MESSAGE FROM DIVISION LEadersHIP

As leaders in the Division of Undergraduate Education and Student Affairs, it is our honor to write the introduction to this year’s Provost Report. The Division is a proud partnership for student success and provides opportunities and resources for students to be successful at Texas Tech University. As evidence of our commitment to student achievement, this report describes student experiences and outcomes provided by the Division over the past year. You will read about our initiatives which emphasize the following Division and University values:

- Students are our number one priority. Each staff member in UESA recognizes that without students, Texas Tech University would not exist. We have a passion to aid and serve students, which in turn serves to be a reward in itself.
- We are committed to student learning, specifically in assisting students to become well-prepared, active, ethical, and engaged learners and leaders. We strive to facilitate transformative academic and developmental experiences.
- We want students to graduate from Texas Tech University with more than a valuable degree. Their out of class experiences should supplement their academic coursework and assist in developing the whole student – academically, personally, and professionally.
• Texas Tech students are among the best in the nation and the world – talented and unique – contributing in many special ways to the University; they are excited to be Red Raiders.

• UESA is a community with a shared sense of partnerships. We strive to integrate our services and resources to improve student success.

• We are ready to face the continued challenges impacting higher education from limited resources, evolving technologies, accountability measures, changing demographics, and increased expectations for campus safety and wellness.

The Division of Undergraduate Education and Student Affairs is just getting started. We will continue to identify ways to support the academic and research goals of the University while building partnerships between academic and student affairs units. Our vision includes integration throughout the University community to support student engagement and student retention. Thank you for taking the time to read about our Division. We welcome your suggestions as we continue our partnership for student success.

Go Tech!
Recruitment Events

Participating annually in more than 26 events for prospective and admitted students, the Division of Undergraduate Education & Student Affairs actively assists with the recruitment of new students. The Division supports recruitment initiatives by:

1. Introducing students and families to the array of programs and services available at Texas Tech University;
2. Providing resources and tools to assist students in selecting and confirming their choice of major;
3. Showcasing the spirit and traditions of Texas Tech;
4. Engaging parent and family members in the college choice process; and
5. Encouraging early involvement in programs and services that support student retention and completion.

Participating departments include University Advising, Community College & Transfer Relations, Pre-Professional Health Careers, University Studies, IS 1100: RaiderReady, Parent & Family Relations, Transition & Engagement, University Career Center, and the Center for Campus Life.

Community College & Transfer Relations Makes Transferring to Texas Tech Easier Than Ever

The Office of Community College & Transfer Relations (CCTR) has made significant strides in making Texas Tech the university of choice for transfer students. CCTR has worked with over two-dozen transfer partners in Texas and New Mexico over the past year to foster and drive new articulation agreements in popular degree programs such as Honors, Education, Engineering, and Architecture. Because of these efforts, students from Houston to New Mexico, and from the Rio Grande Valley to the tip of the Panhandle will have seamless roadmaps to a Texas Tech Bachelor’s degree and beyond! CCTR also serves pre-Tech students who are interested in transferring to Lubbock. The highly trained advisors assist these students in degree plan preparation and course selection to ensure their courses will not only transfer but also apply to their Texas Tech major of choice.
1. **Admitted Student Website:** Admitted students can log onto www.admitted.ttu.edu using their eRaider username to find a personalized dashboard of things to do before coming to Texas Tech. The dashboard helps admitted students prepare to start classes on campus.

2. **New Texas Success Initiative Implementation:** During 2012-2013, the Texas Success Initiative (TSI) staff and faculty have participated in multiple conferences to increase knowledge regarding changes to TSI legislation by the Texas Higher Education Coordinating Board (THECB). Paul Pierce M.S., TSI Mathematics Instructor, was nominated and selected to serve on the THECB Mathematics Standard Setting Team for the new TSI Assessment that will serve as the new assessment for college readiness in the state of Texas. Osariemen Osaghae, M.Ed., A.B.D., TSI Developmental Literacy Instructor, was selected to serve on the THECB Reading Item Review Team for the new TSI Assessment. Each faculty member was selected by the THECB from institutionally nominated faculty to serve on these committees. Their participation ensures that Texas Tech University has input in the implementation of the new TSI Assessment that will take effect on the Fall 2013 first class day.
CAREERS & MAJORS

TEXAS TECH DISCOVERY!
The Texas Tech DISCOVERY! Program consists of two workshops – Academic Physical and Major Map – to help students determine their learning style; examine their values, skills, and interests; and provide them with one-on-one advising with an academic advisor. Through DISCOVERY! students can make an informed decision on which major at Texas Tech best fits their personal goals and strengths.

