Mark Denney

Has there/will there be an assessment of the numerous costly additions that have been made to the university over the past several years? If so, how are the additions being assessed? For example, many new offices, centers, and institutes were projected to offset their costs by now, but they continue to have sizeable budgets. Are they bringing in the money that was expected?

- The following Institutes were partially funded at the direction of President Blake with the intent that funding from the University was for startup, and over time, each would generate new revenue streams, and fully fund themselves:

- IHAPS – given funding for five fiscal years, FY2020 through FY2024. With the goal of being fully self-supporting after FY2024 and repay startup funds once self-sufficient.
- HHPI – given funding for five fiscal years, FY2021 through FY2025. With the requirement to reassess following FY2025 and repay startup funds once self-sufficient.
- Diplomacy Institute – funded in initial year (FY2021) from Presidential Initiative funding (central funds) and partially funded from the Provost's Office for 4 years (FY2022 – FY2025) then intended to be fully self-sufficient following year 5 and repay startup funds once self-sufficient.

A policy related to centers and institutes was approved by University Council this past spring that, among other things, requires centers and institutes to complete annual performance assessments. The Provost is currently reviewing those reports and is preparing an overview for Faculty Senate.

QEP Update (Presentation in Separate File)

Can you post a link of those activities?

-Assuming that this in reference to the League of the Rising Hawks. Events for the League of the Rising Hawks – all events are eligible to get the QEP distinction in "Get Involved" that is done through DSA and added to the calendar of events. This is the student engagement portal that is on-line Patrick Cardenas is the contact if you have specific questions on the events for the League of the Rising Hawks.

If these topics are already included in a graduate program in multiple courses, will there be a reporting process? Also, would those courses be included in this baseline?/ What about courses that already include the material, do they become part of a cohort, or is it that externally prepared materials are added to the course to become a cohort?

-What courses are to be included? It is not a requirement that the SLO is in all courses at UHCL. We are looking to have faculty volunteer to be in cohorts who want to add the SLO to their courses including the graduate courses. If the outcome is already taught and you are not participating in a cohort then those courses will not be covered. The baseline is from the survey sent out at the start of the fall term from Center for Faculty Development. If you did not participate in that survey then your course that has the outcome is not included.

-Directly reach out to Leroy Robinson for any specific questions about participation in cohorts and where we are for recruitment. We are hoping to come to each college faculty meeting before the end of the year with more details on participation.

That seems a lot??? are these new courses/ Wait, ALL courses in UHCL will add/increase these intercultural knowledge and competency in our courses? or just a proportion of courses?

-What courses are to be included? It is not a requirement that the SLO is in all courses at UHCL. We are looking to have faculty volunteer to be in cohorts who want to add the SLO to their courses including the graduate courses.

QEP is yet another decision made without faculty input. Weren't there two other topics we might have reconsidered before transitioning to a totally new topic, unvetted and undiscussed? Wasn't it supposed to be a campus-wide decision?

-Topic decision was an inclusive process and is outlined in the document submitted to SACSCOC: https://www.uhcl.edu/about/administrative-offices/assessment/quality-enhancement-plan/uhcl-2022-qep-report-becoming-aware.pdf

How can student org cultural activities such as Diwali be part of the QEP?/Just wondering if these events would / could also be part of this QEP - without affecting the integrity/ purpose of the event

-Events for the League of the Rising Hawks – all events including student led events are eligible to get the QEP distinction in "Get Involved" that is done through DSA and added to the calendar of events.
-DSA is working on publicizing how to get the distinction once the League of the Rising Hawks is ready to add the distinction.

UTAC/Canvas Transition

Will everything in Bb roll to Canvas or will faculty have to do additional work with their individual sites? -

-This is a multi-layer response. There will be groups of courses that will be "bulk" migrated from BlackBoard to Canvas. The IDT team recommends that we bulk migrate only academic year 2021-22 and 2022-23 shells (9,380) from Blackboard, and train/advise faculty on how they can either (1) export and save offline any older shells they may want to retain, or (2) transfer their older courses from Blackboard into the new LMS themselves, if they so desire.

I'm still unclear as to who will move all course material from BB to Canvas. Faculty or UCT?

-See above

Can a blackboard course shell be exported to canvas?

-Yes

How about tests and pools?

-Yes

I'm hoping rubrics will migrate as well

-I believe this will need to be recreated.

Will the recorded course videos on echo360 be affected by the blackboard to canvas migration?

-No

Will Canvass work seamlessly with Echo360 such as we have with BB now?

-Yes

Do some things migrate better than others?

-Yes, as tools may function differently from one system to the other

Do you have sense of what types (of materials) don't (migrate well)?

-Yes, as this has been done at multiple institutions, OIT will provide faculty with a list of what migrates well, what needs adjustment what will need to be recreated. See note below about the information in the Blackboard to Canvas Transition Guide.

