



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report May 5, 2017

The Office of Planning and Assessment reports its weekly activities and contributions toward Texas Tech University's institutional effectiveness efforts and departmental objectives.

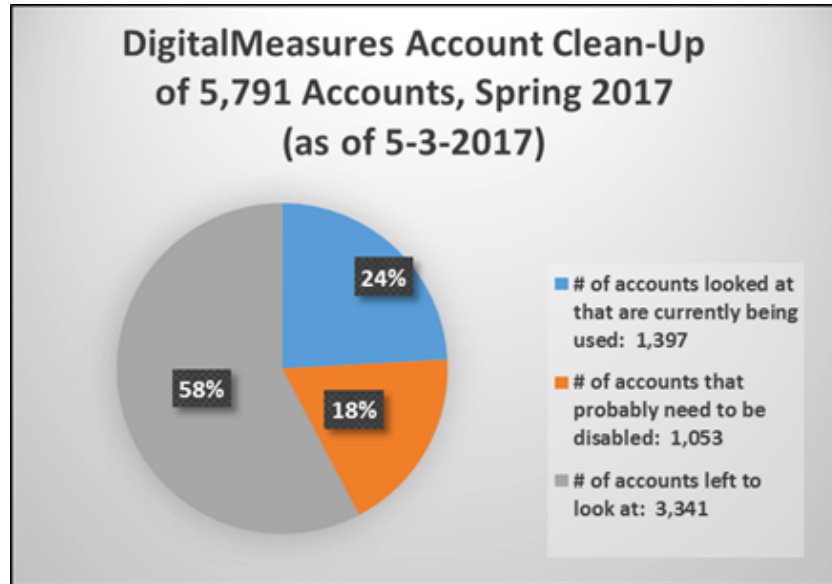
OUTCOME 1: Texas Tech will be found in compliance with all external accrediting agencies and State of Texas mandates

- ✦ The assessment plan for the Core Curriculum has evolved since its initial submission in the Compliance Certification Report. OPA is working with Genevieve Durham DeCesaro to ensure that the assessment plan reflects current and future assessment activities.
- ✦ After discussions with Dr. Stewart and the Office of the Registrar regarding an instructor teaching outside of her home department, Dr. Stewart decided that OPA can contribute to the approval process, thereby accelerating the instructor appointment process. To do so, an option has been added in Banner reflecting this new status: approved by OPA for documentation. These types of appointments are rare – perhaps as few as 12 a year - so this does not add significant additional work for OPA.

✦ Transcript Report

April	In Progress	Completed	Ordered
	9	42	8

- ✦ The SSL IE Committee met on May 1 to discuss the most recent review of annual assessment reports. Other items on the agenda included reviewing proposed revised standards by SACSCOC as they relate to non-academic areas and how those revisions will impact reporting. In addition, Dr. James provided an update on the current state of the new university strategic plan. Furthermore, we discussed deadlines and the next cycle of review. The following information was presented at this meeting to committee members:



OUTCOME 2: The Office of Planning and Assessment will contribute to the Office of the Provost's institutional planning processes

- ✦ The Online Senior Assessment closed on Monday, May 1. The survey received a total of 374 responses, a response rate of 12.04% of the seniors with 90 or more credit hours. Two students were selected to receive a \$500 scholarship from OPA. An OSA report is expected to be available this summer.
- ✦ On May 3, Libby Spradlin and Dr. Birgit Green partnered to present data on the 2016 Raiders Engaged administration for an OPA Learning Series Event. The Learning Series focused on discussing how valid and reliable outreach and engagement data assists in demonstrating Texas Tech's commitment to community engagement. The presentation concluded with an overview of the revised Raiders Engaged survey and a snapshot comparison of how data collection grew over the past year, due to increased outreach and promotion on campus. The presentation was recorded to post on the OPA website for those who were unable to attend.

