# Institutional Effectiveness Weekly Report
# March 1, 2019

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



Texas Association for Higher Education Assessment Conference

October 1 & 2, 2019
San Antonio, Texas
txahea.org

**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 coordinated the Provost's IE Award selection through advertising the award, managing submissions, and working with the selection committee.  The selection committee met on February 13 to formalize our selection before Dr. Darryl James could provide the recommendation to the Provost for final approval.  The award winner will be reported in an upcoming Weekly Report.  Improvements to the process are currently being discussed to increase submission participation.

✦ OPA staff continue to upload a backlog of pdf copies of transcripts into instructor of record (IOR) faculty DigitalMeasures accounts.  As of Feb. 25, 388 new faculty transcripts are now housed in DigitalMeasures.

✦ Student Support Level
  ▪ OPA has completed creating the feedback reports from the Spring SSL Peer Review.  OPA began distributing reports to unit directors this week and plans to conduct meetings with directors throughout the spring semester.  The most notable change in reporting is that units identified as Administrative Support Units under SACSCOC Standard 7.3 will only be responsible for reporting Operational Outcomes and Results.  These accounts in Nuventive Improve have been modified to reflect this change in reporting structure.

- Below is a summary of overall averages and component averages by standard. The biggest area for improvement is in regard to Follow-Up Statements, which were either not reported or reported in the incorrect assessment cycle. OPA will continue educating directors on the process for reporting Follow-Up Statements in order to increase compliance in this area.
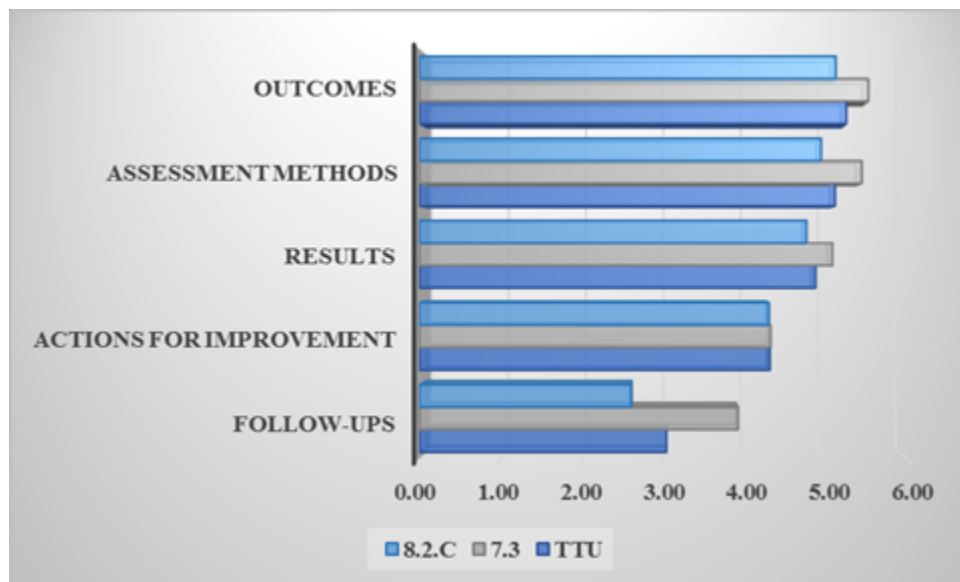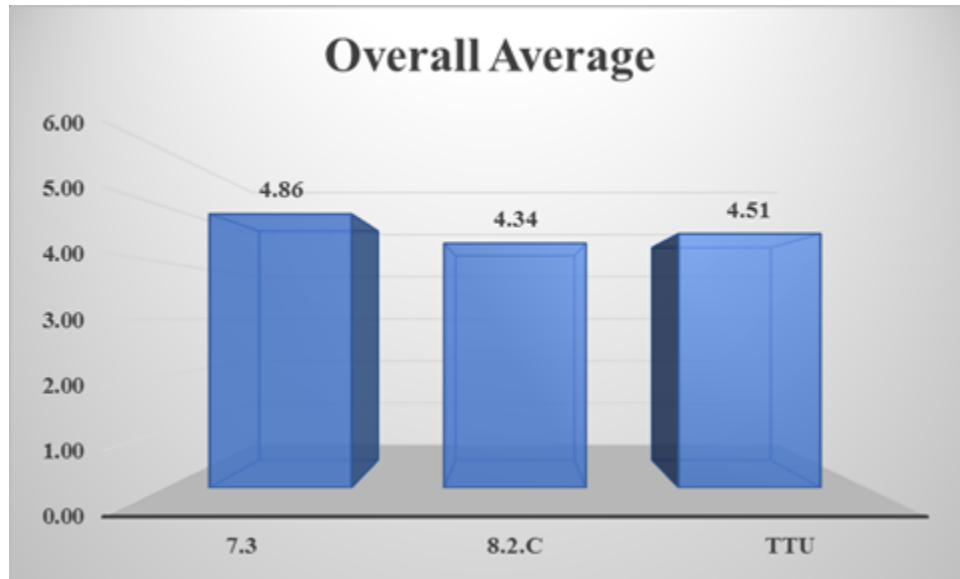