What's a "head start?" How much will have to be re-created?

-Early adopters will begin to make transitions in Spring of 2023, my guess is that as challenges are encountered that have not been documented by other institutions, OIT will work with faculty on identifying a solution.

Does anyone know if we will lose all our courses in Blackboard or will they be converted to Canvas?

-See first question response.

What is the launch date for Canvas? When will Canvas be installed/required?

-Depending on contracting and license obtainment, the proposed timeline is to begin with small cohort of early adopters in Spring of 2023 with soft opening of those early adopters teaching in Summer of 2023 in Canvas, and Summer 2023, with continued soft opening in Fall of 2023 for a larger cohort of early adopters. With a goal of all courses in Canvas by Spring 2024. See proposed transition plan timeline in newsletter https://sway.office.com/gyQ0l1oKAujSIrY1?ref=Link

Are the survey results going to be shown at this meeting?

-They are included in the newsletter sent by OIT. https://sway.office.com/gyQ0l1oKAujSIrY1?ref=Link

How do we sign up to be an early adopter/Are we able to sign up to be an early adopter?

-Yes, faculty may contact me directly, their UTAC representative, or complete the early adopter form at https://forms.office.com/pages/responsepage.aspx?id=mqQ_WZOwfECfZx9Qt3y0MrZaDIeRHrVPvll-vuhIA3JUOVNQSDJUTzFLWDdYUTdLSVZUWFFVWkc4Qy4u

More information can be found on the Canvas Faculty Support page. There is an overview of what migrates well, what migrates but needs editing, and what doesn't transfer in the document Blackboard to Canvas Import Guide, located on the Canvas LMS Transition Resources dropdown.

Faculty Assembly Questions, 10/26/2022

- Who is taking these "external surveys" or internal surveys? Could you share examples?
    - External Surveys are the responsibility of various departments and colleges including but not limited to the Office of Institutional Research (IR). Some are program or area-specific while others are more general or institution-wide. IR supports programs and areas with data that resides in UHCL systems that IR has access to and training in.

    - Internal Surveys include institutional-wide surveys and are the responsibility of the Office of Planning and Assessment (P&A). Following the split of the office of Institutional Effectiveness, IR has assumed responsibility and or support for External Surveys and P&A is responsible for Internal Surveys.

    - Examples of External Surveys in IR (IR's responsibility):
        - U.S. New Best Colleges and Universities- Main Statistical Survey
        - U.S. New Best Colleges and Universities- Finance Survey
        - Open Doors International Student Census
        - Open Doors International Scholars
        - Council of Graduate Schools (CGS) International Graduate Admissions Survey
        - CGS/GRE Survey of Graduate Enrollment and Degrees
        - NSF-NIH Survey of Graduate Students and Postdocs (GSS)
        - Peterson's Annual Survey of Undergraduate Institutions
        - Common Data Set
    - Examples of External Surveys in the colleges or other departments (IR provides support):
        - Open Doors International Study Abroad
        - U.S. New Best Colleges and Universities- Financial Aid Survey
        - U.S. New Best Colleges and Universities- Graduate Programs of Education Statistical Survey
        - U.S. New Best Colleges and Universities- Online Education Master's Programs - Statistical Survey
        - NSF LSAMP Annual Data Collection (WebAMP)

    - Examples of Internal Surveys in P&A:
        - Graduating Student Survey
        - National Survey of Student Engagement (NSSE)
        - Academic Support Services Assessment (ASSA)
    - Examples of Internal Surveys in the colleges or other departments (P&A provides support):
        - UHCL Police Survey
        - Hawk Leadership Institute Survey
        - Leadership Conference Evaluation
        - Alumni Relations Survey
        - Career Services Survey

University of Houston Clear Lake
Institutional Research

- **Who is the data management person now?**
    - Office of Institutional Research:
        - Mr. Kurt Lund, Data Management Officer
        - This position meets state requirements for data management outline in SB 475

- **How does this information apply to faculty? Is this for transparency purposes, or are faculty to use this data for something besides QEP?**
    - Differ to the Office of Planning and Assessment

- **What tools are used for Data Visualization? Can faculty and students get the license to use those tools?**
    - UHCL is a Microsoft user institution
    - The university has chosen to use MS Power BI as our data visualization tool
    - Contact the IT Support Center if you are interested in MS Power BI Desktop

- **Can we collect data to find out where our students are getting jobs, by employer name and broken down by specific major?**
    - Currently, UHCL does not have an effective way to capture information about where our alumni are employed. In the past, UHCL has consistently had poor response rates on Alumni survey responses. IR is not included in any data collection that the colleges and or programs may conduct within UHCL. Additionally, there are agencies that track this type of data in a more general manner for a fee, usually only at the discipline level (i.e. CIP code) not by major. This option maybe something we can look into.

