



Office of Planning and Assessment
Annual Report | September 1, 2014 – August 31, 2015





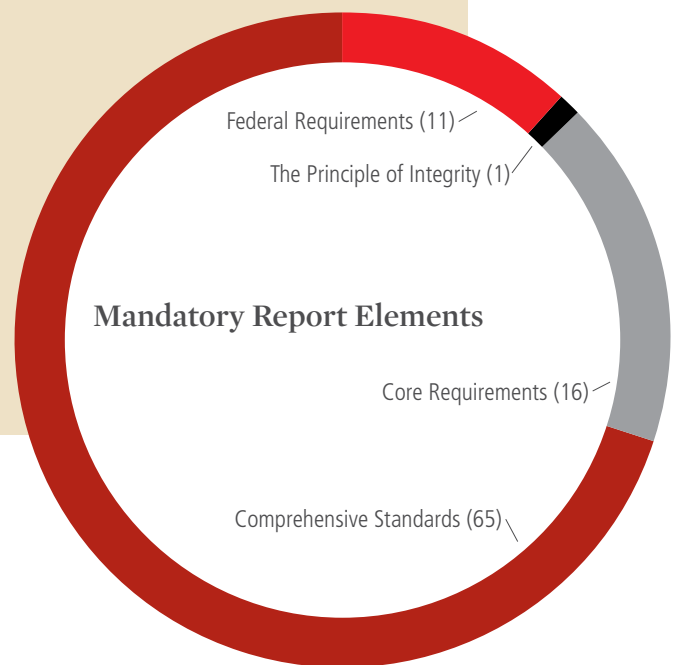
2015 Reaffirmation of Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

“Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.” (SACSCOC Principles of Accreditation, 2012)

The primary role for the Office of Planning and Assessment (OPA) is to manage efforts associated with regional accreditation for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Various reports are annually required to SACSCOC, including ongoing documentation related to substantive change activity, faculty credentials, and discipline-based accreditation. In addition to the decennial CCR, institutions must create a Fifth Year Interim Report responding to a limited number of critical standards. Additionally, each institution must submit various levels of documentation related to its Quality Enhancement Plan (QEP). Accreditation has the immediate value of compliance with the Department of Education, thus providing financial aid resources, but core to SACSCOC mission is the quality improvement of higher education institutions.

Texas Tech University was in the 2015 Reaffirmation class and was required to submit its CCR in September 2014, which required a significant amount of preparation throughout the 2014 academic year. The following chart displays a breakdown of the CCR’s mandatory report elements: Federal Requirements, The Principle of Integrity, Core Requirements, and Comprehensive Standards.



The Compliance Certification Report (CCR) – September 2014

The Compliance Certification Report (CCR) responded to standards comprised of three parts: Core Requirements, Comprehensive Standards, and Federal Requirements. The CCR demonstrated Texas Tech's compliance level (full compliance, partial compliance, or non-compliant) for each of these standards. Beginning in 2013, OPA developed a team approach to addressing all of these standards. Eleven reaffirmation teams were created to research and develop these responses. Within the final report, thousands of items of evidence were presented. Each response was vetted through multiple layers of review. For example, original responses were submitted to OPA and then to the TTU SACSCOC Liaison for further content and evidence revision. Following these reviews, responses were sent to the Office of the Provost and to the Office of the President. The final review for each response was edited by a professional technical editor. OPA then compiled all final responses and evidence to create an electronic portfolio, which was submitted to SACSCOC for review by the Off-Site Review Team.

On-Site Visit

Texas Tech's Follow-Up Report was prepared for the On-Site visit in February 2015. The McKenzie-Merket Alumni Center was used to host presentations and interviews with faculty, staff, administrators, and students. The three-day On-Site visit was a major undertaking, requiring collaboration with TTU Information Technology, McKenzie-Merket staff, and the Overton Hotel and Convention Center.

