



# Weighted Student Credit Hours Task Force

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## Summary

The Weighted Student Credit Hour (WSCH) Optimization Taskforce was formed in October 2017 and tasked to explore, develop and recommend strategies to maximize resources from formula funding for student success initiatives and related infrastructure development.

Guiding Principles for the taskforce to utilize were discussed and established. They are:

- There are opportunities to maximize formula funding based on preparation for the coming counting year.
- Systems and measures need to be put in place now.
- The roles of the Deans and Department chairs are paramount.
- Our approach should align with Texas Legislature intentions for performance based funding.
- The plan must align with strategic enrollment and student success plans.
- There should be targets, metrics, accountability assignments, and times to delivery.
- Alignment with physical resources (classrooms, IT infrastructure, labs, etc.) need to be considered.
- Upfront investment into faculty salaries, online development, and other areas should be considered to cover extra weighted semester credit hours.

The taskforce was provided with a presentation to give basic information on our formula funding model in order to gain an understanding before beginning to generate and evaluate approaches. This presentation is available for use in future department chair training.

The recommendations outlined in this report were developed by subcommittees that focused their attention on three distinct areas: Graduate Enrollment, Course Optimization and Transfers, and Summer and Online Courses.

Careful consideration has been given to the tasks, goals/metrics, timeline, resources and accountability that can be found in the detailed appendices.

It is estimated that if the strategies presented in this report are fully implemented, the increase in WSCH and the associated revenue will be significant:

Short-term strategies: An increase of up to 69k WSCH and ~ \$6.5 million

Medium-term strategies: An increase of up to 108k WSCH and ~ \$5.4 million

Long-term strategies: An increase of up to 241k WSCH and ~\$13.4 million

**Potential total impact: The generation of up to 418k new WSCH resulting in ~ \$25.4 million in revenue per year.**



# GRADUATE ENROLLMENT

The Graduate Enrollment Subcommittee took a comprehensive view of the current state of graduate enrollment at UTSA. Through the analysis of various opportunities to optimize graduate student enrollment, several short-term, medium-term and long-term targets were identified to ensure increased graduate enrollment. This narrative is a brief synopsis of the targets as outlined in Appendix A. Overall many of the recommendations would result in increased funding up to \$2.1 million if adopted.

## Short-term strategies

The short-term recommendations that have been identified by this subgroup focus on targets that can be primarily obtained in one to two years.

### *Develop marketing and recruitment plan*

A primary emphasis for increasing graduate student enrollment begins with marketing and recruitment that is tailored to specific well-defined programs and population of students. UTSA needs to develop a branded message that will further establish its reputation in San Antonio and beyond. A comprehensive university-wide message will allow for a more clear, concise and consistent message that speaks to the value-added aspects of the institution that is identifiable across various community boundaries. It is essential for us to go through a branding strategy process and become more cognizant of the appropriate marketing staff needed across the institution for this process and implementation. Key to this aspect is the ability to move into different markets of graduate education that is inclusive of a more diverse student population and is aligned with our San Antonio community. For example, UTSA should begin to establish a connection with Fort Sam Houston to recruit active duty military and their family members into graduate programs. There are several programs currently being offered at UTSA that would fit the educational needs

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of the aforementioned population. Students from this population and other key niche markets could provide a significant level of WSCH that does not currently exist for the institution.

## ***Convert Ed.D. to Ph.D.***

Another short-term goal to increase graduate enrollment is the conversion of our Higher Education degree from an Ed.D. to a Ph.D. As of January 18, 2018, we are now offering this degree as a Ph.D. Current students were notified of the change and given until January 30, 2018, to switch to the new degree offering. Those current students that did not move to the Ph.D. program will have until Spring 2023 to complete the Ed.D. After that time, UTSA will no longer offer the Ed.D. While this change will not necessarily impact the WSCH (although more individuals may apply now that we offer a Ph.D.), it will play a key role in our movement to obtain NRUF funding because it will help to increase our Ph.D. production.

## **Medium-term strategies**

The medium-term recommendations that have been identified by this subgroup focus on targets that can be primarily obtained in two to five years.

### ***Develop corporate partnerships***

The medium-term recommendations focus on targets that can be obtained in two to five years from now. A major aspect of this would be to develop strategic corporate partnerships with local and regional companies. To be successful, the University must designate an office or personnel to coordinate various colleges (COB, COE, COS, etc.) to reach out to corporate partners for input and feedback of current and potential new programs. These interactions will be used to create, enhance, and re-configure programs that better benefit both the University and the newly identified corporate partners. This process must include a coherent financial structure, smooth admissions process tailored to the needs of those corporate students, and a program that is conducive to their schedule and learning needs. This would be a new enterprise learning model that can be transformative and cross/multi-disciplinary.

### ***Increase retention rates of current students***

Another medium-term target addresses the retention aspect of graduate students and the role of faculty in this process. The successful retention of currently enrolled graduate students will increase WSCH production and increase funding to UTSA. Several key items have been identified that should increase productive faculty engagement with graduate students, and as a result, increase retained enrollment.

First, a University-level committee should be formed to assess best practices of graduate student mentoring currently in use by departments at UTSA. Findings of this committee will be shared widely as an outline for how to best mentor students. Second, while data is being gathered on best practices the committee will reach out to the Graduate Program Committees (GPCs) of each academic department on campus. GPCs will be encouraged to better liaise between enrolled students and faculty. For example, GPCs should encourage faculty interaction before an official advisor is selected, identify and pair research interest overlap between faculty and students, and encourage non-advisors to also interact with students, etc. Department GPCs will be encouraged to meet more often and discuss the status and mentorship of enrolled students at each meeting (i.e., increased tracking of graduate student success).

## ***Create faculty research database***

A third item that should improve productive faculty engagement is to create a digital resource where anyone at UTSA can easily access the published/in-progress work of specific faculty members. Such a digital resource should go beyond the limited information available on a faculty member's CV or webpage and include searchable and downloadable complete works of faculty (including optional in-progress work that is not accessible in existing search engines). This digital resource could be used by students, faculty, GPCs, and the Graduate School to identify and pair research interest overlap between faculty and students.

