

**Project South Texas  
Academic Administration Working Groups  
FINAL Report**

February 14, 2014

<b>Working Group Name</b>	Other Accreditation and Institutional Effectiveness
<b>Working Group Co-Chairs</b>	Blanca Bauer (UTB), Cynthia Brown (UTPA)
<b>Working Group Members</b>	UTB: Mikhail Bouniaev, Miguel Escotet, Mark Kroll, Javier Martinez, Anne Rentfro  UTPA: Miguel Gonzalez, Dahlia Guerra, Teofilo Ozuna, Hector Ochoa, John Ronnau

**Institutional Effectiveness Sub-group**

Co-Chairs	UTB: Blanca Bauer UTPA: S. J. Sethi
Members	UTB: Luis Aspitia, Jose Butron, Luis Calderon, Monica Garcia, Celina Garza, Julio Ibarra, Nati Rangel-Hinojosa, Aldo Salinas UTPA: Lydia Flores, Feng Li, Marcelo Paredes, Liana Ryan, Sam Shi

## **EXECUTIVE SUMMARY AND INTRODUCTION**

The goals of the Other Accreditation and Institutional Effectiveness Working Group are to (1) ensure that each agency accrediting an academic program is notified of the consolidation; (2) ensure that all accrediting agency requirements resulting from the consolidation are met; and (3) to identify the best practices to innovatively provide institutional research and effectiveness activities to support the University of Texas Rio Grande Valley.

### **Program Accreditations**

The work of notifying accrediting bodies of UTB and UTPA academic programs is progressing as scheduled. Appendix 1 provides the listing of these with the date of the next scheduled review. Notifications have been submitted to the accrediting bodies with the same accredited programs at both universities: ABET, AACSB, and NASM. In addition, CCNE and NCATE have been notified about the consolidation related to UTPA's nursing program and UTB's education programs, respectively. In these cases, one university has an accredited program and the same program at the other university is not accredited. Notification to accrediting agencies where only UTB or UTPA offers a program that holds accrediting is proceeding with all notifications to be sent by March 2014.

### **Institutional Effectiveness**

The Institutional Effectiveness activities were considered by a sub-group with membership as shown above. The framework guiding their work was to establish a "One-Stop Shop" for institutional data, assessment, planning, policies, course evaluations, administrator evaluations, special projects, internal/external surveys, and other related services. The key issues identified were:

# **Project South Texas**

## **Academic Administration Working Groups**

### **FINAL Report**

- Maintaining the integrity of data at a multi-campus institution.
- Ensuring a culture of evidence built into the foundation of UTRGV.
- Ensuring that sufficient human and technology resources and technology are available to serve data and information needs of all constituents.
- Centralized expertise in providing support for assessment, online surveys, and institutional data.
- Professional development for staff in both institutional research and assessment techniques.

Staff from UTB's OIRPE and UTPA's OIRE conducted research on various institutional research and effectiveness operations nationwide and then met twice for day-long sessions discussing innovative ideas and structure for the new Institutional Research and Effectiveness (IRE) office for UTRGV. Their key recommendations include:

- Create a division of "Institutional Research & Effectiveness (IRE)" that reports to the President of UTRGV. This division will serve as a one-stop-shop for institutional research, institutional reporting, assessment, program review, planning, SACS, policies, course evaluations, administrator evaluations, internal/external surveys, special projects (i.e., making sure all committees and councils are up to date in membership and meetings), and other related services.
- Invest in dashboard and predictive analysis software and training to enable the division of IRE to bring data all the way from university level to department/major level at the fingertips of administrators, department chairs and faculty.
- Invest in a GIS system to geo-code every student, staff, and faculty member. This will assist in data analysis for future planning of activities and services.
- Currently neither UTPA nor UTB are conducting Student Learning Outcomes (SLOs) for student support administrative units. This needs to be implemented as SACS requires SLOs not only for academic programs, but also for student support units.
- Currently very few non-academic units at UTPA and UTB conduct program reviews/self-studies for their offices. These program reviews need to be implemented for all non-academic units.

These recommendations are discussed in detail in the Recommendations section of this report.

## **FINDINGS – Institutional Effectiveness**

### **Innovative Initiatives Currently in Place**

---

At UTB the Office of Institutional Research, Planning, and Effectiveness reports to the Provost and has a total of 9 full-time staff.

At UTPA the Office of Institutional Research and Effectiveness reports to the President and has a total of 6 full-time staff.

For a list of key services offered by each office, refer to Appendix 2 – Key Services Offered.

For a list of differences between the two offices, refer to Appendix 3 – Key Policy Differences.

Refer to Appendix 4 for a list of Potential Risks and How to Mitigate Them.

Refer to Appendix 5 for a Detailed Situational Analysis, for services, stakeholders, technology systems used, compliance responsibilities, subject matter expertise available at the two institutions as well as lessons learned.

