

**REPORT OF THE
BLUE RIBBON COMMITTEE
ON THE UNDERGRADUATE EXPERIENCE**

2007-2008

THE UNIVERSITY OF TEXAS – SAN ANTONIO

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UNIVERSITY MISSION, VISION, AND CORE VALUES

The mission, vision, and core values statements for the University of Texas at San Antonio (UTSA) reflect the purpose of our institution (Mission), what we aspire to be (Vision), and the guiding principles that we will use to reach our goals (Core Values).

MISSION STATEMENT

UTSA is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation and the world.

VISION STATEMENT

UTSA strives to be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

CORE VALUES

We encourage an environment of dialogue and discovery through which integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered.

UTSA's core values reflect how we have pursued our plan as well as how we will fulfill our mission and realize our vision. Each value reflects rich, shared meaning:

- Integrity: adhering to a standard of core values at UTSA and ensuring that one acts in a fair and ethical fashion.
- Excellence: commitment to delivering consistently high quality service, teaching and research through superior performance.
- Inclusiveness: fostering diversity and providing access to educational and socioeconomic opportunities for all – regardless of individual backgrounds and philosophies.
- Respect: treating others with civility and openness, recognizing the dignity inherent in each individual.
- Collaboration: working with others toward common goals while valuing teamwork, participation, and commitment to public service.
- Innovation: encouraging ingenuity, creativity, and discovery.

BLUE RIBBON COMMITTEE CHARGE

THE CHARGE OF THE BLUE RIBBON COMMITTEE ON THE UNDERGRADUATE EXPERIENCE INCLUDES IDENTIFYING THE KNOWLEDGE AND SKILLS THAT A UTSA UNDERGRADUATE SHOULD HAVE UPON GRADUATION IN ORDER TO BE COMPETITIVE AND SUCCESSFUL IN A GLOBAL SOCIETY MADE EVEN SMALLER BY TECHNOLOGICAL ADVANCES, MAKING RECOMMENDATIONS FOR CHANGES TO THE UNDERGRADUATE CURRICULUM THAT WILL HELP OUR STUDENTS ACHIEVE THE IDENTIFIED KNOWLEDGE AND SKILLS AND OBTAIN AN IMPROVED QUALITY OF EDUCATION, AND FORMULATING PROPOSALS FOR TRANSFORMATIONS TO ENHANCE THE QUALITY OF THE OVERALL EDUCATIONAL EXPERIENCE OF UTSA UNDERGRADUATES.

EXECUTIVE SUMMARY

UTSA President Ricardo Romo appointed the Blue Ribbon Committee on the Undergraduate Experience in the fall of 2007. The Committee, composed of representatives from across the University, was charged with developing a list of key knowledge and skills that all undergraduates should have upon graduation, making recommendations for changes to the undergraduate curriculum, and formulating proposals for transformations to enhance the quality of the overall educational experience of UTSA undergraduates.

Student success is an outgrowth of the UTSA community's coming together to provide quality instruction; opportunities for personal growth; access to resources; and a culture of connection among faculty, staff, classmates, and the institution. To attain these goals, it is important to understand who our students are.

A composite of descriptive data reveals that a "typical" UTSA student is Latina, a Texan who hails from outside Bexar County and lives off campus. An undergraduate in her early 20's, she receives financial aid, works at least 20 hours per week, and is enrolled full-time. She has received most of her college instruction from non-tenure track and adjunct faculty. She is likely to have at least some transfer credit and, because associate's degrees are 60-66 semester credit hours (SCH), she may have more than 50% of the coursework toward her degree from another institution. When she graduates, she is likely to be the first generation in her family to do so. The degree is likely to result in a positive change in her life as well as that of her family members.

The University has a responsibility to create a supportive academic culture that fosters our students' social and cognitive growth. To that end, the Committee developed a conceptual model used to guide our work. Based on the UTSA 2016 Strategic Plan, the model includes three Foundational Themes of the UTSA Experience (globalization, promoting diversity, and transformative leadership) and areas of overlap among them.

SUMMARY OF KEY KNOWLEDGE AND SKILLS. A conceptual framework and full explanation of the six key knowledge and skills are presented in Sections II and III of this report. To summarize, the Committee concluded that the UTSA graduating senior must be able to:

1. effectively use oral, written, presentation, and listening skills to communicate and interact with others
2. use quantitative reasoning
3. evaluate information and apply it to problem-solving and research
4. understand the implications of cultural differences and global issues
5. demonstrate an understanding of ethical behavior, leadership, and personal responsibility
6. appreciate the liberal arts, the aesthetic experience and the creative process

SUMMARY OF RECOMMENDATIONS & PROPOSALS. For a complete presentation of recommendations for changes to the curriculum and proposals to enhance the overall educational experience, see Sections IV and V. A brief listing follows:

A. Recommendations for Changes to the Curriculum

1. Writing Requirement
 - a. Upper Division Writing Requirement for all Programs
 - b. Resources to Support Student Writing Requirement.
 2. Undergraduate Curriculum
 - a. Evaluation of Undergraduate Degree Programs
 - b. Evaluation of Core Curriculum
 3. On-Going Oversight: Standing Committee on Undergraduate Academic Issues
 4. Support for Quality Instruction
 - a. Tenured & Tenure-Track Faculty
 - b. Part-Time Faculty
 - c. Full-Time Non-Tenure Track Teaching Faculty
 - d. Necessary Teaching Support
- B. Proposals for Transformations to Enhance the Quality of the Overall Educational Experience
1. Recommendations for University Requirements
 - a. Evaluation of Student Interactions with Staff/Faculty/Administrators
 - b. On-Going Oversight: Standing Committee on the Undergraduate Experience
 - c. Service-Learning
 - d. Freshmen Introduction to College/Common Experience
 - e. Online Information Module
 2. Recommendations for University Opportunities
 - a. Provide an Online "Go-To" place for information
 - b. Promote Greening of the Campus
 - c. Offer Co-curricular Transcript Development
 - d. Enhance Wellness Programs
 - e. Enhance Leadership Programs
 - f. Expand Work-Study/Community Service
 - g. Expand Mentoring/Peer Leader Programs
 - h. Expand Non-Traditional & Commuter Student Programming
 - i. Revise &/or Expand Student Services

While most proposals and recommendations presented in this report are directly related to one or more of the three themes in the UTSA 2016 Strategic Plan, some address other complexities involved in a college education. Some of the concepts presented may require a new way of thinking about how we develop and implement programs and services for our students. Ultimately, we are suggesting an organizational culture shift that will move UTSA into the future and facilitate the realization of our vision: **To be a premier public research university, providing access to excellence and preparing citizen leaders for the global environment.** Toward that end, we must be intentional about how we develop programs and services and how we support our faculty and staff so that we can provide students with a solid foundation for excellence.

It is the Committee's fervent hope that the University community can begin to discuss the recommendations in this report in Fall 2008 and develop plans for their implementation in collaboration with UTSA administrators, faculty, staff and students.

I. INTRODUCTION AND OVERVIEW

The University of Texas at San Antonio (UTSA) is an exciting and vibrant community that is uniquely situated to make a profound difference in the region, the state, and the nation. As the largest public university in the city, UTSA is a young and growing Hispanic-serving institution that reaches out to first generation college students while simultaneously working toward tier one research status.

To facilitate achieving this goal, President Ricardo Romo created the Blue Ribbon Committee on the Undergraduate Experience in the fall of 2007. The Committee – the first of its kind in the history of the institution – is an outgrowth of the University’s 2006 Strategic Plan and composed of representatives from across academic, student, and business affairs. Three undergraduate students also served on the Committee.

OVERVIEW OF UTSA AND THE STUDENT BODY: THEN & NOW.

Student success is affected by a complex combination of factors. It is an outgrowth of the UTSA community coming together to provide quality instruction; opportunities for personal growth; access to resources; and a culture of connection with faculty, staff, classmates, and the institution. To attain these goals, it is important to understand who our students are as well as the University context.

UTSA has been changing rapidly since the admission of our first group of 671 Masters level students in 1973 (“UTSA Will Expand,” 1976). The University began admitting juniors and seniors in 1975 and freshmen and sophomores in 1976. Another important milestone occurred when the UTSA-Downtown campus opened its doors in 1997.

Enrollment continues to grow at a rapid pace. In 2000, our total enrollment was 18,830. In the fall 2007 semester UTSA enrolled more than 28,500 students; approximately 87% were undergraduates. (See Appendix A, Table 1.) All signs point to the University’s continued growth and importance to the state and region.

