

TTUHSC
NEW AMARILLO
ACADEMIC CLINIC
FACILITY
Report

TTUHSC AMARILLO FACILITY
Executive Summary
SCHOOL OF MEDICINE
SCHOOL OF ALLIED HEALTH

Project Budget	\$24,007,000
• Construction Cost	\$18,733,000
• Design/Fees	\$3,027,000
• FFE	\$1,617,000
• Contingency	\$630,000

TTU/SPC Gateway Program

In the 1999-2000 admissions cycle, over 1,200 applicants were offered provisional admission to Texas Tech. Provisional admission requires that the student attend summer school at Texas Tech and pass 7 semester hours with a cumulative GPA of 2.5 or pass 13 semester hours with a cumulative GPA of 2.25. Of the 1,200 students offered this opportunity, just over 200 accepted and participated. The reasons for the low participation rate include the students' need to work during the summer, the students' fear of failing to meet the provisional requirements for continuation, and, most importantly, the inability to qualify for financial aid. (This is due to the fact that provisionally admitted students are ineligible for state and federal grants, loans or work-study.)

In order to increase the number of provisional students who receive sound preparation and ultimately enroll at Texas Tech, we are proposing the establishment of the TTU/SPC Gateway Program. This program will serve as an additional option for provisionally admitted students. The key features of the program include the following:

- Students participating in the Gateway Program will register as full-time students with SPC.
- Students will begin their university work in the fall semester as opposed to the spring or summer sessions, as is the current policy.
- As an inducement, a total of 200 (100 women and 100 men) Gateway students will be offered the opportunity to live on the Tech campus while enrolled with SPC. As residents of the campus, these students will have full access to Tech facilities and services. They will also be able to join most organizations. It is our belief that such an opportunity will cement students' interest in Texas Tech and encourage them to successfully complete their transfer courses with SPC.
- These students will complete their freshman level courses with SPC at the Reese Center. Both institutions will share the cost of providing bus transportation to and from Reese.

- When the students meet our regular transfer admissions requirements, they will be admitted to the university. The transfer admissions requirements are: 12-23 semester hours (at least 12 hours from core curriculum courses) with a cumulative GPA of 2.5 or 24+ hours with a cumulative GPA of 2.25.

The Potential benefits of this proposal include:

- Promoting access by creating another pathway for provisional students.
- Promoting greater participation in the provisional program, by giving provisional students a more socially attractive alternative to summer school.
- Giving provisional students the opportunity to work full-time during the summer.
- Positioning provisional students so they are eligible for financial aid.
- Developing an even larger "pipeline" of SPC transfer students.
- Providing SPC with another source of students.

Developmental Education Initiative

As we enter the 21st century, Texas Tech is poised to move itself to even higher levels of excellence. In order to focus the university's financial and staffing resources, however, we must make some important decisions. If we are to continue to improve our key programs, attract an even more able student body, increase the graduate enrollment, and further increase the volume of funded research, we will need to make more efficient use of our faculty's time and talents. One way to do this is for Texas Tech to turn over the teaching of its developmental education courses to SPC. At present, graduate students in the Department of Mathematics and Statistics and the Department of English teach approximately 5,900 semester credit hours (1,966 students) in developmental mathematics and English annually. Over the next four years, the university proposes to turn over these courses to SPC faculty at a rate of 25% per year. As a service to our students, SPC faculty will teach Texas Tech's developmental courses on the Tech campus. We will provide SPC faculty with both offices and classroom space.

There are several reasons why this decision will be beneficial for our university and students.

- By moving out of the business of teaching developmental courses, we will be able to concentrate on what we do best — educating and inspiring bright students who are ready for the challenge of a university education.
- In making this change, our English and mathematics departments will be able to redirect their graduate student teaching resources to support addi-

tional sections of freshman and sophomore-level, general education courses.

- Texas Tech's English and math faculty will have the opportunity to invest more time in teaching upper division and honors courses, as well as recruiting and mentoring more graduate students. This, in turn, will further improve our retention and graduation rates and generate more formula funding.
- Texas Tech students will receive quality developmental instruction because community colleges like SPC have an established tradition of providing remediation to diverse student populations.
- In addition, all SPC faculty teaching our developmental courses are qualified by the Southern Association of Colleges and Schools and hold at least a master's degree.
- This change also offers us the opportunity to develop a stronger working relationship with SPC. As our primary source of transfer students, building a closer relationship with SPC faculty and staff will undoubtedly help to ensure that Texas Tech remains the overwhelming choice of SPC students.

By phasing in this change over four years, while increasing our graduate and Honors College enrollment, we anticipate that the cost to Texas Tech will be negligible.

Course Overload Program

SPC will agree to offer additional sections of certain courses for Texas Tech students, beyond those that can be offered by our own resources. An example of this arrangement is currently being performed with Spanish courses. In the mid-1990's student demand for courses in Spanish began to exceed our faculty resources. Rather than cap enrollment in the department or reduce the quality of instruction by increasing the size of classes, an agreement was reached with SPC to take over some of the instructional load. Beginning in the fall of 1998, responsibility for teaching our two-semester freshman level Spanish courses was transferred to SPC faculty. Since the courses were taught on the Texas Tech campus, Texas Tech students were not inconvenienced and our faculty can now offer other Spanish courses in sufficient number so that students can proceed through their requirements without delay.

Another example where the partnership with SPC will be beneficial for both is in the area of staffing. With SPC teaching many former TTU courses, TTU can re-allocate the salaries of the instructors and lecturers to hire additional tenure and/or tenure-track faculty that will enhance our ability to increase graduate programs. As an added benefit, the student credit hours generated by these new tenure/tenure track faculty will qualify for supplemental formula funding.

Accreditation Report

September, 2000

College of Agricultural Sciences and Natural Resources

Department	Agency	Cycle	Next review	Comments
Agricultural Education and Communication	National Council for Accreditation of Teacher Education	5 yr.	2000-2001	Part of the comprehensive review in the College of Education. One of a number of teacher education programs that are part of NCATE certification process. NO CONCERNS
Animal Science and Food Technology	None	--	--	Part of Association for Assessment and Accreditation of Laboratory Animal Care (AALAC). NO CONCERNS
Range, Wildlife and Fisheries Management	Society for Range Management (SRM)	10 yr.	2005	Concern was expressed about the number of FTEs devoted to the program. Many of the "will not" statements in the Statement of Good Practices" are areas where SRM has traditionally evaluated programs.
Landscape Architecture	Landscape Architecture Accreditation Board (American Society of Landscape Architects)	5 yr.	Spring 2001	Problems likely to arise relate to <ul style="list-style-type: none"> • studio space (8600 sq. ft.@ \$175.00=\$1.5 million) • need for an additional faculty member (\$40,000)
One time cost			\$1,500,000	
Recurring (salaries)			\$ 40,000	

College of Architecture

	Agency	Cycle	Next Review	Comments
	National Architectural Accrediting Board	5 yr.	Spring 2001	Potential problem areas: <ul style="list-style-type: none"> • Adequate space for studios and office space (\$510,000) • Enrollment management • Acoustical treatment of studios and classrooms (\$450,000) • Accessibility requirements (\$200,000)
One time cost			\$1,100,000	

College of Arts and Sciences

Of the 19 academic departments and schools in the College of Arts and Sciences, 9 are affiliated with external accrediting associations.

Department	Agency	Cycle	Next Review	Comments
Art	National Association of Schools of Art and Design	10 yr.	Spring 2002	Dean Winer believes that TTU will lose its accreditation in Art as a result of the next review. The following problem areas contribute to this conclusion: <ul style="list-style-type: none"> • Sub standard facilities (\$12,000,000) • Number of faculty (\$160,000) • Amount of HEAF allocation (\$100,000) Plus approximately \$4.5 million in operating and other
Chemistry and Biochemistry	American Chemical Society	5 yr.	2003	No concerns
Health, Physical Education and Recreation	National Council for Accreditation of Teacher Education	5 yr.	2000	Part of the comprehensive review in the College of Education. One of a number of teacher education programs that are part of NCATE certification process. A concurrent review is undertaken by the National Association of Sport and Physical Education. This accreditation is not required for certification of teachers or for program approval for graduates. However, the Department of HPER is anticipating curriculum changes that would put the program into compliance with NASPE standards. There is a desperate need to recruit, hire and retain quality faculty members. Forty thousand dollar starting salaries makes this very difficult. (\$150,000)
Mass Communications	Association of Educators in Journalism and Mass Communications	6 yr.	2003-2004	Dr. Hudson believes that in the next review the School of Mass Communications will face difficulties in: <ul style="list-style-type: none"> • Status of laboratory equipment (\$110,000) • Faculty to student majors ratio (\$140,000)

				• Budget (\$23,000)
Music	National Association of Schools of Music	10 yr.	2002-2003	No concerns
Political Science	National Association of Schools of Public Affairs and Administration	7 yr.	2001-2002	No concerns
Psychology	American Psychological Association and Human Factors and Ergonomics Society	varies	Program specific	No concerns expressed. Programs have different accreditation review dates. (1999, Counseling Psychology; 2001, Clinical Psychology; seeking accreditation for Human Factors program from the Human Factors and Ergonomics Society. Programs are working to seek faculty who can contribute to the unit's diversity goals and philosophy.
Sociology, Anthropology and Social Work	Council on Social Work Education (Social Work program only)	--	Concurrent with planning for School of Social Work, 2001-2004	Pending legislative approval the review will take place during the next 3-4 years. A potential problem area is lack of administrative and budgetary autonomy (separation from Sociology and Anthropology) (\$985,407)* *Tied to legislative appropriation
Theater and Dance	National Association of Schools of Theatre	5 yr.	Seeking approval, 2002-2003	No concerns expressed.
One time cost (building and renovation)			\$12,110,000	
Recurring (salaries and HEAF)			\$4,623,000	

College of Business Administration

	Agency	Cycle	Next Review	Comments
	American Assembly of Collegiate Schools of Business, The International Association for		2002-2003 (2000-01, base year; 2001-02, self study; 2002-03 site visit)	The following are areas of concern for the upcoming accreditation review: <ul style="list-style-type: none"> • Assemble a strong advisory board • Improved linkage between students and potential employers and intern sites

	Management Education			<ul style="list-style-type: none"> • Full involvement strategic planning • Increased faculty involvement in strategic planning • Increased student involvement in strategic planning • Implementation of an enrollment management plan • Retain current faculty • Increased access to technology • Expanding executive education efforts
One time cost			\$700,000	
Recurring (salaries, DOE))			\$1,029,500	

College of Education

Division	Agency	Cycle	Next Review	Comments
Teacher Education	National Council for the Accreditation of Teacher Education (NCATE) and The State of Texas, Texas Education Agency State Board for Educator Certification	5yr. yearly	2000	<ul style="list-style-type: none"> • Both accrediting agencies are moving toward performance based (outcomes based) standards. This could cause some restructuring of programs. • Some philosophical differences exist between faculty and accrediting agencies. • Passing scores on the ExCET are the only criterion used to assess a program under SBEC system (Assessment System for Educator Preparation –ASEP) • The “National Report Card” will require considerable coordination with the state.
Counselor Education	Council for Accreditation of Counseling and Related Educational Programs	6 yr.	Spring, 2001	<p>Current accreditation goes only through 12/31/01. The program was granted only a two year term of accreditation based on the following deficiencies:</p> <ul style="list-style-type: none"> • No evidence that public policy issues are covered in the curriculum for school counseling students. • No evidence that program evaluation results are provided to

				students on a systematic basis. Program faculty members feel that these conditions are minor and will be corrected so that the accreditation will be extended to 12/31/05.
One time cost			-0-	
Recurring (salaries)			-0-	

College of Engineering

The Accrediting Board for Engineering and Technology provides four categories of feedback – Deficiency, Weakness, Concern, and Observation. No deficiencies were given in the most recent evaluation. A number of Observations were provided. Weaknesses and concerns are noted here.

Department	Agency	Cycle	Next Review	Comments
Environmental Engineering	Accrediting Board for Engineering and Technology	6 yr.	1/31/05	Newly accredited, request for re-accreditation due 1/31/2005
Mechanical Engineering	Accrediting Board for Engineering and Technology	6 yr.	Fall, 2001	<ul style="list-style-type: none"> • Report describing actions to correct shortcomings to be submitted by 7/1/2001 • Weakness in curriculum related to thermal systems • Weakness noted related to course completion rates for students • Weakness noted in student advisement • Weakness noted in use of educational program objectives to improve program • Weakness noted related to program assessment and outcomes • Concern expressed for lack of support staff for hardware and software needs • Concern expressed for lack of resources for professional development
Computer Science	Moving accreditation			Texas Tech University will participate at this level.

	under ABET			
Computer Engineering	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Weakness noted in establishing and evaluating educational objectives Weakness noted in number of engineering topics relative to courses with technical specialization Weakness noted related to inclusion of probability and statistics in course content Concern noted for facilities and equipment, hardware and software
Chemical Engineering	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Concern expressed for establishing and evaluating educational objectives Weakness noted related to program outcomes and assessment
Civil Engineering	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Weakness noted in plan for orderly replacement of retiring faculty Weakness noted in size of travel budget
Electrical Engineering	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Weakness noted in use of educational objectives to evaluate program Weakness note related to program outcomes and assessment Concern expressed about the student awareness and understanding of ethical responsibilities
Engineering Physics	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Weakness noted in dissemination of educational objectives and evaluation of objectives Weakness noted related to program outcomes and assessment Weakness noted in curriculum related to engineering topics
Industrial Engineering	Accrediting Board for Engineering and Technology	6 yr.		<ul style="list-style-type: none"> Weakness noted in establishment and use of educational objectives Weakness noted in use of outcome measures for program assessment
Petroleum Engineering	Accrediting Board for	6 yr.	1/31/2002	Report describing actions to correct shortcomings submitted by 1/31/2002

	Engineering and Technology			<ul style="list-style-type: none"> Weakness noted in dissemination of educational objectives Weakness noted in use of outcome measures for program assessment
One time cost			\$	
Recurring (salaries)			\$	

College of Human Sciences

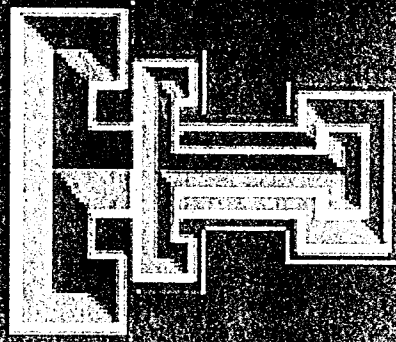
Department	Agency	Cycle	Next Review	Comments
Human Development and Family Studies	Commission on Accreditation for Marriage and Family Therapy Education			<p>The following are areas of concern:</p> <ul style="list-style-type: none"> An unclear definition of "diversity" might be cause for concern in the next accreditation. It seems that COAMFTE is becoming more prescriptive with regard to diversity issues. Outcomes/benchmarking needs some attention for the next cycle.
Education, Nutrition, Restaurant, Hotel and Institution Management	American Dietetics Association		2004	No real problems. Leadership is changing and committees have been put into place to prepare initiating the self study (over three year period)
Merchandising, Environmental Design, and Consumer Economics	Foundation for Interior Design Education Research (FIDER)		2005	<p>The following are areas of concern:</p> <ul style="list-style-type: none"> Maintenance and operation of the labs and studios with emphasis on technology. (\$46,000) Retaining qualified faculty and adding additional faculty (\$50,000)
One time cost (lab renovation)			\$ 10,000	
Recurring (salaries)			\$ 86,000	

School of Law

	Agency	Cycle	Next Review	Comments
School of Law	American Bar Association	7 yrs.	2003	<p>The following concerns were noted in the 1996 ABA review:</p> <p><u>Library:</u> Funding was cited as being well</p>

				<p>below regional and national norms. (\$383,364*)</p> <p><u>Administrated Staffing</u>: Concern was noted regarding administrative staffing. The need for a full time development director, admissions director and more professional assistance in career services was cited. (\$165,000)</p> <p><u>Professional Skills and Curriculum and Clinical Offerings</u>: Harsh criticism relating to the seeming lack of commitment to developing a professional skills curriculum and adding to clinical opportunities. (\$80,000)</p> <p>*in addition to funds approved for five year plan</p>
One time cost			\$383,364	
Recurring (salaries)			\$245,000	

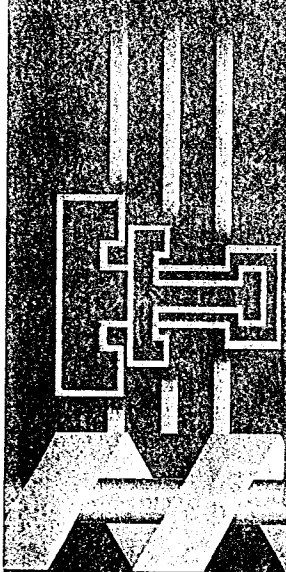
Texas Tech University



Centers and Institutes

Centers and Institutes

- Centers and Institutes provide a mechanism for faculty with common research interests to pursue extramural funding and conduct research in selected areas.
- Texas Tech currently sponsors 66 Centers and Institutes.
- Thirteen Centers and Institutes are supported by Special Research Line Items.
- Four Centers are currently supported by TTU funding.
- Almost all Centers and Institutes receive extramural funding.
- The research areas encompassed by Centers and Institutes, Special Research Line Items, and the Washington, D.C. Initiatives provide a good indication of the breadth of research being conducted at Texas Tech, as well as its research strengths.



Establishment of Centers and Institutes

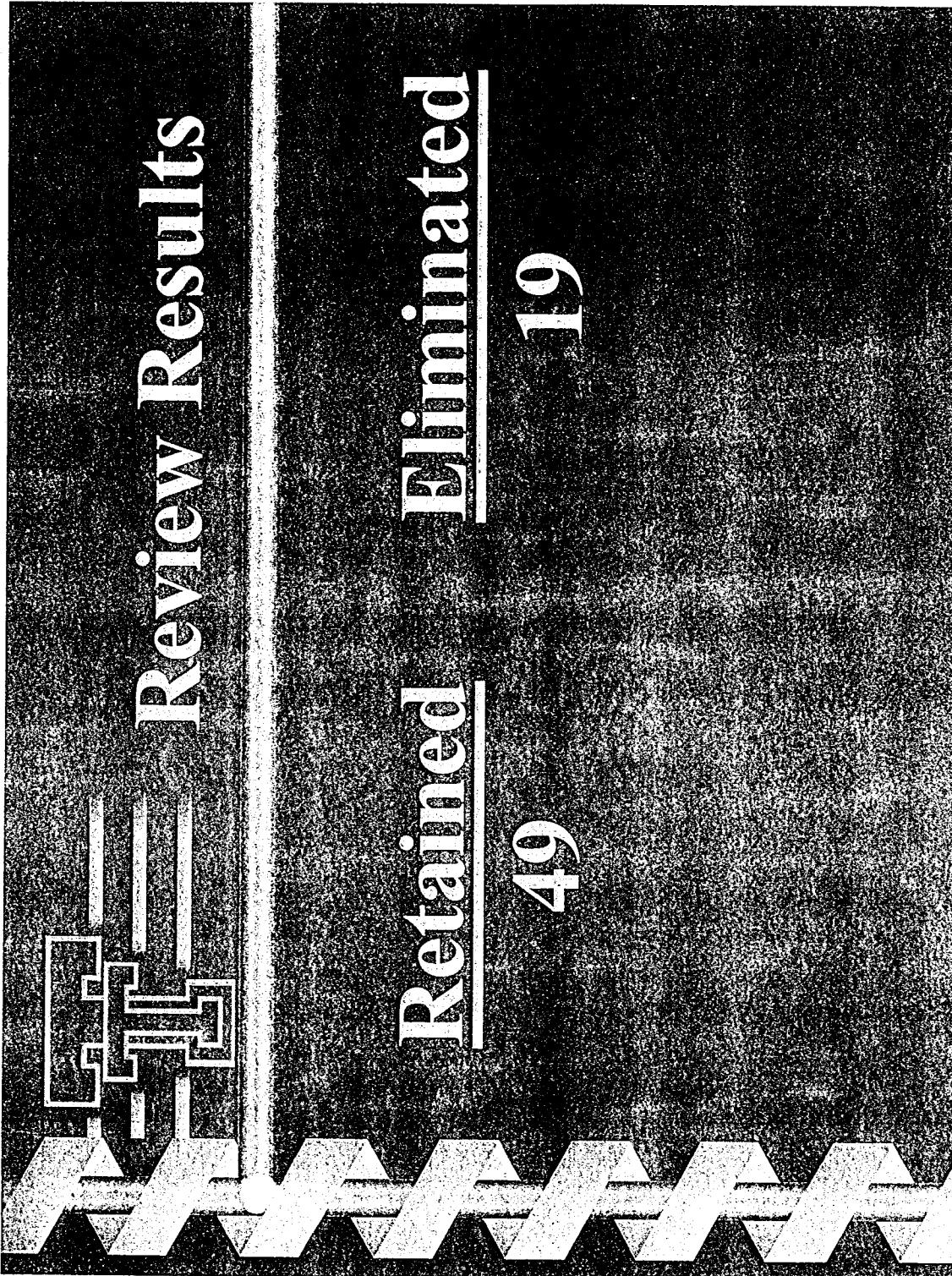
- 1. Request prepared pursuant to O.P. 30.17 by
Faculty Member(s)**
- 2. Approved by Dean or other appropriate
official**
- 3. Endorsement of Vice President for Research
or Vice Provost for Academic Affairs**
- 4. Concurrence of Provost and President**
- 5. Ratification by Board of Regents**

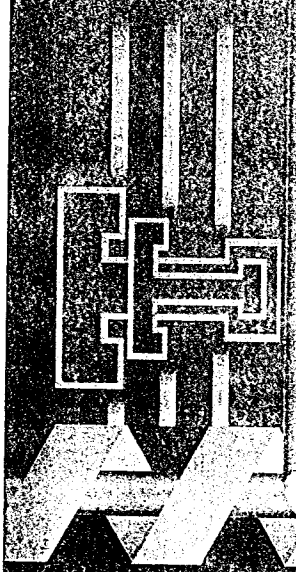
Reviews of Centers and Institutes

- In 1994 and 1995, all Centers and Institutes underwent sunset review.
- Assigned active status, probationary status or eliminated.
- Those assigned *probationary status* are reviewed by a six member faculty review team after three years.
- Those assigned *active status* are reviewed by a six member faculty team after five years.

Review Criteria

1. Numbers of Proposals and Awards
2. Amount of Awards
3. Number and quality of publications
4. Number of graduate and undergraduate students supported
5. Number of theses/dissertations produced
6. Number of patents filed/issued
7. Amount of royalty income produced
8. Amount of R&A generated





Review Philosophy

Given that the majority of
Centers and Institutes exist at no
cost to TTU, the admonition to
the physician is applicable.

FIRST, DO NO HARM!