# **Project South Texas**

## **Academic Administration Working Groups**

### **FINAL Report**

#### **Innovative Initiatives not Currently in Place**

---

- Dashboard capabilities and Predictive Analysis capabilities and expertise will help provide better support for decision makers at all levels who need to answer complex questions.
- Creation of an Assessment Committee, which will assist in the development of a university-wide Assessment Plan for Student Learning Outcomes (SLOs) and Administrative and Education Support (AES) Action Plans and Assessment Reports, will help promote a culture of assessment and accountability.
- Serve as a “One-Stop Shop” for data, assessment, planning, policies, course evaluations, administrator evaluations, special projects (committees and councils), and internal/external surveys.
- Automate process flow of HOPs and enforce they move through the process in a timely manner as per Regents Rules 20201.
- Use GIS for geo coding every student, staff and faculty to help in data analysis for future planning of activities and services

#### **RECOMMENDATIONS – Program Accreditation**

The working group recommends that joint faculty teams be formed to address accrediting body requirements for all programs with the same accreditation. Joint faculty teams should also be formed where either UTB or UTPA has an accredited program but the corresponding program at the other university is not accredited. Where a program with accreditation is offered at only UTB or UTPA, faculty from the other university in the same discipline should be invited to participate in the preparation of accreditation notifications.

#### **RECOMMENDATIONS – Institutional Effectiveness**

1. Create a division of “Institutional Research & Effectiveness (IRE)” that reports to the President of UTRGV. This division will serve as a one-stop-shop for institutional research, institutional reporting, assessment, program review, planning, SACS, policies, course evaluations, administrator evaluations, internal/external surveys, special projects (i.e., making sure all committees and councils are up to date in membership and meetings), and other related services.

Literature review shows that an effective IRE division performs tasks related to (a) data management and reporting, (b) analytical reporting, (c) planning and scanning, (d) assessment, and (e) accreditation. See Appendix 6 for a chart outlining the primary tasks under each of the categories mentioned above.

An organizational chart for the division of IRE is presented in Appendix 7. The Academic Assessment Working Group has also designed an organizational chart for their area which is also presented in the appendix as both areas will have to work closely for effective implementation of all academic and non-academic planning and assessment.

2. Invest in dashboard and predictive analysis software and training to enable the division of IRE to bring data all the way from university level to department/major level at the fingertips of administrators, department chairs and faculty.
3. Invest in a GIS system to geo-code every student, staff, and faculty member. This will assist in data analysis for future planning of activities and services.

**Project South Texas  
Academic Administration Working Groups  
FINAL Report**

4. Currently neither UTPA nor UTB are conducting Student Learning Outcomes (SLOs) for student support administrative units. This needs to be implemented as SACS requires SLOs not only for academic programs, but also for student support units.
5. Currently very few non-academic units at UTPA and UTB conduct program reviews/self-studies for their offices. These program reviews need to be implemented for all non-academic units.

**The table below shows how each of the recommended innovative initiatives aligns with the guiding principles.**

<b>Recommended Innovative Initiatives</b>	<b>Guiding Principles</b>
Dashboard and Predictive Analysis capabilities.	Fully integrate next generation technology and customized learning to increase affordability and maximize student success.
Creation of an Assessment Committee.	Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.
Serve as a “One-Stop Shop”	Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.
Automate process flow of HOPs	Streamline academic and administrative programs and re-design processes to increase productivity and promote a student- and service-centered mode of operation.
Use GIS for geo coding every student, staff and faculty.	Fully integrate next generation technology and customized learning to increase affordability and maximize student success.

---

**Required Actions for Implementation – Fall 2015**

---

**Program Accreditations**

1. Complete the notification of the consolidation of UTB and UTPA to the accrediting bodies where only one university has an accredited program and the other does not offer the program.
2. Submit the required information as requested by accrediting bodies prior to the Fall 2015.

**Institutional Effectiveness**

1. Ensure data integrity when moving from current student information systems and ERP systems to PeopleSoft.

# **Project South Texas**

## **Academic Administration Working Groups**

### **FINAL Report**

2. Currently UTPA is using TracDat software and UTB is using Blackboard Outcomes for planning and assessment purposes. Analyze various software systems and select one that will help UTRGV align planning initiatives, review and reflect on academic and administrative outcomes, and take action to help improve performance.
3. Analyze dashboard and predictive analysis tools and recommend the ones that will be state of the art tools for the 21<sup>st</sup> century in providing access to data and information to users at UTRGV and beyond.
4. Create calendars for required reports, assessment, student learning outcomes, internal/external surveys, program reviews, SACS deadlines, and policies.
5. Design a webpage for the division, with relevant data and information, that can go live as soon as the new university opens its doors in Fall 2015.
6. Develop strategic plan for IRE that articulates the mission, values, goals, and objectives.
7. Understand data from each campus – The nuances of how different categories of students are tagged, how data on certain students (e.g., teacher prep course students) is collected and tagged for various reports.
8. Select Peers for the new university in collaboration with new university administrators and UT System's Office of Strategic Initiatives.
9. Research requirements for Medical School reporting and their accreditation needs. Have close relationship with Medical group.

