



TEXAS TECH UNIVERSITY  
Office of the Provost

## Office of Planning & Assessment

# Institutional Effectiveness Weekly Report

## August 8, 2018

---

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

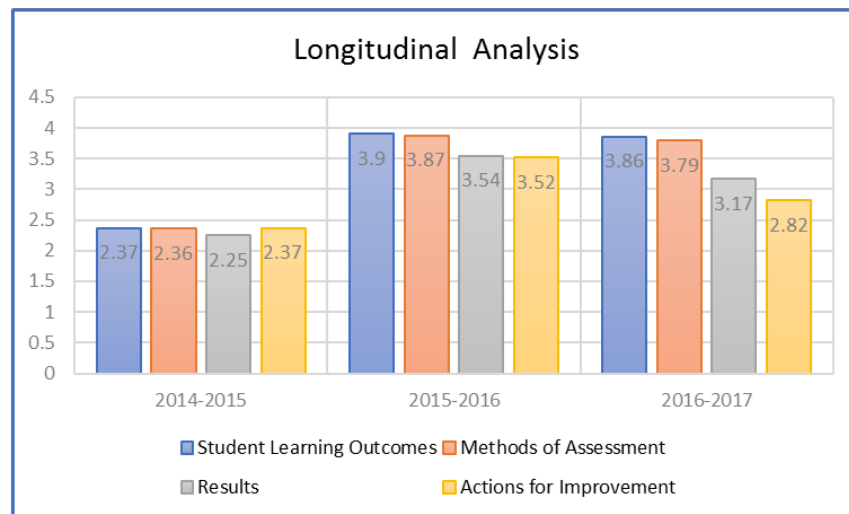
---

**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.**

- ✦ Costa Rica Substantive Change Visit
  - Status of Responses

|   |  |
|---|--|
| <b>Institutional Summary</b>                            | Ready for review                       |
| <b>Principles of Integrity</b>                          | Ready for review                       |
| <b>5.4- Qualified Administrative/ Academic Officers</b> | Submitted for review                   |
| <b>6.2a- Faculty Qualifications</b>                     | Submitted for review                   |
| <b>6.2b- Program Faculty</b>                            | Will be submitted for review next week |
| <b>6.2c- Program Coordination</b>                       | Will be submitted for review next week |
| <b>8.2a- Student Outcomes: Educational Programs</b>     | Submitted for review                   |
| <b>10.5- Admissions Policies and Practices</b>          | Will be submitted for review next week |
| <b>10.7- Policies for Awarding Credit</b>               | Will be submitted for review next week |
| <b>11.1- Library and Learning Resources</b>             | Will be submitted for review next week |
| <b>12.1- Student Support Services</b>                   | Submitted for review                   |
| <b>12.4- Student Complaints</b>                         | Submitted for review                   |
| <b>13.7- Physical Resources</b>                         | Will be submitted for review next week |

- OPA has met with and has begun weekly meetings with Scott Hall, Andrew Bevly, Ric Ramon and Danny Mar to begin discussions in regard to preparations for the Mock Visit and the Onsite visit. We are looking at various conference rooms and locations around campus in which will be able to host multiple video conferencing calls if need be, as well as a hospitality room. IT will be reaching out to those in Costa Rica who will be handling the video conferencing on their end as well. We will continue working with IT to ensure that only the highest form of video conferencing is used, and there are very limited number of technological issues with both TTU and Costa Rica.
- Onsite Visit
  - IT, initial schedule
- ✦ University Level Institutional Effectiveness Committee
  - The Annual Assessment Report Summary Report (PAR Report) is completed and under review. The final version will be available by the end of August. Analysis indicates a drop from 2015-2016, but still significantly stronger than from 2014-2015.



- An OPA representative attended the CASRN College Level IE Committee meeting on July 24 to review Faculty Peer Review results. The next deadline for annual assessment reports is October 1. Faculty Peer Reviews will be done again next year following a similar process.
- ✦ Faculty Credentialing Documentation
  - As OPA nears the completion of the Transcript Report document input process, OPA is concentrating on ensuring that paper copies of faculty transcripts are properly managed and filed.
- ✦ Quality Enhancement Plan (QEP)
  - Communication Literacy (CL)- OPA has been working closely with Genevieve Durham-DeCesaro and Erin Justyna on finalizing a reporting process for Communication Literacy reporting beginning at the end of the 2018-2019 Academic Year. OPA is primary assisting with the reporting aspects of Communication Literacy while providing limited consultation on aspects of the actual assessment of Communication Literacy. Vice Provost Durham-DeCesaro and Dr. Justyna have worked with academic degree

