AGENDA

UNIVERSITY OF HOUSTON SYSTEM
ACADEMIC AND STUDENT SUCCESS
COMMITTEE MEETING

DATE: Tuesday, February 14, 2012
TIME: 8:30 a.m.
PLACE: Hilton University of Houston Hotel
Waldorf Astoria Ballroom E, Second Floor
4800 Calhoun
Houston, Texas 77204

Chair: Jacob M. Monty
Vice Chair: Roger F. Welder
Members: Spencer D. Armour, III
Tamecia Glover Harris
Nelda Luce Blair, Ex Officio

ACADEMIC AND STUDENT SUCCESS COMMITTEE

A. Call to Order

B. Approval of Committee Minutes
   • November 15, 2011, Academic and Student Success Committee Meeting

   Action: Approval

C. Approval of Master of Science in Nursing with a Major in Family Nurse Practitioner Degree – University of Houston-Victoria

   Action: Approval

D. Approval of Admission Standards for Freshman at the University of Houston-Downtown – University of Houston-Downtown

   Action: Approval

E. Approval of University of Houston Honorary Degrees – University of Houston

   Action: Approval

02/14/12
A&SS AGENDA – 1
F. Information on the Academic Programs for the University of Houston-Sugar Land TimeGate Facility – University of Houston

   **Action:** Information

G. Information on the Academic Programs for the University of Houston-Victoria Academic and Economic Development Building – University of Houston-Victoria

   **Action:** Information

H. Information on University of Houston System Research Performance – University of Houston System

   **Action:** Information

I. Information on University of Houston Student Engagement Activities – University of Houston

   **Action:** Information

J. Adjourn
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Approval of Master of Science in Nursing with a Major in Family Nurse Practitioner Degree

DATE PREVIOUSLY SUBMITTED:

SUMMARY: The Master’s of Science in Nursing (MSN) with a focus on Family Nurse Practitioner (FNP) is a program of full-time graduate study for the nurse seeking preparation as an advanced practice registered nurse (APRN). The MSN FNP degree program is designed to prepare nurses to practice as family nurse practitioners, to translate research into practice, to assume leadership roles, and as educators in nursing programs.

SUPPORTING DOCUMENTATION: Program Description and Financial Pro Forma

FISCAL NOTE: See Financial Pro Forma

RECOMMENDATION/ACTION REQUESTED: Administration recommends approval of this item

COMPONENT: University of Houston-Victoria

PRESIDENT Philip Castille DATE 1/24/12

SENIOR VICE CHANCELLOR John Antel DATE 1/30/12

CHANCELLOR Renu Khator DATE 1/31/12
Master of Science in Nursing with a Major in Family Nurse Practitioner

University of Houston - Victoria

Congruence with System Goals and University Mission

The proposed Master of Science in Nursing with a Major in Family Nurse Practitioner addresses the system goal of extending access to high-quality educational programs, especially those that meet the health-related workforce needs of the Texas Gulf Coast Region. This program will be part of the University of Houston-Victoria School of Nursing which is fully accredited by the Commission for Collegiate Nursing Education (CCNE).

Program Description

The Master of Science in Nursing (MSN) with a Major in Family Nurse Practitioner (FNP) is a 47 semester credit hour program and 660 clock hours of clinical practicum. The courses include Advanced Pathophysiology, Advanced Diagnostic Physical Examination, Healthcare Informatics, Professional Role - Policy & Ethics, and Nursing Research & Advanced Inquiry. It is a program of fulltime graduate study for the nurse seeking preparation as an advanced practice registered nurse (APRN). The MSN FNP degree program is designed to prepare nurses to practice as family nurse practitioners, to translate research into practice, to assume leadership roles, and as educators in nursing programs.

Student and Job Market Demand

The U.S. Bureau of labor Statistics does not track employment data for advanced practice registered nurses (APRN), but does predict that Registered Nurses will create the second largest number of jobs among all occupations. The Bureau of Health Professions predicts a shortage of over 1 million nurses by the year 2020 (BHPR, 2010). In spring 2010 focus groups for UHV School of Nursing stake holders were held. These groups consisted of School of Nursing Advisory Boards in Victoria and Sugar Land, and Hospital Chief Nurse Forums for the Memorial Hospital System and Richmond State School. Each hospital represented at the forums addressed the need for advanced practice nurses in their facilities with family nurse practitioners (FNP) as the most needed role. No other nursing programs are located in the rural and medically underserved areas serviced by UHV School of Nursing.
Program Duplication

There are 18 MSN-FNP programs in the State of Texas, but none in the Texas Gulf Coast region. According to the Texas Center for Nursing Workforce Studies, 309 qualified applicants were denied admission to a nurse practitioner program in Texas because of statewide lack of capacity.