### **Possible Consultations**

---

#### **Institutional Effectiveness**

Site visits or consultation are not needed. The following IRE offices are being studied by the UTB and UTPA IRE offices.

Institutions providing high level of services in the areas of Institutional Research (IR) and Institutional Effectiveness (IE) –

- Division of Institutional Effectiveness at Georgia Regents University. <http://www.gru.edu/ie/index.php>
- Division of Planning and Institutional Improvement at Indiana University – Purdue University Indianapolis. <http://planning.iupui.edu/>
- Offices of Institutional Research and Institutional Effectiveness at Western Michigan University. <http://www.wmich.edu/ir/index.html> and <http://www.wmich.edu/effectiveness/>
- Offices of Institutional Research and Institutional Effectiveness at Eastern Kentucky University. <http://www.ir.eku.edu/> and <http://www.oie.eku.edu/>

**Project South Texas  
Academic Administration Working Groups  
FINAL Report**

**APPENDICES**

- Appendix 1: Table of program accreditations for UTB and UTPA
- Appendix 2: Institutional Effectiveness: Key Services Offered
- Appendix 3: Institutional Effectiveness: Key Policy Differences
- Appendix 4: Institutional Effectiveness: Potential Risks and How to Mitigate Them
- Appendix 5: Institutional Effectiveness: Detailed Situational Analysis OF UTB and UTPA
- Appendix 6: Institutional Effectiveness: Primary Tasks for Division of Institutional Research and Effectiveness
- Appendix 7: Institutional Effectiveness: Organizational Chart for Division of Institutional Research and Effectiveness

# Project South Texas

## Academic Administration Working Groups

### FINAL Report

#### APPENDIX 1

#### Program Accrediting Agencies at UTB and UTPA

Accrediting	Programs		Accreditation		Year of Next Accreditation	
	UTB	UTPA	UTB	UTPA	UTB	UTPA
National Association for Education of Young Children	Early Childhood		✓		2011-2017	
Texas Education Agency	Teacher Education	Bachelor of Interdisciplinary Studies with Teacher Certification	✓	✓		
National Council for Accreditation of Teacher Education (NCATE)	*College of Education		✓		All COE programs are candidates for NCATE review scheduled for SP 2014	
	Bachelor of Science in Biology (Science 4-8) - RWC		✓			
	Bachelor of Science in Chemistry (8-12)- RWC		✓			
	Bachelor of Arts in Interdisciplinary Studies (EC-6) Billnugal Generalist- RWC		✓			
	Bachelor of Arts in Interdisciplinary Studies in (EC-6) English as a Second Language Generalist- RWC		✓			
	Bachelor of Arts in Interdisciplinary Studies (EC-6) Special Education EC-12)- RWC		✓			
	Bachelor of Arts in English/Language/Arts Reading (English Language Arts/ Reading 4-8)- RWC		✓			
	Bachelor of Arts in English/Language/Arts Reading (English Language Arts/ Reading 8-12)- RWC		✓			
	Bachelor of Science in Kinesiology (Kinesiology EC-12)- RWC		✓			
	Bachelor of Science in Mathematics (Mathematics 8-12)- RWC		✓			
	Bachelor of Science in Mathematics (Mathematics 4-8)- RWC		✓			
	Bachelor of Music in Music Education in Guitar (Music EC-12) - NASM Accredited		✓			
	Bachelor of Music in Music Education in Instrumental (Music EC-12) - NASM Accredited		✓			
	Bachelor of Music in Music Education, Keyboard Music EC-12) - NASM Accredited		✓			
	Bachelor of Music in Music Education in Vocal (Music EC-12) - NASM Accredited		✓			
	Bachelor of Arts in Spanish (Spanish EC-12) - RWC		✓			
	Master of Education -Bilingual Education - No SPA Standards		✓			
	Master of Education in Counseling & Guidance, CACREP Accredited		✓			
	Master of Education Curriculum and Instruction-No SPA Standards		✓			
	Master of Education- Early Childhood Education -RWC		✓			
	Master of Education-Educational Leadership - Recognized		✓			
	Master of Education-Educational Technology- Recognized		✓			
	Master of Education-Special Education-RWC		✓			
	Doctorate in Education Curriculum and Education		✓			
Accreditation Commission for Education in Nursing	Master of Science in Nursing		✓		Spring 2019	
	Bachelor of Science in Nursing		✓		Spring 2019	
Commission on Collegiate Nursing Education		Nursing (BSN, MSN)		✓		2022
National Association of Schools of Music (NASM)	The Dept of Music and the Music Academy	Bachelor of Music, Master of Music	✓	✓	2011-2017	2015
National Association of Schools of Theatre		Theatre		✓		2014-2015
American Association of Colleges and Schools of Accreditation Board for Engineering and Technology	School of Business	College of Business Administration (BBA, MBA, MSA, MACC, PhD)	✓	✓	Through April 2017	2015
	Computer Information Sciences and Engineering Physics		✓		Through Sept. 30, 2016	
	Engineering Physics		✓		Through Aug. 31, 2016	
		Civil Engineering		✓		2015
		Computer Science		✓		2015
		Computer Engineering		✓		2015
		Electrical and Computer Engineering		✓		2015
		Manufacturing Engineering		✓		2015
		Mechanical Engineering		✓		2015
Council for Accreditation of Counseling and Related Education	Counseling & Guidance (Community & School Counseling)		✓		Thru March 20, 2019	
Accreditation Council for Education in Nutrition and		Bachelor of Science in Dietetics		✓		2018
Accreditation Council for Occupational Therapy Education		MS in Occupational Therapy		✓		2021
Accreditation Review Commission on Education for Physician		Masters of Physician Asst Studies		✓		2020
Council on Rehabilitation Education		Masters of Rehabilitation Counseling		✓		2014
American Accreditation in Audiology and Speech-Language		MS Communication Science & Disorders		✓		2016
Council on Social Work Education		Bachelor of Social Work, Master of Social Work		✓		2015
National Accreditation Agency for Clinical Laboratory Sciences		Bachelor of Science in Clinical Laboratory Science		✓		2016
Council of Rehabilitation Education (CORE)		BS and MS in Rehabilitation Counseling		✓		2021
Accreditation Council for Pharmacy Education (ACPE)		Cooperative Doctoral Degree in Pharmacy with UT Austin		✓		2017