**CENTERS AND INSTITUTES
TEXAS TECH UNIVERSITY
October 30, 2000**

AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Centers:

- Center for Agricultural Technology Transfer (1990)**
MS 2131, 103 Ag Education and Communication Bldg.
FAX# 742-2880
Matt Baker, Director 2-2816
- Center for Feed and Industry Research and Education (1994)**
MS 2141, 104 Animal Science Bldg.
FAX# 742-2492
Reed Richardson, Director 2-2516
- International Center for Food Industry Excellence (2000)**
MS 2162, Meat Science Laboratory
FAX 742-0169
Marcus Miller, Director 2-2804
- International Textile Center (1981)**
MS 5019, Box 45019, Lubbock, TX 79409-5019
1001 E. Loop 289, Lubbock, TX 79403
FAX 747-3796
Dean Ethridge, Director 747-3790

Institute's:

- Cotton Economics Research Institute (1998)**
MS 2132, 317 Ag Science Bldg.
FAX 742-1099
Don E. Ethridge, Director 2-2821
Sukant K. Misra, Associate Director
- Institute for Research in Plant Stress (1981)**
MS 2123, 108 Goddard Bldg.
FAX 742-2836
John R. Abernathy, Director 2-2810
- Pork Industry Institute for Research and Education (1991)**
MS 2141, 123 Animal Science Bldg.
FAX 742-2335
John J. McGlone, Director 2-2826
- Thornton Agricultural Finance Institute (1981)**
MS 2132, 317 Ag Science Bldg.
FAX 742-1099
Phillip Johnson, Director 2-2821
- Wildlife and Fisheries Management Institute (1989)**
MS 2125, 102-B Goddard Bldg.
FAX 742-2280
Ernest B. Fish, Director 2-2841

ARCHITECTURE

Center:

Architecture Research Center (1995)
MS 2091, 604 College of Architecture
FAX 742-2855
Joe Bilello, Director 2-3136

ARTS AND SCIENCES

Centers:

Center for Applied Systems Analysis (1987)
MS 1042, 246 Math and Statistics Building
FAX 742-1112
Clyde F. Martin, Director 2-1511

Center for Forensic Studies (1982)
MS 1051, 120 Science Bldg.
FAX 742-1182
E. Roland Menzel, Director 2-3760

Center for Historic Preservation and Technology (1987)
MS 1013, 78 Holden Hall
FAX 742-1060
Joseph King, Director 2-3591 or 2-2201

Center for the Integration of Science Education and Research (2000)
MS 3131, 02C Biology Bldg.
FAX 2-2963
Richard L. Blanton, Director 2-8065
Linda Durham, Admin. Secretary 2-2883 x5

Center for Petroleum Mathematics (1981)
MS 1033, 201 Math and Statistics Bldg.
FAX 742-1112
Ron Anderson, Director 2-2566

Center for Public Service (1981)
MS 1015, 120 Holden Hall
FAX 742-0850
Phillip Marshall, Director 2-3125 or 2-3126

Center for the Interaction of the Arts and Sciences (1997)
MS 3091, 323 English Bldg.
FAX 742-0989
Bruce Clarke, Director 2-2500

Center for the Study of Regional Economic and Industrial
Development (1997)
MS 1014, 237 Holden Hall
FAX 742-1137
Lewis Hill, Director 2-2201
Robert McComb, Associate Director

Center of Sports Health and Human Performance (1984)
MS 3011, 201 Men's Gym
FAX 742-1688
Jacalyn Robert-McComb, Director 2-3371

Southwest Center for German Studies (1981)

MS 2071, 215 Foreign Language Bldg.

FAX 742-3306

Meredith McClain, Director 2-3207

Or 744-6033

Center for the Study of the Vietnam Conflict (1997)

MS 1045, 04 Mathematics & Statistics Bldg.

FAX 742-8664

James R. Reckner, Director 2-3742

Holden Hall Office, Room 58 2-9003

Diane Oliver, Center Administrator 2-3742

Ronald B. Frankum, Associate Archivist 2-9010

Douglas Pike, Associate Director (Research) 2-8663

Donald R. Walker, Associate Director (Finance) 2-3589

Tanya Jones, Administrative Secretary 2-3742

Institutes:

Cooperative Institute for Convective Meteorology Studies (1996)

MS 2101, 1215 Business Administration Bldg.

FAX 742-1738

Arthur L. Doggett, Director 2-3477

Institute for Communications Research (1981)

MS 3082, 220 Mass Communications Bldg.

FAX 742-1085

Jerry Hudson, Director 2-2315

Institute for Studies in Pragmaticism (1981)

MS 0002, 304-A Library Bldg.

FAX 742-3172

Kenneth Ketner, Director 2-3128

Clyde Hendrick, Associate Director

Scott Cunningham, Assistant Director

Institute for the Mathematics of the Life Sciences (1997)

MS 1042, 246 Math and Statistics Bldg.

FAX 742-1112

Clyde F. Martin, Director 2-1511

Leather Research Institute (1989)

MS 1061, 09 Chemistry and Biochemistry Bldg.

FAX 742-1005

Dennis Shelly, Director 2-1762

Robin (Terry) Ervin, Associate Director 2-1921 x244

BUSINESS ADMINISTRATION

Centers:

Center for Entrepreneurial and Family Business (1991; name change '96)

MS 2101, 308 Business Administration Bldg.

FAX 742-2099

(Open), Director 2-3176

Ritch L. Sorenson, Associate Director 2-2173

Center for Professional Development (1981)
MS 2102, 158 Business Administration Bldg.
FAX 742-1093
(Open), Director 2-3170

Texas Center for Productivity and Quality of Work Life (1981)
MS 2101, 1004 Business Administration Bldg.
FAX 742-1346
Barry A. Macy, Director 2-1530

Institutes:

Institute for Banking and Financial Studies (1982)
MS 2101, 902 Business Administration Bldg.
FAX 742-2099
Paul Goebel, Director 2-3339

Institute for Leadership Research (1998)
MS 2101, 1018 Business Administration Bldg.
FAX 742-3848
James G. (Jerry) Hunt, Director 2-3763

EDUCATION

Center:

Virginia Murray Sowell Center for Research and Education in Visual Impairment (1998)
MS 1071, 170 Education-Administration Bldg.
FAX 742-2326
Nora Griffin-Shirley, Co-Director 2-2345
Alan Koenig, Co-Director 2-2393

ENGINEERING

Centers:

Center for Applied Research in Industrial Automation and Robotics (1983)
MS 3061, 201 Industrial Engineering Bldg.
FAX 742-3411
Hong-Chao Zhang, Director 2-3543

Center for Energy Research (1981)
MS 1021, 206 Mechanical Engineering Bldg.
FAX 742-3540
J. Walt Oler, Director 2-0973 or 2-3563

Center for Multidisciplinary Research in Transportation (1997)
MS 1023, 171 Civil Engineering Bldg.
FAX 742-3488
Priyantha Jayawickrama, Director 2-3471, x245
Judy Hardin, Research Coordinator 2-3503, x239

MRI Petrophysical Applications Center (1998)
MS 3111, 103 Petroleum Bldg.
FAX 2-3502
Lorne A. Davis, Director 2-3573 x231 or 2-2650

Murdough Center for Engineering Professionalism (1987)
MS 1023, 215 Civil Engineering Bldg.
FAX 742-0444
Jimmy Smith, Director 2-3525
William Lawson, Deputy Director 2-3525

Rural Airborne Particulate Matter Research Center (1998)
MS 1023, 203 Civil Engineering Ctr.
FAX 742-3448
Cliff Fedler, Director 2-2801, x255

Sensor Systems Center (1999)
MS 3102, 241 Electrical Engineering Bldg.
FAX 742-1245
Henryk Temkin, Director 2-1264

Water Resources Center (1981)
MS 1022, 203 Civil Engineering Bldg.
FAX 742-3449
Lloyd V. Urban, Director 2-3597 x252

Institutes:

Institute for Design and Advanced Technology (1994)
MS 1021, 128 Mechanical Engineering Bldg.
FAX 742-3540
A. Ertaş, Director 2-0967 or 2-3563

Institute for Disaster Research (1981)
MS 1023, 155 Civil Engineering Bldg.
FAX 742-3446
James R. McDonald, Director 2-3476 x223

Institute for Ergonomics Research (1981)
MS 3061, 201 Industrial Engineering Bldg.
FAX 742-3411
M. M. Ayoub, Director 2-3543

HUMAN SCIENCES

Centers:

Center for Financial Responsibility (1995)
MS 1162, 242-244 Human Sciences Bldg.
FAX 742-9784
A. William Gustafson, Director 2-9781
Sunny Orr, Assistant Director 2-9782
Amelia Westney, Project Director 2-9781

Center for the Study of Addiction (1988)
MS 1162, 172 Human Sciences Bldg.
FAX 742-1070
Carl Andersen, Director 2-2891

Child Development Research Center (1990)
MS 1162, 272 Human Sciences Bldg.
FAX 742-4210
Cathy Nathan, Director 2-3016

The Curriculum Center for Family and Consumer Sciences (1981;

name change 2000)

MS 1161, 02 Human Sciences Bldg.

FAX 742-3034

Marilyn Wragg, Director 2-3029

Institutes:

Institute for Child and Family Studies (1981)

MS 1162, 167 Human Sciences Bldg.

FAX 742-0508

Mary Tom Riley, Director 2-3296

Texas Wine Marketing Research Institute (1988)

MS 1162, 281-A Human Sciences Bldg.

FAX 742-0125

Tim H. Dodd, Director 2-3077

OTHER/INTERDISCIPLINARY

Center for Applied Acoustics Research and Development (1997)

MS 2091, S-02 Architecture Bldg.

FAX 742-2855

Jack Randorff, Co-Director 2-3134

Lynn Hatfield, Co-Director 2-3767

Center for Applied Petrophysical Studies (1991)

MS 3111, 212 Petroleum Bldg.

FAX 742-3502

: George B. Asquith, Co-Director 2-3154

Scott M. Frailey, Co-Director 2-1801 x245

Center for Biotechnology and Genomics (merged 1999)

MS 1061, 417 Chemistry and Biochemistry Bldg.

FAX 742-2468

Randy Allen, Co-Director 2-2715

David Knaff, Co-Director 2-2468

Core Instruments Facility (Instruments Lab)

MS 1061, 416 Chemistry Bldg.

FAX 742-1289

Susan San Francisco, Manager 2-0942

Center for Child and Adolescent Development and Resiliency (1999)

MS 1162, 606 Human Sciences Bldg.

FAX 742-0285

Nancy Bell, Director for Evaluation & Research 2-3000 x269

Kitty Harris, Director for Training 2-3000 x256

Center for Health Care Strategy (1997)

MS 2101, 1003 and 1005 Business Administration Bldg.

FAX 742-2308

John Blair, Director 2-0432

Center for High Performance Computing (1999)

MS 1163

Reese Center: Room 104B, Building 555

1207 Gilbert Drive, Lubbock, TX 79416

FAX 885-1847

Phil Smith, Director 885-4567

Center for Systems Solutions (1999)

MS 3061, 201 Industrial Engineering Bldg.

FAX 742-3411

Mario G. Beruvides, Director 2-3543

James R. Burns, Co-Director 2-1547

Fire Ecology Center (1999)

MS 2125, 103 Goddard Bldg.

FAX 742-2280

Carlton M. Britton, Co-Director 2-2842

Robert B. Mitchell, Co-Director

International Center for Arid and Semiarid Land Studies (1981)

MS 1036, The International Cultural Center

FAX 742-1954

Kary Mathis, Director 2-2218

Northwest Texas International Trade Center (NWITC/COBA) (1997)

MS 5100, 2579 S. Loop 289, Suite 210, Lubbock, TX 79423

FAX 745-6207

Pat Helton, Director 745-3973

Northwest Texas Small Business Development Center (1982)

MS 5100, 2579 S. Loop 289, Suite 114,

Lubbock, TX 79423

FAX 745-6717

Craig Bean, Exec. Director 745-3973

Software Engineering Research, Training, and Education

Center (SERTEC) (1998)

MS 3104, 211 Engineering Center

FAX 742-3519

Donald J. Bagert, Jr., Co-Director 2-1189

Surya Yadav, Co-Director 2-2165

Teaching, Learning, and Technology Center (1996)

MS 2044, North Wing Library Bldg., Room 136

FAX 742-0134

Rosslyn M. Smith, Director 2-0133

Wind Engineering Research Center (1988)

MS 1023, 101 Civil Engineering Bldg.

FAX 742-3446

Wind Engineering -- Reese Center 885-2333

FAX 885-4468

Kishor C. Mehta, Director 2-3476

Chad Morris, Associate Staff Director 2-3479

Richard E. Peterson, Associate Director 2-3103

Institutes:

**Institute for Development and Enrichment of Advanced
Learners (IDEAL) (1998)**

MS 2191, 108 McClellan Hall

FAX 742-0480

Martha Hise, Director 2-2420

Space Science Research Institute (1999)

MS 3061, 201 Industrial Engineering Bldg.

FAX 742-3411

James L. Smith, Director **2-3543**

The Institute of Environmental and Human Health (TIEHH) (1989)

MS 1163

Ronald S. Kendall, Director **885-4567**

Reese Center

1207 Gilbert Drive, Building 555, Lubbock, TX 79416

FAX 885-2132 (director's office) or 885-4577 (faculty)

Edith Angel Environmental Research Center (EAERC)

Route 2, Box 106A Highway 14 South, Chariton, IA 50049

FAX 515-774-8626

Charles G. Crabtree, Site Manager **515-774-5116**

COLLEGE OF EDUCATION

- Teachers
- Counselors
- Administrators
- Technologists
- Researchers
- Professors

MISSION STATEMENT

The College of Education at Texas Tech University provides comprehensive programs that bridge scholarship, research, and professional practice for a diverse society. The College supports reflective practitioners who teach, engage in research, and provide leadership for educational excellence and equity in partnership with communities and educational agencies.

WORKING MOTTO



Scholarship for:

- Improving Educational Practice
- and
- Maximizing Learning Opportunities

GOALS FOR THE COLLEGE OF EDUCATION

- Enhance Graduate Program Innovation
- Expand Teacher Education Graduates
- Expand Diversity Initiatives
- Develop Infrastructure to Support Excellence
- Build an Integrated COE Community

WORK IN PROGRESS



- Excellent Teaching in the COE
- Exceptional Partnerships within the University and in the Community
- Productive Faculty Scholarship Which Informs and Improves Educational Practice
- Recognized Programs Which Provide Better Access to Higher Education Opportunities
- Long Term Service to Professional Organizations, Agencies and Institutions
- Continuing Development of Grant and Contract Activity Tied to COE Mission

A VISION OF THE FUTURE



- An Expanded Student Profile
- An Enhanced Resource Base
- A Community of Scholars
- A Foundation from NCATE Review
- A New Building

April 12, 1996 • The Chronicle of Higher Education • B9

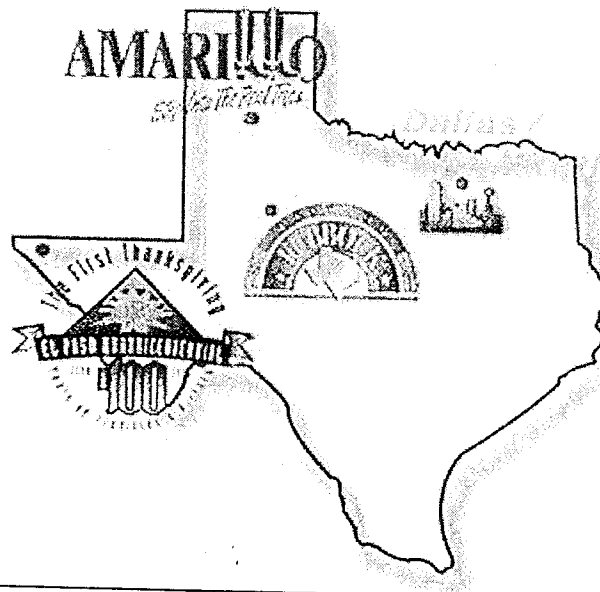


*“Okay, so you didn’t win the Nobel Prize. But aren’t
You happy one of your former students did?”*

Report On The Texas Tech School of Pharmacy

Arthur A. Nelson, Jr., R.Ph., Ph.D.
Dean and Professor
TTUHSC School of Pharmacy
November 3, 2000

Texas Tech School of Pharmacy



Overview Of Pharmacy Education

- 4-Year Professional Program Leading To Doctor of Pharmacy (Pharm.D.) As the Entry Professional Degree
 - Students Complete 78 Credits At Any College/University Before Enrolling At TTUHSC
- Substantial Change In Scope Of Pharmacists' Practice In Texas And Other States Has Required Significant Changes In Education
- The School Also Offers Graduate Programs In Pharmacy Practice (Residencies) and Sciences (M.S/Ph.D. Program)

3

Accomplishments Of Last Year

- Graduated First Class May 2000
 - 100% Pass Rate On National Boards
 - Scored Above Both National and Texas Averages
 - 30 % Graduates Enrolled In Residencies (Among Top 5 Schools Nationally)
- **Full Accreditation** of the Pharm.D. Program
- **Accreditation** of Graduate Pharmacy Education (Residency) Programs
- Began Ph.D. Pgm In Pharmaceutical Sciences
- Opened Our Dallas/Fort Worth Center

4

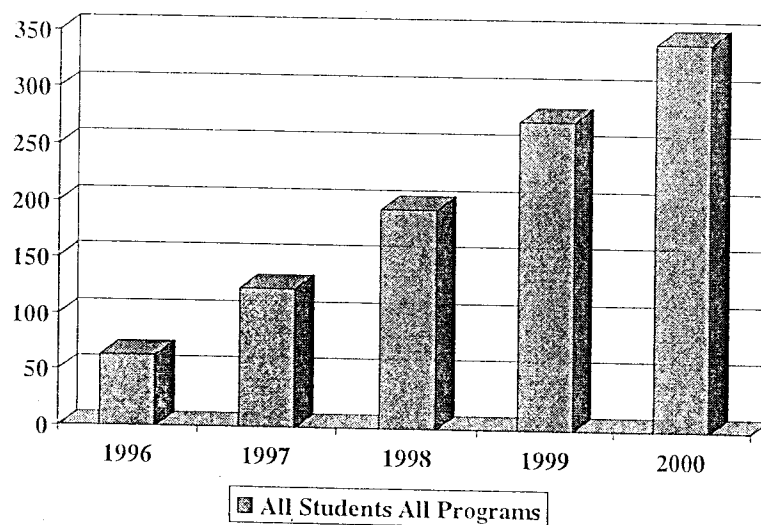
Accomplishments Of Last Year

Continued

- Large Number of New Faculty With Significant Credentials
 - 19 New Faculty Hires During FY00
 - Total Faculty of 68 Plus 4 Vacancies
- Recruitment Of Students and Residents
 - 42% Increase In Pharm.D. Applicants
 - *(Only 15 Schools Nationally Reported Increased Applications)*
 - 5 New Ph.D. Students
 - 18 Residents
- Growing Extramural Research Funding

5

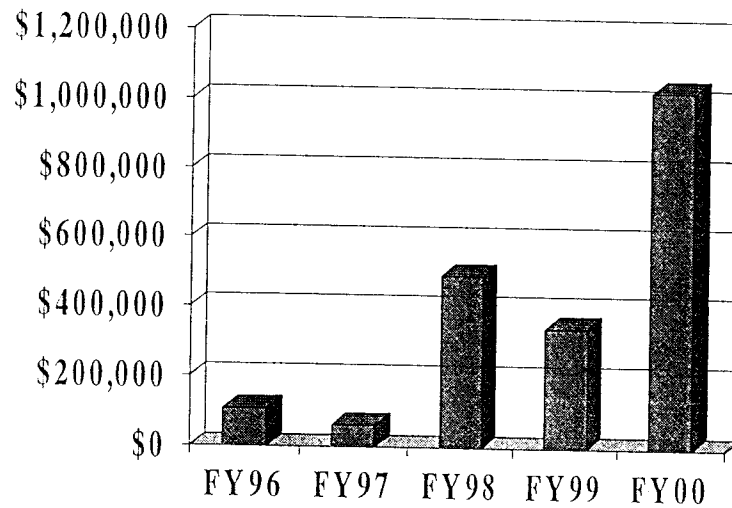
School of Pharmacy Enrollment



6

Extramurally Funded Research

(Grant/Contract Awards All Sources)



7

FY01 Initiatives

- Maturing Of The Curriculum
- Expand Program Activities In The Metroplex
 - First Texas Tech Program In Metroplex
 - Legislative Request For \$1M/Year To Firmly Establish This Campus (*Does Not Include Building A Permanent Building*)
 - Anticipate 30-3rd Year and 30-4th Year Pharm.D. Students and 15-20 Pharmacy Graduate Students (Residents) By 2002

8

FY01 Initiatives Continued

➤ Recruitment Of New Faculty

- The School of Pharmacy's First Endowed Chair - Amarillo Community Endowed Chair In Pharmaceutical Sciences (\$1.1M Endowment)
- 4 Positions In Pharmaceutical Sciences
- 10 Positions In Pharmacy Practice (Most Shared 50/50 With Dallas/Fort Worth Hospitals and Community Pharmacies)
- Associate Dean For Research

9

FY01 Initiatives Continued

➤ Recruit New Students & Residents

- Fall P1 Class (72 Postions)
- Expand Ph.D. Class By At Least 7 New Students (15 Total Students)
- 20-25 Residents In School & Affiliated Programs on All Campuses
 - Affiliates Include Amarillo and North Texas VA Health Systems; Harris-Methodist In Fort Worth; Presbyterian In Dallas; Childrens' Medical Center In Dallas, United Supermarkets In Amarillo & Lubbock, Walgreens In Amarillo and Metroplex, and Eckerd In Metroplex

10

FY01 Initiatives Continued

- New Leased Facilities For Dallas/Fort Worth
 - 30 P3 & 12 P4 Students In AY2001
 - 30 P3 & 30 P4 Students In AY2002
- Open Pharmaceutical Care Centers
 - *Lubbock*: Pain Mgt. & Medical Office Blding
 - *El Paso*: RET Campus
- Develop Drug Distribution Center In Amarillo For TDCJ/TYC and TTUHSC Managed Care Contracts

11

Two Major Challenges

- Developing Research Infrastructure & Research Support Services to Continue to Grow Extramural Grants and Contracts
 - Additional Research Laboratories
 - Expanded Vivarium In Amarillo
- Maintaining Competitive Salaries For Faculty and Staff – *We Need A Market-Rate Adjustment Due To Dramatically Expanding Salaries for Pharmacists*
 - *Average Entry Salary For May Graduates >\$75,000*
 - *There Is A Significant National Shortage Of Pharmacists – Very Acute In Texas*

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**REPORT OF THE INVESTMENT ADVISORY COMMITTEE
NOVEMBER 3, 2000**

MR. CHAIRMAN, THE INVESTMENT ADVISORY COMMITTEE MET ON SEPTEMBER 8, 2000.

DAVID STEIN OF FUND EVALUATION GROUP ("F.E.G.") (OUR INVESTMENT CONSULTANTS) REVIEWED THE PERFORMANCE OF THE EXISTING MANAGERS OF THE LONG TERM INVESTMENT FUND ("LTIF") AS OF AUGUST 31, 2000. THE LTIF'S RETURNS FOR THE QUARTER ENDED WERE ESSENTIALLY EVEN AT 6.1% TO 6.4%. THE COMPOSITE RETURN OF THE LTIF OUTPERFORMED THE BALANCED INDEX FOR THE 1-YEAR TRAILING AND CALENDAR YEAR-TO-DATE PERIODS. INDICATIVE OF THE FAVOR THAT THE GROWTH STYLE ENJOYED DURING THE YEAR ENDED, DAVIS HAMILTON JACKSON CONTINUED TO OUTPERFORM, POSTING AN ANNUAL RETURN OF 31.1% VERSUS THE S&P/ INDEX RETURN OF 16.3%

SMALL CAP INVESTORS OUTPERFORMED LARGE CAP IN GENERAL DURING THE YEAR. BROWN INVESTMENT ADVISORY OUTPERFORMED DURING THE QUARTER DUE TO TECHNOLOGY STOCK SELECTION. BECKER CAPITAL MANAGEMENT TRAILED THE RUSSELL 2000 INDEX FOR THE QUARTER AND YEAR ENDED. HOW-

EVER, MR. STEIN INDICATED THAT ITS PERFORMANCE OUTPERFORMED GIVEN ITS VALUE STYLE.

