



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report June 16, 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

- ✦ An Executive Summary for the 2015-2016 Degree Program Evaluation was completed. The results demonstrate a significant and impressive change from 2014-2015 annual assessment reports since the feedback model has been implemented. The report will be submitted to Dr. Darryl James separately and will be available on the OPA website later this summer.
- ✦ The Substantive Change Master Spreadsheet has been reviewed and internally approved. Areas of interest were specifically related to distance education processes for approving programs. A meeting has been scheduled with TTU Worldwide eLearning to discuss.
- ✦ The Texas Higher Education Coordinating Board (THECB) Program Inventory is regularly compared to existing TTU TracDat accounts to ensure alignment. OPA compared the inventory with TracDat accounts this week. A copy of the comparison is available upon request.
- ✦ Faculty Credentialing Activity
 - OPA staff apologizes for an error in last week's (June 8, 2017) report. Dr. Jason Rinaldo is the contact at the Rawls College of Business who is working on developing a faculty publication spreadsheet and who hopes to run AACSB reports through DigitalMeasures. We mistakenly said this was Dr. Jeff Mercer.
 - 2,113 accounts have been disabled in DigitalMeasures. These accounts have not been used in the past two years.
 - OPA staff have been working on a DM Transcript Report for the past several months. The report is now set up and successfully running. OPA staff are hopeful this report will be pivotal as we track faculty transcripts. We hope to soon begin the process of uploading transcripts to DM and to make notations in the "IOR Qualifications" screen so that the Transcript Report will be as accurate and useful as possible. The report provides:
 - A list of faculty by college, department, or individual
 - Notation of bachelor's, master's, and doctorate transcripts that are uploaded into DM
 - Notation of SACSCOC compliance (this information will be input to the "IOR Qualifications" screen for each faculty by OPA staff)

- If a faculty member is determined to be non-compliant, notes indicate the reason(s)
- Faculty email address
- Open Work Requests

Request #	Date Opened	Title	Status
47	5/11/2017	Faculty Transcript Report	6-14-17: DM finished the report. OPA staff ran a test and found it looking exactly as we had hoped. We noticed three small corrections that will make the report look even better and asked DM to make these updates. All-in-all the report looks very good and seems to be working exactly as we had hoped. 6-13-17: DM made the changes to the IOR Qualifications screen. They asked for clarification about the Transcript Report, which OPA staff provided.
48	6/5/2017	Disable User Accounts	6-14-17: DM successfully disabled the accounts. This request is closed.
49	6/7/2017	Add new department: BCOM	6-9-17: The department was successfully added. This request is closed.

- DigitalMeasures Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (124,877)	266	1,110	54,815	74,214

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

- ✦ The 2016-2017 CAAP Summary Report is currently being technically reviewed before finalization. The below graphs show CAAP scores by classification compared to the national mean as well as student performance separated by quartiles. Of the total number of students tested, 25.3% fell within the lowest quartile for the assessment. Only 16.2% of the overall sample scored within the highest quartile (Q4). In spite of these results, on a supplemental self-reported performance question, 50.4% of students rated themselves as “Tried My Best” and 34.7% of students rated themselves as “Gave Moderate Effort.”