programs regarding CL requirements and expectations. Together they developed a rubric that program coordinators will complete from data gathered in courses contributing to CL reporting. OPA has assisted with developing the rubric in Qualtrics. A document with instructions for completing the survey will be loaded in every undergraduate degree program with a link to the survey. OPA will then run a report and provide it to Provost Durham-DeCesaro and Dr. Justyna after reporting deadlines. The survey is complete and the final document is being completed outlining the process.

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

✦ Training and Consultation Tracking

- The tabulations below reflect activity from the week of May 21. These totals include DigitalMeasures support, Nuventive Improve support, non-academic assessment support, QEP assessment, faculty peer review, and issues related to TxAHEA.

|                       | Number of individuals | Number of issues addressed | Number of email sent on issue | Number of phone calls | Number of in informal consultations | Number of formal trainings |
|-----------------------|-----------------------|----------------------------|-------------------------------|-----------------------|-------------------------------------|----------------------------|
| Week of July 23, 2018 | 13                    | 21                         | 18                            | 3                     | 0                                   | 2                          |
| Week of July 30, 2018 | 13                    | 27                         | 51                            | 10                    | 0                                   | 0                          |
| As of June 1, 2018    | 142                   | 175                        | 352                           | 69                    | 20                                  | 22                         |

✦ General Faculty Credentialing

- CASNR Dean Bill Williams has requested OPA staff attend an upcoming two-hour chair meeting to provide DigitalMeasures training and demonstrate reports that can better document CASNR faculty’s accomplishments.
- RCoBA has requested help with several issues which are outlined in DM work requests below.
- Open Work Requests

| Request # | Date Opened | Title  | Status   |
|-----------|-------------|--|--|
| 116       | 6/29/2018   | Import Deborah Davis' DM account from previous institution   | 7-30: Prof. Davis confirmed that the account transfer was complete. Request closed.  |
| 121       | 7/16/2018   | Import Dottie Durband's DM account from previous institution | 8-3: DM moved expected completion date to 8-16.  |
| 124       | 7/23/2018   | Annual Report set-up College of Business                     | 8-1: DM asked which security roles should have access to the report. OPA replied all roles. 7-23: RCoBA would like to run their annual reports from DM this coming January. We will use a template DM has available, then customize it. In particular, RCoBA has a specific need regarding how publications are counted. Basically they only want a publication to count a maximum of three years. So, if a faculty member has the |

|     |           |   |  |
|-----|-----------|---|--|
|     |           |   | <p>first year count when a "Date Accepted" is entered, only the next two years should count. If a "Date Published" is entered and no "Date Accepted" is entered, the publication should count for the next 3 years. If both "Date Accepted" and "Date Published" are entered, RCoBA does not want the report to count more than three years, even if the faculty member later deletes the "Date Accepted" (which they were concerned could potentially allow the publication to be counted more than three years.) Expected completion is 8-10.</p>  |
| 125 | 7/23/2018 | Revision to "AACSB Table 15-1: Summary of Faculty Sufficiency and Qualifications (2013 Standards, v. 2017)" | <p>8-2: DM completed the request, but noted that many users have no value recorded in the teaching responsibility field. The report is running much lower numbers than expected. OPA staff confirmed with RCoBA staff and, after running an ad hoc report, learned the extent of users with no value recorded. A fix is in process.</p> <p>7-23: RCoBA would like to add functionality for the "Faculty Sufficiency Related to Teaching" columns: "Participating Faculty Teaching Productivity" and "Supporting Faculty Teaching Productivity." Their desired functionality is about the percentage of teaching responsibility faculty have for a course.</p> <p>1) If a faculty member has 0% teaching responsibility, the course should not appear at all on the report.</p> <p>2) If a faculty member has any % teaching responsibility other than 100% or 0%, that % should be reflected on the report. At a recent visit, AACSB didn't like how some courses were counted multiple times since several instructors taught--but with differing levels of responsibility.</p> |
| 126 | 7/27/2018 | Troubleshoot faculty not pulling into report  | <p>7-27: OPA staff ran the "SACS Faculty Roster" report for TTU-CR and found that several faculty members who should be in the report are not. DM developers are looking into this. Expected completion is 8-10.</p>   |
| 127 | 7/27/2018 | Split "Journal/Publisher/Proceedings Publisher" field   | <p>7-27: RCoBA made this request so their AACSB reports will more accurately count journals they recognize as intellectually legitimate. On the "Intellectual Contributions" screen, what they would like to do is split the "Journal/Publisher/Proceedings Publisher" field into two separate fields: "Publisher/Proceedings Publisher" and "RCoBA Journal"--in that order. Our "Rawls College of Business" will use the RCoBA Journal field to create their own drop-down of journals. Everyone else at TTU will continue to use the regular Publisher field. We believe the titles will make it very clear who should use which. A list of journals was provided. Expected completion is 8-10.</p>  |