## ***Assess program offerings***

The final aspect of our medium-term target is linked to our current structure and its impact on our ability to be an active and engaged part of the competitive graduate student enrollment market. In order to increase a diverse graduate student enrollment that includes non-traditional students, UTSA needs to assess whether it is offering enough of the types of programs that those students can easily access. Logistical changes to graduate programs need to be examined, including evening, weekend, online and hybrid class options. The need for and current offering of alternative formats may vary by graduate program. UTSA could also consider whether there are newer models of master's programs that may not require substantial changes and approvals, allowing faster wins to an increased graduate enrollment base.

Certain programs could be logistically modified to tap into the urban-environment-seeking graduate student, if the strategic focus of the Downtown Campus aligns. The effort to make logistical program changes may also entail creating specialized summer courses, where there is a need. Logistical program changes could also support any space utilization needs of the campuses. A needs assessment would probably be required as a starting point to establish the current graduate program needs of the local community. Resources required would also include online learning support, classroom strategy and system, as well as some non-classroom resources, such as a testing facility available to all faculty.



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## **Long-term strategies**

The long-term recommendations that have been identified by this subgroup focus on targets that can be primarily obtained in six to 10 years.

### ***Identify and recruit for higher weighted programs***

Various aspects noted throughout our process include the creation or reformation of existing programs. However, another aspect will be the identification of current programs that are higher weighted and recruitment of more students into these programs would result in optimization of our goal to grow additional formula funding. Recently, an external audit found that once our undergraduate and graduate courses were appropriately coded, we could obtain approximately an additional \$3 million in formula funding. Upon assurance that we have a mechanism for appropriately coding and tracking our courses and programs, it is imperative that we begin to assess the programs and courses with potential for growth and begin to increase students in these areas. For the most part, this would occur at the master's level and could provide an opportunity for creating certificates that would include courses from higher weighted programs. At the doctoral level, we will need to conduct a more in-depth analysis before including these programs in this process. As mentioned previously, increases in doctoral students also further provide UTSA an opportunity for NRUF attainment.

### ***Increase support for international students***

Another key component of our long-term approach includes a closer look at how we interface with our international graduate students. Increased support for non-resident international graduate students would greatly impact not only the retention and graduation of current international students but also the likelihood of new international graduate students enrolling at UTSA. In turn, this would have a significant impact on the number of earned weighted student credit hours. In line with the President's strategic theme of world engagement, we must first focus on defining and marketing a global university brand. In order to facilitate enrollment, the University must also aim to facilitate a less burdensome transition for international students and provide a more supportive pre-arrival and initial settlement aspect. Barriers to enrollment such as the process of verifying ESL competency skills should be assessed. Creating a strategic international student enrollment plan with a focus on flexibility that does not impact standards or quality can have a notable impact on matriculating international students and the experiences they share with prospective students in their home country. Strategically positioned student-faculty exchanges would assist with increasing momentum toward achieving this goal.

An integral part of ensuring the success of this initiative would be assessing the best practices from other institutions with respect to international student recruitment, engagement, and retention to ensure that our international office structure, practices and processes are aligned with national models. This can inform the University on the best approach to increasing full-paid international students and balancing the ratio of those seeking financial support. Specific investigation of current and ideal international office structure, mission and purpose would serve to ensure these proposed goals are met.



# COURSE OPTIMIZATION AND TRANSFERS

The Course Optimization and Transfers Subcommittee formulated short- and long-term recommendations to address increasing student credit hours particularly at the undergraduate level. This overview summarizes the recommendations that are provided in Appendix B. For each recommendation, a brief description, tasks, goals/metrics, timeline, resources needed, and accountability are provided. Overall, many of these recommendations would result in a significant increase in WSCH of about 157,754–240,565 which would result in increased funding up to \$11,617,436–\$16,069,486. The increase in WSCH are estimates and details on the calculations can be found in the accompanying table in Appendix B.

## Short-term strategies

The four short-term recommendations that have been identified by this subcommittee focus on targets that can be primarily obtained in a year. Overall, the short-term recommendations would increase WSCH by 20,591-32,226, which would result in an increase in funding up to \$3,960,997–\$4,443,003.

### *Course audit and process development*

The first recommendation is an undergraduate and graduate course audit and process development. This recommendation is already underway and should be complete by May 2018. An external audit found that once these processes are put in place they could result in additional revenue of approximately \$3 million in formula funding.



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## ***Adopt Course Scheduler software***

A second recommendation is the adoption of the Course Scheduler software which will help students optimize their semester course schedules (software works with all courses inputted into Banner). Data collection by the vendor suggests that use of the tool increases semester course load by 1.3 credit hours per student for undergraduates. If 50% of the undergraduate students use it for Spring 2019 registration, it could result in 16,900 more WSCH, and an additional \$943,358 in revenue.

## ***Create Alamo On TRAC***

A third recommendation is the development of the Alamo On TRAC program with Alamo Colleges. Undergraduate freshman students not immediately admitted to UTSA will take 6 hours at UTSA and 24 hours at Alamo in their first year. If after that they meet program requirements, they will transfer to UTSA as a full-time student in their sophomore year. This will increase WSCH both while students are in the program and once they transfer to UTSA. This agreement recently was formalized, and a pilot will start the 2018-2019 academic year.

## ***Streamline transfer articulation agreements***

The last short-term recommendation is the streamlining of articulation agreements with community colleges. Currently, Alamo Colleges is working with us on their Transfer Guides so that student can more easily transition into UTSA. Considerations will need to be given to staffing to accommodate the increase in transfers and preparing departments to handle these transfers. A thorough review of these agreements could be done by Summer 2018.

## **Long-term strategies**

The subcommittee identified four long-term recommendations that focus on targets that can be obtained in two to five years. Overall, the long-term recommendations would increase WSCH in the range of 137,163–208,339, which would result in an increase in funding up to \$7,656,439–\$11,626,483.

## ***Grow high-weighted programs***

One recommendation is to significantly grow high-weighted student credit hour areas such as engineering, business technology, data science, and graduate program areas (discussed in more detail in the Graduate Enrollment section). This can be done by creating new academic programs and transdisciplinary schools. The goal would be to increase key areas by 2023. Specific percentages will be determined with the Strategic Enrollment Taskforce after conducting an analysis. Examples are provided in Appendix B for growth of 10%, 20%, and 30%, which would result in about 14,919; 29,838; and 44,786 new undergraduate WSCH per year, respectively, and about 12,345; 24,691; and 36,902 graduate WSCH per year, respectively. The financial implications would be an increase up to \$832,779–\$2,499,955 for undergraduate and up to \$689,098–\$2,059,870 for graduate per year.