Response Report

The Response Report, submitted in August 2015, was TTU's final opportunity to address any concerns from the On-Site Committee. Below are a list of institutional accomplishments that brought the university into compliance with SACSCOC policies:

- Most significantly was the reorganization of offices that make up the institutional effectiveness team: Provost Office, Institutional Research, Accreditation and Compliance, and Office of Planning and Assessment.
- OPA implemented an intensive Assessment Revision process that involved a comprehensive evaluation of all TracDat accounts. Meetings were established with chairs and deans to review the evaluations. Numerous training sessions were held to provide consultation.
- A formal definition of Administrative Support Service Units and the identification of relevant departments was instituted. Follow-up consultations were provided to these units to assist each department in the development and/or clarification of department-level operational outcomes.
- As a requirement by SACSCOC to monitor disciplinary accreditation, the Office of Planning and Assessment developed a reporting system called Accreditation Across Campus. Accreditation Across Campus is a self-reporting tracking system. As academic programs experience changes in their accreditation status, they are encouraged to update their information accordingly.
- Every institution is required to provide evidence of faculty qualifications for all instructors of record for the previous three years. The university's primary source for faculty teaching credentials is DigitalMeasures; however, a hard copy transcript management system was developed.
- Substantive change is defined as a significant modification or expansion in the nature and scope of an accredited institution. Institutions are required to notify SACSCOC of any potential Substantive Change for either approval or notification. OPA began designing a new tracking system in 2014 to improve this process.

Support Service Level Units

Administrative Support Service Units	
Responsible Senior-Level Executive	Texas Tech University Unit
Vice President for Administration & Finance and Resource Planning and Management	Finance
	Procurement Services
	Student Business Services
	University ID
	Transportation & Parking Services
	Student Health Services
	Student Union Activities
	Recreational Sports
	University Student Housing
	Hospitality Services
	Operations
	Administration and Finance Information Systems Management
	United Supermarkets Arena*
	Budget and Resource Planning and Management
Provost & Senior Vice President	Information Technology
	Office of Planning and Assessment
Chief of Staff/Associate Vice President for Administration	Human Resources
	Communications & Marketing
Senior Associate Vice President for Enrollment Management	Admissions
	Registrar
Senior Vice President for Institutional Diversity, Equity & Community Engagement	Office of Community Engagement
President	Office of the Vice President for Research*

Academic and Student Support Service Units	
Responsible Senior-Level Executive	Texas Tech University Unit
Vice Provost for Undergraduate Education & Student Affairs	Academic Testing
	Center for Active Learning and Undergraduate Research
	Office of Community College and Transfer Relations
	Pre-Professional Health Careers
	RaiderReady
	Support Operations for Academic Retention
	Teaching, Learning, and Professional Development Center
	Tech Transfer Acceleration Program
	University Advising
	University Studies
	Office of Student Conduct
	Parent and Family Relations
	Student Counseling Center
	Student Government Association
	Student Legal Services
	Student Media
	Transition & Engagement
	University Career Center
	Center for Campus Life
	Student Disability Services
Dean of Libraries	University Libraries

* denotes unit identified as a support service level after 2014–2015



Quality Enhancement Plan

“The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process for identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.” (SACSCOC website)

One of the most substantial components of the SACSCOC reaffirmation review is the Quality Enhancement Plan (QEP). Texas Tech’s QEP, “Bear Our Banners Far and Wide: Communicating in a Global Society,” is a university-wide initiative, and OPA will continue to play an important role in its development and continued success. While the QEP does not officially launch until mid-Spring 2016, the initial draft, numerous revisions, and final submission was a significant undertaking for the 2015 reaffirmation. OPA will provide administrative support and assistance with assessment of the QEP for the Fifth Year Report.

In 2014, OPA staff supported the Topic Selection Committee by providing relevant data, managing the QEP website, and assisting in the promotion of the QEP.



