

Proposed Action Plan for Guiding Aspiration #2:

Transform the Student Experience by Enhancing Access and Ensuring Student Success

UT Arlington is committed to enhancing access to unparalleled knowledge and education, while simultaneously ensuring the highest standards of quality. Our organization cares about the success of students and will focus on providing a transformational growth experience for them.

RATIONALE AND STRATEGIC OBJECTIVES

Rationale: UT Arlington has proudly maintained a tradition of providing access to a high quality education while maintaining affordability. Continuing to increase access to the institution across the region, the state, the nation and internationally is important for the University’s goal of being a model urban institution, serving a growing population with changing needs. If UT Arlington will be the premier academic campus in the Dallas-Fort Worth metroplex, then it must also provide an unmatched student experience, rich with opportunities that positively impact student success.

Strategic Objectives: Advance the student experience and develop the campus environment to equip Mavericks to succeed by:

- Providing targeted resources and communicating those resources strategically to students throughout their training (pre-college, early college, pre-transfer, late college, last year, professional years).
- Supporting faculty and staff in creating innovative engagement and learning opportunities that align with today’s (and tomorrow’s) evolving educational and employer demands.

NEAR-TERM STEPS FOR EACH OPERATIONAL PRIORITY (STRATEGY, TARGET, TACTICS)

Operational Priority #1: Undergraduate Education

Provide unparalleled access and experiences to prepare an increasing number of engaged, innovative, entrepreneurial, and diverse body of students equipped for the workforce and for lifelong education.

<i>Strategy 2.1.1</i>	Provide innovative and coordinated support services to increase the persistence and retention of all student populations.
<i>Target</i>	The percentage of first time in college students who persist will increase: 71.2% for 2015-16; 76% AY 2015-16; 78% AY 2016-17; 83% AY 2017-18; 89% AY 2018-19; 92% AY 2019-20.
<i>Tactics</i>	<ul style="list-style-type: none">• Create centralized access points and establish an online hub to serve as an easy access point for academic and student support services• Provide more tailored support for diverse populations (transfer, first-year, first-generation, distance, disability, etc.)• Expand hours and delivery formats of all academic and student support services,• Expand delivery formats of and classes targeted by tutoring/supplemental instruction services across campus• Enhance pre-college programs to prepare students for university academics and life – Bound for Success, SuccessU, etc.• Develop pre-college analysis and place at-risk students in designated sections

<i>Resource Requirements</i>	<ul style="list-style-type: none"> ● Staffing (permanent and student) in student support services to accommodate expanded hours/services ● Physical space for consolidated services ● Hardware and software for staff to create content and conduct online services ● Advisory Board for coordination of services
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> ● Need audit of all support services ● Partnerships with support services ● Faculty support/buy-in. Assumes referrals from faculty to services. ● Technology skill development ● Current physical space and staff limitations
<i>Accountability Plan</i>	<ul style="list-style-type: none"> ● Align tactics and metrics for this strategy with UEPs for each applicable unit ● For each UEP cycle, each dean or director will report the extent to which each of the metrics have been attained, resources expended to achieve each, and resources needed to further improve
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> ● Increased number of freshmen and transfer students who use support services in 1st and 2nd years (start and/or collect to establish baseline) ● Increased number of students involved in pre-college preparation programs

Strategy 2.1.2	Develop a campus-wide initiative to keep students on track to graduate.
<i>Target</i>	<p>Graduation rates will increase.</p> <ul style="list-style-type: none"> ● 4- year graduation rates: 22% in AY 2014-15; 24% in AY 2015-16; 26% in AY 2016-17; 27% in AY 2018-19; 32% in AY 2019-20 ● 6-year graduation rates: 42% in AY 2014-15; 44% in AY 2015-16; 50% in AY 2016-17; 55% in AY 2018-19; 58% in AY 2019-20
<i>Tactics</i>	<ul style="list-style-type: none"> ● Incorporate career planning into early advising/first year experience courses and continue to emphasize as a way of staying on track. ● Follow-up plans after NMO – meet with advisor to develop their MavMap (a holistic education plan for career and personal goals). ● Charge departmental curriculum committees to examine content, overlap and relevance of courses to ensure that “bottlenecks” do not hinder progress. ● Expand Major Exploration program and increase advisor training to assist students with career development. ● 90+ Plan to assist students with more than 90 hours finish their degree ● Create Academic Intervention Team to identify and intervene with students in academic difficulty ● Improve and clarify policies and support for at-risk students
<i>Resource Requirements</i>	<ul style="list-style-type: none"> ● Training of advising staff to develop an “on-path” program for UTA - Create a broad communication plan to make students aware of on-path programming ● Specialized staff to expand major exploration services and to support