Today, the University, the second largest component in the University of Texas System, consists of eight colleges: Architecture, Business, Education & Human Development, Engineering, Honors, Liberal & Fine Arts, Public Policy, and Sciences. We currently offer a total of 73 undergraduate degrees, 46 master’s degrees and 20 doctoral degrees. Our students are instructed by 388 tenured faculty members and 198 tenure-track faculty totaling 586. Non-tenure track instructors account for 61% (N=915) of the overall total faculty of 1,501. Further, in the fall 2007, undergraduate students generated approximately 300,000 semester credit hours (SCHs); non-tenure track faculty provided the instruction for approximately two-thirds of those SCHs. Additionally, according to the Office of Financial Aid, approximately 69% of our students receive some form of financial aid.

Disaggregated data providing an overview of the student body in the fall, 2007 semester are displayed in a series of tables in Appendix A. However, when a composite of these data is considered, a profile of a “typical” UTSA student begins to emerge. She is Latina, a Texan who hails from outside Bexar County and lives off campus. She is an undergraduate in her early 20’s who receives financial aid, works at least 20 hours per week, and is enrolled full-time. Most of her college instruction is from adjunct faculty.

It is likely she has at least some transfer work and, because associate's degrees are 60-66 SCHs, she may have more than 50% of the coursework for her degree from another institution. When she graduates, she is likely to be the first generation in her family to do so. The degree is likely to change her life positively, as well as that of her family members for the better.

OVERVIEW OF THE PROCESS.

FALL 2007. During the fall term, the Committee focused on developing a list of key knowledge and skills that all undergraduates should have upon graduation. To ensure connection to the UTSA Strategic Plan, subcommittees were formed that correspond to each of its three themes. Drs. Susan Keehn (Promoting Diversity), Patricia Glenn (Globalization), and Lisa Blazer (Transformative Leadership) served as subcommittee chairpersons. The full Committee began its work in mid-September and met again in late October to share each subcommittee's work and identify areas of overlap. In November, the work of the three sub-groups was consolidated thus creating an initial draft of the list. The Committee provided feedback for each iteration of the draft. By the end of the fall 2007 term, a conceptual framework and list of key knowledge and skills had been created. (See Sections II and III.)

SPRING 2008. The Blue Ribbon Committee began work on the remaining two-thirds of the charge on Friday, January 18, 2008. Two subcommittees were formed, one focusing on curriculum, the other on the overall undergraduate experience. Drs. Ann Eisenberg (Curriculum) and Lisa Blazer (Overall Experience) served as subcommittee chairpersons. To share the work of the Committee and obtain input, during January, February and March, Dr. Nancy Martin, Blue Ribbon Committee Chairperson, met with the Dean's Council, Directors of Academic Advising Council, Retention Analysts' Council, Department Chairs' Council, Student Affairs Executive Council, Student Affairs Directors' Council, and Business Affairs. In turn, Dr. Martin communicated the feedback from these constituencies to the subcommittee chairpersons. A preliminary draft of recommendations and proposals was completed in late March. During the month of April, the document was revised with input from the full committee and the final report was submitted to President Romo in June of 2008.

II. THEORETICAL UNDERPINNINGS AND CONCEPTUAL MODEL

Vygotsky's sociocultural theory of cognitive development provides a framework for how learning occurs. This theory posits that all complex functions start as social interactions between individuals. These interactions gradually take on meaning and are internalized by the learner. Interaction with culture – both ethnic and academic – is the conduit that leads to complex forms of behavior.

An integral concept of Vygotsky's theory is the zone of proximal development (ZPD) (Vygotsky, 1934/1978, p. 86). He defines the ZPD as

. . . the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under [expert] guidance or collaboration with more capable peers.

Educational scaffolding (Bruner, 1978) is a means of addressing the ZPD. The term "scaffolding" describes the role of the expert in facilitating the growth of the novice to solve a problem or achieve a skill that is beyond his/her grasp. Similar to the use of scaffolding in construction, the technique provides support, extends the range of the learner, and allows the accomplishment of tasks not otherwise possible. Scaffolding decreases failure, increases efficacy, and moves the learner toward independence.

The University's responsibility, then, is to create a supportive academic culture that fosters social and cognitive growth. We will "meet students where they are" (Vygotsky, 1934/1978) and provide the scaffolding needed for the development of the knowledge and skills required for success (Bruner, 1978). To that end, Figure 1 presents a conceptual model used to formulate the list of key skills and areas of knowledge that every UTSA graduate must have. Based on the UTSA 2016 Strategic Plan, the model includes three Foundational Themes of the UTSA Experience (globalization, promoting diversity, and transformative leadership) and areas of overlap between them. (See Figure 1.)

Globalization

The world has never before been so globally integrated. With each passing year, our world grows smaller and our peoples, economies and other institutions more interwoven and interdependent. Technological advances have made this circumstance both possible and unavoidable with the advent of global fiber optic networks, email, blog and instant messaging systems that bring individuals from distant lands into intimate contact. Consequently, today's problems and the solutions today are global in scale, extent and scope. Yet, local culture is a powerful force; we are steeped in our own worldviews and assumptions. In order that we may live peacefully and innovate collaboratively in the new global economy, we must discover or invent new ways to work with and understand our fellow global citizens, even those whose cultural and interior worlds are far different from our own. Therefore, our graduates must find ways to transcend national boundaries. How to live fully within a radically reconnected world, how to work collaboratively and how to compete globally in such a way that all can prosper and grow is a challenge our UTSA graduates must be prepared to answer.

Promoting Diversity

Diversity is an essential characteristic of any healthy system. Such a recognition is reflected in the mission and vision of UTSA, which requires that the University be accessible to all individuals and groups in society. UTSA rejects prejudicial judgments and seeks to acknowledge and affirm diversity of race, ethnicity, religion, class, gender, sexual orientation, age and ability/disability. This commitment is reflected in our expanded course offerings that incorporate promotion of diversity and social justice, our formal antidiscrimination policy, an Office of Equal Opportunity Services, the Inclusion and Community Engagement Center and in multiple special programs that translate the University's intentions into positive action. UTSA is committed to the creation of a campus climate where individuals from all backgrounds are valued and supported.

We believe that ALL students benefit when the campus reflects a broad range of intellectual, cultural, religious, and socioeconomic perspectives. Indeed, recent research has revealed increased experiences with diversity, i.e.: coursework and positive interactions with diverse peers, can impact the way students see themselves and others (Laird, 2005). Such experiences are likely to result in higher scores on measures of academic self-confidence, social agency, and critical thinking dispositions. Further, Laird concludes that, "diversity is a critical component of educating college students" (p. 385).

UTSA supports organizations that reflect various ethnic, intellectual, religious, and sexual orientations because they offer students a place to find others like themselves. However, the University urges these groups to reach out to one another and to the student population at large. That is, UTSA needs to promote interactions among disparate groups. Interaction among diverse groups of students challenges stereotypes, broadens perspectives, and enhances critical thinking. Such a climate not only promotes learning, but also better prepares our graduates to be constructive citizens in an increasingly diverse society.

We must be clear and systematic in expressing our commitment to these interactions, first by embracing the diverse student body we have, and then by fostering informal interaction and classroom discourse among a wide range of different groups.

Transformative Leadership

In order for UTSA students to have a lasting impact on the world around them and affect change in a global environment, we must build transformational leaders who through critical thinking and analytical and reflective evaluation, can effect positive change in the world around them. Transformative leaders look for opportunities to change, innovate and improve the environment in which they live with new and fresh ideas. They also instill that need for change in their environment, creating a sense of adventure in those around them. Transformative leaders continually adapt themselves, staying flexible and adaptable to an ever-changing environment.