- **What is "non-paid" faculty form?**
    - This form is used by the Dean/Assoc Dean's office for requesting a job record in the HR system for faculty who are the instructor of record for a course for which UHCL/the college does not pay the faculty. These would be individuals who are paid by their full-time employer for teaching or faculty who teach pro bono. A job record with zero compensation is required for IR's course and faculty state reporting.

- **So when a data request is submitted, does the submitter receive a ticket number?**
    - IR implemented a new ticketing system in Summer 2022 and set up an intake form for data requests. This request form functions similarly to an IT ticket in that a number will be assigned to the request and in addition, you will be provided a link to be able to view the status of your request.
    - The Data Analytics and Training Alliance (DATA) is a group of power users that meet 3 times a week MWF at 9:30am to review new requests. The requests are discussed and then delegated. Currently, DATA members include IR and IT and will be expanding to include SEM, HR, A&F, P&A, etc.

University of Houston Clear Lake
Institutional Research

- **Miriam, could you clarify if this system replaces the process to query PeopleSoft for student data?**
  - The university data warehouse will not replace PS but does contain a copy of PS data. The data goes through a transformation process that results in data that is defined, audited, and validated, which will be made accessible to individuals to query and or submit requests to IR for reports/dashboards. Individuals requesting access to data will be required to obtain permission from the Data Owners to access the data sets. The Data Management Officer manages this process. Please NOTE, although the university data warehouse is technically LIVE it is still undergoing software testing, hardware testing, and data validation and has not been officially released.

- **Will UHCL be considering the Shanghai survey to increase international enrollment?/ The Shanghai rankings requires data on individual academic programs using data from the college level, how can faculty learn to participate in this survey?**
  - IR provided the College of Human Sciences and Humanities (June 22, 2017) data for the GRUP Survey (Global Research University Profiles; Shanghai Ranking Consultancy), which is used as a screening to be considered for the Shanghai Rankings. IR do not have a record of any other requests for data in support of this survey since 2017 and was not informed of the outcome following the data submission in 2017. Colleges and or departments can choose to participate in external surveys and can request support from IR and or other departments for data needs.

- **When will a new fact book be released (last one was 2020)? Also, when will we have an accessible org chart (current 2020 fact book does not provide one and not listed anywhere else on UHCL)?**
  - IR is currently reviewing the Fact Book reporting process and delivery method and is discussing options such as replacing the PDF files with an interactive dashboard. However, some of the data in the Fact Book come from reports published on the IR webpages, such as the Facts at a Glance report, Graduation Trends report, Enrollment & Semester Credit Hours by College, Classification, and Rubric report, and the Enrollment by Ethnicity by Gender and by Status. These are updated once a year or every term, depending on the report.
    - Campus Facts: https://www.uhcl.edu/about/administrative-offices/institutional-research/campus-facts
    - Student Data: https://www.uhcl.edu/about/administrative-offices/institutional-research/student-data
    - Course Data: https://www.uhcl.edu/about/administrative-offices/institutional-research/course-data
    - Faculty Data: https://www.uhcl.edu/about/administrative-offices/institutional-research/faculty-data

University of Houston Clear Lake

Institutional Research

- What adjustment are being made to data and reporting for students enrolled in courses in the second 8 weeks? Is there an explanation of how this data is accounted for on the OIE webpage?
  - o The data published on the IR webpage is in line with the Texas Higher Education Coordinating Board (THECB) reporting requirements. This means that enrollments and SCH that occur after the Official Reporting Date will be reported to the THECB in the following term, for example, Fall regular session and 8-week-1 session are reported to THECB for the fall term. Fall 8-week-2 session is reported with Spring term data. See the figure below.
  - o IR is working with SEM to develop true-term reports/dashboards.

Office of Institutional Research

Beginning of Term: Reporting Terms and Sessions for Fall 2020 thru Current

(Note: The sessions listed under each term will be reported in that term to THECB.)

	Terms		
	Fall	**Spring**	**Summer**
Sessions	**Summer 3W3** (third-three-week session) this session is reported as flex entry in Fall term	**Fall 8W2** (Session as of Fall 2008; second-eight-week session) this session is reported as flex entry in Spring term	**Spring 8W2** (Session as of Spring 2008; second-eight-week session) this session is reported as flex entry in Summer term
	1 (regular 16 wk session)	**Min** (Session as of Fall 2020; Winter Mini 3-week session)	**Min** (Session as of Summer 2009; May Mini 3-week session)
	8W1 (Session as of Fall 2008; first-eight-week session)	**1** (regular 16 wk session)	**1** (regular 9-10 wk session)
		8W1 (first-eight-week session)	**3W1** (first-three-week session)
			3W2 (second-three-week session)
			4W1 (first-four-week session)
			4W2 (second-four-week session)
			5W1 (first-five-week session)
			5W2 (second-five-week session)
			8W1 (first-eight-week session)