	<p>probation policies and assist “transitional” students</p> <ul style="list-style-type: none"> • Technology to support efficient enrollment of students into classes for their first year and for early alerts • Liaison position with Financial Aid office to review recipients for early risk factors
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Creation of shared purpose on campus • De-siloing!
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Align tactics and metrics for this strategy with UEPs for each applicable unit • For each UEP cycle, each dean or director will report the extent to which each of the metrics have been attained, resources expended to achieve each, and resources needed to further improve
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • 75% of students enrolling in 15 hours per semester • 100% of incoming freshman enrolled in classes needed to start them on plan and on track towards graduation • Percent reduction in major changes

<i>Strategy 2.1.3</i>	Expand efforts to create a more engaged and involved sense of community for students, inside and outside of the classroom.
<i>Target</i>	<ul style="list-style-type: none"> • Increase the percentage of students reporting a sense of community on student affairs survey (90% in next administration of survey, spring 2017). • Increase the percentage of students who report being involved and engaged on campus (65% in next administration of survey, spring 2017).
<i>Tactics</i>	<ul style="list-style-type: none"> • Provide opportunities for students to be involved and engaged on campus through leadership positions, events, programs and services • Develop and promote community expectations for involvement and engagement • Assess levels of student engagement by tracking student attendance/participation/utilization of campus resources, services, and programs (e.g. UNT’s swipe card system) • Revitalize Freshman Interest Groups to further develop living and learning communities, while exploring the possibility of expanding beyond first-year students • Provide leadership opportunities for students to serve and give input on campus committees and advisory boards. • Continue to expand use of social media • Programs for online students
<i>Resource</i>	<ul style="list-style-type: none"> • Create and redesign spaces (on-campus and virtually) for students to collaboratively work together

<i>Requirements</i>	<ul style="list-style-type: none"> Technology to accurately track student attendance, participation, and utilization of campus resources, services, and programs
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> Identification of programs, services, and organizations that will be classified as “experiential/involved learning” or “co-curricular” Feasibility of tracking student attendance
<i>Accountability Plan</i>	<ul style="list-style-type: none"> Align tactics and metrics for this strategy with the UEPs for applicable units For each UEP cycle, each dean or director will report the extent to which each of the metrics have been attained, resources expended to achieve each, and resources needed to further improve Deans and Directors will confer to share information about best practices to offer innovative opportunities for students to be engaged in and out of the classroom
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> The percentage of students involved and engaged in at least one co-curricular organization or program The percentage of students attending/participating/utilizing campus resources, services, and programs

Operational Priority #2: Graduate Education

Educate and graduate increasing numbers of diverse graduate students equipped to provide leadership and to extend the frontiers of knowledge in their professions.

<i>Strategy 2.2.1</i>	Increase number of Ph.D. degrees awarded.
<i>Target</i>	The percentage of Ph.D. degrees awarded will increase: AY 2015-16; 3% 2016-17; 10% 2018-19; 10% 2019-20.
<i>Tactics</i>	<ul style="list-style-type: none"> Strategically increase number of doctoral degree programs, focusing in areas of high demand Develop joint Ph.D. programs to maximize enrollment Increase number of full-support packages available to incoming students, including health care, summer funding and travel Reward faculty for successful mentoring of doctoral students to completion Increase recruitment efforts including presence at national and international conferences and funding for campus visits Explore competency-based models for doctoral programs in relevant fields to reduce time to degree Increase grant writing workshops aimed at graduate students Increase dissertation workshops and support services Increase graduate student access to the Writing Center