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

**APPENDIX 2**  
**Key Services Offered at UTB and UTPA**

<b>Area</b>		<b>UTB Current State</b>	<b>UTPA Current State</b>
<b>Key Services Offered</b>	Prepare reports for President, Provost, President's Cabinet to assist in executive decision making	√	√
	Faculty and staff data requests to support grant writing and other information needs	√	√
	Prepare annual institutional profile for institution	√	√
	Prepare Stats at a Glance (mini fact book) and distribute widely	√	√
	Prepare institutional Research Briefs/Reports every term on critical university topics, programs and survey outcomes data to support informed decision-making	√	√
	Data Integrity – Identify anomalies in the data residing in the ERP, and develop solutions encompassing procedures, training, edit reports, and/or technical solutions. Solutions to other data requests are also addressed (i.e. Identify student cohorts)	√	√
	Data Warehouse – Import data from the ERP and other sources and house data in a centralized repository from which standard (i.e. THECB, IPEDS) and ad-hoc reporting could be performed	√	√
	Conduct institution-wide online surveys for faculty, staff, and several departments	√	√
	Coordinate Administrative & Educational Support (AES) planning and assessment for all academic and administrative units	√	√
	Prepare data tables to assist AES academic units to complete their annual action plans and assessment reports	√	√
	Coordinate Student Learning Outcomes (SLO) planning and assessment activities for academic and non-academic units	√	X
	Coordinate Academic Program Review self-study documents, training and outcomes data for scheduled academic programs	√	X
	Coordinate Periodic Review of Academic Consortium Academic Agreement/MOUs	√	X
	Coordinate and manage HOP policies for the institution, conduct HOP committee meetings, and submit HOPs to the President for approval and then to UT System's OGC	X	√
	Collect information on Committees and Councils on an annual basis and post updated information on the web	X	√
	Manage and update the Institutional Research and Effectiveness websites	√	√
	Manage and update the Guidelines website	X	√
	Manage and update the HOP and HOP review websites	X	√
	People Soft integration on Faculty data for CB008	√	X



**Project South Texas  
Academic Administration Working Groups  
FINAL Report**

**APPENDIX 3  
Key Policy Differences at UTB and UTPA**

<b>Area</b>		<b>Recommendation</b>
<b>Key Policy Differences</b>	OIRPE at UTB reports to the Provost	Reporting to the President is best practice
	OIRE at UTPA reports to the President and serves on the President's Cabinet	
	Business Affairs at UTB coordinates HOPs	Keep under Institutional Research and Effectiveness
	OIRE at UTPA coordinates HOPs and Guidelines	
	OIRPE at UTB does not manage Committees and Councils	Keep under Institutional Research and Effectiveness
	OIRE at UTPA coordinates the Committees and Councils at UTPA.	
	Membership lists are not coordinated at UTB.	Keep under Institutional Research and Effectiveness
	OIRE at UTPA coordinates the membership lists for efficiency in processing of membership requests from staff and faculty.	
	<p>OIRPE at UTB serves as the SACS liaison and oversees all SACS and assessment activities</p> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Academic Program Review</li> <li>• Learning Outcomes Assessment</li> <li>• Keeps SACS narrative updated</li> <li>• Gen Ed Assessment</li> <li>• Helps Audit Fac. Qualifications</li> </ul> <p>The SACS liaison at UTPA is the Vice Provost for Graduate Studies. Her office and the Vice Provost for Undergraduate Studies oversee the SACS activities listed above. The Presidential Fellows oversee Strategic Planning. OIRE at UTPA oversees</p> <ul style="list-style-type: none"> <li>• AES Action Plans and Assessment Reports</li> <li>• Serves on the SACS leadership and steering committees</li> </ul>	Keep under Institutional Research and Effectiveness