HANSBERGER GLOBAL INVESTORS OUTPERFORMED FOR THE QUARTER AND WAS ESSENTIALLY EVEN WITH THE INDEX FOR THE YEAR-TO-DATE, WHICH WAS DOWN OVERALL DUE TO A STRONG DOLLAR. HANSBERGER TRAILED THE INDEX FOR THE YEAR DUE TO ITS VALUE PHILOSOPHY.

MR. STEIN ALSO PRESENTED A STUDY PERFORMED BY F.E.G. OF TOP QUARTILE MANAGERS, WHICH ILLUSTRATED THAT THE TIME PERIOD USED FOR EVALUATION OF MANAGERS SHOULD APPROXIMATE A FULL MARKET CYCLE TO REDUCE THE LIKELIHOOD OF A PREMATURE TERMINATION OF A MANAGER WHOSE STYLE MAY BE OUT OF FAVOR.

GEOFF SARFF OF DAVIS HAMILTON JACKSON & ASSOCIATES ("DHJ") (OUR INVESTMENT MANAGER) GAVE A SUMMARY OF DHJ'S PERFORMANCE AND INVESTMENT OUTLOOK, NOTING THAT DHJ HAS OUTPERFORMED ITS BLENDED INDEX FOR THE QUARTER AND YEAR ENDED AND SINCE INCEPTION OF THE ACCOUNT.

[End of report]

Division of Enrollment Management Update

November 3, 2000

Admissions and School Relations

- **Fall 2001 Admission Report.** (A full Report is provided)
- **Recruitment Travel.** The office recent focus is responding to college day/night program invitations and setting up high school and community college visits. During the last 6 weeks Texas Tech has been represented at programs (school visits not included) as follows:

<u>TACRAO</u>	225 Programs
Covering Dallas, Houston, San Antonio, Panhandle, Rio Grand Valley, Corpus Christi and Southeast Texas (Beaumont).	
<u>Oklahoma</u>	50 Programs
<u>New Mexico</u>	45 Programs
<u>Other States</u>	7

: Including Virginia (2) Louisiana (2) Denver (1) Kansas City (1) Arkansas (1)
- **Regional Centers.** A planning and goal setting meeting for all Regional Center Coordinators, Marty Grassel and Kalith Smith, the campus based Regional Center liaison was held in early September, in Dallas. Luncheons for high school counselors in each region were scheduled. Speakers for these luncheons included Earl Hudgins, Financial Aid, Marty Grassel, Admissions, and Dr. Gary Bell, Honors College, and Dr. Michael Heintze was a special speaker at two luncheons. The events were held as follows:

<u>Area</u>	<u>Date</u>	<u>Attendance</u>
Fort Worth	September 7	73
Dallas	September 8	135
Houston	September 14	150
Austin	October 18	42
- **Fort Worth Reception.** On Sunday October 22, 2000 an Open House Reception, hosted by Terry and Linda Fuller, was held for area students. The Fort Worth Coordinator, Dina Smith and Trey Hattaway from the campus along with 13 other persons attended. One of the students had been to Honors Colloquium and two others had scores over 1300 on the SAT.

- **Lubbock College Night.** All colleges on campus participated by having individual booths during the College Night at the Civic Center Auditorium for Lubbock area students. Texas Tech was well represented in our community.
- **Fall University Day, October 8, 2000.** Over 25,000 prospective students were sent invitations to the 2nd annual Fall University Day. Approximately 800 guests attended preview events beginning on Sunday in the Allen Theater. Over 440 persons enjoyed a barbecue in the Frazier Alumni Pavilion. President Schmidly welcomed the guests at the Monday morning opening ceremonies in the Municipal Auditorium. The parents and 491 students who registered on Sunday and the parents and 1,061 students who registered (some students may have registered twice) enjoyed a day of academic advisement, tours of campus and housing facilities, getting acquainted with student services and student organizations and other special events. Parents and 45 students attended the Top Scholar Reception at the Southwest Collection Library and met with campus deans and other administrators. Overall approximately 3,000 visitors were accommodated and evaluations of University Day were highly favorable. A "thank you for your participation" letter was sent to all students who attended.
- **ACT/ SAT Workshops.** Local Area Counselors were invited to breakfast and an ACT Workshop and/or an SAT Workshop and Luncheon. The ACT Workshop was attended by 43 counselors and the SAT Workshop by 40 counselors.
- **National Merit Semi-Finalist/Texas Tech Select.** Approximately 1,400 students from Texas, Oklahoma and New Mexico who have been named National Merit Semi-Finalists are being sent a letter from Dr. Schmidly offering the 5 year, \$1,000 per year, Texas Tech Select Scholarship.
- **Advanced Placement Search.** A "mini" viewbook, information about scores required to receive credit by exam, and a letter is being sent to 21,245 students who took advanced placement tests and scored well on them. The students are from Texas, Oklahoma, New Mexico and other selected states.
- **Oakridge School Parents Night.** Marty Grassel was asked to serve as part of a three-member panel to discuss preparing for college with high school juniors and their parents. One panel member represented a public out-of-state school, one a private out-of state school and Texas Tech was chosen the state university. Approximately 85 parents and students attended.
- **Phi Theta Kappa.** Transfer Recruitment Advisor, Dana Smith and Texas Tech Alumni PTK chapter president attended a state Phi Theta Kappa Leadership Conference hosted by UT Dallas. The Texas Tech chapter plans to host this annual conference in the near future. Members of the alumni

- chapter also participated in a South Plains College PTK event to honor former President Haragan.
- **Visitors Center/ President's University Select.** During the first six weeks of the school year, more than 483 visitors were given campus tours by members of the President's University Select, or Admissions staff members. Members of President's University Select have also helped welcome new faculty at the New Professor/Faculty Breakfast, participated in the first annual Ambassador Alliance and assisted in the President's box at home games. On Fridays, prior to home games, they help promote spirit by driving the Red Raider Club official Texas Tech Hummer, around campus. Members were especially helpful during University Day activities. Currently plans are underway to make major enhancements to the visitor experience in preparation for the early spring opening of the new Visitors Center in West Hall.
- **Big XII Admissions, Registrars & Business Officers Conference.** This conference hosted by Oklahoma State on October 29 – 31 was attended by Marty Grassel. This conference offers a great opportunity to learn from colleagues and competitors.
- **Professional Development.** Marty Grassel attended the NACAC (National Association of College Admissions Counselors) annual conference in Washington DC. Counselors from across the nation received Texas Tech information at the College Fair for Counselors, a part of the conference agenda. Assistant Director, Jarret Mallon completed his Master of Arts degree in August. Assistant Director, Trey Hattaway was honored during Homecoming with the distinguished Top Techsan award.
- **Office Activity.**
 - Application electronically received into the system are currently being tested.
 - Counselor packets including a new poster have been sent to all Texas, New Mexico, Oklahoma and other selected high schools.
 - Fall Post cards have been sent to all prospective students.
 - A cover for the paper version of the Texas Common Application which includes information specific to making application to Texas Tech is sent with all requests for information.
 - Thank you post cards are sent upon the receipt of an application for admission.
 - Web sites are continually being improved. Special events such as University Day are promoted on the web.

- **Upcoming Projects/Events.**

- **South Plains College Initiative “Gateway”** as an alternative for provisionally admitted students is in the final planning stage.
- **Alumni Recruitment Program** is in the final proposal stage.
- **International Recruitment.** Texas Tech Admissions representative, Henry Cantu will attend the NAFSA (National Foreign Student Advisors Association) conference and college fair in Monterrey Mexico.
- **Bus Tours for Students from Disadvantaged Schools in Dallas and Houston** are being planned by Regional Coordinators in these areas.
- **A Video** specifically designed for campus visitor viewing is planned.
- **Princeton Review and Peterson’s Guide** will be giving additional media coverage for Texas Tech University

Financial Aid

- **ADVANTG.** The next phase of our loan processing system was delayed. The new installation date is December 12, 2000. When the installation is complete, we will be able to complete the process of moving the non-TGSLC lenders to electronic fund transmission for loan processes using the Common Line 5 format. Our goal remains to use electronic funds transmission for all of the student loans possible.
- **Handbook.** Work on the new *Scholarship and Financial Aid Handbook* has been received is now available for use in the fall admissions trips and for our current students. The *Handbook* includes a reply card that we will use to measure the students feelings about the usefulness of the *Handbook*. The information received will help us improve the content so students will receive maximum needed information from this publication.
- **Remodeling.** An upgrade to the office lobby and offices is nearing completion. Carpeting and a new front counter have been installed. The rest of the lobby furnishings should arrive in the next two weeks. The remaining furnishings will be for the students to use if they need to complete forms or use the computers in the lobby to access their personal information on Tech SIS, complete the Free Application for Federal Student aid via the Web, or complete the federally required entrance or exit loan counseling. The new filing system is in place and is already making a positive difference in the storage and handling of the documents we receive. The remainder of the furnishings for individual offices should be in place over the

next two months. This project has made the financial aid office much more pleasing to students and families as they come to Texas Tech. We are pleased with the number of positive comments we have received from both students and parents.

- **Employee/Employee Dependent Scholarship.** The employee dependent scholarship continues to grow. For the fall 2000 semester there were 442 recipients for a total of \$215,100. This is an increase of 11% from fall 1999. The number of recipients increased 8% from fall 1999.
- **Refund checks for Fall 2000.** The Student Business Service Office began mailing refund checks to students on August 17, 2000. SBS mailed 3,304 checks on the 17th for \$5,614,615. By the first class day 6,238 checks for \$8,885,483 had been mailed to students. The refund check is for financial aid funds that pay more than tuition and fees. These funds are to help students cover expenses such as housing, books, and meals. By the 12th class day, September 12th, 10,635 checks for a total of \$12,861,230 had been mailed to students. As of October 16th, 15,173 checks have been mailed to students for \$18,511,098.
- **High School Counselors.** The financial aid office has participated with the Office of Admissions and School Relations in the counselors' lunches in Dallas, Fr. Worth, Houston, and Austin. The luncheons are to present Texas Tech to counselors in that area and to answer any questions they have about TTU. The luncheons were very successful and well attended. The financial aid office will also offer a one-day workshop for high school counselors in the Education Service Center for Region XVII. All counselors in this region are invited to attend. The workshop provides information to the counselors regarding financial aid processed and any changes for the upcoming processing year. This is done in partnership with the Texas Association of Student Financial Aid Administrators.

Programs for Academic Support Service

- **Learning Center.** The attached chart shows the overall student contacts and contact hours utilized at the Learning Center for the entire year. Overall use of the facility has climbed due largely to Supplemental Instruction and Testing Accommodations. The figures in each column represent the actual number of contacts, the total contact hours indicates the amount of time a particular service was engaged.
- **XL: Strategies for Learning.** *Seven Habits of Highly Effective Students.* This semester, the XL: *Strategies for Learning* program has launched a new curriculum. Through observations and studies of the XL population, we have found that issues of attribution and personal management are main areas that keep college students from succeeding academically. To address these issues, we have incorporated the *Seven Habits of Highly Effective People* by Stephen Covey into our curriculum. The students buy a *FranklinCovey Collegiate Planner*, which comes

with an audio CD of *The Seven Habits*, to use as their textbook. Throughout the ten week course, we discuss each habit in conjunction with study skills such as time management, goal setting, learning and teaching styles, listening, note taking, reading, test taking, memory, and stress management. For example, the first habit, be proactive, addresses the need for the students to begin taking personal responsibility for their academic lives. This habit introduces the theory of personal management to the students; we can then show them the practical application by teaching the *FranklinCovey* system. This summer, 87% of the students in our pilot program made a 2.0 GPA or above the first summer session continuing the pilot program with our fall classes.

- **XL 1999-2000 Enrollment and Retention.** XL 0201 had a total enrollment of 1,087 students during the 1999-2000 academic year. Of those, 807, or 74% of the students, successfully completed the program. Our overall retention rate, as defined by those students receiving a 2.0 GPA or better, was 62%. Our retention rate for returning students was 67%, and for probational freshmen, 52%. The following tables summarize the enrollment and retention rates of the 1999-2000 academic year.

XL Enrollment and Retention for Fall 1999

	Enrollment	Completed		Retained	
		Number	Percentage	GPA 2.0+	Percentage
Returning	391	288	73%	169	59%
Probational	35	19	54%	10	52%
Total	426	307	72%	179	58%

XL Enrollment and Retention for Spring 2000

	Enrollment	Completed		Retained	
		Number	Percentage	GPA 2.0+	Percentage
Returning	152	130	85%	96	63%
Probational	396	263	66%	136	52%
Total	548	393	71%	179	59%

XL Enrollment and Retention for Summer 2000

	Enrollment	Completed		Retained	
		Number	Percentage	GPA 2.0+	Percentage
Returning	102	102	100%	88	86%
Probation al	11	5	45%	5	100%
Total	113	107	94%	93	86%

XL Total Enrollment and Retention for 1999-2000 **Academic Year**

	Enrollment	Completed		Retained	
		Number	Percentage	GPA 2.0+	Percentage
Returning	645	520	80%	353	67%
Probation al	442	287	64%	151	52%
Total	1087	807	74%	504	62%

- **TASP Basic Skills Program.** The chart that appears at the back of this section shows that of the first time entering students who were TASP liable in the fall, of those who have retested (142), 61%, had successfully passed the TASP test in one or more areas as of this date. We include all areas in the percent total because some students come in only liable for one section, some for two, and a very few for all three areas. Any successful completion of any portion of the TASP test is counted.
- **Coordinator, XL Strategies for Learning.** Ms. Michelle Doss has assumed the duties of Coordinator, XL. Ms. Doss has her bachelor's and master's degrees from Baylor University and has taught in the XL program for five years. We are fortunate to have someone of her experience and educational background on staff.

Printing and Related Services

- **Printing and Related Services.** Printing and Related Services continues to provide support services to the Division of Enrollment Management, Texas Tech University, and the Texas Tech University System. This group of service departments provides a wide range of services to faculty, staff, and students. The service departments are PrinTech, full service printing and graphic design; Bulk Mail Center, bulk-mailing services; CopyTech, convenience copy shop; and University Copy Service, departmental copier placements.
- **New CopyTech Location.** CopyTech has been in temporary quarters between the wings of West Hall since September 1999, as part of the West Hall renovation

project. The northeast corner of the building has now been renovated and CopyTech at this time is moving into its new permanent location. CopyTech is the first of many departments that will occupy the newly-renovated West Hall.

- **GATF Training.** PrinTech has made an 18-month commitment to in-house training with the Graphic Arts Technical Foundation (GATF) Imaging Skills Training Program. Jenise Haynes, Pre-Press Specialist, attended the GATF train-the-trainer sessions in Philadelphia, PA, and is conducting the sessions each Thursday. Graphic designers, pre-press specialists, customer service representatives, student designers, and other technical personnel attend the sessions each week. The knowledge modules include (1) Desktop Publishing, (2) Composition, (3) Job Engineering, (4) Image Capture, (5) Basics of Press, Binding, and Finishing, and (6) Digital Output, with detailed sub-modules on each topic. Additional topics have been added on Automation Design Standards for mailing.
- **Climate Survey.** Preparations were made with the Office of Quality Service (Christy Meriwether) for Printing & Related Services' first Climate Survey. On June 15, Shauna Peterson conducted a climate survey orientation meeting for all staff of PrinTech, Bulk Mail Center, CopyTech, and University Copy Service. Staff members took the actual 108-question survey at one of three sessions on June 19, June 21, or June 26. A make up session was held on June 28. Results have now been received from the Office of Quality Service and brainstorming sessions were conducted with staff members on September 15 and 22. An action plan is being developed to enhance the work environment for all staff members.
- **Departmental Newsletter.** One of the outgrowths of the climate survey process was the creation of a departmental newsletter. This is an informal, monthly newsletter designed to enhance communication. Lana Walden, Clerical Specialist IV, is editor of the newsletter and seeks inputs each month from managers and staff.
- **Staff Senate.** Copy Services Manager Maurice Welch rotated off the Staff Senate in June. Maurice was elected in the initial Staff Senate election and drew a one-year term. Maurice represented Printing & Related Services very well and served on several key committees including traffic and parking and employee privacy. Congratulations to Maurice for a job well done.
- **Director Printing and Related Services.** Shauna Peterson, Director, has recently served on two Division of Enrollment Management interview committees. She was a member of the Director Publications Center interview committee, and has been asked to chair the interview committee for the new Assistant Vice President Enrollment Management.
- **Historical Deficit Concluded.** PrinTech accumulated a deficit in the 1980s. This was identified for administrative action in the early 1990s. On 8-31-91, PrinTech was reclassified from Auxiliary Funds to Service Department Funds. The university contributed \$333,461 toward the deficit fund balance on 8-31-91 and an additional

\$100,000 on 8-31-92. The remainder of the deficit became the financial responsibility of PrinTech to pay from funds earned by service to campus customers.

- Since that time, PrinTech has worked to repay the historical deficit. The challenge has been to:
 1. Repay the historical deficit
 2. While replacing aging equipment and rebuilding staff to provide quality service to the campus
 3. While competing with 66 local printers and other regional printers for the business of campus customers.
- The historical deficit was retired at the end of FY 2000 on 8-31-00.
- **National Recognition.** This successful process was recognized by PrinTech's peers in the printing industry in a recent issue of *In-Plant Graphics*, featuring a cover and related article entitled "Texas Teamwork: Strong leadership and a dedicated staff have turned Texas Tech's once faltering in-plant into a powerful operation."
- **Financial Accountability.** Printing and Related Services continues to be financially accountable for its operations, under the leadership of Shauna Peterson, Director, Jamie Looney, Business Manager, and other members of the management and supervisory team.
- **Positive Current Operations.** All units of Printing and Related Services are currently "in the black." Reports for FY 2000 have been concluded, showing positive growth in all areas. These successes will be celebrated in two separate events, one for CopyTech/University Copy Service and one for PrinTech/Bulk Mail Center. The positive celebration of successes is another outgrowth of the Climate Survey and the Four Roles of Leadership workshop.
- **Three-Year Equipment Plan.** Printing and Related Services has developed a three-year equipment plan that has been reviewed by the Vice President Enrollment Management. Printing and Related Services management and the VP EM were slated to review this equipment in further detail at GraphExpo in Chicago on September 24-27. It is hoped that this new equipment plan can be aggressively pursued in order to improve our ability to serve the campus and to provide expansion of services.
- **Professional Development.**
 - Shauna Peterson, Director, attended the International Publishing Management Association (IPMA) conference in San Antonio, TX.
 - Shauna Peterson, Director, and Don Harty, Assistant Director, attended the 25th annual Southern University Printing and Duplicating Managers Conference (SUPDMC) at Louisiana State University in Baton Rouge, LA. Don was part of a panel on customer service at the conference.
 - Jenise Haynes and Noe Garcia, both Pre-Press Specialists, attended training on ScenicSoft Preps, new pagination software that is part of a new Portable Document Format (PDF) workflow initiative.

- Jamie Looney, Business Manager; Maurice Welch, Copy Services Manager; and Linda Smith and Lisa Gould, both Clerical Specialist IVs; attended the first phase of the Texas Procurement Training Program on July 10-12, and will continue with the second phase on October 23-25. This is the same training that other state certified buyers attend and will continue to allow the various units to serve our customers quickly and effectively in accordance with state guidelines.
- Maurice Welch, Copy Services Manager; Don Harty, Assistant Director; and Steve Lojewski, Pressroom Supervisor, attended the GraphExpo trade show in Chicago on September 24-27.

Registrar

- **Web For Faculty.** This system has been enhanced to add more features for the faculty. This fall we will add the mid-semester grading process. All faculties that have freshman, athletes, cheerleaders, managers, and trainers will log on to the web for faculty and submit their grades. This will prepare the faculty for full implementation for grading on the web.
- **Strategic Enrollment Management.** The Office of Access & Equity Texas Higher Education Coordinating Board held a workshop in Austin, Texas, September 28, 2000. Don Wickard, Registrar, as well as other professionals attended the meeting from Texas Tech. We received a presentation of the model currently being used at the University of Cincinnati. This workshop was to be used as a fact-finding mission to help Texas Tech begin this process.
- **Employee promotions and new hires.** The Registrar's Office is proud to announce the promotion of Kim Blaylock to Department Information Systems Specialist II, Caryn Mulnax to Clerical Specialists II and Daisy Adair as a new Clerical Specialist II. We are currently searching for a telephone/receptionists.
- **Quarterly Employee Recognition Award.** This award has been given for the second time this year and we are please to announce this quarter the award winner was Roberta Latham, Assistant Registrar/Texas Academic Skills Program Compliance
- **TASP Compliance Office.** The TASP Compliance Office has issued the 2000-2001 TASP Compliance Handbook. This handbook will be mailed to high school counselors and distributed to students needing to take the TASP. The office has initiated contact with all schools subscribing to the TACRAO listserve and made a TASP contact list for all schools in the state of Texas. We use this list to directly contact TASP people at other institutions when a

student needs official scores for an alternate test or were made exempt for a portion(s) of the TASP test by the initial institution.

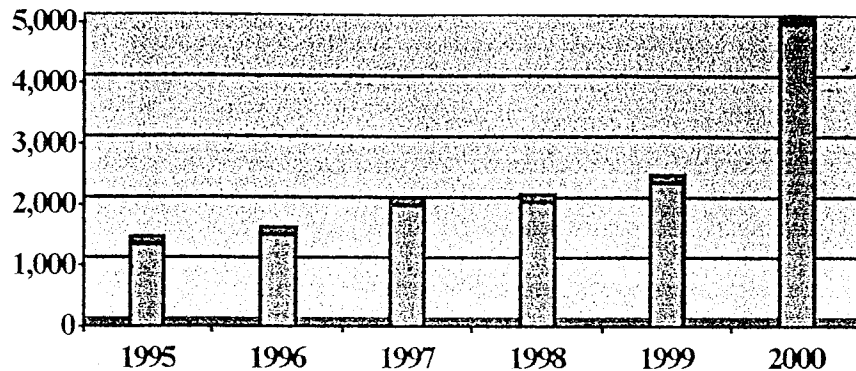
- **Transfer Evaluation Office.** Updated the Transfer Evaluation Office WEB page to include downloadable list of the Texas Common Course numbering index used at Texas Tech University. The TEO has the capability of emailing scanned copies of transcripts and course descriptions to departmental contacts for immediate transfer of information. Plans to place the transfer equivalency information for all Texas institutions into the Internet is closer to being a reality. More than 50 institutions transfer information is ready to be posted onto the Internet. The office has utilized the capabilities of the TechReports to send full documentation of a students transfer record to the student once the evaluation of their credit is complete. This information assists students, with their registration, by allowing them to view their transfer equivalency before seeing an advisor. If the student has questions or concerns about their transfer credit, they can contact our offices before they meet with advisors or before registering for courses.
- **Veteran Affairs Office-Coordinator.** Audits with the Texas Workforce and Veterans Administration have been completed and we have received approval to continue training of Veterans, 2000-2001. Veterans Coordinator has received training on the degree audit and will begin developing processes to use the system.

