



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

September 15, 2017

The Office of Planning and Assessment reports its weekly activities and contributions toward Texas Tech University's institutional effectiveness efforts and departmental objectives.

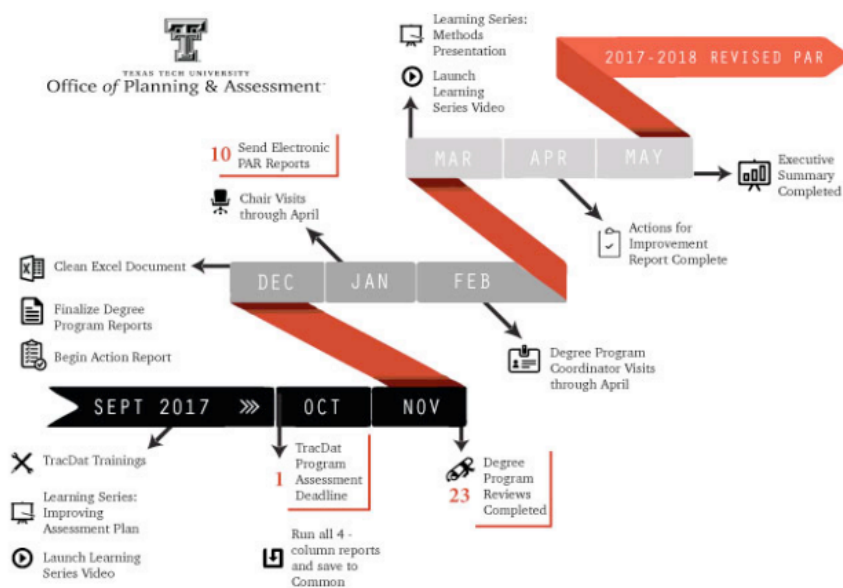
OUTCOME 1: The Office of Planning and Assessment will contribute to Texas Tech University's ongoing compliance with all external accrediting agencies and State of Texas mandates.

- ✦ OPA staff are working with many TTU faculty members who were not compliant with HB 2504 as of the deadline on Sept. 6. Initial reports show that about 15% of undergraduate, credit-bearing courses still needed syllabi loaded after the deadline. A full report of these activities will be available in next week's report.
- ✦ OPA has identified specific follow-up items from the University Level Institutional Effectiveness Committee meeting reported with last week's report. These include:
 - By September 22, OPA will send the meeting minutes and an attached description of current member responsibilities for their individual College Level IE Committees.
 - A one-page document will outline expectations for Colleges, and to remind them to hold a peer faculty review.
 - New committee members will be contacted individually through email or phone call to provide additional support.
 - OPA will begin planning the spring IE meeting for early February with topics that should include:
 - Share results from faculty peer review
 - Development of a plan for IE goals
 - Guest speakers to discuss IE activity
 - New Annual Assessment Report format
 - Kick-Off event in March
- ✦ OPA has begun the process of creating individual Continuous Improvement Reports for Support Service Level departments. This process is time intensive to ensure accuracy of data placement within the report, but is expected to be completed by the end of September.

OUTCOME 2: Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.

- ✦ PAR Process- A detailed list outlining the upcoming PAR process has been emailed to the OPA staff.
 - October 1, 2017- Deadline

- September 18-22 OPA will review TracDat to identify any degree programs that appear complete. An email will be sent to individual program coordinators stating that the report looks to be finished and asking them if this is the case. If so, we can run the program's 4 column report.
- Ensure internal survey is ready for PAR evaluations.
- If degree program misses October 1 deadline, emails will be sent one week after the deadline, then 2 weeks after will be the final email, etc. The Office of the Provost will be notified if the third attempt is unsuccessful.
- 4 column reports will be printed and electronically stored by degree and organized by College.
- Annual Assessment Report will also be run for each degree program and placed into electronic folder, saved by degree and organized by College. This is a new process this year and is a report that only reflects the 16-17 academic year assessment plan.
- Colleges will be assigned to specific OPA staff members.
- Evaluation will be electronically filed in folder, also.
- Degree Programs will be assigned to each individual in OPA to evaluate.
- Review will start mid-October.



✦ Training Opportunities

- OPA staff have met with several individuals and groups across campus who are new to DigitalMeasures. These training sessions seem very helpful to new faculty members.
- The TracDat refresher course was offered twice this week at the TLPDC. Initial training and continued support for PCs/Faculty/Staff in the College of Education was also offered.
- OPA staff met with Undergraduate Studies in the Department of Psychological Sciences and introduced TracDat and discussed their program's assessment plan and plan moving forward.
- Assisted the College of Education with organizing potential changes with a few degree programs and PCs.

