Texas Tech University
Office of the Provost
Office *of* Planning & Assessment™

Institutional Effectiveness Weekly Report
December 1, 2017

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.

✦ Approximately 230 annual degree program annual assessment report evaluations have been completed. Each program is evaluated by two individuals in the Office of Planning and Assessment using the Program Assessment Unit (PAR). We had intended to have all programs evaluated completed by the end of November, but are still on track to complete and have initial analysis completed by the end of December.

- As OPA continues the 16-17 PAR process, this along with comparing THECB and TracDat accounts for the Program Inventory, our records are continuously improving. With the addition of DE programs that are offered continuing to increase, the PAR process and Program Inventory have helped our office identify any inconsistencies or changes that have may have taken place. Each degree program that is offered at TTU (DE, hybrid, or face-to-face) should have an assessment plan and data in TracDat. PAR and Program Inventory offer checks and balances with our record keeping.

✦ Support Service Level Institutional Effectiveness Committee members receive their evaluation assignments on December 1. The Committee will have until February 1 to evaluate their assignment continuous improvement reports.

✕			✕		Recreational Sports			✕				✕	Student Government Assoc
		✕		✕	Registrar				✕			✕	Student Legal Services
	✕	✕			Student Business Services					✕	✕		Student Media
			✕	✕	Student Health Services								Student Success and Reten
✕			✕		Student Union & Activities			✕				✕	TLPDC
✕	✕				Transportation & Parking			✕		✕			TTAP
			✕	✕	United Supermarkets Arena				✕		✕		Transition & Engagement
	✕		✕		University ID			✕				✕	University Advising
✕		✕			University Student Housing					✕	✕		University Career Center
8	7	6	6	6	6				✕		✕		University Studies

- ✦ The Core Curriculum Annual Report was presented to the CMC Steering Committee on December 1. The purpose of this presentation was to review the document and provide instruction regarding how to make the most out of it for future planning. A short survey will be sent to the committee the beginning of the year to determine how valuable the committee finds the report.
- ✦ Faculty Transcript Report
  - ▪ In response to OPA's request for Dr. Shannon Bichard to look at Advertising's Faculty Transcript Report, she replied with comments and documentation. This provided OPA with additional items to adjust with the report.
  - ▪ Over the next week, OPA staff will focus on getting all received transcripts scanned and saved on the Provost's drive.
  - ▪ OPA staff prepared a flowchart presenting all steps and considerations as transcripts are saved in DigitalMeasures and DM screens updated accordingly. The chart will be adjusted, then a final copy prepared. A second version of this chart will be prepared for use when OPA meets with departmental chairs in the spring.
  - ▪ Monthly Transcript Report

November	In Progress	Completed	Ordered
	17	51	10

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

- ✦ General Faculty Credentialing
  - ▪ 22 responses have been received from department chairs from the survey sent three weeks ago regarding the value of DigitalMeasures data. OPA staff will begin using this data as we begin work on a "dashboard" of faculty credentialing.
  - ▪ Report OPA staff are continuing work on a report documenting the percentage of undergraduate courses taught by terminally degreed faculty. This will be included in the AY 2016-2017 Credentialing report.
  - ▪ Rawls College of Business staff have begun pulling AACSB reports. A few errors were spotted and adjustments are being made within DM fields.
  - ▪ Rawls College of Business faculty and staff are finalizing DM data so that up-to-date copies of CVs can be pulled. These should be available very soon on faculty web profile pages.
  - ▪ OPA staff met with William Barela, a computer programmer with the Biology Department. Dean Ron Chesser asked Mr. Barela to find ways that DigitalMeasures data can be used to demonstrate trends with publications and to prepare a "dashboard" of sorts for Biology. OPA looks forward to collaboration with Mr. Barela as this project continues.
  - ▪ OPA staff notified department chairs by email and a TechAnnouce will further notify faculty and staff with recent DigitalMeasures developments as follows:

Announcing Two New Developments with DigitalMeasures!

➢ **Customizable CVs**: You can create your own template(s) for your CV. DigitalMeasures now has formatting and editing capabilities for CVs that will allow you to easily create personalized CVs refined for various purposes. Please see this resource, Customizable CVs, for more detail.