University Transition Advising Center (UTAC)

The University Transition Advisement Center (UTAC) is the university's academic advising center. The mission of UTAC is to serve the Texas Tech community by:

1. providing quality academic advising to diverse populations of undergraduates
 2. providing professional development/training for academic advisors
 3. supporting efforts to maximize the performance of under-prepared students
 4. supporting all students in meeting their educational goals
 5. advising all students in the College of Arts and Sciences during orientation
 6. advising students concurrently enrolled in local high schools and TTU
- **ADVISEMENT GUIDES.** One way in which UTAC has reached an increasing number of students is with the Advisement Guide given to students who attend New Student Orientation during Summer, Fall and Spring Orientations. The number of guides put into the hands of students has shown a steady increase each year from 1,341 in 1995 to 5,000 in 2000.

Advising Guides Distributed to Students, 1995-2000



The dramatic increase in the number of students who received the UTAC Advising Guide in 2000 resulted from including it in the Orientation Notebook, a booklet that was given to all students. Because students who declare majors upon enrollment tend to change majors several times, including changing to Arts and Sciences Undecided (ASUD), they need access to the information included in the Advising Guide. In the past, UTAC information was given only to ASUDs.

- **ADVISOR POOL TRAINING.** Graduate students, retired TTU faculty, and retired public school teachers are hired on a temporary, part-time basis to help schedule students during peak times such as advance registration, open registration, add/drop week, and orientation. Twelve new advisors participated in a sixteen hour Fall Advisor Pool Training in October.
- **COLLEGE STUDENT INVENTORY (CSI).** CSI is a retention and advising tool that helps institutions evaluate enrolled students. Where students are usually evaluated on the basis of their entrance exam scores, placement exam scores, rank in graduating class, and TASP scores, the CSI measures students on the basis of their:
 1. academic motivation
 - study habits
 - intellectual interests
 - academic confidence
 - attitude toward educators
 2. social motivation
 - self-reliance
 - sociability
 - leadership
 3. general coping ability
 - ease of transition
 - family emotional support
 - openness
 - career planning
 - sense of financial security

4. receptivity to support services
 - academic assistance
 - personal counseling
 - social enhancement
 - career counseling
5. initial impressions
 - academic offerings
 - living arrangements
 - location
 - cost
 - financial aid
6. internal validity
 - care and attention in completing the inventory

The CSI program has been researched through UTAC staff attendance at a national conference, telephone calls and emails to representatives from the company that developed the advising tool, and communication with colleges and universities that are using it. UTAC is currently preparing to host a trainer from Noel Levitz to train 30 advisors from across campus during the month of December.

Texas Tech has also been selected to serve as a pilot institution for the Form B of the CSI, a form with 100 items versus 194 items. In return, we will be receiving the student, advisor, and institutional reports at no charge to the institution.

- **NEW STUDENT ORIENTATION CONFERENCES.** UTAC participated in all Orientation conferences during the summer. Participation included conducting an advising session for all College of Arts and Sciences students and their parents, coordinating advising for all majors in CAS including ASUDs, and advising selected majors within the college.
- **OUTREACH TO STUDENTS FOR SCHEDULING.** During the last week of September and the first week of October, a postcard campaign was conducted to notify students to make an appointment for advance registration, which begins in November. When students have not made an appointment by the end of October, they were scheduled through a phone campaign. We look forward to the time when all students have a TTU email address and are responsible for information received on their email accounts.
- **OVER 60 CREDITS CHANGED TO OVER 45 CREDITS.** The objective of this program is to move ASUDs with more than 45 hours through a decision-making process to an academic major. File reviews, a letter campaign, and a telephone campaign were conducted to provide a proactive advising initiative with these students. As of the fall semester, the student population has been changed to begin intrusive advising with ASUDs beginning at 45 credits.

- **PROFESSIONAL DEVELOPMENT.** To provide professional development for academic advisors across campus, UTAC held a fall gathering of advisors on September 1, 2000. Funded by the Division of Enrollment Management, the "working luncheon" included overt networking between advisors. The program involved a power point presentation by UTAC academic advisors on the College Student Inventory (CSI). See CSI section for more information.

Two UTAC academic advisors attended the Noel Levitz Retention conference in Washington, D.C.

The UTAC Associate Director attended the NACADA national conference in Orlando, Florida.

The UTAC Director attended the Texas Coordinating Board conference on Enrollment Management in Austin.

A UTAC sponsored campus-wide training program was held at the College of Engineering in October. Engineering advising staff presented a program on TOOLS of advising, emphasizing electronic advising tools which have been developed there.

Memberships in professional organizations have been increased. As of the fall semester, all UTAC advising staff members are members of the National Academic Advisers Association (NACADA). UTAC is a program member of the First Year Experience (FYE) organization, and the National Student Personnel Association (NASPA).

- **PROVISIONAL STUDENT REPORT FOR 2000 (002, 003, 004).** The following statistical information is on provisional students for the academic year 2000. Requirements for a single summer session are to successfully complete 7 hours (including IS1100) with a GPA of 2.5 or better. For students attending spring semester only or both summer sessions, completion of 13 hours (including IS1100) with a 2.0 or better is required. Enrollment for Spring 2000 was 60. Total enrollment for the 2000 Summer Sessions reached 277 students, bringing the total number of provisional students for 2000 to 337. **Enrollment increased from the same period 1999 by 35% (from 252 to 337 students).** Nine students who were unsuccessful in 003 chose to continue to 004 to attempt 13 hours with a GPA of 2.00 or better.

Success Rates for 2000 Provisional Program

Term	#Enr.	#(%) Successful	#(%) Unsuccessful	# No Grades	# Withdrawn
002	60	20** (33)	34 (57)		5 (8)
003	120	93 (78)	25****(21)	2	-
004	157	121*** (77)	31 (20)	3	-
003/004	*9	8 (89)	0 (0)	-	1
Total	337	242 (72)	90 (27)	5	6

* Included in 120 enrolled for 003

** 1 exception admitted

*** 2 exceptions admitted

**** 9 continued to 004

72% (242 students) of the enrolled provisional population for 2000 were successful in meeting provisional requirements. Of these, 95% (229 students) are enrolled and attending class for the fall semester 2000. This represents 68% of all provisionally enrolled students for 2000. Students who did not enroll chose not to for reasons including: failure to receive student financial aid; feeling that Tech was too far away from home; and family responsibilities.

GPA Analysis by Term for Provisional Program 2000

Term	0.00-0.99	1.00-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	No Grades
002	12	19	8	11	5	0	
003	4	8	5	15	37	41	2
004	3	19	11	23	35	63	3
3/4	-	-	3	5	-	-	-
Total	19 (6%)	46 (14%)	27 (8%)	54 (16%)	77 (23%)	105 (32%)	5

In conclusion, provisional students attending in the spring term are typically less successful, as indicated by GPA, than students attending either of the summer terms.

- **PROVISIONAL STUDENTS SUCCESS RATE IN IS1100 -GRADE SUMMARY.** Provisional students are required to successfully complete the IS1100 (Freshman Seminar) class. In 2000, 88% of all provisional students (324) passed IS1100 with a grade of A or B. Of those who were not successful, only 12 students (3% of all provisional students) received a D or F.

- **TASP AS A PREDICTOR OF PROVISIONAL STUDENT SUCCESS.** A snapshot evaluation of provisional students' performance on the TASP as compared to their success rates in the provisional program follows.

Observations of Spring Term (002)

TASP Failed		# (%) Successful	# Failed
All	6	2 (33)	4 (67)
Math	28	7 (25)	21 (75)
Reading	9	2 (22)	7 (78)
Writing	9	1 (11)	8 (89)

In the Spring term, 002, two of the students (33%) who failed all portions of TASP were able to satisfy provisional requirements. In comparison, only one student (11%) who failed the TASP writing satisfied provisional requirements. Of the nine students who failed TASP reading, two students (22%) satisfied provisional requirements.

Observations of Summer Session I (003)

TASP Failed		# (%) Successful	# Failed
All	16	9 (56)	7 (44)
Math	33	29 (88)	4 (12)
Reading	21	18 (86)	3 (14)
Writing	11	10 (91)	1 (9)

As typical of Summer Session I provisional students' overall success rates, the success rates with regard to TASP were significantly higher than those from Spring provisional students.

Observations of Summer Session II (004)

TASP Failed		# (%) Successful	# Failed
All	13	6 (46)	7 (54)
Math	68	52 (76)	14 (24)
Reading	32	21 (66)	11 (34)
Writing	26	22 (85)	4 (15)

A more in depth study of courses attempted by 004 Provisional students yielded the following information:

- 1/3 attempted Psy1300 and made C or lower. 1/3 of these students also failed the reading portion of the TASP. Conversely, 21 of the 28 successful students enrolled in Psy1300 made A or B.
- 3 of the 4 students enrolled in English 1301 made D or F. None of these students failed TASP writing.
- 1/3 passed all portions of the TASP

- Most successful classes attempted:
 - Edit 2318-Computing and Information Technology
 - FS2322 - Courtship and Marriage
 - HDFS2320-Basic Interpersonal Skills

- **PROVISIONAL PROGRAM HISTORICAL OVERVIEW OF SUCCESS.**

Enrollment and Success Rates 1998-2000

Term	1998	1999	2000
Spring	57	57	60
Summer I	87	53	120
Summer II	107	142	157
Summer I & II*	14	8	9
Total	251	252	337

*Includes students enrolled in both Summer I&II, carried over from Summer I

Enrollment and Success Rates 1998-2000 by Term

Provisional program students eligible for enrollment in subsequent Fall semesters:

Term:	1998	1999	2000
Spring	53%	37%	33%
Summer I	76%	74%	78%
Summer II	84%	85%	76%
Summer I & II*	50%	90%	89%

In summary, it appears that, while the number of provisional students has grown substantially, the attempted/successful ratio has remained relatively constant. Students enrolled in the Spring tend to be less successful than those enrolled for Summer 1 or Summer 2. Students continuing through both summer sessions are markedly successful in completing provisional requirements.

- **RESEARCH.**

EARLY ALERT: An Early Alert study is being conducted with first semester ASUDs enrolled in a political science class. The program includes intrusive advising after each test. The advising sessions involve the following:

- identifying problems that students found when studying
- looking at resources to address the problems
- changes that need to be made prior to the next exam
- resources to help learn to read for political science
- resources to help learn how to study for political science
- resources to help get the most from lectures
- resources to help with test taking anxiety

HISTORICAL PROVISIONAL PROGRAM: Retention Analysis for 1996-2000: Data compilation and analysis of retention rates of provisional students from 1996-2000 is in progress. It is a research project which tracks approximately 1,500 individual provisional students from initial provisional enrollment through current matriculation status or graduation. This analysis includes information such as current enrollment, current number of hours enrolled, current GPA, and cumulative GPA.

ORIENTATION ATTENDANCE AND GPAs: A UTAC research project documented the GPAs of students who first enrolled at TTU in the fall of 1999. A comparison of GPAs at the end of the first year to the orientation attendance date showed a direct correlation: the GPAs of student cohorts who attended the earlier orientation conferences were higher than the GPAs of student cohorts who attended later orientations.

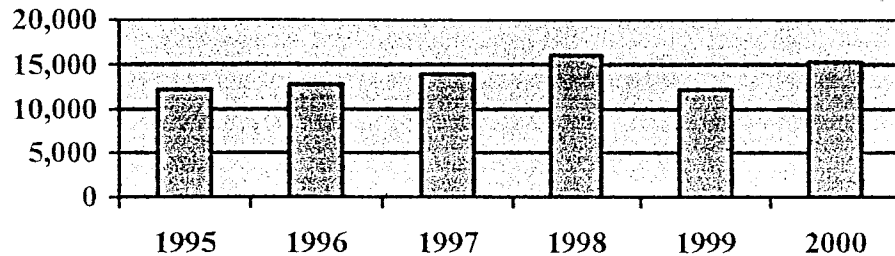
UTAC DATABASE: For the UTAC research database, 40 fields have been identified from the AIS database. Snapshot dates and comparison fields are being determined.

- **RESTRUCTURING.** The UTAC Academic Advisor position responsible for coordinating programs for at-risk populations is currently being searched. Student populations include provisional, probation, and reinstated from suspension. An additional population this position is responsible for is ASUDs with 45 credits or over.
- **STUDENT SUPPORT SERVICES GRANT.** UTAC and McNair staff prepared the TRIO grant application for a Student Support Services Program at Texas Tech. It was submitted in September with notification of award anticipated sometime next summer.

If awarded, the grant would provide support services for 150-180 TTU first generation college and low income students, some with disabilities. Support services include an advisor to student ratio of 75:1, individual tutoring support, and proactive advising.

- **UTAC STUDENT CONTACTS.** The University Transition Advisement Center strives to be accessible as well as an information resource to all Texas Tech and prospective Texas Tech students, parents, and employees. The number shows an increase each year except for the year 1999. During 1999, the office logged only phone calls for which an advisor spoke to a student. In previous years, all calls to the office were logged no matter who answered the question for the caller.

UTAC Student Contacts



Another important aspect to note is that in the years 1995, 1996, and 1997, UTAC was responsible for the Texas Academic Skills Program (TASP). Yet in 1998, when UTAC was not responsible for advising TASP students for skills development, the office still had a major increase in contacts as evidenced by the contact chart.

- **TECHNOLOGY.**

UTAC ELECTRONIC TRACKING SYSTEM: To improve tracking, research, and reporting, a computerized card swipe system is nearing completion at UTAC. Under the supervision of our Micro Specialist (formerly Network Supervisor), the system will log when students enter and leave UTAC, their wait time, and an anonymous student feedback program. An interface with the TTU system is being planned. The UTAC side is completed, and we are waiting for the AIS student data file.

UTAC WEBSITS: The UTAC website is online and in compliance with TTU and Enrollment Management. It is now possible for students to interact through the website with advisors through the Virtual Advising email address at advising@utac.ttu.edu.

HUMMINGBIRD: Hummingbird was installed on each computer in the Holden Hall Computer Lab which is used for scheduling. This allows advisors access to the TechSIS student record system to speed up the connection and reduce the amount of frozen screen time. This enabled UTAC Pool Advisors to advise more students in a more efficient manner.

- **UNIVERSITY DAY.** UTAC staff served as greeters at the October 9 University Day. Following the morning assembly, the UTAC director spoke to prospective-CAS students and their parents, and UTAC advisors staffed a table for prospective ASUDs.

McNair Scholars Program

The McNair Scholars Program is a federally funded initiative created to help first-generation undergraduates from low-income families and other underrepresented groups prepare for graduate study. Twenty McNair scholars attend weekly workshops, conduct research under the supervision of a faculty mentor, have one-to-one academic advising with members of the McNair staff, and receive financial support.

- McNair Scholar Aretha Ross was chosen as one of 50 McNair Scholars nationwide to participate in the Compact for Faculty Diversity's annual Doctoral Scholars Institute Conference. The conference will be held in Orlando, FL, October 26 – 29, 2000.
- President David Schmidly will be the keynote speaker at the 2000 McNair Scholar Fall Reception titled: Academic Excellence through Undergraduate Research: Preparing McNair Scholars for Graduate School Success. The program was held on October 31, 2000.
- McNair Staff participated in the Graduate School Fair hosted by the TTU Career Planning and Placement center.
- An Introduction and Orientation was given to new and continuing scholars. Information included introduction of program staff, program requirements, and program benefits.
- The McNair Scholars Handbook was created as a resource for scholars concerning program requirements, mentor responsibilities, scholar responsibilities, program services, community services, and campus services.
- Twenty-one McNair Scholars have actively participated in the 1999-2000 program year. All Scholars are low-income and first generation. Out of the 21 McNair Scholars at TTU, 7 (33%) are Hispanic, 2 (9%) are African-American, 11 (52%) are Anglo, and 1 (4%) is Asian. The students represent a wide variety of the majors offered at Texas Tech.
- To date, fifteen of the twenty-one Scholars (71.4%) have had the opportunity to visit a graduate school or to attend a professional conference within their discipline.
- Of the 9 Scholars who received a bachelors degree this year, 7 have enrolled in a graduate program (77.7%). One Scholar has indicated that she plans to enroll in a graduate program in the near future, and the remaining scholar is pursuing a second bachelor's degree. He plans to enroll in a masters degree upon completion of his second undergraduate degree.
- Future activities include hosting a November 9, 2000, site visit. McNair Scholars from Abilene Christian University will be conducting a site visit of the TTU Graduate Program. The TTU McNair Scholars program is co-hosting this event with the TTU Graduate School. ACU Scholars will meet with representatives of the Graduate School, tour the campus, and meet with individuals in their disciplines of interest for graduate study.

IS1100

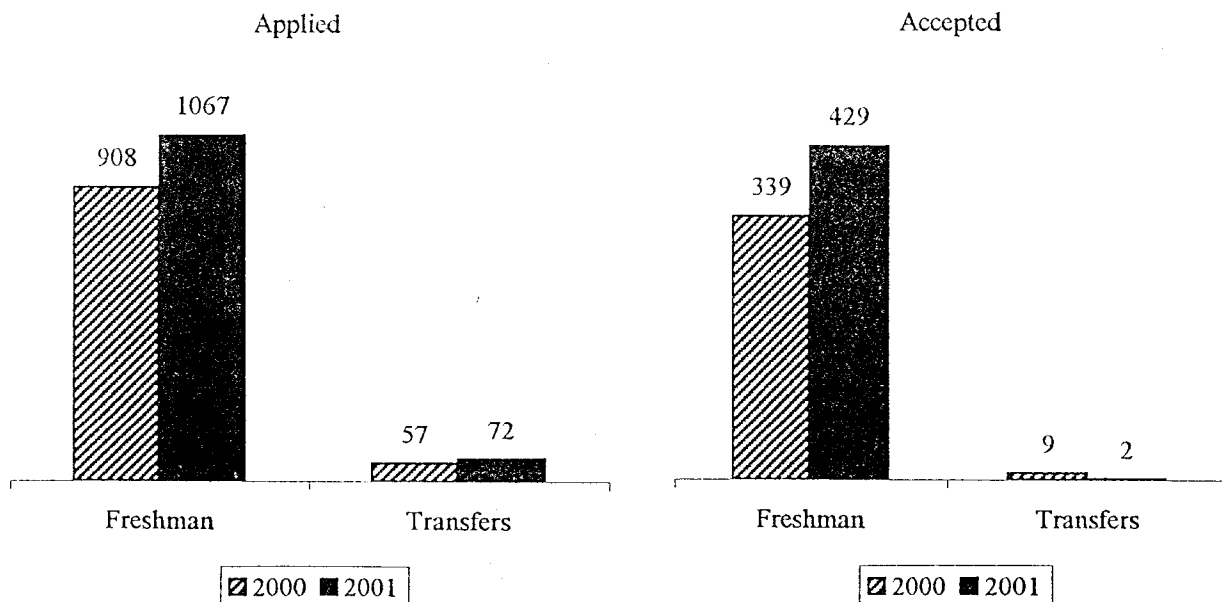
- **Courses.** As of October 4th, 1,651 students were enrolled in the 73 sections of the Freshman Seminar this fall. We have a newly designed custom textbook, have added a casebook on critical thinking, and have developed a supplemental web-based instructional module on human learning and memory to comply with THECB requirements. We have formed a curriculum committee to assess these changes in course requirements and materials.
- **Retention.** Data from last year's freshman class show that women who completed IS-1100 in the fall of 1999 were 7% more likely to return to school this year than those who did not take/complete the course, and that men who completed the course were 9% more likely to return.

TEXAS TECH

UNIVERSITY

Undergraduate Admissions Report October 27, 2000

	2000	2001	% Change
Freshman:			
Applied	908	1067	17.51%
Accepted	339	429	26.55%
Canceled			
Denied			
Transfers:			
Applied	57	72	26.32%
Accepted	9	2	-77.78%
Canceled			
Denied			



October 27, 2000

Freshman Applications by College

	2000	2001	% Change
Agriculture			
Ag. Economics	4	12	200%
Ag. Education	5	3	-40%
Ag. Undecided	3	2	-33%
Animal Science	13	17	31%
Landscape Architecture	7	1	-86%
Plant and Soil Sciences	1	2	100%
Range/Wildlife Management	2	8	300%
<i>College Total</i>	<i>35</i>	<i>45</i>	<i>29%</i>
Architecture			
Architecture	39	62	59%
<i>College Total</i>	<i>39</i>	<i>62</i>	<i>59%</i>
Arts and Sciences			
Art	16	18	13%
Arts and Sciences Undecided	59	57	-3%
Biology	26	32	23%
Chemistry	8	13	63%
Communication Studies	8	15	88%
Economics/Geography	5	4	-20%
English	2	7	250%
Foreign Language	0	1	0%
General Studies	1	2	100%
Geosciences	5	3	-40%
History	10	7	-30%
HPER	14	9	-36%
Pre-Professional Health	109	125	15%
Pre-Law	19	27	42%
Mathematics	8	3	-63%
Mass Communications	57	49	-14%
Music	17	21	24%
Philosophy	1	1	0%
Physics	0	4	0%
Political Science	4	12	200%
Psychology	35	36	3%
Anthropology	3	7	133%
Theatre and Dance	7	6	-14%
<i>College Total</i>	<i>414</i>	<i>459</i>	<i>11%</i>

Freshman Applications Cont.

Business

Accounting	12	1	-92%
General Business	24	1	-96%
Business Undecided	150	230	53%
Finance	5	0	-100%
Management Information Systems	7	1	-86%
Management	9	0	-100%
Marketing	8	6	-25%
Petroleum Land Management	0	0	0%
<i>College Total</i>	<i>215</i>	<i>239</i>	<i>11%</i>

Education

Multidisciplinary Studies	45	78	73%
<i>College Total</i>	<i>45</i>	<i>78</i>	<i>73%</i>

Engineering

Civil Engineering	17	14	-18%
Computer Science	31	40	29%
Chemical Engineering	13	10	-23%
Electrical Engineering	19	29	53%
Engineering Physics	3	3	0%
Engineering Undecided	8	13	63%
Industrial Engineering	3	3	0%
Mechanical Engineering	24	25	4%
Petroleum Engineering	4	3	-25%
Engineering Technology	3	6	100%
<i>College Total</i>	<i>125</i>	<i>146</i>	<i>17%</i>

Human Sciences

ENRHM	6	6	0%
Human Sciences Undecided	1	0	-100%
Human Development/Family Studies	15	15	0%
MEDC	13	17	31%
<i>College Total</i>	<i>35</i>	<i>38</i>	<i>9%</i>

<i>University Total</i>	<i>908</i>	<i>1067</i>	<i>18%</i>
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October 27, 2000

Freshman Acceptances by College

	2000	2001	% Change
Agriculture			
Ag. Economics	1	6	500%
Ag. Education	4	1	-75%
Ag. Undecided	1	1	0%
Animal Science	6	7	17%
Landscape Architecture	4	0	-100%
Plant and Soil Sciences	0	0	0%
Range/Wildlife Management	0	2	0%
<i>College Total</i>	<i>16</i>	<i>17</i>	<i>6%</i>
Architecture			
Architecture	16	25	56%
<i>College Total</i>	<i>16</i>	<i>25</i>	<i>56%</i>
Arts and Sceinces			
Art	6	15	150%
Arts and Sciences Undecided	20	27	35%
Biology	9	15	67%
Chemistry	3	6	100%
Communication Studies	3	7	133%
Economics/Geography	2	0	-100%
English	0	5	0%
Foreign Language	0	0	0%
General Studies	0	0	0%
Geosciences	1	1	0%
History	3	5	67%
HPER	2	3	50%
Pre-Professional Health	48	55	15%
Pre-Law	6	11	83%
Mathematics	4	1	-75%
Mass Communications	23	22	-4%
Music	3	11	267%
Philosophy	0	1	0%
Physics	0	2	0%
Political Science	3	4	33%
Psychology	14	11	-21%
Anthropology	0	4	0%
Theatre and Dance	2	2	0%
<i>College Total</i>	<i>152</i>	<i>208</i>	<i>37%</i>

Freshman Acceptances Cont.