Faculty Resources

The program will utilize 4 existing doctoral prepared nurse practitioner faculty. It will propose to hire 2 doctoral prepared nurse practitioner faculty, one in FY14 and one in FY15, and a new Clinical Coordinator.
### New Masters of Science in Nursing FNP - UHV

#### Pro Forma

**Assumptions**

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New Clinical Coordinator</td>
<td>141,000</td>
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<td></td>
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<tr>
<td>Existing TT Faculty</td>
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<td></td>
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<tr>
<td>Existing TT Faculty-Barnes</td>
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<tr>
<td>Existing TT Faculty-Denver</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15,931</td>
<td>18,000</td>
<td>20,075</td>
<td>22,075</td>
<td>23,075</td>
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</table>

**Enrollment**

<table>
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<tr>
<th>Headcount</th>
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<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTSE</td>
<td>15</td>
<td>27</td>
<td>35</td>
<td>43</td>
<td>45</td>
</tr>
</tbody>
</table>

**Expenses**

**Staffing Assignments**

<table>
<thead>
<tr>
<th>New TT (tenure track) Faculty</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>New TT (tenure track) Faculty</td>
<td></td>
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<tr>
<td>New Clinical Coordinator</td>
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<td>Existing TT Faculty-Barnes</td>
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<td>Existing TT Faculty-Denver</td>
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<tr>
<td>Total</td>
<td>5,900</td>
<td>6,800</td>
<td>8,075</td>
<td>8,075</td>
<td>6,075</td>
</tr>
</tbody>
</table>

**Annual maintenance & operations**

| Recruiting                     | 15,000 | 12,000 | 11,000 | 10,000 | 9,000 |
| Equipment                      | 15,000 | 12,000 | 11,000 | 10,000 | 9,000 |
| Total Non-Personal             | 28,900 | 22,800 | 21,075 | 21,075 | 26,075 |

**Total Annual Expense**

| 258,521 | 282,157 | 335,610 | 326,610 | 331,810 |

**Revenue**

| University Tuition            | 66,554 | 74,943 | 72,687 | 71,687 | 70,687 |
| University Fees               | 114,684 | 206,761 | 275,721 | 329,333 | 367,628 |
| Tuition                        | 66,554 | 74,943 | 72,687 | 71,687 | 70,687 |
| Total                          | 181,238 | 321,684 | 376,408 | 412,016 | 445,956 |

**Formula Funding**

| Generated                      | 102,000 | 102,000 | 102,000 | 102,000 | 102,000 |
| Allocated to university operations (60%) | 102,000 | 102,000 | 102,000 | 102,000 | 102,000 |
| Net additional formula funding | 0       | 0       | 0       | 0       | 0       |

**Total New Revenue**

| 123,644 | 221,624 | 293,554 | 414,433 | 454,728 |

**Net Revenue**

| 123,644 | 221,624 | 293,554 | 414,433 | 454,728 |

**HEAF**

| 0       | 0       | 0       | 0       | 0       |

**Total Revenue**

| 123,644 | 221,624 | 293,554 | 414,433 | 454,728 |
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Approval of Admission Standards for Freshman at the University of Houston - Downtown

DATE PREVIOUSLY SUBMITTED:

SUMMARY:
The University of Houston – Downtown proposes modification of its freshman admission standards, effective for first-time-in-college (FTIC) students entering in the fall of 2013. The new admissions standards are part of a larger student success plan designed to increase retention and graduation rates at the university.

SUPPORTING DOCUMENTATION:
Proposed Admissions Standards: A Student Success Plan
Comparison of Admissions Standards at Regional Universities Near UHD

FISCAL NOTE:
None

RECOMMENDATION/ ACTION REQUESTED:
Administration recommends approval of this item

COMPONENT:
University of Houston-Downtown

02/14/12
A&SS – D-5
PROPOSED ADMISSION STANDARDS: A STUDENT SUCCESS PLAN

UNIVERSITY OF HOUSTON-DOWNTOWN

Our Goals:
✓ Retain more students
  • Raise first-year retention rates
  • Decrease the number of students who leave the University with large debt and with few or no credits.
✓ Graduate more students
  • Increase the number of First Generation Students who graduate each year
  • Raise UHD’s six-year graduation rate to the level of our peer universities
  • Increase the number of African-American and Hispanic students who graduate each year

Introduction – The Context for the Proposed Automatic Admission Standards

Since its founding, University of Houston-Downtown has been committed to providing open access and opportunity to working and part-time students. We are proud that UHD has one of the most diverse student bodies in the nation and ranks 37th among all colleges and universities in the country in graduating Hispanic and African-American students. UHD, our UH System Board of Regents and our Chancellor remain committed to maintaining our campus diversity and to ensuring that even more students earn their degrees. *UHD has been, and will remain, an opportunity university while retaining student diversity.*