QEP: COMMUNICATING IN A GLOBAL SOCIETY

BEAR OUR BANNERS FAR & WIDE



www.qep.ttu.edu

EMPOWERS

QEP EMPOWERS

EMPOWERS students to communicate effectively with people around the world

GLOBALLY
FOCUSED

QEP ADDRESSES

communication in a global society by introducing a **communication-rich**, globally-focused learning environment

COMMUNICATION
ENHANCED

QEP FOCUSES

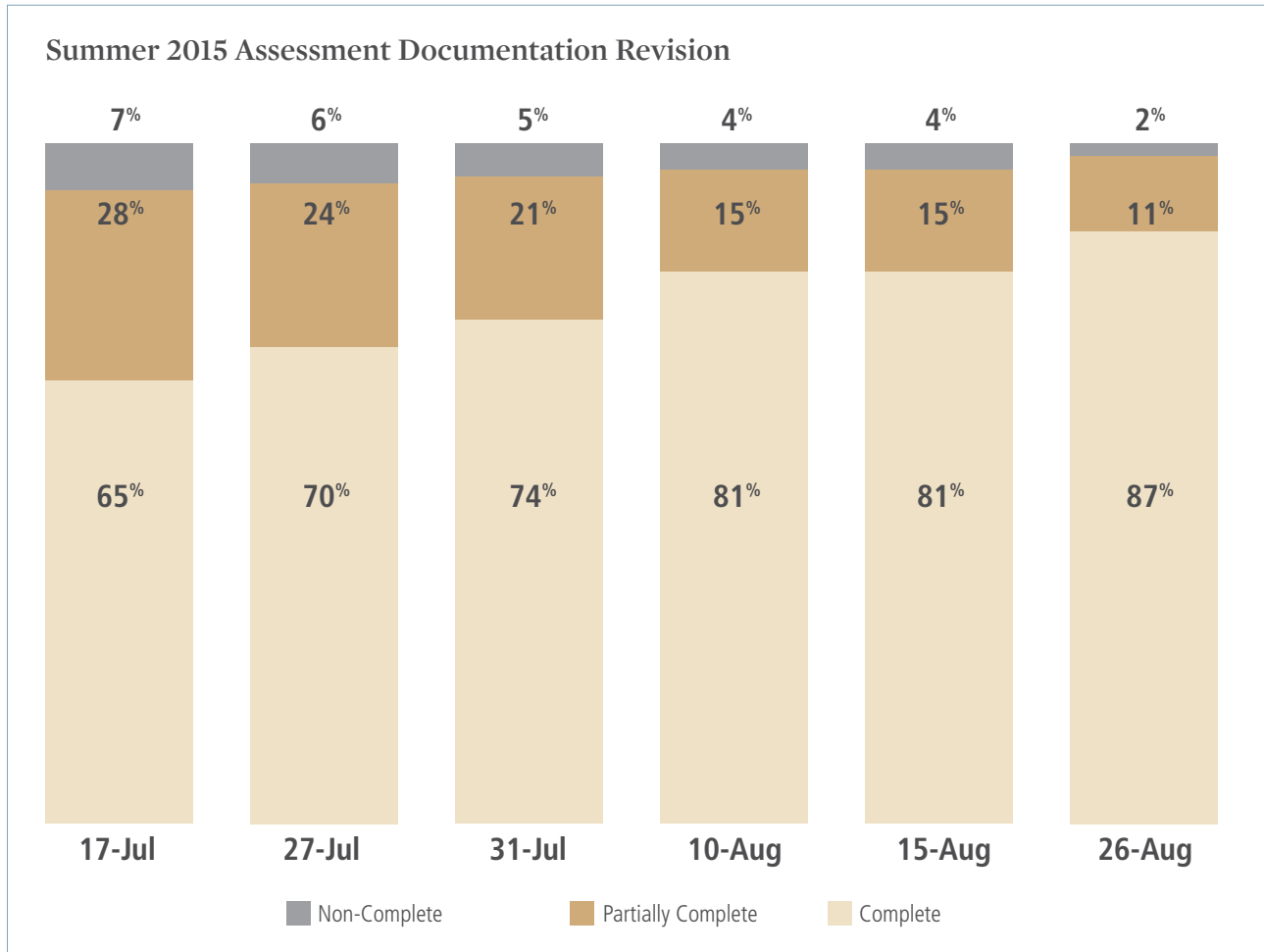