Business

Accounting	6	0	-100%
General Business	7	0	-100%
Business Undecided	60	81	35%
Finance	0	0	0%
Management Information Systems	1	0	-100%
Management	3	0	-100%
Marketing	3	0	-100%
Petroleum Land Management	0	0	0%

<i>College Total</i>	80	81	1%
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Education

Multidisciplinary Studies	20	29	45%
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<i>College Total</i>	20	29	45%
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Engineering

Civil Engineering	6	8	33%
Computer Science	7	15	114%
Chemical Engineering	5	3	-40%
Electrical Engineering	8	11	38%
Engineering Physics	0	1	0%
Engineering Undecided	3	7	133%
Industrial Engineering	2	2	0%
Mechanical Engineering	9	9	0%
Petroleum Engineering	1	1	0%
Engineering Technology	1	1	0%

<i>College Total</i>	42	58	38%
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Human Sciences

ENRHM	3	3	0%
Human Sciences Undecided	1	0	-100%
Human Development/Family Studies	4	4	0%
MEDC	5	4	-20%

<i>College Total</i>	13	11	-15%
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<i>University Total</i>	339	429	27%
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October 27, 2000

Transfer Applications by College

	2000	2001	% Change
Agriculture			
Ag. Economics	0	1	0%
Ag. Education	0	0	0%
Ag. Undecided	0	0	0%
Animal Science	2	0	-100%
Landscape Architecture	0	0	0%
Plant and Soil Sciences	0	1	0%
Range/Wildlife Management	1	1	0%
<i>College Total</i>	<i>3</i>	<i>3</i>	<i>0%</i>
Architecture			
Architecture	0	2	0%
<i>College Total</i>	<i>0</i>	<i>2</i>	<i>0%</i>
Arts and Sceinces			
Art	2	0	-100%
Arts and Sciences Undecided	6	3	-50%
Biology	1	5	400%
Chemistry	1	0	-100%
Communication Studies	0	1	0%
Economics/Geography	1	0	-100%
English	1	1	0%
Foreign Language	0	0	0%
General Studies	0	0	0%
Geosciences	1	1	0%
History	2	0	-100%
HPER	0	2	0%
Pre-Professional Health	4	10	150%
Pre-Law	2	3	50%
Mathematics	1	0	-100%
Mass Communications	2	3	50%
Music	0	1	0%
Philosophy	0	0	0%
Physics	0	0	0%
Political Science	0	0	0%
Psychology	1	4	300%
Anthropology	1	1	0%
Theatre and Dance	0	0	0%
<i>College Total</i>	<i>26</i>	<i>35</i>	<i>35%</i>

Transfer Application Cont.

Business

Accounting	3	0	-100%
General Business	3	0	-100%
Business Undecided	5	11	120%
Finance	3	0	-100%
Management Information Systems	2	0	-100%
Management	0	0	0%
Marketing	1	0	-100%
Petroleum Land Management	0	0	0%
<i>College Total</i>	<i>17</i>	<i>11</i>	<i>-35%</i>

Education

Multidisciplinary Studies	2	5	150%
<i>College Total</i>	<i>2</i>	<i>5</i>	<i>150%</i>

Engineering

Civil Engineering	0	2	0%
Computer Science	3	3	0%
Chemical Engineering	1	0	-100%
Electrical Engineering	0	1	0%
Engineering Physics	0	0	0%
Engineering Undecided	0	0	0%
Industrial Engineering	0	1	0%
Mechanical Engineering	3	2	-33%
Petroleum Engineering	0	1	0%
Engineering Technology	0	1	0%
<i>College Total</i>	<i>7</i>	<i>11</i>	<i>57%</i>

Human Sciences

ENRHM	1	0	-100%
Human Sciences Undecided	0	0	0%
Human Development/Family Studies	1	1	0%
MEDC	0	4	0%
<i>College Total</i>	<i>2</i>	<i>5</i>	<i>150%</i>

<i>University Total</i>	<i>57</i>	<i>72</i>	<i>26%</i>
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October 27, 2000

Transfer Acceptances by College

	2000	2001	% Change
Agriculture			
Ag. Economics	0	0	0%
Ag. Education	0	0	0%
Ag. Undecided	0	0	0%
Animal Science	0	0	0%
Landscape Architecture	0	0	0%
Plant and Soil Sciences	0	0	0%
Range/Wildlife Management	0	0	0%
<i>College Total</i>	<i>0</i>	<i>0</i>	0%
Architecture			
Architecture	0	0	0%
<i>College Total</i>	<i>0</i>	<i>0</i>	0%
Arts and Sceinces			
Art	0	0	0%
Arts and Sciences Undecided	2	0	-100%
Biology	0	0	0%
Chemistry	0	0	100%
Communication Studies	0	0	0%
Economics/Geography	0	0	0%
English	0	0	0%
Foreign Language	0	0	0%
General Studies	0	0	0%
Geosciences	0	0	0%
History	1	0	0%
HPER	0	1	0%
Pre-Professional Health	1	0	0%
Pre-Law	0	0	0%
Mathematics	0	0	0%
Mass Communications	0	0	0%
Music	0	0	0%
Philosophy	0	0	0%
Physics	0	0	0%
Political Science	0	0	0%
Psychology	0	0	0%
Anthropology	0	0	0%
Theatre and Dance	0	0	0%
<i>College Total</i>	<i>4</i>	<i>1</i>	-75%

Transfer Acceptances Cont.

Business

Accounting	0	0	0%
General Business	1	0	0%
Business Undecided	1	0	-100%
Finance	0	0	0%
Management Information Systems	1	0	0%
Management	0	0	0%
Marketing	1	0	0%
Petroleum Land Management	0	0	0%
<i>College Total</i>	<i>4</i>	<i>0</i>	<i>-100%</i>

Education

Multidisciplinary Studies	0	0	0%
<i>College Total</i>	<i>0</i>	<i>0</i>	<i>0%</i>

Engineering

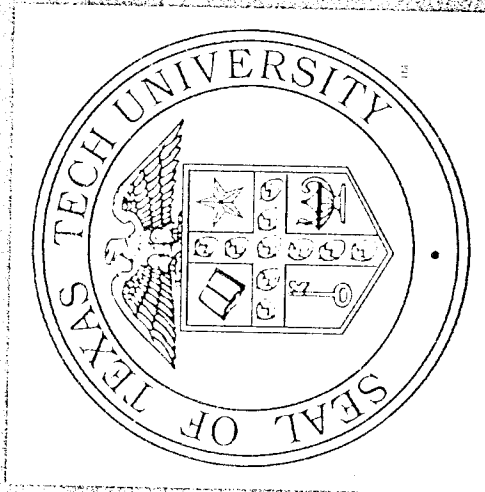
Civil Engineering	0	0	0%
Computer Science	0	0	0%
Chemical Engineering	0	0	0%
Electrical Engineering	0	0	100%
Engineering Physics	0	0	0%
Engineering Undecided	0	0	0%
Industrial Engineering	0	1	0%
Mechanical Engineering	0	0	0%
Petroleum Engineering	0	0	0%
Engineering Technology	0	0	0%
<i>College Total</i>	<i>0</i>	<i>1</i>	<i>0%</i>

Human Sciences

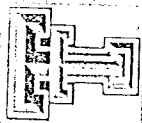
ENRHM	0	0	0%
Human Sciences Undecided	0	0	0%
Human Development/Family Studies	1	0	0%
MEDC	0	0	0%
<i>College Total</i>	<i>1</i>	<i>0</i>	<i>0%</i>

<i>University Total</i>	<i>9</i>	<i>2</i>	<i>-78%</i>
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2001 Enrollment Management Plan

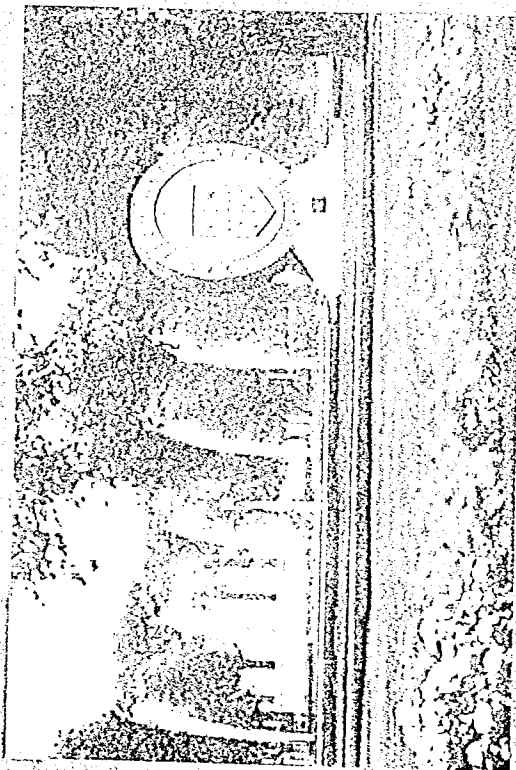


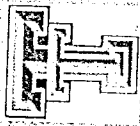
Board of Regents
Texas Tech University
November 3, 2000



2000 Enrollment Management Highlights

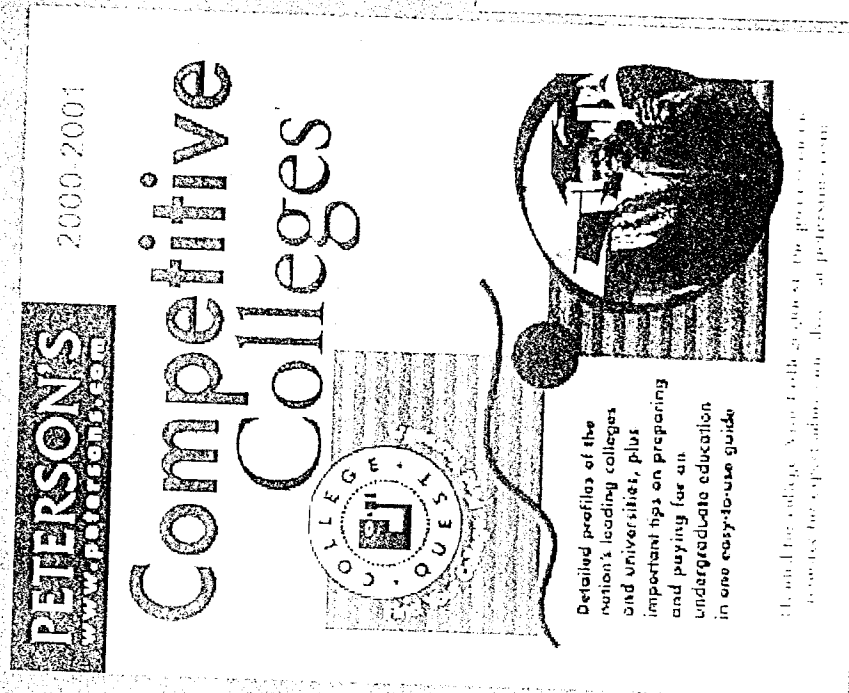
- Record freshman applications
 - 10,504
- 3,954 enrolled freshmen (+17%)
- Mean SAT 1091
- Record Honors College Enrollment
 - 910 (293 freshmen)
- Overall 1% increase (24,558)
- Law School enrolled 651 (+9%)
- Freshman retention rate 80%
- Six-year graduation rate 47%
- *America's 100 Best Buys*

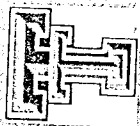




2001 Highlights (Preview)

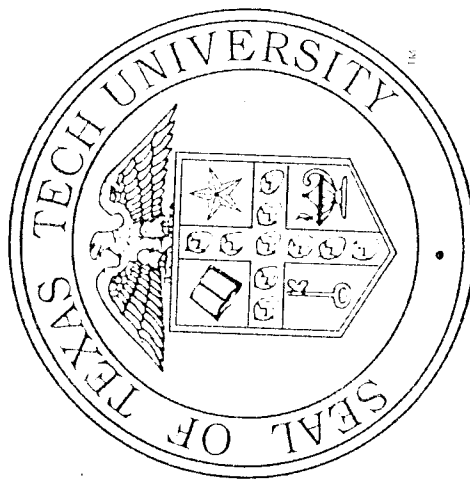
- Texas Tech will appear in the 2000-2001 edition of Peterson's *Competitive Colleges*
 - Top 350 institutions in America

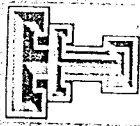




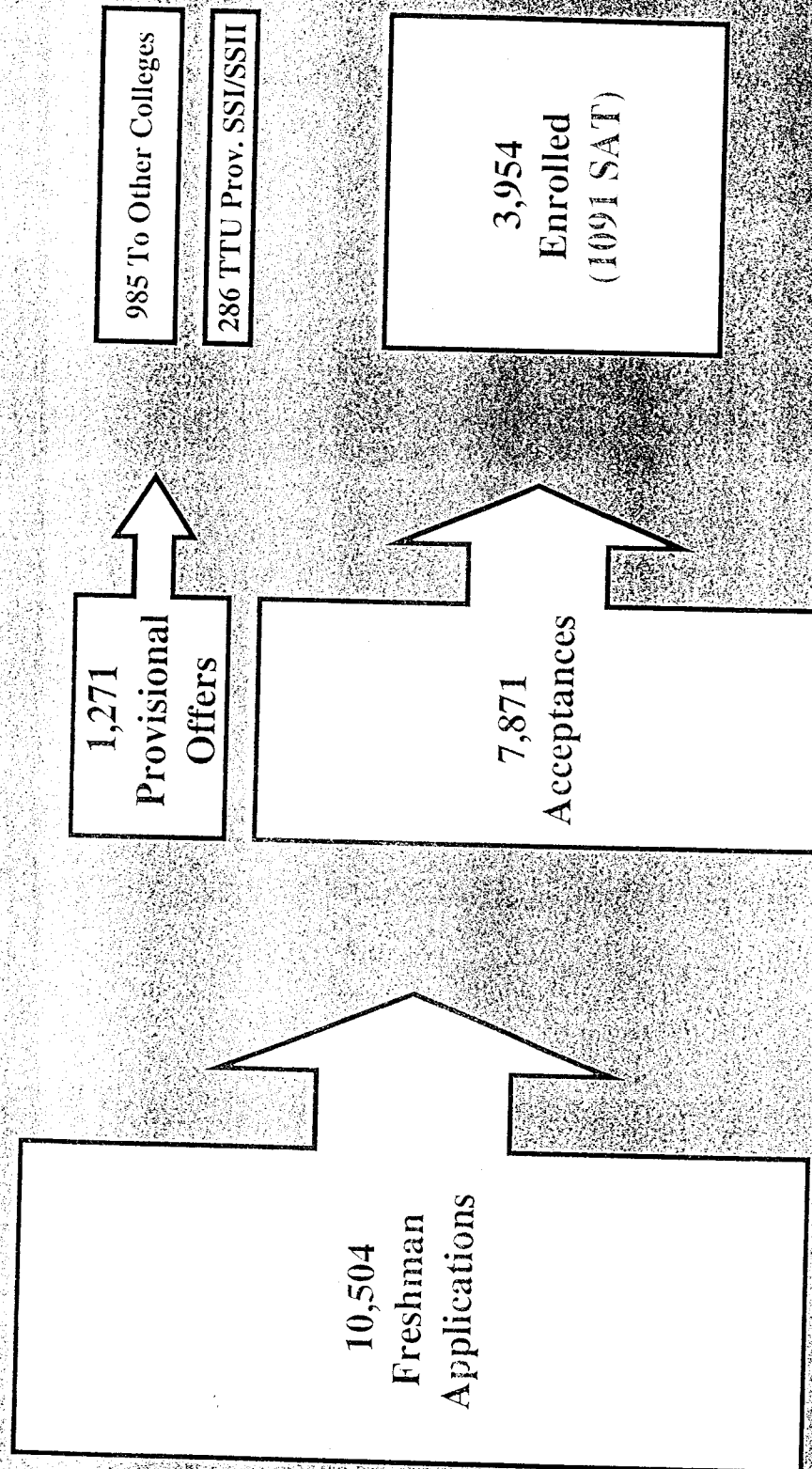
Enrollment Management Goals, 2001

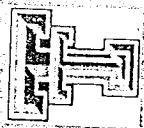
- Improve class quality
- Increase access and diversity
- Increase graduate enrollment
- Promote partnerships with SPC and other two-year colleges
- Enhance marketing and recruitment efforts





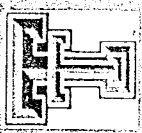
2000 Freshman Admissions Activity



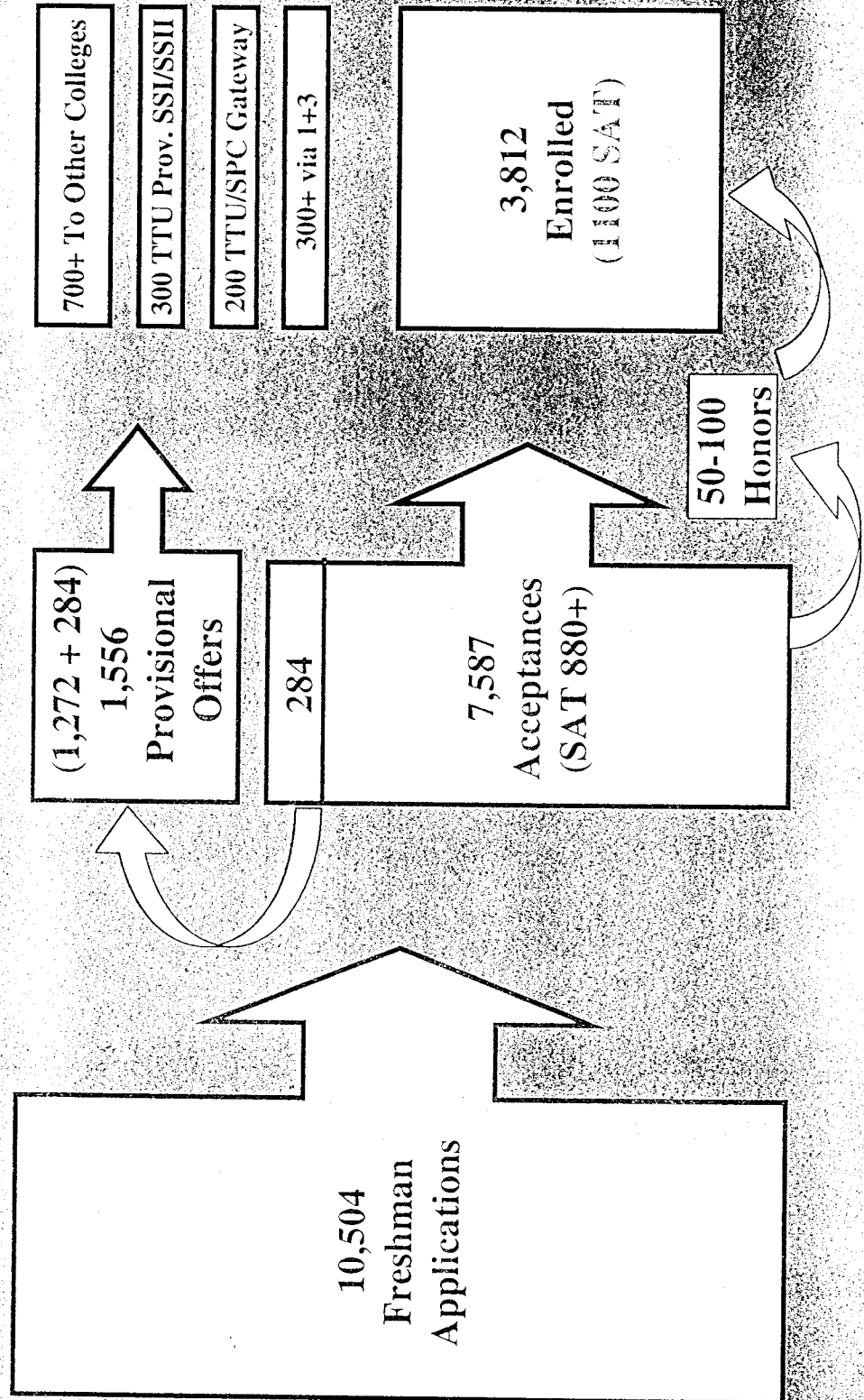


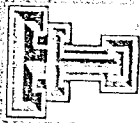
2001 Enrollment Management Plan: Improving Class Quality

Ethnic Origin	2000	Percent	2000 (SAT 1100)	Percent
African American	119	3%	111	2.9%
American Indian	17	<1%	17	<1%
Asian	91	2.3%	88	2.3%
Hispanic	371	9.4%	352	9.2%
International	30	<1%	29	<1%
White	3,314	83.8%	3,203	84%
Unknown	12	<1%	12	<1%
TOTAL	3,954	100%	3,812	100%



2001 Enrollment Management Plan: Improving the Class Profile

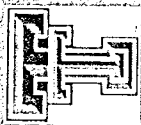




2001 Admissions Selection Index

880+ SAT
19+ ACT

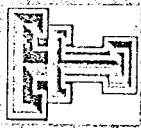
ACT	SAT	TOP 10%	NEXT 15%	2ND QUARTER	3RD QUARTER	4TH QUARTER
36	1600					
35	1570					
34	1510					
33	1450					
32	1390					
31	1350					
30	1310					
29	1270					
28	1230					
27	1200					
26	1170					
25	1140					
24	1090					
23	1050					
22	1010					
21	970					
20	930					
19	890					
18	850					
17	810					
16	760					
15	710					
14	660					
13	620					
12	570					
11	520					
10	470					
9	430					
1-8	400					
Assured - Blue		Review - Green	Review Committee - Grey			
			Offer provisional admission.			



2001 Admissions Selection Index

College of
Business Admin.

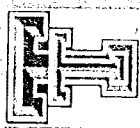
ACT	SAT	TOP 10%	NEXT 15%	2ND QUARTER	3RD QUARTER	4TH QUARTER
36	1600					
35	1570					
34	1510					
33	1450					
32	1390					
31	1350					
30	1310					
29	1270					
28	1230					
27	1200					
26	1170					
25	1140					
24	1090					
23	1050					
22	1010					
21	970					
20	930					
19	890					
18	850					
17	810					
16	760					
15	710					
14	660					
13	620					
12	570					
11	520					
10	470					
9	430					
1 - 8	400					
Assured - Blue		Review - Green	Review Committee - Grey			
				Offer second choice of major or provisional.		
				Offer provisional admission.		



