The College of Education and Health Professions at the University of Texas at Arlington: An Economic Impact Statement for the 2011-2012 Academic Year

Over the past thirteen years, the University of Texas at Arlington’s College of Education and Health Professions (COEHP) has evolved to impact positively a multitude of stakeholders across the Metroplex, state, and country. Founded in 1999 as a School of Education, COEHP is now the aegis for three departments and six centers. Undergraduate and graduate students show unequivocal support for the institution: COEHP has experienced a record of student enrollment growth over the last six years—an increase of more than 700%. COEHP’s geographic location has allowed it to influence a significant, growing community; the College lies within a 60-mile radius of more than 180 independent school districts with a combined student population approaching one million. The adult community is thriving, as well: as of 2009, the population in Dallas-Fort Worth approached six and a half million people, and experienced 24% growth from 2000 to 2009.1

The following report describes the myriad ways in which the faculty, staff, and students at COEHP strive daily to realize its mission: to promote a collaborative culture of excellence in research, teaching, and service. The College is committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society.

This Economic Impact Statement intends to articulate and explore the impact of COEHP on the University of Texas at Arlington, the Dallas-Fort Worth Metroplex, and beyond. The research contained in this report offers an estimated quantitative value of COEHP’s impact in a variety of practice areas.

Guiding Questions

1. **Investment**: how does COEHP invest in its local and greater community?
2. **Innovation**: in what ways do COEHP innovations impact the local and greater community?
3. **Service**: in what ways do COEHP faculty, staff and students serve the local and greater community?

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>Investment</td>
<td>4</td>
</tr>
<tr>
<td>Innovation</td>
<td>5</td>
</tr>
<tr>
<td>Service</td>
<td>8</td>
</tr>
<tr>
<td>Centers</td>
<td>9</td>
</tr>
</tbody>
</table>
Executive Summary

In the past academic year, the University of Texas at Arlington College of Education and Health Professions provided an estimated $63,199,935 worth of economic benefits and services to local, state, and national communities.

To quantify the value of the diverse work that COEHP does in myriad contexts, this report isolates the areas in which COEHP’s work provides a discernable value-added (e.g., improving quality of life, providing a service that might not otherwise exist). The values counted toward the $63,199,935 of impact are:

- $19,466,400 in collective salaries for recipients of bachelor’s degrees
- $16,007,706 in administrator-in-training service learning (includes online students)
- $15,928,320 in collective salaries for recipients of master’s degrees
- $5,800,000 in full time faculty and staff salaries
- $4,889,000 in purchases (e.g., technology, facilities)
- $492,181 in scholarships
- $327,128 in service learning (not including administrators-in-training)
- $125,000 in Social Studies professional development
- $94,200 in senior healthcare
- $70,000 in online and face-to-face professional development modules

The University of Texas at Arlington College of Education and Health Professions (COEHP) has a strong and positive impact on its immediate region, Texas, and the nation. Specifically, COEHP’s impact over the past academic year can be understood in three broad categories: investment, innovation, and service.

Although the purpose of this report is to illustrate the economic impact of the work COEHP does, not all of the work translates easily to monetary value-added for the region or state. For example, the number of K-12 school children that have interacted with a COEHP teacher in the past year does not equate to dollars and cents. Hence, not all of the valuable activities outlined in this document contribute to the overall monetary impact of $63,199,935. As this Impact Statement shows, even where there is not a discreet financial metric, there is still tremendous value in COEHP’s work as viewed through the lenses of innovation, education, and service.