## ***Increase transfer students in high-weighted areas***

A second recommendation is to moderately increase upper-division transfer undergraduate students in high WSCH areas such as COB, COE, COS, and psychology. The goal would be to increase these key areas by 2023. Specific percentages will be determined with the Strategic Enrollment Taskforce after conducting an analysis. Examples are

provided in Appendix B for growth of 10%, 15%, and 25%, which would result in about 11,168; 16,729; and 27,920 new undergraduate WSCH per year, respectively. The increase in funding would be up to \$623,398–\$1,558,494. The Strategic Enrollment Taskforce is looking into a holistic plan for the University on key areas of program growth which will provide recommendations without undermining other important program areas.

### ***Increase competency-based credit***

A third recommendation is to increase the number of undergraduates taking competency-based credit so that it increases the number of students at higher level courses sooner. The goal is to have 5% of the undergraduate student population qualifying for competency-based credit by 2023. Credit for work experience should also be considered for military service. When applied to Hazelwood students this would vacate seats in classrooms, which can then be occupied by tuition-paying students so that revenues may be increased without increasing class sizes.

### ***Create incentive program to increase average SCH***

A final recommendation would be to provide incentives to students to increase the number of SCH they take each semester. This could be conducted through many programs such as flat rate tuition, scholarships, and financial literacy programs (such as this program at [University of North Texas](#)). These incentives programs should be in addition to the current financial support programs we have for non-traditional populations. The goal would to increase the average SCH from 13-14 currently to 15 by 2023 and would result in about 68,370 new WSCH and up to \$3,816,413 when the goal is met. A short-term recommendation, the Course Scheduler, could also contribute to this target.





## SUMMER AND ONLINE COURSES

Online courses and summer sessions offer two tremendous opportunities to significantly increase student enrollment and WSCH.

UTSA's summer enrollment falls well below fall and spring semester levels, comprising less than 10% of the annual total. This occurs in part because educators and students often view summer as a time to pursue other interests. Students may work to earn an income, professors may rely on summer sessions to pursue research or engage in other academic activities, and both may take extended vacations. Combining incentives with focus can counter this historic trend.

Similarly, only 7,751 UTSA students (25% of total enrollment) enrolled in at least one online course during the Fall 2017 semester. A larger inventory of online courses and degree programs can alleviate campus space constraints and greatly expand opportunities for students to enroll in courses when and where they prefer.

The subcommittee has identified several strategies that take advantage of these opportunities to meaningfully increase weighted student credit hours. Full recommendations are provided in Appendix C. The following table summarizes estimated WSCH and revenue totals over the next five years.

Cumulative Weighted Semester Credit Hours by Strategy					
Strategy	FY18	FY19	FY20	FY21	FY22
Online Courses	6,374	12,749	19,123	25,498	31,872
Online Degree Programs	-	1,494	8,964	14,791	21,491
Online Non-degree Programs	-	1,494	13,446	24,427	41,537
Articulation Agreements	-	2,858	5,717	8,575	11,434
Downtown Campus	-	4,781	5,498	6,323	7,271
Corporate Partnerships	-	-	-	-	14,940
<b>Total WSCH</b>	<b>6,374</b>	<b>23,376</b>	<b>52,748</b>	<b>79,613</b>	<b>128,545</b>
<b>Total Revenue</b>	<b>\$ 355,819</b>	<b>\$ 1,304,848</b>	<b>\$ 2,944,389</b>	<b>\$ 4,443,993</b>	<b>\$ 7,175,367</b>

Assumptions:

1. Convert eight high waitlist campus courses into online modality per year (3 SCH each, 80 students/course on average)
2. Launch four online master’s degree programs, one per year (10-12 courses/30-36 SCH each)
3. Launch eight online certificate programs (1-3 per year, four courses/12 SCH each), assume each certificate and degree program maintains an average enrollment of 50 students/term (fall, spring, summer), with one 3 SCH course per term per student, 15% annual growth, delivering first programs end of FY19
4. Two articulation agreements/year, 20 students each, 10 courses/year/student
5. Downtown assumes 16 classes/semester, 30 students/class, and 15% annual growth
6. Weights are averaged across Liberal Arts/Science/Engineering/Business/Tech; 50% UG average (lower/upper) + 50% Masters average, except for articulation agreements, which used an average for upper-division undergrad

## Short Term Strategies

### *Convert more courses to online*

The subcommittee recommends that UTSA convert existing on-campus courses into the online format to increase the inventory available for campus and fully online students, and future program development. High priority conversion candidates include high enrollment and high waitlist courses, core curriculum courses, and those without physical lab requirements. Courses currently available online for fall/spring sessions require modest changes to prepare for summer sessions.

This strategy requires funds or other incentives to compensate faculty for developing online courses, and to hire instructional design staff or vendors to build the courses.

### *Optimize summer enrollment*

Incentives can help increase the number of faculty available to teach during summer sessions and motivate transient students (returning home to San Antonio for the summer) to enroll during summer sessions. This was a strategy previously pursued which resulted in approximately 11,800 students enrolling and very likely there could be more approaches to improve on the marketing and outreach to grow this by 20% increase.

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## **Medium-term strategies**

### ***Create online degree programs***

The subcommittee recommends converting existing on-campus degree programs into fully online versions, leveraging the growing online course inventory whenever possible. This expands access for students unable to fit the campus experience into their schedule, and for those who do not live within a reasonable commuting distance.

A clear vision and strategy for online learning, combined with careful consideration of the online market size and growth, net revenue potential, UTSA readiness (faculty, leadership), and strategic alignment will help identify the best candidates for online program development.

### ***Create online non-degree programs***

A larger online course inventory enables UTSA to more easily group online courses (typically four) into certificates that can stand alone (for career advancers who already have a degree), and/or stack into bachelor and master's degrees.

### ***Increase articulation agreements and dual credit***

Increasing the number of articulation agreements can attract more transfer students to UTSA by providing an easier head start. Similarly, offering more dual-credit programs can increase WSCH for high school students taking UTSA courses, and help attract them to UTSA after they graduate.

### ***Offer more classes at the Downtown Campus***

Available classroom space in UTSA's Downtown Campus can alleviate capacity constraints at the Main Campus, and offers the opportunity to offer significantly more classes downtown. Targeting courses with high waitlists, and those part of the University Core Curriculum, could increase section offerings.

