



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

June 8, 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

- The Office of Planning and Assessment met with Lissa Munoz from Facilities to discuss available data that can assist with the Substantive Change visit.
- The shell has also been created for the electronic portfolio that will be used to document TTU's responses to relevant SACSCOC standards for new sites.

The screenshot shows a webfolio page for 'Costa Rica Substantive Change by Texas Tech University'. The page is divided into two main sections. On the left is a table of contents with the following items: Cover, 1.1- Principles of Integrity, 5.4- Administration and Organization, 6.2- Faculty, 8.2a- Student Achievement, 10.5- Educational Policies, Procedures, and Practices, 11.1- Library and Learning/ Information Resources, 12.1- Academic and Student Support Services, 12.4- Academic and Student Support Services, and 13.7- Financial and Physical Resources. On the right is the content for '1.1- Principles of Integrity', which includes a definition of institutional integrity and a specific principle statement: '1. The institution operates with integrity in all matters. (Integrity) [CR] (Note: While this principle is not addressed by the institution in its Compliance Certification or its application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a candidate committee.)' There is a 'Printer Friendly' link in the top right corner of the content area.

✦ SACSCOC Documentation Updates

- SACSCOC requires that, "The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions." (R 14.4 see SACSCOC's policy of "Accrediting Decisions of Other Agencies.") OPA manages a significant portion of this documentation through the Accreditation Across Campus located at

https://www.depts.ttu.edu/opa/campus_accreditation/campusaccreditation_2017.php.

Environmental Toxicology recently assisted OPA with updating these records for the following certifications and/or registrations:

- Environmental Toxicology | Certified Regulatory Milk Laboratory | USDA, Texas Department of State Health Services | Certified | 2019 | Steven M Presley
- Environmental Toxicology | Clinical Laboratory Improvements Amendment Program Certification | Department of Health and Human Sciences, CMMA | Certified | 2019 | Steven M Presley
- Environmental Toxicology | Federal Select Agent Program Registration | Department of Health and Human Sciences, CDC | Registered Facility | 2018 | Alice Young

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 email sent on issue	Number of phone calls	Number of in informal consultations	Number of formal trainings
Week of June 4, 2018	15	28	53	16	3	1
As of June 1, 2018	15	28	53	16	3	1

✦ General Faculty Credentialing

- Jennifer Hughes, Craig Morton, and Betty Ann Thomas met with Dean William Brown and Dr. Cindy Akers of CASNR. Dean Brown would like to strongly encourage his departments and chairs to fully integrate with DM and use it for Annual Faculty Reports. OPA staff demonstrated report possibilities and offered full support with training and other implementation needs for CASNR faculty. Dean Brown will discuss his ideas with his chairs and we expect to meet again in a few weeks.
- With the beginning of Summer I term, several instructors of record have needed assistance with their DM accounts. All issues have been addressed and everything is running smoothly now.
- TTU IT completed a request that originated with the College of Business so that percent teaching responsibility is included in uploads from Banner for each course in Scheduled Teaching in DM.
- Final adjustments are being made to an Annual Faculty Credentialing report.
- OPA staff began reviewing example Faculty Credentialing Handbooks and hopes to draft an outline for TTU’s handbook soon.
- A second Nuventive Vitae Early Adopter meeting was held on 6-7-18. Nuventive is very interested in getting data into the system, but a bulk upload is not possible at this point. Rather, manual entry will be required. Several OPA staff members are attending the Nuventive user’s conference next week in Pittsburgh and look forward to some one-on-one time with Nuventive Vitae developers.