➢ **Web of Science**: DigitalMeasures has integrated with Web of Science to allow faculty to tap into the more than one billion references. These citations can be almost instantly imported into your DigitalMeasures account. Please see this resource, Web of Science, for more detail.

As always, the Office of Planning and Assessment stands ready to assist with these and other DigitalMeasures issues. Please contact opa.support@ttu.edu whenever we can help.

▪ Open Work Requests

Request #	Date Opened	Title	Status
71	11/13/2017	BA "Degree Program" import	11-20-17: The import was successfully completed. Request closed.
72	11/9/2017	Updates to "HB 2504 Combined Basic CV and Missing Syllabi" report	11-28-17: All corrections are complete. Request closed. 11-27-17: Two additional corrections were added to the request.
73	11/10/2017	Add Report Option for "Core Faculty Grants"	11-27-17: The report options were successfully added. Request closed.
74	11/15/2017	Add "Other" to criteria for degrees in Faculty Transcript Report	11-28-17: DM requested clarification. Expected completion is now 12-4.
75	11/15/2017	IOR Screen Revisions	11-16-17: The screen revisions were quickly made by DM developers. Request closed.
76	11/15/2017	Import Yitzhak Fried's DM account from Penn State to TTU	11-27-17: The reverse import was quickly completed by DM developers. The request is closed. 11-27-17: Dr. Fried requested that the import be reversed. He had already added items in his account and duplication was causing issues. 11-17-17: The import was completed.
77	11/29/2017	Justification Statements need to pull into SACS Faculty Roster report	11-29: OPA staff noticed this issue with the report which may have been caused by recent changes made to the Justification Statement field. Expected completion is 12-13.
78	11/29/2017	2017 Raiders Engaged DM Test	11-29: A test of 10 entries for Raiders Engaged mapping to DM Outreach and Engagement. This is in preparation for the full import that will happen about January 2018. Expected completion is 12-13.

- Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (148,133)	928	4,637	22,458	79,726

✦ Institutional Collaborative Assessment Updates
- Raiders Engaged has 416 submissions as of November 30. The survey will unofficially close on December 1 but remain open through the first week of January 2018 to allow for individual follow-ups to take place. OPA has submitted a test to DigitalMeasures to ensure the upload to faculty outreach and engagement accounts will function properly.

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
- Monitoring the progress of *60x30TX* shows that a few targets may need additional focus as illustrated by the following table.

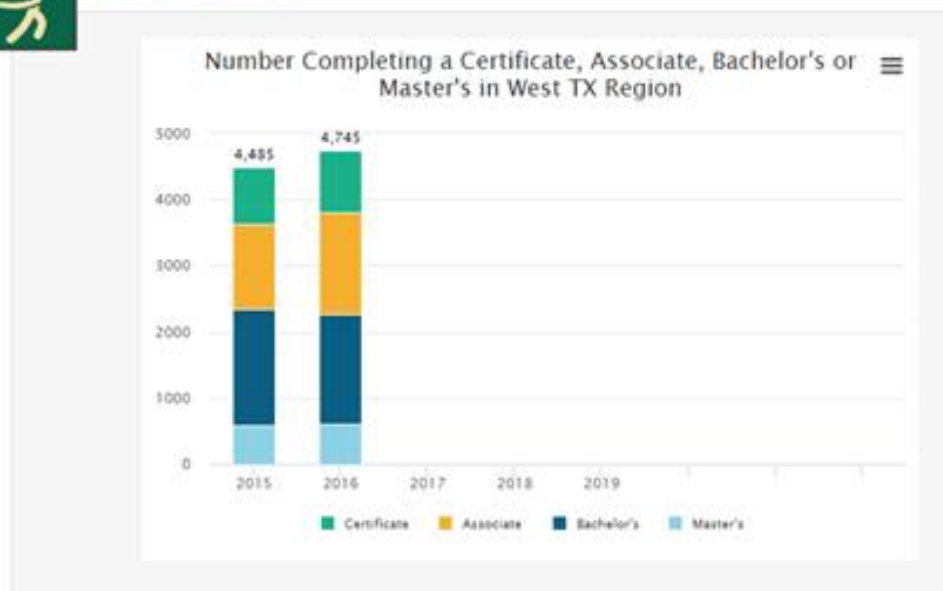| Goal	Target		First-Year Baseline (2015)*	2016 Progress*
60x30	60x30 (Attainment)		40.3%	41.0%
Completion	Overall		311,340	321,410
		Hispanic	96,657	103,889
		African American	38,964	38,813
		Male	131,037	135,849
		Economically Disadvantaged	114,176	119,490
	TX High School Graduates Enrolling in TX Higher Education		52.7%	51.9%
Marketable Skills	Working or Enrolled Within One Year		78.9%	78.8%
Student Debt	Student Loan Debt to First Year Wage Percentage		60%	60%
	Excess SCH Attempted		20	18
	Percent of Undergraduates Completing with Debt		49.2%	48.2%

