![Texas Tech University - Office of the Provost - Office of Planning & Assessment]

Institutional Effectiveness Weekly Report
September 16, 2016

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

✦ Continuous Improvement reports have been received from 36 Support Service Levels; the remaining units have been provided extensions until Friday September 16th before being considered delinquent. Reports are being transferred to the four-column template and combined with the 2015-2016 outcomes, means of assessment, and criteria. A fall peer review has been scheduled for October 5th in which the committee will review the 2016-2017 reports.

✦ Faculty Credentialing Activity
  ▪ All faculty with missing syllabi have been notified and encouraged to become compliant as soon as possible. As of Friday, September 9 approximately 675 syllabi, or about 12%, were missing out of approximately 5500 fall semester courses.
  ▪ OPA staff continue to work with faculty assisting with login, account setup, and syllabi loading. Two sessions have been held this week in the TLPDC for two hours each encouraging anyone needing assistance with Digital Measures to stop by. A couple of specific issues are being dealt with such as faculty who are considered 0% teaching responsibility for courses that are showing up in DigitalMeasures and syllabi or courses being mysteriously dropped from DigitalMeasures.
  ▪ OPA staff met with faculty (some individually and some as a group) from Petroleum Engineering to assist with DigitalMeasures.
  ▪ DigitalMeasures Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (124,317)	1,871	8,292	15,817	70,735

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

✦ The CAAP administration has been set up in the Strive TTU advising platform for students to register for a time to take the CAAP Writing Skills module. A testing schedule has been

created allowing for multiple testing times per day over the two-week testing period. The Strive TTU platform will manage student registration along with sending registration confirmations and appointment reminders. A flyer will be created for instructors to provide their students with detailed instructions on how to participate in CAAP. Materials have been ordered and will be received a few weeks prior to testing in October.

✦ OPA is developing a comprehensive list of degree program student learning outcomes. The data will be used to assist with mapping degree level SLOs with institutional learning objectives. The list will be available for review within a few weeks. 2016-2017 Degree Program assessment plans are due October 1.

✦ A new group was formed to help lead the iPortfolio initiative. The group consisted of Jennifer Hughes and Craig Morton representing OPA, Genevieve Durham-DeCesaro and Darryl James from the Provost Office, Justin Louder from TTU Worldwide eLearning, Jay Killough from the Career Center, and Paul Pare and Luke Lefebvre representing the QEP. The following discussions resulted from the meeting:

  ▪ The primary task for the group is to research various portfolios to determine which platforms offer both a free (or no cost) option as well as a best practice version.
  ▪ The consensus is that electronic portfolios are the best option for assessing direct learning for core curriculum as well as to demonstrate marketable skills.
  ▪ The goal of selecting a portfolio implementation strategy is to meet institutional assessment goals (demonstration of authentic learning and marketable skills) within institutional financial limitations within a unified model that meets individual program goals.
  ▪ OPA would transition from a strong implementation role to a role specifically related to the assessment of student portfolios while providing input through committee involvement.

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 2016 Texas Public Higher Education Almanac has been released to the public. Key data and information (with page references to the report) include the following. (Bolding and underlining in original.)
    ▪ Enrollment in all Texas higher education institutions (two-year and four-year public, independent, and career institutions) has **increased 58 percent** since 2000. (p. 17)
    ▪ The annual number of undergraduate degrees and certificates awarded at all Texas higher education institutions has increased by **123 percent (122.6 percent)** since 2000. (p. 17)
    ▪ Texas graduates who achieved a **bachelor's degree** in 2013, and were subsequently employed in Texas, earned an average of **$41,464** during their first year after graduation; Texas graduates who achieved an **associate's degree** or

- **certificate** in 2013, and were subsequently employed in Texas, earned an average of **$33,447** and **$34,586** respectively during their first year after graduation. (p. 12)
  - **Nationally**, Texas **has the third lowest average tuition** at public, two-year institutions ($1,898). (p. 6)
  - Texas **ranks** 20th **nationally** in average tuition at public, four-year institutions ($7,476). (p. 6)
  - Texas **ranks 28th nationally** in attainment of bachelor's degrees. (p. 6)
  - Texas **ranks 44th nationally** in attainment of associate degrees. (p. 6)
  - **59 percent** of full-time students enrolled at a public four-year university earned a postsecondary degree within six years. (p. 27)
  - **23 percent** of students enrolled at a public four-year university were enrolled part-time. (p. 27)
  - **75 percent** of students enrolled at a public community college were enrolled part-time. (p. 49)
  - 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; **31** students were no longer enrolled at any institution and earned no degree at the six-year mark. (p. 11)
  - Of every 100 first-time degree seeking students enrolled (full- or part-time) at a public community college, **27** students earned postsecondary degree or certificate within six years; **64** students were no longer enrolled at any institution and earned no postsecondary award at the six-year mark. (p. 11)
  - 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. 15)
  - On average, a full-time public university student needed **five years** and completed **138 credit hours** to attain a bachelor's degree that requires four years and 120 credit hours. (p. 13)
    - Of every 100 students enrolled in the eighth grade in Texas in academic year 2004-05, **68** graduated from high school, **54** enrolled in higher education in Texas, and **20** received a higher education degree or certificate in Texas by August 2015. Within this group, only **11** percent of the economically disadvantaged students received a degree or certificate, compared to **30** percent of those not economically disadvantaged. (p. 14)

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

✦ The Office of Planning and Assessment compared the Texas Higher Education Coordinating Board (THECB) Program Inventory with OPA's internal degree program list to ensure that the information is consistent. The updated list was used to work with programs to determine 2016-2017 Program coordinators.

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

✦ Regarding the upcoming the WTAC:
- All proposal candidates have formally accepted an invitation to present at the conference. Each approved information to be included on the website and it has been updated with the schedule and session information.
- TTU's panel presentation will be about QEP and Paul Pare has agreed to sit on the panel.