TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Institutional Effectiveness Weekly Report
July 6, 2018

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: The Office of Planning and Assessment will contribute to Texas Tech University's ongoing compliance with all external accrediting agencies and State of Texas mandates.

✦ Costa Rica Substantive Change Visit
✦ OPA staff are working daily on the Costa Rica electronic portfolio. We update the information listed below on a daily basis.

Standard Names	Language of Standard	Current Status
1.1	Principle of Integrity – The institution operates with integrity in all matters.	Jennifer to get President's signature on Integrity form.
5.4	The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.	Received resumes for Rose, Diaz, Rayo, Morera
6.2	For each of its educational programs, the institution justifies and documents the qualifications of its	Asked Jorge about each of the highlighted people. Jorge said to proceed with the spreadsheet.

	faculty members. (6.2a) - For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (6.2b) - For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (6.2c)	
8.2a	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: student learning outcomes for each of its educational programs.	Few paragraphs on PAR process, followed by the 4 column reports. Each degree have PARs as image files.
10.5	The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status	Jorge approved emailing Kelly Coleman, Alexa Smith, and Sukant to reach out.

	of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.	
10.7	The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours, the institution has a sound means for determining credit equivalencies.	Craig will research OP's about transfer credit. (OP 34.12 & PO 34.15) Alexa has the transfer document.
11.1	The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.	Received photos to include in responses and Craig and Libby can select which photos to use. By August 6th is when the first draft is expected.

12.1	The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.	Meetings to be held. Libby to send the old responses to Cathy and Elizabeth on July 9th.
12.4	The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be access upon request by SACSCOC.	Meetings to be held on July 10. Libby to send the old responses to Cathy and Elizabeth on July 9th.
13.7	The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.	Lissa and Brandon were sent the prospectus & old responses. The first draft will be submitted by August 6th. We are expecting ongoing communication with them between now and then.
Institutional Summary Form	Start on this July 10th.	

- ✦ Quality Enhancement Plan Updates
    - ▪ On June 29, OPA met with Dr. Paul Pare to discuss QEP Assessment. Three topics were addressed:

- Dr. Pare will be co-presenting at the TxAHEA conference in October with OPA. Discussion was focused on the conference format session.
- The use of Multicultural data from the Core Curriculum assessment will be used as supplemental data in the QEP Impact Report. Additionally, the use of the data for presentations to improve learning gains was also discussed.
- The GPI will be administered this fall. At the next meeting, incentives will be discussed.

OUTCOME 2: Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.

✦ Training and Consultation Tracking
  - The tabulations below reflect activity from the week of May 21. These totals include DigitalMeasures support, Nuventive Improve support, non-academic assessment support, QEP assessment, faculty peer review, and issues related to TxAHEA.

	Number of individuals	Number of issues addressed	Number of emails sent on issue	Number of phone calls	Number of informal consultations	Number of formal trainings
Weeks of June 25 and July 2, 2018	39	34	57	17	11	6
As of June 1, 2018	85	80	206	39	18	14

✦ Training Opportunities
  - OPA is working closely with the Rawls College of Business to develop a curriculum mapping strategy to pull data from their annual degree program assessment reporting for AACSB accreditation.
✦ General Faculty Credentialing
  - OPA staff prepared degree program coordinator reports from DM for all degrees that will be offered at Costa Rica.
  - Ken Brulia emailed the Nuventive Vitae Excel spreadsheet with the crosswalk we will use to begin mapping DM fields. OPA staff will begin work on this soon and expect to have it complete within six weeks.
  - OPA staff will begin preparing test case accounts for each college to test mapping from DM to Vitae.
  - With email addresses provided by TTU HR, OPA staff contacted approximately 23 new faculty members to TTU for fall 2018 semester. We welcomed them and provided information about DM. Other new faculty will be contacted as email addresses become available.
  - OPA staff continue to work with Kenny Shatley (Graduate School) on reports that DM can provide to ease the burden on department chairs. We are going to prepare reports and expect that the process will take several months.
 - Open Work Requests

Request #	Date Opened	Title	Status
116	6/29/2018	Import Deborah Davis' DM account from previous institution	6-29: Deborah Davis will be a new faculty member this fall at TTU. Her previous institution used DM, so we requested that he account be transferred. Expected completion is 7-13.