UNIVERSITY CAREER CENTER
The University Career Center (UCC) was pleased to assist 600 Foundational Engineering students this semester in their search for the “right fit” in the fields of engineering sciences. Students completed the Strong Interest Inventory and made their way to the University Career Center for the professional interpretation of their individual results both in individual sessions and group sessions provided by the UCC staff. Students in Foundational Engineering responded favorably to their results in determining their specific fields of interest toward their degree. The combination of a determined and dedicated engineering student and the expertise of the professional staff at the University Career Center exemplify that at TTU “From Here It’s Possible.”

CAREER FAIRS
For the Fall 2012 and Spring 2013 semesters, the University Career Center experienced a cumulative increase in the number of employers attending career fairs, as well as the student attendance. The all-majors career fair, in the spring was marketed as the “last chance” career fair, which helped draw student and employer attendance. University Career Center plans to expand the career fair offerings next year in the form of niche boutique career fairs for specific student populations and employers. The Career Center Advisory Board will be assisting in planning and partnerships for future events.
University Career Center and Transition & Engagement created an Undergraduate Major Exploration Map for student use at recruitment events, Major Fair, and Red Raider Orientation. The document organized the various majors at Texas Tech into the Achieve Texas career clusters and provided other major & career selection resources such as the FOCUS assessment and suggested major and career exploration questions.

**ACADEMIC MAJORS FAIR**

The Academic Majors Fair was held on February 28, 2013, to provide major selection and advisement to more than 330 students. All academic colleges were in attendance to share information on degree plans, requirements for majors, and career information. In a post event survey, 92% of the students indicated the fair was helpful and more than 200 students planned to follow-up with colleges because of the event. Students also inquired about academic minors, certificate programs, and graduate school options. The Division of Undergraduate Education & Student Affairs continues to focus on ways to assist prospective, admitted, and current students with major exploration and selection, including recent development of a Careers & Majors publication, additional utilization of the federal career clusters, and major exploration workshops.

**PPHC HEALTH CAREER FAIR**

The second annual Texas Tech University Health Professions Career Fair was held on April 5, 2013. The fair was for anyone interested in a career in the fields of medicine, nursing, dentistry, chiropractic, veterinary medicine, physical therapy, and allied health. Thirty-three professional health schools and organizations, as well as 358 students were in attendance.
RED RAIDER ORIENTATION
Red Raider Orientation hosted the first-ever Military Veterans Program (MVP) focused orientation program, with 60 students in attendance. Students received specialized programming hosted by the MVP office and financial aid. In 2012, 7,131 new students attended Red Raider Orientation, with 7,029 students enrolling in courses for a yield rate of 99%.

SPRING ENROLLMENT FAIR
The student enrollment fair provides an opportunity for students who have not registered during advance registration to take care of holds, meet with their academic advisor, and receive assistance with registration. The purpose of the fair is to help students overcome any obstacles to registering and help them enroll successfully for their next academic term. These obstacles may include academic difficulties, financial aid problems, and uncertainty about their academic goals and plans. The purpose of the enrollment fair is to improve retention of current students and to help students who may have dropped out of the University return to Texas Tech.

The Spring Enrollment Fair took place on May 1, 2013. Twenty-one academic colleges and departments attended the fair. Six thousand students who were in good academic standing with the University were invited to attend the enrollment fair. These students were contacted through an email marketing campaign during open registration. An on-site computer lab was setup to provide a place for students to register. Approximately 50 students attended the Spring Enrollment Fair. The enrollment fair is expected to occur at several key times throughout the upcoming academic year, with plans for expanded marketing of the fair.