- Assisted Human Development and Family Studies with entering data into TracDat for their BS degree.
- ✦ An OPA staff member attended a DM webinar about “Customizable CVs” which will be available to faculty members at the end of September. This new capability will include dragging and dropping areas within CVs for personalized ordering of sections, customized information to be included in CVs, and text boxes with additional information that can be saved to the CV. Faculty members can create several customized CVs and save them for future use when different CVs might be needed for different audiences. Since these customized CVs can then be pulled with all the newest information the faculty member has added to their DM account, this feature should prove very useful and could eliminate the need for faculty members to create customized CVs in another format. OPA staff will make an announcement campus-wide when the new feature is open.
- ✦ Two new TTU faculty members have been able to instantly upload many publications by importing from either Scopus or Google Scholar. They report this capability saved them much time and are very pleased with the results.
- ✦ DigitalMeasures
 - Open Work Requests

Request #	Date Opened	Title	Status
56	8/15/2017	New Report: "CoB Curriculum Vitae (separated by individual)"	9-11-17: DM developers sent notice to TTU that, "We created the report and put in the hidden headers, but our "hacky" trick in Word to split out into individual files doesn't seem to be working any longer. We have someone doing more research to see if there's another way to do it. We will keep you posted if we figure anything else out." OPA staff communicated this disappointing delay to Rawls College of Business staff who are anxiously awaiting completion of this report to attach individual faculty CVs to web profiles.
58	8/23/2017	Transfer DM accounts from another institution	9-12-17: The file transfers from previous institutions have been successfully completed. The new TTU faculty are pleased with the result. This request is closed.
59	8/30/2017	Transfer DM accounts from another institution	9-12-17: The file transfers from previous institutions have been successfully completed. The new TTU faculty are pleased with the result. This request is closed.
60	8/25/2017	Help information for Justification Statements	9-12-17: This work request is complete and correct. It is closed.
61	8/30/2017	More screen changes to capture Outreach & Engagement	9-13-17: Updated DM screen information for O&E is complete and was added to the three additional screens. This work request is closed.

- Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (124,877)	1,962	8,198	15,421	74,328

- West Texas Assessment Conference

- The WTAC website has been updated with a revised schedule outlining conference presentation titles and presenters. The WTAC Session Evaluation survey has also been finalized featuring a dropdown menu of presentation titles organized by session time. The evaluation will be provided to attendees via a shortened bitlink.

OUTCOME 3: The Office of Planning and Assessment will continually monitor the university's compliance with laws, policy statements, and policies deriving from the State of Texas, THECB, and SACSCOC.

- THECB Updates

- The THECB FY 2018 Agency Operating Budget was approved and posted on Aug. 21, 2107. A summary follows.