on communication-enhancement



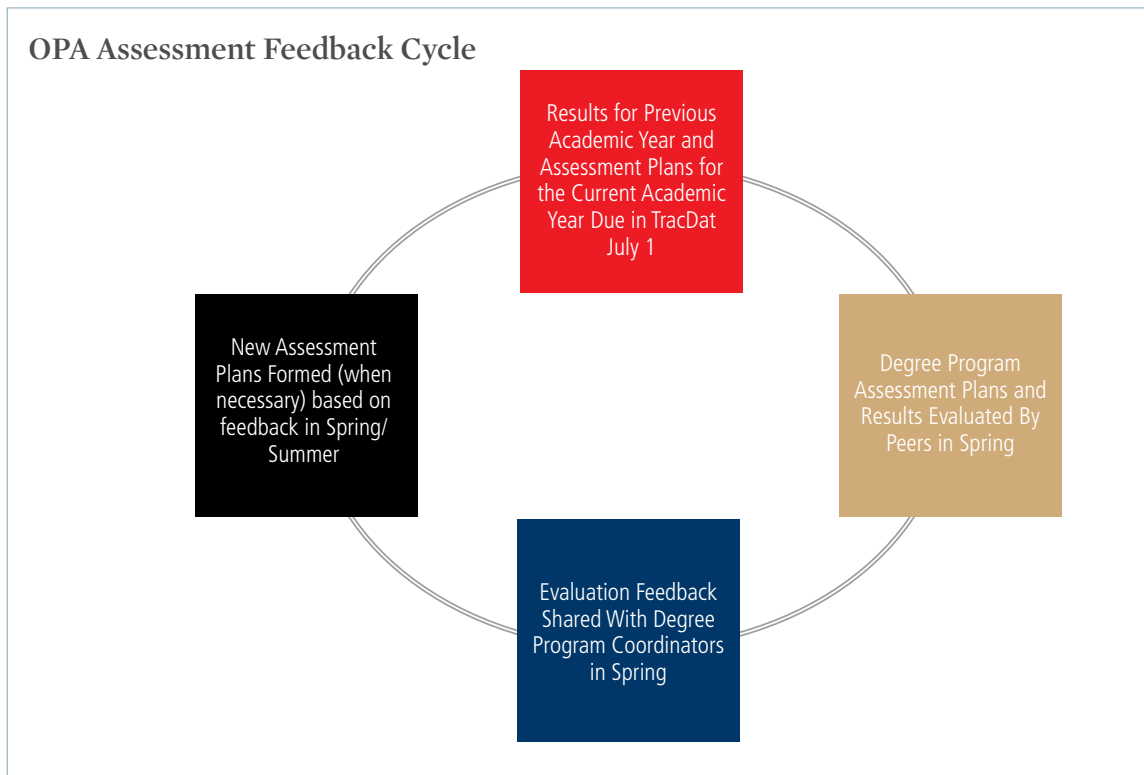
Revision of Academic Assessment Documentation

To align degree program assessment reports with SACSCOC requirements and the institution’s institutional effectiveness charge, each TracDat account needed significant modification and revision in Summer 2015. OPA worked closely with degree program coordinators in each college to identify information for required fields.