<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Funding for doctoral programs <ul style="list-style-type: none"> ○ Campus visits, stipends, tuition waiver, research/travel, dissertation fellowships • Improved infrastructure to track progress to degree • Expanded facilities to accommodate larger number of doctoral students routinely engaged in resource activity • Increased funding for writing center
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Growth of faculty must outpace growth in doctoral student enrollments • Space requirements, reallocation of workload for faculty who mentor doctoral students • Capacity of writing center; capacity of staff needed for increased training and services
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Align with UEP • Individual program recruitment and graduation rates • Deans evaluate results and adjust funding
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Increased number of PhD degrees awarded per year • Increased number of PhD students enrolled • Increased number of PhD degree programs • Increased number of faculty members supervising at least one PhD student to completion • Improved ratio of graduate faculty to students

Strategy 2.2.2	Increase number of Master's degrees awarded.
<i>Target</i>	The percentage of Master's degrees awarded will increase: 0% increase AY 2015-16; 4% 2016-17; 10% 2018-19; 10% 2019-20.
<i>Tactics</i>	<ul style="list-style-type: none"> • Increase number of joint masters programs • Strategically increase # of masters programs and certificates in high-demand areas and in areas where the masters degree is terminal • Increase recruitment efforts and exploit technology to attract students from new, distant populations • Explore competency-based models to reduce time to degree • Leverage MOOCs and online education where appropriate
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Increased staff funding • Incentives for joint program development • Funding for recruitment and feeder programs • Expanded facilities to accommodate larger number of masters students routinely engaged in resource activity
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Alignment of faculty with programs • cross-disciplinary barriers • "selling" faculty on new models • Faculty size must outpace growth in Masters programs
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Align with UEP • Individual program recruitment and graduation rates

	<ul style="list-style-type: none"> • Deans evaluate results and adjust funding
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Increased number of masters degrees awarded per year • Increased number of faculty members supervising at least one masters student to completion • Improved ratio of graduate faculty to students

Operational Priority #3: Continuing and Professional Education

Enable unparalleled access to knowledge and continuing education to ensure an informed and engaged global citizenry, and to significantly expand the University’s global outreach and impact.

Strategy 2.3.1	Expand interactions between the Division for Enterprise Development, the academic units and the community.
<i>Target</i>	The number of certificate programs and continuing education courses will increase annually by 5%.
<i>Tactics</i>	<ul style="list-style-type: none"> • Organize an ad hoc committee of representatives from the academic units and from the Division for Enterprise Development to develop short and long term goals that would increase the interaction between the academic units and continuing education. • Develop a needs assessment to determine areas to target • Provide certificate programs based on existing academic programs • Target alumni in a marketing campaign to increase involvement in continuing education programs at UT Arlington • Involve the Career Center in expanding the opportunities for students in the community and beyond. • Develop and market professional education programs to faculty and staff to support research and work activities. • Broaden modalities of continuing education deliverance (online, short courses, virtual conferences and symposia).
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Investment by university to build infrastructure for global marketing and delivery
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Improve facilities and infrastructure. • Assess and upgrade existing Division for Enterprise Development
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Annual report based on proposed targets • The Division for Enterprise Development and Deans of academic units are responsible for implementation
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • The number of continuing education programs built in collaboration with academic units increase annually by 5% • The number of alumni who enroll in professional continuing education increase annually by 5% • The number of professional continuing education programs offered to active faculty and staff show an annual increase of 5%

Operational Priority #4: Research and Economic Development

Substantially enhance capacity and productivity in research, scholarship and creative activity to advance knowledge, enhance education, catalyze economic development, and ensure global competitiveness of the region and State.