A key element in UHD’s Strategic Plan is to increase student retention and graduation rates. UHD is developing individualized pathways to improve student success. Research studies show that students who participate in high-impact experiences graduate at higher rates and are significantly more likely to graduate in six years than those who do not participate in high-impact experiences. *UHD will provide our students with high-impact experiences, strong academic support, supplemental instruction, mandatory advising and other support strategies that improve their opportunities for success.*

UHD’s overall persistence rate (59%) and six-year graduation rate (12%) are among the lowest of all Texas four-year universities. To accomplish the goal of increasing persistence and graduation rates, especially among African-American and Hispanic students, UHD is incorporating a wide variety of support strategies, including the adoption of automatic admission standards in 2013.

We will use automatic admission standards to prescribe individualized pathways for our students as a way to increase student success rates. Our doors to access and opportunity will remain open. As we proceed with admission standards we are committed to retaining UHD’s diversity, increasing the
number of minority students we graduate, and expanding the support services and intervention strategies we provide for our students.

The University Challenge

There are several reasons that the University must move to admission standards. The relatively open access standards we are proposing stem from our desire to increase graduation rates, particularly for low-income minority students. But, there are other pressing concerns. UHD has seen its funding shrink over the years, requiring us to increase class size and reduce course offerings. While we will continue to offer developmental education courses, we must focus on offering courses for our majors and graduating our students.

In addition, changes to federal financial aid regulations now hold universities liable for students who default on federal loans. Many students currently enroll at UHD with skills that are insufficient for college-level work, and most of these students drop out. As a result, the high student loan default rate leaves UHD with a higher financial liability than our peers.

Despite our best efforts, about half of our freshmen, particularly those with the highest remediation needs, drop out before the end of the first year. Too many of these students leave UHD with few or no academic credits and high debt levels, particularly unpaid federal loan balances. UHD ranks third highest among our peers in loan default rates. We want to decrease the number of students who drop out and reduce the average debt loads for those that do drop out.

Consistent with its goal of increasing student success, UHD proposes that the following admission standards be adopted and implemented to admit the cohort of First Time in College (FTIC) students entering in the Fall of 2013:

**Proposed Automatic Admission Standards**

**UNIVERSITY OF HOUSTON—DOWNTOWN**

**Request for UHS Board of Regents Approval:** Spring, 2012

**Proposed Implementation Date:** Fall, 2013 Entering Class

- Top 25% of High School class: Automatic Admission
- 26% to 50% of HS class: Automatic Admission if: SAT I ≥ 850 or ACT ≥ 18 or 2.5 GPA
- 51% and below HS class (Including GED only or no HS rank): Individual Review*

*NOTE: No student will be automatically rejected from UHD. Rather, students will receive individualized review based on interviews, test scores and other assessments. Individual review consists
of completing the Accuplacer and Non-cognitive Questionnaire assessments to determine college readiness and meeting with an admissions counselor and academic advisor to develop an individualized student success action plan. Students who require excessive remediation needs (which cannot be provided at UHD) will be referred to a local community college under UHD joint admissions and reverse transfer agreements.

**Individualized Pathways to Success**

In addition to SAT scores and Grade Point Average (GPA), UHD will use diagnostic tests to establish college readiness. Accuplacer, interviews and a non-cognitive qualitative assessment tool will be used to assess leadership and potential. These tools will be used by UHD to develop individualized plans based on student needs, skills and potential.

The new automatic admission standards will signal to middle school and high school students that they need to be better prepared to meet the rigor and requirements of college. The standards also will have a collateral effect of increasing the number of freshmen students who arrive at UHD prepared for college.

**Automatic Admission:** Students who have proven their ability to succeed academically by graduating in the top 25% of their high school class will be automatically admitted to UHD.

**Admission Based on Scores/GPA:** Students who have graduated in the second quartile of their high school class and who have scored well on the SAT or ACT and/or achieved above a 2.5 GPA will be automatically admitted to UHD. Students who graduated in the second quartile who did not score well on the standardized exams will meet with an admissions counselor and may be advised to take specialized courses to improve their skills.

**Individual Review:** Applicants who must undergo an individual review and those who do not meet automatic admission standards, particularly students with less than a 2.0 GPA, will be directed to complete the Accuplacer and Non-Cognitive Questionnaire (NCQ) exams and will meet with an admissions counselor. The scores on the two exams will be used to assess the academic readiness of the applicant. Based on these exams and on the meetings with their counselor, an applicant may be admitted without conditions or may be admitted conditionally. An applicant who is admitted conditionally will be required to successfully complete a student success course and specified developmental courses (reading, math and writing) during the first semester of enrollment. Students who are admitted conditionally may be limited initially to enrolling in 9 or fewer semester credit hours.