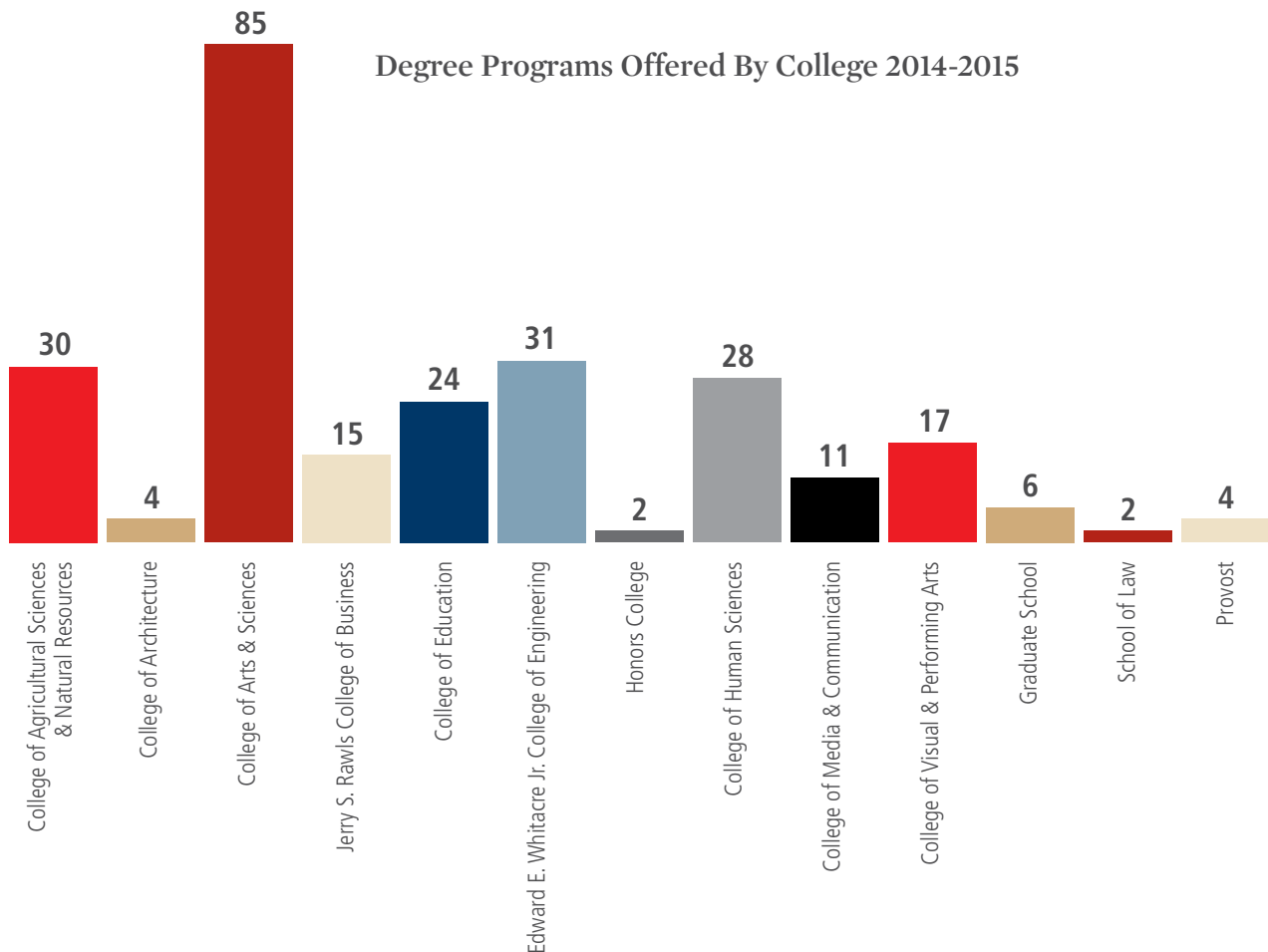
- Degree Program Revision- All required revisions to TracDat accounts were finalized to provide more robust assessment evidence. Since the revision process began shortly after the On-Site visit, OPA staff offered numerous trainings, sent out dozens of reminder emails, and spent countless hours in individual consultations. A few examples of specific steps taken to align Degree Program assessment accounts with SACSCOC expectations are:
 - Personalized reformatting of College of Engineering reports to align with ABET disciplinary accreditation requirements;
 - Working individually with colleges and programs on inconsistent reporting information, and
 - Personalized consultation with each college’s leadership to discuss his or her college’s current assessment status.



