



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

April 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.

- ✦ Substantive Change Documentation
 - This year, any substantive change that has occurred within an academic department has been documented and shared with the department chair during the annual department chair assessment meeting. If the substantive change is missing a portion of the documentation (THECB notification and receiving their response) and (SACSOC notification and their response), OPA is providing this information to the department chair as soon as it is received.
- ✦ The Texas Higher Education Coordinating Board is hosting a Marketable Skills Conference in Houston April 9-10, 2018. An OPA representative will be attending and acting as team leader for a small group from Texas Tech.
- ✦ University Level Institutional Effectiveness Committee
 - The spring meeting of the University IE Committee met April 3, 2018. Meeting agenda items included Faculty Peer Reviews, Actions for Improvement, Research Data Updates, Dashboard Products for Campus, and Non-Academic Assessment Resources. However, the focus was on open discussion regarding colleges' IE successes and/or challenges. Minutes will be available soon.
- ✦ There were three submissions for the 2018 Institutional Effectiveness Award. OPA facilitated the evaluation and selection process, and two OPA staff members served on the selection committee. David Doerfert from the Graduate School, Sheila Scott from Human Sciences, Jason Rinaldo from the Rawls College of Business, and Terrance Youngblood from College of Education also served on the selection committee. The School of Law was selected as the winner. The official announcement will be made at the Faculty Honors Convocation on April 18. OPA would like to thank Wendy-Adele Humphrey for the ongoing contributions she has made to assessment. Congratulations!
- ✦ Support Service Level Institutional Effectiveness Committee
 - OPA is currently meeting with SSL directors to provide feedback on departmental continuous improvement reports. As of April 5, OPA staff have provided

feedback to 17 SSL units. Meetings will continue to be held through April. OPA is also providing a brief TracDat training session during the SSL meeting. Additionally, we are providing a handout that shares the procedures for documenting non-academic assessment.

- ✦ Faculty Credentialing Documentation
 - OPA staff continue to make progress on the Faculty Transcript Report. All TCVPA transcripts have been loaded into DigitalMeasures. This brings the transcript uploading project very close to 50% completion. Faculty who have DM accounts with missing education or post-graduate training have been contacted and several have updated their accounts. As of April 5, the following departmental Transcript Reports have been completed: Chemistry, English, Environmental Toxicology, Political Science, Curriculum & Instruction, Hospitality and Retail Management, Personal Financial Planning, University Studies, Wind Energy, Whitacre College of Engineering, College of Media & Communications, College of Agricultural Sciences & Natural Resources, School of Law, Honors College, College of Architecture, and J.T. & Margaret Talkington College of Visual & Performing Arts.

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

- ✦ All Deans, Department Chairs and Program Coordinators have been emailed any Actions for Improvement that were included in their respective degree programs from 2016-2017.
- ✦ Several OPA staff members attended the LEAP Texas conference in Houston. In addition to many useful plenary and concurrent sessions, we appreciated the opportunity to network with other assessment professionals across the state. Jennifer Hughes presented "Creating Connections Between Marketable Skills and NILOA's Transparency Framework."
- ✦ The Nuventive Improve development environment was approved and the upgrade is scheduled for April 27 from 5:00 to 7:00 am. This upgrade should not interrupt usage due to the early morning timing. OPA will contact faculty and staff to notify them of the upgrade.
- ✦ An email invitation for the upcoming OPA Coffee Breaks was sent to all Associate Deans, Department Chairs, IE Committee Members, Program Coordinators, and Assessment Liaison Committee Members. The discussion topic will be focused on reporting engaged scholarship.
- ✦ Chair Visit Updates
 - All new department chairs have met with OPA staff. OPA is now scheduling other chair meetings. Meetings with existing chairs began on April 5 with Personal Financial Planning from Human Sciences.
- ✦ OPA informed Dr. Marjorie Buckner, Assistant Professor in the Department of Communication Studies, that she had been selected for the OPA Assessment Spotlight as someone who stands out as an assessment champion at TTU. Dr. Buckner's interview and head shot will be included in the OPA newsletter and added to the OPA website. The newsletter is scheduled to be finalized within the next week.
- ✦ Faculty Credentialing
 - Colette Solpietro, Senior Assistant Director for the Office of Research Services (ORS), reported that faculty R#s are included in Cayuse in the "back-end." This is very good news and should make frequent uploads of grant data from ORS to DM much

