



TEXAS TECH UNIVERSITY  
Office of the Provost

## Office of Planning & Assessment

# Institutional Effectiveness Weekly Report

## January 5, 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.**

- ✦ OPA continues to complete the evaluation and documentation of degree program assessment annual reports. The College of Business and selected degree programs in Civil Engineering have not yet completed their reports. We have been working with these areas, and we feel confident that their reporting is imminent. Despite these absent reports, we are starting the second phase of our process, which includes cleaning the data and initial analysis.

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

- ✦ Throughout the spring semester, OPA will meet with each academic department to review SACSCOC Fifth Year Interim report activity, Faculty Credentialing, Degree Program Assessment, and other Institutional Assessment information. Dr. Jennifer Hughes will begin with Chair visits for new Chairs in January. OPA is currently finalizing the presentation materials.
- ✦ TracDat will be upgraded to Nuventive Improve (new name for TracDat) in the coming weeks. Departments and program coordinators will be notified prior to and immediately following the upgrade via email announcements. Nuventive Improve will work exactly like TracDat, except that the logo, color scheme and name have all been changed.
- ✦ OPA has generated a report identifying all degree program student learning outcomes for 2017-2018. This report will be used in multiple ways, including the Student and Parent page on the OPA website. A pdf is attached to review the learning outcomes.
- ✦ General Faculty Credentialing
  - Terminal Degree Report Updates
    - Architecture and Honors are complete and have been triple checked. OPA staff believe these reports are ready to share.
    - The following departments' reports will be completed before the end of January: Chemistry, English, Environmental Toxicology, Political Science, Curriculum &

Instruction, Civil Engineering, Mechanical Engineering, and Hospitality and Retail Management.

- OPA staff realized that the terminal degree in Architecture is unclear and queried the National Architectural Accrediting Board. Their representative, Ellen S. Cathey, responded on Jan. 3, 2018 as follows: “The master's is not considered the terminal degree at all institutions. This is because qualifications vary by teaching position. There are many job ads that ACSA (Association of Collegiate Schools of Architecture) has run that require a PhD as a terminal degree, but certainly many other listings, especially those for design studio positions, do not. So in short, according to ACSA, there is no clear policy on terminal degree and certainly no faculty qualification policy or standard. People have debated whether an architect's registration should be required for some positions. But the NAAB has stayed away from those requirements historically. This issue is something I believe ACSA may be working on, but this is the latest information from them that I am aware of.” OPA staff interpret this statement to mean that there is not a clear policy on terminal degree[s] from NAAB. The decision is determined by the institution. At this time TTU has determined that because of our teaching requirements, a Master's degree meets the qualifications criteria. However, as the discipline continues to evolve and under the direction of NAAB and ACSA, it is possible that a doctorate will be considered the industry standard for a terminal degree.
- OPA staff will contact all TTU Deans and ask them to confirm terminal degrees in their fields.
- TTU's Institutional Research submitted course evaluation data for Fall 2017. OPA staff are cleaning the data and will submit it to DM for import very soon.
- Open Work Requests

Request #	Date Opened	Title	Status
81	12/8/2017	Revisions to Nutritional Sciences Merit Report	12-22: The revisions are complete and the work request is closed.
82	12/14/2017	December 2017 Raiders Engaged Import	1-2: The import was successfully made and the work request is closed.
83	12/18/2017	Create new report "Terminal Degree Report for Undergraduate Courses"	1-3: DM returned the report with several comments. OPA staff will review these and assure that the new report is running correctly. 12-18: OPA staff realized that a new report was needed to more accurately reflect terminal degrees held by TTU faculty who teach undergraduate courses. The new report will not include graduate students, will only include undergraduate courses, and--whenever the "Is this a terminal degree?" box is checked "Yes"--will print the terminal degree or other degree.
84	12/19/2017	Tweaks to Faculty Transcript Report	1-2: The changes were made and the work request is closed. 12-19: OPA staff requested several items to