Fiscal Year 2018 Operating Budget Summary Budget and Source of Funds							
Agency 781: Coordinating Board	Summary Budget				Source of Funds		
	FY 2017	FY 2018	Increase / (Decrease) from FY17	% Increase / (Decrease) from FY17	General Revenue/GR-Dedicated	All Other Funds	Total Funds
OPERATING BUDGET							
Goal A: COLLEGE READINESS AND SUCCESS	1,799,766	2,396,363	596,597	33.15%	1,656,468	739,895	2,396,363
Goal A: STUDENT LOAN PROGRAMS	6,399,180	6,937,005	537,825	8.40%	1,100,000	5,837,005	6,937,005
Goal A: FINANCIAL AID SERVICES	693,667	705,609	11,942	1.72%	705,609	0	705,609
Goal A: ACADEMIC QUALITY AND WORKFORCE	2,764,084	2,209,385	(554,699)	(20.07%)	2,009,512	199,873	2,209,385
Goal A: STRATEGIC PLANNING AND FUNDING	2,720,301	2,741,911	21,610	0.79%	2,469,427	272,484	2,741,911
Goal A: INNOVATION & POLICY DEVELOPMENT	262,041	277,523	15,482	5.91%	277,523	0	277,523
Goal A: OVERSIGHT FOR PROFIT	0	250,000	250,000	0.00%	250,000	0	250,000
Goal A: FIELDS OF STUDY	0	262,977	262,977	0.00%	262,977	0	262,977
Goal B: INDIRECT ADMINISTRATION	13,618,716	13,135,189	(483,527)	(3.55%)	6,918,440	6,216,749	13,135,189
Goal E: ADMINISTRATION OF FEDERAL GRANTS	1,854,881	1,654,736	(200,145)	(10.79%)	0	1,654,736	1,654,736
TOTAL OPERATING BUDGET	\$ 30,112,636	\$ 30,570,698	\$ 458,062	1.52%	\$ 15,649,956	\$ 14,920,742	\$ 30,570,698
TRUSTEED BUDGET							
Goal C: AFFORDABILITY AND DEBT	558,672,987	563,250,717	4,577,730	0.82%	562,998,317	252,400	563,250,717
Goal D: COLLEGE READINESS AND SUCCESS	6,007,394	3,325,000	(2,682,394)	(44.65%)	3,325,000	-	3,325,000
Goal E: INDUSTRY WORKFORCE	37,597,902	36,896,548	(701,354)	(1.87%)	5,875,000	31,021,548	36,896,548
Goal F: INDUSTRY WORKFORCE - HEALTH RELD	80,222,160	92,720,544	12,498,384	15.58%	81,720,544	11,000,000	92,720,544
Goal G: BAYLOR COLLEGE OF MEDICINE	50,184,162	49,541,747	(642,415)	(1.28%)	46,202,554	3,339,193	49,541,747
Goal H: TABACCO FUNDS	7,645,639	9,392,664	1,747,025	22.85%	-	9,392,664	9,392,664
Goal I: RESEARCH	39,212,500	21,400,000	(17,812,500)	(45.43%)	21,400,000	-	21,400,000
TOTAL TRUSTEED BUDGET	\$ 779,542,744	\$ 776,527,220	\$ (3,015,524)	(0.39%)	\$ 721,521,415	\$ 55,005,805	\$ 776,527,220
TOTAL (Operating + Trusteed)	\$ 809,655,380	\$ 807,097,918	\$ (2,557,462)	-0.32%	\$ 737,171,371	\$ 69,926,547	\$ 807,097,918
Agency 704 (Article III): Public Community/Junior College Funding							
Goal A - AX: Public Community/Junior Colleges	\$ 885,793,094	\$ 899,540,045	\$ 13,746,951	1.55%			
* FY17 trusted excludes TRBs							
Operating Funds to Managed Trusteed Ratio	1.42%	1.41%					
Loan Principal Balance*	\$ 1,260,694,231	\$ 1,360,694,231					
Direct Loan Administration Expense Ratio	0.51%	0.51%					
* FY17/18 Estimated							

- A Dual Credit (DC) Education report was presented to the THECB by the Rand Corporation. According to a report by the Texas Higher Education Coordinating Board (THECB), the number of DC participants has grown by 650 percent between 2000 and

2015 (THECB, 2016a). In addition, House Bill (HB) 505 (84th Texas Legislature) expanded access to DC in a number of ways.

- Advocates of DC programs argue that DC education can help high school students adjust their college expectations, provide challenging courses, and help align curricula across high school and college. Other advocates have argued that DC education can help lower student costs for college and reduce the overall time to a college degree for DC participants.
- However, DC programs are not without their critics. Indeed, some stakeholders have argued that some DC courses may not be as rigorous as college-credit-only courses and, thus, may set up students for failure later on when they take college courses after high school graduation or enter the workplace. Other critics have argued that DC education may not be the best use of public resources. Also, DC students may not always receive college credit for the DC courses they take, or they may take unnecessary college courses due to misinformation or a lack of information. Finally, some critics have argued that DC education is less accessible to traditionally underserved students, including minorities and low-income students.
- While these concerns are not new, they have grown in significance as DC courses have become more popular and as the implementation of DC education has evolved in practice. In Texas, policymakers, K–12 and college and university administrators, and the public have sought to better understand the extent to which DC education programs boost higher education access and completion. Specifically, these groups are looking for ways to identify whether reforms are needed to maximize the benefits of DC programs and minimize the concerns around them.
- Findings from this report include:
 - DC students (prior to HB 505) had better college outcomes than high school graduates who did not take DC courses.
 - DC instruction and advising varied across colleges and universities.
 - Prior to HB 505, disparities in DC participation rates changed across demographic groups over time.
 - DC students took about the same time and the same semester credit hours (SCHs) to complete a college degree as their non-DC counterparts.