



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

March 22, 2019

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.

- ✦ Fifth-Year Interim Report
 - OPA continues to prepare for the Fifth-Year Interim Report by gathering evidence and creating more specific outlines for team leaders to follow when compiling and creating content for the report. OPA has planned a Fifth-Year Interim Report team leader meeting on April 29, 2019 for collaboration and organization of deadlines.
- ✦ Accreditation Across Campus
 - Five disciplinary accreditations were either reaccredited in 2018 or will be going through the process sometime in 2019 with documentation on OPA's website possibly out of date. Each of these programs have been contacted and updated information that was received has been updated on the OPA website. There are still two programs that OPA is still waiting to hear from.
https://www.depts.ttu.edu/opa/campus_accreditation/campusaccreditation_2017.php
- ✦ Program Assessment Evaluations
 - All reports from programs that submitted annual assessment data for 2017-2018 have been evaluated by OPA staff. The initial data analysis is nearly complete. Recommendation statements are currently being finalized before college level reports are analyzed individually. The summary report should be complete before the end of April.

- ✦ OPA continues to make efforts to reach out to degree programs that have not met our assessment deadline. OPA is in communication with Dr. Pat Patterson, who will complete the undergraduate Industrial Engineering degree program assessment report. OPA sent a follow-up email to Dr. Ken Rainwater, who is expected to complete the missing Civil Engineering degree program reports. We are pleased to report that the department of Physics completed their graduate report. Additionally, Libby Spradlin added a descriptive statement to College of Business Improve reports. This statement describes the College's reporting gaps.
- ✦ Faculty Peer Review
 - OPA is monitoring college peer review reporting, and we are currently collaborating with the College of Human Sciences to facilitate their peer review. The College of Arts & Sciences, the Whitacre College of Engineering, and the College of Agricultural Sciences and Natural Resources all have their peer reviews underway. We have sent a meeting request to Dr. Brian Steele in the College of Visual and Performing Arts to begin their peer review. OPA staff met with Dr. Marcelo Schmidt in the College of Education on Thursday, March 21 to discuss the COE's peer review process.
- ✦ OPA continues to meet with administrative support service units to discuss changes in annual reporting. This week, OPA staff met with the areas of Student Business Services, Finance, and Transportation & Parking.

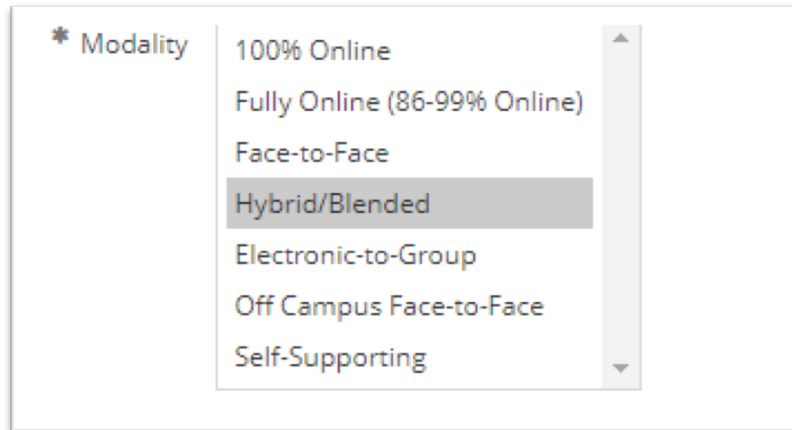
OUTCOME 2: Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.

- ✦ Training and Consultation Tracking
 - These totals include consultations and communications where the OPA provides support for faculty and staff on non-project specific activity.