**Joint Admissions with the Gator Guarantee:**

Students who score poorly on the UHD placement test, who are at bottom quartile of their graduating class, who have very low GPAs and who require significant remedial work will be referred to a community college near their homes. They will be jointly admitted to UHD and to the community college with a **Gator Guarantee**, a student success action plan that details the courses that must be
completed with a prescribed GPA to guarantee re-admission to UHD when the prerequisite conditions are met. Students who elect this program will be required to complete all developmental course work with passing scores as well as 24 hours of core courses.

A key element of this program is joint admission and reverse transfer agreements with the community colleges. Students who transfer from community colleges to UHD, particularly those who have completed their lower-division core courses, have the highest graduation rates at UHD. The Gator Guarantee Program is designed to increase student success, lower the cost of college and allow students to develop the necessary academic background to ensure completion of a degree. Returning students who earn a 2.5 GPA or higher at a community college will be offered scholarships upon returning to UHD.

The UHD Commitment to Student Success

The University of Houston-Downtown is committed to maintaining ethnic diversity and enrollment growth. We have developed mentoring and recruiting programs at area high schools and provide scholarship support for top students, especially those from underrepresented ethnic groups. New advising, mentoring, early alert and student engagement programs are being developed to ensure student success after a student enrolls at UHD. These new programs will be in place and operational when the new automatic admission standards are implemented. The UHD advising, mentoring and early alert processes are being modeled after the top advising and mentoring programs in the country.

Based on an analysis of Fall 2010 entering freshmen, 81% of our current freshman class would have been automatically admitted or admitted under the individual review process. The remaining 19% would be jointly admitted to UHD and a community college under the Gator Guarantee. Moreover, retention programs and intervention strategies will increase successful retention and graduation of at-risk students, particularly low-income minority students. We are confident that the implementation of automatic admission standards will maintain the current diversity of our campus.

Several new initiatives at UHD are designed to improve student success. The African-American Male Mentoring Program, Early Alert Program, required New Student Orientations, and a College Skills course are some examples of new programs that have been implemented recently. We project that retention strategies will increase retention and graduation rates for all of our students, but particularly for Hispanics and African-Americans.
## Admissions Comparisons

### Comparison of Admission Standards at Regional Universities near UHD

<table>
<thead>
<tr>
<th></th>
<th>Current UHD</th>
<th>Proposed UHD</th>
<th>SHSU</th>
<th>SFA</th>
<th>TAMUCC</th>
<th>TAMU-G</th>
<th>Lamar</th>
<th>PVA&amp;M</th>
<th>TSU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>All</td>
<td>All</td>
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<td>All</td>
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<td>All</td>
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<tr>
<td><strong>Top 10%</strong></td>
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<tr>
<td>Level 2 Admits (11% to 25%)</td>
<td>All</td>
<td>All</td>
<td>850/17</td>
<td>900/19</td>
<td>920/19</td>
<td>850/18</td>
<td>820/17</td>
<td>820/17</td>
<td></td>
</tr>
<tr>
<td>Level 3 Admits (25% to 50%)</td>
<td>All</td>
<td>All</td>
<td>850/17</td>
<td>930/19</td>
<td>1000/21</td>
<td>1050/23</td>
<td>930/20</td>
<td>820/17</td>
<td>820/17</td>
</tr>
<tr>
<td>Level 4 Admits (51% to 75%)</td>
<td>All</td>
<td>All</td>
<td>850/17</td>
<td>930/19</td>
<td>1000/21</td>
<td>1050/23</td>
<td>930/20</td>
<td>820/17</td>
<td>820/17</td>
</tr>
<tr>
<td>Level 5 Admits (≥ 76%)</td>
<td>All</td>
<td>All</td>
<td>1100/26</td>
<td>1200/27</td>
<td>1180/26</td>
<td>820/17</td>
<td>820/17</td>
<td></td>
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<tr>
<td>No Rank or GED</td>
<td>All</td>
<td>All</td>
<td>1100/26</td>
<td>1200/27</td>
<td>1180/26</td>
<td>820/17</td>
<td>820/17</td>
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</tbody>
</table>

|                         |            |              |      |     |        |        |       |       |      |
| FTICs Enrolled         | 1,114      | 1,114        | n/a  | 3,445 | 3,085  | 1,646  | 2,028 | 1,679 |
| Top 10% (N)            | 18         | 18           | n/a  | 475   | 431    | 194    | 163   | 94    |
| % Top 10               | 1.6        | 1.6          | n/a  | 13.6  | 13.8   | 11.8   | 8.3   | 4.2   |
| Retention (%)          | 59         | 59           | n/a  | 72    | 64     | 65     | 65    | 71    |
| Graduation (4 Yr)      | 3.1        | 3.1          | n/a  | 29.7  | 25.6   | 23.5   | 26.9  | 10.6  |
| Graduation (6 Yr)      | 17.2       | 17.2         | n/a  | 54.1  | 56.5   | 53.4   | 58.9  | 34.9  |
| BACC Degrees           | 2,359      | 2,359        | 515  | 3,242 | 1,874  | 1,335  | 262   | 1,239 | 879  | 817  |
UHD Student Success Plan
Proposed Admission Standards
Fall 2013
• UHD is one of the most diverse universities in the country. Our student population is 38% Hispanic and 29% African American.