- ✦ Texas Higher Education Coordinating Board and State of Texas Reporting
  - The Core Curriculum Steering Committee used an online version for reporting course level assessment data last fall that OPA developed and analyzed. Due to the success of the fall administration, a further enhancement will occur this spring with direct mailing to appropriate Instructors of Record. Working collaboratively with IR on this process, the

revised instrument is complete.  Once the Core Curriculum Steering Committee has been updated, the survey will be administered at the designated time.
✦ Quality Enhancement Plan
  ▪ OPA has been working with Dr. Paul Pare recently on a few projects. The Study Abroad preparedness survey is near completion.  This has been presented to the ICC as an additional assessment opportunity for them.  The Global Perspectives Inventory (GPI) data was received and forwarded to Dr. Pare.  And OPA continues to work with Dr. Pare to assist with the upcoming Impact Report.

**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
  ▪ These totals include consultations and communications where the OPA provides support for faculty and staff on non-project specific activity.

| | 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 Feb 11, 2019 | 20 | 25 | 29 | 9 | 1 | 0 |
| Week of Feb 18, 2019 | 28 | 37 | 61 | 9 | 5 | 2 |
| Week of Feb 25, 2019 | 37 | 35 | 54 | 6 | 5 | 0 |
| As of Sept 1, 2018 | 669 | 708 | 1275 | 182 | 62 | 20 |

✦ Developmental Opportunities
  ▪ On February 12, an OPA representative attended the Chair's Council to help address questions related to the Communication Literacy reporting procedures.  OPA is assisting with the reporting procedures through the development of an online survey and providing additional support through Nuventive Improve.  The specifics regarding reporting deadlines and other requirements is not being directed by this office, but OPA will likely continue to provide assessment related support.
  ▪ There is a Coffee Break session on March 5.  The topic is related to High Impact Practices and the assessment of these activities.  Dr. Erin Justyna will be the content expert and will be provide additional information.  Based on availability from the online registration site, it appears that there will be approximately 30 people in attendance.
✦ The second Outreach and Engagement Metrics Taskforce met on February 19.  Significant progress has already been made.  The second survey was sent out following the meeting to gather members' thoughts regarding information that will be covered in the third meeting that is scheduled to occur next week.  There appears to be a glitch in Qualtrics that is linking old versions of a survey to a link for newer versions.  An updated survey was sent after feedback was received regarding questions with the survey.
  ▪ There is a lot currently happening related to Outreach and Engagement.  Below is the updated information that is provided for the Strategic Planning Report.  OPA is currently

finalizing the first draft of the Annual Report for Outreach and Engagement. And the new Outreach and Engagement dashboard is nearing completion.

