TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Institutional Effectiveness Weekly Report
September 28, 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
  ▪ OPA is making final preparations for the Costa Rica On-Site visit next week. This has included revising and disseminating agendas, meeting with individuals that the review committee has requested interviews from, finalizing travel plans for TTU staff and the review team, and gathering final documentation for a designated OneDrive. There will not be an IE Weekly Report next week, but the following week will detail the agenda and results of the visit. However, at this time it does appear that visit is well planned and should conclude earlier than initially anticipated.

✦ SACSCOC Documentation Updates
  ▪ As the October 1 Annual Assessment Report deadline approaches, the Office of Planning and Assessment are working with the Provost's Office to improve reporting compliance. Historically, OPA has worked with programs exclusively to ensure compliance. However, this approach has allowed many departments report extend reporting indefinitely. Beginning this year, OPA will continue to work with programs through the month of October but will report non-compliant programs to the Provost Office the beginning of November in hopes of getting reports before Thanksgiving break.

✦ Core Curriculum Updates
  ▪ OPA is finalizing the Core Curriculum Course Level surveys that will administered through Quatrics beginning this year. This approach should improve reporting ease and assist with timely analysis.

✦ Quality Enhancement Plan Updates
  ▪ OPA has begun planning for the fall 2018 administration of the Global Perspectives Inventory as part of the QEP assessment. OPA plans to administer the assessment to freshman and senior students in mid-October. OPA will receive an email list of eligible students from Institutional Research prior to administering the assessment.

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 Sept. 24, 2018	40	41	37	16	0	4
As of Sept 1, 2018	153	157	189	40	12	6

✦ Training Opportunities
  ▪ OPA has been in contact with degree program coordinators and non-academic directors regarding the upcoming October 1 deadline. OPA staff have been meeting one-on-one with new PCs to provide training on Nuventive Improve and consultation on the program assessment plan. This week, OPA met with PCs for Computer Science, Chemistry, and Public Administration degree programs as well as Transportation and Parking. OPA will continue to be available to assist as needed as coordinators complete their assessment plans for 2017-2018.
✦ General Faculty Credentialing
  ▪ OPA staff, along with Dr. Darryl James, prepared a flowchart that demonstrates how a faculty member is credentialed and becomes compliant to teach graduate level courses at TTU. Dr. James will share the flowchart with graduate school administrators and we will likely make corrections.
  ▪ Progress moves forward with work on Vitae. A meeting this week indicated that bulk data uploads are needed to take the next step. IT staff are working on these. Vitae staff have begun preparation of several reports. One report that will require much set-up is the Annual Faculty Report. Vitae staff had some questions and will begin preparation of this report soon.
  ▪ Open Work Requests

Request #	Date Opened	Title	Status
124	7/23/2018	Annual Report set-up College of Business	9-27: RCoBA is still working on this report.
125	7/23/2018	Revision to "AACSB Table 15-1: Summary of Faculty Sufficiency and Qualifications (2013 Standards, v. 2017)"	9-27: The report is under review by DM.
131	8/29/2018	Change Network Address	9-27: The change will take place on 9-28 and should be finished by 8:00 a.m., barring any difficulties.
132	9/4/2018	Data Copy Request: Alex Ross Fleming	9-24: Import successful. Work request closed.

138	9/10/2018	Data Copy Request: Bobby Schweizer	9-24: DM developers reported that after several attempts to contact DePaul University, they have had no response. Prof. Schwizer said he will enter his information again in his TTU account. Request closed.
139	9/11/2018	Course Eval Import, Summer 2018	9-26: DM attempted the import, but still came up with 102 problems. OPA will look into this further. 9-26: It seems that some of the problem is that summer courses are not being flagged as Summer I or II, but simply Summer 2018. After discussion with TTU IR, OPA attempted to repair the problem and sent the file for import again.
140	9/17/2018	Delete all of Dr. Noureddine Abidi's publications	9-27: We wait to hear from Dr. Abidi.
141	9/20/2018	Problem with Faculty Transcript Report	9-27: No change. Expected completion is Oct. 4.
142	9/27/2018	Allow "Course Coordinator" screen to be visible for all colleges	9-27: After speaking with TTU College of Architecture, they would like to be able to pull Course Coordinator information into Annual Faculty Reports. For some reason this screen is not available to all DM users. This request will make it universally available.
143	9/27/2018	Annual Faculty Report house cleaning	9-27: With a specific version of faculty reports being available for nearly all colleges, some are viewable to everyone and some are not. This work request will make specific versions available only to faculty members from the college they are with.

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
  ▪ In September 2018 re-allocation recommendations for the Higher Education Fund (HEF) were received. State mandate requires allocations to be equitable based on three specific elements:
    ▪ Institutional Complexity - Reflects the expense of implementing the range and level of academic programs. An institution's mix of degree programs and levels, and the extent of its research programs determine its complexity.
    ▪ Space Deficit - Proportionally funds the cost to construct the space need (difference of needed educational and general net assignable space, estimated by the THECB space model, and reported values). Allocates no funds to institutions with a surplus.
    ▪ Facilities Condition - Funds the renovation and maintenance of educational and general facilities by estimating a reasonable level of deferred maintenance. The Association of Physical Plant Administrators (APPA) advocates spending 1.5 to 3 percent of building values on major repair and rehabilitation annually.

- TTU recommended the following:

TTU Recommended HEF Allocations, FY 2012-2015

Annual Appropriation, 2017-2025	Updated Allocation using Fall 2017 Space Model (<u>Unadjusted</u>), Fall 2017 Index Values, and 2018-2019 Appropriations	Change from Prior Allocation	Percent change for Prior Allocation
$49,225,809	$49,874,746	$648,937	1%

- One target of the Texas higher education strategic plan, 60x30TX, is to increase the number of economically disadvantaged undergraduate students completing certificates, associate degrees, or bachelor's degrees from Texas public or private (independent) institutions of higher education. A new brief published by the THECB reports that over the past 10 years, the number of credentials awarded to economically disadvantaged undergraduates at Texas public institutions has nearly doubled. Furthermore, the annual number of economically disadvantaged undergraduates completing a certificate or degree now exceeds the number of non-economically disadvantaged students who complete. This shift, to economically disadvantaged students being the majority of undergraduates completing at Texas public institutions, occurred in 2010 at two-year institutions and in 2012 at four-year institutions. In 2017, economically disadvantaged students completed 54.5 percent of certificates, associate degrees, and bachelor's degrees.

Completions by economically disadvantaged students have increased over the last 10 years and now make up the majority of completions.*

*Note: Only includes certificates, associate and bachelor's degrees; "Two-Year" includes Texas public community and technical colleges and "Four-Year" includes Texas public universities and health-related institutions.