



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

May 18, 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.

- ✦ This week, Faculty Peer Review Summary Reports were emailed to IE College-Level Committee Chairs. Dr. James was cc'd in all of these email messages. Jennifer Hughes is reaching out to Media & Communication, Law, and the Rawls College of Business to discuss the establishment of a faculty peer review process for these colleges in Fall 2018. Below is a sample email that was customized for each Committee Chair:

Dear Dr. XYZ:

As chair of your college's IE committee, our office is attaching the results from your faculty peer review. Please find the attached document, *College Level Faculty Peer Review Summary*, for distribution. We highly encourage you to share this document with your committee and with the respective degree programs that were reviewed. We want to thank you for your participation in this process. If any of your reviewed programs are interested in further consultations with our office, we are delighted to work with you.

Sincerely,

Jennifer Hughes, Craig Morton, & Becky Fletcher

- ✦ OPA staff collaboratively met with IT staff and Nuventive executives regarding the rollout of Nuventive Vitae. Weekly meetings will begin later this month.
- ✦ OPA staff are considering report preparations for the annual Core Curriculum Report. We expect to receive assessment data from Core faculty throughout the summer 2018 terms.

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

- ✦ With the recent publication of the SACSCOC Resource Manual, OPA staff are working to identify and differentiate between 7.3, 12.1, and 8.2c. Standard 7.3 is a new SACSCOC standard effective 1/1/18. OPA has reached out to other institutions on the SACSCOC

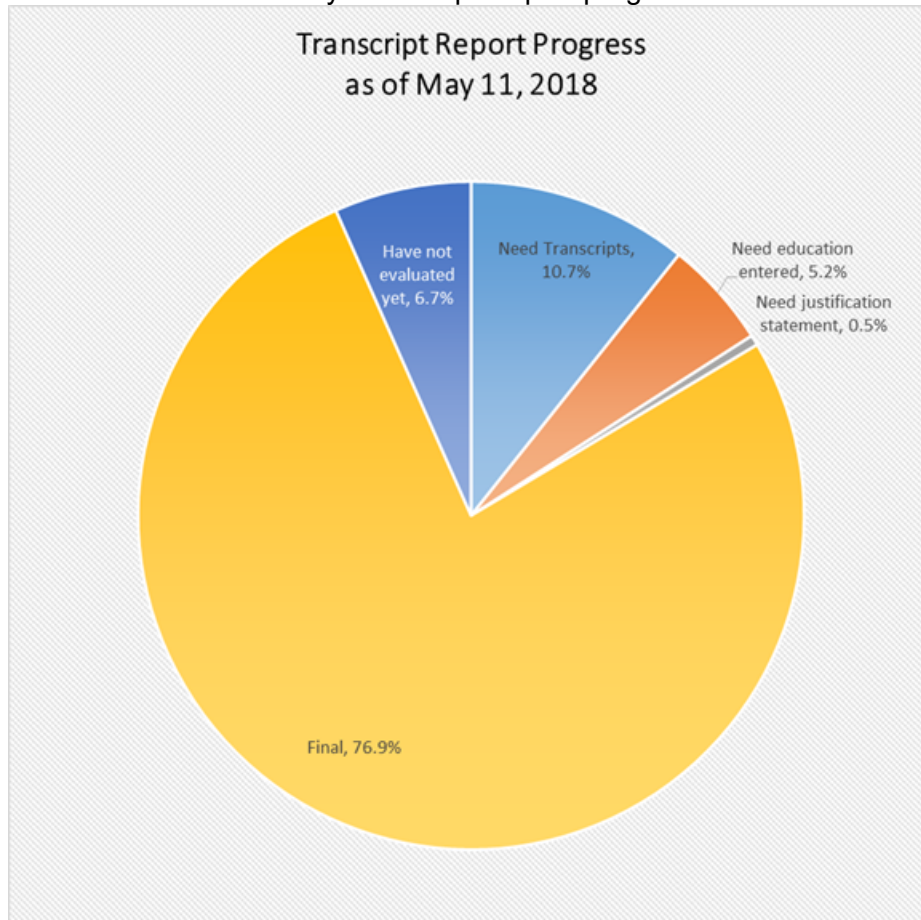
listserv to ask for their definitions of administrative support service offices and academic and student support service offices.

- ✦ OPA staff met with a Mechanical Engineering staff member to discuss data collection procedures for the department’s 18-19 assessment reporting cycle. This information was included in a new iteration of the department’s assessment plan.
- ✦ Follow-Up to OPA Coffee Breaks
 - OPA is incentivizing participation in OPA Coffee Breaks and other feedback surveys by providing \$10 Starbucks gift cards to attendees. Dr. Brock Williams is the winner for May’s gift card drawing.
- ✦ OPA continues to link each degree program’s assessment plan from the 16-17 academic year to the OPA Students and Parents webpage.
- ✦ Training and Consultation Tracking
 - The tabulations below reflect activity from the week of May 14. 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
Week of May 13	22	20	33	9	3	1

✦ General Faculty Credentialing

▪ Faculty Transcript Report progress



Request #	Date Opened	Title	Status
110	5/4/2018	Report Revisions	5-17: DM completed this request. OPA discovered that another option needs to be made available to department chairs when they run annual faculty reports. Chairs need to be able to choose to include (or not) full- and part-time faculty. We would like to do this based on the faculty member's rank rather than the Full Time/Part Time field with the Yearly Data screen. An example was provided with a list of ranks to be included with each group. Expected completion of this additional request is 5-21.

