus, repeatedly assessing them may not be necessary. Others, however, may not be as high or satisfactory as we want, so determining the causes for lower results will require more follow-up efforts. As faculty learn more about their students’ knowledge, abilities, and values, they may refine both their assessment questions and methods so that the assessments give them clearer results and give them the information that they need to improve their programs, whether through curricular or pedagogical changes. An assessment program that does not focus upon the key issues and questions about learning that an institution has is not serving the primary purpose of assessment, even though it may be meeting accountability requirements.

- 4. Not all student learning occurs in the classroom alone.*

The Council on Higher Education Accreditation (CHEA), a consortium of regional accrediting bodies, has worked to determine how faculty support systems and student support systems within an institution can also be assessed. They recognize that many factors contribute to the education of a student, such as the library, advising, counseling, extracurricular activities, residence life, faculty development, administrative recognition of assessment efforts, and resource allocations. SACS expects all aspects of an institution to be assessed to determine the effectiveness of the total learning environment. Effective assessment programs will engage the full institution in examining the results and determining the most effective ways of improving upon them.

- 5. For an institution to be accountable for the education it provides, assessment results and actions taken based upon those results must be made public.*

The most critical step in an assessment plan is the reflection upon the results and determination of appropriate actions needed to improve upon those results. Not only should the faculty of a given academic program take the time to determine how their program should be improved, but also other constituencies should be informed about and engaged in understanding the nature of those results and actions. Those constituencies range from institutional support units and administrations to governing boards, accrediting bodies, and parents. Students themselves may be informed of assessment results at those points where knowing how well they are learning can help them become better learners.

The assessment plan of the University of Texas System aligns itself with the higher education accreditation principles and guidelines of the Southern Association of Colleges and Schools (SACS). SACS' guiding principle on assessment is that "The institution identifies expected outcomes for its educational programs and its administrative and support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results." Core Requirement 12 of the SACS guidelines expects that: "The institution has developed an acceptable Quality Enhancement Plan and demonstrates the plan is part of an ongoing planning and evaluation process." SACS explains the use of the Quality Enhancement Plan (QEP): "Engaging the wider community, the QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student achievement and accomplishing the mission of the institution. It is used to outline a course of action for institutional improvement by addressing an issue – or issues – that contributes to institutional quality, with special attention to student learning." SACS does not specify how assessments are to be conducted, only that institutions present evidence that they assess their programs systematically.

The Status of Assessment in the University of Texas System

We chose to begin assessing the Core Curriculum in each component as a System-wide effort because the Core Curriculum appeared on the surface to be the most common academic program in all the components. To learn the most about how to conduct an assessment program across the System, we decided to begin with the assessment of student writing, then to assess mathematics, and then to move on to the remaining areas of the Core Curriculum. We recognize that SACS expects all academic programs to be assessed, not solely the Core Curriculum, and therefore we assume that all components will develop plans to assess the undergraduate majors, interdisciplinary programs where they exist, and graduate programs in preparation for future accreditation reviews and as is appropriate for institutions desiring to improve their educational programs. We also recognize that many professional programs already conduct academic assessments as part of their own professional accreditation programs. Each component has developed its assessment plans for continuing the assessment of student learning.

Appendix A is the 2000 – 2001 assessment plan for the University of Texas System. A primary purpose of that plan was to lay out a schedule of assessment activities (or goals) for the 2001-2002 academic year and beyond. The activities that were accomplished and those that were changed are summarized below.

Activities Accomplished during 2000-2001

1. **Inventory of Assessment Practices:** All components completed an inventory of current assessment procedures on each campus.

2. **Assessment Advisory Board:** The Assessment Advisory Board met four times during the year to share information, review plans, and continue planning the implementation of assessment procedures.
3. **Mathematics Assessment:** Two workshops were held for the mathematics faculty assigned to lead the mathematics efforts on each campus to learn about effective assessment methods and share ideas. The professor who chairs the mathematics assessment committee of the American Mathematics Association led the first workshop. As a result of the workshop, three of our faculty were selected to become a team representing the System and attend three national workshops on mathematics assessment sponsored by the AMA: Betty Travis (UTSA), Jerzy Mogilsky (UTB), and D. L. Hawkins (UTArI). The second workshop was held on the UTSA campus and led by that team.