## **Long-term strategies**

### ***Establish corporate partnerships***

The subcommittee recommends that UTSA establish partnerships with large local employers to offer streamlined admissions and volume discounts for their employees. This approach helps strengthen the local economy by addressing the staff retention and skill needs of San Antonio employers. It also increases enrollment without large marketing expenses required to attract new students.

**APPENDIX A**

**Graduate Enrollment  
Short Term Goals**

<b>Target</b>	<b>Brief Description</b>	<b>Tasks</b>	<b>Goals/Metrics (WSCH united or other)</b>	<b>Financial Impact</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Accountability</b>
Marketing & Recruitment	To increase applications--create a true branded messaging for building a reputation beyond San Antonio	1. Creating the brand to establish relationships on a global platform. 2. Fort Sam Houston connection for recruiting (establishing a presence and office space--removal of barriers for admission).	Number of applications and admissions yield from the locations where marketing is increased. New partnership development with military.  All Colleges per year ~ 4,101 WSCH	\$229,286 per year	One year	1. Advertising budget & strategy 2. Branding/Global Branding Specialist 3. Marketing Staff	Deans/Chairs/ Faculty
Conversion of Ed.D. program	Convert Ed.D. program to Ph.D.	Phase out the Ed.D. and only offer PhD	Number of students graduating with a PhD in Higher Ed.  40 students per year ~ 829 WSCH	~ \$46,286 per year	Six months or less	Increase funding for Doctoral students	College/Graduate School
<b>Estimated Short Term Goals</b>			<b>WSCH: ~ 4,930 per year</b>	<b>~ \$275,572 per year</b>			

**Medium Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH united or other)	Financial Impact	Timeline	Resources Needed	Accountability
Corporate Partnerships-- Examples: COB (Cyber/Computer/Health) COE (ECE/Environmental/Civil)	Develop strategic corporate partnerships	1. Develop a strategy with key program/sponsor focus to avoid creating too many program variations. 2. Link various programs that could be supported externally. The establishment/reconfiguration of master's programs could incorporate aspects from corporate partners to better fit their population. 3. Develop financial structure 4. Develop admissions process tailored to the needs of these students (could be streamlined like the VIP)	Number of partnerships; number of admissions related to the partnerships  Examples (per year): COB ~ 11,736 WSCH COE ~ 1,980 WSCH	(Per Year) COB ~ \$65,510 COE ~ \$110,524	Three years	1. SLT-level time to build corporate relationships 2. Staff/consultant time to build effective strategy 3. Infrastructure changes 4. revamping classroom models/space & programs 5. Strategic staffing reorganization 6. Separate admissions protocol	SLT/Development/Deans/Chairs/Faculty

Target	Brief Description	Tasks	Goals/Metrics (WSCH united or other)	Financial Impact	Timeline	Resources Needed	Accountability
Increased faculty engagement	Increase faculty engagement in the recruitment process	<ol style="list-style-type: none"> <li>1. Determine how to improve/create the student/faculty connection. Cultivating the excellence of our people, specifically increasing the quality mentoring of our students.</li> <li>2. Find incentive/layer of support for participation.</li> <li>3. Increase in faculty accessibility and their work (to show how this is shared within and beyond UTSA).</li> <li>4. Be mindful of how students learn and interact and ensure that we are practicing in that manner so that they can connect.</li> <li>5. Assessment of how we are using technology to teach, interact and showcase the best of UTSA.</li> <li>6. Encourage individual department graduate committees to liaise between enrolled students and faculty.</li> <li>7. Accurate tracking of the graduate students, including faculty touch-points. Update system from paper hardcopy to easily trackable digital form. Increase faculty participation and support of the VIP Graduate Student application process.</li> </ol>	<p>Increase in a sense of community/engagement (assess). Time to degree. Impact of the new model of engagement on graduate student success.</p> <p>All Colleges (per year): Master's ~ 4,101 WSCH Doctoral ~ 3,240 WSCH</p>	<p>(Per Year) Masters ~ \$229,287 Doctoral ~ \$180,857</p>	Two years	<ol style="list-style-type: none"> <li>1. Staff/faculty time to examine the role of faculty in graduate level engagement i.e. best practices</li> <li>2. Department graduate committee attention</li> <li>3. Graduate tracking system resources</li> </ol>	Deans/Chair/ Faculty



Target	Brief Description	Tasks	Goals/Metrics (WSCH united or other)	Financial Impact	Timeline	Resources Needed	Accountability
Program logistical changes to compete for more graduate students (COB/COS/COE/COPP)	Do needs assessment and create additional logistical time/location/online options for graduate students that are going elsewhere.	<ol style="list-style-type: none"> <li>1. Specialized Summer graduate courses</li> <li>2. Consider new model of offering master's programs that may not require major changes and approvals (non-substantive).</li> <li>3. Grow programs in line with Downtown Campus strategic priority to further penetrate the urban-environment-seeking graduate student.</li> <li>4. Strategic online program growth. Structural aspects needed to move online--support for faculty (expand training and resources--assessment of models within and beyond Texas for best practices).</li> <li>5. Create a testing-site that can be used by all faculty.</li> <li>6. Evening/Saturday/Online options for students (faculty could begin with hybrid classes)</li> </ol>	Increase in diverse graduate student enrollment. Increase in the number of colleges and faculty engaged in online learning.  100 students per year: COB: ~ 978 WSCH COS: ~ 2,112 WSCH COE: ~ 1,650 WSCH COPP: ~ 740 WSCH	(Per Year) COB: ~ \$54,592 COS: ~ \$117,892 COE: ~ \$92,104 COPP: ~ \$41,362	Five years	<ol style="list-style-type: none"> <li>1. Consultant to do a needs assessment/survey.</li> <li>2. Online learning support.(Staff and funding)</li> <li>3. Classroom space and support at new times</li> <li>4. Scheduling strategy and resources. Invest in a scheduling software/centralized room scheduling strategy.</li> </ol>	Deans/Chair/ Faculty
<b>Estimated Medium Term Goals</b>			<b>WSCH: ~ 26,537</b>	<b>~ \$892,128</b>			