ORIENTATION FOR DISTANCE STUDENTS THROUGH UNIVERSITY STUDIES ONLINE BLACKBOARD COURSE
The online blackboard course was created for online University Studies (US) students in October 2012. The purpose of the course is to enroll new online students to the program who are unable to attend Red Raider Orientation on campus. The online orientation consists of a welcome presentation, and subsequent presentations on: Raiderlink, registration, paying bills, purchasing textbooks, getting started with online courses, and academic integrity. Lastly, the orientation has the students take an assessment. Upon successful completion of the online orientation, the student is prompted to send an email to their advisor so that a degree plan can be written. Currently, there are 231 students enrolled in the course.
Panhellenic Council & Interfraternity Council Donate More Than $80K to Create Endowments

Interfraternity Council and Panhellenic Council gifted funds into endowments and funds for excellence accounts held with the TTU Foundation to support future programs and scholarships for each council. In addition, funds were contributed to the Clay R. Warren Risk Management and Callie M. Chalk Panhellenic Scholarship endowment funds.

Student Organization Academy


Student Media Accomplishments

Student Media won 54 Awards from Columbia Scholastic Press Association, Texas Intercollegiate Press Association, Investigative Reporters & Editors, Society of Professional Journalists, and Best of Collegiate Design. Nineteen different students won awards in the categories of advertising design, page design, opinion writing, sports reporting, news reporting, feature writing, photography, and photo illustration.

Student Disability Services Recognitions

Student Disability Services’ TECHniques Center was featured in the summer newsletter of the National College Learning Center Association as one of five exemplary programs highlighted from across the country. The TECHniques Center has also been nominated by the NCLCA for their Frank L. Christ Outstanding Learning Center of the Year.
UNDERGRADUATE RESEARCH CONFERENCE
The Center for Active Learning and Undergraduate Engagement (CALUE) hosted its 5th annual Texas Tech University Undergraduate Research Conference (URC) April 22-25, 2013. The conference included presentations by over 130 undergraduate researchers from a variety of disciplines and research topics. Other participants included more than 90 TTU faculty and staff who registered as reviewers, 13 graduate schools from across the region, six distinguished Texas Tech alumni, and visiting student presenters from as far away as Zamorano University in Honduras. Another major component of the conference was the Graduate School Expo. This expo afforded over 300 students the chance to get first-hand information from graduate programs across the region. The TTU Undergraduate Research Conference is hosted each year to provide a platform for current undergraduate researchers to showcase their work and provide an opportunity for CALUE to promote yet another active learning opportunity available to students at Texas Tech.

TUTORING & MENTORING
1. PPHC Mentorship Program: The Pre-Professional Health Careers mentorship program was launched in Fall 2012. The program provides a unique experience where a Texas Tech University undergraduate student pursing admission to medical, nursing, physical therapy, and occupational therapy schools will be paired with a Texas Tech Health Sciences Center (TTUHSC) student who will act as a mentor for the specific programs. The undergraduate student has the opportunity to attend classes at TTUHSC with their mentor and observe the lifestyle of a student in a professional health career field.
2. Tech Transfer Ambassadors: The purpose of the Transfer Ambassadors is to provide support to transfer students before, during, and after Red Raider Orientation (RRO). The Transfer Ambassadors assist in the goal of improving transfer student retention at Texas Tech University by encouraging student enrollment at RRO and helping transfer students get incorporated into the academic and social life of Texas Tech. Transfer Ambassador recruitment began in January 2013. Fifty-one students applied and were interviewed. Fifteen Transfer Ambassadors were selected and hired in March 2013. These students underwent extensive training related to transfer shock, challenges faced by transfer students, and campus resources available to help transfer students be personally and academically successful at Texas Tech. Transfer Ambassadors build connections with incoming transfer students by contacting students before RRO, building relationships with students at RRO, and acting as a resource for students after RRO through transfer student events and peer mentoring.