OUTCOME 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

- ✦ THECB
 - The seventh annual Texas Public Higher Education Almanac was launched on April 28. The [2017 Almanac](#) provides higher education facts and performance data that allow users to compare Texas public higher education institutions. The data provide a snapshot of Texas' progress in achieving goals of the state's higher education plan, [60x30TX](#). Key data and information includes the following:

- The percent of Texans age 25-34 holding a certificate or degree has increased from 40.3% at the beginning of 60x30TX to 41% one year later. (p.8)
- The annual number of certificates, associate, bachelor's and master's awarded at all Texas higher education institutions has increased by **7.5 percent** since the beginning of 60x30TX. (p. 9)
- Texas graduates who achieved a **bachelor's degree** in 2014, and were subsequently employed in Texas, earned an average of **\$42,569** during their first year after graduation. (p. 12)
- Student loan debt as a percentage of first-year wage has not increased in the one year since the beginning of 60x30TX (60%). (p.10)
- **Nationally**, Texas **has the third lowest average tuition** at public, two-year institutions (\$1,948). (p. 6)
- Texas **ranks 22nd nationally** in average tuition at public, four-year institutions (\$7,870). (p. 6)
- **59 percent** of full-time students enrolled at a public four-year university earned a postsecondary degree within six years. (p. 27)
 - Of every 100 first-time degree seeking students enrolled (full- or part-time) at a public university, **58** students earned a postsecondary degree within six years; **11** students were still enrolled at an institution at the six-year mark. (p. 14)
 - Of every 100 students who started at a two-year college and transferred to a university, **54** students earned a postsecondary degree within four years of transfer. (p. 16)
 - On average, a full-time public university student needed **4.7 years** and completed **136 credit hours** to attain a bachelor's degree that requires four years and 120 credit hours. (p. 11)
 - Of every 100 students enrolled in the eighth grade in Texas in academic year 2004-05, **74** graduated from high school, **54** enrolled in higher education in Texas, and **21** received a higher education degree or certificate in Texas by August 2016. Within this group, only **12** percent of the economically disadvantaged students received a degree or certificate, compared to **31** percent of those not economically disadvantaged. (p. 15)
 - The Almanac presents individual institutional information and a state comparison. Texas Tech University's follows:



Texas Tech University

Total Enrollment:
36,225

UNIVERSITY INFORMATION

City: Lubbock
Year founded: 1923
Website: www.ttu.edu
Accountability group: Emerging Research
Average tuition & fees: \$10,622

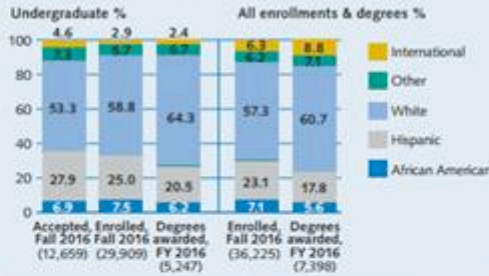
TOP FIVE UG MAJORS (total FY 2016 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (997)
2. Engineering (690)
3. Multi/Interdisciplinary Studies (514)
4. Family and Consumer Sciences/Human Sciences (423)
5. Parks, Recreation, Leisure, and Fitness Studies (358)

UG GRADUATION RATES

	Full-time	Part-time
4-year	39.3%	15.2%
6-year	69.9%	36.0%
10-year	79.6%	53.6%

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	18,523
% of applicants accepted	68.3%
FTIC in top 10%	19.9%
% full-time	88.8%
% receiving Pell Grants	28.1%

TEST SCORE RANGES

SAT Math	510-610
SAT Reading	490-590
ACT Math	22-27
ACT English	21-26

STUDENT DEBT

Average student debt	\$35,258
Native student debt	\$35,664
Portion as parent debt	\$5,426
Transfer student debt	\$34,564
% students with debt	61.1%

DEGREES AWARDED

Total degrees awarded	7,398
Associate	0
Bachelor's	5,247
Master's	1,638
Doctoral - Research	331
Doctoral - Professional	182

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.6
Average SCH to bachelor's	141
% bachelor's degrees awarded to at-risk students	56.5%

GRADUATES' STATUS

% bacc. grad. employed or enrolled in school in TX	73.6%
Graduates as % of total FTSE enrollment	19.2%

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2016: 56.1%
% of graduates completing 30 SCH or more at 2-yr colleges: 28.2%

FACULTY

Total faculty	1,526
Tenured/tenure track	1,015
% tenured/tenure track	66.5%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	\$32,010
Total revenue	\$21,963
Tuition/fees	\$9,244
State revenue	\$8,578
Federal revenue	\$2,320
Institution revenue	\$1,821