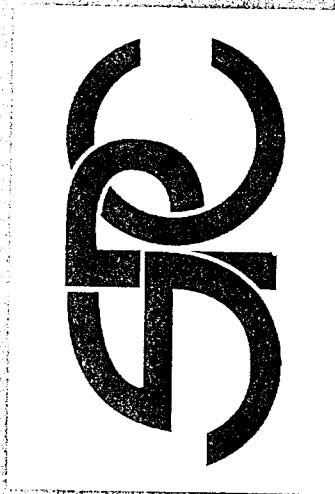
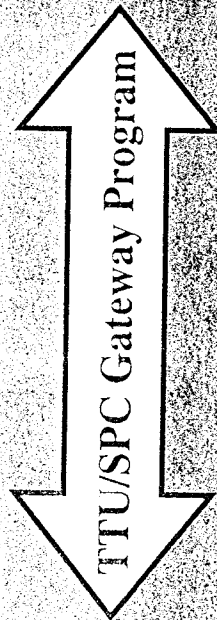
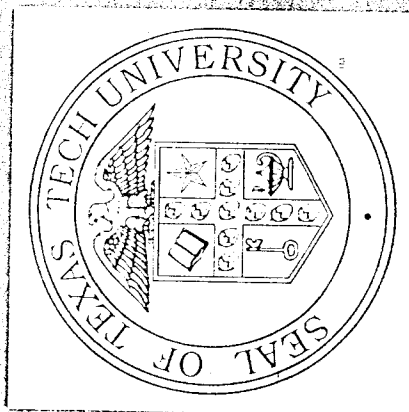
2001 Enrollment Management Plan: Increase Graduate Enrollment

- Cost to reduce freshman class from 3,954 to 3,812
 - \$702,020 (formula funding, institutional tuition, and standard fees)
 - To compensate
 - add 81 master's degree students (\$708,799 added income)
- OR
- add 39 doctoral students (\$708,457 added income)

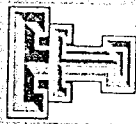
**Assumes an average Ratliff formula funding of \$90 per credit hour for undergraduates, \$326.64 for masters degree students, and \$794.82 for doctoral students.*



2001 Enrolment Management Plan: TTU/SPC Gateway Program

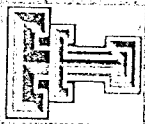


- 200 Live on TTU Campus
 - Others live at SPC or in Lubbock
 - All have access to TTU facilities
 - All have access to TTU activities
 - Most clubs and organizations
- Full-time SPC students
 - Courses offered at Reese
 - Transportation provided
 - Transfer after one year



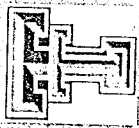
2001 Enrollment Management Plan: 1+3 Transfer Agreements

- 1+3 Agreements with Texas Tech's Top Community College Feeders
 - South Plains College, Amarillo College, Tarrant County College, Midland College, Odessa College, Collin County Community College, New Mexico Junior College, Tyler Junior College, etc.
 - Transfer contracts. (With the exception of COBA or Architecture.)
 - New transfer counselor to work with 1+3 and TTU/SPC Gateway students.

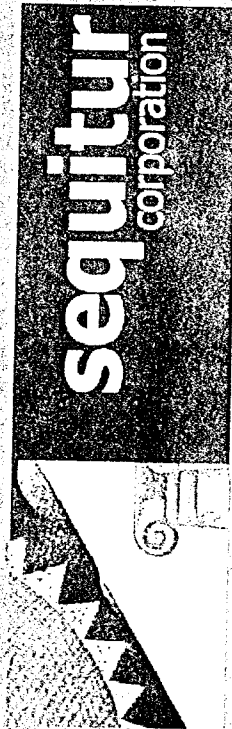


2001 Enrollment Management Plan: Organizational Changes

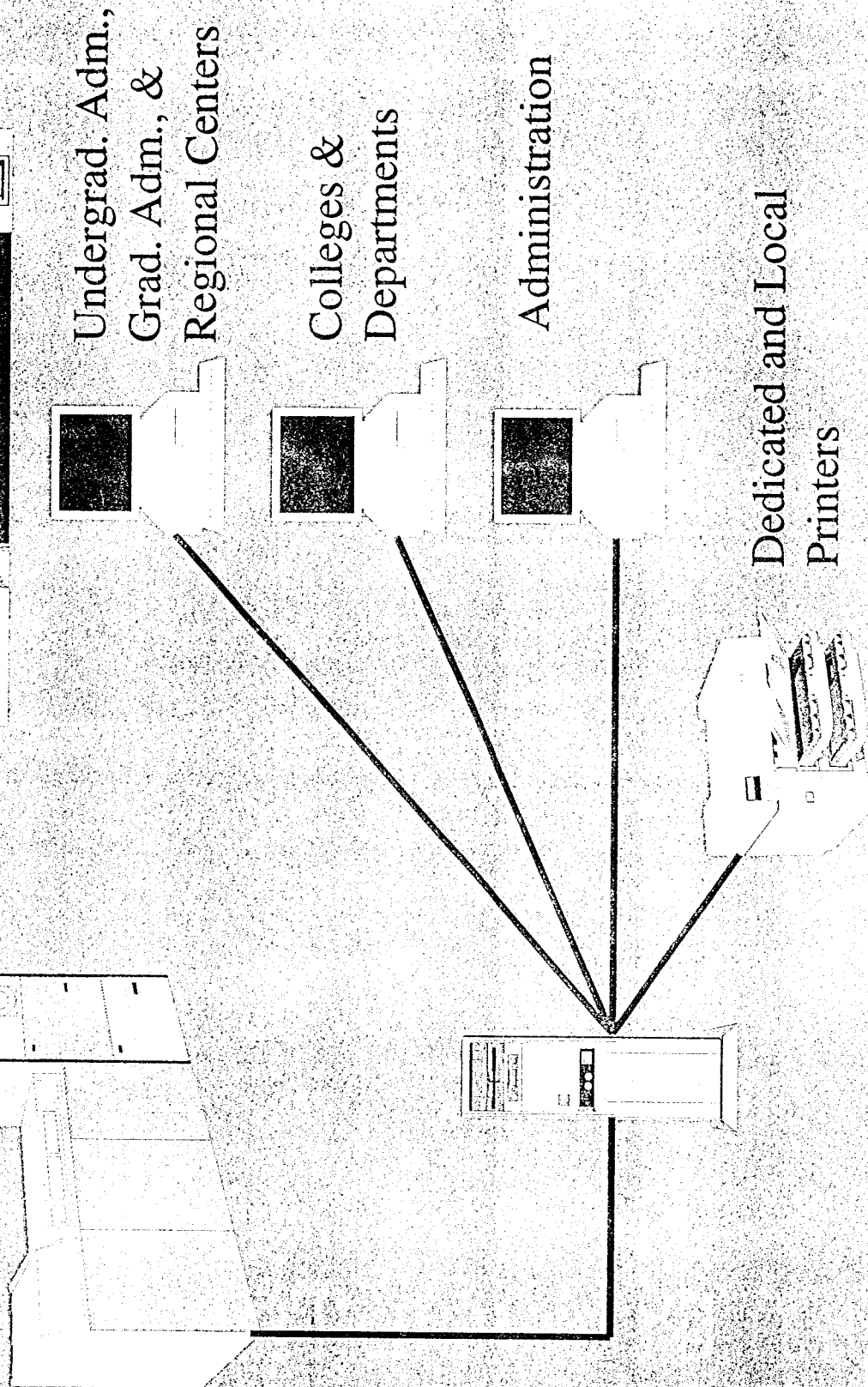
- Enrollment Management Council
- Other personnel/organizational changes under review

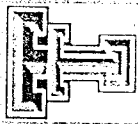


2001 Enrollment Management Plan: Marketing and Recruitment



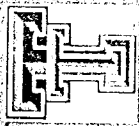
- Sequitur Recruitment Plus
 - Recruitment/Tracking Software
 - Prospect/Applicant Management
 - Customized Communications
 - Integration with EPS software and SAT/ACT
 - High School Database
 - Travel System
 - Volunteer Management
 - Telemarketing
 - Campus-wide application





Marketing and Recruitment *cont.*

- Add fifth regional center in San Antonio
 - Access to large, diverse student population
 - Ideal location to extend recruitment into South Texas



Marketing and Recruitment *cont.*

- Current admissions figures (10/27/00)
 - 1,067 freshman applications (+17.5%)
 - 429 freshman acceptances (+26%)

Admissions and School Relations

November 1, 2000

2000 Admissions Report



2000 Admissions and School Relations Report

November 1, 2000

Enrollment Management

The Division of Enrollment Management under the leadership of Dr. Michael Heintze again focused on improving services and programs for recruitment, admissions and retention of students. The newly formed Office of Admissions and School Relations completed its first recruitment and admissions year as a combined office. Position descriptions and staff roles were redefined and in mid-October the office moved from West Hall to temporary quarters in McClellan Hall. The Visitors Center also relocated from the Administration Building foyer to McClellan Hall in late spring 2000. Admissions practices and procedures were learned, evaluated, redefined and improved in an attempt to streamline and improve efficiency and customer service in the admissions process.

Admissions Goals

Our intent was to increase the quality, number and diversity of new students for the 2000-2001 academic year, and remain sensitive to the issues and concerns brought forward in House Bill 588.

Our goal was to enroll approximately 5,200 new students, 3,500 freshmen and 1,750 transfer students. On the census date, 3,954 new freshmen, 112.97% of our goal, and 1,771 new transfers, 101.20% of our goal, were registered and enrolled in classes. The combined total of new students increased by 565 students, a 10.95% increase.

The attempt to increase quality as measured by entering freshman SAT scores was not achieved, as the average SAT score dropped four points from a 1095 average to a 1091 average.

The third admissions goal was to increase new student diversity by 3%. We are pleased to report this goal was significantly exceeded with a 23% increase in minority students..

	Fall 1999	Fall 2000	%Inc/Dec
Hispanic Freshmen	263	371	41.06%
African American Freshmen	102	119	16.66%
Hispanic Transfers	205	232	13.17%
African American Transfers	39	27	-30.76%
TOTAL	609	747	22.99%

Freshmen

Admissions Activity:

The total 10,504 applications was a tremendous 28% increase over the prior year. Of those applicants, 74.9% were accepted. The 3,954 students who enrolled created a 17.26% increase, which far exceeded our goal.

Residency:

Efforts to publicize and recruit outside Texas were expanded this past year. Students from out of state increased significantly from 198 to 262 students, a 32.3% increase. New Mexico students had previously declined from 105 students in 1998 to 90 students in 1999. The 156 New Mexico students who enrolled this year demonstrate a marked 73% increase. Expanded recruitment efforts in Oklahoma have doubled the number of students from 10 to 21 students.

Source:

The increase in entering freshman appears to be due to students who come from North Dallas, Fort Worth, Austin, San Antonio, Houston and the West Texas area (not including Lubbock and the Panhandle). For the first time schools in Austin, San Antonio and Houston emerge as leading high schools. The only leading high school in Fort Worth last year was Carroll H. S. with 27 students. This year four Fort Worth area high schools, Carroll (41), Keller (40), Marcus (34) and Coppell (28) combined for a total of 143 entering freshmen. Lubbock and the Panhandle remained stable while El Paso and other general areas of Texas showed a slight decline.

Academic Qualifications:

Our last year's 18-point increase in average SAT score proved hard to match, with the large overall increase in students thus, dropped 4 points to a 1091 average SAT score. The number of entering freshmen in the Honors College dropped slightly, although, the overall Honors College enrollment reached an all time high.

Diversity:

The number of Hispanic students had decreased slightly last year ('99) from the prior year ('98), but showed a dramatic 41% increase from 263 to 371 students this year. The number of African American students increased from 102 to 119 students. Combined, African American and Hispanic students made up 10.9% of the 1999 freshman class and represent 12.4% of the Fall 2000 class. The number of entering international students increased from 26 in 1999 to 30 students this year.

Transfers

Admissions Activity:

Although the number of applied and accepted students increased this year, the percentage of transfers accepted was lower and the number who enrolled dropped by 17 students. For enrollment management purposes, late COBA applicants were not always offered their first choice of major. This may have affected the lower yield rate. Only the College of Human Sciences showed a significant increase in transfer students.

Academic Qualifications:

Honor Transfer Day in April allows members of the Phi Theta Kappa International Honor Society and transfers with a minimum 3.0 GPA an early opportunity to register for classes. Again, 121 honor transfer students took advantage of this opportunity.

Diversity:

Transfer students continue to be a source for increasing campus diversity. While 83.8% of entering freshmen are white, 79.5% of new transfers designate that same ethnic origin. Although there was a slight decrease in transfers, the number of Hispanic transfer students increased 13.1% from 205 to 232, while African American decreased from 39 to 27 students. The number of Asian students increased by 4 while American Indian students decreased from 14 to 11. International transfer students rose significantly from 18 to 28 students.

Source:

South Plains College continues to be the primary source of transfer students showing an increase from 274 to 298. The Dallas and Fort Worth schools prove to be another large source with Dallas County (68), Tarrant County (65) and Collin County (48) combining for a 36% increase over last year. Blinn College emerged as a leading transfer institution for the first time, as did the University of North Texas.

Special Note:

Admission enrollment figures by college are based on students admitted to the college. Actual enrollment may differ as students change major and college before class registration but after the admissions process is complete.

Recruitment

New Initiatives and Highlights:

- Held first ever Fall University Day for over 1,000 prospective students.
- Created University Day posters for all high schools
- Created first early admission to Medical School (University Medical School Initiative, UMSI) brochure and participated in the selection of first admitted students.
- Mailed a College Board Market Survey instrument, the "Admitted Student Questionnaire" to 50% of students admitted by May 1. Results will be analyzed and sent to us later this fall.
- Developed new recruitment video.
- Recognized as "Silver Winner" for Total Public Relations Program by the national magazine, the *Admissions Marketing Report*.
- Created new PSAT brochures and mailed them to nearly 60,000 high school juniors.
- Gates Millennium Scholarship Reader, Marlene Hernandez on nationwide panel.
- Served as Local Arrangements Committee for state TACRAO organization.
- Created new Student Activities Brochure as a follow-up mailing to admitted students.
- Enhanced the media coverage in *Peterson's Guide*, *Princeton Review* and *College View*.
- Doubled the number of students attending the Honors Colloquium for outstanding juniors and created a partnership with the Honors College to implement the program.
- Sponsored bus trip for El Paso Riverside High School Students.
- Sponsored the opening session at the Phi Theta Kappa International Convention in Orlando Florida.
- Created new Scholarship poster for distribution to High Schools.
- Sent out *Vistas* magazine and letter from Provost to 966 selected students and 250 high schools.
- Created new Alumni Coordinator position.
- Created International Student Recruitment Brochure.

Recruitment Programs:

These can include a large number of high schools. Most colleges and universities from Texas and many from across the nation are represented.

Type Program	Number of programs
TACRAO High School Programs	323
TACRAO Junior College Programs	51
TACRAO combined HS and JC	26
Non TACRAO Programs	40
New Mexico Programs	36
Oklahoma Programs	31
Other Out of State Programs	15
Special Event and Outreach Programs	<u>30</u>
Total Programs	552

Special Events for Prospects:

Some events are open to all students and some require pre-registration or top scholar status. Attendance includes prospect only and does not include family members

Event	Attendance
Fall University Day	1,000 students plus family
Spring University Day	1,044 students plus family
Lubbock on Campus Day	265 students
Honors Colloquium	80 students (41 last year)
Honor Transfer Day	129 students
Dallas Top Scholar Reception	150 students and parents
Chancellor's Receptions	
Admissions and Financial Aid Workshops	
In Dallas Center	
Various "Send-Offs" for admitted seniors	

Direct Mail:

The following does not include response to inquiries. Some numbers are approximations.

Source of Names	Number
PSAT Spring Search	58,166
PSAT High Scores	3,745
ACT Search	10,038
SAT Winter Search	6,951
SAT Summer Search	2,018
National Merit Semi-Finalists	858
Advanced Placement Search	18,715
Lubbock on Campus Invitations	1,557
Area Valedictorians and Salutatorians	218
Vistas magazine and letter	966
USA Today Academic All-Americans	1,500
Student Activities Brochure	10,000
Christmas Cards	33,000
Monthly Birthday Cards	30,000
University Day Invitations (Fall & Spring)	65,000
University Day Scholar Reception Invitations	3,000
Test Score Letters	34,700
Double T Days Brochures	8,000
Acceptance Certificates	7,800
March card to senior prospects (not applied)	2,025
Best Buy Postcards	38,384
Admitted Student Questionnaire Surveys	3,500
Post card/response card to Provisional students	853

Counselor Contacts:

Maintaining good relations with counselors is essential to student recruitment.

- ACT Workshop and breakfast for local area counselors (59 counselors, 25 high schools)
- SAT Workshop and luncheon for local area counselors (48 counselors, 32 high schools)
- Summer Counselor Showcase by invitation. (41 attendees this year.)
- Regional Center Luncheons, excluding Austin (398 counselors from 141 high schools)
- Counselor information packets distributed during visits.
- Catalog, Video, Scholarship & Financial Aid Booklet, Merit brochures and posters to all schools (1750 high schools - 130 junior colleges)
- Letter requesting final transcripts with mouse pad gift to all high schools with graduates admitted to Texas Tech
- University Day information packet to all counselors
- Contacted nation-wide counselors at the NACAC Counselor "College Fair" in Orlando Florida

New Student Orientation

Double T Days are specially planned for new freshmen and new transfers to familiarize them with the campus, take necessary placement tests, gain academic advisement and register for classes. Programs for parents were enhanced with assistance from the Texas Tech Parents Association. An additional orientation was scheduled to accommodate the increased number of students.

		New Freshmen and Transfers	Registered at Orientation	Percent
Fall	1998	4,256	4,125	96.9%
	1999	4,679	4,510	96.4%
	2000	5,161	4,858	97.9%
Spring	1999	235	232	98.7%
	2000	360	357	99.1%

Visitors Center

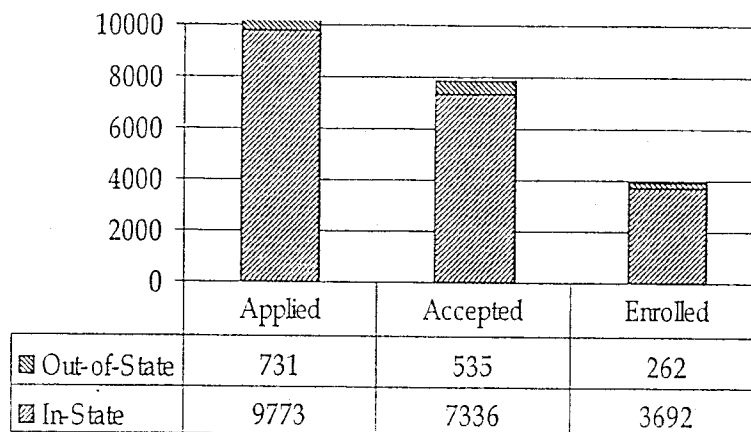
Campus tours began originating from McClellan Hall in late spring. The slight reduction in campus tours was due to the first ever Fall University Day which accommodated over 1000 visiting prospects not counting their parents. Members of University Select were instrumental in giving all tours including tours for both University Days.

1997/98	4,723 persons	2,180 prospects	56 group tours
1998/99	5,376 persons	2,306 prospects	57 group tours
1999/00	5,251 persons	2,233 prospects	60 group tours

2000 Admissions Goals

	Goal	Enrolled	Percent of Goal
Freshmen	3500	3954	112.97%
Transfers	1750	1771	101.20%
Total	5250	5725	109.04%

Freshman Admissions Activity



Freshman Admissions Activity, 1996-2000

Year	Applied	Accepted	% Accepted	Enrolled	Yield
1996	7,817	6,277	80.3%	3,520	56.1%
1997	8,356	6,053	72.4%	3,144	51.9%
1998	7,654	5,674	74.1%	3,028	53.4%
1999	8,207	5,985	72.9%	3,372	56.3%
2000	10,504	7,871	74.9%	3,954	50.2%

Freshman Admissions by State Residency

In-State

Applied: 9,773
Accepted: 7,336
Acceptance Rate: 75.1%
Enrolled: 3,692
Yield: 50.3%
Mean SAT: 1088
Mean ACT: 23

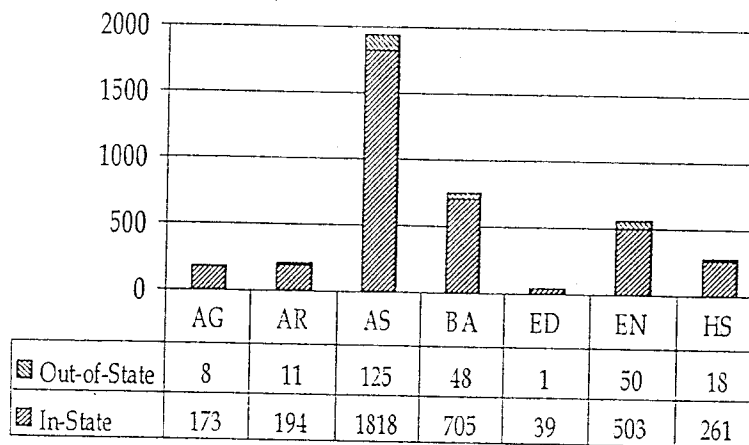
Out-of-State

Applied: 731
Accepted: 535
Acceptance Rate: 73.2%
Enrolled: 262
Yield: 49.0%
Mean SAT: 1124
Mean ACT: 25

Freshman Enrollment by Area or State

State/Area	Number	Percentage
Dallas/Fort Worth	891	22.6%
Lubbock/Local Area	603	15.4%
Other West Texas	408	10.3%
Houston	306	7.7%
Panhandle	223	5.6%
Austin	207	5.2%
San Antonio	156	3.9%
El Paso	59	1.5%
Other Texas	839	21.2%
Total Texas	3692	93.4%
New Mexico	156	3.9%
Oklahoma	21	0.5%
California	6	0.1%
Kansas	4	0.1%
North Carolina	4	0.1%
Virginia	4	0.1%
Other Out-of-State	67	1.8%
Total Out-of-State	262	6.6%
Total	3954	100.0%

Freshmen Enrollment by College



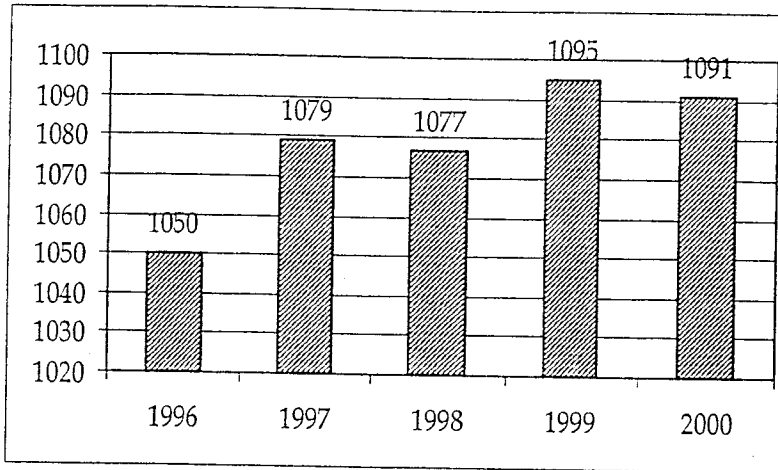
Leading In-State High Schools

High School	Number Enrolled	City
Coronado High School	112	Lubbock
Lubbock High School	112	Lubbock
Monterey High School	84	Lubbock
Plano Senior High School	61	Plano
Robert E Lee High School	59	Midland
Midland High School	48	Midland
Frenship High School	45	Amarillo
Carroll High School	41	Southlake
Keller High School	40	Keller
Taylor High School	38	Katy
Newman Smith High School	36	Carrollton
Amarillo High School	35	Southlake
Marcus High School	34	Flower Mound
Churchill High School	33	San Antonio
Westwood High School	30	Austin
Central High School	29	San Angelo
Lake Highlands High School	28	Dallas
Coppell Senior High School	28	Coppell
Plano East High School	28	Plano
Allen High School	27	Allen