- Open Work Requests

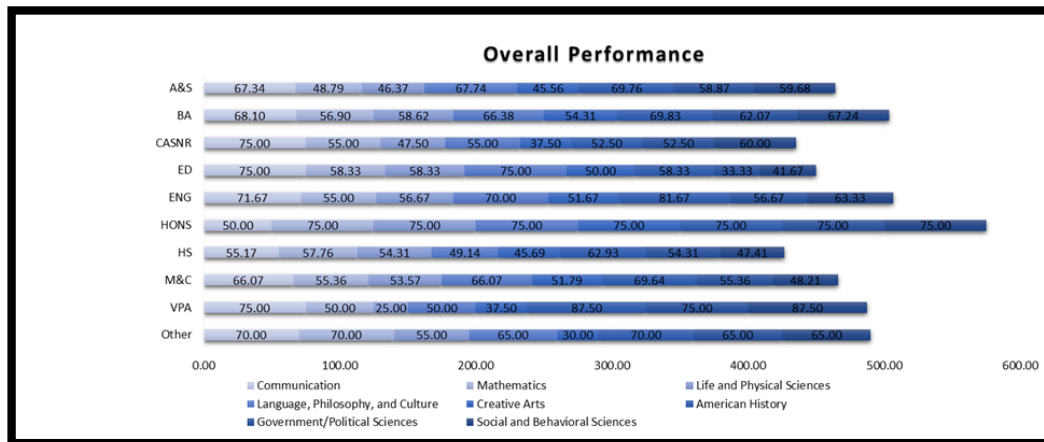
Request #	Date Opened	Title	Status
110	5/4/2018	Report Revisions	5-24: DM developers communicated concern with setting up this additional field as OPA suggested. OPA discussed further and will gain input from a few TTU department chairs before proceeding.
111	5/14/2018	Need Information re: Yearly Data Screen	6-7: The change was complete and looks good. Now Yearly Data is identified by academic year such as "2017-2018." This request is closed.
112	5/24/2018	Add additional fields to Scheduled Teaching screen	6-1: The field was added and looks good. Request closed. 5-30: OPA staff agreed. The field listing primary or secondary responsibility is not needed. The % responsibility is all that is needed. 5-24: DM developers asked if someone has 100% teaching responsibility, are they not the primary instructor?
113	6/4/2018	Spring 2018 F2F Course Eval Import	6-4: Data was sent to DM for import with Spring 2018 F2F course evaluations. Expected completion is 6-19.
114	6/4/2018	Spring 2018 DE Course Eval Import	6-4: Data was sent to DM for import with Spring 2018 DE course evaluations. Expected completion is 6-19.
115	6/4/2018	Spring 2018 DE to F2F Course Eval Import	6-4: Data was sent to DM for import with Spring 2018 DE to the F2F course evaluations fields. This allows DE data to be loaded so that it will pull into annual reports. Expected completion is 6-19.

- TxAHEA

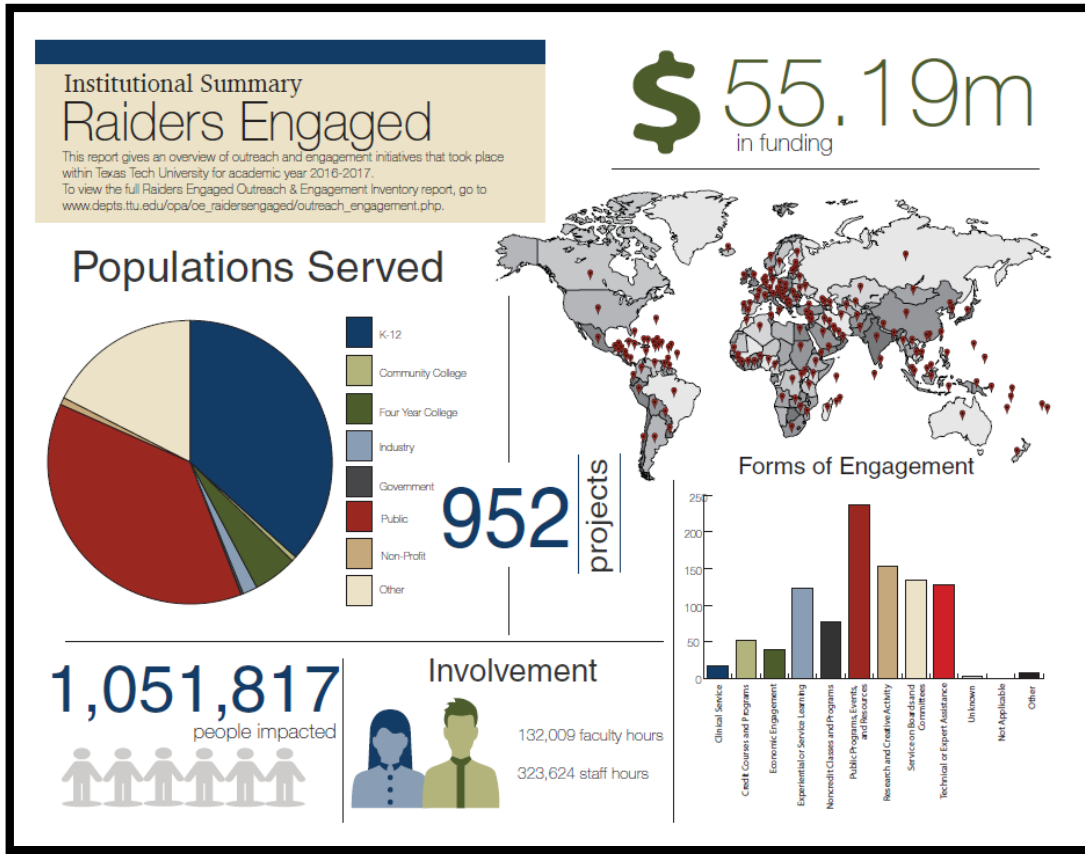
- The final six presentation proposals were sent for evaluation to committee members on 6-1-18. We asked that they be completed by 6-15.
- Registration is up to 52.