USES OF FUNDS PER FTSE

Total	\$18,824
Instruction, research, and academic support	\$12,745
Student services and scholarships	\$2,513
Institutional support and OM of plant	\$2,768
Other	\$797

RESEARCH EXPENDITURES

Total research exp.	\$166,494,207
Total research exp. per T/TT FTE faculty (teaching)	\$60,435



Statewide Four-Year Public Institutions

Total Enrollment:
636,750

Average Tuition & Fees: \$8,669

TOP FIVE UG MAJORS (total FY 2016 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (18,566)
2. Health Professions and Related Programs (10,226)
3. Multi/Interdisciplinary Studies (9,951)
4. Engineering (6,706)
5. Biological and Biomedical Sciences (6,011)

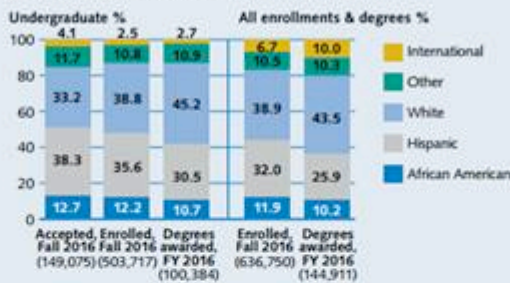
UG GRADUATION RATES

	Full-time	Part-time
4-year	34.0%	21.1%
6-year	59.3%	38.3%
10-year	66.9%	42.0%

STUDENT DEBT

Average student debt	\$30,221
Native student debt	\$31,186
Portion as parent debt	\$4,598
Transfer student debt	\$28,796
% students with debt	61.2%

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applications	325,276
Applicants	193,817
% of applicants accepted	68.5%
FTIC in top 10%	26.7%
% enroll. change 2011-16	11.9%
% part-time	22.7%
% full-time	77.3%
% receiving Pell Grants	39.7%

DEGREES AWARDED

Total degrees awarded	144,911
Associate	34
Bachelor's	100,350
Master's	38,900
Doctoral - Research	3,721
Doctoral - Professional	1,906

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.9
Average SCH to degree	138
% bachelor's degrees awarded to at-risk students	62.0%

GRADUATES' STATUS

% bacc. grad. employed or enrolled in school in TX	75.8%
Graduates as % of total FTSE enrollment	23.8%

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2016	56.2%
% of graduates completing 30 SCH or more at 2-yr colleges	34.7%

FACULTY

Total faculty	29,026
Tenured/tenure track	14,481
% tenured/tenure track	49.9%
Student-faculty ratio	22:1

AVERAGE REVENUE PER FTSE

State-funded FTSE	\$19,188
Total revenue	\$23,466
Tuition/fees	\$7,843
State revenue	\$8,032
Federal revenue	\$3,556
Institution revenue	\$4,035

AVERAGE USES OF FUNDS PER FTSE

Total	\$20,056
Instruction, research, and academic support	\$12,618
Student services and scholarships	\$3,105
Institutional support and OM of plant	\$3,507
Other	\$827

RESEARCH EXPENDITURES

Total research exp.	\$2,180,644,439
Total research exp. per T/TT FTE faculty (teaching)	\$101,862

- On Monday, May 1, 2017 the THECB launched 60x30TX.com, a consumer-friendly website that provides snapshots of data to key audiences, including legislators and their staff, media, students and families, business and industry, and chambers of commerce. The new website offers hot topics, infographics, event information, videos, and many other downloadable resources. The website also features interactive data for each of the four student-centered *60x30TX* goals that are focused on an educated population, completion, marketable skills, and student debt.

OUTCOME 4: Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations

- ✦ OPA continues to meet with Program Coordinators to review Annual Assessment Reports. Two of those programs have requested additional support. Interior Design has requested that OPA assist with updating the program's assessment plan. Computer Science has requested help with resolving an issue within the TracDat account for the PhD program. The problem was identified and corrected. Results had been entered into TracDat for an Inactive Method of Assessment. This has also been corrected. The most current SLOs have been made active along with their methods of assessment.
- ✦ OPA staff are preparing updates to our website under the DigitalMeasures page. PDF documents have been updated and YouTube versions of training videos are nearly complete. We hope these resources will be valuable to TTU faculty and administrators, especially those new to DigitalMeasures.
- ✦ Based on feedback from the last version of the Simplified Program Assessment Report, Faculty Peer Review, a few modifications were made regarding instructions and the emphasis of the comments section. In the screen shots below, the revisions are included.