Avolio, Waldman, and Yammarino (1991) suggest four characteristics, referred to as the "Four I's", to stimulate and engage followers. Innovative leaders must

- utilize Individualized consideration, valuing each person uniquely

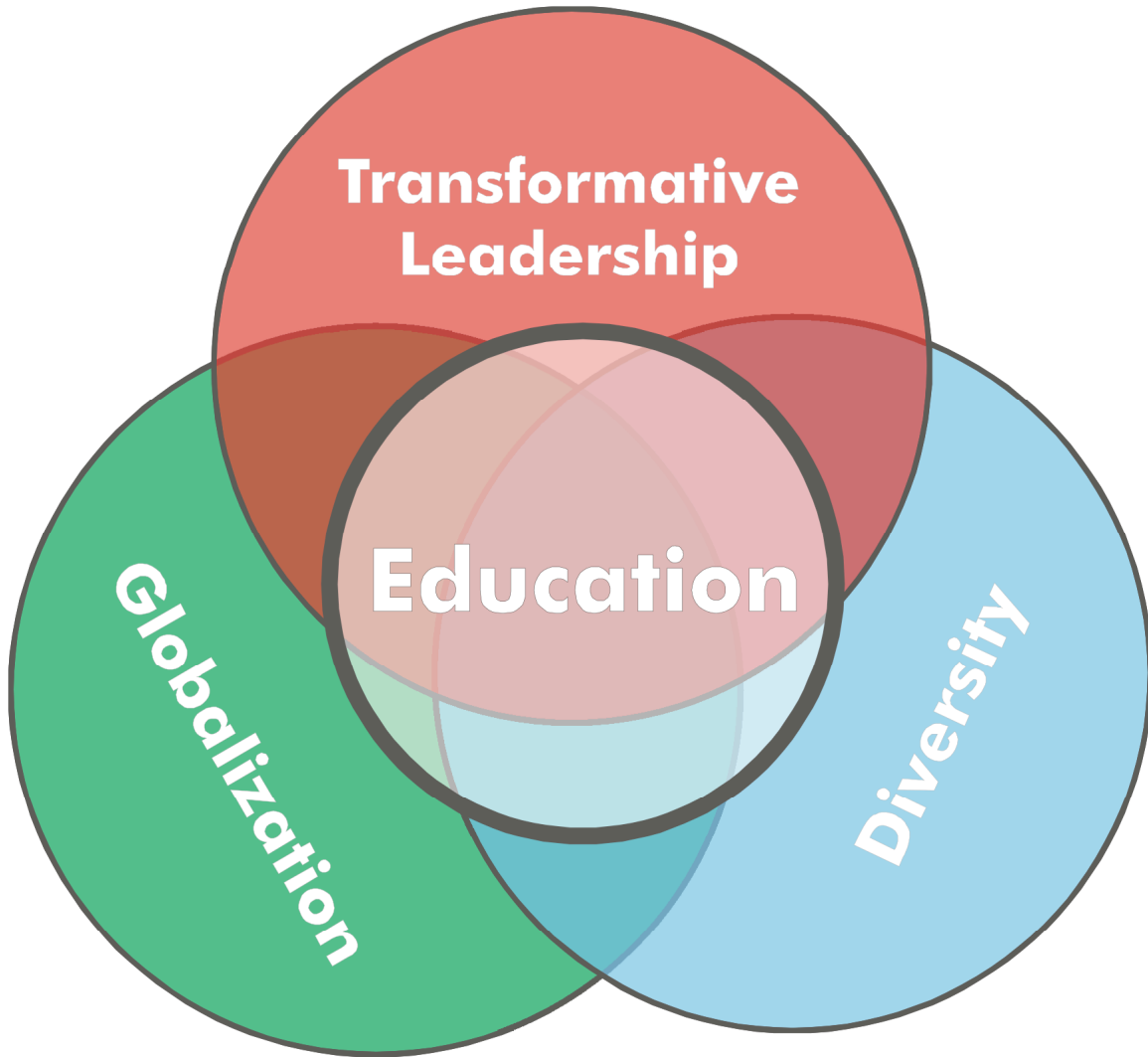
- provide Intellectual stimulation through creativity, problem solving and new ways of looking at issues
- provide Inspirational motivation by increasing optimism and enthusiasm, pointing out possibilities for the future
- have Idealized influence through providing a vision and a sense of purpose.

As students participate in organizations and work in teams or groups in the classroom, they must engage in activities that will stimulate the desire to affect positive change. If we are to develop transformative leaders, then UTSA faculty and staff must model the characteristics of transformational leadership through individualized consideration, intellectual stimulation, inspirational motivation and idealized influence.

Nexus of Overlap

While each theme is important in its own right, it is also vital to address central areas of overlap, for it is at this juncture that quality education occurs. Czarra (2003) posits that the study of global issues cuts across all disciplines – the arts, design, geography, history, health, literature, technology, and so on. By studying any academic field through a global lens, students develop analytical, listening, persuasive, and problem-solving skills – all key components of transformative leadership. Examining global issues and diverse perspectives encourages students to take a leadership role at the local, state, national and international levels “. . . practicing their civic duty through relationships with our economic, social and political systems” (Czarra, 2003, p. 1). Clearly, these three themes are interwoven, as the development of transformative leaders is facilitated by the study of worldwide perspectives and diverse points of view.

Figure 1. Conceptual Model



III. KNOWLEDGE & SKILLS A UTSA UNDERGRADUATE SHOULD HAVE UPON GRADUATION

UTSA graduates should be prepared for life-long learning from a holistic perspective. They should be well-prepared to live full, healthy lives and make quality contributions to society. UTSA graduates should be able to cope with the ever-changing world around them by developing leadership skills as well as an understanding of and respect for diverse views. It is imperative that, upon graduation, each UTSA undergraduate is prepared to contribute productively to a world growing closer through the use of technologies. In order to be successful in tomorrow's world, the graduating senior must:

1. *effectively use oral, written, presentation, and listening skills to communicate and interact with others*

The ability to communicate effectively is key to becoming a leader who promotes progress and a global citizen mindful of diverse perspectives. To function well in a global society and promote diversity, UTSA graduates must be able to interact effectively by understanding and valuing the perspectives of those who hold very different cultural and personal values.

UTSA graduates must be able to read critically, write and speak clearly and correctly and listen reflectively. Effective use of technology skills will also enhance the sharing of ideas with people around the world. Upon graduation, students will have had multiple opportunities to interact effectively with persons different from themselves in order to build consensus, reach out to resolve conflicts, and, when necessary, disagree respectfully.

2. *use quantitative reasoning*

Quantitative reasoning skills are necessary in order to address current and future world problems and issues. Therefore, UTSA graduates must be able to interpret mathematical and statistical models, analyze data and make judgments concerning the validity and accuracy of the data. They need to be able to represent mathematical information symbolically, visually, numerically, and verbally. They must understand the process of using data to make decisions that impact their lives and the lives of others.

3. *evaluate information and apply it to problem-solving and research*

UTSA graduates must be able to cope with an ever-changing world around them by researching problems, analyzing relevant information and formulating solutions. Doing so requires an ability to think about the "whole picture" and understand how a problem exists in the larger context. Our graduates must understand how differing life experiences and values of individuals can impact both the problem and possible solutions. As transformative leaders, they must be able to consider multiple perspectives in approaching complex and ambiguous problems.

Advances in education and technology have helped pave the way for new, efficient ways of accessing information. UTSA graduates must be able to utilize appropriate and up-to-date technologies to provide creative, new ways of

addressing issues and solving problems. They must possess the ability to effectively identify, select and use appropriate research tools. Further, graduates must be able to evaluate the information they find to determine whether it is accurate, current, credible, and relevant to their needs.

4. *understand the implications of cultural differences and global issues*

UTSA graduates must understand the value of cultural diversity and provide individualized consideration of others. They must be aware of individuals and the unique values, experiences and perspectives others bring to the world around them. In addition to understanding their own culture and its historical influences, graduates must be able to compare and appreciate other cultures, their institutions, values and aesthetics. They must have reflected upon and gained awareness of their own attitudes, beliefs and biases. Beyond mere understanding, culturally competent graduates must be able to provide leadership and work productively and collaboratively with individuals from a variety of worldviews.

Graduates of UTSA must have an understanding of various cultures and social structures. They must understand the forces that impinge on regions and countries, economies and governments. Graduates must also recognize the growing interdependency of economies, governments and countries and how global decisions may affect their lives and the well-being of others.

5. *demonstrate an understanding of ethical behavior, leadership, and personal responsibility*

UTSA graduates are change agents, capable of managing complex situations with vision and a sense of purpose. They are life-long learners who work toward the empowerment of others in an organization, in their community and in the world around them. Toward that end, UTSA undergraduates must have an understanding of historical and current injustices that marginalized groups have encountered and continue to confront. Graduates must value social justice and equitable practices, contribute to a productive society and meet social and personal responsibilities.

UTSA graduates must have an understanding of ethical responsibility and know that they are accountable and responsible for their actions. Further, they must recognize the responsibility of fulfilling individual commitments and managing personal finances. They will be able to build trust and confidence in others and effectively articulate their vision for a better future.