**Long Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH united or other)	Financial Impact	Timeline	Resources Needed	Accountability
Targeted Recruitment	Targeted approach to recruitment into higher weighted SCH programs	1. Assessment of the various higher-weighted programs. Master's level seems most impactful. Look for areas of potential growth. 2. Looking into aspects that would support the growth and support of doctoral programs and students (more in-depth assessment).	Admissions growth and recruitment impact.  150 Students per year: COLFA: ~ 2,732 WSCH COE: ~ 2,476 WSCH COS: ~ 3,168 WSCH	(Per Year): COLFA: ~ \$152,474 COE: ~ \$138,154 COS: ~ \$176,838	Seven years	1. Resources to do assessments 2. Funding for program development & expansion	Deans/Chairs/ Faculty

Target	Brief Description	Tasks	Goals/Metrics (WSCH united or other)	Financial Impact	Timeline	Resources Needed	Accountability
International Graduate Students (COB/COS/COE/COPP)	Increase international non-resident student support	<ol style="list-style-type: none"> <li>1. Find a balance with respect to international student recruitment and financial support (\$1,000), seeking new levels of support from in-country for their education.</li> <li>2. Assessment of best practices from other institutions with respect to international student recruitment, engagement and retention (specific investigation of international office structure, mission and purpose).</li> <li>3. Create a strategic international student enrollment plan with a flexibility that does not impact quality</li> <li>4. Increase engagement (faculty/student exchanges) to facilitate the momentum.</li> <li>5. Define and market our global brand (connects with President's strategic theme of world engaged).</li> <li>6. Create options for international student's assessment and scoring of ESL skills (summer).</li> </ol>	<p>Increase the ratio of full-paid international students and non-residents. Increase in meaningful international engagement that supports UTSA's global brand/footprint. Increase in international student enrollment, retention and graduation rate.</p> <p>All Colleges per year:  Master's: ~ 5,468 WSCH  Doctoral: ~ 4,320 WSCH</p>	<p>(Per Year):  Master's: ~ \$305,714  Doctoral: ~ \$241,142</p>	Six years	<ol style="list-style-type: none"> <li>1. Consultant for international graduate engagement strategy as well as international branding expertise</li> <li>2. International University connections</li> <li>3. Staff for international recruitment/admissions.</li> <li>4. Expertise on how to staff an international graduate student services office. Staffing for that office.</li> <li>5. Institutional funding strategy for supporting international graduate students</li> </ol>	Deans/Chairs/Faculty
<b>Estimated Long Term Goals</b>			<b>WSCH: ~ 18,164</b>	<b>~ \$1,014,322</b>			
<b>Grand Total for Short, Medium and Long Term Goals</b>			<b>WSCH: ~ 49,631</b>	<b>~ \$2,182,022</b>			

**Potential Graduate Enrollment Projections**

**30,000 Total Enrollment**

20% Graduate

6,000 Graduate Students  
Master's 4,000: WSCH ~180,000 (~\$10,047,600)  
Doctoral 2,000: WSCH ~270,000 (~\$15,071,400)  
WSCH Total: ~450,000  
Total Financial Impact: ~\$25,119,000

25% Graduate

7,500 Graduate Students  
Master's 5,000: WSCH ~225,000 (~\$12,595,500)  
Doctoral 2,500: WSCH ~337,500 (~\$18,839,250)  
WSCH Total: ~562,500  
Total Financial Impact: ~\$31,434,750

**40,000 Total Enrollment**

20% Graduate

8,000 Graduate Students  
Master's 6,000: WSCH ~270,000 (~\$15,071,400)  
Doctoral 2,000: WSCH ~270,000 (~\$15,071,400)  
WSCH Total: ~540,000  
Total Financial Impact: ~\$30,142,800

25% Graduate

10,000 Graduate Students  
Master's 7,500: WSCH ~337,500 (~\$18,839,250)  
Doctoral 2,500: WSCH ~337,500 (~\$18,839,250)  
WSCH Total: ~675,000  
Total Financial Impact: ~\$37,678,500

**APPENDIX B**

**Course Optimization and Transfer Student  
Short Term Goals**

<b>Target</b>	<b>Brief Description</b>	<b>Tasks</b>	<b>Goals/Metrics (WSCH units or other)</b>	<b>Financial Impact</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Accountability</b>
UG and Grad Course Audit Process (CIP Codes)	Develop policies for how this is done annually at UG and Grad level	<ol style="list-style-type: none"> <li>1. Complete changes from external audit;</li> <li>2. Develop policy for annual review of courses and addition of new courses;</li> <li>3. Complete appropriate approval process;</li> <li>4. Develop training materials WSCH and new review policies for faculty, staff, deans;</li> <li>5. Complete training and institute new policies</li> </ol>	100% course reviewed, policy written and approved, and training materials developed.	May increase formula funding by ~\$3 million based on external audit	Complete by May 2018	Minimal, just training of people	College Curriculum Committee-UC/Grad School
Course Scheduler	Software to help students optimize their schedule	<ol style="list-style-type: none"> <li>1. Create marketing plan to students;</li> <li>2. Develop and train advisers on software</li> </ol>	<p>30% of UG current students registering for Fall 18 and 50% of Fall 18 UG students registering for Spr 19.</p> <p>Fall 18: ~ 10,140 WSCH Spring 19: ~ 16,900 WSCH</p>	<p>Fall 18: ~ \$566,015 Spring 19: ~ \$943,358</p>	Start summer 2018 with full implementation by Spring 19	~\$72,000 for software	Advising

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Alamo On-TRAC	Transfer FT to UTSA from Alamo after 1 year	1. Finalize agreement with Alamo; 2. Appoint a coordinator for the program and develop an implementation plan; 3. Recruit students into the program	Year 1- 250 students Pilot Year 2 - 325 students Year 3 - 425 students Year 4 - 500 students  In Program: Year 1: ~ 1,500 WSCH Year 2: ~ 1,950 WSCH Year 3: ~ 2,500 WSCH Year 4: ~ 3,000 WSCH; Transferred to UTSA: ~3,375 to ~6,750 WSCH	In Program: Year 1: ~ \$83,730 Year 2: ~ \$108,849 Year 3: ~ \$142,341 Year 4: ~ \$157,460 Transferred to UTSA: ~ \$188,393 - ~ \$376,785	2018-19 - 250 students (Pilot group) 2019-20 - 325 students 2020-21 - 425 students 2021-22 - 500 students	Staff person to run program, \$50,000/yr	UC - Admissions
Articulation Agreements	Make sure transfers plans are consistent and well aligned with UTSA curriculum; make sure doing re-transfer	1. Have OIR provide data on community colleges we have the largest transfers from; 2. UC work with advising to develop a plan on how to review these for each degree program and update as necessary	100% completion of review process, increase transfer students by 5%. Current transfer students in COB, COE, COS and PSY, are ~ 2,944.  WSCH: ~ 5,576	~ \$311,252	Summer 2018	None	Advising and UC-Colleges-Dept. curriculum committees
<b>Estimated Short Term Totals</b>			<b>WSCH: ~ 20,591 - 32,226</b>	<b>~ \$3,960,997 - \$4,443,003</b>			