• UHD ranks 37th in the country for all colleges and universities in graduating both Hispanic and African American students.
1.) Increased Retention of FTIC Students
2.) Increased Graduation Rates
3.) Reducing Student Dropout Rates and Indebtedness
4.) UHD Becomes a “Preferred” University
The Challenge

- THECB advised UHD to develop admission standards
- UHD has one of the lowest six-year graduation rates (15%) of all four-year universities in Texas
- 41% of our freshmen drop out by the end of the first year, especially the least prepared
- 80% of UHD freshmen must take developmental courses
- Freshmen drop-outs leave with significant debt
Rationale for Automatic Admission Standards

• New Federal "Ability to Benefit" Guidelines are more stringent

• UHD is Liable for Unpaid Federal Loans

• State incentive funding may be based on graduation rates and other success measures in the future
<table>
<thead>
<tr>
<th>Level 1:</th>
<th>Top 25% HS Class</th>
<th>Automatic Admit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2:</td>
<td>26 to 50% HS Class</td>
<td>Automatic Admit if</td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ 850 SAT/ ≥ 18 ACT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5 GPA</td>
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<tr>
<td>Level 3:</td>
<td>51% to 75% HS Class</td>
<td>Individual Review</td>
</tr>
<tr>
<td>Others:</td>
<td>GED or No HS Rank</td>
<td>Individual Review</td>
</tr>
</tbody>
</table>
UHD Student Success Initiatives

- A New Focus on High Impact Experiences (Service Learning, Internships, Research with Faculty)
- Peer Tutoring & Supplemental Instruction
- Expanded Freshman Success Programs
- Restructured Advising and Mentoring Programs
- Common Read Program Integrated with Freshman Courses
- Learning Communities
- Scholars’ Academy
  (160 minority STEM students)
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Approval of University of Houston Honorary Degrees

DATE PREVIOUSLY SUBMITTED:

SUMMARY: The University of Houston seeks approval to bestow honorary degrees for significant contributions to the community and to the University of Houston.

SUPPORTING DOCUMENTATION: None

FISCAL NOTE: None

RECOMMENDATION/ACTION REQUESTED: Administration recommends approval of this item

COMPONENT: University of Houston

PRESIDENT

Renu Khator

DATE 1/31/12

SENIOR VICE CHANCELLOR

John Antel

DATE 1/30/12

CHANCELLOR

Renu Khator

DATE 1/31/12

02/14/12
A&SS – E-11
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Information on the Academic Programs for the University of Houston-Sugar Land TimeGate Facility

DATE PREVIOUSLY SUBMITTED:

SUMMARY:
The University of Houston and University of Houston-Victoria plan to relocate academic programs to a new UH-Sugar Land Campus building that would be funded and constructed by TimeGate, Inc. TimeGate is a national and international leader in the digital gaming industry that is seeking to relocate their offices, including a motion-capture studio, to UH Sugar Land. The new facility would be constructed with private funds, with space leased to UH and UHV to house academic programs that directly relate to the digital gaming industry. In addition, the proposed relocation would enhance opportunities for student internships and advanced curriculum development for new programs.

SUPPORTING DOCUMENTATION: Academic Utilization of Space in Proposed TimeGate Building

FISCAL NOTE: None

RECOMMENDATION/ ACTION REQUESTED: Information

COMPONENT: University of Houston

Renu Khator

DATE 1/31/12

Renu Khator

DATE 1/31/12

John Antel

DATE 1/31/12

Renu Khator

DATE

02/14/12

A&SS – F-12
Academic Utilization of Proposed TimeGate Building

UH-Sugar Land Campus

Overview: TimeGate Studios, Incorporated, is seeking to construct an approximately 60,000 square foot building on the UH-Sugar Land Campus. The proposed building would house their motion-capture studio facility and staff associated with developing interactive games. TimeGate would occupy 14,000 square feet in the proposed building for both academic and business purposes with the balance devoted solely to academic use. Wharton County Junior College, University of Houston, and University of Houston-Victoria would move academic programs that align with the needs of the digital gaming industry into the building under a lease agreement.