- The website www.60x30TX.com illustrates progress in the West Texas region toward the four goals of the plan.
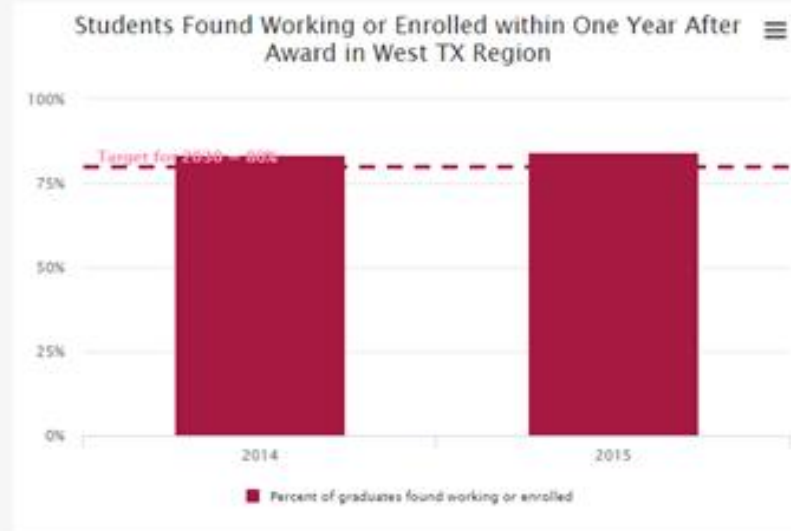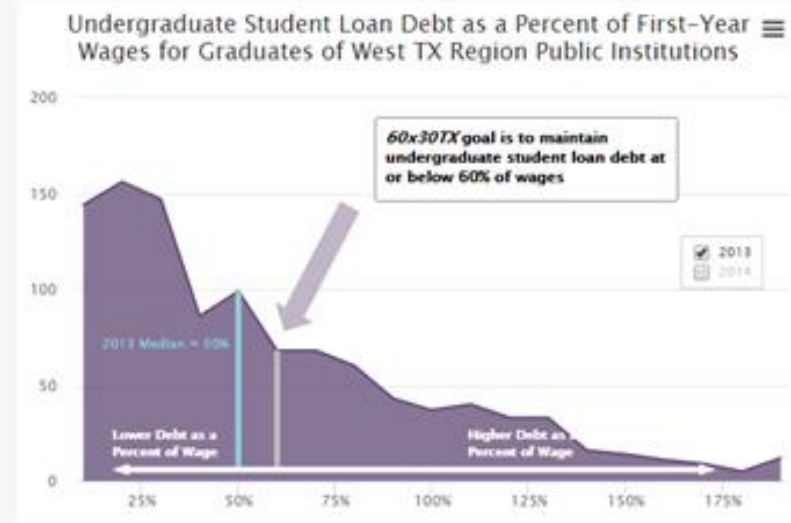
60x30: EDUCATED POPULATION