	Number of individuals	Number of issues addressed	Number of email sent on issue	Number of phone calls	Number of informal consultations	Number of formal trainings
Week of Mar 18, 2019	30	28	48	9	3	0
As of Sept 1, 2018	762	792	1408	211	72	20

- ✦ National Survey of Student Engagement (NSSE)
 - OPA staff met with Dr. Tara Miller on Wednesday, March 20 to transition the NSSE to OPA. Both offices are pleased with the transition, and we look forward to innovating and using NSSE data more widely across campus. NSSE data collection concludes this week, and OPA staff will receive the resulting data in September 2019. The NSSE is administered on alternating years, so the next administration will be spring 2021.
- ✦ OPA has been working on a solution to streamline annual assessment reporting for degree programs that have an additional distance education component. Historically, these degree programs have been required to report student learning information in two locations within Nuventive Improve, which doubles the effort needed for this task. OPA created a field in all

degree program assessment accounts that allows the program coordinator to identify the modality(ies) of the degree program as part of the degree program general information. Modality options were chosen in conjunction with those identified by THECB. Moving forward, program coordinators for accounts with separate DE accounts will only report assessment data in the main account as well as identify the modality of the degree program to indicate if there is a separate DE component.



* Modality

- 100% Online
- Fully Online (86-99% Online)
- Face-to-Face
- Hybrid/Blended
- Electronic-to-Group
- Off Campus Face-to-Face
- Self-Supporting

- ✦ OPA has created 3 new resources for individuals who report in Nuventive Improve. These include How To videos for Adding Follow-Up Statements and Uploading Documentation as well as a PDF walkthrough for identifying degree program modality. These resources are available on the OPA website under the Nuventive Improve page as well as under the Tools & Resources tab of the Progress Portal.
 - Adding Follow-Up Statements:
<https://www.youtube.com/watch?v=JGdYoVCxvNU&feature=youtu.be>
 - Uploading Documents:
https://www.youtube.com/watch?v=XWJOnl6_Cp8&feature=youtu.be
 - Identifying Degree Program Modality:
https://www.depts.ttu.edu/opa/nuventive/Identifying_Degree_Program_Modality_in_Nuventive_Improve.pdf
- ✦ OPA continues to collaborate with the RAWLS College of Business in assistance with creating and disbursing a STEM MBA onboarding survey. The survey has been finalized and is being disbursed early next week.
- ✦ OPA is in the process of creating this year's Raider's Engaged final report, ideally including data from previous year(s) to allow trending patterns and areas of improvement to be more evident. OPA is hoping to have a final version of this report early April.
- ✦ OPA is preparing for the ETS Proficiency Profile survey disbursement to Texas Tech senior students to test program effectiveness for accreditation and funding purposes. This survey is planned to be disbursed in April. OPA is pleased to announce that there will be two \$500 scholarships available to be awarded to two random participants in hopes of continued increase in participation in this survey.

- ✦ Jennifer Hughes submitted a co-presentation with Darryl James for the 2019 SACSCOC Annual Meeting entitled “Planning Your Next LEAP: Conducting a Substantive Change Mock Visit.”

- Here are some excerpts from the submission:

Session Description

How do you know if you're prepared for an on-site substantive change visit? What can you do to prepare your institutional leaders for a SACSCOC visit? Please join our focused group discussion about preparing for an on-site substantive change visit. The presenters will share how they planned a mock visit in preparation for an international on-site visit in Central America. We intend to share “lessons learned” during our session, and we also wish to “pay it forward” by providing all of our mock visit materials to attendees. We will also explain how we prepared prospective interview questions, and how we de-briefed after our mock visit. Come join us!

Relevance of the Topic and its Appropriateness to the Theme

This topic is relevant to the conference theme because it honors the dynamic nature of entrepreneurial institutions. Texas Tech, perhaps similar to other research-intensive institutions, is intentionally creating international partnerships. We anticipate that other institutions are also strategically developing partnerships with other entities and other institutions, so this topic is likely of high interest to other research-oriented institutions. Although this on-site visit is specific to the development of an international campus, the overarching theme of the group discussion will be to help other institutions conduct mock visits. The international aspect may add some additional interest, but this session is relevant to any institution who wishes to conduct a mock visit in advance of a substantive change visit.