Determining what areas to assess in mathematics posed the greatest problem. Not all students take the same mathematics courses, with core curriculum courses ranging from Introduction to College Algebra to Mathematics for Educators to Calculus. Despite the Coordinating Board core curriculum guidelines, not all mathematics courses are designed to meet those guidelines. In fact, it is not even desirable that all courses meet those guidelines, for students vary greatly in the ability and graduation goals. Therefore, the mathematics faculty have decided to assess those courses on their campuses that most closely meet the guidelines of the core curriculum. But they may change their plans in future years.

Each component is to assess mathematics during the 2002-2003 academic year and report the results and changes warranted to the UT System by December 1, 2003.

4. **Writing Assessment:** The assessment of writing was conducted on each campus by the end of the Spring Semester. The writing assessment teams on each campus developed a rubric or set of evaluation criteria to evaluate freshmen writing from those courses where the assessment would do the most good. For most components, the student writing was drawn from the second writing course. But not all writing courses in the core curriculum are identical in structure or semester required, so the campuses made determinations based upon their local context. The writing faculty are to review the results, make recommendations based upon their findings to the faculty and campus administration regarding curricular or pedagogical actions needed to improve student writing, and submit a report to the System summarizing the results and changes proposed or changes made by December 1, 2002.

Based upon the results of the first assessment, each campus will design and implement the next writing assessment for the 2002-2003 academic year.

In addition, it remains our intent to assess the writing of seniors within the next two years to determine whether their writing meets our expectations, and, if not, to implement changes to strengthen those areas where student writing is weak.

Three faculty members and I have been selected to offer a panel presentation on writing assessment across the University of Texas System at the December national conference of SACS in San Antonio. The faculty members are:

Linda Woodson, University of Texas at San Antonio
Lucas Niiler, University of Texas at Tyler
Beatrice Newman, University of Texas at Pan American

5. **The Remaining Core Curriculum Areas:** Each component has developed a plan for assessing the remaining areas of the core curriculum within the next few years and has submitted its plan to the System. These plans will build upon the experiences gained through the assessments of writing and mathematics as well as the knowledge gained through attending national workshops and reviewing the literature on assessment. We also assume that the components will develop assessments of the academic majors as well. In fact, a few are already proceeding with assessments of the majors, especially in the professional programs.

We note that there is great disparity in the nature of the core curriculum offerings despite the common objectives implied by the Core Curriculum guidelines. For example, in the Social and Behavioral Sciences category, students may select from a wide range of courses and may have taken few courses in common. Even courses that appear to be alike based upon their titles turn out to be quite different. For example, one U. S. government professor may concentrate upon constitutional law while another may focus upon the economic underpinnings of government and yet another upon the influence of historical events upon our government. In approving the Core Curricula that each institution was required to submit to the Coordinating Board, the Coordinating Board did not approve specific courses based upon whether they met the Core Curriculum guidelines. The result is great variation across all campuses in Texas.

6. **Assessment Governance:** Each component has determined how best to oversee assessment within its own governance and administrative structures. The procedures range from have assessment committees to building responsibility for assessment within existing governance and administrative structures. Institutional research procedures and other administrative functions are being associated with the assessment efforts within these structures.
7. **Assessment Website:** We continued to develop the assessment website as a resource for those conducting assessments on the campuses:
<http://ntmain.utb.edu/assessment>.

Changes to the 2000-2001 Assessment Plan Activities

During the course of the year, the following changes were made to the System assessment plan by the Assessment Advisory Board:

1. **Critical Thinking:** We decided not to assess “critical thinking” *per se*. First, “critical thinking” is not a separate component of the Texas Higher Education Coordinating Board’s guidelines on the core curriculum. Second, “critical thinking” is a broad, all-encompassing term that may be defined in a multitude of ways, and determining any specific definition for it would lead to valuable aspects that would not be assessed. And third, elements of “critical thinking” exist in all the categories of the Core Curriculum. Therefore, by assessing those categories, the components will also be assessing critical thinking.
2. **Assessment Conference:** We did not hold a System-wide assessment conference. First, we believed that an effective conference would be extremely costly, especially since we would want to involve as many faculty, support personnel, and administrators in such a conference. Second, two national organizations, the American Association of Colleges and Universities (AAC&U) and the American Association of Higher Education (AAHE) both hold national assessment conferences that draw upon the national experts and institutions from across the nation. Six of our components sent representatives to the AAC&U conference in Dallas and many of our components sent representatives to the AAHE conference in Boston. (Sally Andrade from UTEP and I both presented workshops at this conference.)