6. *appreciate the liberal arts, the aesthetic experience and the creative process*

An appreciation of beauty in all its forms is the hallmark of a well-rounded education. The visual arts, drama, music and skilled writing in many genres are some of the manifestations of the creative arts. While some UTSA graduates will perform, others will learn to savor and value skilled performance.

In addition to recognizing the value of works of art, graduates must develop an appreciation of their own creative impulses. As Albert Einstein, asserted, "Imagination is more important than knowledge." Through the understanding and development of

their creativity, our graduates should be able to assimilate complex ideas and philosophies. Through the creative process they should be able to appreciate and generate new ideas, approaches and perspectives that will enrich their lives and the lives of others.

IV. RECOMMENDATIONS FOR CHANGES TO THE CURRICULUM

The Blue Ribbon Committee was charged with making recommendations for changes to the undergraduate curriculum that will help students achieve the identified knowledge and skills and obtain an improved quality of education. With that directive in mind, the Committee proposes that the university take the following steps to ensure that students develop the knowledge and skills identified as critical to the development of UTSA graduates:

1. WRITING REQUIREMENT

a. Upper Division Writing Requirement for all Programs.

The University should require students to take at least one writing-intensive, upper-division course beyond the two-course, Rhetoric requirement in the core curriculum. The committee feels strongly that students in many majors do not have sufficient opportunities to write beyond the core curriculum requirement and that, in many circumstances, when students are asked to write, they do not receive feedback to improve their writing skills. Writing skills improve through practice and appropriate evaluation. To accomplish this goal, departments should identify and flag as “writing-intensive” courses at the upper-division level that meet the following guidelines used in the Writing across the Curriculum program:

- (a) an enrollment of no more than 25 students;
- (b) a requirement of three or four short papers or reports, resulting in at least 12 typewritten pages over the semester; and
- (c) opportunities for students to rewrite papers after receiving feedback.

The Committee is *not* recommending that additional courses be added to program requirements. Rather, we recommend that departments carefully review existing upper division course requirements and identify and/or revise them to include at least one course that bears a writing flag. Given current space deficits, particularly for small classrooms, and the University’s current faculty shortage, the Committee recognizes that it may take some time before this recommendation can be implemented. However, we recommend that this be implemented as soon as is practical.

Of all recommendations in this report, this one has potential to be one of the most far reaching as it will simultaneously address a number of the other identified knowledge and skills. For example, in addition to the development of writing skills, the abilities to interpret data (#2), to evaluate information and apply it to problem-solving and research (#3), or to reflect on issues regarding diversity or globalization (#4) could be also enhanced. Writing assignments will require various research skills. To provide support for the development of these skills, the faculty should be encouraged to consider including at least one class session on use of the library.

b. Resources to Support Student Writing Requirement.

With the addition of a required upper-division, writing-intensive course, there will be increased need to address the development of important communication

skills. Thus, the Committee recommends that the university provide additional resources to the Writing Center to ensure that students and faculty are provided the scaffolding that they need to successfully attain this important skill.

2. UNDERGRADUATE CURRICULUM

a. Evaluation of Undergraduate Degree Programs.

All academic departments should conduct self-evaluations of each undergraduate degree program to determine to what extent the knowledge and skills delineated in this report are addressed in the curriculum and in each degree program and, if they are not, to identify how they could be incorporated into program requirements. (See Appendix E for a template that could serve as a guide for the departmental review.)

b. Evaluation of Core Curriculum.

The full charge of the Core Curriculum Committee should be implemented. According to the *Handbook of Operating Procedures*, Section 6.2, the charge of the Core Curriculum Committee is as follows: “The Committee will provide advice to the Provost related to the on-going development, implementation and evaluation of the University’s core curriculum.” Currently, however, the duties of the Core Curriculum Committee are largely limited to determining whether new courses should be added to or deleted from specific areas of the core. Historically, the committee has not engaged in evaluation of the core curriculum. Therefore, the Core Curriculum Committee should

i. engage in a thorough review to determine to what extent the Core meets the identified list of knowledge and skills. While keeping in mind the state mandated domains and requirements of the Core, the Core Curriculum Committee should ask departments that offer courses in the Core Curriculum to identify which of the six skill sets are significantly addressed in those courses. All departments that offer courses in the core must provide sufficient and detailed documentation to show that they address at least one (if not more) of the six knowledge and skills. (See Appendix F for a suggested template to guide the review of the Core Curriculum.)

ii. specifically evaluate the institutional option in the core – Domain VI, World Society and Issues – to ensure that all courses clearly address globalization. The expressed goals of Domain VI include obtaining “. . . a broad acquaintance with the cultures of the major portions of the world . . . , knowledge of the contexts of international relations, and the knowledge of world geography.” In addition, the Core Curriculum Committee should also closely examine courses in other areas to ensure that they meet the stated objectives of their respective domains.

3. ON-GOING OVERSIGHT.

The University should institutionalize a new standing Committee on Undergraduate Academic Issues that will be charged with overseeing degree and Core Curriculum requirements to ensure the inclusion of the six sets of knowledge and skills in undergraduate degree programs. Besides the addition of an upper-division writing requirement, the Committee discussed other

changes to the curriculum (such as increased integration of technology, the use of the internet in classes, etc). However, the Committee felt these were issues that could be better addressed by the Committee on Undergraduate Academic Issues. This Committee will provide the on-going oversight needed as other, unanticipated changes arise.

The Committee on Undergraduate Academic Issues will be appointed by the Provost. To ensure continuity, members will serve staggered, two-year terms. To facilitate full campus communication and coordination, the Committee will be composed of representatives from each college. The chair of the Core Curriculum Committee will serve on the Committee as an ex-officio member (with voting rights). As one of its first responsibilities, this Committee will oversee the departmental and core reviews (see recommendations 2. a. and 2 b. above and Appendices E and F.)

4. SUPPORT FOR QUALITY INSTRUCTION

a. Tenured & Tenure-Track Faculty.

To ensure that students have adequate opportunities to develop the recommended sets of knowledge and skills, the university *must* ensure that there are sufficient numbers of tenured and tenure-track faculty for adequate and consistent delivery of the curriculum. Undergraduates comprise 87% of the student population. In fall of 2007, non-tenure track faculty served as instructors for 67% of all undergraduate SCHs. The issue is not solely quality of instruction, but continuity and consistency of programs.

b. Part-Time Faculty.

To support quality undergraduate teaching and enhance retention, the University should drastically reduce the number of part-time, adjunct instructors. Recent research by Audrey Jaeger at North Carolina State University (Glenn, 2008) has demonstrated that students are more likely to drop out when their “gatekeeper courses” – i.e., large introductory, core courses – are taught by part-time faculty. Further, Jaeger and Eagan determined student retention is not hindered when taught by full-time faculty, but only when those instructors were part-time (Glenn, 2008). Therefore, it is likely that a decrease in part-time faculty will lead to an increase in student satisfaction and persistence.

c. Full-Time Non-Tenure Track Teaching Faculty.

To support quality undergraduate teaching and “ownership” of undergraduate programs, the University should establish full-time Teaching Faculty lines. Teaching Faculty members would carry a heavier teaching load than their tenured and tenure-track counterparts, teach primarily undergraduate courses, and engage in program development and departmental service. They would not be expected to participate in research. Teaching Faculty would have criteria for merit tailored to their responsibilities.

In fulfilling this recommendation, the University will profit from having a first-rate teaching force and from being in a position to advertise that it offers additional rewarding opportunities and career paths. Teaching Faculty will benefit from reasonable job security and compensation as well as a sense of being

an integral part of the University community. To serve the University's goal of providing high quality undergraduate teaching and recognizing and rewarding full-time Teaching Faculty, the following steps should be taken:

- i. Securing an appointment in this track will require a formal application and review process. Minimum requirements would be commensurate with SACS-COC guidelines and further determined by each college.
- ii. Multi-year (i.e.: 3-year or 5-year) contracts should be established and include provisions for compensation contingent upon not only on teaching performance but also University service and community outreach.
- iii. Annual merit reviews should be conducted and monies should be available to fund salary increases.
- iv. Temporary appointments should be severely limited in number in order to achieve the objective of a cohesive, competent Teaching Faculty.
- v. Department, College and University committee membership should be opened, where appropriate, to full-time Teaching Faculty who would have full voting rights.
- vi. Teaching faculty should have salaries that reflect the value of the work they perform with recognition that they have been hired because of their excellence. This compensation should not only apply to base salary, but also toward recognition of added teaching related responsibilities, i.e., teaching large sections of courses, establishing new courses, or supervising independent studies.

d. *Necessary Support.*

A strong and evident commitment to high quality teaching is particularly important for ensuring the strength of the undergraduate curriculum. As the UTSA shifts to Research Intensive status, more graduate students will take on the role of instructor. To ensure that Teaching Assistants and faculty members of all ranks are adequately prepared to deliver quality instruction, support for teaching must be provided. The Committee commends the University for restoring its commitment to teaching support by increased programming and hiring a full-time director with extensive experience in preparing graduate students to teach at the university level and enhancing the teaching of faculty at all ranks.