#### ✦ TxAHEA

- There are currently 92 registrants for the main day conference and 5 registrants for the Nuventive Users Group pre-conference.
- Another presenter, Cia Verschelden, requested that a book she authored, *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization*, be made available to conference attendees. This is a welcome addition.

### **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

- THECB submitted a Legislative Appropriations Request for fiscal years 2020 and 2021 to the Governor's Office of Budget on July 30, 2018. Recommendations for general academic institutions include the following:
  - An increase of 8.4%, \$4.3 billion total, for Operations Support, including the 60x30TX Graduation Bonus (described below)
    - ✓ Currently, formula funding for public universities is allocated based on student enrollments. To align funding with the completion goal of 60x30TX, the THECB is proposing that the legislature restructure the Instruction & Operations formula to provide funding to universities not only based on enrollments, but also on completions, with an extra incentive for degrees awarded to at-risk students (an "at risk" student is defined as any student who is eligible to receive a Pell Grant or whose SAT or ACT score was below the national average). Specifically, each university would receive \$500 for every graduate and \$1,000 for at-risk graduates since these students require more academic support. The THECB recommends that these changes be made in the introduced version of the GAA so that there can be meaningful discussions about this new funding concept during the legislative session.
  - An increase of 6.1%, \$776.4 million total, for E&G Space Support
  - A decrease of 0.6%, \$16 million total, for Small Institution Supplement
- [www.OpenStax.org](http://www.OpenStax.org), an Open Educational Resource, presented to THECB in July. With support from major philanthropic foundations, OpenStax provides textbooks free of charge and is making quite an impact in the lives of students of higher education in Texas as the following graphic illustrates. Faculty awareness of OERs remains spotty with 55% being not at all aware.



- The Texas Higher Education Coordinating Board (THECB) announces the release of the draft report of “Dual Credit Education Programs in Texas: Phase II”. This report, by American Institutes of Research (AIR), presents findings from the second phase of a two phase study examining the effectiveness and the implementation of dual credit education programs in Texas. The report is posted online here, [www.theccb.state.tx.us/DualCreditStudy](http://www.theccb.state.tx.us/DualCreditStudy). AIR and THECB will disseminate findings and gather stakeholder feedback on the draft report in several ways. First, the draft report is posted for public comment until August 27. Next, on August 2, AIR will present findings from Phase II at the Texas Association of Community Colleges (TACC) Summer Conference & TACC Quarterly Board Meeting in Corpus Christi. Finally, AIR will host two webinars. In the first webinar, AIR will present more detailed findings and collect input from participating stakeholders. In the second webinar held in late September, AIR will share a summary of stakeholder feedback and present draft policy recommendations. The final report will be sent to the THECB’s Board for approval at the end of October and will be released at the end of December. The study offers the following initial findings:
  - Prior to the passage of HB 505, <https://capitol.texas.gov/tlodocs/84R/billtext/html/HB00505F.htm>, dual credit education programs modestly improved college access and completion, reduced time to degree, but increased semester credit hours to degree
  - Differences in academic preparation, income and the high schools that students attended account for most, but not all, of the difference in dual credit participation across race / ethnicity
  - Overall, the percentage of students participating in dual-credit education modestly increased after HB 505
  - The academic preparation of ninth and 10th grade dual-credit participants declined after the passage of HB 505, while dual-credit course pass rates increased for those groups