Proposed Academic Use by UHS: The proposed TimeGate building at the UH-Sugar Land Campus would directly support the educational objectives of UHS. At present, UHV students are working in internship positions at TimeGate’s current location on the Southwest Freeway. Opportunities for student internships, from both UHV and UH, would expand and be enhanced with the relocation of the motion-capture studio to the Campus. The additional space would provide opportunities to accommodate the following activities:

- BS, Computer Science---Digital Gaming and Simulation (UHV)

  This program allows students to develop the skills required to obtain entry level jobs in the rapidly growing digital gaming industry. In addition to enhancing students’ technical skills, the program also provides a cultural perspective on the history, philosophy, ethics and sociology of digital games and game playing. Coursework in the program covers topics such as artificial intelligence and behavioral modeling, game engines, gaming network architecture, game programming, interactive narrative development, and project management. Students participating in this program have an opportunity to compete for positions as interns with TimeGate Corporation.

- BS, Digital Media (UH)

  This program prepares technologically competent leaders for positions in the digital media industry. Students in the program will gain competencies in various graphic-related technologies that support the digitization of graphic and text content as well as preparing graduates for leadership and supervisory roles in organizations. Graduates of the program find employment in businesses specializing in communication through

  02/14/12
  A&SS – F-13
print, internet, multimedia and video technologies. Coursework in the program covers topics related to photography/videography, computer graphics, web design, print media, and basic leadership/supervisory skills. Digital Media, part of the Graphic Communication cluster of industries, is a dynamic field and among the largest employment sectors in the country. Given the synergy with current and emerging digital gaming programs at Sugar Land, it is proposed to fully transition this program from UH to UH-Sugar Land pending the availability of appropriate facilities. Although only in its third year, the program currently has over 150 majors with another 50 students pursuing the digital media minor.

- **PB/Graduate Certificate in Game Development**

  The Certificate in Game Development consists of four courses that align with critical needs of digital gaming companies. They include two courses in game development/programming and two courses in game arts and animation. Students in this program have gained national and international recognition and have dominated the Microsoft Imagine Cup over the last three years. In close collaboration with TimeGate, the UH Department of Computer Science is working with other academic colleges to develop a unique, world-class master’s degree in interactive game development that will provide coursework in not only programming and animation, but also in sound/audio design, graphic arts, writing/scripting for digital games, and project management.

**University/Community/Industry Partnership:** The TimeGate project is indicative of how the UH System, the Sugar Land community and one of its corporations are forming partnerships to develop the UH-Sugar Land Campus – aligning academic programs to meet community/industry needs, with community support playing a significant role in funding these ventures. In this respect it is similar to the recently completed campus library, which was developed in partnership with Fort Bend County. Given that state resources for higher education are extremely limited, partnerships such as these are critical for program and facilities development at Sugar Land.
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Information on the Academic Programs for the University of Houston – Victoria Academic and Economic Development Building

DATE PREVIOUSLY SUBMITTED:

SUMMARY:
To accommodate growing enrollment and meet other institutional needs, the University of Houston-Victoria is planning a multi-use, three-story facility of approximately 63,000 GSF – the UHV Academic and Economic Development Building. The building will include classrooms and student support areas, the School of Business, the School of Nursing, and the Regional Center for Economic Development – a consortium of UHV programs and economic development organizations working to address educational and workforce needs in the region.

SUPPORTING DOCUMENTATION: Programs for the Proposed Academic and Economic Development Building

FISCAL NOTE: None

RECOMMENDATION/ACTION REQUESTED: Information

COMPONENT: University of Houston-Victoria

02/14/12
A&SS – G-15
UNIVERSITY OF HOUSTON-VICTORIA

Programs for the Proposed Academic and Economic Development Building

Overview of the Building

The planned UH-Victoria Academic and Economic Development Building will be a three-story, multi-use facility of approximately 63,000 sq. ft. The location, as shown on the current master plan, is northeast of the Center Building (see attached site plan). The facility will house classrooms, student and academic support services, allied health programs, the School of Business Administration, and the Regional Center for Economic Development. Funding for the new building will be through a combination of tuition revenue bonds (already approved by the Texas Legislature), HEAF, and a federal grant from the Small Business Administration.

Academic Programs and Facilities

According to enrollment projections in the campus master plan, by 2014 UH-Victoria will not have sufficient academic space to meet the needs of students. The Academic and Economic Development Building will help bridge this gap:

- **Classrooms**
  Additional classrooms in the new building will accommodate the increased number of freshmen and sophomores taking face-to-face classes due to the success of downward expansion, which began in fall 2010. To meet immediate needs, UHV has been required to take existing classrooms offline to provide additional academic support space for computers, additional faculty, student tutoring, and supplemental instruction — all academic services required for student success at the freshman and sophomore levels. With the new building, the Coordinating Board's space utilization efficiency (SUE) score will be within the acceptable standard by fall 2014.