**Long Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Grow in high WSCH areas	1. Set targets for Colleges on SCH and tuition revenue; 2. Increase enrollment and potentially programs in key areas (e.g. Engineering, Technology, Business-Technology (Data Science)); potentially transdisciplinary schools	Work with Strategic Enrollment Planning (SEP) Taskforce to develop a strategic plan to increase these area both UG and Grad	Possible recommendation by SEP Taskforce: Increase total student enrollment (~ 5,142 at UG and ~ 918 at Grad levels) 10%: ~ 514 UG ~ 92 Grad 20%: ~ 1,028 UG ~ 184 Grad 30%: ~ 1,543 UG ~ 275 Grad  WSCH: 10%: ~14,919 - UG ~12,345 - Grad 20%: ~ 29,838 - UG ~ 24,691 - Grad 30%: ~ 44,786 - UG ~ 36,902 - Grad	10%: ~\$832,779 - UG ~\$689,098 - Grad 20%: ~ \$1,665,557 - UG ~ \$1,378,252 - Grad 30%: ~ \$2,499,955 - UG ~ \$2,059,870 - Grad	Reach by 2023	Faculty lines and start-up, support staff, student scholarships, classroom and laboratory space, advertising and recruiting costs (student per FTFE ratio: COB- 32.1, COS - 25.8 and COE - 17.3) Example: If COE grows by 30% to have a 20 student per FTFE ratio then faculty would need to grow from 166 to 186 faculty. If we assume 15 new TT/T hires that would be over \$1.5 million in salaries and over \$4.5 million in start-up funds along with space, support staff and other needs.	Deans-Chairs-Faculty Engagement and Admissions - Marketing

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Upper Division Transfers	Leverage partnerships with community colleges (COB, COE, COS, PSY)	Work with SEP Taskforce to develop a strategic plan to increase UG in these area. Targeted marketing is needed	Possible recommendation by SEP Taskforce: Increase student enrollment in these areas (~ 2,944 students) 10%: ~ 294 15%: ~ 441 25%: ~ 736  WSCH (per year): 10%: ~ 11,168 15%: ~ 16,729 25%: ~ 27,920	10% ~ \$623,398 15%: ~ \$933,813 25%: ~ \$1,558,494	Reach by 2023	Faculty lines and start-up, support staff, student scholarships, classroom and laboratory space, advertising and recruiting costs	Deans-Chairs-Faculty Engagement and Admissions - Marketing
Competency Based Credit	Moves UG into higher level courses earlier	1. determine what are the target areas for this (e.g. COB) 2. determine metrics to evaluate competency for credit 3. recruiting and advertising plan	Have 5% of UG student population qualify for competency based credit  WSCH: ~ 30,361	~ \$1,694,751	Reach by 2023 Yr 1: 100 students Yr 2: 300 students, Yr 5: 1,300 students	Faculty lines, advertising and recruiting costs	Deans-Chairs-Faculty Engagement and Admissions - Marketing
Incentives for increase SCH completed	Could give 3-6hrs of summer courses free, scholarships, demonstrate how students will earn more by finishing faster, providing plan and savings in recruitment, material, students taking flat rate tuition	Determine resources to support incentives, develop financial literacy training program for students	By 2023: increase average student credit hour from 13-14 to 15 for FT students  WSCH: ~ 68,370	~ \$3,816,413	UG students credit hours Yr 1: avg. 13.5 Yr 2: 13.75 Yr 5: avg. 15	scholarships, money to support financial literacy training program	Business Affairs, Financial Aid, Student Success/UC (financial literacy)



<i>Estimated Long Term Totals</i>		<i>WSCH: ~ 137,163 - 208,339</i>	<i>~ \$7,656,439 - \$11,626,483</i>			
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<i>Estimated Totals for Short and Long Term Goals</i>		<i>WSCH: ~ 157,754 - 240,565</i>	<i>~ \$11,617,436 - \$16,069,486</i>			
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**APPENDIX C**

**Summer & Online Enrollment  
Short Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Online Courses	Increase inventory of individual online courses for on-campus students, fully online students, and future program development	1. Identify courses that are the best candidates to offer online during Summer 2018. Priority selection criteria include high enrollment, high waitlist, core, and/or currently availability in the online format for fall/spring sessions. 2. Identify courses that are the best candidates to convert into the online format. Selection criteria include high enrollment, high waitlist, core, and courses without physical lab requirements. 3. Assess the quality of all existing online courses, identify courses that fall below a pre-determined threshold, and upgrade so they can be added to the inventory offered to students. 4. Identify resources required to teach courses online. These include faculty availability to teach, money to incentivize faculty to develop the courses, and instructional design staff or vendors to build the courses.	Courses, WSCH, Revenue 8 new courses per year, 80 enrollments each		1 year	- Instructional design staff/vendor - Funds to incentivize faculty to build courses - Increased faculty incentives to teach during the summer	Chief Online Learning Officer, Deans, Chairs, Faculty

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Online Courses			Cumulative WSCH per year: FY18: ~ 6,374 FY19: ~ 12,749 FY20: ~ 19,123 FY21: ~ 25,498 FY22: ~ 31,872	FY18: ~\$355,819 FY19: ~\$711,649 FY20: ~\$1,067,446 FY21: ~\$1,423,298 FY22: ~\$1,779,095			
Summer Enrollment Optimization	Increase faculty incentives to teach during summer sessions, and create incentives for transient students (returning home to San Antonio for the summer) to enroll during summer sessions.	1. Determine types, amounts, and sources for faculty incentives. 2. Waive student fees for summer enrollments	This supports the "Online Courses" strategy above.		1 year	1. Instructional design staff/vendor 2. Increased faculty incentives to teach during the summer	COLO, Deans, Chairs, Faculty
<b>Estimated Short Term Totals</b>			<b>WSCH: ~ 6,374 - 31,872</b>	<b>~ \$355,819 - \$1,779,095</b>			