| | 2016 | 2017 Target | 2017 Actual | 2018 Target | 2018 Actual | 2020 Target | 2025 Target |
|---|---|---|---|---|---|---|---|
| Number of hours faculty and staff were involved in TTU OES | 439,561 | 470,000 | 455,633 | 490,000 | 332,751 | 520,000 | 600,000 |
| Number of projects, programs, classes and events provided for/in | 732 | 740 | 952* | 760 | 1455* | 800 | 900 |
| Number of non-TTU attendees and participants in TTU OES activities | 952,482 | 960,000 | 1,051,817 | 965,000 | 1,832,865 | 975,000 | 1M |
| Number of K-12 students and teachers participating in TTU OES | 409,366 | 420,000 | 386,929 | 425,000 | 353,885 | 430,000 | 450,000 |
| Number of external awards received for excellence in OES | | NEW | | | | | |
| Number of service learning courses offered | 99 | 101 | | 103 | | 107 | 120 |
| Number of OES scholarly publications, presentations, and | | NEW | | | | | |
| Number of collaborative OES partnerships | 814 | 835 | 1,271** | 855 | 1,604 | 900 | 1000 |
| Total external funding OES | $39.4M | $40M | $55.19M | $41M | $30.7M | $43.5M | $50M |
| | | | *this number reflects 179 additional projects identified through DigitalMeasures as Engaged Scholarship | | *This number reflects 390 additional projects identified through DigitalMeasures as Engaged Scholarship | | |
| **this number reflects total number of individual partnerships for 2016-2017. The previous benchmark was reported individual partners and did not include multiple partnerships for each organization/company. Future benchmarks will need to be re-evaluted to maintain consistency. | | | | | | | |

✦ OPA is administering the ETS Proficiency Profile again this spring. This instrument is being administered on alternate years with TechQuest. The first administration did not yield a high enough response rate to provide generalizable data. This year OPA is attempting to increase incentives and marketing in hopes of more success. The survey will be distributed after Spring Break. OPA has worked with IR to identify eligible seniors for participation.

✦ OPA continues to provide various consulting outreach to departments. The Pi Squared data has been addressed in a previous report. OPA has completed this analysis and will present the results to Dr. Smith next week. We will continue to assist as needed. Additionally, OPA is working with the College of Business on the development of an onboarding survey. The short survey will provide the college with information on graduate student experiences in the STEM MBA program.

✦ General Faculty Credentialing

  ▪ OPA staff met with CASNR endowment staff- Jane Piercy, Memory Callison, Peggy Espinoza, and Matt Williams- to discuss how authoritative endowment and gift data can be imported to DigitalMeasures. This is at the request of Dean Bill Brown to be certain all this data is represented in annual faculty reports as well as college reports. The discussion identified a reasonable process. OPA then provided CASNR an example spreadsheet and they will begin setting in motion the process to get their data into the spreadsheet. Because the AFR process is nearly complete for this year, our goal is to have all the details worked out so that by the end of 2019 a spreadsheet will be ready for import.

  ▪ OPA staff continue to work with a number of individual faculty members as well as chairs on needs for annual faculty reports. Adjustments to report templates are being made and individual assistance guides faculty with specific data that doesn't seem to appear as they believe it should in their reports. In all interactions with faculty, the issue is quickly and easily identified and they seem pleased with the final result.

- Senior Vice Provost Rob Stewart directed Cristina Bradatan to OPA to get information from DM about all TTU faculty who have degrees in the social work field.
- OPA staff reviewed DM screens and reports from other institutions where library faculty/staff run annual reports from DM.  We will present this to Dean Gerlich and begin making adjustments to TTU's DM instance to accommodate the library.
- OPA staff are writing a very detailed process for faculty transcript acceptance and processing.  We hope this effort will clarify all steps from the time an official offer is made to faculty until their transcripts are filed in the Provost's basement.
- Open Work Request