<i>Strategy 2.4.1</i>	Increase the number of students participating in undergraduate research.
<i>Target</i>	<ul style="list-style-type: none"> • Increase the number of courses which include research components: 1% by 2015-2016; 5% by 2017-2018; 10% by 2019-2020 • Increase the number of undergraduates participating in research: 2% by 2015-2016; 10% by 2017-2018; 20% by 2019-2020
<i>Tactics</i>	<ul style="list-style-type: none"> • Expand research opportunities for all undergraduate students <ul style="list-style-type: none"> ○ Grow the number of summer programs ○ Increase dedicated funding in each academic unit to support summer stipends ○ Begin an UG research journal or expand the College of Science's UG research journal to be University-wide ○ Educate faculty on the importance/impact of UG research for student success ○ Incorporate UG research into the curriculum through scaffolding and course alignment • Expand infrastructure for student support in UG research (robust website, faculty posting UG research positions, workshops, etc.) • Provide faculty incentives for transforming courses to include research components and for developing/applying for summer REUs • Develop mentoring programs in freshman/sophomore courses as a recruitment tool for future undergraduate researchers • Seek donor and grant funding to support student research so students can replace income from working
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Funding to assist students in the traditional apprentice model • Funding for faculty incentives and supply money for course transformation • Funding for student travel to conferences
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Faculty buy-in • Reallocation of workloads to support faculty in course transformation • Recruitment of current students to participate in traditional apprentice model
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Deans will monitor progress within academic units • VPR and Deans identify the responsible parties in each unit
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Number of students participating in UG research • Number of courses transformed to include research components • Number of faculty applying for/developing REUs • Number of best practices put in place for UG research (journal on campus, student travel to conferences, etc.) • Increase number of faculty mentoring at least one UG in research

Operational Priority #5: Faculty and Staff

Attract, nurture and retain the very best faculty and staff aligned with our Vision and trajectory, who are committed to leadership and high productivity in a forward-thinking culture inspired by aspirations to create a model 21st Century Urban University.

Strategy 2.5.1	Improve instruction to the support the success of students in early courses.
<i>Target</i>	2-4% increase in students succeeding in targeted early courses annually.
<i>Tactics</i>	<ul style="list-style-type: none"> • Expect and reward quality teaching across all programs, and concentrate efforts to improve teaching in the early years • Create/support a system, especially for courses with multiple sections, in which a specific faculty member is responsible for the consistency and quality of each required course • Extend Professional eLearning Community (PLC) to support faculty in offering and sharing best practices for the classroom, e.g. blended learning and flipped classroom opportunities with an emphasis on promoting active and collaborative learning in the classrooms • Provide mentorship programs for newly appointed faculty and offer ongoing professional development opportunities • Encourage early and frequent recognition of academic scholarship to support teaching • Expand SI offerings in target courses
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Staffing for the CTL and PLC • SI tutors
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Faculty buy-in • Time to develop flipped classrooms • Space for SI sessions
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • DFA team monitors teaching evaluations • Departments implement processes to evaluate success of flipped classrooms • DFW reports in targeted courses etc.
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Number of courses utilizing flipped or blended practices • Number of targeted courses using Blackboard • Number of faculty sharing best practices on the PLC

Strategy 2.5.2	Provide high quality advising and interactions with support staff.
<i>Target</i>	5% increase annually of students rating advising and support services as Excellent.
<i>Tactics</i>	<ul style="list-style-type: none"> • Increase competitive salary for staff in key positions such as academic advisors • Increase professional development for staff in key positions • HR meet with various staff quarterly to discuss career goals, barriers to advancement • Create a coordinated advising and support services strategic plan

<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Competitive compensation • Adequate staffing
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • DED tailoring/developing training for our own staff or University staff in general • Targeting areas for improvement
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • HR provide annual report of ability to retain staff including national and local salaries of staff positions
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Number of professional development offerings for staff • Number of staff attending professional development courses/workshops • Number of staff receiving salaries competitive for the local and national marketplaces

Operational Priority #6: Infrastructure and Resources

Continually enhance UTA’s resources through existing and new revenue streams, including increased philanthropy, to ensure that students, faculty and staff have the very best physical infrastructure and the latest technological advancements to ensure leadership in a forward looking culture that values sustainability.