3. TECHniques Center Tutors: Tutors at the TECHniques Center have a cumulative GPA of 3.0, an A or B in the subject tutored, and are trained to work specifically with each student’s learning style and disability. Student tutors also receive a tutoring certification from the College Reading and Learning Association.

4. SOAR Tutors: Support Operations for Academic Retention provides multiple student tutor opportunities each year, including Supplemental Instruction Leaders and tutors for The Learning Center.

Other mentorship programs at Texas Tech include Student Government Association Ambassadors and Pre-law Ambassadors.
LATE NIGHT SUBSTANCE-FREE PROGRAM FUNDING
Greek Life piloted a new opportunity for the fraternity and sorority communities to encourage alcohol and substance free late night events. The Center for Campus Life budgeted $10,000 to award to fraternities and sororities during the 2012-2013 school year to host alcohol and substance free events. Event criteria stated that the events be hosted by at least two organizations and be held on a Thursday, Friday, or Saturday from 10:00 p.m. to 2:00 a.m. Approximately 1,200 students and eight organizations have taken advantage of the opportunity. In an attempt to address high risk activities during fall Bid Day, the program has been expanded to provide funding for alcohol and substance free late night events specifically on this day.

UNIVERSITY CAREER CENTER EVENTS
The University Career Center takes an active role in preparing students for success through programs such as group career assessments, etiquette dinners and training, resume preparation, mock interviews, and partnering with faculty and academic advisors to plan specific and intentional career workshops for specific student populations.

STUDENT COUNSELING CENTER OUTREACH PROGRAMS
The Student Counseling Center partnered with the Center for the Study of Addiction & Recovery and the Center for Prevention Recovery in February to host Feed Your Body & Soul Week to raise awareness for body image and eating disorders. The Student Counseling Center also partnered with Women’s Studies and the Center for the Study of Addiction & Recovery to host Sexual Assault Awareness Week in April.

KNOW YOUR RIGHTS WEEK
Know Your Rights Week is an outreach event hosted by Student Legal Services (SLS). A different legal topic is featured each day including: Landlord/Tenant Law, Protecting Your Online Image, and Handling Police Encounters. SLS reached approximately 900 students throughout the week thanks in part to a partnership with University Student Housing’s Off-Campus Housing Fair.
**RETENTION & STUDENT SUCCESS**

**RAIDERREADY**

Enrollment and participation in freshmen seminar programs statistically improve persistence and retention rates, according to research conducted by the National Resource Center for the First-Year Experience. RaiderReady, the University’s freshman seminar program, promotes Strategic Priority No. 1 by educating students on becoming engaged in their collegiate experience. The course curriculum focuses on academic skills needed for students to be successful in their academic endeavors. Critical thinking, active listening, study skills, and cultural diversity are all key learning objectives for the course. Additionally, students are required to attend approved engagement opportunities that focus on campus activities and resources available and designed to help a student achieve their educational goals.

Prior to the Spring of 2013, RaiderReady was a program that became another duty of many staff on the Texas Tech campus to execute. In April 2013, a unit coordinator was hired to take on RaiderReady as a sole project, rather than it being a side project of many. This hire has allowed staff to focus on the programs and projects they are responsible for, thereby, giving more time to focus on the students they serve.

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**UNIVERSITY STUDIES**

"According to a recent study by The Chronicle of Higher Education, half of employers surveyed had trouble finding recent college graduates qualified to fill positions within their company or organization. They found that the new graduates lacked basic workplace proficiencies, such as adaptability, communication skills, and the ability to solve complex problems (Fischer, 2013). Texas Tech University’s Bachelor of Arts in University Studies has successfully prepared me to address these shortcomings. This academic program has taught me how to be an integrative thinker who can see connections in contrasting information across multiple disciplines, thus allowing me to apply information, knowledge, and perspectives to make informed decisions and solve complex problems. Because of the broad range of knowledge and ideas that this program has exposed me to, I am able to be incorporated in any employment situation. Graduating from the University Studies Program has helped me obtain a tailor-made education that includes skills in research, oral and written communication, and critical thinking." – Erik Brown, University Studies Graduate.
COMMITTEE ON ACADEMIC ADVISING AND RETENTION
The quality of academic advising is a significant component of student success at Texas Tech University. The Committee on Academic Advising & Retention (CAAR) supports the development and implementation of a high quality academic advising experience. The strategic plan for CAAR includes: strategies related to new advising policies and procedures, roles related to Red Raider Orientation, best practices for transfer students, advisor professional development, enhanced advising technologies, and advising assessments.