- **Allied Health Programs**
  Allied health facilities in the new building will allow for the expansion of nursing and biology at both the bachelor's and master's levels. Plans for additional health and science programs that respond to public needs will be also developed. This expansion in allied health will increase research capabilities while further meeting the educational and workforce needs of the region.

- **School of Business Administration**
  In addition to classrooms and allied health programs, UHV will relocate its School of Business Administration to the new building. Doing so will not only provide much needed space for this high demand program, it will facilitate valuable collaborations with participants in the Regional Center for Economic Development (described below).

Regional Center for Economic Development

In addition to providing much needed facilities for academic activities on campus, the new building will serve as a center for regional economic development programs, which, in partnership with UHV's
academic programs (particularly the School of Business Administration), will address the educational and workforce needs of the region. Located in the new building will be the Regional Center for Economic Development, a consortium of economic development entities and UHV programs whose focus will be job creation and retention. Some of these entities will be housed in the new building, along with UHV’s Small Business Development Center, Regional Outreach Center, School of Business Administration, and Marketing Department. Locating consortium members in a common facility will create valuable synergies. For example, through the career-preparation services of the School of Business Administration, the Regional Center for Economic Development will establish business internships for bachelor’s and master’s students with local and regional employers. Applied learning opportunities such as this will extend UHV’s outreach into the community and provide academic support for businesses and entrepreneurs.

Other Shared Resources

In addition to space dedicated to classrooms, academic programs, and the economic development center, the new building will contain many shared resources, including a 400-seat multipurpose room, a 200-seat auditorium, conference rooms, training rooms, a business library, a computer lab, and office space. Also, UHV will be able to address any unexpected overflow of student demand for classroom space through the shared use of training rooms. Finally, some space will be shell to help meet future needs.
UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success

ITEM: Information on University of Houston System Research Performance

DATE PREVIOUSLY SUBMITTED:

SUMMARY: During the first four months of FY 2012, research expenditures and awards are maintaining at the same level as the same time period in FY 2011. A marked decrease, however, is seen in the number of proposals submitted. Part of this decrease can be attributed to the lack of new federal initiatives due to the depletion of federal stimulus funds, which are no longer available. The royalty income generated from September 2011 through January 2012 was $5.0 million, an increase from $3.1 million in FY 2011. Invention disclosures increased from 10 to 13 during this same time period. To strategically invest our resources in multidisciplinary research and core facilities, the Division of Research is conducting a review of its centers and institutes.

SUPPORTING DOCUMENTATION: Presentation on UH System FY 2012 year-to-date research performance

FISCAL NOTE: None

RECOMMENDATION/ACTION REQUESTED: Information

COMPONENT: University of Houston System

02/14/12  
A&SS – H-19
OVERVIEW FOR THE BOARD OF REGENTS,
ACADEMIC AND STUDENT SUCCESS COMMITTEE

During the first four months of FY 2012, research expenditures and awards are maintaining at the same level as the same time period in FY 2011. A marked decrease, however, is seen in the number of proposals submitted. Part of this decrease can be attributed to the lack of new federal initiatives due to the depletion of federal stimulus funds, which are no longer available. The royalty income generated from September 2011 through January 2012 was $5.0 million, an increase from $3.1 million in FY 2011. Invention disclosures increased from 10 to 13 during this same time period. To strategically invest our resources in multidisciplinary research and core facilities, the Division of Research is conducting a review of its centers and institutes.
STATUS OF RESEARCH

FEBRUARY 2012

RATHINDRA N. BOSE
Vice Chancellor for Research and Technology Transfer,
University of Houston System
Research Awards and Expenditures, UH

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2011</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Proposals</td>
<td>$202,688,455</td>
<td>$167,480,324</td>
</tr>
<tr>
<td>Total Awards</td>
<td>$32,836,218</td>
<td>$32,320,550</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$24,833,858</td>
<td>$27,754,870</td>
</tr>
</tbody>
</table>
Research Awards, UH System

- UH: $32,836,218
- UH Downtown: $2,416,978
- UH Clear Lake: $1,656,827
- UH Victoria: $1,741,691

FY 2012 9/1-12/31
IP Revenue and Disclosures, UH System

Royalty Income, in millions

- FY 2011: $3.1 million (9/1-1/26)
- FY 2012: $5.0 million (9/1-1/26)

Disclosures

- FY 2011: 13
- FY 2012: 10
UNIVERSITY of HOUSTON

DIVISION OF RESEARCH
UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Success
ITEM: Information on University of Houston Student Engagement Activities

DATE PREVIOUSLY SUBMITTED:

SUMMARY:
Research has shown that student engagement in activities and learning opportunities outside the classroom are positive indicators for student success (retention and persistence). Dr. Richard Walker, Vice Chancellor/Vice President for Student Affairs, will present the Board of Regents with information regarding co-curricular student engagement at the University of Houston.