Faculty Peer Review Survey Revised Program Assessment Rubric- 2016-2017

The Faculty Peer Review Survey is to be used by the College Level Institutional Effectiveness Committee to evaluate assessment reports within the college. The Faculty Peer Review measures programs' level of assessment activity, specifically as it relates to disciplinary appropriateness. Participants should keep in mind that this process is critical to the Institutional Effectiveness process and SACSCOC reaffirmation, but is also important to ensure that programs are demonstrating and documenting a commitment toward ongoing improvements to student learning. The Word version can be filled out manually and returned to the chair of the College Level IE committee after assigned programs have been evaluated.

Student Learning Outcomes

The Student Learning Outcomes identified by this program are applicable and appropriate for the program.

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

Assessment Methods

The Assessment Methods used by this program for measuring student learning are applicable and appropriate to meet the disciplinary needs of the program.

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

Results and Analysis

The Results that the program entered are useful for understanding the extent to which students learned the intended outcomes.

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

Actions for Improvements and Evidence of Improvements

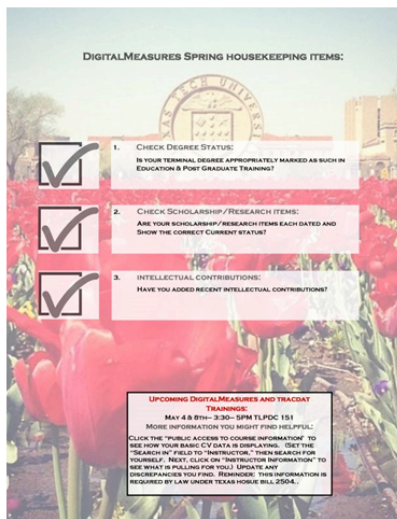
The Actions for Improvement that the program entered will help that program better assess student learning or improve student learning in general.

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

Notes

Completion of the Notes segment of this evaluation is critical for demonstrating that the Institutional Effectiveness feedback process does more than evaluate annual assessment reporting. It demonstrates that programs have access to valuable, and in this case, peer reviewed feedback regarding how to make specific improvements to demonstrating programmatic commitments toward improving student learning. A suggested word length for the Notes section of this evaluation is approximately 100-150 words.

- OPA provided two TracDat and DigitalMeasures trainings this week to assist faculty and staff that may be working personal and program accounts before summer break. Additionally, a “Housekeeping” flier for program coordinators and a “Housekeeping” flier for all faculty was distributed this week. Below is a copy of the fliers that present information about deadlines and account clean-up.



Important Links:

DigitalMeasures: https://www.digitalmeasures.com/login/ttu/faculty/dashboard/showDashboard.do?_sa=1

Public Access to Course Information: <http://www.ttu.edu/courseinfo/>

HB 2504: <http://www.legis.state.texas/hodocs/81R/billsx/html/H802504F.HTM>

View the flier at <http://www.depts.ttu.edu/opa/docs/dmspringhousekeeping2017.pdf> for more information.



Important Links:

TracDat: <https://tracdat.opa.ttu.edu/tracdat/>

Users Guide: https://www.depts.ttu.edu/opa/tracdat/docs/TracDatUpdateManual-Final_8_8_16.pdf.pdf

View the attached flier for downloadable version.

In addition to direct contributions toward the departmental goals, OPA continues to focus on continuous improvement measures.

- ✦ The NILOA Transparency Framework is, “intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences.” OPA is in the process of aligning internal departmental activity and website information with the Transparency Framework for the past year. This week OPA reviewed the expectations of the Transparency Framework and the associated Excellence In Assessment Designation to identify gaps that can be addressed.
- ✦ Two presentations were accepted for the 2017 SACSCOC Annual Meeting. Jennifer Hughes and Craig Morton were accepted to facilitate a group discussion on “Developing a Monitoring Report for CS 3.3.1.1.” In addition, Jennifer Hughes, Darryl James, and Kathy Austin were accepted to present on “Establishing an Institutional Effectiveness Framework: A Course Correction.”