**Medium Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Online Degree Programs	Convert existing on-campus degree programs into fully online versions, leveraging the online course inventory developed under strategy one whenever possible.	<ol style="list-style-type: none"> <li>Define the online vision and strategy that will help shape program development decisions.</li> <li>Identify programs best positioned for online success. Criteria include market size and growth, profit potential, UTSA readiness (faculty, leadership), and strategic alignment.</li> </ol>	<p>Programs launched per year; One Master's per year, 50 students per term, three terms per year (one term FY19); annual growth of 15%</p> <p>Cumulative WSCH per year:            FY 19: ~1,494            FY 20: ~8,964            FY 21: ~14,791            FY 22: ~21,491</p>	<p>FY19: ~\$83,395            FY20: ~\$500,370            FY21: ~\$825,633            FY21:~ \$1,199,628</p>	1-4 years	<ol style="list-style-type: none"> <li>Instructional design staff/vendor</li> <li>Funds to incentivize faculty to build courses</li> <li>Increased faculty incentives to teach during the summer</li> </ol>	COLO, Deans, Chairs, Faculty

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Online Non-degree Programs	Group courses into certificates that can stand alone or stack into bachelor and master's degrees.	<ol style="list-style-type: none"> <li>1. Identify certificates that (adult) learners and employers would value as a standalone signal of competency</li> <li>2. Identify groups of (four) courses that together stack into a certificate</li> <li>3. Identify groups of certificates that together stack into a fully degree</li> <li>4. Identify various course and certificate combinations</li> </ol>	<p>2 Certificates launched per year; 50 students per term; 3 terms per year; annual growth of 15%</p> <p>Cummulative WSCH per year:  FY19: ~1,494  FY20: ~13,446  FY21: ~24,427  FY22: ~41,537</p>	<p>FY19:~ \$83,395  FY20:~ \$750,556  FY21:~ \$1,363,510  FY22:~ \$2,318,592</p>	1-4 years	<ol style="list-style-type: none"> <li>1. Instructional design staff/vendor</li> <li>2. Funds to incentivize faculty to build courses</li> <li>3. Increased faculty incentives to teach during the summer</li> </ol>	COLO, Deans, Chairs, Faculty
Articulation Agreements & Dual Credit	Increase number of articulation agreements to attract more transfer students	<ol style="list-style-type: none"> <li>1. Take inventory of all current articulation agreements and verify that they're current/active</li> <li>2. Define strategy for establishing more articulation agreements</li> <li>3. Define strategy for establishing additional dual credit programs</li> </ol>	<p>Number of agreements; Two agreements/schools per year; 20 transfers per school, 10 upper division courses per year, 3 SCH each</p> <p>Cumulative WSCH per year:  FY 19: ~2,858  FY 20: ~5,717  FY 21: ~8,575  FY 22: ~11,434</p>	<p>FY19: ~\$159,556  FY20: ~\$319,112  FY21: ~\$478,668  FY22: ~\$638,224</p>	1-2 years	Staff time	P-20 programs, Department chairs, Dean of University College

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Downtown Campus	Increase class offerings in the downtown campus	1. Identify high-demand courses with classroom and/or lab space constraints at the main campus. 2. Identify space and faculty availability at the downtown campus 3. Schedule classes downtown	Classes added / students served at downtown campus; 16 additional classes per semester, 30 students each class; 15% annual growth  Cumulative WSCH per year: FY19: ~4,781 FY20: ~5,498 FY21: ~6,323 FY22: ~7,271	Per Year: FY19: ~\$266,864 FY20: ~\$306,894 FY21: ~\$352,928 FY22: ~\$405,867	1-2 years	Staff time	Deans and Department Chairs
<b><i>Estimated Medium Term Goal Totals</i></b>			<b><i>WSCH: ~ 10,627 - 81,733</i></b>	<b><i>~\$593,210 - \$4,562,311</i></b>			

**Long Term Goals**

Target	Brief Description	Tasks	Goals/Metrics (WSCH units or other)	Financial Impact	Timeline	Resources Needed	Accountability
Corporate Partnerships	The subcommittee recommends that UTSA establish partnerships with large local employers to offer streamlined admissions and volume discounts for their employees. This approach helps strengthen the local economy by addressing the staff retention and skill needs of San Antonio employers. It also increases enrollment without requiring large marketing expenses.	<ol style="list-style-type: none"> <li>1. Define business-to-business vision, strategy, and revenue potential</li> <li>2. Identify target employer categories, sectors, and geographies</li> <li>3. Define the relationship management structure, operating and support models</li> </ol>	Number of partnerships Stature and size of partners Number of employees enrolled Net revenue generated 500 employees, 3 courses per year 3 SCH each, blended avg. weight  <b>Cumulative WSCH: ~14,940</b>	~ \$833,951	5+ years	<ol style="list-style-type: none"> <li>1. Business development and relationship management function</li> <li>2. Program development and employee support functions</li> <li>3. White label, co-branded corporate portal</li> </ol>	COLO and/or Provost and/or President

<b>Estimated Totals for Short, Medium and Long Term Goals</b>	<b>WSCH: ~ 17,001 - 128,545</b>	<b>~ \$949,029 - \$7,175,367</b>		
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**APPENDIX C - 1**

**Summary**

72 online summer courses will be offered during Summer 2018 (89 sections in total)

- 61 online summer courses are already in inventory
- 2 courses are new and have not previously been offered online
- 9 online courses currently configured for Fall/Spring semesters will be converted to work for Summer sessions

20 online summer courses are available but currently are not expected to be offered during summer 2018

**Online Courses Expected to be Offered During Spring 2018**

Online courses being converted for Summer 2018 sessions

**2 Courses never offered online before Summer 2018**

CRN_KEY	SUBJ_CODE	CRSE_NUMBER	CREDIT_HRS	COLL_CO	TITLE
37092	HTH	3663	3	EH	Program Planning & Evaluation
37093	KIN	2303	3	EH	Foundations of Kinesiology

**1 Course not offered in Summer 2017 but will be offered in Summer 2018**

CRN_KEY	SUBJ_CODE	CRSE_NUMBER	CREDIT_HRS	COLL_CO	TITLE
30599	MGT	4893	3	BU	Management Strategy