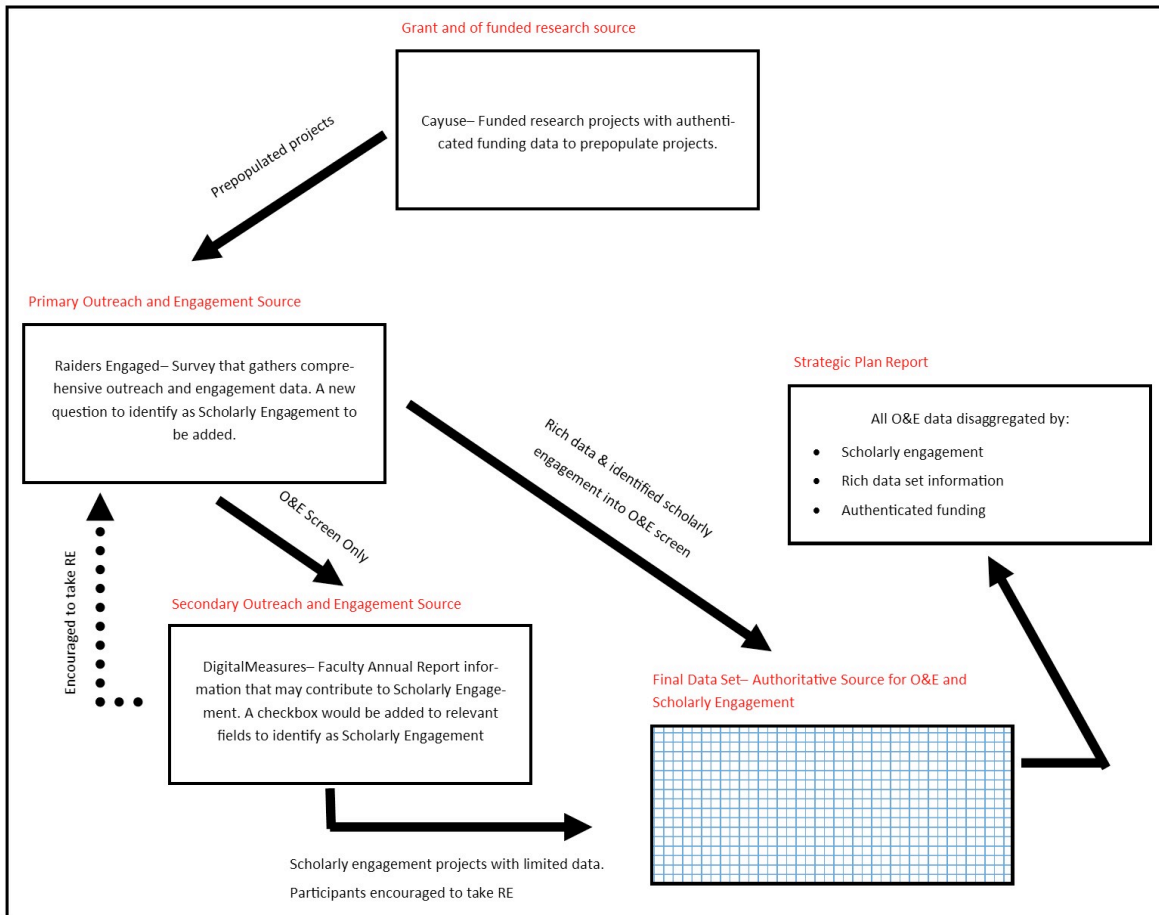
Summary of CAAP Scores by Student Classification					
	<i>n</i>	Sample Mean	SD	National Mean	SD
Freshman	111	61.7	4.2	62.3	5.2
Senior	100	61.9	5.0	62.3	5.2

Freshmen	
Q ₁	22.5%
Q ₂	32.4%
Q ₃	29.7%
Q ₄	15.3%

Seniors	
Q ₁	28%
Q ₂	27%
Q ₃	28%
Q ₄	17%

Institutional	
Q ₁	25.3%
Q ₂	29.7%
Q ₃	28.9%
Q ₄	16.2%

- ✦ OPA has completed the mapping of degree program level student learning outcomes to Marketable Skills. The criteria internally identified with Marketable Skills for this activity were:
 - MS1_Employment
 - MS2_Application to Discipline
 - MS3_Professional Skills
 - MS4_Contribution Toward Future Education
- ✦ Raiders Engaged is scheduled to begin administration in August 2017. There have been a number of incremental enhancements for the upcoming administration. However, to better align emerging strategic priorities with Raiders Engaged data, one additional question has been added. Raiders Engaged does an excellent job collecting self-reported activity that meets the Texas Tech University operational definition of outreach and engagement. However, that definition, which is used from the Carnegie Classification website, is still fairly broad. Texas Tech University is developing a new strategic plan that will include engaged scholarship. This includes more strict criteria than outreach and engagement. The 2017-2018 Raiders Engaged instrument will include an additional question that will ask participants to self-report if those criteria are met. This enhancement will provide the institution with additional data relevant to the new strategic plan. DigitalMeasures will include a similar question on various relevant screens. Below is a diagram describing how data sources are being developed to improve institutional reporting.