# Project South Texas

## Academic Administration Working Groups

### FINAL Report

#### APPENDIX 4

#### Potential Risks and how to Mitigate Them

Potential Risk	Prevention/Mitigation Strategy
Partitioning campus-based data	Have input into the decision making of how data elements are coded for reporting in PeopleSoft
Not being able to serve all clients for data requests	Data Warehouse and Dashboard (SAS) will help streamline data availability to users
Culture and image issue – rogue surveys and reports are prepared by various offices at UTB and they don't match official data	Start establishing IRE as the official repository of institutional data through regular communications
Losing track of reports for entire institution by campus (UTPA / UTB)	Collaboration between both campuses creating detailed lists of reports produced
Losing data integrity and efficiency	<ul style="list-style-type: none"> <li>- Have input with IT Infrastructure Working Group for migration to new ERP system</li> <li>- Be part of the People Soft/SIS Implementation Team</li> <li>- Enforce use of institutional email IDs to avoid FERPA violation and preserve data integrity</li> <li>- Be actively involved in Registrar's and Admission Work Groups for PeopleSoft Implementation</li> </ul>
Volume and size of service that is provided for SLOs, program reviews, general education assessment, AES action plans and assessment reports will be unmanageable with current staff size	<p>Establish liaisons at all levels (Campus, Division, College, Department/Program)</p> <p>In IRE, have enough personnel to assure high quality and service of all reports</p>
Keeping track of programs and off-site/online/clinical locations that academics in their excitement fail to inform appropriate compliance regulators. E.g., Redesigning course delivery methods to include teleconferencing without following appropriate protocol and receiving proper approvals (UTS, THECB, SACS)	The organizational structure has to be strong and proper responsibilities delegated to ensure proper tracking is in place. Processes need to be well-defined and communicated consistently
Blurred lines in responsibilities and Change Management Processes. E.g., at UTB, Enrollment Management focuses only on Financial Aid and not on overall enrollment projections	<ul style="list-style-type: none"> <li>- Enrollment Management must exist with all stakeholders represented (Student Affairs, Academic College Deans, IRE)</li> <li>- IRE to serve on Undergraduate and Graduate Curriculum Committee</li> <li>- Document responsibilities</li> <li>- IRE to serve as Data Gatekeepers to identify data inaccuracies and anomalies</li> <li>- Data Standards need to be defined</li> <li>- In PeopleSoft, IRE must have query/report writing access and ability to run federal/state reports after data cleanups completed; Data</li> </ul>

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

	<p>Owners need control to perform data cleanups</p> <ul style="list-style-type: none"> <li>- Strategic Planning, Student Outcome Assessment, Course Evaluations, Program Review, Gen Ed Core Assessment should be housed under IRE to facilitate the coordination, timely completion and use of technology</li> </ul>
Not having a culture of evidence built into the foundation of the New University	<ul style="list-style-type: none"> <li>- Giving IRE the presence and authority with full support from executive leadership to ensure that this culture of evidence is built from the start</li> <li>- Provide sufficient resources</li> <li>- Establish the IR office as the repository of official institutional census data and encourage consistent use of this official data resource (Trust the data)</li> <li>- Report key performance measure findings directly to the President to ensure appropriate follow-up actions are taken</li> <li>-</li> </ul>
Fragmented coordination of SACS activities and monitoring leading to non-continuous processes; E.g., once the SACS 10-year report is completed, people stop being mindful of SLOs, assessments, faculty credentials and other SACS requirements	Having a coordinated, centralized SACS operation with enough staff support to ensure compliance with SACS and other accrediting bodies on a day-to-day basis

# Project South Texas Academic Administration Working Groups FINAL Report

## APPENDIX 5 Detailed Situational Analysis

This section includes the following -

- a. key stakeholders for who services are provided,
- b. information technology systems used by the two existing offices,
- c. external compliance responsibilities,
- d. other key data maintained and provided to stakeholders,
- e. subject matter expertise currently available in the two offices, and
- f. lessons learned

Area		UTB Current State	UTPA Current State
<b>Key Stakeholders for Whom Services are Provided</b>	President	√	√
	Vice Presidents	√	√
	President's Cabinet	√	√
	Deans	√	√
	Department Chairs	√	√
	Staff	√	√
	Faculty	√	√
	Students	√	√
	Various departments, offices, and groups all over campus	√	√
	UT System	√	√
	THECB	√	√
	Department of Education (DOE)	√	√
	Media organizations	√	√
	Legislators and other government officials	√	√
	SACS	√	√
	General Public	√	√
	School districts and other community members	√	√
	Alumni	√	√
	Business partners	√	√