OPA Assessment Feedback Cycle



Degree Programs Offered By College 2014-2015





Institutional Assessment Accomplishments

Student Learning ePortfolios

OPA has led the development and implementation of student learning ePortfolios for the past two years, which has required extensive collaboration with other TTU offices. OPA worked closely with Chalk & Wire to develop a technology framework for Texas Tech students. In addition, OPA staff worked with the Core Curriculum Committee to create scoring rubrics that will enable rich and meaningful assessment of student artifacts. In Fall 2015, OPA hired a full-time employee to oversee this initiative.

Pilot Group Course	Number of Students
ART 1100	48
Engineering (various)	37
Honors Geography 2300	18
IS 1000	62
Geography	1
Five Courses	166 Students

Departments Represented on the ePortfolio Committee

- Career Center
- Core Curriculum
- Undergraduate Admissions
- Support Operations for Academic Retention
- Student Housing
- Student Disability Services
- RaiderReady
- Institutional Diversity
- Worldwide e-Learning
- CALUE



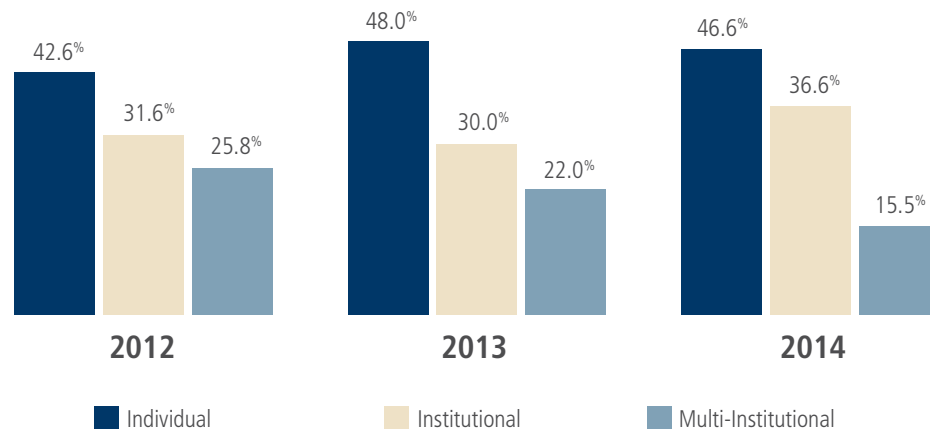
Raiders Engaged Outreach and Engagement Assessment

The measurement of outreach and engagement is a collaborative effort among multiple offices and has evolved since the first administration of the Outreach and Engagement Measurement Inventory in 2008. In 2014, the instrument was introduced as Raiders Engaged. Data from this assessment are used as primary evidence for the university's strategic plan, namely Priority 4: Enhance Outreach and Engagement.