Percent of West TX Region Population Age 25-34 with a Postsecondary Credential

COMPLETION
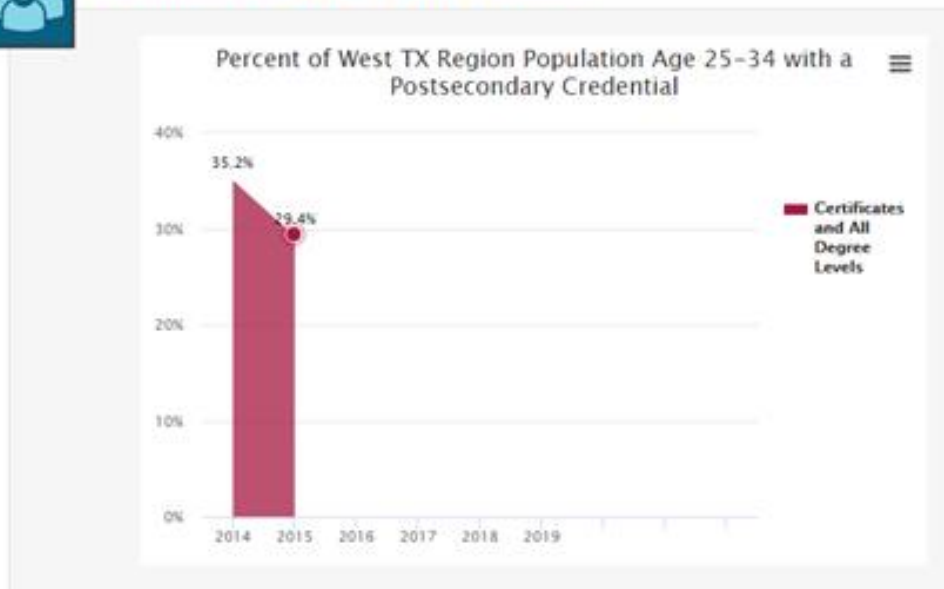
Number Completing a Certificate, Associate, Bachelor's or Master's in West TX Region

MARKETABLE SKILLS

Students Found Working or Enrolled within One Year After Award in West TX Region

STUDENT DEBT

Undergraduate Student Loan Debt as a Percent of First-Year Wages for Graduates of West TX Region Public Institutions

60x30TX goal is to maintain undergraduate student loan debt at or below 60% of wages

- THECB's Academic Quality and Workforce Division published "Texas Core Curriculum Points of Consideration for Course Submission and Review" in November. The document facilitates the preparation of supporting documentation for Texas Core Curriculum (TCC) courses. Historically, more than one-third of institutions' core curriculum proposals had to be resubmitted with improved documentation. The points of consideration below are a summary of comments from the Coordinating Board's staff review of core curriculum courses.

1. Ensure supporting documentation is complete which must include a course syllabus. Minimum elements of a syllabus are defined in Texas Administrative Code as:
    - Brief description of each major course requirement, including each major assignment and examination
    - Measurable learning outcomes
    - General description of the subject matter of each lecture or discussion
    - Lists of any required or recommended readings
2. Provide course specific documentation with core objectives incorporated and addressed through the course topic and curriculum.
3. Demonstrate that a course addresses its Foundational Component Areas (FCA). Courses must be aligned with the focus of both parts of the FCA definition.
4. Only general education courses can be proposed. These must be foundational and not too narrowly focused.
    - THECB's Office of Student Financial Aid Programs presented "Promoting a Coordinated Approach to Financial Literacy." One goal of *60x30TX* is that undergraduate student load debt will not exceed 60 percent of first-year wages. A better understanding of how and why to pay for training and education after high school increases the likelihood of degree completion, career fulfillment, and manageable debt. Three principal actions can help achieve this goal:
        1. Establishment of a portable and personalized financial literacy tool. This tool would include web-based functionality with an accompanying mobile application. It would be available to student at an early age and would grow in complexity as the student progresses through their education. As students enter higher education, the tool should allow students to track their expenses and debt across any institution they attend.
        2. Expanded training for individuals who provide financial literacy instruction. Teachers, counselors, advisors, and others involved in helping students understand the importance of how any why to pay for training and education after high school need ongoing training to succeed. Many don't feel prepared to train on this topic. Structured opportunities to prepare individuals whose jobs require financial literacy instruction are critical.
        3. Utilize partnerships across the state to market a brand for how and why to pay for training and education after high school. Building partnerships with schools, institutions of higher education, community-based organizations, businesses, banks, non-profits, and others who create a significant amount of information focused on financial literacy would have an enormous impact.