simpler. As reported last week, OPA hopes to have a system in place for regular uploads by fall 2018.

- Venky Shankar, Chair of the Department of Civil, Environmental, and Construction Engineering, requested a meeting with OPA staff. He would like to have the ability to enter additional information in DM so that faculty annual reports can better reflect accomplishments. Several specific examples were discussed and all seemed plausible. These changes will likely be used by all TTU engineering departments. OPA staff will work with Dr. Shankar during the next several months and hope to have his ideas implemented for use during the next annual report season.
- OPA staff continue to work with individual faculty and administrators across campus as specific DM needs arise. Recent examples include the following:
 - Questions about annual reports from the College of Education.
 - Questions about importing individual faculty data from the College of Business. Staff there are working feverishly to fill in DM data gaps so that future AACSB reports will run as near error-free as possible.
 - Questions about basic CV information to be included in DM for HB 2504 compliance.
 - Searches for syllabi from past courses that no longer appear on the Public Access to Course Information website.
- Open Work Requests

Request #	Date Opened	Title	Status
105	3/22/2018	Add "BM" and "BME" to degree list in Faculty Transcript Report	3-29: The two degrees were successfully added. Work request closed. 3-22: The Faculty Transcript Report needs to be updated so that it will pull BM and BME degrees. Expected completion of this work request is 3-22.
106	3/23/2018	Books not printing in Core Faculty Publications report	3-30: DM fixed whatever the problem was and the report is running correctly. Magda Toda concurred. Work request closed. 3-23: TTU's Math Dept. Chair, Magda Toda, notified OPA that several books are not appearing in the Core Faculty Publications report. The issue may be with the contribution type. Expected completion of this work request is 3-23.
107	4/2/2018	Excel version of "Academic Degrees Earned" report	4-4: DM completed the new report. OPA will review, then share with IR for final approval. 4-2: At the request of Vicki West with TTU IR, OPA asked DM to prepare an Excel version of the Academic Degrees Earned report. OPA submits this to IR in April of each year. This data is used in TTU's report to US News. OPA asked that this work request be expedited.

- Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (160,880)	595	4,122	69,039	84,230

- ✦ **TxAHEA Conference-** OPA sent emails to potential sponsors for the upcoming assessment conference with the following information about sponsorship.



Sponsorship Opportunities

Platinum: \$3000 +

Exclusive page on the conference website
Two-page ad in the conference program
Conference booth to network with attendees
2 free conference registrations
Logo and name listed on the program

Gold: \$2000

Link and logo on conference website
Full page ad in the conference program
Conference Booth to network with attendees
1 free conference registration
Logo and name listed on program

Silver: \$1500

Link and logo on the conference website
Half-page ad in the conference program
Two handouts distributed to attendees
Logo and name listed on the program

Bronze: \$1000

Link and logo on the conference website
One handout distributed to attendees
Logo and name listed on the program

Friends of TxAHEA: Less than \$1000

Sponsorship at a table in the Hospitality Room

About the TxAHEA Conference

The Texas Association for Higher Education Assessment Conference was established in 2012 and is co-hosted by Texas Tech University, Angelo State University, the University of North Texas, North Central Texas College, Texas A&M University - Central Texas, Texas A&M International University, Texas A&M - Commerce, and West Texas A&M University. The goal of the conference is to bring together higher education professionals from Texas and the surrounding areas to share innovative practices and strategies related to planning, assessment, and accreditation. This approach has been successful and has attracted numerous professionals from the Midwest and southern region of the country. TxAHEA has benefited from attendance and participation of diverse faculty, staff, and administrators from public institutions, private institutions, health-related programs, community colleges, and research universities. We look forward to your participation and are happy to answer any questions.