Figure 1: Outreach & Engagement Projects by Division

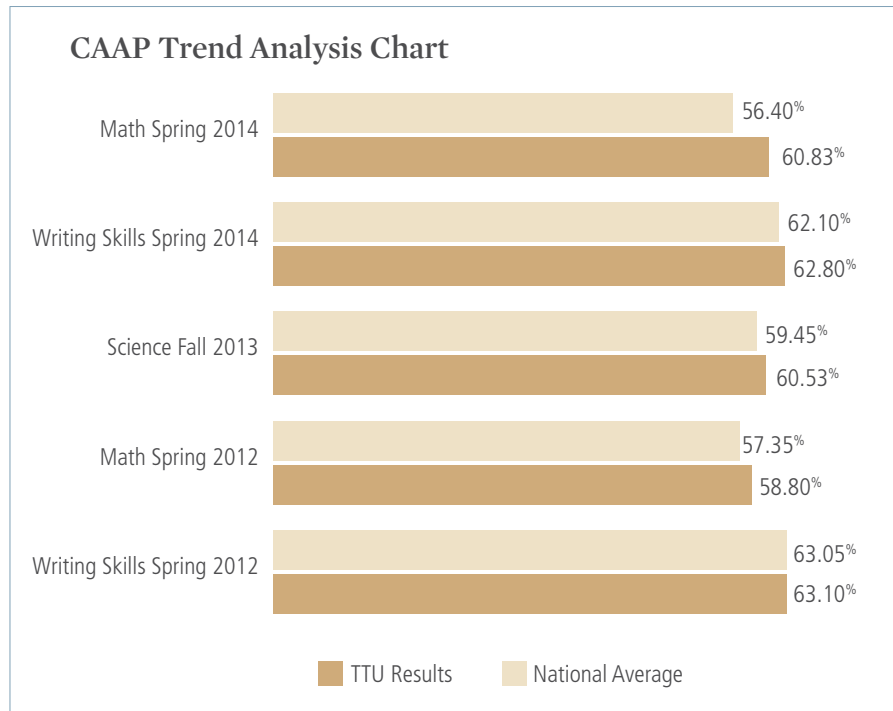
Division	AY 2014	AY 2013	AY 2012
College of Arts & Sciences	65	174	53
Administrative Units	82	181	56
College of Agricultural Sciences & Natural Resources	21	54	27
College of Architecture	19	10	4
Rawls College of Business Administration	20	18	3
College of Education	13	93	25
College of Engineering	20	42	13
College of Human Sciences	36	225	135
School of Law	11	12	N/A
College of Media & Communication	5	12	2
College of Visual & Performing Arts	42	165	34
Unknown	91	N/A	11
TOTAL	425	986	363

Figure 2: Outreach & Engagement Summary by Type of Initiative



Collegiate Assessment of Academic Proficiency (CAAP)

The CAAP is “the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes (ACT).” In recent years, TTU has administered the CAAP Test Modules for Science, Mathematics, and Writing Skills to help assess student learning in these core areas. The TTU CAAP results are used to evaluate how TTU students compare to other university students nationally.



Faculty Credentialing

DigitalMeasures continued to demonstrate its value to the Texas Tech community. The two most prolific uses of DigitalMeasures are with HB 2504 and Faculty Annual Reports:

- HB 2504 requires that course syllabi be available within three clicks of a university homepage. DigitalMeasures has allowed this process to be efficient and effective. OPA was able to test and validate a newly-created report that identifies HB 2504 non-compliance in all three areas: syllabus upload, education, and academic positions.
- Faculty Annual Reports take a significant amount of work by OPA to accommodate the various needs of colleges each year. Below are current activities that demonstrate the work that goes into annual reporting each year:
 - Ongoing design changes to accommodate college-level requirements
 - Collaborating with Institutional Research for course evaluations
 - Identifying active Instructors of Record
 - Initial stages of screen design that will allow users to choose the scholarly work that is displayed in the Experts Guide and directories