Leading Out-of-State High Schools

High School	Number Enrolled	City
Clovis High School	23	Clovis, NM
Hobbs High School	16	Hobbs, NM
Artesia High School	14	Artesia, NM
Carlsbad High School	13	Carlsbad, NM
Roswell High School	9	Roswell, NM
Goddard High School	9	Roswell, NM
Eldorado High School	8	Albuquerque, NM
La Cueva High School	8	Albuquerque, NM
Farmington High School	8	Farmington, NM
Las Cruces High School	5	Las Cruces, NM
Los Alamos High School	4	Los Alamos, NM
Jenks High School	3	Jenks, OK
Ocate High School	3	Las Cruces, NM
Yukon High School	3	Yukon, OK
Melrose High School	3	Melrose, NM

Mean SAT Scores for Freshmen, 1996-2000



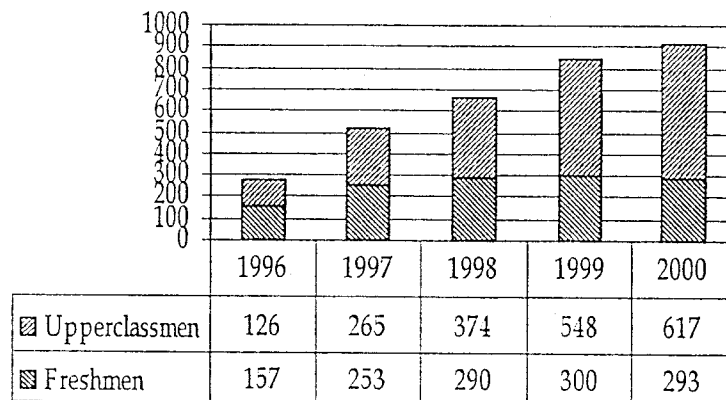
Mean SAT by College

College	1996	1997	1998	1999	2000
Agriculture	921	1057	1065	1076	1080
Architecture	971	1117	1101	1111	1107
Arts and Sciences	950	1075	1067	1083	1067
Business	943	1059	1071	1089	1081
Education	913	1028	1008	1002	1034
Engineering	1036	1142	1153	1174	1151
Human Sciences	909	1034	1013	1042	1026

Mean ACT by College

College	1996	1997	1998	1999	2000
Agriculture	22	23	22	23	24
Architecture	23	23	24	24	25
Arts and Sciences	23	23	23	23	23
Business	22	22	23	23	24
Education	21	22	22	22	22
Engineering	24	24	24	26	26
Human Sciences	22	22	22	22	22

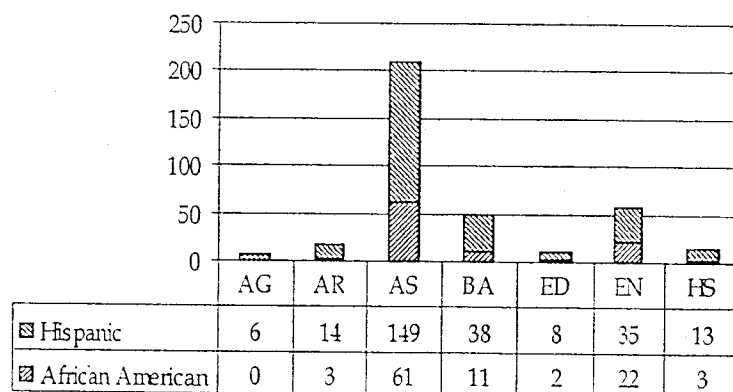
Membership in Honors Program, 1996-2000



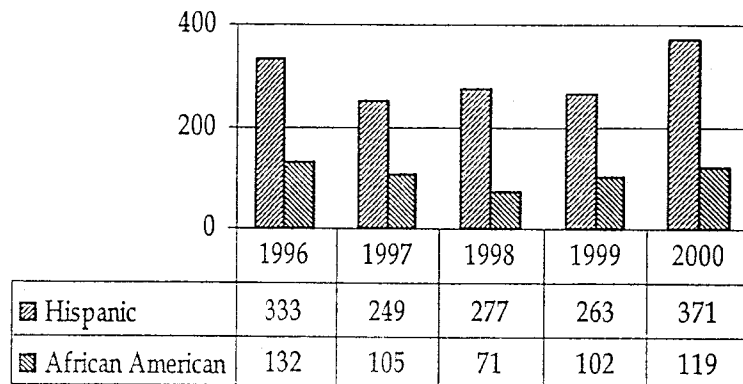
Freshmen by Ethnic Origin

Ethnic Origin	Number	Percent
International	30	0.8%
African American	119	3.0%
American Indian	17	0.4%
Asian	91	2.3%
Hispanic	371	9.4%
White	3314	83.8%
Other/Unknown	12	0.3%
Total	3954	100%

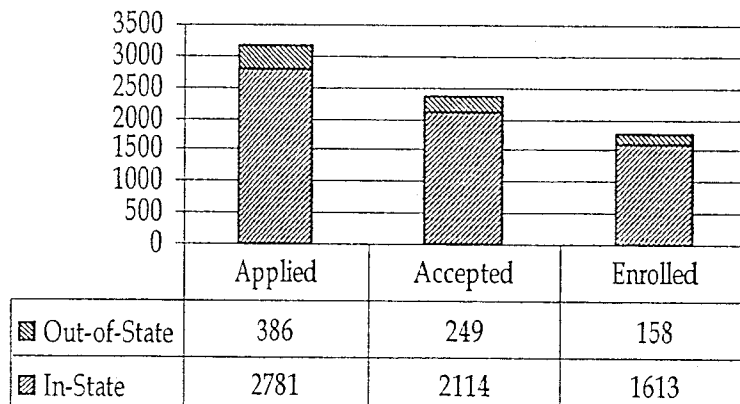
Hispanic/African American Freshmen by College



*Hispanic/African American Freshmen Enrollment,
1996-2000*



Transfer Admissions Activity



Transfer Admissions Activity, 1996-2000

	Applied	Accepted	% Accepted	Enrolled	Yield
1996	3,014	2,401	79.7%	1,933	80.5%
1997	3,446	2,631	76.3%	2,078	79.0%
1998	3,188	2,147	67.3%	1,665	77.6%
1999	2,993	2,271	75.9%	1,788	78.7%
2000	3,167	2,363	74.6%	1,771	74.9%

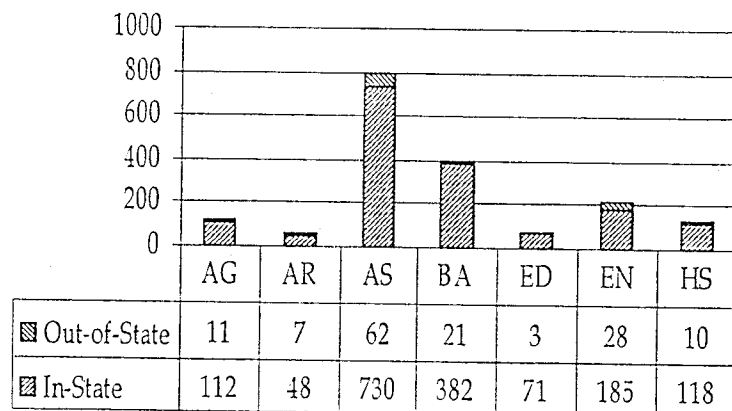
Transfers by Ethnic Origin

Ethnic Origin	Number	Percent
International	28	1.6%
African American	27	1.5%
American Indian	11	0.6%
Asian	28	1.6%
Hispanic	232	13.1%
White	1408	79.5%
Other/Unknown	37	2.1%
Total	1771	100%

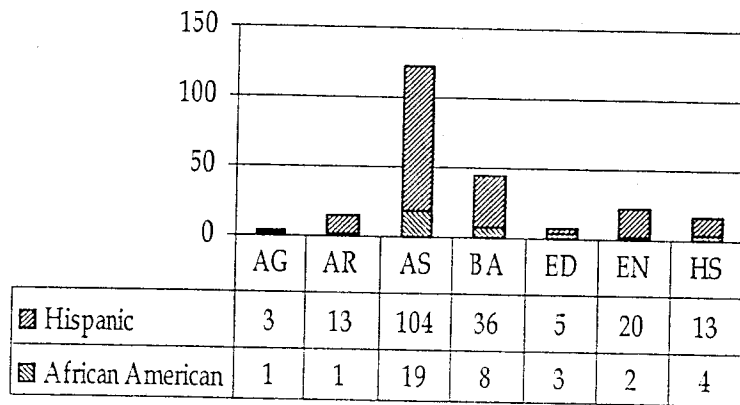
Transfers by Sending Institution

Institution	Number	Percentage
South Plains College	298	16.8%
Dallas Co Community College	68	3.8%
Tarrant County College	65	3.7%
Midland College	64	3.6%
West Texas A&M	52	2.9%
Collin County College	48	2.7%
Austin Community College	43	2.4%
Angelo State University	41	2.3%
Amarillo College	40	2.3%
Howard College	40	2.3%
Odessa College	34	1.9%
Blinn College	31	1.8%
Lubbock Christian University	29	1.7%
Western Texas College	28	1.6%
University of North Texas	27	1.5%
Cisco Junior College	25	1.4%
Others	838	47.3%

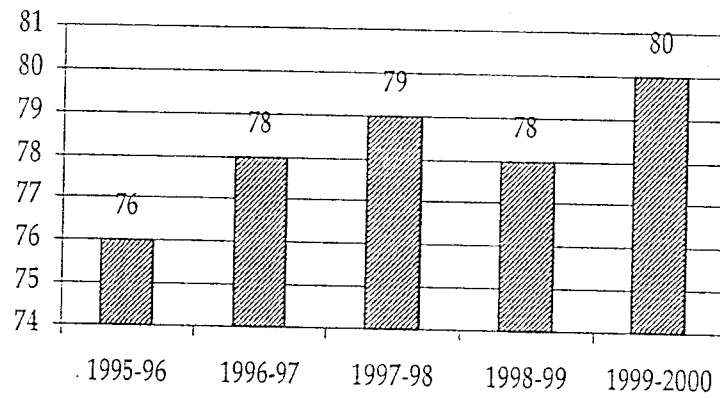
Transfer Enrollment by College



Hispanic/African American Transfers by College



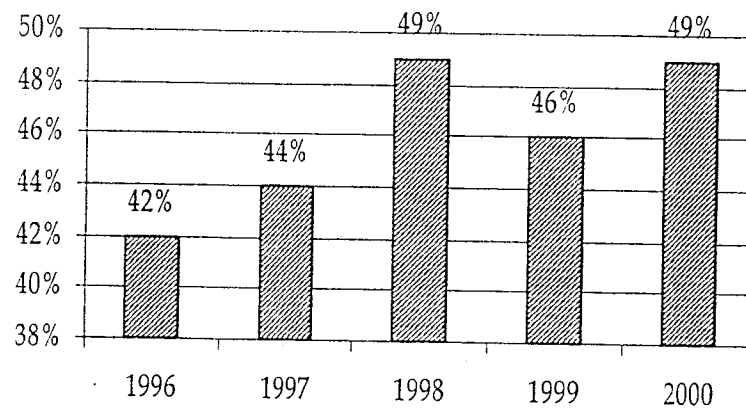
Freshman Retention Rate, 1995-1999



Freshman Retention Rate by College, 1995-1999

College	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Agriculture	73%	80%	78%	79%	86%
Architecture	71%	84%	80%	80%	85%
Arts and Sciences	76%	76%	76%	75%	79%
Business	78%	80%	81%	77%	82%
Education	80%	83%	86%	77%	86%
Engineering	74%	79%	79%	80%	77%
Human Sciences	80%	81%	80%	89%	81%

Six-Year Graduation Rate, 1996-2000



Six-Year Graduation Rate by College, 1995-2000

College	1995	1996	1997	1998	1999	2000
Agriculture	45%	50%	54%	58%	54%	50%
Architecture	28%	33%	35%	33%	39%	42%
Arts and Sciences	33%	39%	38%	46%	43%	45%
Business	39%	47%	53%	54%	53%	56%
Education	49%	46%	53%	54%	50%	55%
Engineering	31%	41%	44%	48%	47%	50%
Human Sciences	41%	55%	57%	59%	58%	54%

Appendix 1:
2000 Freshmen by Decile Rank and SAT Scores if SAT higher than ACT
Texas Tech University

		SAT Score Range																	
Decile		400	800	900	1000	1100	1200	1300	1400	1500									
Rank	Unknown	799	899	999	1099	1199	1299	1399	1499	1600	Total								
1	1	0	10	32	62	129	96	68	37	7	442								
2	4	1	20	64	119	124	65	17	3	1	418								
3	11	4	35	110	178	124	50	21	5	0	538								
4	5	2	43	102	140	69	33	6	1	0	401								
5	1	2	30	73	111	60	23	2	1	0	303								
6	2	1	11	31	82	45	12	5	0	0	189								
7	4	4	12	15	57	39	18	1	0	0	150								
8	4	0	7	10	22	19	4	1	0	0	67								
9	1	1	4	10	9	5	4	0	0	0	34								
10	3	0	1	1	6	3	1	0	0	0	15								
Unknown	43	0	1	0	1	2	1	1	1	0	50								
Total	79	15	174	448	787	619	307	122	48	8	2607								

Appendix 2:
2000 Freshmen by Decile Rank and ACT Scores if ACT higher than SAT
Texas Tech University

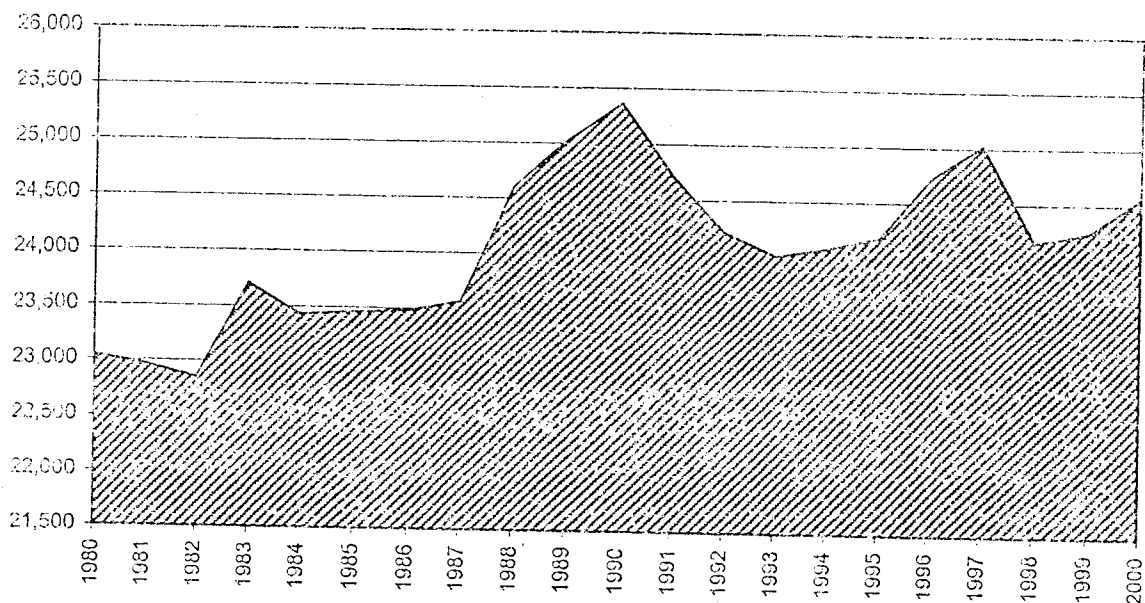
SAT Score Range												
Decile	0	20	22	24	27	29	31	33	35			
Rank	19	21	23	26	28	30	32	34	36	Total		
1	17	24	53	115	61	50	38	15	2	375		
2	27	52	57	102	26	16	4	1	0	285		
3	32	54	61	62	23	10	0	0	0	242		
4	39	51	49	39	5	1	2	0	0	186		
5	34	26	34	19	4	0	0	0	0	117		
6	17	13	17	12	3	1	1	0	0	64		
7	10	8	11	6	3	1	0	0	0	39		
8	6	5	3	11	0	1	0	0	0	26		
9	4	3	2	0	0	0	0	0	0	9		
10	0	2	1	0	1	0	0	0	0	4		
Total	186	238	288	366	126	80	45	16	2	1347		

Appendix 3: Enrollment History of Texas Tech University

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1925	910			910	1963	11,110	926		12,036
1926	1,378			1,378	1964	12,702	1,125		13,827
1927	1,374	38		1,412	1965	14,910	1,395		16,305
1928	1,786	24		1,810	1966	16,185	1,583		17,768
1929	2,028	23		2,051	1967	16,788	1,786	72	18,646
1930	1,940	43		1,983	1968	16,918	2,002	114	19,034
1931	1,777	46		1,823	1969	17,095	2,211	184	19,490
1932	1,898	52		1,950	1970	17,245	2,491	272	20,008
1933	1,897	46		1,943	1971	18,249	2,707	357	21,313
1934	2,328	105		2,433	1972	18,389	2,680	425	21,494
1935	2,369	72		2,441	1973	18,306	2,764	440	21,510
1936	2,648	55		2,703	1974	18,703	2,783	441	21,927
1937	3,091	63		3,154	1975	19,257	2,858	465	22,580
1938	3,417	90		3,507	1976	18,991	2,713	472	22,176
1939	3,796	94		3,890	1977	19,023	2,876	459	22,358
1940	3,717	80		3,797	1978	19,444	2,726	526	22,696
1941	3,487	62		3,549	1979	19,690	2,865	574	23,129
1942	2,829	31		2,860	1980	19,467	2,950	626	23,043
1943	1,622	74		1,696	1981	19,288	3,007	673	22,968
1944	1,932	17		1,949	1982	19,010	3,206	633	22,849
1945	2,424	19		2,443	1983	19,755	3,362	587	23,704
1946	5,291	75		5,366	1984	19,617	3,257	559	23,433
1947	5,998	116		6,114	1985	19,632	3,293	532	23,457
1948	5,969	176		6,145	1986	19,563	3,349	567	23,479
1949	5,467	377		5,844	1987	19,652	3,350	562	23,564
1950	5,015	460		5,475	1988	20,481	3,568	556	24,605
1951	4,335	571		4,906	1989	20,749	3,713	565	25,027
1952	4,521	639		5,160	1990	20,990	3,782	591	25,363
1953	4,836	582		5,418	1991	20,287	3,807	613	24,707
1954	5,689	568		6,257	1992	19,611	3,986	618	24,215
1955	6,772	384		7,156	1993	19,565	3,815	627	24,007
1956	7,606	449		8,055	1994	19,652	3,815	616	24,083
1957	8,107	459		8,566	1995	19,796	3,766	623	24,185
1958	8,295	475		8,770	1996	20,420	3,655	642	24,717
1959	8,369	497		8,866	1997	20,806	3,580	636	25,022
1960	8,604	574		9,178	1998	20,024	3,515	619	24,158
1961	9,571	641		10,212	1999	20,227	3,424	598	24,249
1962	10,428	755		11,183	2000	20,518	3,389	651	24,558

Appendix 4: **Fall Enrollment over the Last 20 Years** **Texas Tech University**

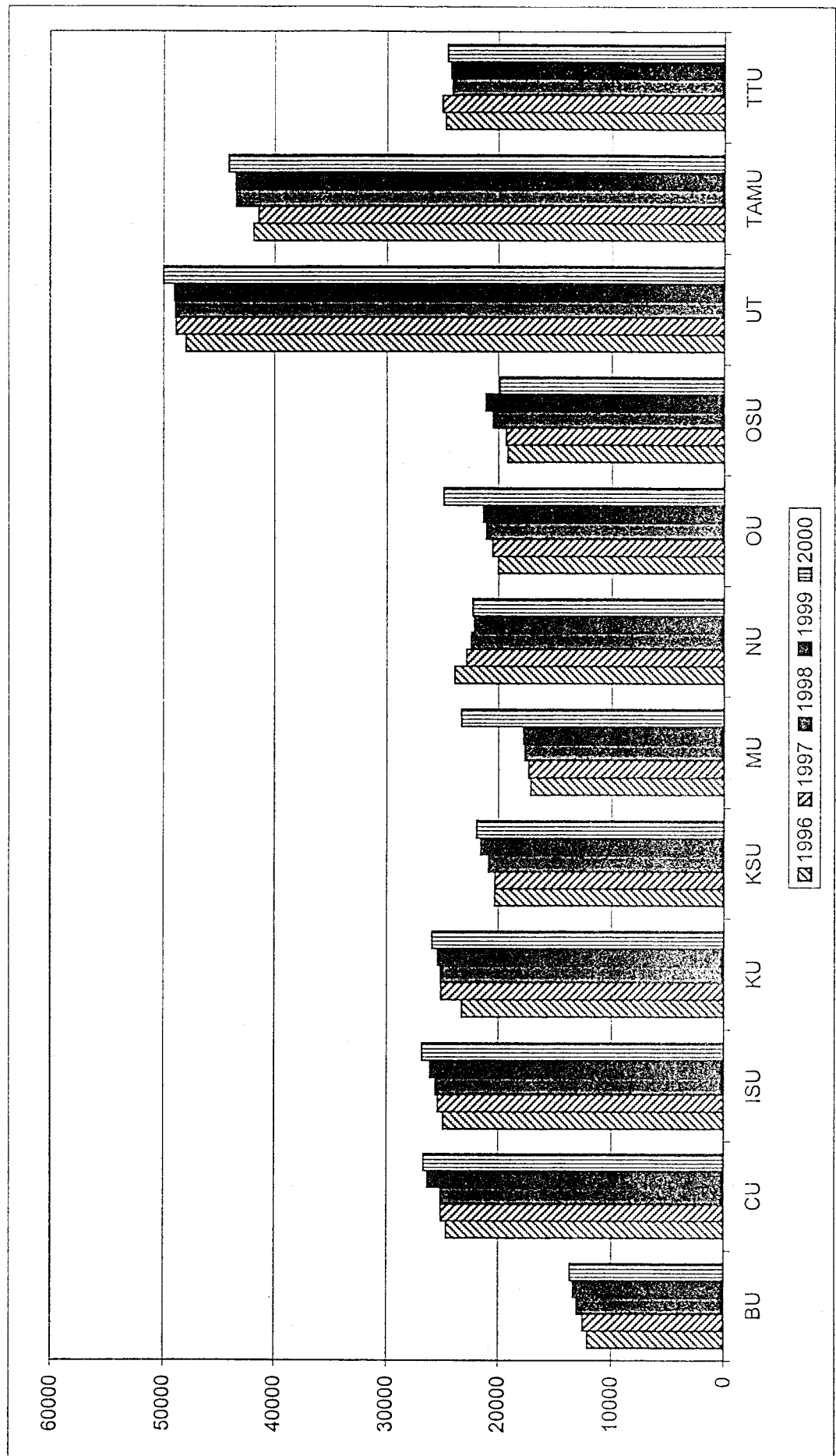
Year	Enrollment
1980	23,043
1981	22,968
1982	22,849
1983	23,704
1984	23,433
1985	23,457
1986	23,479
1987	23,564
1988	24,605
1989	25,027
1990	25,363
1991	24,707
1992	24,215
1993	24,007
1994	24,083
1995	24,185
1996	24,717
1997	25,022
1998	24,158
1999	24,249
2000	24,558



