

ACADEMIC AFFAIRS

Mission of Academic Affairs

The Office of the Provost and the Division of Academic Affairs provide leadership in developing and maintaining excellent academic programs and support services that contribute to achievement of the University mission.

Description

Texas A&M University-Kingsville joined the Texas A&M University System in 1989. The University offers 54 undergraduate degree programs, 51 master's degree programs, and six doctoral programs (EdD in Bilingual Education; EdD in Educational Leadership; PhD in Wildlife Science; PhD in Horticulture; PhD in Environmental Engineering; PhD in Hispanic Studies).

The Office of the Provost and the Division of Academic Affairs is organized into six undergraduate colleges (Agriculture and Human Sciences, Arts and Sciences, Business Administration, Education, Engineering, and University College); the College of Graduate Studies; the College of Pharmacy; and a campus in San Antonio (Texas A&M University-Kingsville System Center-San Antonio). Each college is headed by a dean, and the campus in San Antonio is headed by an executive director/dean of academic and student affairs.

Academic support services are offered through the Jernigan Library, the Conner Museum, the Department of Computing and Information Services, the Office of Research and Sponsored Programs, the Department of Distance Learning and Continuing Education, and the Department of International Studies. The Division of Academic Affairs and the Office of the Provost seek to develop and maintain excellent academic programs through a cadre of outstanding faculty and staff.

Goals of Academic Affairs that Support the University Mission 2000 - 2004

GOAL ONE: (INSTRUCTIONAL AND SUPPORT PROGRAMS): Develop and maintain high quality academic programs and support services in a learner-centered environment

OBJECTIVE: Ensure high quality academic programs and support services by developing and implementing a systematic review process for undergraduate, master's, and doctoral programs and for all academic support services.

ASSESSMENT MEASURE: Results of the assessment of the core curriculum are used to revise the core to improve learner outcomes.

- **Outcome:** Incomplete

ASSESSMENT MEASURE: Results of the program review process are used to make programmatic changes and improvements.

- **Outcome:** Programs are being deleted or phased out based on the results of the program review process and on an analysis of student needs/demands.
 - *Examples: Deleted or phased out BS in Industrial Engineering (in process); BS in Restaurant and Food Service Management (complete); BBA in Economics (complete); MA and MS in Supervision (complete)*
- **Outcome:** New degree programs are being established based on an analysis of student interest and needs; workforce demands of the region, state, and nation; and availability of resources.
 - *Examples: PhD in Environmental Engineering (complete); MS in Instructional Technology (complete); PhD in Hispanic Studies (complete); MS in Industrial Management (complete); BS in Technology Education (complete); BS in Architectural Engineering (in progress); PhD in Wildlife Medical Science (in progress); PharmD in Pharmacy (in progress); BS in Biomedical Sciences (in progress); MS in Ranch Management (in progress)*
- **Outcome:** A Strategic Technology Plan has been developed based on assessment of campus needs (complete; modifications underway as a result of a System audit of CIS).
- **Outcome:** New faculty FTEs have been added at the Kingsville campus based on program assessment and/or development of new programs to meet student interests/ and workforce demands: instructional technology (1), bilingual education (1) education (5) kinesiology (1), environmental engineering (2), animal and wildlife science (1). A total of ___FTEs were added at the San Antonio campus to increase and expand programs offerings.
- **Outcome:** New staff FTEs have been added at the

Kingsville campus based on assessment of the adequacy of support services: instructional designer (1), university academic advisor (1), Arts and Sciences academic advisor (1); sponsored research grand administrator (1); statistician in agriculture (.5). A total of ___??? staff positions were added to provide support services at the San Antonio campus

- **ASSESSMENT MEASURE:** The program review process is evaluated to ensure that the process is effective.
- **Outcome:** After three years of implementation, the program review process itself was evaluated and modified to include greater participation by the department chairs and deans.

OBJECTIVE: Maintain accreditation of programs and seek new accreditations in selected programs

- **ASSESSMENT MEASURE:** Accreditation of programs has been maintained.
- **Outcome:** Departments and colleges successfully completed self-study process leading to re-accreditation in music (NASM), industrial technology (NAIT), business (ACBSP), child development (NAEYC), and engineering (ABET).
- **ASSESSMENT MEASURE:** First-time accreditation has been achieved in selected programs.
- **Outcome:** Departments and colleges successfully completed of first-time accreditation in communication sciences disorders (ASLHA), dietetics internship program (ADA), and social work (CSWE). A second business accreditation is in progress (AACSB).