In order to provide quality support for instruction, sufficient resources must be in place so the Center is able to:

- i. focus on professional development that speaks directly to the six sets of knowledge and skills. In addition, both new and experienced faculty will benefit from professional development to enhance instructional methodologies, infuse technology into the classroom and develop methods of evaluating student learning.
- ii. provide training and mentoring for Teaching Assistants to ensure teaching quality. The Teaching Support Center should also develop recommendations regarding minimum professional development requirements for Teaching Assistants.

V. PROPOSALS FOR TRANSFORMATIONS TO ENHANCE THE QUALITY OF THE OVERALL EDUCATIONAL EXPERIENCE

The remaining portion of the Blue Ribbon Committee Report centers on proposals for transformations to enhance the quality of the overall educational experience of UTSA undergraduates. This section includes recommendations for University requirements and opportunities.

RECOMMENDATIONS FOR UNIVERSITY REQUIREMENTS.

1. EVALUATION OF STUDENT INTERACTIONS WITH STAFF/FACULTY/ ADMINISTRATORS. In order to facilitate the achievement of the identified set of knowledge and skills across the entire campus, we must be intentional about the presence and absence of the knowledge and skill set. Where are we providing requirements, opportunities and means for students to gain the knowledge and skills that we have identified? To answer this question, all departments that engaging in interactions with students (services for students, programs for students, employ student workers) should conduct self-evaluations of their programs, services and interactions to determine which of the knowledge and skills are and are not being addressed. Information derived from this evaluation will be used to revise current services and to design of future programming and interactions. (See Appendix G for a possible template to guide this self-evaluation.)

Quality assessment is an on-going and iterative process that would be facilitated by

- a. setting deadlines for the initial evaluation process and regular assessment of programs, etc. TracDat software may be useful in this evaluation process.
- b. developing a website dedicated to providing the templates and updates on programming, services and interactions related to the set of knowledge and skills.

2. ON-GOING OVERSIGHT.

The University should institutionalize a new standing Committee on the Undergraduate Experience that will be charged with overseeing implementation of the Blue Ribbon Report and composed of representatives from across the University. As one of its first responsibilities, this Committee will oversee the evaluation of student-faculty/staff/administrator interactions (see recommendations 1 above and Appendix G.)

The committee will be appointed by the President and make recommendations to the appropriate UTSA entities. The chair of the standing Committee on Undergraduate Academic Issues (described in Section IV, #3) and the Chair of the Core Curriculum Committee will serve as ex-officio members (both with voting rights). To ensure continuity, members will serve staggered, two-year terms.

3. SERVICE-LEARNING.

Service-learning is an experiential educational practice that provides a structured opportunity for students to learn about particular theories and concepts and apply them to the real life situations. It is different from volunteerism and community service in that students engage in service to their community and critical reflection via class discussions, journals, term papers and other assignments (Young, Shinnar, Ackerman,

Carruthers & Young, 2007). Internships and practica are just two examples of service-learning that are already in place in a number of degree programs.

Service-learning enhances skills such as critical thinking, communication, teamwork, problem-solving, time management, leadership, research skills and analytic skills (Gray, Ondaatje, & Zakaras, 1999). These types of projects could also enhance a student's ability to enter the job market (Young, et. Al, 2007). Service-learning is not new to UTSA and was coordinated by Student Activities at one time. In 2005, Student Activities conducted a retention research project of all service-learning students over the previous five years (n=648). The results are impressive. The average GPA for students who were enrolled at that time and had participated in service-learning was 2.92. The average cumulative GPA for all undergraduates for the same time period is slightly lower, ranging from 2.71 to 2.78. More importantly, however, the graduation rate for students involved in service-learning was 92% while the graduation rate for the University ranged from 23% to 30% for the same time period. In addition to the benefits to the student's academic performance and likely increases in graduation rates, service-learning will also benefit the community at large and enhance UTSA's community engagement.

Therefore, each student should be required to complete a university specified number of service-learning clock hours. Colleges and departments will determine the particular experiences appropriate for their discipline. In order to implement this recommendation, University resources and support must be provided for programming coordination and oversight, staffing student tracking, and communicating with the community at-large. This support could be provided by the Inclusion & Community Engagement Center or the Teaching Support Center.

4. FRESHMAN INTRODUCTION TO COLLEGE / COMMON EXPERIENCE.

Each student should be required to participate in a common introductory experience when they first enroll at UTSA. This required common experience would augment but not replace the freshmen seminar opportunity. Even though this particular requirement would involve additional funding and development, the Committee feels strongly that this experience should be seriously considered, as it will facilitate a smooth transition to UTSA for students new to UTSA.

The Committee proposes a modified freshman seminar experience that includes the elements of the common experience and an introduction to college. While it will not meet all of the objectives of the existing freshman seminar experience, it would offer the introduction students need as they first enter UTSA. This particular requirement could take place during Roadrunner Days (first week of class). Possible concepts include the following:

- a. Common Reading or Common Movie (themed or based on one or more of the six knowledge and skills) that students read or view during the summer prior to their initial enrollment.
- b. Two-hour seminar during Roadrunner Days taught jointly by Student Affairs and Academic Affairs. The purposes of the seminar would include, but not be limited to:
 - i. discussion of the common reading or common movie and how it relates to the theme or the six knowledge and skills.

- ii. presentation of basic “introduction to college” concepts that build on information given to students during orientation

5. ONLINE INFORMATION MODULE.

Each student should be required to complete an online information module prior to attending UTSA or within the first semester at UTSA. In many cases, students are overwhelmed by information presented during freshman orientation. How can we facilitate student retention of information regarding important resources such as financial aid, academic advising and registration? How can we foster awareness of the resources available to them for tutoring, counseling and health?

We propose an online tutorial reiterating this information with a brief test at the end of the tutorial. This particular tutorial could engage the students and include many of the technological tools such as YouTube, MySpace, etc. that are commonly used by students entering UTSA. Several universities offer this information online with a positive impact on students’ ability to navigate the university their first year. This particular online requirement could also be part of the common experience and provide an opportunity to gather baseline data regarding students’ understanding level of the six knowledge and skills when they enter UTSA. (See the University of Louisville online modules at <http://www.s4.louisville.edu/stomp>.)

RECOMMENDATIONS FOR UNIVERSITY OPPORTUNITIES.

UTSA must be intentional in providing opportunities for students to participate in activities, programs and services to gain the six knowledge and skills identified in this report. While we cannot require participation, the availability of innovative programs and activities that provide different groups of students the opportunity to further develop the appropriate knowledge and skills will enhance students’ overall campus experience. UTSA already provides opportunities for students to gain many of the skills identified, but how can we provide more opportunities for a wide variety of students who cross our path?

A large and consistent body of literature indicates that student involvement on campus leads to increased retention and graduation (Astin, 1999; Habley & McClanahan, 2004; Kuh, Schuh, Whitt et al., 1991; Pascarella & Terenzini, 1991; Tinto, 2002). Astin (1999) describes several types of involvement, including on campus living, fraternity and sorority affiliation, academics, student-faculty interaction, athletics and organizations such as student government. These experiences positively affect students’ emotional, intellectual, social, and interpersonal development by allowing them to work together and negotiate, manage conflict and lead others (<http://education.stateuniversity.com>, 2008). In addition, Kuh, Schuh, Whitt and associates (1991) indicate that students who get involved with on campus activities are loyal to that institution.

How can we be intentional about the student services that model and demonstrate the knowledge and skills? Not only must our programming be developed to address the six knowledge and skills, but the staff must also model and demonstrate them. Students encounter many opportunities to gain knowledge and skills during their academic career. Following are a few highlights that should be created or expanded to enhance this experience.

1. PROVIDE AN ONLINE “GO-TO” PLACE FOR INFORMATION

How do students access important information about events, activities, programs and services at UTSA? The university is currently developing a portal to provide resources for this effort. In addition, there should be a procedure for enhanced communication across campus to identify and advertise campus events and provide notifications to students. If we provide one place online for everything on campus, we will contribute to a strong sense of community with our students. We will thereby provide students and employees the right information at the right time.