**69 Courses will be offered Summer 2018**

CRN_KEY	SUBJ_CODE	CRSE_NUMBER	CREDIT_HRS	COLL_CO	TITLE
36524	ACC	2003	3	BU	Foundations Of Accounting
36050	ACC	2013	3	BU	Principles of Accounting I
36051	ACC	2033	3	BU	Principles of Accounting II
35482	AHC	3423	3	LF	Topic:Mesoamer Precolumbia Art
36464	AHC	5823	3	LF	Topic:Mesoamer Precolumbia Art
36378	AMS	3343	3	LF	Studies in Race and Ethnicity
34499	BIO	2322	2	SC	Genetics Laboratory
34081	BIO	3522	2	SC	Biochemistry Laboratory
37195	BIO	3822	2	SC	Cell Biology Laboratory
31669	BLW	5003	3	BU	Legal Environment of Business
35820	C&I	6973	3	EH	Spec Problms:Critical Pedagogy
36417	COM	1063	3	LF	Digital Business Comm
34638	ECE	6423	3	EH	Advanced Studies in Play
36292	ECO	2003	3	BU	Economic Principles&Issues(Q)
35279	ECO	2013	3	BU	Introductory Macroeconomics(Q)
35278	ECO	2023	3	BU	Introductory Microeconomics(Q)
35284	ECO	5003	3	BU	Economic Theory & Policy
36559	EDU	5003	3	EH	Research Methods
36303	ENG	2013	3	LF	Introduction to Literature
36311	ENG	2413	3	LF	Technical Writing (Q)
35511	ENG	3713	3	LF	Multiethnic Lit of US
34149	GBA	2013	3	BU	Legal/Soc/Ethic Issues in Bus
36331	GLA	2603	3	LF	Intro Global Affairs Studies



35619	GLA	3033	3	LF	International Governance
36205	HIS	1043	3	LF	US His Pre-Columbus to Cvl War
36216	HIS	1053	3	LF	US His Civil War to Present
36199	HTH	2623	3	EH	Database Management in HTH
36210	HTH	3003	3	EH	Survey of Drugs and Health
36529	HTH	3013	3	EH	Survey of Human Nutrition
37095	HTH	3503	3	EH	Theories of Health Behavior
35305	HTH	4921	1	EH	Capstone for Comm HTH
34672	IDS	3123	3	EH	Culture, Literature& Fine Arts
32838	IDS	3224	4	EH	Earth Systems Science Invest
32498	IDS	3234	4	EH	Investigations in Phys Science
32468	IDS	3713	3	EH	Interdisciplinary Inquiry
35957	ILT	5003	3	EH	Principles of ILT
33773	IS	1403	3	BU	Business Info Systems Fluency
36288	IS	3003	3	BU	Principles of IS for Mgmt
35317	KIN	2141	1	EH	Medical Terminology
35326	KIN	4023	3	EH	Exercise Psychology
35624	MAS	4953	3	EH	Multiethnic Lit of US
32425	MAT	1193	3	SC	Calculus for Biosciences(Q)
33671	MAT	1214	4	SC	Calculus I(Q)
35478	MGT	3003	3	BU	Business Com&Prof Development
35669	MGT	3013	3	BU	Intro:Org Theory, Behav & Mgmt
36602	MGT	5253	3	BU	Ethics and Globalization
35825	MHU	2013	3	LF	Intro to Medical Humanities
36035	MKT	3013	3	BU	Principles of Marketing
36036	MS	3043	3	BU	Bus Stats w/Computer Apps II
36514	PHI	2043	3	LF	Introductory Logic(Q)
33436	POL	1013	3	LF	Intro to American Politics
36707	POL	1133	3	LF	Texas Politics and Society
36332	POL	2603	3	LF	Intro International Relations
35632	POL	3033	3	LF	International Governance
35163	PSY	2533	3	LF	Social Psychology
35349	PSY	3153	3	LF	Sensation and Perception
36576	RFD	4953	3	BU	SS: Real Estate
31208	SOC	1013	3	LF	Introduction to Sociology(Q)
35470	SOC	3043	3	LF	Race & Ethnic Relations
35471	SOC	3113	3	LF	Criminology
32497	SPE	3603	3	EH	Introduction to SPE(Q)
34788	SPE	5403	3	EH	Survey of Special Education
35699	SPE	5613	3	EH	Legal Issues in Special Edu
36422	SPE	5643	3	EH	Methds Teach w/Mod-Sev Disab
33294	SPN	1014	4	LF	Elementary SPN I
32087	SPN	1024	4	LF	Elementary SPN II
35362	SPN	3063	3	LF	Grammar and Composition
35896	WRC	1023	3	UC	Freshman Composition II(Q)
35549	WS	4953	3	EH	SpTop: Multiethnic Lit of US

**Online course available but not expected to be offered during Summer 2018****20 Online Courses Offered in Summer 2017 but not in Summer 2018**

CRN_KEY	SUBJ_CODE	CRSE_NUMBER	CREDIT_HRS	COLL_COI	TITLE
36399	ANT	2043	3	LF	Intro to Archaeology(Q)
36356	C&I	5003	3	EH	Theory of C&I
36546	C&I	5823	3	EH	Early Lit Devl, Diagn&Pract
33816	C&I	6043	3	EH	Survey of Writing Research
36371	C&I	7853	3	EH	Cog Proc/Rding & Lrn from Text
34512	COM	3023	3	LF	Foundations of Communication
34538	COM	3523	3	LF	Public Relations
36374	ECE	6723	3	EH	Tech and Multimodal Literacies
36379	GRG	1013	3	LF	Fundamentals of Geography(Q)
30422	GRG	1023	3	LF	World Regional Geography
35610	GRG	2613	3	LF	Physical Geography(Q)
36198	HTH	3543	3	EH	Growth & Development
36412	MUS	2673	3	LF	History and Styles of Rock
36667	MUS	4263	3	LF	Topics History:Classicl-Modern
36421	MUS	5013	3	LF	Graduate Music History Review
36344	PSY	2503	3	LF	Developmental Psychology
36225	SOC	2013	3	LF	Social Problems(Q)
36223	SOC	3053	3	LF	Deviance and Difference
36207	SOC	3193	3	LF	Sociology of Work&Occupations
35697	SPE	5633	3	EH	Instr Ed/Int w/Mild-Mod Disab