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

Area		UTB Current State	UTPA Current State
<b>Information Technology Systems Used</b>	<b>Statistical Analysis</b>		
	SPSS	√	√
	Data Warehouse SQL Server and management tools	√	√
	WebFocus Developer Studio	X	√
	Informer	√	X
	<b>Student Information Systems</b>		
	Ellucian Banner	X	√
	Ellucian Colleague / Colleague Studio	√	X
	ODS-Operational Data Store	√	X
	<b>Financial and HR ERP</b>		
	Oracle for business processes	X	√
	People Soft-Human Resources and Finances (implementation/go-live March 2014)	√	X
	<b>Assessment</b>		
	TracDat	X	√
	TK 20 (COE)	√	X
	Blackboard Outcomes	√	X
	<b>Faculty Productivity and Evaluations</b>		
	Digital Measures	√	√
	Explorance Blue	√	X
	<b>Day-to-day Tasks</b>		
	Microsoft Office Suite	√	√
	Crystal Reports	√	√
	Sharepoint Sites	√	√
	Visio 2013	√	√
	SSH Secure File Transfer and Shared Drives	√	√
	National Student Clearing House	√	√
	Adobe Acrobat Professional	√	√
	MS Lync	√	X
	Adobe Master Collection	√	X
	Image Now	√	X
	Pstat Service Request	X	√
	<b>Dashboards</b>		
	SAP for dashboards	X	√
	<b>Surveys</b>		
	Qualtrics for online surveys	√	√
	Survey Monkey	√	X
	Remark Scantron Software	√	X
	Turning Point Clickers	√	X
	<b>Web design</b>		
	Oracle for web updates	X	√
	Microsoft SharePoint	√	X

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

Area		UTB Current State	UTPA Current State
External Compliance Responsibilities	<b>CBM reports and other THECB submissions -</b>		
	CBM001	√	√
	CBM004	√	√
	CBM005	√	√
	CBM008	√	√
	CBM009	√	√
	CBM00B	√	√
	CBM0E1	√	√
	CBM00S	√	√
	CBM00N	√	√
	CBM002	√	X
	CBM003	√	X
	CBM011	√	X
	CBM014	√	X
	Data for Pathways	√	√
	Preliminary enrollment in Fall and Spring	√	√
	Preliminary graduation numbers in Fall and Spring	√	√
	Coordinate and submit Affordability Survey in Fall	√	√
	Coordinate and submit Closing the Gaps Report	√	√
	Data for Online Accountability System	√	√
	<b>IPEDS surveys -</b>		
	Key holder for IPEDS , responsible for registration each yr.	√	√
	Responsible for IC Header	√	√
	Responsible for Institutional Characteristics	√	√
	Responsible for Completions Survey	√	√
	Responsible for 12-month Enrollment Survey	√	√
	Responsible for Graduation Rates Survey	√	√
	Responsible for 200% Graduation Rates Survey	√	√
	Responsible for Fall Enrollment Survey	√	√
	Coordinate submission of Financial Aid Survey	√	√
	Coordinate submission of Finance Survey	√	√
	Coordinate submission of HR Survey	√	√
	<b>LBB submissions -</b>		
	Performance Measures twice a year (Spring and Fall)	√	√
	Performance Measures Projections for LAR every 2 years	√	√
	<b>UT System submissions -</b>		
	Information for UT System's Accountability Report	√	√
	Chancellor's Framework Data and update document	√	√

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

Area		UTB Current State	UTPA Current State
	<b>SACS submissions -</b>		
	Coordinate and submit Institutional Profile	√	√
	Coordinate and submit Financial Profile	√	√
	Coordinate and submit all sub. change prospectuses	√	X
	<b>Other required submissions -</b>		
	Prepare and submit biannual Customer Service Report to Governor's Office – Due every even year on June 1.	√	√
	Prepare FTE and other information for departments requesting to complete forms for AASCU, HACU, etc.	√	√
	Submit DOE Title V recertification for HSI status annually	√	X
<b>Other Key Data</b>	<b>Institution-wide key data requirements -</b>		
	Update Hispanic Outlook related points of pride for institutional webpage	√	√
	Update fast facts for institutional webpage	√	√
	Update Compact with Texans annually	X	√
	Coordinate collection of information to update accreditations for university	√	√
	Prepare data tables for Program Reviews	√	√
	Review and Update Memberships list every 2 years	X	√
	Academic Planning Statistical Report every semester	X	√
	Update student profile every term, create institutional semester credit hour profile – headcount, semester credit hours, student FTE	√	√
	Establish institutional cohorts for tracking and reporting, including pre-college, first-time freshman, transfer and other special program groups	√	√
	Prepare grade distribution report every term for dissemination to academic units	√	√
	Grade Submissions for MyEdu	√	√
	Provide data for application and update submissions to external accrediting agencies, such as NCATE, ABET and AACSB.	√	√
	Create course enrollment history profile – course data by hierarchy structure	√	√
	Provide institutional data for “Promoting Post baccalaureate Opportunities For Hispanic Americans Program” (PPOHA)	√	X
	Provide institutional data for ADVANCE Grant	X	√
	Provide institutional data for the “Nursing Shortage Reduction Program” (NSRP)	√	√