| Request # | Date Opened | Title | Status |
|-----------|-------------|-------|--------|
| 170 | 1/28/2019 | Data Copy Request: Sreedhar Madhavaram | 2-19: Work request complete and closed.<br>2-8: DM completed the import and OPA notified Dr. Madhavaram. We await his approval before closing the request. |
| 171 | 1/30/2019 | Updates to reports data parameters | 2-11: Request is complete, accurate, and closed. |
| 173 | 1/31/2019 | Annual Faculty Report for College of Agriculture | 2-13: DM completed the request. OPA seeks confirmation from CASNR administrators and faculty that everything looks correct.<br>2-12: DM returned the request as complete, but OPA staff noticed one remaining issue. |
| 174 | 2/7/2019 | Report logic needs adjusting: Curriculum Vita | 2-21: The request is complete and Dr. Roach confirmed that his CV report is accurate.  Request closed. |
| 175 | 2/8/2019 | Fall 2018, Course Eval Import, DE (fixed after switch of questions 1 and 3) | 2-14: Import complete and accurate.  Request closed.<br>2-8: Faculty member, Dr. Bill Lawson of the Electrical and Computer Engineering Department, brought an issue to OPA's attention. Course evaluation data for distance courses for both spring and fall 2018 semesters had some errors. Questions 1 and 3 were switched. OPA consulted with IR staff and discovered the problem.  IR corrected the data and OPA staff sent it for import. |
| 176 | 2/6/2019 | Additional security levels added to Scheduled Teaching Syllabi report | 2-21: After back-and-forth communication between DM and OPA staff, this request appears to be complete. OPA notified Ms. McMinn and awaits her confirmation.<br>2-6: Korryn McMinn notified OPA staff that she needs to view all syllabi for two departments from CASNR to assist administrators. The Teaching Syllabi report needs adjustment for this to happen. |

| 177 | 2/12/2019 | small change to "Annual A&S Faculty Reports (with chair's feedback and signatures)" | 2-18: One other adjustment needs to be added to this report. To assist A&S chairs, specifically Dr. Angela Lumpkin, we will add an additional report parameter that will allow the chair to only print faculty who have 100% FTE.<br>2-12: Dr. Randy McBee asked that the evaluator's R# be added to the review page for the report. Expected completion 3-4-19. |
|---|---|---|---|
| 178 | 2/22/2019 | addition to AFR for College of Education | 2-22: Dr. Hansel Burley contacted OPA and asked if the AFR for the College of Education could have the ability to perform the chair's evaluation within the DM report, the same way that the College of A&S does. Dr. Burley said that he has 61 faculty to review and it isn't physically possible to do these on paper. OPA prepared a new template that includes this information. We asked for a rush on this request to accommodate Dr. Burley's urgent need. |
| 179 | 2/22/2019 | addition to Ranking dropdown | 2-25: DM completed the addition. We will leave this request open because the next step is to build publication rankings into the CoBA AFR and we await their direction.<br>2-22: The College of Business has an additional ranking for publications that they would like to add to the DM dropdown. It is "5* = Elite." |

**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
  ▪ Texas expects to produce over 65,000 more high school graduates in 2032 than we did in 2011.
  ▪ Latinos are critical to 60X30TX success.
  ▪ By 2050, Latino workers in Texas will outnumber Anglo workers 3 to 1.
  ▪ Latino students make up the largest number of dual credit students in the state (47% of all enrollments).
  ▪ Overall, Latinos are still underrepresented in higher education in Texas.
  ▪ Latinos represent 37.5% of four-year undergraduate enrollments, but just 32.5% of four-year completions.
  ▪ Latino 6-year graduation rates have improved almost 18% since 2000.
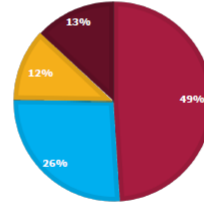
## Texas Demographics Are Diverse

**TEXAS POPULATION:**
**AGES 25-34, 2017**

■ White ■ Hispanic ■ African American ■ Other

- 38%
- 41%
- 13%
- 8%
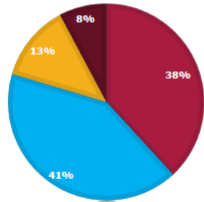
**TEXAS POPULATION WITH A**
**CERTIFICATE OR DEGREE:**
**AGES 25-34, 2017**

■ White ■ Hispanic ■ African American ■ Other

- 49%
- 26%
- 12%
- 13%

**While Latinos make up 41 percent of the Texas population between the ages of 25 and 34, only 26 percent of those with a degree or certificate are Hispanic.**