Investment

- **COEHP awarded nearly one half of one million dollars in scholarships to graduate and undergraduate students.** This money made it possible for over 100 students to reap the irreplaceable benefits of an undergraduate or graduate education.
- **In 2011-2012, COEHP enabled its bachelor’s degree recipients to earn collectively $19,466,400.** This figure also represents a collective earning of $6,548,400 more than these people might have earned with some college but no degree. (The estimated salary benefit for an individual with a bachelor’s degree from COEHP, when compared to someone with some college but no degree, is estimated at $16,371 per person.)
- **In 2011-2012, COEHP enabled its master’s degree recipients to earn collectively $15,928,320.** Although Texas reported small salary increases in 2011 for teachers who have a master’s degree relative to the increase in previous years, a COEHP master’s degree still yielded
Collectively, master’s degree recipients earned $355,200 more than they would have earned with only a bachelor’s degree.

- **COEHP invested nearly $5 million in the local and state economy** via purchases that relate to facilities and technology, among other entities.

**Innovation**

- **COEHP contributes its resources and expertise to the broader community** through: publishing monographs and journals, hosting conferences, and offering services across a continuum of professional development opportunities.
- **In 2011, COEHP reached nearly 1,400 educators through innovative online programming,** empowering individuals to augment their professional skill set and increase their earning potential.
- During the past academic year, **COEHP secured over $8,064,600 in grants that were allocated to COEHP to support their groundbreaking research** on diverse topics, ranging from bone vascularization to development of gaming technology to college and career readiness initiatives.
- Distinct from the research grants, **COEHP also secured more than $5,170,000 in grants that support scholarships, professional development, and academic enrichment** for practitioners.
- Cumulatively, these grants enable COEHP faculty and students to do work that **dramatically impacts different ethnic groups, various age demographics, and diverse constituents**—from children with developmental delays to astronauts.
- **COEHP uses technology to: provide resources to the community that would otherwise be cost-prohibitive;** engage students who might not otherwise be engaged; and offer many professional development opportunities.

**Service**

- In 2011-2012, **COEHP administrators-in-training completed 456,060 hours of service learning.** These hours contributed to the efficiency and success of schools at all levels and municipal (district) offices.
- During the 2010-2011 academic year, **COEHP students completed 21,105 hours of service learning.** During these hours, COEHP students worked as classroom teachers, coaches, and mentors to young people across the Metroplex, forging meaningful relationships and providing invaluable individualized attention to students who might not receive it otherwise.
- In the 2010-2011 academic year, **22,238 K-12 students in 161 schools across the Metroplex worked with a COEHP student teacher.** This statistic represents the breadth and depth of COEHP’s impact on learning and achievement across the Metroplex, for both K-12 students and their current teachers.
- As institutions, both UT Arlington and COEHP have received accolades for their ability to serve the public. UT Arlington has received **national recognition for its commitment to service;** COEHP has received system-wide recognition for its commitment to service.
- COEHP’s service initiatives transcend simply helping students; COEHP’s various Centers serve **diverse populations** such as: senior citizens, high school athletes, and families who have relocated to the Metroplex due to natural disasters.
**Investment**

COEHP invests in the present and in the future by providing degrees, offering financial support to degree candidates, creating jobs, and making large-scale purchases. These actions dovetail to make COEHP’s work integral to the local, state and national community. Beginning with what is, ostensibly, the most concrete purpose of an institution of higher education, over the past five years, COEHP has conferred: 1489 bachelor’s degrees, 1145 master’s degrees and 1 doctorate.

**Figure 1: Number of COEHP Degrees Conferred, 2006-2010**

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*Estimated conferrals for 2011-2012: 320 bachelor’s Degrees, 500 master’s Degrees and 4 doctoral degrees.

In 2011, COEHP invested over $5.8 million in the local economy through full-time faculty and staff salaries.

Among Texas institutions in 2010, the University of Texas at Arlington is one of the top ten conferrers of: Master’s in Education; Master’s in Curriculum & Instruction; and Bachelor’s in Kinesiology.