DigitalMeasures Use

- “*The 18 Characteristics of Texas Doctoral Programs* were developed by the Graduate Education Advisory Committee to create a snapshot of all doctoral programs at public universities and health-related institutions. The information is intended to provide information to the institutions for self-improvement and to serve as a guide to members of the general public who are interested in doctoral education, such as prospective students and their families.” (THECB, www.thecb.state.tx.us/index.cfm?objectid=979F4DE2-9BD9-EB31-73EE814672699D50) DigitalMeasures has been an excellent resource for managing data related to the 18 Characteristics required report. The DigitalMeasures 18 Characteristics Report was developed internally and has been widely used by many colleges.
- The College of Education has explored the use of a feature in DigitalMeasures for their Faculty Directory. This feature will allow faculty to retrieve Publications, Presentations, Grants, and Creative works from DigitalMeasures and post directly into the College’s website. The Public Access (HB 2504) and Experts Guide websites are also being used for this request.
- The use of DigitalMeasures at Texas Tech University has a strong reputation. This was demonstrated when Karen Helm of North Carolina State University contacted OPA for guidance with using the software more effectively for SACSCOC documentation.
- DigitalMeasures introduced a new interface in Summer 2015. A revision to the instructional material was required in order to ensure users were aware of changes. The revision to instructional manual required a comprehensive review of the interface.



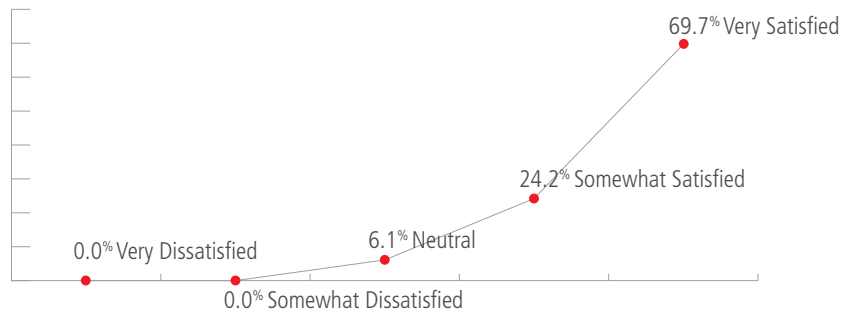


West Texas Assessment Conference (WTAC)

For the past four years, OPA has hosted a regional assessment conference called the West Texas Assessment Conference (WTAC). This conference is co-led with assessment leaders from Angelo State University.



Satisfaction with the Conference as a Whole



Personal Potential Index (PPI)

Since 2013, OPA has collaborated with the Graduate School on a sponsored project called the ETS PPI Validation Study. The PPI is an evaluation system that is designed to provide a holistic picture of a graduate applicant's success in graduate and professional schools. The assessment measures attributes that have been identified as critical to success, including knowledge and creativity, communication skills, teamwork, resilience, planning and organization, and ethics and integrity. Applicants who complete the PPI select up to five additional faculty evaluators who rate the applicants on the same six areas.

More can be read about the PPI at www.depts.ttu.edu/opa/ttu_ppi_reqmnts.php.



OPA Departmental Strategic Plan

OPA's strategic plan has four objectives. Each objective was used to classify weekly activities starting in September 2015. The objectives are:

1. Texas Tech will be found in compliance with all external accrediting agencies and State of Texas mandates.
 - a. Track documentation related to institutional accreditation process to ensure the University is meeting all required deadlines
 - b. Support documentation related to discipline-based accreditation
2. The Office of Planning and Assessment will contribute to the Office of the Provost's institutional planning processes.
 - a. Facilitate strategic plan reporting of campus units, participate in strategic plan reporting as requested, and report participation in the planning process as requested
 - b. Provide comprehensive analysis of institutional planning data
3. The Office of Planning and Assessment will continually monitor the university's compliance with laws, policy statements, and policies deriving from the State of Texas, THECB, and SACSCOC.
 - a. Annual attendance at SACSCOC Summer Institute and the SACSCOC Annual Meeting
 - b. Annual attendance at LEAP Texas events
 - c. Bi-monthly presentations on SACSCOC policies, THECB policies, and the State of Texas higher education initiatives at staff meetings
4. Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.
 - a. Provide formal outreach opportunities through training
 - b. Provide informal consultations as requested



TEXAS TECH UNIVERSITY
Office of Planning & Assessment