- Institutional Collaborative Assessment Updates

- TechQuest – OPA staff have begun preliminary analysis on the senior TechQuest data. A report will be available this summer comparing freshman and senior data. The below graph summarizes senior performance by Foundational Component Area.



- Raiders Engaged – OPA has created college level reports summarizing the outreach and engagement data as it relates to Priority 3 of the strategic plan. These reports have been provided to Dr. Birgit Green for dissemination to the college deans. OPA has also completed the first draft of the 2017 Raiders Engaged Summary and provided it to Dr. Green for review. The 2018 Raiders Engaged survey will be opened to faculty and staff early next week. A dashboard is attached summarizing the 2017 institutional results.



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.

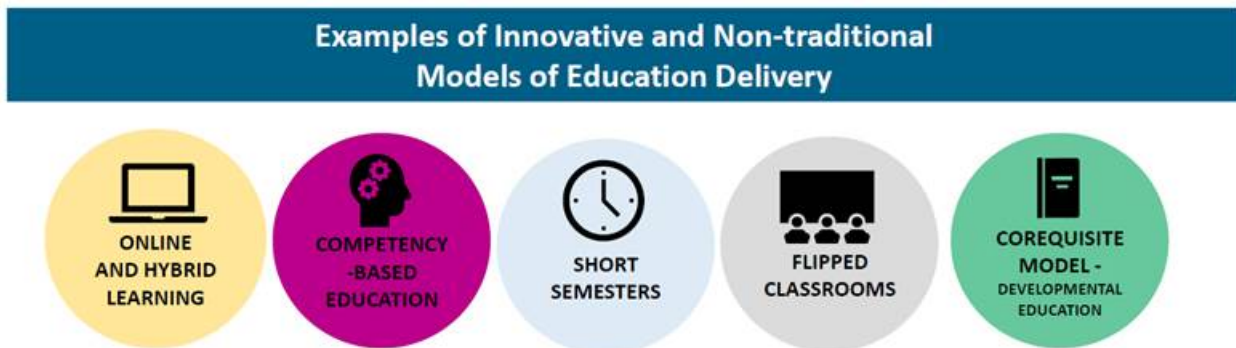
✦ SACSCOC Updates

- Several new resources are available on the SACSCOC website related to the faculty roster:
 - General instructions for Completing the Faculty Roster Form
<http://sacscoc.org/pdf/081705/General%20Instructions%20for%20Completing%20the%20Faculty%20Roster%20Form.pdf>
 - Faculty Roster Form—the Courses Taught column has added options for developmental, undergraduate transferable, undergraduate non-transferable, and dual enrollment courses, in addition to the undergraduate and graduate options that were included previously
<http://sacscoc.org/forms/principle/FACULTY%20ROSTER%20FORM.docx>