We did, however, hold an intensive two-day workshop on the U.T. Brownsville campus for the administrators responsible for leading assessment efforts (and others) from each component. Two national experts on assessment led the workshop: Barbara Wright from Connecticut and Cheryl Bullock from the University of Illinois.

We have not abandoned the idea of holding a System-wide assessment conference but will wait to determine whether, when, and how best to do so.

In short, with the exception of the “critical thinking” assessment and the System-wide assessment conference, all the goals of the 2001-2002 assessment plan have been accomplished.

Recommendations

1. **Assessment Advisory Board:** I recommend that the Assessment Advisory Board be given a new charge:

To establish criteria for, review, and monitor annual assessment reports from each component and to make recommendations to the University of Texas System regarding future assessment guidelines.

The purpose of the Advisory Board would not be to make judgments about the quality or nature of education in each of the components, but to assure that, as SACS expects, “The institution identifies expected outcomes for its educational programs and its administrative and support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.” The Advisory Board will enable the System to determine whether each component is indeed accountable for student learning within its own mission and context.

The Advisory Board may be chaired by a representative of the Executive Vice Chancellor for Academic Affairs. Representatives to the Board should be an appropriate mixture of administrators responsible for assessment and faculty, one representative only from each academic component.

2. **Purpose and process:**

I recommend that the University of Texas System endorse the regular, ongoing assessment of learning as a process based upon the best that research has to tell us about the assessment of learning and that assessment procedures continue to be built upon the missions and contexts of the University of Texas components. In so doing, the U.T. System will affirm its commitment to systematically determine how to most meaningfully help our students learn more effectively in all academic programs and affirm its commitment to the support of the administrative and support structures on each campus.

These two recommendations, taken together, can assure that our institutions are indeed accountable to their constituencies.

Respectfully submitted,

Raymond J. Rodrigues

August 2002

Selected Bibliography

The planning and implementation of academic assessments in the University of Texas System has been based upon a growing literature of assessment. A very limited selection of sources includes the following:

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NOTE: Additional sources, including research reports, position papers, and university reports, may be found on the System assessment website:
<http://ntmain.utb.edu/assessment>

Assessment Advisory Board, 2001-2002:

Ana Maria Rodriguez	Assessment Leader, University of Texas Pan American, Associate Provost
Jay Phillips	Assessment Leader, University of Texas Brownsville and Texas Southmost College, Dean of General and Developmental Studies
David O'Keeffe	Assessment Leader, University of Texas Tyler, Provost
Bill Fannin	Assessment Leader, University of Texas Permian Basin, Provost
Bill Lasher	Assessment Leader, University of Texas Austin, Associate Provost
Michael Coleman	Assessment Leader, University of Texas Dallas, Associate Provost
David Johnson	Assessment Leader, University of Texas San Antonio, Associate Provost
Pablo Arenaz	Assessment Leader, University of Texas El Paso, Associate Provost
Michael Moore	Assessment Leader, University of Texas Arlington, Associate Provost
Betty Travis	Faculty Advisory Council, University of Texas San Antonio, Professor
Corbett Gauldin	Faculty Advisory Council, University of Texas Permian Basin, Professor
Robert Nelsen	Faculty Advisory Council, University of Texas Arlington, Professor
Raymond Rodrigues	Chair, Special Assistant to the Executive Vice Chancellor

Writing Assessment Coordinators, 2001-2002

Lucas Niiler and David Strong	University of Texas Tyler
Linda Woodson	University of Texas San Antonio
Bob Sledd	University of Texas Brownsville and Texas Southmost College
Audrey Wick	University of Texas Arlington
Beatrice Newman	University of Texas Pan American
Mark Wildermuth	University of Texas Permian Basin
Carol Clark	University of Texas El Paso
Cynthia Haynes	University of Texas Dallas
David Charney and Linda Ferreira-Buckley	University of Texas Austin

Mathematics Assessment Coordinators, 2001-2002

D. L. Hawkins	University of Texas Arlington
Betty Travis	University of Texas San Antonio
Joe Guthrie	University of Texas El Paso
Jerzy Mogilski	University of Texas at Brownsville and Texas Southmost College
Efraim Armendariz	University of Texas Austin
Charles Wakefield	University of Texas Permian Basin
Robert Cranford	University of Texas Tyler
John Van Ness	University of Texas Dallas
Roger Knobel	University of Texas Pan American