Contact Us

Please contact txahea@ttu.edu with any questions.

www.depts.ttu.edu/opa/TxAHEA/2018/

- Marketing material has been dispersed to listservs (LEAP, ASSESS, ACCSHE) along with TTU faculty and staff that OPA works with. This includes all SSL's, Associate Deans, Department Chairs, Program Coordinators, and the Assessment Liaison Committee.
- ✦ Institutional Collaborative Assessment Updates
 - TechQuest is scheduled to launch on Monday, April 9 to all graduating seniors. Students will have through the end of April to participate. Two students will be randomly selected to receive a \$500 scholarship.

- The ETS Proficiency Profile was launched on March 28. Currently, 5 students have completed the assessment. OPA purchased 75 tests for the pilot administration and will send weekly reminders to students who wish to participate. The pilot administration will last for 3-4 weeks depending on student responses.
- ✦ OPA continues to assist the Study Abroad office with their Pre-departure Orientation registration process for students planning to study abroad. This involves managing the registration process through Qualtrics, cleaning the data for duplicate responses, and making changes to registrations if a student has a conflict. This process will continue through next week, which is the final week of orientation.

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
 - SACSCOC published several new documents as outlined below. Each are available at their website.
 - *The Principles of Accreditation: Foundations for Quality Enhancement*. This 40-page document was adopted by the College Delegate Assembly in December, 2017 and is available for order on April 15, 2018.
 - *Resource Manual* for the document mentioned above. This 206 page manual is the third edition and is available for order on April 15, 2018.
 - *Documentation for the On-Site Fifth-Year Review Committee: New Sites Added Since Last Reaffirmation*. This form, along with supporting documentation, will be completed by the institution during the fifth-year review to review new sites added since the institution's last reaffirmation.
 - *Faculty Credentials Guidelines*. This document was revised for the updated *Principles* in April 2018. Standard 6.2.a (*Faculty qualifications*) of the *Principles of Accreditation* reads as follows: "For each of its educational programs, the institution justifies and documents the qualifications of its faculty members." (Guidelines pertaining to Texas Tech University are copied below.) When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:
 - Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
 - Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
 - Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
 - Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member

experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

✦ THECB Updates

- The THECB, creators of the Generation Texas (GenTX) college-going movement, announced that GenTX Day 2018 will be held on May 4 in support of a statewide, daylong celebration to inspire students to pursue and achieve a higher education. GenTX supports the regional efforts and goals of the 60x30TX Texas Challenge to Reach Higher, which aligns with the national Reach Higher Initiative, to increase completion of college applications, FAFSA and college readiness indicators. For more information, including ways to accept the GenTX Day 2018 challenge, please see [this webpage](#).
- HB 2223, 85th Legislature, provides that a certain percentage of students enrolled in developmental coursework (excluding certain students) must be enrolled in a corequisite model.
 - A corequisite (also known as mainstreaming) is defined as an instructional strategy whereby undergraduate students are co-enrolled or concurrently enrolled in 1) a developmental education course or 2) a non-course based option *and* the entry-level freshman course of the same subject matter within the same semester.
 - Institutional yearly corequisite requirements follow:
 - 2018-2019: At least 25%
 - 2019-2020: At least 50%
 - 2020-2021: At least 75%
 - Types of corequisite models include the following:
 - Concurrent: student enrolls and participates in both the developmental education (DE) and college-level course of the same subject matter
 - Sequential: student enrolls in both courses as described above, but the student participates in the majority of the DE content first, followed by the college-level course content later in the semester
 - For more information about HB 2223 see [this webpage](#).
 - For methodology for HB 2223 calculations, see [this webpage](#).
- As part of the Coordinating Board's approval of new doctoral programs, institutions are required to submit five annual reports following implementation of a new doctoral program. The reports should document the institution's progress in providing the faculty and other resources to which it has committed as part of the approval of the program. The reports should also provide an assessment of student progress. [This webpage](#) outlines reporting procedures which Chief Academic Officers prepare.
 - A challenge of 60x30TX is translating big goals into coordinated action. The average annual rate of growth needed to reach the 60x30 educated population goal exceeds the highest rates of growth we have seen in any year this millennium. The ambitious goals laid out in the state strategic plan will not be met by the agency or any one entity in the higher education ecosystem alone. Institutions of higher education play a significant role to dramatically improve outcomes. The THECB has developed preliminary regional targets in three areas: 1) completion goal of 550,000 CABMs, 2)