## Texas Must Improve College Readiness

### State-wide Graduating Class of 2017

**SAT**
38% met both (2) benchmarks

27% - Hispanic
20% - African American
42% - Male

**ACT**
24% met all four benchmarks

12% - Hispanic
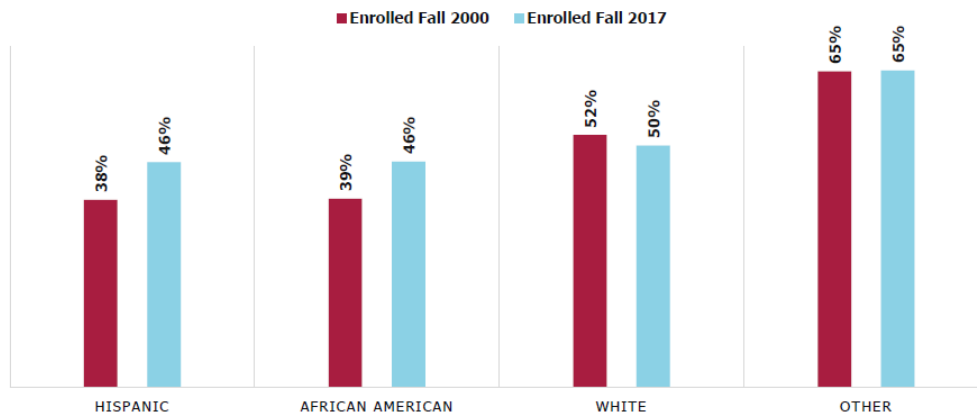8% - African American
27% - Male

**TSIA**
29% of IHE enrollees met in all areas

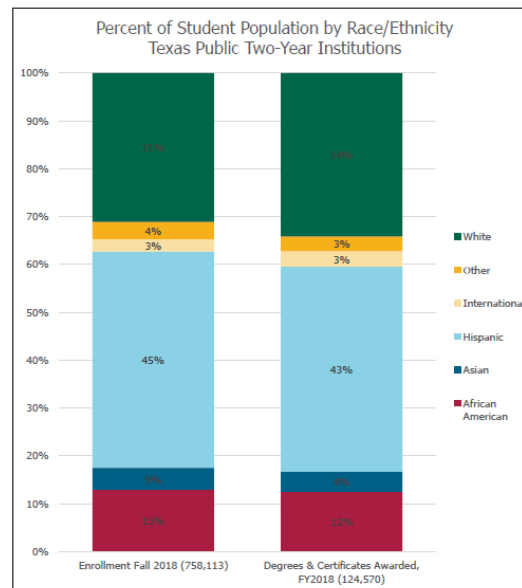26% - Hispanic
20% - African American
31% - Male

Sources used to make the calculations in this visual include:
2017 SAT Suite of Assessments Annual Report
2017 ACT Profile Report – Texas Public High School Students
CBM002 Administrative Report, Texas Higher Education Coordinating Board
Class of 2017 Graduation Report, Texas Education Agency

## College Enrollment Rates for Latino High School Graduates are Growing

**THE PERCENTAGE OF HIGH SCHOOL GRADUATES ENTERING TEXAS PUBLIC HIGHER EDUCATION IN FALL BY ETHNICITY**
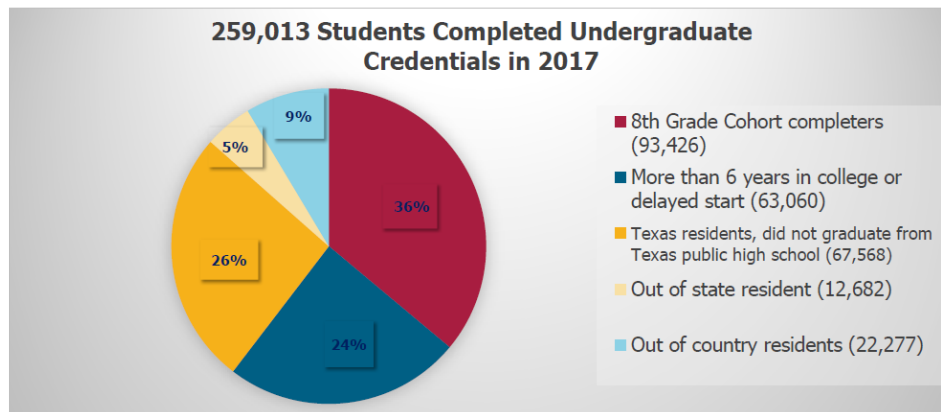
■ Enrolled Fall 2000   ■ Enrolled Fall 2017