			make the Transcript Report more easily read: 1) add the college and department name in the title bar; 2) add page numbers; and 3) add several degrees to specific columns including: for Bachelor's the BArch and BSArch, for Master's add the MSW, MArch, and MLA.
85	12-21-20-17	Tweaks to "Other" degrees in Faculty Transcript Report	<p>1-3: DM successfully updated 281 records, but 97 need to be adjusted with ID records fixed. OPA staff will make this change and resubmit.</p> <p>12-29: DM finished the new Other degree choices and suggested that updates to some degrees now needed to be mapped. OPA staff prepared a spreadsheet with these which was submitted for upload.</p> <p>12-27: DM suggested adding three new degree choices and eliminating the "Other" degree choice. The new categories are "Other Bachelor's", "Other Master's", and "Other Doctorate." OPA staff agreed that this change would work and asked DM to proceed.</p> <p>12-21: After running the Faculty Transcript Report for a specific department, OPA realized that "Other" degrees were not pulling correctly. This work request will adjust that.</p>
86	12/22/2017	2017 ORS Upload Grant	12-22: OPA received ORS grant data and manipulated the spreadsheet for import to DM. The import is expected to be complete on 1-10.
87	1/4/2018	Additions to CURRENT STATUS field	1-4: When a second ORS data file was received, it included four new choices for the CURRENT STATUS field: Supplement, New Award, Continuation, and Renewal. This work request will add those fields to those presently available: In Development, Pending, Awarded, Declined, Expired, and Update/Revision.
88	1/4/2018	Grant Data Import, Jan. 2018	1-4: This work request adds to the "2017 ORS Upload Grant" request above. Further information such as title of the grant and granting organization is included. Expected completion is 1-18 although OPA staff asked DM to expedite if possible to assist TTU faculty with annual reporting.

▪ Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
<b>Activities Database - University (149,608)</b>	2,246	8,123	29,839	80,593

- ✦ Institutional Collaborative Assessment Updates
  - Raiders Engaged currently has 769 projects reported for the 2016-2017 academic year. OPA is awaiting submission from TTU K-12 before officially closing the survey and calculating final numbers. Additional projects will be identified through DigitalMeasures as relating to engaged scholarship and relevant information will be included in the final data.
  - OPA staff are analyzing data from the fall 2017 administration of TechQuest. Data will mostly focus on demographics and overall performance by core area until the post-test is administered to seniors this spring. After a complete data set is received, OPA will begin creating baseline comparisons between freshmen and seniors.

**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.**

- ✦ SACSCOC
  - December 2017 accreditation actions and disclosure statements were publicly released. Please see the full lists here:  
<http://www.sacscoc.org/dec2017actionsanddisclosurestatements.asp>.
  - A policy statement was published regarding reports to be submitted for committee or commission review. This is viewable in its entirety here:  
<http://www.sacscoc.org/pdf/Reports%20requested%20for%20COC%20review.pdf>
- ✦ THECB
  - Jeff Selingo, author of books about higher education including the 2016 *New York Times* bestseller, *There is Life After College*, made a presentation to the THECB about where higher education is headed in the next ten years. Highlights of his address follow.
    - Automation will lead to job losses especially for accountants, technical writers, and commercial pilots. Fields protected from this job loss are athletic trainers, chemical engineers, and economists.
    - The top five skills in job postings include: communication/writing, organizational skills, customer service/problem-solving, and planning/detail-oriented.
    - “People know how to take a course, but they need to learn how to learn.” (John Leutner, Head of Global Learning at Xerox)
    - “A lot of what college comes down to is not what happens in the classroom. It’s about navigating life and building relationships.” (Rick Settersten, Oregon State)
    - Financial independence for college graduates came at age 26 in 1983 compared to 30 now.
    - “Between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the labor force. Math-intensive but less social jobs shrank by about 3 percentage points over the same period.” (David Deming, Professor of Education & Economics, Harvard University)

- The decade ahead will be about developing platforms for success—both for students and campuses—through institutional alliances and throughout the lifecycle of a student’s education.
- The Financial Literacy Advisory Committee presented, “Promoting How and Why to Pay for Training and Education after High School.” Highlights follow.
  - THECB set a goal that by 2030 undergraduate student loan debt will not exceed 60 percent of their first-year wages.
  - The Texas 83<sup>rd</sup> Legislature requires postsecondary education and career counseling academies.
  - Institutions can provide online resumes on costs, financial aid, and other topics.
  - A model is highlighted below:

### Financial Literacy Model

Promoting how and why to pay for training  
and education after high school

Building Knowledge

1. Benefits	4. Funding
2. Cost	5. Course Selection
3. Opportunities	6. Student Loans

Conveying Information

1. Audience	3. Design
2. Readability	4. One-on-One Interventions

Strengthening Consistency

1. Portable Tool
2. Enhanced Training
3. Branding and Partnerships



- A report on access and affordability at Texas public universities was presented by the Division of Strategic Planning and Funding. Institution-specific data from the preceding fall, spring, and summer terms is outlined. Texas Tech University’s data follows.