COEHP has further invested in its student body by making a commitment to financially support students. (In addition to scholarships, COEHP works to subsidize the cost of professional development for current practitioners. This work is detailed in the subsequent sections.)
Figure 2: Scholarships for 2010-2011

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<td><strong>TOTAL</strong></td>
<td><strong>110</strong></td>
<td><strong>$492,181</strong></td>
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COEHP degree conferral is significant because of the earning potential it holds for the recipient. According to US Census data and information from the Texas Association of School Boards (see Appendix), a bachelor’s degree from COEHP positions the recipient to earn over $16,000 more annually than the national average annual salary for someone who has completed some college but has no degree.

In 2011-2012, COEHP awarded 400 bachelor’s degrees and 320 master’s degrees. The employment of these degree recipients yields $19,466,400 in collective salaries for bachelor’s degree recipients and $15,928,320 in collective salaries for master’s degree recipients, assuming they maintained employment as certified, practicing P-12 teachers in Texas. When compared to the average American employee with some college but no degree, recipients of a COEHP bachelor’s degree collectively increased 2011 degree recipients’ earning potential by $6,548,400. (See Figures 4 and 5 Appendix for calculations and longitudinal salary data.)

Innovation

COEHP’s innovations impact diverse constituents and transcend the borders of the University campus. These innovations enable COEHP to take an active role in a multitude of affairs, ranging from providing free online professional development modules to eligible individuals to monitoring the health and wellness of select citizens throughout the Metroplex.

COEHP has devoted many resources to augmenting the quality and accessibility of professional development to eligible practitioners in the Metroplex and across the state. In 2011, nearly 1,400 practitioners participated in one of a dozen free online professional development modules; in spring of 2012, COEHP offered two professional development modules in a face-to-face format. The creation and delivery of these online and face-to-face modules represent an investment of over $70,000 from COEHP in improving Texas education.

In 2011, the Center for Social Studies Education offered six professional development workshops to higher education faculty employed across the state. These workshops typically lasted 1-2 days and were attended by 30-40 faculty members.

In 2011, COEHP used technology effectively to reach nearly 1,400 practitioners who participated in one of a dozen online free professional development modules. Between online and face-to-face modules, COEHP provided $70,000 worth of free professional development to teachers.
Participants attended at no cost; the estimated expenses for their attendance hover around $600 per person. These opportunities collectively represent near $125,000 of investment from COEHP and provided valuable support for Texas initiatives in college and career readiness.

Supporting state initiatives: In 2012, the Center for Social Studies Education is investing its grant money in five sub-contractors. The sub-contractors will critically review curriculum and instructional strategies used to prepare Social Studies educators; their work will fall under the aegis of “Advancement of College and Career Readiness in the Social Studies.” Five sub-contracts of approximately $20,000 each were issued to faculty at Baylor University, Texas State University, Texas A&M University, University of Houston-Downtown, and University of Texas at El Paso. The recipients of the sub-contracts will develop resources for K-12 teachers; provide professional development; or conduct research to better align Social Studies teachers’ work with Texas’ College and Career Readiness Standards.

Acutely aware of the demographics in Texas, the Center for Bilingual Education works to develop innovative ways to support practitioners’ work with their bilingual classroom populations and augment the quality of education for all students, regardless of their native language. The Center is currently preparing workshops for in-service teachers across the Metroplex (at no cost). The workshops will run four times per year and feature practitioners (e.g., scientists, mathematicians) who will help in-service teachers learn to teach STEM fields in Spanish. This represents a future commitment from COEHP of approximately $20,000 ($5,000 per session).

The Center for Teacher Quality ensures that COEHP supports practitioners who are new to the field. The Center uses Dartfish, an innovative video software program that allows novice teachers to self-evaluate based on video observations. In fall 2011, 72 novice teachers across the Metroplex were using the program with support from two COEHP faculty and two local teachers.