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

- A July 2017 Progress Report for 60x30TX reveals the state is making positive, modest progress toward most of the plan’s goals and targets, with a decrease in two targets since the 2015 baseline. While there is progress to celebrate, much work remains to accelerate progress in all areas of the plan. Progress toward goals and targets is demonstrated in the table below. The full, 48-page report is available on the THECB website.

Goal	Target	Used in 60x30TX Report	First-Year Baseline (2015)*	2016 Progress
60x30	60x30 (Attainment)	38.3%	40.3%	41.0%
	Overall	298,989	311,340	321,410
	Hispanic	89,355	96,657	103,889
Completion	African American	37,658	38,964	38,813
	Male	122,744	131,037	135,849
	Economically Disadvantaged	107,419	114,176	119,490
Marketable Skills	TX High School Graduates Enrolling in TX Higher Education	54.2%	52.7%	51.9%
	Working or Enrolled Within One Year	77.3%	78.9%	78.8%
	Student Loan Debt to First Year Wage Percentage	60%	60%	60%
Student Debt	Excess SCH Attempted	21	20	18
	Percent of Undergraduates Completing with Debt	50.7%	49.2%	48.2%

*Baseline use 2015 data when possible; otherwise most recent data available are used.

- A report was posted documenting Texas high school graduates from FY 2016 who enrolled in Texas public or independent higher education fall 2016. High schools with at least 25 graduates are represented. Lubbock County information follows:

Lubbock County High School Graduates FY 2016: Enrollment in Texas Public or Independent Higher Education Fall 2016	Total High School Graduates													
	Texas Tech University	South Plains College	Lubbock Christian Univ.	Angelo State University	UT at Austin	West Texas A&M University	Wayland Baptist University	University of North Texas	Western Texas College	Other Pub/Ind 4-yr Inst.	Other Pub/Ind 2-yr Inst.	Not trackable	Not found	
Frenship ISD	486	98	97	20	6	5	13	-	-	-	34	13	5	195
Frenship ISD, Reese Ed Ctr	63	-	12	-	-	-	-	-	-	-	3	1	1	46
Idalou ISD	77	14	16	5	5	-	-	-	-	-	9	3	1	24
Lubbock ISD, Coronado HS	442	50	117	7	-	-	10	5	-	-	23	9	6	215
Lubbock ISD, Estacado HS	136	-	16	-	-	-	-	-	-	-	17	3	3	97
Lubbock ISD, Lubbock HS	483	64	122	-	-	10	7	-	12	6	33	6	12	211
Lubbock ISD, Matthews Lrng Ctr	102	-	11	-	-	-	-	-	-	-	3	-	-	88
Lubbock ISD, Monterey HS	374	31	96	5	-	-	10	-	-	-	20	8	6	198
Lubbock ISD, Talkington	39	5	7	-	5	-	-	-	-	-	13	-	-	9
Lubbock-Cooper ISD, HS	282	53	65	12	-	-	-	-	-	-	20	5	7	120
New Deal ISD	42	6	16	-	-	-	-	-	-	-	2	-	-	18
Roosevelt ISD	64	6	17	-	-	-	-	-	-	-	9	-	-	32
Shallowater ISD	95	19	22	8	-	-	6	-	-	-	12	4	1	23
Slaton ISD	80	5	28	-	-	-	-	-	-	-	6	1	-	40
South Plains Academy Charter HS	92	-	8	-	-	-	-	-	-	-	-	1	1	82
TOTAL	2,857	351	650	57	16	15	46	5	12	6	204	54	43	1,398