| | HISPANIC | AFRICAN AMERICAN | WHITE | OTHER |
|---|---|---|---|---|
| Enrolled Fall 2000 | 38% | 39% | 52% | 65% |
| Enrolled Fall 2017 | 46% | 46% | 50% | 65% |

**Among ethnic groups in Texas, Latinos are the largest population of public two-year college enrollees and award earners.**

Percent of Student Population by Race/Ethnicity
Texas Public Two-Year Institutions

| | Enrollment Fall 2018 (758,113) | Degrees & Certificates Awarded, FY2018 (124,570) |
|---|---|---|
| White | 31% | 31% |
| Other | 4% | 3% |
| International | 3% | 3% |
| Hispanic | 45% | 43% |
| Asian | | |
| African American | 13% | 12% |

- Key insights:
  - The 60X30 goal and the completion goal showed strong improvement—at rates needed to reach 2030 goals.
  - Completions for male and economically disadvantaged students grew modestly but are falling behind needed progress.
  - Direct enrollment from high school increased slightly after a two-year decline and requires additional attention.
  - Marketable skills and student debt goals remain steady, although excess semester credit hours need to pick up the pace.

**Students who take alternative pathways make up 64 percent of undergraduate completions in Texas**

**259,013 Students Completed Undergraduate Credentials in 2017**

- 8th Grade Cohort completers (93,426) — 36%
- More than 6 years in college or delayed start (63,060) — 24%
- Texas residents, did not graduate from Texas public high school (67,568) — 26%
- Out of state resident (12,682) — 5%
- Out of country residents (22,277) — 9%

- Re-evaluated goals:
  - Invest and improve pathways through Texas K-12 schools to ensure students are college ready.
  - Improve all other pathways into and through higher education.
- THECB enhanced support for the marketable skills goal:
  - Marketable skills implementation guidelines were developed.
  - Marketable skills conferences offered technical assistance to institutions about how to develop marketable skills and how to communicate skills to students.
  - The target related to the percent of graduates in Texas found working and/or enrolled in Texas in the first year following graduation remained steady at 78.8%.
- ✦ THECB – 60X30TX Request:
  - For FY20-21, the agency is requesting an additional $2.25 million for critical agency operations in support of 60X30TX.
  - TEXAS Grant is requesting an additional $112.6M in FY20-21 to continue to serve 70% of newly eligible students during the biennium, and to increase the target award amount by 2.5% each year.
  - THECB is requesting an additional %00,000 fir a Grad TX consortium to work with 3-5 institutions of higher education around the state to support returning adult students.
  - THECB is requesting an additional $200,000 for grants to faculty for the development of OER course materials, and an additional $250,000 to support an OER repository that would leverage the existing OER Commons and create a resource for faculty at all Texas institutions of higher education to deposit or obtain OER materials.
  - The board recommended a 6.6% increase in overall formula funding for FY20-21 based on three principles:
    - Increase funding to account for inflation
    - Increase funding to account for growth in enrollments
    - Increase funding for performance-based funding formulas

- ✦ Overall:
    - ▪ THECB recommends that formula funding for all sectors be increased to reflect the rate of inflation, as measured by CPI. The legislature should invest in performance-based funding models for 3 sectors:
        1. The community college student success points should be funded at $215 per point, up from $172 currently.
        2. The Texas State Technically College Returned Value Model should be funded at 35%
        3. The Legislature should fund $165M in the biennium for Graduation supplement at public universities.
            a. The supplement would award institutions $500 for each undergraduate degree awarded, except that degrees earned by academically or financially "at risk" students would earn $1000.