2. PROMOTE GREENING OF THE CAMPUS

It is part of our civic and social responsibility to take care of our environment. To that end, we should take the opportunity to model the development of recycling and other “greening” responsibilities on campus and, where possible, encourage students to participate in these efforts. The committee proposes the development of a university campaign that focuses on ways we can protect our environment. In addition to modeling qualities of good global citizenship, this would also provide service-learning opportunities for students.

3. OFFER CO-CURRICULAR TRANSCRIPT DEVELOPMENT

The co-curricular transcript will assist students in developing their resumes for the future and encouraging involvement outside the classroom. By implementing a co-curricular transcript, students will be able to document their involvement in on-campus and off-campus organizations, volunteer activities, regional and national conferences and seminars, as well as leadership training. Using UTSA’s Banner system, students would report their co-curricular activities to the Office of Student Activities and the information would be verified and entered by professional staff members. The development and integration of the co-curricular transcript will encourage students to participate in extra-curricular opportunities and provide an avenue for them to share that information with future employers and graduate programs.

4. ENHANCE WELLNESS PROGRAMS

The university has already committed to increased wellness opportunities through the Campus Recreation facility. However, additional programming must be developed to further enhance wellness and assist students in becoming more personally balanced. Such programming has important life-long implications for students in that they become better equipped to address the challenges to the mind, body, and spirit. To that end, we must provide information and opportunities to help them improve their quality of life as well as the quality of their impact on others.

5. ENHANCE LEADERSHIP PROGRAMS

UTSA currently has many programs available to students for leadership development. For example, LeadUTSA is a program in the Office of Student Activities that supports the annual Leader Summit, the Student Leader of the Month awards, the Student Leaders Luncheons, and the Distinguished Speaker Series. Leadership development is also a core component of training for Resident Assistants, Orientation Leaders, and Ambassadors. In addition, the Recreation Center and University Center makes leadership development a part of student staff training. While many opportunities for leadership development exist, the Committee feels strongly that leadership development must also be infused in all facets of student life. The infusion of

leadership development should occur through the curriculum within courses, student organizations, consequent advisor training, and in every interaction a student has with faculty and staff.

6. EXPAND WORK-STUDY/COMMUNITY SERVICE

Many UTSA students must work while they attend school. Statistics show that students who work on campus have increased retention rates as compared to those who are employed in the community (Pascarella & Terenzini, 2005). UTSA receives federal and state funding for work-study opportunities and provides additional institutional work-study funds to enhance the programs on campus. Additional federal funding is available to the University for community service jobs. Therefore, the work-study program should be expanded to include several community service opportunities both on and off campus.

7. EXPAND MENTORING/PEER LEADER PROGRAMS

Along with the expansion of leadership programs, we must develop additional mentoring and peer leader opportunities for our juniors and seniors. We currently provide various opportunities for peer leaders to serve in the freshmen seminar courses. An enhanced program not only provides mentors with a high quality experience and enhanced leadership and organizational skills, but it also provides an immediate peer resource to freshmen. That connection is vital to the success of our students. Peer leaders and mentors will engage in activities that will stimulate the desire in the students to affect positive change, which in turn will provide an opportunity for them to become transformative leaders in our society.

8. EXPAND NON-TRADITIONAL & COMMUTER STUDENT PROGRAMMING

While the University is moving to a more residential, "traditional" campus, we must not overlook the needs of our non-traditional and commuter student populations. We still see a large number of students who do not meet the definition of "traditional". As indicated in the introduction of this report, our freshman population primarily consists of the average age student (18.6 years). However, our junior and senior population ranges in age from 24-27.

Almost 90% of undergraduates live off campus. These statistics indicate a need to provide programming for non-traditional age and commuter college students. Could there be an office on campus that provides specific programming and services to these students? Can the University provide additional support for non-traditional students such as computer training or other services, to facilitate their adjustment to and assimilation into the college milieu?

9. REVISE &/OR EXPAND STUDENT SERVICES

There are many ways to expand services. For example, the university should explore enhancing information on the web. Optimum use of technology will provide students access to needed information 24/7 and the opportunity to take care of university business online as opposed to coming into an office.

In addition, we must carefully consider increased hours of availability during specific times of the year. An evaluation of student traffic flow in various student services offices across campus would provide data regarding peak usage times and help identify

the support needs of the community. It could be more beneficial for UTSA services to provide extended hours during pre-registration and prior to the beginning of classes rather than the “skeleton crew” days between semesters.

VI. CONCLUSION

This is an especially exciting time for UTSA. The decisions we make today are particularly important as they have implications for years to come. Implementing a plan that achieves the right balance between access and excellence will provide students with the educational foundation they need to contribute to tomorrow's society. Given the complexities of these decisions and the potential impact on people's lives, our decisions must be thoughtful, reflective and based on objective data.

This report provides a variety of recommendations for revisions to the curriculum along with proposals to enhance the overall undergraduate student experience. In addition to the recommendations put forth in Sections IV and V, the Committee generated and discussed other ideas not included in the body of this report. At the request of the Committee, a list of additional ideas is included in Appendix H.

While most proposals and recommendations presented in this report are directly related to one or more of the three themes in the University's Strategic Plan, some address other complexities involved in a college education. Some of the concepts presented may require a new way of thinking about how we develop and implement programs and services for our students. Ultimately, we are suggesting an organizational culture shift that will move UTSA into the future and facilitate the realization of our vision: **To be a premier public research university, providing access to excellence and preparing citizen leaders for the global environment.** Toward that end, we must be intentional about how we develop programs and services and how we support our employees so that we can provide students with a solid foundation for excellence.

It is anticipated that in Fall 2008, the new standing Committee on the Undergraduate Experience appointed by the President and the standing Committee on Undergraduate Academic Issues appointed by the Provost can begin to discuss the recommendations delineated in this report and, in collaboration with UTSA administrators, faculty, staff and students, develop plans for their implementation.

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APPENDIX A
DEMOGRAPHIC DESCRIPTION OF UNDERGRADUATE STUDENTS *

* Data Source: Office of Institutional Research. *Unless noted otherwise, all data were drawn from the Fall, 2007 semester.*

Table 1. Classification

	#	%
Freshmen	7,567	26.5
Sophomore	4,560	16.0
Junior	5,196	18.2
Senior	7,382	25.9
	24,705	86.6
Post-Bac	329	1.2
Masters	3,049	10.7
Doctoral	450	1.6
Total	28,533	100.0

Table 2. Residence Category

	#	%
Bexar County	11,514	46.6%
All Other Texas Counties	12,181	49.3%
Other State in U.S.	541	2.2%
Student from Outside U.S.	469	1.9%
Total	24,705	100.0%

Table 3. Gender

	#	%
Female	12,709	51.4
Male	11,996	48.6
Total (Undergraduates)	24,705	100.0

Table 4. Ethnicity

	#	%
African American	1,971	8.0
American Indian or Alaskan Native	115	0.5
Asian or Pacific Islander	1,458	5.9
Hispanic	10,889	44.1
International	531	2.1
Unknown	0	0.0
White	9,741	39.4
Total (Undergraduates)	24,705	100.0

Table 5. Course Load: Part-Time Vs. Full-Time

	#	%
Part Time	5,926	24.0
Full Time	18,779	76.0
Total	24,705	100.0

Table 6. First Generation College Graduates

Term	%
Fall 2007	51.6
Fall 2006	46.5
Fall 2005	47.6
Fall 2004	55.0 (estimate)
Fall 2003	57.5

Table 7. Living On Campus vs. Off Campus

	% On Campus	% Off Campus
First-time Freshman Class	43%	57%
All Undergraduates	12%	88%

Table 8. Undergraduates Who Transferred

Classification	N	%	Average SCHs Transferred
Freshmen	2,589	10.5%	8.2
Sophomore	3,313	13.4%	24.5
Juniors	4,414	17.9%	44.4
Seniors	6,647	26.9%	58.3
Total	16,963	68.7%	40.45

Table 9. Age

Age Range	Freshmen	Sophomores	Juniors	Seniors	
Under 18	545	31	2	0	
18-19	6318	1491	129	22	
20-21	448	2103	2223	876	
22-24	108	512	1554	3099	
25-29	87	233	710	1773	
30-34	25	78	256	665	
35-39	13	39	150	408	
40-49	18	61	135	398	
50-64	5	11	37	137	
65 and over		1		4	
Total by Class	7567	4560	5196	7382	24,705
Average Age	18.6	21.1	23.8	26.8	22.6