OBJECTIVE: Attract and retain highly qualified faculty and staff.

- **ASSESSMENT MEASURE:** Highly qualified faculty are recruited and retained. with salary incentives and awards.
- **Outcome:** High quality new faculty were offered more competitive starting salaries.
- **Outcome:** Faculty were awarded raises (market and equity

adjustments, merit, and cost-of-living).

- **Outcome:** The stipend for department chairs was increased (from \$200/month to \$300/month).
- **Outcome:** Stipends for part-time faculty who teach upper division and graduate courses were increased.
- **Outcome:** New salary “floors” were established for each professorial rank.
- **Outcome:** A new process was established to ensure closer scrutiny of faculty credentials.
- **Outcome:** Excellence in teaching, research, and service was rewarded through the Presidential Excellence Awards Program but discontinued after one year because of funding issues.

GOAL TWO: (PROFESSIONAL DEVELOPMENT): Provide professional development activities for administrative staff and faculty to improve effectiveness.

OBJECTIVE: Support professional development opportunities for deans, chairs, and directors that focus on improvement of administrative effectiveness.

- **ASSESSMENT MEASURE:** Results of needs assessment are used to plan and implement professional development activities for administrators.
- **Outcome:** Workshops focusing on legal issues in higher education, administrative effectiveness, evaluation of teaching, and writing programmatic learner outcomes were offered for deans and chairs.
- **Outcome:** Deans and chairs were encouraged to attend workshops and/or conferences focusing on improvement of administrative effectiveness.

OBJECTIVE: Support professional development opportunities for faculty that focus on teaching and research effectiveness

- **ASSESSMENT MEASURE:** Results of needs assessment are used to plan and implement professional development activities which focus on teaching
- **Outcome:** The Center for Teaching Effectiveness was established and staffed with a .50 FTE director.

- *Examples: Workshops, audio/video conferences, and training sessions were offered for faculty and graduate teaching assistants to improve teaching skills; examples of workshops and training sessions include cooperative learning, writing and assessing learner outcomes, development of good syllabi, evaluation of good teaching, preparing for promotion and tenure.*
- *Example: A mentor program for new faculty was established in collaboration with academic deans.*
- **ASSESSMENT MEASURE:** Results of needs assessment are used to plan and offer professional development opportunities which focus on research.
 - **Outcome:** Additional funding was allocated for travel to support faculty presentations of research at professional meeting.
 - **Outcome:** The Office of Research and Sponsored Programs offered workshops for faculty on the development of grant-writing skills.

GOAL THREE: (RECRUITMENT AND RETENTION): Develop and maintain initiatives that will enhance student recruitment and retention.

OBJECTIVE: Establish academic support programs that attract and retain students.

- **ASSESSMENT MEASURE:** Results of program reviews are used to determine the programs needed to enhance recruitment and retention of students.
 - **Outcome:** The Honors Program was established with a .50FTE director. Retention of participating students was 90+% from fall to spring in 2003-04. Additional funding for student travel was allocated.
 - **Outcome:** The Transfer Scholarship program was established to attract transfer students from feeder community colleges. Early analysis of the program suggests that it has not had the expected impact in attracting additional transfer students, but it has only been in effect for two years.
 - **Outcome:** The Persistence Scholarship program was established with the hope that it would help retain students. Early evidence suggests that the program has not had the

expected impact in retaining students; however, it has only been in effect for two years.