111	5/14/2018	Need Information re: Yearly Data Screen	5-14: Because of a problem found at the TTU College of Business when running AACSB reports, we are investigating the possibility of switching from a calendar to an academic year on the Yearly Data screen. Our DM consultant suggested that we have DM developers review our custom reports to see if any would be affected by making this change. Expected completion is 5-29.
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✦ TxAHEA

- A total of five additional proposals have been received. Evaluation committee members will be asked to conduct another brief round of evaluations soon.
- All 29 of the original proposal presenters have accepted the invitation to present at the conference.
- Currently, there are 37 registrants for the conference.

✦ Institutional Collaborative Assessment Updates

- A Raiders Engaged report is in its preliminary drafting stages and is planned to be completed by the end of May. The report will be reviewed by OPA staff before being submitted to Dr. Birgit Green for feedback. The final report is expected to be available online mid-summer.

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

- OPA staff met with Dr. Paul Pare regarding GPI results. OPA provided Dr. Pare a copy of the GPI report, which will be included as an addendum in the 2018 QEP Report. OPA staff will follow-up as needed with Dr. Pare.

✦ THECB

- The 2018 Texas public higher education almanac was published highlighting progress toward 60x30TX goals and is available here <http://www.thecb.state.tx.us/reports/PDF/10900.PDF?CFID=76876980&CFTOKEN=67679196>. Key data and information are featured here:
 - Commission of Higher Education Raymund Paredes said, “While we have a lot of work ahead of us, these data show that Texas has some real accomplishments to build on. Our statewide university six-year graduation rate is the highest it has ever been. At the same time, these data clarify the challenges we face such as helping more economically disadvantaged, minority, and male students complete a credential and making developmental education a more effective transition to college-level coursework.”
 - The percent of Texans age 25-34 holding a certificate or degree has increased from 40.3 percent at the beginning of 60x30TX to 42.3 percent two years later. (p.8)

- The annual number of certificates, associate, bachelor's and master's awarded at all Texas higher education institutions has increased by 7.25 percent since the beginning of 60x30TX. (p. 9)
- Texas graduates who achieved a bachelor's degree in 2015, and were subsequently employed in Texas, earned an average of \$42,499 during their first year after graduation; Texas graduates who achieved an associate's degree or certificate in 2015, and were subsequently employed in Texas, earned an average of \$35,593 and \$36,530 respectively during their first year after graduation. (p. 12)
- Student loan debt as a percentage of first-year wage has decreased from 60 percent to 58.9 percent in the two years since the beginning of 60x30TX (60 percent). (p.10)
- Nationally, Texas has the third lowest average tuition at public, two-year institutions (\$2,017). (p. 6)
- Texas ranks 21st nationally in average tuition at public, four-year institutions (\$8,091). (p. 6)
- 60.9 percent of full-time students enrolled at a public four-year university earned a postsecondary degree within six years. (p. 27)
- Of every 100 first-time degree seeking students enrolled (full- or part-time) at a public university, 59 students earned a postsecondary degree within six years; 10 students were still enrolled at an institution at the six-year mark. (p. 14)
- 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; 8 students were still enrolled at an institution at the six-year mark. (p. 14)
- Of every 100 students who started at a two-year college and transferred to a university, 56 students earned a postsecondary degree within four years of transfer. (p. 16)
- On average, a full-time public university student needed 4.6 years and completed 13 excess semester credit hours to attain a bachelor's degree that requires four years and 120 credit hours. (p. 11)
- Of every 100 students enrolled in the eighth grade in Texas in academic year 2006-07, 76 graduated from high school, 54 enrolled in higher education in Texas, and 22 received a higher education degree or certificate in Texas by August 2016. Within this group, only 13 percent of the economically disadvantaged students received a degree or certificate, compared to 32 percent of those not economically disadvantaged. (p. 15)
- A presentation was made to the THECB, Emergency Aid Network, regarding supporting low income students. The percent of low income students in Texas public schools in 2013 was 60% as compared with the national average of 51%. Four strategies were given to help these students:
 - Guide students through complex processes including the FAFSA, placement exams, registering for classes, and identifying financial problems early.
 - Help students hold on to the aid they have by paying attention to scholarships.

- Don't allow students to walk away by stopping stop-outs and offering retention grants.
- Help students navigate academics by reducing unneeded credit hours which will reduce time and cost needed to graduate.

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

- OPA is re-designing its Resources webpage to ensure that training videos are more easily located. We will provide screenshots of these webpages as they are enhanced.
- OPA staff is collaborating with Dr. Raegan Higgins, Associate Professor in the Department of Mathematics and Statistics, on an assessment project that will be submitted as part of an NSF grant proposal. The project involves coding qualitative data and analyzing survey data.