COEHP incubates and distributes new ideas in fields that are demanding national attention, such as STEM education. Texas Higher Education Coordinating Board has invested $20,000 in COEHP to compile and publish a monograph (i.e., a journal) of scholarly research from academics across Texas. This monograph has an estimated distribution of 500 copies and contains articles that focus on best practices in science/math education, and, more specifically, connections between theory and practice. Thus, this monograph expedites the dissemination of ideas and allows COEHP to connect with individuals with whom it might not otherwise connect. On a related note, Texas Higher Education Coordinating Board invested $80,000 in COEHP so that the College could facilitate conversation among representatives from 18 institutions of higher education across Texas on the subject of best/emerging practices in science/math education.

Currently, COEHP brings in $8,064,600 from grants related to research and work in K-12 schools. This research enables COEHP to impact positively a multitude of stakeholders, ranging from astronauts to pre-college athletes who have concussions. Please see Appendix for a detailed list of the various research projects, and the dollar values for the grants that support them.
Currently, COEHP brings in $5,170,000 from grants related to scholarships. These grants range from federal funding to support future bilingual educators to foundation dollars that subsidize summer internships in the Metroplex community. Please see Appendix for a detailed list of the current scholarship opportunities, and the dollar values for the grants that support them.

Success Story: COEHP received $1.4 million from National Science and Math Initiative to establish a UTeach Arlington program. The UTeach program awards secondary science/math teacher certification and places students with paid internships in various educational venues throughout the community. (COEHP’s program is a replica of UTeach Austin and one of 22 UTeach sites around the country; COEHP operates this program in conjunction with UT Arlington College of Science.)

UTeach Arlington boasts the highest first-year enrollment numbers of any UTeach program nationally (130 students in fall 2011). Additionally, before launching this program, the number of UT Arlington students seeking certification in secondary science or math education was “in the single digits.” Since launching UTeach Arlington, 40 students have enrolled in certification in secondary science or math education, which represents a dramatic increase for a field that desperately needs qualified educators.

COEHP has made notable leaps in developing online coursework and degree programs to reach more students and honor student preferences. In conjunction with Academic Partnerships (a private company), COEHP provides master’s degrees online, which notably increases the number of students in the COEHP community. As of fall 2011, Curriculum and Instruction (C & I) reached approximately 900 students with this online programming; 470 students completed an Educational Leadership and Policy Studies (ELPS) degree online; and 15 students enrolled in ELPS’ online superintendent certification program.

COEHP pays close attention to innovations at colleges of education nationwide to ensure its students receive a cutting-edge education. In 2011, COEHP launched a Master’s degree program in Mind, Brain, and Education (MBE) to promote innovation and facilitate adult learning. This program is unique in Texas and is based on a program by the same name at Harvard Graduate School of Education. (See “Centers” section of this report for more detail.) Currently, COEHP is designing a part-time Ph.D. program in C & I with specific strands (e.g., Bilingual; Science; Math; Mind, Brain and Education). This program will satisfy a unique student interest as no other institutions in the Metroplex or North Texas offer a part-time Ph.D. program in C & I. A Ph.D. in Kinesiology is also in the planning stages. This multidisciplinary doctoral program will prepare students for university faculty and/or research positions. Program content will be focused within one of the following track areas: sports pedagogy, physiology of exercise, sports medicine/rehabilitation, and motor control/biomechanics.

The Department of Kinesiology proactively shares innovations and new technologies with non-students. Kinesiology offers an online course in Exercise and Weight Management that utilizes smartphone technology. By using smartphones, the program can reach students who might not be willing to participate in a face-to-face course about weight management, and, using this technology, COEHP plans to launch this program to community members. The Department of Kinesiology is also able to provide affordable body composition assessments (lean mass versus fat mass) to the community using dual x-ray absorptiometry (DXA) technology. This device is also used by researchers to track the effect of therapeutic interventions on senior citizens’ bone density.
COEHP and University of Texas at Arlington have received formal, public recognition for their commitment to service. In 2010, UT Arlington earned the title of “Carnegie Engaged Institution,” and UT Arlington has been on the President’s Honor Roll for the past 5 years. COEHP’s Curriculum and Instruction department was named as an “engaged department” by the Provost’s office. (Only one other department was recognized.)