- **Outcome:** Graduate scholarships and graduate assistantships were funded to attract and retain more graduate students (50, \$1000 scholarships annually and 22, \$13,000 assistantships when program is fully implemented). Program has only been in effect two years, but early evidence suggests it has been effective in attracting and retaining more graduate students.
- **Outcome:** The Learning Assistance Center with a full-time director was established in the summer of 2004 to enhance student success. Although the program not in existence long enough to determine its full impact, early evidence from the summer suggests it will be effective in improving academic success of students, and thereby contributing to improved retention.
- **Outcome:** Additional funding for summer school and intersessions was allocated to accommodate students' needs.
- **Outcome:** As a result of program assessments and student surveys, new graduate and undergraduate programs in high demand areas were developed to attract more students. (New programs are identified in *Outcomes* under GOAL ONE: Instructional and Support Programs)
- **Outcome:** A program with Coastal Bend College was established to provide pre-developmental education courses for conditionally admitted students to enhance their chances for success and to increase retention; program has not been in effect long enough to assess its impact

GOAL FOUR: (RESEARCH):

OBJECTIVE: Increase productivity of faculty in research, scholarship, and creative activities.

- **ASSESSMENT MEASURE:** More incentives and support are being provided to encourage greater faculty involvement in research and scholarly and/or creative activities.
- **Outcome:** An internal grant program has been established to serve as “seed money” for new faculty and existing faculty who wish to become more engaged in research and creative

activities; \$100,000 per year is awarded on a competitive basis; 11 out of 31 proposals were funded the first year.

- **Outcome:** Faculty are submitting more grant proposals and receiving more grant awards than in past years.
 - *Example: Research expenditures increased from \$8.6M in FY02 to \$10.2 in FY 03.*
- **Outcome:** A publication featuring faculty research is in development and will be available by the end of the fall 2004 semester.
- **Outcome:** The President's Travel Support Program was established (\$30,000) to encourage presentation of scholarly papers and leadership involvement in professional associations.
- **Outcome:** Workshops have been, and will continue to be, offered on the development of grant-writing skills by the Office of Research and Sponsored Programs.
- **Outcome:** Faculty and student research is being encouraged by providing funding for more graduate assistantships
- **Outcome:** An additional staff position was approved for the Office of Research and Sponsored Programs.

GOAL FIVE: (COLLABORATION): Enhance and expand educational opportunities for the citizens of South Texas through collaboration with other colleges and agencies

OBJECTIVE: Establish programs through collaboration that will result in more opportunities for South Texas citizens to gain access to higher education

- **ASSESSMENT MEASURE:** Access to higher education has been enhanced by collaboratively establishing the Texas A&M University-Kingsville System Center in San Antonio.
 - **Outcome:** Increased numbers of students from San Antonio are enrolling in courses at the System Center - San Antonio.
 - **Outcome:** Increased numbers of students are graduating from the System Center - San Antonio.
- **ASSESSMENT MEASURE:** More 2+2 programs have been established with community colleges.
 - **Outcome:** Increased numbers of students are expected to

transfer to Texas A&M-Kingsville as a result of greater collaboration with community colleges. More assessment is needed to determine the impact of these 2+2 arrangements.

- **ASSESSMENT MEASURE:** The number of students who enter the teacher preparation program and successfully pass the ExCET and earn certification has increased each year to meet the goals of the Regents Initiative in Teacher Preparation.
 - **Outcome:** The number of students completing the teacher preparation program at the San Antonio campus has increased; and the ExCET pass rate of students at both campuses has met or exceeded the established target. A new administration and several new faculty members are expected to enhance the success rate at both campuses.
 - **Outcome:** The numbers of students participating in the Alternative Certification Program at both the Kingsville and San Antonio campuses have been strong. Initial assessment suggests that this program will be successful in increasing the number of certified teachers.
- **ASSESSMENT MEASURES:** Increased numbers of students are enrolling in the undergraduate agriculture programs at the university as a result of a joint enrollment program with TAMU.
 - **Outcome:** The joint enrollment program is still too new to determine impact on enrollment since it was only established in 2003.
- **ASSESSMENT MEASURE:** Several teaching and research exchange programs have been established with universities in Mexico.
 - **Outcome:** An executive director was hired in 2003-04 to engage in activities leading to greater collaboration with universities in Mexico and Latin America. The program has not been in effect long enough to determine impact
- **ASSESSMENT MEASURE:** Additional educational opportunities in South Texas have been established through distance learning.
 - **Outcome:** Federal funding was awarded in 2003 to establish the South Texas Community Distance Learning Partnerships in 13 rural areas of South Texas; towers are still under construction and programs have not been in place long enough to assess their impact.