## Affordability for Texas Tech University - 2016-2017

### Tuition and Fees

Average Tuition and Fees for 30 SCH at your institution: **\$10,622**

Median family income by region, by ethnicity.

This table provides information on the percentage of the median family income that would be required to pay for tuition and fees for the "average" family from a specific region by ethnicity. It does not provide information on how affordable the institution is for students currently enrolled.

Region	White		Black		Hispanic		Asian		Other		Total	
	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F
High Plains	\$56,192	18.9%	\$30,309	35.0%	\$34,796	30.5%	\$53,933	19.7%	\$43,688	24.3%	\$51,197	20.7%
Northwest	\$52,310	20.3%	\$30,796	34.5%	\$34,430	30.9%	\$58,592	18.1%	\$42,197	25.2%	\$49,402	21.5%
Metroplex	\$74,578	14.2%	\$45,187	23.5%	\$39,445	26.9%	\$77,269	13.7%	\$60,665	17.5%	\$65,662	16.2%
Upper East Texas	\$55,054	19.3%	\$33,185	32.0%	\$34,177	31.1%	\$77,141	13.8%	\$46,820	22.7%	\$50,415	21.1%
Southeast Texas	\$54,583	19.5%	\$30,421	34.9%	\$37,447	28.4%	\$64,545	16.5%	\$45,764	23.2%	\$48,576	21.9%
Gulf Coast	\$73,200	14.5%	\$44,737	23.7%	\$40,643	26.1%	\$76,176	13.9%	\$62,725	16.9%	\$62,910	16.9%
Central Texas	\$70,180	15.1%	\$41,248	25.8%	\$42,868	24.8%	\$79,927	13.3%	\$56,829	18.7%	\$63,486	16.7%
South Texas	\$56,876	18.7%	\$47,088	22.6%	\$35,933	29.6%	\$68,226	15.6%	\$48,145	22.1%	\$46,812	22.7%
West Texas	\$57,290	18.5%	\$33,244	32.0%	\$39,803	26.7%	\$97,996	10.8%	\$43,265	24.6%	\$53,604	19.8%
Upper Rio Grande	\$40,126	26.5%	\$53,217	20.0%	\$33,925	31.3%	\$58,246	18.2%	\$35,446	30.0%	\$39,250	27.1%
Statewide	\$62,282	17.1%	\$41,405	25.7%	\$37,524	28.3%	\$74,983	14.2%	\$51,006	20.8%	\$56,650	18.8%

### Undergraduate Students from in-state at your institution

Provides information on the number and percent of undergraduates an institution enrolls from each region by ethnicity.

Region	White		Black		Hispanic		Asian		Other		Male		Female		Total	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
High Plains	6,392	23.3%	719	2.6%	3,179	11.6%	354	1.3%	293	1.1%	5,754	21.0%	5,183	18.9%	10,937	39.9%
Northwest	591	2.2%	13	0.0%	129	0.5%	17	0.1%	24	0.1%	422	1.5%	352	1.3%	774	2.8%
Metroplex	4,079	14.9%	697	2.5%	1,106	4.0%	214	0.8%	201	0.7%	3,451	12.6%	2,846	10.4%	6,297	23.0%
Upper East Texas	371	1.4%	24	0.1%	49	0.2%	6	0.0%	18	0.1%	259	0.9%	209	0.8%	468	1.7%
Southeast Texas	60	0.2%	12	0.0%	11	0.0%	1	0.0%	4	0.0%	45	0.2%	43	0.2%	88	0.3%
Gulf Coast	1,876	6.8%	449	1.6%	735	2.7%	168	0.6%	136	0.5%	1,958	7.1%	1,406	5.1%	3,364	12.3%
Central Texas	1,437	5.2%	96	0.4%	396	1.4%	51	0.2%	81	0.3%	1,203	4.4%	858	3.1%	2,061	7.5%