COEHP’s Department of Kinesiology makes a concerted effort to incorporate service learning into all three undergraduate programs (i.e., Athletic Training, Exercise Science, and Physical Education Teacher Education). Service commitments can reach 1200 hours per school year for a single student.

COEHP’s Center for Healthy Living and Longevity provides nearly $100,000 worth of health care to community senior citizens at no charge. The Center for Healthy Living and Longevity hosts about 120 senior citizens (ages 65-98) for hour-long fitness classes (e.g., seated aerobics or seated pilates). The classes are free to seniors and help the Center further its fall prevention research. The Center also conducts three annual screenings for 100 senior citizens (65+), an estimated value of $94,200 per year.

Based on last year’s student teaching placements, 12,724 K-12 students (across 161 schools) benefited from having a COEHP student teacher in their classroom. When calculations are adjusted for COEHP students’ two placements per year, 22,238 K-12 students benefit from having a COEHP student teacher in their classroom. (See Figure 7 in Appendix for calculations.)

Over the past five years, COEHP has impacted near 20,000 students and families with mentoring/outreach initiatives that transcend a purely academic context. The following are a few examples of these initiatives: The G-Force Program (under aegis of Curriculum and Instruction) places COEHP students in “GoCenters in 5-7 local high schools. In the GoCenters, COEHP students mentor local, at-risk high school students. COEHP has also brought “Dancing Classrooms” to the HEB school district. The program is designed for at-risk students who benefit from the discipline and propriety of learning ballroom dancing. This program serves an estimated 4,000 to 5,000 student across 25 to 30 elementary schools each year. (Since its inception in the fall of 2006, the program has involved an estimated 20,000 fifth grade students.) Kinesiology students also coach after school soccer programs for K-8th grade.
at-risk students. The program involves over 600 junior high school students who attend one of eight schools in East Arlington ISD. Each coach spends approximately 50-70 hours with their team, which is made up of 10 to 14 junior high school students. COEHP students tutor at Helping Our Pupils Excel (HOPE) centers across Metroplex. This new program is projected to involve between 25 and 30 UT Arlington students working with between 25 and 30 young people per semester.

**Serving Literacy:** COEHP manages a literacy project in which COEHP students read to disadvantaged and refugee students in Dallas. Parents of the disadvantaged students are present. Thus, COEHP students actually show parents how to read literature to their children, as well as use literary terms (e.g., plot, foreshadowing) with their children. This way, parents can support and reinforce what is taught in school.

**Serving Katrina’s Refugees:** COEHP created a service learning opportunity for Kinesiology students that allowed them to mentor youth who left New Orleans to relocate to Texas after the devastation of Hurricane Katrina. COEHP students played sophisticated, educational games with the relocated students and provided them with emotional support via a summer program and visits to the high school.

**Centers and Departments cultivate partnerships with unique groups, showing creative thought around what service means.** The Kinesiology Department partners with UT Arlington’s ROTC program on campus to develop new means of fitness/wellness assessment. The Kinesiology Department also hosts 2-3 hour-long, free lectures per year that provide Continuing Education credits to those working in Athletic Training. The Department of Educational Leadership and Policy Studies (ELPS) sponsors a lecture series, which is open to the public and hosts four speakers per year. COEHP hosted a National Concussion Symposium in February 2012. Mind, Brain, and Education Master’s degree students are partnering with the Fort Worth Museum of Science and History to assist in the redesign of exhibits. The redesign is focused on coherence and pedagogical content. Several of these initiatives are detailed in the subsequent section about COEHP’s six Centers.

**Centers**

One of COEHP’s most celebrated attributes is the work accomplished by its six centers. These Centers boast unique foci and practices; however, they are unified by their commitment to improving the quality of education within the Metroplex, across Texas and throughout the country. This section highlights just a fraction of the impressive work accomplished by the Centers.