<i>Strategy 2.6.1</i>	Provide state-of-the-art learning and collaborative spaces for student, faculty and staff interactions.
<i>Target</i>	<ul style="list-style-type: none"> • Increase spaces on campus dedicated to state-of-the art collaborative learning spaces (includes residence halls, University Center, MAC, lounges, Smart Hospital, etc. as well as instructional space): 10% by 2019-2020. • Increase the number of class offerings using the collaborative learning spaces as part of course content (spaces will be equipped for distance education such that online offerings and students are included): 20% of all course offerings by 2019-2020.
<i>Tactics</i>	<ul style="list-style-type: none"> • Convert current spaces in the library and academic units into collaborative work spaces with state-of-the-art equipment for both online learning and face-to-face delivery that are accessible 24/7 • Require all new buildings to contain such spaces as part of the design process • Modify and add equipment and IT resources to existing student activity space • Train faculty and staff in best practices of the use of such facilities and appropriate pedagogical techniques that promote both in-class learning and informal interaction outside the classroom
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Inventory of current space to identify appropriate rooms • Allocation of funds for conversion of existing space • Analysis of IT needs • Identification of personnel (internal or external) to train faculty and staff in best practices of use of rooms and incorporation of collaborative learning into course content
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Timing of classroom conversion relative to demand for instructional space • Location of spaces on campus to provide maximum access and interaction • Management of spaces (e.g. scheduling, maintenance) • Size distribution of spaces for flexibility in group numbers • Flexibility to accommodate different disciplines • ADA compliance • Design characteristics that incorporate best practices from similar facilities

	across the country
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Quarterly updates on progress of conversions • Semester updates on number and percentages of courses and faculty using collaborative learning spaces • Semester updates on number and percentage of students served
<i>Metrics to Gauge Success</i>	<ul style="list-style-type: none"> • Number and percent of classrooms converted (goal of 5% by 2017) • Number and percent of courses use collaborative learning spaces (goal of 5% by 2016 and 10% by 2018) • Number and percent of faculty who incorporate space/pedagogy and number of percent students served by (goal of 25% of faculty and 50% of students by 2020)

Strategy 2.6.2	Increase UT Arlington's footprint of access and visibility and engagement of potential students by adding appropriate spaces on campus and off campus.
<i>Target</i>	<ul style="list-style-type: none"> • Increase overall number of applications to UTA: 20% by 2019-2020. • Increase geographical diversity of the applicant pool outside the north Texas region: >10% by 2019-2020. • Number of admitted students who enroll: 25% by 2019-2020.
<i>Tactics</i>	<ul style="list-style-type: none"> • Establish a transfer center on campus • Examine possibilities of physical facilities in Houston to maximize recruitment • Evaluate construction of a K-12 outreach center on campus that serves to centralize existing efforts toward community outreach and engagement, bring more K-12 students, teachers and advisors to UTA for educational experiences and involve more faculty, UTA students and staff • Add regional campuses in growing areas in Texas with little access • Enhance marketing and recruitment outside north Texas • Create seamless e-advising system for transfer students from the largest 2-year feeder institutions to UT Arlington with a joint interface between UTA and the 2-year college, such that 2-year college students feel part of the UTA experience from the moment they enter higher education
<i>Resource Requirements</i>	<ul style="list-style-type: none"> • Increased number of admissions staff • Identification of space for transfer center • Staffing of transfer center (e.g. advisors) • Inventory of on-going outreach activities • Potential purchase of existing e-advising software plus training of staff • Analysis of IT needs • Examination of market to determine if bricks-and-mortar expansion in Texas is viable
<i>Implementation Considerations</i>	<ul style="list-style-type: none"> • Staff training (e.g. advisors, admissions staff, student affairs) • Office space for additional staff • Mining of existing inventory of service learning activities to determine synergies • Development of common terms and template for reporting outreach activities • Examination of current marketing strategies for effectiveness beyond north Texas
<i>Accountability Plan</i>	<ul style="list-style-type: none"> • Semester updates after census dates on enrollment and county/state/country of origin of students • Semester updates for recruiting and admissions • Semester updates on key statistics (demographics, entry date, etc.) of

	<p>graduating students</p> <ul style="list-style-type: none">• Monthly updates on transfer center utilization
<p><i>Metrics to Gauge Success</i></p>	<ul style="list-style-type: none">• Number of applications for admission (goal of 5% by 2016 and 10% by 2018)• Number of out-of-state applicants (goal is greater than 10% of undergraduate applicant pool by 2020) (desirable graduate student pool characteristics for 2020 will likely vary by degree program)