Table 10. Semester Credit Hours: Non-Tenure-Track Faculty Compared to Tenured & Tenure Track Faculty

	Level	Non-Tenure Track	Tenured-Tenure Track Combined	Total	% NTT
UTSA Total	Lower Division	143,452	53,063	196,515	73%
	Upper Division	52,062	43,457	95,519	55%
Total SCH		195,514	96,520	292,034	67%

Table 11. Hours per week employed while enrolled at UTSA – Fall 2007 & Spring 2008

	N	%
Usually not employed	209.0	23.7%
Usually employed 1 – 10 hours per week	59.0	6.7%
Usually employed 11 – 20 hours per week	206	23.4%
Usually employed 21 – 30 hours per week	291	33.0%
Usually employed 40 or more hours per week	117	13.3%
Grand Total	882	

APPENDIX B
LIST OF KNOWLEDGE & SKILLS

In order to be successful in tomorrow's world, the graduating senior must be able to:

1. effectively use oral, written, presentation, and listening skills to communicate and interact with others
2. use quantitative reasoning
3. evaluate information and apply it to problem-solving and research
4. understand the implications of cultural differences and global issues
5. demonstrate an understanding of ethical behavior, leadership, and personal responsibility
6. appreciate the liberal arts, the aesthetic experience and the creative process

APPENDIX C
RECOMMENDATIONS FOR CHANGES TO THE CURRICULUM

1. Writing Requirement
 - a. Upper Division Writing Requirement for all Programs
 - b. Resources to Support Student Writing Requirement
2. Undergraduate Curriculum
 - a. Evaluation of Undergraduate Degree Programs
 - b. Evaluation of Core Curriculum
3. On-Going Oversight: Standing Committee on Undergraduate Academic Issues
4. Support for Quality Instruction
 - a. Tenured & Tenure-Track Faculty
 - b. Part-Time Faculty
 - c. Full-Time Non-Tenure Track Teaching Faculty
 - d. Necessary Support

APPENDIX D
PROPOSALS FOR TRANSFORMATIONS TO ENHANCE THE OVERALL EDUCATIONAL
EXPERIENCE

RECOMMENDATIONS FOR UNIVERSITY REQUIREMENTS.

1. Evaluation of Student Interactions.
2. On-Going Oversight: Standing Committee on Undergraduate Experiences.
3. Service-Learning.
4. Freshmen Introduction to College/Common Experience.
5. Online Information Module.

RECOMMENDATIONS FOR UNIVERSITY OPPORTUNITIES.

1. Provide an Online "Go-To" place for information
2. Promote Greening of the Campus
3. Offer Co-curricular Transcript Development
4. Enhance Wellness Programs
5. Enhance Leadership Programs
6. Expand Work-Study/Community Service
7. Expand Mentoring/Peer Leader Programs
8. Expand Non-Traditional & Commuter Student Programming
9. Revise &/or Expand Student Services

APPENDIX E
EVALUATION OF UNDERGRADUATE DEGREE PROGRAMS
SAMPLE

College: _____ Department: _____

Program: _____ Dept Chair: _____

Directions: The purpose of this evaluation is to obtain an overview of undergraduate degree programs and the University's current coverage of the list of identified knowledge and skills. Through the lens of the list of knowledge and skills, answer each of the questions below for each undergraduate program in your department. What knowledge and skills are addressed in the program requirements? Include only those courses that are required in the degree program. (A separate evaluation is being conducted for the Core Curriculum.)

Keep in mind that each program has its own foci. Therefore, some areas of knowledge and skill will be thoroughly addressed, some will be briefly touched upon, and others may not be addressed at all.

1. Using the chart below, indicate which of the knowledge and skills are emphasized in the degree program.

It is a focus of one or more required courses. Developing this knowledge and skill is a primary purpose of the course or necessary for successful completion of the course. List the course prefix, number and title and include a brief (1-2 sentences) explanation of how the knowledge and skill is addressed.

2. Using the chart below, indicate which of the knowledge and skills are addressed but not a primary focus of the course.

Material is introduced or builds on pre-requisite knowledge but it is not the focus of the required course.

Is this level of coverage appropriate for this program/ course? (Yes or No)

If no, how and when might a revised focus be accomplished? I.E.: Course description will be revised to emphasize X in next catalog cycle – OR – An assignment will be developed next semester to include X, Y, and Z.

3. Using the chart below, indicate which of the knowledge and skills are not addressed at all.

The knowledge and skill is not addressed in any way in any required course.

Is the absence of coverage appropriate for this program? (Yes or No)

If "yes", are students obtaining this knowledge and skill in other parts of their curriculum (i.e.: core curriculum or support work outside the department)?

If "no", how might this knowledge and skill be included in future revisions of the program? What course descriptions &/or requirements might be revised or

developed to address this omission? When might these revisions be implemented?

4. Finally, provide a list of undergraduate courses (prefix, course number and title) that include a service-learning experience. (See the definition of service-learning below.) Indicate whether the service-learning component is optional or required and provide a brief description of the service-learning experience.

Service-learning defined. Within the classroom setting the students learn about particular theories and then apply them to real life situations through experiences in the community. Service-learning is different from volunteerism and community service in that it requires the process of reflection. As students participate in the service-learning experience, they engage in critical reflection via assignments and/or activities such as class discussions, journals, or term papers.

SAMPLE CHART: BA Degree in English with Emphasis on Professional Writing

Knowledge/Skill	Emphasis of Course	Addressed but not primary focus	Not Addressed
effectively use oral, presentation, and listening skills		ENG 2213 Literary Criticism & Analysis Students are required to do an oral presentation and to critique the presentations of their classmates.	
effectively use: written skills (See minimum criteria for “writing flag.”)	ENG 2213 Literary Criticism & Analysis ENG 2413 Technical Writing ENG 2433 Editing ENG 4433 Advanced Professional Writing Each of these courses emphasizes writing skills and exceeds the minimum criteria for the “writing flag.”		
use quantitative reasoning			X – Appropriate to exclude in this program. This skill is addressed in the Core.
evaluate information & apply it to problem-solving and research			
understand the implications of cultural differences and global issues			
demonstrate an understanding of ethical behavior, leadership, and personal responsibility			
appreciate the liberal arts, the aesthetic experience and the creative process			

APPENDIX F
EVALUATION OF CORE COURSES
SAMPLE

Core Domain: Communications

Course: WRC 1013

Department: __ Writing Program ____

College: Undergraduate Studies

Dept Chair: Gail Pizzola (Interim Director)

Directions: The purpose of this evaluation is to obtain an overview of the Core Curriculum vis-à-vis the list of identified knowledge and skills. Answer each of the questions below for each Core Curriculum course offered in your department through the lens of the knowledge and skills. What knowledge and skills are addressed in all sections of this Core course? (A separate evaluation is being conducted for degree requirements.)

1. Using the chart below, indicate which of the knowledge and skills are emphasized. It is a focus of the course. Developing this knowledge and skill is a primary purpose of the course and necessary for successful completion of the course. Include a brief (1-2 sentence) explanation of how the knowledge and skill is addressed.

2. Using the chart below, indicate which of the knowledge and skills are addressed but not a primary focus of the course. Material is introduced or builds on pre-requisite knowledge but it is not the focus of the course.

Is this level of coverage appropriate for this course? (Yes or No)

If no, how and when might a revised focus be accomplished? I.E.: Course description will be revised to emphasize X in next catalog cycle – OR – An assignment will be developed next semester to include X, Y, and Z.

3. Using the chart below, indicate which of the knowledge and skills are not addressed at all.

The knowledge and skill is not addressed in any way in any required course.

Is the absence of coverage appropriate for this course? (Yes or No)

If “yes”, are students obtaining this knowledge and skill in other parts of their curriculum (i.e.: other areas of the core curriculum or in their degree requirements)?

If “no”, how might this knowledge and skill be included in future revisions of the course? What course descriptions &/or requirements might be revised or developed to address this omission? When might these revisions be implemented?

4. Finally, provide a list of undergraduate courses (prefix, course number and title) that include a service-learning experience. (See the definition of service-learning below.) Indicate whether the service-learning component is optional or required and provide a brief description of the service-learning experience. Provide a brief (1 paragraph) description of the service-learning experience.