- ✦ General Faculty Credentialing

- OPA staff continue to process a backlog of faculty transcripts. As of Mar. 20, a total of 502 faculty member’s transcripts have been scanned, uploaded to the Common drive, imported to DigitalMeasures, and original copies are filed in the Provost’s basement.
- OPA staff met with CASNR Dean Bill Brown and continued work on the annual faculty report. Dean Brown is interested in a few adjustments to the report template that he hopes will more accurately describe faculty activities. He believes this will assist in assigning points for faculty activities as faculty productivity is analyzed.
- A new option for the College of Arts & Sciences Annual Faculty Report seems to be well received. The option is to run the report for only faculty with 100% FTE, those faculty who department chairs need to review annually. This was an idea of Dr. Angela Lumpkin. Dr. Magda Toda reported, “I was asked to produce another doc as report for all faculty (including postdocs and adjuncts). With the 100% FTE option, I was able to do that in one minute!”
- OPA sent a report to TTU’s Institutional Research with data of all degrees held by current faculty. This will assist with U.S. News and World Report data.

- OPA sent data to the Electrical and Computer Engineering Department to assist with their 18 Characteristics of Doctoral Programs report.
- OPA staff met with Colette Solpietro, Jake Keas, and Daniel East on March 18 to discuss scheduled uploads from Cayuse into DigitalMeasures compared to the once a year manual upload occurring currently. An update will be available next month.
- Work Request

Request #	Date Opened	Title	Status
177	2/12/2019	small change to "Annual A&S Faculty Reports (with chair's feedback and signatures)"	3-15: The report was returned and Dr. Lumpkin confirmed that it is correct. Request closed. 3-11: DM completed the latest fix, but Dr. Lumpkin noticed that faculty who are not 100% FTE are appearing in the report. Sent back for further adjustment.
178	2/22/2019	addition to AFR for College of Education	3-21: OPA continues to wait for Dr. Burley's confirmation that the report is working how he would like it.
179	2/22/2019	addition to Ranking dropdown	3-21: No word from Jaeki Song about where to place ranking in the AFR.

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 Updates

- Drama & Performing Arts Field of Study Advisory Committee Meeting was held 9/24 - 9/25 2019. A representative from Texas Tech University was present. The purpose of the meeting was to review curricula from programs at representative two- and four-year institutions and decide which lower division courses are necessary for success in upper division courses in a major.

Final proposed Field of Study:

Course Title	Course Number	SCH
Acting I	DRAM 1351	3
Stagecraft I	DRAM 1330	3
Script Analysis*	DRAM 2XXX	3
Choose three of the courses below: <ul style="list-style-type: none"> • Introduction to Theater • Stagecraft I • Stage Movement • Makeup • Introduction to Costume • Acting II • Stagecraft II • Voice for the Theater • Acting III • History of the Theater I • History of the Theater II • Introduction to the Cinema • Introduction to Design* 	DRAM 1310 DRAM 1330 DRAM 1322 DRAM 1341 DRAM 1342 DRAM 1352 DRAM 2331 DRAM 2336 DRAM 2351 DRAM 2361 DRAM 2362 DRAM 2366 DRAM 2XXX	9
Choose one of two sets: <ul style="list-style-type: none"> • Practicum courses <ul style="list-style-type: none"> ○ Theater Practicum I ○ Theater Practicum II ○ Theater Practicum III ○ Theater Practicum IV • Cooperative courses <ul style="list-style-type: none"> ○ Academic Cooperative I (2 SCH)* ○ Academic Cooperative II (2 SCH)† 	DRAM 1120 DRAM 1121 DRAM 2120 DRAM 2121 [OR] DRAM 1XXX DRAM 2289	4
TOTAL		22