**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

Area		UTB Current State	UTPA Current State
	Submit NSRP Document	✓	X
	Work closely with the Enrollment Management office to provide institutional data for various projects	✓	✓
	Prepare small class reports for all academic department chairs and coordinators	X	✓
	<b>Key UT System requests -</b>		
	Academic Analytics updates	✓	✓
	Access to Success – Provide cohort data to track retention	✓	✓
	Goal Setting Workbook	✓	✓
	SEM plan data in collaboration with Enrollment Management Services	✓	✓
	Faculty data file	✓	✓
	Coordinate MyEdu/Dashboard project annual report	✓	✓
	Ad hoc requests	✓	✓
	<b>Online surveys prepared and conducted annually within institution -</b>		
	Advising survey	✓	✓
	Graduating student survey	✓	✓
	Entering student survey	✓	✓
	Entering student orientation evaluation survey	✓	✓
	Faculty Senate elections	✓	✓
	Staff Senate nominations and elections	✓	✓
	Other occasional student or staff surveys	✓	✓
	Minnie Piper Award election	X	✓
	Coordinate, Manage and Report Student Evaluation of Faculty (former End of Course Evaluations)	✓	X
	Coordinate, Manage and Report Evaluation of Academic Administrators	✓	X
	<b>Complete and submit following external surveys -</b>		
	Common Data Set	✓	✓
	GSS survey	✓	✓
	CGS/GRE Survey	✓	✓
	Peterson's Interim Expenses Update for UG Institutions Survey	✓	✓
	Peterson's undergraduate survey	✓	✓
	Peterson's annual survey of Graduate and professional institutions	✓	✓
	Survey of Language Enrollments – The Modern Language Association	✓	✓
	Texas College Guide Survey	✓	✓
	US News Best Graduates Schools Survey	✓	✓
	US News and World Reports Best Online Grad	✓	✓



**Project South Texas**  
**Academic Administration Working Groups**  
**FINAL Report**

Area		UTB Current State	UTPA Current State
	Programs		
	US News and World Report tuition and fee information	√	√
	US News Finance and Financial Aid Survey and verification	√	√
	US News Main Survey	√	√
	Voluntary System of Accountability (VSA)	√	√
	Wintergreen Orchard House	√	√
	American Society of Engineering Education (ASEE)	X	√
	Engineering Workforce Commission (EWC) degrees survey	X	√
	EWC enrollment survey	X	√
	Princeton Review undergraduate data collection	X	√
	National Postsecondary Student Aid Survey (NPSAS)	X	√
	ACT Institutional Data Questionnaire (IDQ)	X	√
	ACT Graduate/Professional School Survey	X	√
	Open door international Education Survey	X	√
	College Scope	X	√
	Leadership Directory	X	√
	Survey of earned doctorates	X	√
	<b>Participate in following surveys and studies -</b>		
	NSSE every year	√	√
	FSSE every 3-4 years	X	√
	SAT Validity Study with College Board	X	√
	Consortium for Student Retention Data Exchange (CSRDE)	X	√
	LSAMP – Study on graduates conducted by UTEP	√	√
	Noel Levitz	X	√
	Coordinate CLA	√	X

Area		UTB Current State	UTPA Current State
<b>Subject Matter Experts</b>	Institutional research	√	√
	Strategic planning	√	√
	Assessment	√	√
	Quantitative and qualitative data analysis	√	√
	SACS self-study	√	√
	NCAA self-study	X	√
	Program review	√	X
	Needs assessment studies	X	√

# Project South Texas

## Academic Administration Working Groups

### FINAL Report

	Market analysis	<b>X</b>	<b>✓</b>
	Economic impact studies	<b>X</b>	<b>✓</b>

#### Lessons Learned

- Reporting directly to the president helps establish IRE as a mature office and the institutional researcher has the ability to “step back” and look at each situation “objectively”.
- Have processes in place to minimize errors in reporting – Emphasize attention to detail and quality control within the division.
- Have contextual knowledge – Understanding the institution, multiple perspectives of its constituents, and academe in general is critical in providing support to consumers of university information.
- Establish standard procedures to deliver analytical reports, such as the Academic Planning Statistics (APS) report to deans and chairs.
- Establish standard procedures for providing program review data and information to chairs.
- Provide group and one-on-one trainings to department chairs for both AES and SLO assessments.
- Be proactive in asking for time on committee meeting agendas and presenting results of reports, such as, NSSE, FSSE, etc.
- Post all reports on a dedicated website for ease of accessibility.
- Provide intensive training when new system for assessment is introduced.
- Provide year round assessment workshops on assessment system, writing program outcomes, writing academic and education support outcomes, determining viable measures, developing rubrics for assessment, using portfolios for assessment, and closing the loop to make improvements based on assessment.
- Transparency in the HOP process is a best practice at UTPA. Continue with that process.
- Align budgets with assessment processes and planning.
- Keep communication lines open between all data owners and IRE.
- Establish online interactive, dynamic, user-friendly query tools to extract and run official data iterations with ability to create customized data reports and visual tools.