Service-learning defined. Within the classroom setting the students learn about particular theories and then apply them to real life situations through experiences in the community. Service-learning is different from volunteerism and community service in that it requires the process of reflection. As students participate in the service-learning experience, they engage in critical reflection via assignments and/or activities such as class discussions, journals, or term papers.

SAMPLE CHART

Knowledge/Skill	Emphasis of Course	Addressed but not primary focus	Not Addressed
use oral, presentation, and listening skills effectively		X Students present research findings to the class, individually or in groups.	
use written skills effectively (See minimum criteria for "writing flag.")	X Students are required to write a series of papers composed to address different audiences. In WRC 1013, all papers have an informative purpose.		
use quantitative reasoning			X Addressed in the Mathematics domain of the Core.
evaluate information & apply it to problem-solving and research	X Students are required to research topics, collect information & determine its relevance for inclusion in their papers.		
understand the implications of cultural differences and global issues		X Students research and write about a variety of topics, to include those of cultural and global importance. The common final essay focuses on either a cultural or global issue.	
demonstrate an understanding of ethical behavior, leadership, and personal responsibility	X Students must exercise personal responsibility by turning in all work on time, following directions, and exercising academic honesty. Course addresses ethical behavior by including instruction on crediting sources through appropriate citations and avoiding plagiarism.		
appreciate the liberal arts, the aesthetic experience and the creative process		X Students do no creative writing in the course; all writing is academic. Students could be asked to view a piece of art or a film and describe/summarize it.	

APPENDIX G
EVALUATION OF STUDENT INTERACTIONS WITH STAFF / FACULTY / ADMINISTRATORS
SAMPLE

Department: _____

Program / Service / Interaction:

Director: _____

Directions: The purpose of this evaluation is to obtain an overview of student interactions with faculty and staff and our current coverage of the list of identified knowledge and skills. Answer each of the questions below for each undergraduate student interaction (service to students, programs for students, employment of student workers) in your area through the lens of the list of knowledge and skills. What knowledge and skills are addressed and how?

Keep in mind that each interaction has its own foci. Therefore, some areas of knowledge and skill will be thoroughly addressed, some will be briefly touched upon, and others may not be addressed at all. In some cases, the knowledge or skill is directly taught and expected of students while in others, staff members intentionally model it. It is unlikely that a single interaction will include all six sets of knowledge and skills. Therefore, some of the items on the list may not be addressed in any way.

1. Using the chart below, indicate which of the knowledge and skills are emphasized. It is a focus of the interaction. Modeling this skill is intentional and emphasized. It is a primary expectation for staff. Include a brief (1-2 sentences) explanation of how the knowledge and skill is emphasized.

2. Using the chart below, indicate which of the knowledge and skills are addressed but not a primary focus of the interaction. Knowledge / skills are modeled by staff but not necessarily emphasized or addressed directly with students.

Is this level of coverage appropriate? (Yes or No)

If no, how and when might a revised focus be implemented? i.e., Professional development will be provided for staff in the next six months – OR – Services / programs will be revised next semester to include X, Y, and Z.

3. Using the chart below, indicate which of the knowledge and skills are not addressed at all.

The knowledge and skill is not addressed in any way in any student service / program / interaction.

Is the absence of coverage appropriate? (Yes or No)

If "yes", explain why.

If “no”, how might this knowledge and skill be included in future revisions of the service/program/interaction? When might these revisions be implemented?

4. Finally, provide a list of undergraduate service-learning experiences provided in your area for students. (See the definition of service-learning below.) Indicate whether the service-learning component is optional or required and provide a brief description of the service-learning experience.

Service-learning defined. Students learn about particular theories and then apply them to real life situations through experiences in the community. Service-learning is different from volunteerism and community service in that it requires the process of reflection. As students participate in the service-learning experience, they engage in critical reflection via assignments and/or activities such as discussions, journals, or papers.

SAMPLE CHART

Knowledge/Skill	Emphasized/Intentionally modeled in student interactions	Addressed but not primary focus	Not Addressed
use oral, presentation, and listening skills effectively			
use written skills effectively (See minimum criteria for "writing flag.")			
use quantitative reasoning			
evaluate information & apply it to problem-solving and research			
understand the implications of cultural differences and global issues			
demonstrate an understanding of ethical behavior, leadership, and personal responsibility			
appreciate the liberal arts, the aesthetic experience and the creative process			

APPENDIX H ADDITIONAL IDEAS

In addition to the recommendations put forth in Sections IV and V, the Committee generated and discussed other ideas not included in the body of this report. The following list of additional ideas is included at the request of the Committee.

1. Overall Experience:
 - a. Encourage integration of technology across the curriculum
 - b. Provide incentives for creative course scheduling, such as very early, late or weekend course offerings. Possible incentives for students might include a lower tuition rate or decrease in student fees. Possible incentives for faculty could include heavier workload credit or an extra stipend.
 - c. Offer more hybrid courses that involve a combination of on-line and face-to-face interactions. In so doing, University space is freed up, students are offered more flexibility in course scheduling, personal responsibility is enhanced (skill #5), and technology skills are fostered.
2. Effectively use oral, written, presentation and listening skills to communicate and interact with others.
 - a. Enhance student organization involvement by creating new tools and information for students when they first enter UTSA.
 - b. Develop Toastmasters programs throughout the campus community and within the colleges and model techniques inside and outside of the classroom.
 - c. Develop writing requirements for scholarships throughout the experience at UTSA
 - d. Develop formalized programming for recruiting experiences in students' home town with built-in speaking opportunities to help facilitate recruitment efforts and also give students the experience for speaking
 - e. Develop more organized social interactions and activities.
3. Use quantitative reasoning
 - a. Create a Financial Management/Literacy Program for students. Such programming might include budget management, credit card debt and thresholds for student loans.
 - b. Encourage use of technology in all Mathematics and Statistics courses.
4. Evaluate information and apply it to problem-solving and research
 - a. Develop a Library orientation that includes multiple techniques including multi-media.
 - b. Develop training that focuses on plagiarism
 - c. Create Library Tours as part of the Roadrunner Round Up and/or Roadrunner Days events.
 - d. Earmark Federal Work Study funds to have students give tours.
 - e. Incorporate Personality tests/strengths finder into the classroom and throughout programming on campus.
 - f. Develop tools and training on how to use Google, geneology, and internet

5. Understand the implications of cultural differences and global issues
 - a. Create a Thanksgiving Dinner concept where students are able to see the inequities across various cultures.
 - b. Create a Freshmen class project either before the semester or during Roadrunner Days events
 - c. Develop an International fair
 - d. Expand opportunities for cultural change
 - e. Communicate student stories to develop bonds and greater understanding
 - f. Develop training and information sessions provided by International programs on what is available to students.
 - g. Train staff so we become the experts in globalization
 - h. Use Registered Student Organizations (RSO) clubs for contacts in foreign countries
 - i. Develop staff exchanges with international colleges/universities
 - j. Create Service-learning opportunities in foreign countries
 - k. Use internet, video streaming or web links with other countries as a multilingual outreach
 - l. Focus on cultural immersion
 - m. Develop essay contests. Students can submit their stories to be compiled in an e-book. Scholarships could be awarded
 - n. Solicit globalization or other ideas (feedback and comments) through Student Affairs website and other key capture locations
 - o. Expand the Diversity fair.
 - p. Create an International dinner for organized interactions
 - q. Develop programs for Faculty/staff to invite international students (during Christmas, holidays, breaks)
 - r. Promote ITC events – How can we capitalize on what we already offer?
 - s. Provide opportunities for students to participate in marches, etc. MLK – What other programs can be coordinated?

6. Demonstrate an understanding of ethical behavior, leadership, and personal responsibility
 - a. Develop financial literacy programs
 - b. Provide more opportunities for keynote speakers on campus. Instructors could require class to attend.
 - c. Provide opportunities for movies that cover various issues.
 - d. Develop additional orientation programs that model programs, behaviors and personal responsibility.
 - e. Create programming during UTSA Day/Orientation/Roadrunner Days that focus on topics. Utilize student organizations.
 - f. Enhance the EPIC Journey program by involving student mentors

7. Appreciate the aesthetic experience and creative process
 - a. Promote community opportunities for collaboration.
 - b. Promote our creative programs, ITC, San Antonio museums, and performing arts centers on campus
 - c. Publicize programs such as Shakespeare productions more effectively

- d. Create a student run office for promoting events. Give ownership to the students.
- e. Hang students' art all over campus
- f. Encourage contest for students to submit poster designs