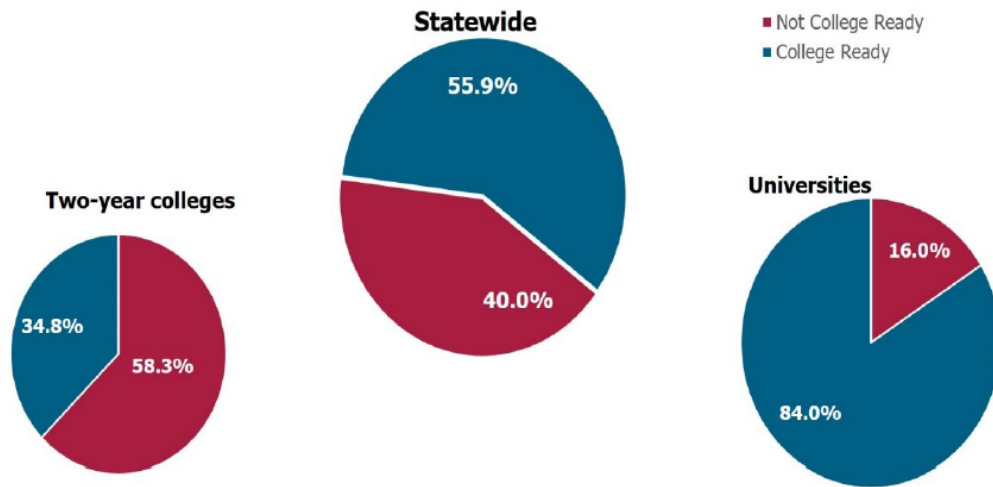
*This would be a new course proposed for addition to the *Lower-Division Academic Course Guide Manual*.

†The existing Academic Cooperative (2 SCH version) would be renamed "Academic Cooperative II" if the proposed new Academic Cooperative I course is approved.

- THECB 60X30TX:
 - Developmental Education Update and 2018-2023 Statewide Plan for Supporting Underprepared Students:

- According to the most recent Coordinating Board data, almost 40 percent of students entering Texas public institutions of higher education are reported as not meeting Texas Success Initiative (TSI) standards for college readiness (58.3% entering community colleges and 15.8% entering universities).
- Compared to students entering college ready, underprepared students are much less likely to complete degrees and certificates. In fact, only 14.9 percent of underprepared students entering community colleges and 32.3 percent of those students entering universities graduate, compared to 25.3 percent and 65.1 percent, respectively, for students entering college ready.
- In support of these goals, the General Appropriations Act, Senate Bill (SB) 1, Article III, Section 33, 85th Texas Legislature (Rider 33) requires the THECB, in collaboration with Texas public institutions of higher education, to scale effective interventions such as non-course competency-based remediation, corequisite models, emporium models, and modular offerings.
- Rider 33 also requires the THECB to analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey and other TSI data to determine the most effective and efficient interventions.
- It is hoped that by Fall 2021, Texas public institutions of higher education will support the goals of 60x30TX by significantly improving the success of underprepared students, both identified upon entry and those struggling during engagement with coursework. Institutions will continue to address underprepared students' individualized needs, identified through reliable diagnostic assessment and other best practice indicators, such as high school Grade Point Average (GPA) and course performance, and by using corequisite support models that incorporate student-centered and active learning strategies, technologically-mediated interventions, and integrated support.
- Recommendations:
 - Deliver efficient and effective Developmental Education via corequisite models by 2023.
 - Provide Adult Education and Literacy services, directly or through partnerships, for students not subject to the requirements of House Bill (HB) 22233 at all community and technical colleges.
 - Improve efficiency and effectiveness of TSI exemptions for high school students through the College Preparatory Course (CPC) (TEC, Section 28.014) by requiring the administration of the TSI Assessment to students completing the CPC.
 - Expand grant eligibility for gateway course student support programs for all struggling students, not just for those who are deemed academically underprepared, and for institutions that require student participation in support services, such as Supplemental Instruction; targeted tutoring; adaptive courseware; and technology-mediated, proactive alerts and advising.

55.9 percent of first-time entering students in Fall 2017 met TSI.



Fall 2018 Statewide | HB 2223 Corequisites in Preliminary Numbers

37%

of eligible DE students are enrolled in a corequisite model for Math

52%

of eligible DE students are enrolled in a corequisite model for IRW

76%

of institutions met the 25% corequisite enrollment goal for Math

93%

of institutions met the 25% corequisite enrollment goal for IRW