Appendix 5: Six Year Enrollment Summaries for the Big Twelve Universities, Fall Semesters

Universities	1996	1997	1998	1999	2000
Baylor University					
Undergraduate	10,323	10,597	11,124	11,472	11,806
Total	12,035	12,472	12,987	13,334	13,621
University of Colorado					
Undergraduate	20,380	20,437	20,595	21,500	22,017
Total	24,622	25,109	25,125	26,318	26,697
Iowa State University					
Undergraduate	20,503	21,124	21,427	21,503	22,481
Total	24,899	25,384	25,585	26,110	26,845
University of Kansas					
Undergraduate	18,119	18,432	18,588	18,944	18,922
Total	23,230	25,108	25,155	25,406	25,920
Kansas State University					
Undergraduate	16,936	16,936	17,532	17,903	18,252
Total	20,326	20,306	20,885	21,543	21,929
University of Missouri					
Undergraduate	17,165	17,346	17,698	17,811	18,058
Total	22,483	22,500	22,723	22,898	23,280
University of Nebraska					
Undergraduate	18,954	18,246	17,980	17,804	17,968
Total	23,887	22,827	22,408	22,142	22,268
University of Oklahoma					
Undergraduate	20,026	20,509	21,068	21,339	21,622
Total	22,670	23,160	23,982	24,425	24,887
Oklahoma State University					
Undergraduate	14,654	14,732	15,805	16,203	16,132
Total	19,201	19,350	20,466	21,087	19,860
University of Texas					
Undergraduate	35,086	36,861	37,211	37,159	37,649
Total	47,905	48,857	48,917	49,009	50,010
Texas A&M University					
Undergraduate	34,342	33,945	3,589	36,082	36,737
Total	41,892	41,461	43,389	43,442	44,038
Texas Tech University					
Undergraduate	20,420	21,155	20,024	20,227	20,518
Total	24,717	25,007	24,158	24,249	24,558

**Figure 1:
Fall Undergraduate Enrollment for Big Twelve Universities**



Appendix 6: 2000 College of Agricultural Sciences and Natural Resources (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Agriculture Economics	89	69	77.53%	45	65.22%	1061	24
Agriculture Education	35	32	91.43%	21	65.63%	1098	24
Agriculture Undecided	25	17	68.00%	5	29.41%	850	22
Animal Science	162	114	70.37%	64	56.14%	1096	24
Landscape Architecture	32	23	71.88%	20	86.96%	1086	23
Plant and Soil Sciences	10	5	50.00%	9	180.00%	1062	24
Range/Wildlife Management	45	31	68.89%	17	54.84%	1090	24
Total	398	291	73.12%	181	62.20%	1080	24

Appendix 7:
2000 College of Architecture (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Architecture	471	348	73.89%	205	58.91%	1107	25
Total	471	348	73.89%	205	58.91%	1107	25

Appendix 8: 2000 College of Arts and Sciences (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Art	137	98	71.53%	68	69.39%	1075	23
Arts and Sciences Undecided	1669	1043	62.49%	528	50.62%	1024	22
Biology	299	216	72.24%	73	33.80%	1161	25
Chemistry	72	61	84.72%	24	39.34%	1164	28
Communication Studies	108	72	66.67%	8	11.11%	1086	26
Economics/Geography	32	23	71.88%	10	43.48%	1058	21
English	50	35	70.00%	33	94.29%	1154	24
Foreign Language	18	13	72.22%	5	38.46%	1045	24
General Studies	27	17	62.96%	3	17.65%	957	-
Geosciences	26	16	61.54%	8	50.00%	1063	22
History	58	39	67.24%	18	46.15%	1127	24
HPER	139	92	66.19%	56	60.87%	1023	22
Pre-Professional Health	1123	824	73.37%	490	59.47%	1065	24
Pre-Law	227	158	69.60%	60	37.97%	1073	24
Mathematics	73	54	73.97%	22	40.74%	1185	25
Mass Communications	477	361	75.68%	249	68.98%	1053	23
Music	244	182	74.59%	81	44.51%	1136	24
Philosophy	15	9	60.00%	3	33.33%	1055	-
Physics	26	17	65.38%	7	41.18%	1256	30
Political Science	90	59	65.56%	30	50.85%	1095	24
Psychology	337	239	70.92%	121	50.63%	1085	23
Anthropology	67	40	59.70%	18	45.00%	1108	23
Theatre and Dance	93	68	73.12%	28	41.18%	1123	24
Total	5407	3736	69.10%	1943	52.01%	1067	23

Appendix 9: 2000 College of Business Administration (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Accounting	112	77	68.75%	0	0.00%		
General Business	178	115	64.61%	0	0.00%		
Business Undecided	1115	809	72.56%	753	93.08%	1081	24
Finance	79	54	68.35%	0	0.00%		
Management Information Systems	81	61	75.31%	0	0.00%		
Management	116	67	57.76%	0	0.00%		
Marketing	108	67	62.04%	0	0.00%		
Petroleum Land Management	1	0	0.00%	0	0.00%		
Total	1790	1250	69.83%	753	60.24%	1081	24

**Appendix 10:
2000 College of Education (Freshmen)**

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Multidisciplinary Studies	439	292	66.51%	40	13.70%	1034	22
Total	439	292	66.51%	40	13.70%	1034	22

Appendix 11: 2000 College of Engineering (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
Civil Engineering	217	158	72.81%	58	36.71%	1140	25
Computer Science	465	321	69.03%	140	43.61%	1150	26
Chemical Engineering	118	79	66.95%	34	43.04%	1187	26
Electrical Engineering	258	183	70.93%	120	65.57%	1167	26
Engineering Physics	20	13	65.00%	9	69.23%	1226	30
Engineering Undecided	184	144	78.26%	37	25.69%	1161	25
Industrial Engineering	29	20	68.97%	24	120.00%	1204	26
Mechanical Engineering	271	195	71.96%	92	47.18%	1121	24
Petroleum Engineering	33	25	75.76%	21	84.00%	1171	27
Engineering Technology	41	28	68.29%	18	64.29%	1091	25
Total	1636	1166	71.27%	553	47.43%	1151	26

Appendix 12: 2000 College of Human Sciences (Freshmen)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %	Mean SAT	Mean ACT
ENRHM	84	64	76.19%	53	82.81%	1033	23
Human Sciences Undecided	17	11	64.71%	1	9.09%	-	-
Human Development/Family Studies	126	86	68.25%	135	156.98%	1031	22
MEDC	147	115	78.23%	90	78.26%	1016	22
Total	374	276	73.80%	279	101.09%	1026	22

Appendix 13:
2000 College of Agricultural Sciences and Natural Resources (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Agriculture Economics	33	27	81.82%	22	81.48%
Agriculture Education	23	20	86.96%	17	85.00%
Agriculture Undecided	13	9	69.23%	7	77.78%
Animal Science	51	40	78.43%	28	70.00%
Landscape Architecture	14	9	64.29%	9	100.00%
Plant and Soil Sciences	6	2	33.33%	6	300.00%
Range/Wildlife Management	21	16	76.19%	9	56.25%
Total	161	123	76.40%	98	79.67%

Appendix 14:
2000 College of Architecture (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Architecture	118	80	67.80%	64	80.00%
Total	118	80	67.80%	64	80.00%

Appendix 15: 2000 College of Arts and Sciences (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Art	53	43	81.13%	45	104.65%
Arts and Sciences Undecided	292	221	75.68%	141	63.80%
Biology	111	82	73.87%	49	59.76%
Chemistry	22	16	72.73%	8	50.00%
Communication Studies	40	21	52.50%	8	38.10%
Economics/Geography	12	9	75.00%	7	77.78%
English	39	27	69.23%	27	100.00%
Foreign Language	16	13	81.25%	17	130.77%
General Studies	18	12	66.67%	4	33.33%
Geosciences	14	9	64.29%	5	55.56%
History	38	28	73.68%	22	78.57%
HPER	86	74	86.05%	73	98.65%
Pre-Professional Health	225	148	65.78%	133	89.86%
Pre-Law	40	22	55.00%	10	45.45%
Mathematics	28	21	75.00%	11	52.38%
Mass Communications	121	88	72.73%	82	93.18%
Music	42	26	61.90%	17	65.38%
Philosophy	7	5	71.43%	4	80.00%
Physics	4	3	75.00%	3	100.00%
Political Science	38	29	76.32%	30	103.45%
Psychology	110	82	74.55%	58	70.73%
Anthropology	39	25	64.10%	21	84.00%
Theatre and Dance	14	11	78.57%	6	54.55%
Total	1409	1015	72.04%	781	76.95%

Appendix 16: 2000 College of Business Administration (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Accounting	59	47	79.66%	4	8.51%
General Business	86	64	74.42%	2	3.13%
Business Undecided	220	151	68.64%	369	244.37%
Finance	69	56	81.16%	2	3.57%
Management Information Systems	89	66	74.16%	9	13.64%
Management	65	44	67.69%	1	2.27%
Marketing	94	64	68.09%	2	3.13%
Petroleum Land Management	1	0	0.00%	0	0.00%
Total	683	492	72.04%	389	79.07%

Appendix 17:
2000 College of Education (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Multidisciplinary Studies	220	153	69.55%	48	31.37%
Total	220	153	69.55%	48	31.37%

Appendix 18: 2000 College of Engineering (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
Civil Engineering	45	33	73.33%	24	72.73%
Computer Science	103	68	66.02%	42	61.76%
Chemical Engineering	27	16	59.26%	14	87.50%
Electrical Engineering	72	44	61.11%	26	59.09%
Engineering Physics	1	1	100.00%	1	100.00%
Engineering Undecided	22	14	63.64%	10	71.43%
Industrial Engineering	8	4	50.00%	5	125.00%
Mechanical Engineering	58	43	74.14%	38	88.37%
Petroleum Engineering	16	13	81.25%	8	61.54%
Engineering Technology	31	24	77.42%	29	120.83%
Total	383	260	67.89%	197	75.77%

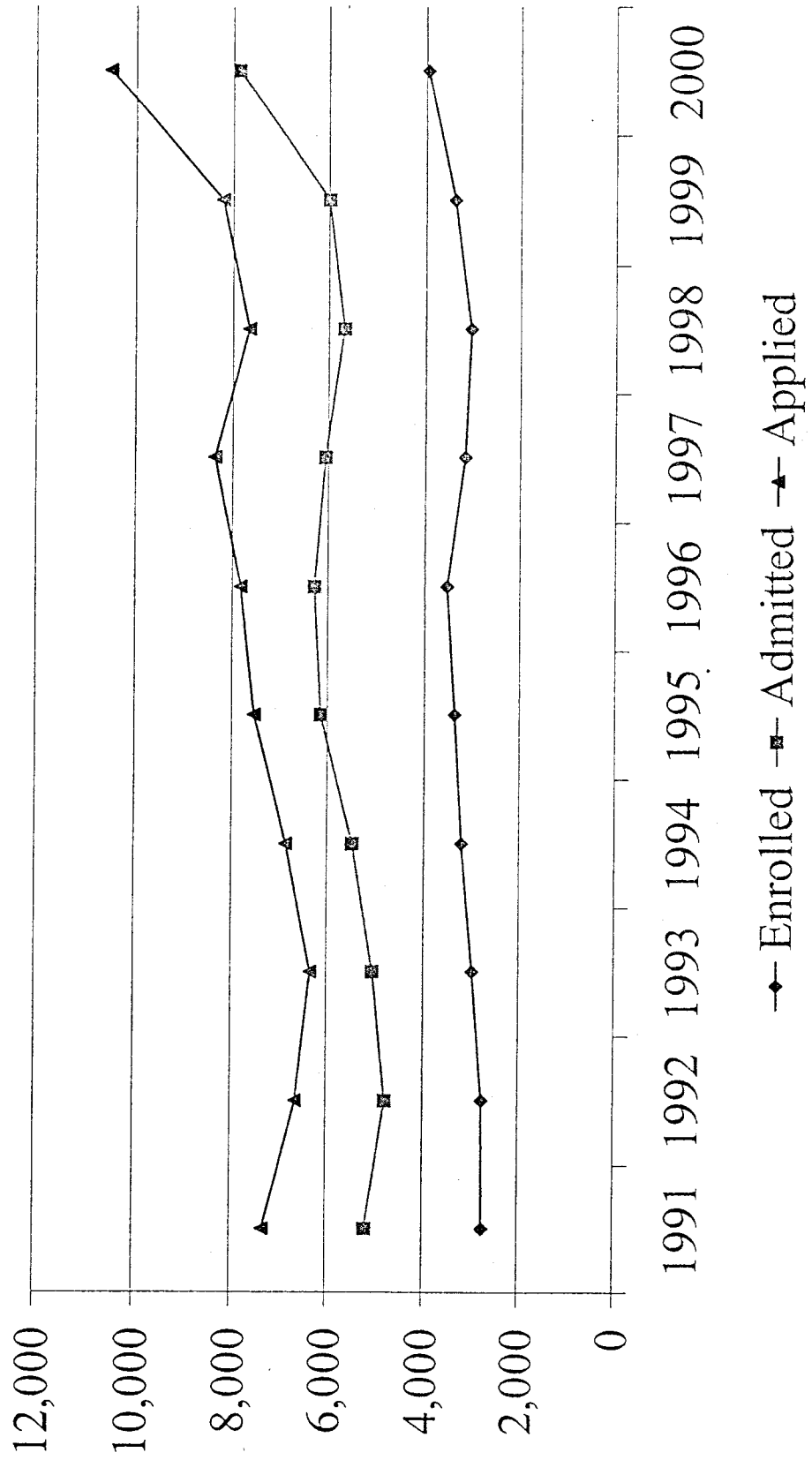
Appendix 19: 2000 College of Human Sciences (Transfers)

	Applied	Admitted	Percent Admitted	Enrolled	Yield %
ENRHM	57	46	80.70%	49	106.52%
Human Sciences Undecided	5	2	40.00%	2	100.00%
Human Development/Family Studies	81	61	75.31%	109	178.69%
MEDC	45	35	77.78%	34	97.14%
Total	188	144	76.60%	194	134.72%

**Appendix 20:
Freshman Admissions Activity, 1991-2000
Texas Tech University**

Year	Applied	Accepted	% Accepted	Enrolled	Yield
1991	7,322	5,191	70.90%	2,730	52.59%
1992	6,642	4,784	72.03%	2,746	57.40%
1993	6,334	5,051	79.74%	2,957	58.54%
1994	6,862	5,474	79.77%	3,189	58.26%
1995	7,532	6,137	81.48%	3,350	54.59%
1996	7,817	6,277	80.30%	3,520	56.08%
1997	8,356	6,053	72.44%	3,144	51.94%
1998	7,654	5,674	74.13%	3,028	53.37%
1999	8,207	5,985	72.93%	3,372	56.34%
2000	10,504	7,871	74.93%	3,954	50.24%

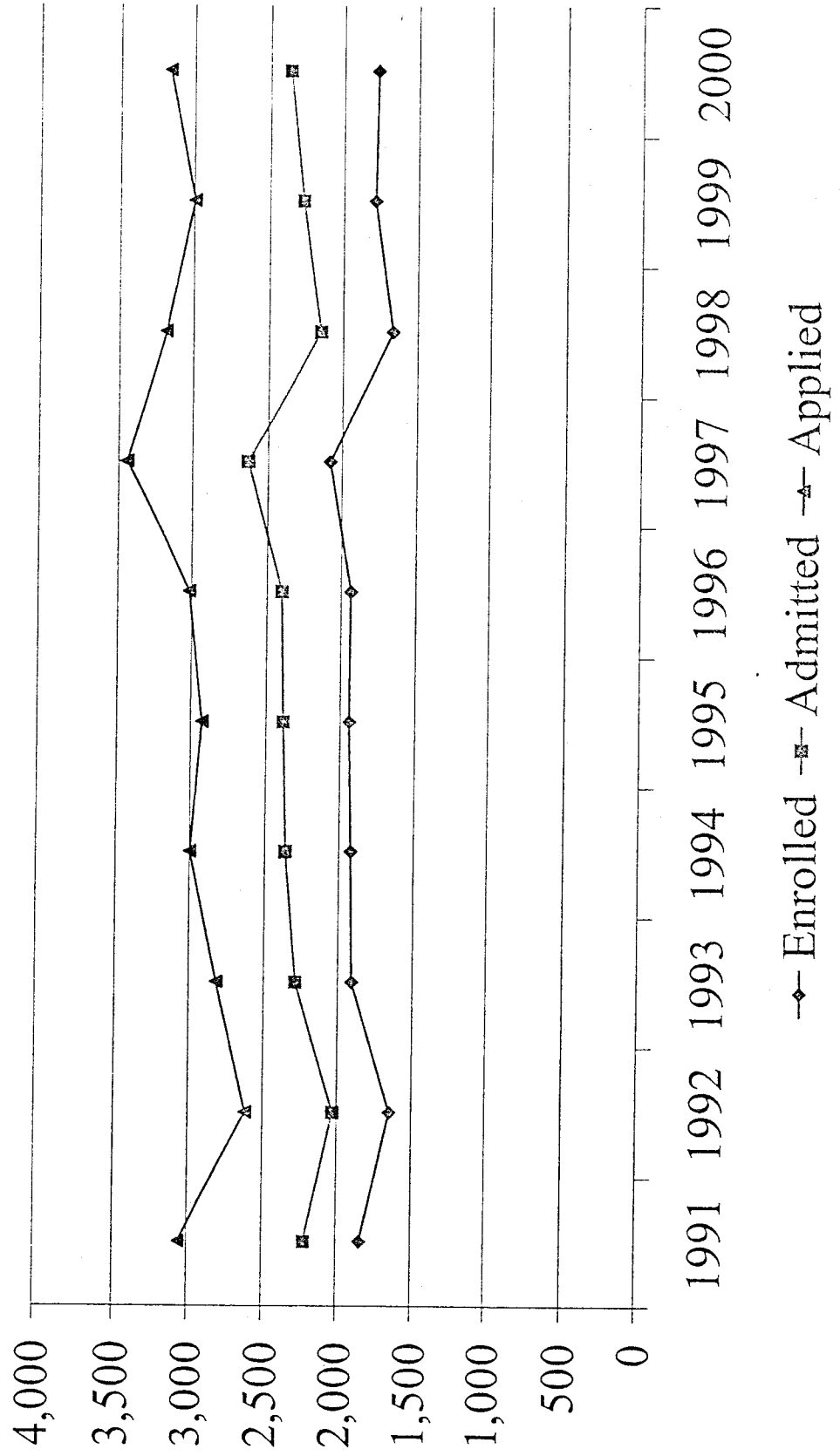
Chart 2:
Freshman Admissions Activity, 1991-2000
Texas Tech University



**Appendix 21:
Transfer Admissions Activity, 1991-2000
Texas Tech University**

Year	Applied	Accepted	% Accepted	Enrolled	Yield
1991	3,059	2,219	72.54%	1,841	82.97%
1992	2,613	2,028	77.61%	1,647	81.21%
1993	2,812	2,290	81.44%	1,906	83.23%
1994	2,997	2,363	78.85%	1,919	81.21%
1995	2,922	2,386	81.66%	1,939	81.27%
1996	3,014	2,401	79.66%	1,933	80.51%
1997	3,446	2,631	76.35%	2,078	78.98%
1998	3,188	2,147	67.35%	1,665	77.55%
1999	2,993	2,271	75.88%	1,788	78.73%
2000	3,167	2,363	74.61%	1,771	74.95%

Chart 3:
Transfer Admissions Activity, 1991-2000
Texas Tech University



Board of Regents Report

November 3, 2000

Since my last report to you in May, Caregivers is nearing completion of its new **web site** which we hope will give us more visibility and let more people know about the **beautification efforts and needs** at Texas Tech and the Health Sciences Center. We tell the story of **Arbor Day celebration**, offer a tour of **campus projects**, and allow the reader to learn more about our **Banner program**. Additionally, you can **purchase Tech ornaments** and soon will be able to **purchase a Tree** for the campus and support a host of other projects we offer. We are still working on some of the visuals, but it should be near completion by the end of the month.

Quick report on our projects:

Broadway entry gatehouses are being constructed and should be complete shortly after the first of the year, depending on delivery of the limestone. Great new addition as a ceremonial entrance to campus.

The fountain at Memorial Circle has been redesigned, is funded and will be completed in 2001. This design allows for:

the **flagpoles and dedication markers** to remain in the Circle. It needed to work with the **existing, established sidewalks** built upon proven circulation routes. There will be **seven fountain basins** that allow for entry and viewing from any direction. It will be surrounded by **4 foot tall raised walls**, which combined with **short bubblers**, give a vertical effect. The height of the walls **compliments the view into campus** without **obstructing** the view into the Science Quadrangle. There was an effort to keep the design similar in size to the existing circle. The new design is about **121 feet** while the current circle is **105 feet across**. Construction should begin after the first of the year. ** New rendering**

Fraizer Plaza is nearing completion and earlier this fall the new Masked Rider bronze was dedicated. We are working now to raise the funds for the trees and landscape material to finish this area by spring 2001.

We are looking forward to working with Facilities office in planning the landscape and public art needs for our future buildings. **The E/P/E and the University Center** are ones in particular that our committee wants to be a part of.

Caregivers continue to sponsor the **Banner program** and I hope you notice we have added new ones this week down Broadway and on Indiana in front of the Arena. This is one way we remind our citizens of our traditions, and Tech's importance in the community.

We offer Tech's official **commemorative ornament** for the year 2000 and this year we highlight the **Masked Rider** as one of Tech's most enduring and loved mascots.

I would like to report that Caregivers, with the help of Mr. Brunjes and members of the Development accounting staff, is preparing an **annual report** that will detail our income and expenditures. Caregivers has raised over **\$1.4 million in cash** dollars through our donor funded projects. This also includes our **Trees for Tech campaign, Banners and our Commemorative Ornament Projects**. Additionally, through your leadership and board policy adopting the **1% initiative** dedicated to Landscape and Public Art on all building projects over \$500,000, we have generated over **\$1 million** for landscape projects associated with funded building projects. This all adds up to a little over **\$2.5 million in donor funded and 1% initiatives**. We know this is making a measurable difference in what the campuses of Texas Tech and the Health Sciences Center look like.

These resources are being reinvested back into the campus and we are seeing a stronger contrast from those areas that have project budgets associated with them and those where no activity is planned. These areas are not forgotten, but are taking a little more creativity in finding funding to help them along.

We would ask the support of the board in continuing the irrigation updates throughout the campus because with out this infrastructure component, these areas will not get the needed attention they deserve.

Thank you and other members of the board for allowing Caregivers to become a success story. Questions??

TEXAS TECH UNIVERSITY SYSTEM
Lubbock, Texas

FOR BOARD INFORMATION

TEXAS TECH UNIVERSITY AND TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

1. Report of Contracts to Minority-Owned, Woman-Owned Businesses for the Cost of Issuance of Bonds and the Items Financed by Such Bonds

TEXAS TECH UNIVERSITY

1. Budget Adjustments per *Board of Regents Policy 04.04.4.c(3)* for the period July 1, 2000 through August 31, 2000
2. Small Class Report, Summer 2000, per *Board of Regents Policy 06.07.2*

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

1. Budget Adjustments per *Board of Regents Policy 04.04.4.c(3)* for the period July 1, 2000 through August 31, 2000
2. School of Medicine Faculty Employment Contracts per *Board of Regents Policy 04.05.4.b*

[The above referenced information items are on file in the Board of Regents office.]