60x30 educated population goal, and 3) 65% high school-to-higher education direct enrollment. West Texas targets are outlined in the table below.

60x30TX West Texas Regional Targets				
	2016 (actual)	2020 (projection)	2025 (projection)	2030 (projection)
Number of students completing a certificate or associate, bachelor's or master's degree (CABM)	4,745	6,880	8,304	9,965
Percent of Texans ages 25-34 with a certificate or degree (attainment)	29%	40%	48%	55%
Percentage of TX public high school graduates enrolling in an institution of higher education in Texas the first fall...	49%	55%	58%	62%

- Higher education regions will be asked to bring together institutions and other stakeholders to identify at least one powerful strategy for each of the three regional target areas listed here. They will be asked to set their own numeric targets by institutions for the completion goal in 2020, 2025, and 2030. Regions are being asked to 1) identify at least one powerful strategy for each of the three areas, and 2) set numeric targets by institution for completion. One region will be piloted fall 2018, the South Texas region. Activity with the other nine regions will begin after the first of 2019. A regional convening for the West Texas region will take place virtually on April 25 and in-person on June 5. A “starter kit” to support regional efforts is available at www.60x30TX.com.
- THECB’s accountability update for 60x30TX is presented below:

60x30TX	2015	2016	2017	2017 Increase Over 2016
Educated Population (%)	40.3%	41.0%	42.3%	1.3 pp

Total Completions	311,340	321,410	333,920	3.9%
Hispanic	96,657	103,889	111,344	7.2%
African American	38,964	38,813	41,027	5.7%
Male	131,037	135,849	141,564	4.2%
Economically Disadvantaged	114,176	119,490	124,178	3.9%
TX HS Graduates Enrolled in TX HE	52.7%	51.9%	Available in May	

Working or Enrolled Within One Year	78.9%	78.8%	78.4%	-0.4 pp
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Student Loan Debt to First Year Wage (%)	60%	60%	59%	-1.0 pp
Excess SCH Attempted**	19	19	18	-1
Undergraduates Completing with Debt (%)	49.2%	48.2%	47.2%	-1.0 pp

*Data for each year is most current available.

**In January 2018, all years revised for two-year institutions to (i) use 60 semester credit hours as requirement for all associate degrees and (ii) remove graduates who previously earned an associate degree from the analysis.

- An implementation guideline was made available for the 60x30TX marketable skills goal and is attached to this weekly report. Information in the guideline includes: requirements, tracking tools, resources, institution's role, THECB's role, and Q&As.

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

- ✦ OPA is working on developing a tracking system to improve documentation of the training opportunities we offer to the TTU community. We are hoping to have a better idea of what Footprints can offer after a conference call with Ashley Prothro from the Footprints Support Center.
- ✦ OPA is currently completing staff evaluations for all full-time staff. We will have all evaluations completed before the April 15 deadline.
- ✦ OPA participated in its first Budget Hearing on March 26. While OPA did not request additional funding for the 2018-2019 Fiscal Year, OPA appreciates the opportunity to participate in this process.