**Center for Bilingual and ESL Education**

This Center is devoted to improving the quality of Bilingual and ESL education at all levels. One of the Center’s newest initiatives is the creation of a “Second Language Acquisition” program, which enrolled 18 students this year. On a larger scale, the Center proactively funds COEHP students in their study of this field and recently awarded a total of $201,000 in aid to 65 COEHP students with funds from a federal grant. Simultaneously, the Center supports high school students through its 15 “GoCenters” in Metroplex high schools. The GoCenters rely on the work of 45 university mentors (i.e., UT Arlington students) who each work 19 hours per week. In the past academic year, GoCenters helped in 9,000 instances of student support ranging from literacy support to college application counsel. The Center also provides professional development to help cultivate high quality bilingual educators and administrators. In the context of professional development, the Center works with groups of 30 teachers at a time and will support 250 teachers over the course of five years. TABE and BEAM have formally recognized the work of the Center, through multiple awards. For the future, the Center is developing professional development modules targeted at supporting educators to teach STEM subjects to a bilingual student population.
KEPR Center has a unique commitment to the production and dissemination of research focused exclusively on K-16 education, with a mission to inform education policy and practice. In May 2012, the Center released its College Access Asset Maps (now publically available), which help administrators and counselors by providing a map/database of intervention services in North Texas. Beyond Asset Maps, the Center is currently engaged in several exciting research initiatives, such as commissioning white papers on access to K-16 education to compile into an electronic format and ultimately a published volume. The Center has also received new funding for an ethnographic study of Latino graduation in Texas and California, as well as the development of policy analysis on the subject of undocumented immigrant students in higher education. In addition, the Center is working to develop a College Opportunity Index (a geographically focused policy resource) that chronicles college enrollment and matriculation. The Center accomplishes its diverse initiatives through the hard work of faculty, as well as three post-doctoral students who contribute to KEPR through a faculty fellows program.

Established by a five-year grant from Texas Higher Education Coordinating Board, the mission of the Center for Social Studies Education is to ensure Social Studies teachers across Texas learn and incorporate the Texas College and Career Readiness Standards (CCRS) into curriculum. In 2011, the Center offered six professional development modules for college faculty (who prepare Social Studies educators) that focused on different aspects of Social Studies education. In addition to face-to-face modules, the Center also created digital videos of discussion among college faculty about Social Studies education as professional development for high school teachers. As the field has evolved in 2012, the Center now allocates sub-contracts (from its initial grant) to other universities across the state. These sub-contracts are devoted to topics such as: development of new resources to guide faculty in Social Studies and/or to support the integration of the CCRS for Social Studies into teacher preparation, and professional development events that familiarize faculty with the CCRS and strategies for teacher preparation that align with the CCRS for Social Studies. The Center also conducts and supports research with an international focus that helps to contextualize Social Studies education in the global marketplace and to increase students’ global competence.

The Center works with diverse populations that range from small children with limited motor ability to senior citizens at risk for fall-related injury. For example, the Center works with young children who have cognitive or motor delays through the 15-week Little Maverick's Academy for Motor Ability. The Academy supports 20 children during the school year and 20 during the summer. (The Center also offers programs for young people without these delays.) The Center has conducted extensive screening for and research on concussions, with careful attention to the impact of the injury on adolescents. For UT Arlington students, the Center has run a weight management program that utilizes smartphone technology; the Center has plans to make this program available to the broader public. However, the Center’s premiere focus is on senior citizens and reducing fall risk/increasing fall resiliency. Thus, the Center further demonstrates its commitment to health in the Metroplex by providing free or reduced cost screenings (both initial and annual) to approximately 150 senior citizens, hosting a variety of senior citizen fitness classes (e.g., seated Pilates), and disseminating valuable research findings on topics of fall resiliency. Finally, the Center augments the quality of the COEHP education by providing internships to Physical Therapy students (a typical internship is 135 hours) and graduate research opportunities.
For more information on the methodology for this report, please see the separate Research Methodology and Appendix.

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