**Project South Texas  
Academic Administration Working Groups  
FINAL Report**

**APPENDIX 6**

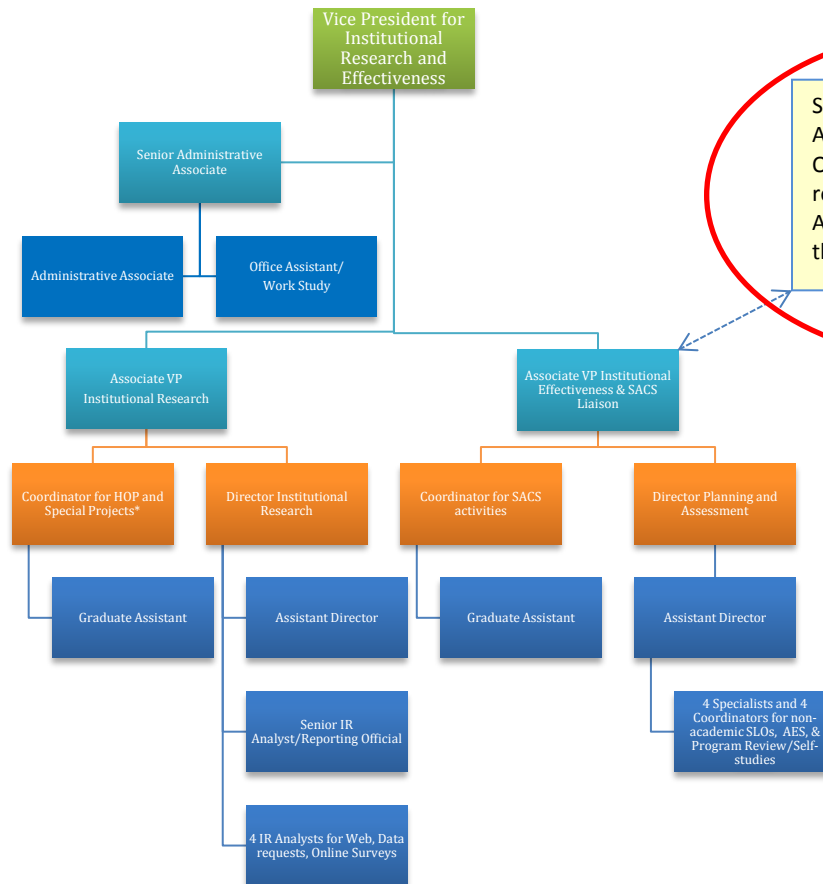
**Primary Tasks for the Division of Institutional Research and Effectiveness**

<b>Data Management and Reporting</b>	<b>Analytical Reporting</b>	<b>Planning and Scanning</b>	<b>Assessment</b>	<b>Accreditation</b>
Centralize institutional data	Establish a calendar of analytical reports	Develop IR strategic plan	Establish electronic system for assessment reporting	Conduct gap analysis for regional accreditation
Develop tracking system for ad hoc data requests	Develop key performance indicators	Be involved in development of institution strategic plan and provide environmental scanning	Monitor assessment reporting	Establish an evidence repository
Administer Federal and State reporting requirements	Report on historical trends	Develop list of peer institutions	Conduct and analyze surveys	Provide institutional and programmatic data
Develop interactive online reports	Utilize research from literature and other IR offices	Promote integrated campus planning	Assist departments in assessment planning	Collect and update information on regional and specialized accreditation
Develop a dedicated, secure web presence	Communicate findings to key decision makers	Report annually on strategic planning progress	Summarize key findings from assessment	Establish appropriate processes for accreditation

Source: Posey, J.T., and Pitter, G.W. (Summer 2012). *Integrating the functions of institutional research, institutional effectiveness, and information management*. Associations for Institutional Research Professional File, 126.

# Project South Texas Academic Administration Working Groups FINAL Report

## APPENDIX 7 Organizational Chart for the Division of Institutional Research and Effectiveness (IRE)



See next page for Academic Assessment and Planning's Organizational Chart which will report to the VP for Academic Affairs, but will work closely with the Division of IRE.

*\*Special Projects include coordination of Committees and Councils, Membership Organizations, and other institution-wide projects.*

# Project South Texas

## Academic Administration Working Groups

### FINAL Report

#### Academic Assessment and Planning Organizational Chart

Developed by the Academic Assessment Working Group