- Faculty from Prior Review Form—to be used to document current faculty members who were actively teaching during the institution’s last SACSCOC reaffirmation review and considered qualified at that time. Faculty listed on this form are teaching courses with the same content and on the same level as taught at the time of the prior review, and the curriculum has not changed significantly since that review.
<http://sacscoc.org/forms/principle/FacultyFromPriorReviewForm.docx>
 - Core Requirement 3.1.b: Documenting an Alternative Approach to be used 1) when an institution applies for membership or 2) when an institution offers a degree at a new level
<http://sacscoc.org/pdf/081705/corerequirement%203.1.b.pdf>
 - Core Requirement 5.1: Documenting an Alternative Approach to be used when a chief executive officer has responsibility for the institution as well as the system it belongs to
<http://sacscoc.org/pdf/081705/core%20requirement%205.1.pdf>
- ✦ THECB Updates
- THECB announced its newly redesigned website <http://www.thecb.state.tx.us/> that includes improved content access and functionality. This goal was accomplished using existing resources to modernize the website and improve user-friendliness.
 - A Research Expenditures Summary for FY 2017 was published. Research monies at all public universities in Texas increased 5.2% from FY 2016. Research expenditures were greatest in the following fields: Medical Sciences, Biological and Other Life Sciences, Engineering, Physical Sciences, and Environmental Sciences. Texas ranks third among all states in total research expenditures in all fields with California first and New York second. Texas Tech University reported \$31,347,490 in federal funds; \$82,214,868 in state and local appropriated funds; \$10,738,521 in state and local contracts & grants funds; \$30,818,547 in institution funds; \$15,573,773 in private/profit funds; \$13,546,907 in private/non-profit funds; and \$184,340,106 total research expenditures.
 - A Request for Applications for the Professional Development Program Supporting House Bill 2223 for 2018-2019 was made available. The inquiry deadline is 5:00 p.m. CT, June 15 and the application deadline is 5:00 p.m. CT, July 13, 2018. The purpose of the request is to award up to three (3) grants to Awardees that provide targeted professional development support to Texas public institutions of higher education in order to develop, scale, and enhance comprehensive strategies and activities to meet the requirements of House Bill 2223 (85th Texas Legislature, Regular Session), which mandates that a certain percentage of the institution’s underprepared students be enrolled in corequisite model(s). Such models are designed to accelerate students through milestones towards successful completions and transfers as outlined in the state’s higher education strategic plan, 60x30TX.
 - Data was published for FY 2017 for Texas public universities with average semester credits hours attempted and number of semesters toward baccalaureate degree. TTU data and a statewide summary follows:

FY 2017						
Average Semester Credit Hours (SCH) Attempted and Number of Semesters toward Baccalaureate Degree						
	# Grads	Average Semesters	Time to Degree	Average Credits (SCH) Attempted		
				All College Credits Attempted	From FTIC enrollment forward	Prior to FTIC Status (Dual and Concurrent Credits earned in high school)
Texas Tech University	4,485	9.55	4.53	146.87	140.09	15.84
Statewide Summary	74,392	10.30	4.83	142.41	136.70	15.51

- Rex Peebles, THECB Assistant Commissioner, presented “Building Effective Educator Preparation Programs to Support 60x30TX Success” on June 7, 2018. His premises are that 1) Texas must produce more college ready high school graduates and 2) teacher quality is a major factor in producing college ready students. Research identifies teacher quality as the most important school-related factor influencing student achievement. High quality instruction throughout primary school could substantially offset disadvantages associated with low socioeconomic background. Dr. Peebles outlined several points for training higher education students for teaching:
 - Develop a comprehensive approach to identifying and nurturing teaching talent
 - Ensure top campus administrators support the teacher education program
 - Develop a culture of social prestige and respect for the teaching profession
 - Begin field experience early that provides immediate application of theory to real classroom situations
 - Hold alternative certification programs to the same standards of other educator preparation programs
- Raymund A. Paredes, Texas Commissioner of Higher Education, presented “We Can’t Get There from Here: Innovation and 60x30TX” on June 7, 2018. His premise was that innovative and non-traditional models of educational delivery provide Texans alternative pathways to a degree and help the state meet 60x30TX goals. Examples of these alternate deliveries include the following:



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

- ✦ OPA co-presented with DigitalMeasures at the Association of Institutional Researchers (AIR) Annual Forum in Orlando on May 30, 2018. The title of the session was, “How Optimizing Data Quality Metrics Creates Actionable Insights”



- ✦ OPA is reassigning area responsibilities to improve align with primary areas of activity. This decision followed the recent opening of a now vacant position. The new primary areas are as follows:
 - Degree Program Assessment
 - Manage annual reporting compliance and software management and support.
 - Provide education and consultation for faculty and staff concerning assessment data and analysis.
 - Management of Substantive Change documentation and research.
 - Co-chair Support Service Level (SSL) committee with Associate Director.
 - Institutional Learning Assessment
 - Oversee the analysis of institutional assessment data, create reports, and summaries.
 - In collaboration with Associate Director, develop instrumentation appropriate to outreach and engagement.
 - Gather and manage Core Curriculum Course Level Data and supplemental reporting.
 - Assist Quality Enhancement Plan Director with applicable assessment activity and analysis.
 - Faculty Credentialing
 - Manage annual reporting compliance and software management and support.
 - Lead individual and/or group training sessions on the use of faculty credentialing software.
 - Prepare official TTU report certifying compliance with HB 2504.
 - Facilitate the University's annual faculty review process, as it pertains to the use of Nuventive Vitae in certain Colleges.