SUPPORTING DOCUMENTATION: Presentation on student engagement activities at the University of Houston

FISCAL NOTE: None

RECOMMENDATION/ACTION REQUESTED: Information

COMPONENT: University of Houston

PRESIDENT
Renu Khator
DATE: 1/31/12

SENIOR VICE CHANCELLOR
John Antel
DATE: 1/30/12

CHANCELLOR
Renu Khator
DATE: 1/31/12

02/14/12
A&SS – I-25
DIVISION OF STUDENT AFFAIRS

CO-CURRICULAR

STUDENT ENGAGEMENT

"Supporting Student Success"

UNIVERSITY of HOUSTON
“Personal adjustment and integration into the social fabric of campus life plays a role at least as important as academic factors in student retention.”

Gerdes and Mallinckrodt, 1994

“When students feel like they are a part of the campus community, the more likely they are to feel loyal towards their institution and persist.”

Bean, 2005
# Co-curricular Student Engagement

<table>
<thead>
<tr>
<th>Types &amp; Numbers of Student Organizations</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Professional</td>
<td>160</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Fraternity/Sorority</td>
<td>54</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Honors</td>
<td>22</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>International/Ethnic</td>
<td>34</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Political/Social Action</td>
<td>36</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Recreation/Hobbies</td>
<td>39</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Religious/Spiritual</td>
<td>47</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Special Interest</td>
<td>58</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Number of Organizations</strong></td>
<td>450</td>
<td>517</td>
<td>+14.9%</td>
</tr>
</tbody>
</table>
# Co-curricular Student Engagement

<table>
<thead>
<tr>
<th>Student participation in recreation activities</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Campus Recreation Center</td>
<td>364,703</td>
<td>592,000</td>
<td>+62.3%</td>
</tr>
<tr>
<td>Intramurals</td>
<td>20,185</td>
<td>26,584</td>
<td>+31.7%</td>
</tr>
<tr>
<td>Sports Clubs</td>
<td>9,454</td>
<td>11,179</td>
<td>+18.2%</td>
</tr>
<tr>
<td>Fitness Classes</td>
<td>18,000</td>
<td>20,265</td>
<td>+12.6%</td>
</tr>
</tbody>
</table>

| Student organization community service hours  | N/A       | 120,512   | N/A |

<table>
<thead>
<tr>
<th>Student ticket sales for UH Football</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17,538</td>
<td>23,942</td>
<td>+36.5%</td>
</tr>
<tr>
<td>Activity Description</td>
<td>2010</td>
<td>2011</td>
<td>+/-</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Participated in co-curricular activities (organizations, etc.)</td>
<td>45.9%</td>
<td>50.6%</td>
<td>+4.7%</td>
</tr>
<tr>
<td>(Range 1 - 30+ hours per week)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in community service or volunteer work</td>
<td>81.5%</td>
<td>85.9%</td>
<td>+4.4%</td>
</tr>
<tr>
<td>(Done, Plan to do)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# National Survey of Student Engagement
## University of Houston
### First-Year Students

<table>
<thead>
<tr>
<th>Activity</th>
<th>2010</th>
<th>2011</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercised or participated in physical fitness activities</td>
<td>50.3%</td>
<td>50.3%</td>
<td>0%</td>
</tr>
<tr>
<td><em>(Very Often, Often)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending campus events and activities</td>
<td>58.9%</td>
<td>69.2%</td>
<td>+10.3%</td>
</tr>
<tr>
<td><em>(Very Much, Quite a bit)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**UNIVERSITY of HOUSTON**
Moving Forward

Freshman Orientation

- Message Points
  The Division of Student Affairs is working in collaboration with New Student Conferences and Programs to re-design the Student Affairs sessions and to develop strong message points regarding the importance of co-curricular engagement/involvement on student success.

Demonstrated Impact on Student Success

- Data Collection
  The Division of Student Affairs is in the process of establishing new business operations procedures to allow for the collection of data in order to demonstrate the impact of co-curricular student engagement/involvement on student success [academic achievement, retention, and persistence] in the following areas:
  - Student Organizations
  - Campus Recreation
  - Residential Life and Housing
  - Student Employment (on-campus)
Student Comments

"University of Houston is an incredible, diverse university on the brink of international renown. The dynamic faculty, enthusiastic students and many opportunities for involvement have made my freshman year an incredible experience. I am pleased to be an integral part of this exceptional university, and I thrive on sharing my experiences."

"The University is amazing. I used to be hesitant about thinking about joining [activities and clubs], but now I'm proud to call myself a cougar. GO COOGS!"