South Texas	975	3.6%	63	0.2%	812	3.0%	25	0.1%	57	0.2%	1,020	3.7%	912	3.3%	1,932	7.0%
West Texas	625	2.3%	13	0.0%	295	1.1%	19	0.1%	30	0.1%	529	1.9%	453	1.7%	982	3.6%
Upper Rio Grande	89	0.3%	11	0.0%	400	1.5%	11	0.0%	11	0.0%	283	1.0%	239	0.9%	522	1.9%
Statewide	16,495	60.1%	2,097	7.6%	7,112	25.9%	866	3.2%	855	3.1%	14,924	54.4%	12,501	45.6%	27,425	100.0%

#### Criteria for Admissions

- Top 10% of high school graduation class
- Academic record
- Socioeconomic background
- First-generation in college
- Bilingual proficiency
- Responsibilities while attending school
- Standardized test scores
- Community activities
- Extracurricular activities
- Other consideration necessary to accomplish institutional mission

#### Analysis of the Criteria used to admit students at your institution

Freshman applicants are admitted to Texas Tech University in one of four ways: Top 10%; assured admissions (combination of class rank and test score); holistic review; and alternative admissions programs. The primary factors considered in the holistic review are academic: high school course work, honors/advanced placement, rank and test score. The secondary factors considered are extracurricular activities, leadership experience, community service, socio-economic background, family educational background, bilingual proficiency, diversity of experience, and special talents and awards. A review committee is utilized to conduct the holistic review.

#### Criteria for Financial Aid

- First generation student status
- Financial need
- Merit (grades; g.p.a.; performance; other)
- Enrollment in a specific major/discipline
- Enrollment at a specific level
- Enrollment in a specific number of hours
- Enrollment in specific semesters
- Submission of financial aid application by preset deadline
- Date of financial aid application (first-come; first-served)
- Expected family contribution
- Parental contribution
- Cost of attendance
- Other financial factors beyond need

#### Analysis of the criteria used to award financial aid

Criteria for financial aid also includes criteria for scholarships. Students initially identified with the submission of the FAFSA are packaged according to the cost of attendance and EFC (Estimated Family Contribution). TEXAS Grant students are initially packaged according to high school curriculum and the availability of funds. Whenever funds allow, gift aid is packaged up to an amount equal to tuition and fees, less the EFC, with the remaining costs covered by self-help (work study and loans) up to cost of education if eligible. The required 15% set aside funds from designated tuition are used to assist those students with the highest need who did not have the cost of tuition and fees covered by gift aid. Students not completing the FAFSA and applying for private loans only are notified to encourage FAFSA completion. Texas Tech University offers a wide variety of financial aid opportunities for which students can apply to help cover the cost associated with attending the University. These opportunities include grant, scholarship, work study and loan programs that are funded at the institutional, state and federal levels. Programs are available for those students demonstrating a calculated need as well as for those students who do not. Awards are dependent upon availability of

funding and individual program guidelines.

Comparison of this institution to peer institutions in-state and out-of-state

Comparison of this institution to peer institutions in-state and out-of-state Texas Tech University's tuition and fees of \$10,622 for 2016-2017 were more than the following: University of New Mexico-\$7,071, University of Nebraska-\$8,628, Oklahoma State University, Main Campus - \$9,614, University of Texas, Arlington-\$9,616, University of Texas, San Antonio-\$9,677, Oklahoma State University-\$9,614, University of Texas, Austin-\$9,806, Purdue University, Main Campus - \$10,002, Texas A&M University-\$10,030, Texas State University-\$10,218, Indiana University, Bloomington-\$10,388 and University of Wisconsin, Madison-\$10,488. Texas Tech University's tuition and fees of \$10,622 for 2016-2017 were less than Colorado State University, Fort Collins-\$11,080, University of Texas, Dallas-\$12,162, Michigan State University-\$14,070 and Clemson University-\$14,240. College Data Source: U.S. News and World Report. With the number of full-time students and active residence life programs on Texas Tech's campus, the difference between Texas Tech and other campuses is the required fees to support student services such as a modern Union building with a multitude of services for students, the high demand for the services of the recreation center and student health center. It should be noted that these fees are voted upon by the students.