- Most high school guidance counselors reported playing the primary role in advising dual-credit students, with one quarter sharing this responsibility with college advisors
- Students who are targeted for dual credit education depends on partnership's philosophy on who will benefit from dual credit education
- Dual-credit and college-credit-only courses were similar in terms of content areas covered, assessment methods and standards, and cognitive complexity demanded in student assignments
- We estimate that the costs of delivering a dual credit course (\$111 per SCH) is more than the revenue that community colleges would receive for that course from the state (\$38 per SCH)
- When tuition and fee waivers are given, the cost burden of delivering dual credit education shifts significantly to community colleges
- Dual credit courses taught by adjunct instructors are the least costly, and those taught by high school teachers are the most costly
- Our estimates suggest that, on average, the benefits of dual credit education far exceed the costs
- CollegeBoard presented the *Texas Success Initiative (TSI) Assessment, Interpreting your Score*, <https://accuplacer.collegeboard.org/sites/default/files/tsai-interpreting-your-score-brochure.pdf>. This 10-page brochure can be shared with students who complete the TSI to help understand their strengths and weaknesses and what to do if students do not pass the test. Samples of test results are given as well as explanations of scores.
- A report to the Texas Legislature in July 2018 summarized the Texas Grant Program for fiscal years 2015-2017. A summary of the report follows:
  - The Towards EXcellence, Access, and Success (TEXAS) Grant Program remains the state's signature student financial aid program for financially needy, academically prepared Texas students enrolled at Texas public universities. The intent of the program is to ensure that the tuition and fees of these students are covered if they continue to meet program requirements. This intent is reflected in the requirement that maximum annual award amounts be equal to the statewide average amount of tuition and fees at Texas public universities, as well as the requirement that institutions offer non-loan aid to cover any difference between the amount of tuition and fees owed by a student and the amount of the TEXAS Grant awarded to the student. The statute also mandates that priority be given to students eligible for renewal (continuation) awards.
  - The Texas Legislature appropriated \$357,490,057 for TEXAS Grants for each year of the 2016-2017 biennium, for a total of \$715 million. Despite this substantial appropriation, the continued increase in the number of eligible students, in addition to increased tuition and fees at public universities, have outpaced the program's ability to cover students' tuition and fees.
  - In Fiscal Year 2017, a total of 72,142 students received TEXAS Grant awards. Institutions heeded the Board's recommendation to assist as many students as possible by awarding \$5,000 "target amounts" rather than the maximum amount allowed in statute, resulting in an average award amount that covered only 45 percent of the average amount of statewide tuition and fees (see Table 11). The

widening gap between the amount of tuition and fees owed and the amount of the students' TEXAS Grant awards has been challenging for institutions in providing non-loan aid to make up that difference.

- From FY 2015 to FY 2017, the percentage of Hispanic TEXAS Grant recipients continued to grow at a greater rate than recipients representing other ethnic/racial groups, reaching 56 percent in FY 2017, while overall Hispanic student enrollment represented approximately 37 percent of all students enrolled. The distribution of TEXAS Grant recipients by Expected Family Contribution (EFC) has changed very little during the three-year period reported. In FY 2017, almost half of all recipients had no family resources to contribute toward their higher education, and an additional 41 percent were able to contribute only \$1 - \$4,000.
- The "Priority Model" was implemented for students receiving first-time TEXAS Grant awards in fall 2013 (FY 2014) based on the expectation that prioritizing grants to students who are more likely to graduate will improve the return on the state's investment. Students meeting at least two of four criteria representing greater college preparedness must receive priority over students meeting the "Basic" program eligibility requirements for initial awards.
- The four-year graduation rate for students qualifying for grants under the Priority Model was 12.8 percentage points higher than for students meeting the Basic Eligibility requirements as fall 2013 entering freshmen. This outcome for the first cohort is promising. The six-year graduation rate for all TEXAS Grant recipients who entered college as freshmen in fall 2011 was two percentage points higher than the previous year, at 54 percent.
- The rates of retention in the program are significantly higher for the three cohorts of students who qualified for grants under the Priority Model than for those who entered the program under the Basic Eligibility requirements. This rate was almost 11 percentage points higher in year two, 15 percentage points higher in year three, and 15 percentage points higher in the fourth award year for Priority Model recipients.
- Beginning with FY 2018 data, the Texas Higher Education Coordinating Board (THECB or Coordinating Board) is collecting data for better identification of eligible students who were not awarded TEXAS Grants and to identify which Priority Model academic preparedness criteria students met to qualify for TEXAS Grants. This information, combined with year-over-year program retention rates and graduation rates, may provide useful insights.