

Biographical Information

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Mr. Joe Meyer has been Director of Institutional Research at Texas State University-San Marcos for 13 years and a member of the Texas Association for Institutional Research (TAIR) for over 20 years. He holds a B.S. in Biology from The University of Texas at San Antonio and M.S. in Plant/Soil Science with a minor in Statistics from Texas A&M University-Kingsville.

Mr. Meyer is a past president of TAIR and a frequent presenter at annual conference workshops, concurrent sessions, and roundtable discussions. Over the years he has also chaired the Annual TAIR Conference Program Committee, Professional Development and Workshop Committee, Resource/Vendor Fair Committee, Roundtable Committee, and Data Standards Committee.

Joe has served on several committees and working groups convened by the Texas Higher Education Coordinating Board, Legislative Budget Board, and Texas State University System for the purpose of reviewing the formula funding system, standardizing reports, and recommending performance measures. He has long been interested in standardizing reporting and has made it a major focus of his involvement in TAIR. One outcome of efforts to standardize reporting at Texas State University-San Marcos is the online fact book, which was twice selected by TAIR as the best electronic fact book at participating Texas institutions of higher education. He believes the respect accorded to the institutional research profession can be greatly enhanced by better reporting standards, common definitions of terms, and improved efficiency.

Submitted to SHEC on 7/15/2010

Attachment 1. Duplication in Comprehensive Reports on Texas Higher Education*

Subject Areas Covered

List of Report Examples

	Financial Aid	Admissions / Participation	Student Enrollment	Developmental Education	Semester Credit Hours	Physical Plant	Faculty & Staff Data	Degrees Awarded	Persistence Rates	Appropriations	Revenue & Expenditures	Research Activity
Paper Summary Reports												
THECB Statistical Supplement to the Annual Report of the Coordinating Board (1971-1989)	X	X	X	X	X	X	X	X				
THECB Public Senior Colleges and Universities, Summary of Data Base (1983-2001)			X	X			X	X				
THECB Statistical Report (1990-2003)	X	X	X	X	X	X	X	X		X		
Electronic Data Files												
THECB 00B, 00E, 001, 002, 003, 004, 005, 006, 008, 009 Data Files (1980-Present)	A	A	A	A	A	A	A	A	A	A		
U.S. Dept of Education: Integrated Postsecondary Education Data System (1980-Present)			X				X	X	X			
Accountability Reports												
(Paper and online with limited interactivity)												
LBB Performance Measures (1992-Present)					A		A	A	A		A	A
THECB Report on Academic Performance of Texas Public Universities (1997-2002)		X	X	X			X	X	X	X	X	X
THECB Accountability System (2004-Present)		A	A	A	A	A	A	A	A	A	A	A
THECB University Report Cards (2007-2008)	X	X	X					X	X	X		X
THECB Online Institutional Resumes (2009-Present)	A	A	A	A				A	A	A		
Voluntary System of Accountability (2008-Present)	A	A	A					A	A			
U.S. News & World Report (1983-Present)		A					A		A			
U.S. Department of Education:												
IPEDS Data Feedback Report (2007-Present)	A	A	A				A	A	A		A	
On-Line Systems with Limited Interactivity												
THECB Profile Reports Electronically Produced (1980-Present)			A	A				A				
Texas P-16 Public Education Information Resource (2003-Present)		A	A					A				
Total Historical Reports (X) by Subject Area	3	2	6	1	3	2	5	6	3	3	1	2
Total Active Reports (A) by Subject Area	4	7	7	3	4	2	5	8	7	2	3	2

* Subject-specific reports are excluded from this list of active (A) and historical comprehensive reports (X).

Duplicate Reporting in Higher Education

Presented on July 22, 2010 for the
Texas Senate Higher Education Committee

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How Duplication Happens

- Limited communication among agencies about existing sources has led to new reports when similar ones that already existed may have been adequate (see Attachment 1).
- Limited collaboration in finding common solutions to new reporting needs has prevented knowledge sharing and led to multiple solutions.
- Rapid changes in information technology and limited expertise in using it requires better communication and collaboration than has been required in the past.



Why Duplicate Reporting is a Problem

- Efficiency: Time that could be devoted to other projects is spent producing information that may already be available elsewhere.
- Consistency: Different definitions, timelines, and human error causes discrepancies in comparing one report to another.
- Usability: Citizens should be able to find the higher education information they need at a single user-friendly location.



Prior Effort to Reduce Redundancy

Promoting Efficiency and Reducing Reporting Requirements for Texas Public Institutions of Higher Education, published in 2007 by the Texas Higher Education Coordinating Board and Legislative Budget Board describes an effort to assess the value of state-mandated reports.

Not knowing the authors of the reports or their reasons for requesting them, I found the task difficult.



Recommended Solution:

A single user-friendly system that gradually supplants the need for existing reports

- Existing reports can be used to begin identifying performance measures we know to be important
- Technology and reporting experts can identify user-friendly software to organize information
- State agencies can actively collaborate in building a single solution that takes advantage of expert knowledge among Texas employees.



Working Examples of Software

- Pivot Tables at Texas State University-San Marcos
<http://www.ir.txstate.edu/Facts/xfacts.html>
- IBM Cognos at University of Waterloo, Canada
http://www.analysis.uwaterloo.ca/stats/ext_cubes/