- Approximately 5 percent of Texas public high school graduates from the classes of 2011 through 2015 went out of state for college the first fall semester after graduation. Nine states have consistently ranked among the top 10 states in which Texas public high school graduates enroll for college: Oklahoma, Arkansas, Louisiana, California, New York, New Mexico, Colorado, Alabama, and Kansas. These nine states account for over half of out-of-state enrollment. Texas

public high school graduates' out-of-state college matriculation for this time period is represented in the following table.

	2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%
Total Enrolled in College ²	167,065	60.4%	165,627	59.7%	169,509	59.4%	172,115	59.9%	173,900	58.5%
Texas public 4-year institution	60,508	20.8%	61,518	21.0%	63,408	21.0%	66,962	22.1%	68,260	21.8%
Texas public 2-year institution	79,966	27.5%	76,750	26.2%	78,560	26.1%	77,587	25.6%	77,448	24.7%
Texas independent institution	11,612	4.0%	11,641	4.0%	11,818	3.9%	11,514	3.8%	11,303	3.6%
Out-of-state institution	14,979	5.2%	15,718	5.4%	15,723	5.2%	16,052	5.3%	16,889	5.4%
Not trackable	14,210	4.9%	15,143	5.2%	16,072	5.3%	15,699	5.2%	15,900	5.1%
Not found	109,306	37.6%	111,866	38.2%	115,837	38.4%	115,293	38.0%	123,593	39.4%
Total HS graduates	290,581	100.0%	292,636	100.0%	301,418	100.0%	303,107	100.0%	313,393	100.0%

- The THECB is requesting applicants to facilitate the review and revision of the English/Language Arts and Mathematics College and Career Readiness Standards (CCRS) to update and foster alignment to current expectations in entry-level college coursework. The THECB expects to award one (1) grant for up to \$96,000.00. A notice of intent deadline has been set of June 21, 2017 with an application deadline of 5:00 p.m., July 12, 2017. Eligibility information, guidelines, and application are available on the THECB website.

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

- ✦ Humanities 1300 is a course that is a part of the Core Curriculum that many students take each year. The course instructor reached out to Genevieve Durham-DeCesaro to propose an assessment for seeing if students that took Humanities 1300 did better overall than students that did not enroll in the course. The instructor was referred to OPA to discuss. OPA is working with the course instructor on a research design. An IRB has been submitted by OPA.
- ✦ All programs with correlating distance education programs have been identified and SLOs have been documented. An audit of these courses is complete. This has been passed along to Dr. Hart, Dr. Louder, and Clay Taylor.
- ✦ OPA met with the College of Education to further discuss integrating COE assessment with institutional assessment. Updated TracDat manual and the latest Program Assessment manual have been given to Dr. Hovey.

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

✦

- ✦ The OPA office has revised its policies and procedures manual. The manual will be discussed at an upcoming staff meeting on June 27.
- ✦ The West Texas Assessment Conference planning committee had a conference call on June 15 to discuss a number of items.
 - Technologies to be use during conference as evidence of our efforts to “go green.”
 - Padlet will be used to encourage attendee engagement.
 - Session evaluation will be completed electronically this year.
 - Overall conference evaluation will be completed electronically this year. Historically, we have always completed these evaluations online.
 - Assessment Conference Interest Survey
 - Results are promising. The University of Texas – Arlington, the University of Texas El Paso, Texas State University, Howard College, and College of the Mainland have all expressed interest in joining Texas Tech to partner for the 2018 WTAC. Jennifer will re-send the survey to invalid email addresses. We’ll also re-send to everyone in two weeks to remind them to identify themselves. We’ll hold an organizational meeting for interested institutional partners during the last session of the conference.