✦ TxAHEA
  ▪ There are currently 65 registrants for the conference. OPA is offering to pay for the registration fees for up to 5 TTU people to be able to attend. We currently have 4 TTU faculty/staff registrants.
✦ Institutional Collaborative Assessment Updates
  ▪ Raiders Engaged- OPA met with Drs. Opperman and Green to discuss Raiders Engaged and other outreach and engagement sources on July 5. These meetings will likely continue as the strategic priority develops.
  ▪ TechQuest- Preliminary data for both freshmen and senior data is complete. A report is being written now and will be available this month. Results indicate that there was a negative result for most fields. This is not problematic, however, as seniors have not been exposed to these learning objectives.
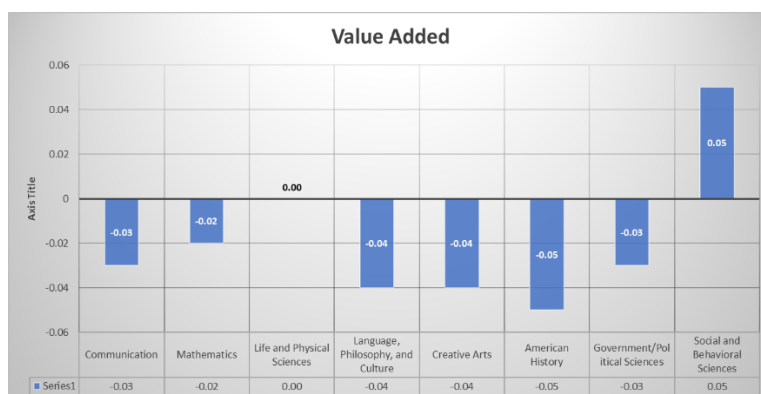
✦ Transparency Framework
  ▪ An OPA website page was presented in the NILOA newsletter recently that highlighted our creativity in communicating learning outcomes. The page is labeled Students and Parents, but is used for multiple purposes, including Marketable Skills, a component of the THECB strategic plan. To see the full newsletter, go to: http://www.learningoutcomesassessment.org/FeaturedWebsitePast.html
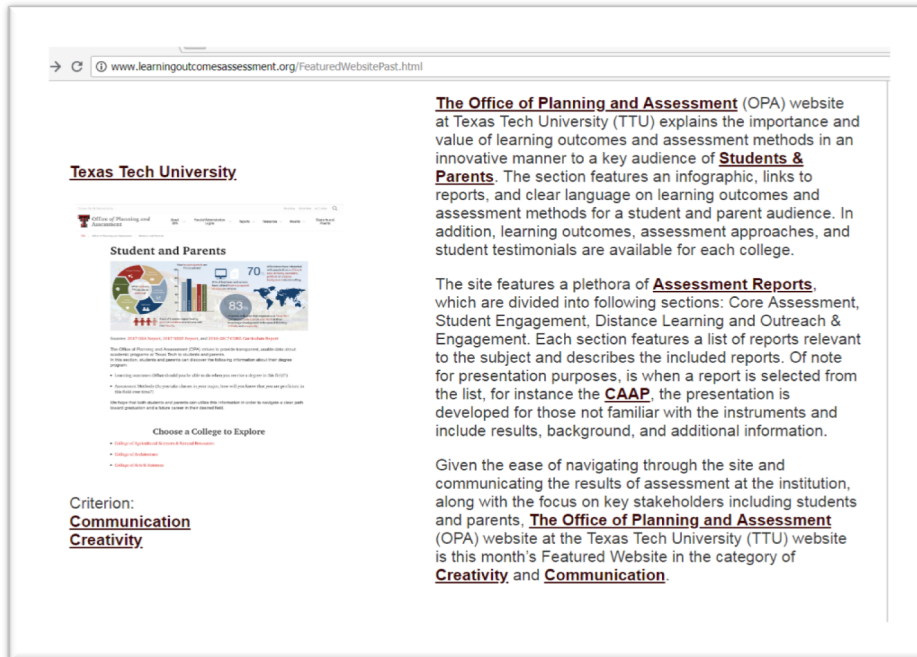
OUTCOME 3: The Office of Planning and Assessment will continually monitor the university's compliance with laws, policy statements, and policies deriving from the State of Texas, THECB, and SACSCOC.

✦ SACSCOC Updates
  ▪ An updated policy statement for the Fifth-Year Interim Report was published and is available here: http://sacscoc.org/pdf/081705/FifthYearInterim.pdf.
  ▪ Several other statements have been published on the SACSCOC website, www.sacscoc.org/webChanges.asp and are listed here:
    ▪ Name Change Cross Reference List
    ▪ Accreditation Procedures for Applicant Institutions
    ▪ Ethical Obligations of Evaluators
    ▪ Institutional Obligations for Public Disclosure
    ▪ Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status
    ▪ Reaffirmation of Accreditation and Subsequent Reports
    ▪ Sanctions, Denial of Reaffirmation, and Removal from Membership
    ▪ Separate Accreditation for Units of a Member Institution
    ▪ Substantive Change for SACSCOC Accredited Institutions
    ▪ Accreditation Records Retention, Maintenance, and Destruction Policy for SACSCOC
    ▪ Dual Enrollment
    ▪ Quality Enhancement Plan
    ▪ Guidelines for International Travel and Committee Visits to Member Institutions
  ▪ The SACSCOC website, www.sacscoc.org/webChanges.asp, has listed several report forms for Substantive Change Committees as follows:

- Branch campus
- Change in governance
- Distance education / electronic expansion
- Level change (higher level)
- Merger / consolidation non-SACSCOC entities
- Merger / consolidation SACSCOC entities
- Off-campus site (not a branch campus)
- Program expansion (significant departure or move to lower level)
- Program expansion at a new off-campus site

- Preliminary data with the "Top 10 Most Frequently Cited Principles in Decennial Reaffirmation Reviews" for 2017 was posted as shown here:

Top 10 Most Frequently Cited *Principles* in Decennial Reaffirmation Reviews: *2017* Reaffirmation Class

	Review Stage I: *OFF*-Site Committee (n=74)				Review Stage II: *ON*-Site Committee (n=72)				Review Stage III: C&R | Board of Trustees (n=72)	
Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	3.7.1 (Faculty Competence)	95%	1.	3.3.2 (Quality Enhancement Plan)	56%	1.	3.3.1.1 (IE – Educational Programs)	17%
2.	3.3.1.3 (IE – Educational Support)	59%	2.	3.7.1 (Faculty Competence)	31%	2.	3.3.1.2 (IE – Administrative Units)	10%
3.	3.3.1.2 (IE – Administrative Units)	54%	3.	3.3.1.1 (IE – Educational Programs)	25%	3.	3.10.1 (Financial Stability)	
4.	3.3.1.1 (IE – Educational Programs)	51%	4.	3.3.1.2 (IE – Administrative Units)		4.	3.3.1.5 (IE – Community/Public Service)	8%
5.	3.2.14 (Intellectual Property Rights)	50%	5.	3.3.1.3 (IE – Educational Support)	22%	5.	3.7.1 (Faculty Competence)	
6.	3.3.1.5 (IE – Community/Public Service)	47%	6.	3.3.1.5 (IE – Community/Public Service)	17%	6.	3.3.1.3 (IE – Educational Support)	7%
7.	2.8 (Faculty)	43%	7.	3.5.1 (General Education Competencies)	14%	7.	3.5.1 (General Education Competencies)	6%
8.	3.7.2 (Faculty Evaluation)	41%	8.	3.7.2 (Faculty Evaluation)	11%			
9.	3.2.9 (Personnel Appointment)	35%	9.	3.10.1 (Financial Stability)	10%			≤3%
10.	3.4.11 (Academic Program Coordination)		10.	3.3.1.4 (IE – Research)	8%			

Key Descriptive Statistics (Number of *Principles* Cited Per Institution)			**Key Descriptive Statistics** (Number of *Principles* Cited Per Institution)			**Key Descriptive Statistics** (Number of *Principles* Cited Per Institution)		
Mean=16.8 | SD=8.5	Median=16	Range=38	Mean=3.2 | SD=2.9	Median=3	Range=13	Mean=0.9 | SD=1.5	Median=0	Range=7

Selected *General Areas* of Non-Compliance	% of the Total Number of Findings of Non-Compliance	**Selected *General Areas* of Non-Compliance**	% of the Total Number of Findings of Non-Compliance	**Selected *General Areas* of Non-Compliance**	% of the Total Number of Findings of Non-Compliance
Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)	22%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)	32%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)	51%
Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 – 3.4.9, 3.4.11, 3.4.12, 3.5.4)	18%	Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 – 3.4.9, 3.4.11, 3.4.12, 3.5.4)	30%	Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)	21%
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)	18%	Faculty (2.8, 3.4.11, 3.5.4, 3.7)	17%	Faculty (2.8, 3.4.11, 3.5.4, 3.7)	13%
Faculty (2.8, 3.4.11, 3.5.4, 3.7)	17%	Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)	8%	Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 – 3.4.9, 3.4.11, 3.4.12, 3.5.4)	11%
Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)	13%	Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)	7%	Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)	3%
Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)	13%	Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)	6%	Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)	2%

June 2018 ‖ For more information, please contact Dr. Alexei Matveev, Director of Training and Research, at amatveev@sacscoc.org

PRELIMINARY DATA

Lastly, OPA staff completed an outreach project for Dr. Raegan Higgins, Associate Professor in the Department of Mathematics and Statistics. A "close-out" meeting with Dr. Higgins was held on July 3. During this meeting, OPA staff presented their analyses of quantitative and qualitative data. Our office appreciates this opportunity to assist Dr. Higgins and her research team.