SPRING ADVISOR TRAINING
Spring Training was a three-part professional development opportunity for advisors and the campus community to prepare for a successful Red Raider Orientation 2013 (RRO). The sessions covered the recruitment and admissions process and the Admitted Student Dashboard. A total of 128 individuals participated in the three-part series, with 73 of those attending all three sessions. Those who attended all three sessions were recognized at the Campus Wide RRO meeting. They also received a certificate and were entered in a drawing for the “Home Run Package” made up of donations from the Rec Center, Alumni Association, Hospitality Services, Cowamongus!, and The Candy Wrapper. In addition to the training sessions, Transition & Engagement partnered with Athletics on an Academic Advisor Appreciation game to recognize advisors for their contributions to the University. Advisors received two free tickets to the Texas Tech baseball game versus Lubbock Christian University and the Texas Tech softball game versus Texas.

TECH TRANSFER ACCELERATION PROGRAM OFFERS ALTERNATIVE ADMISSION TO STUDENTS
The Tech Transfer Acceleration Program (TTAP) is a unique partnership between TTU and South Plains College. This program allows students to live and take South Plains College classes at Texas Tech University, while enrolled full time as South Plains College students for the semester. Students get the best of both worlds, enjoying everything TTU has to offer while working towards transfer. In one semester, students who receive a 2.5 GPA have automatic admission to TTU. TTAP students are already part of the TTU community, making their transition to TTU after transfer virtually seamless.
WHAT DO WE KNOW ABOUT STUDENTS

MAP-WORKS IDENTIFIES AT RISK STUDENTS
The Division of Undergraduate Education & Student Affairs is working in collaboration with University Student Housing on an integrated effort to administer the EBI MAP-Works fall survey to all first time college students. MAP-Works generates early identification for students at-risk of attrition and provides valuable information to faculty and staff about individual student needs. RaiderReady students are required to take the survey. The students also discuss their individual survey results with their faculty as a point of intervention. Pre-Professional Health Careers is also utilizing the MAP-Works survey. Participating departments and/or courses include: Biological Sciences, Chemistry and Biochemistry, English, Mathematics and Statistics, Political Science, and Psychology. MAP-Works results are available to faculty and staff for students in their classes or advising units.
SUPPORTING FACULTY RESEARCH

PROJECT CASE
Student Disability Services (SDS) and the Burkhart Center for Autism Education and Research in the College of Education are collaborating on Project CASE (Connections for Academic Success and Employment). This million dollar grant program, awarded from the Texas Council on Developmental Disabilities, is focused on developing an effective academic program in higher education to assist students who have been identified with a development disability, such as Asperger’s Syndrome or Autism. Project CASE allows for extensive research in the area of autism and its impact on students in higher education. Students who qualify for the program are placed in the TECHniques Center of SDS and receive extensive peer tutoring, academic counseling, and support through various community resources. This project focuses on the importance of research collaborations between student affairs units and academic units that support the University’s goal of Tier One research initiatives.

SUPPORTING FACULTY IN THE CLASSROOM

ACADEMIC TESTING SERVICES
Academic Testing Services (ATS) provides a variety of options to support faculty in the classroom. Programming includes exam administration services for accommodated classroom exams (student must be registered with Student Disability Services), classroom make-up exams, distance learner exams, and the administration of comprehensive and qualifying exams. The department provides an optimal testing environment and trained proctors that promote academic rigor and integrity. From June 2012 through
May 2013, ATS served over 750 faculty representing all ten colleges, and administered over 5,600 classroom exams. Faculty utilized the accommodated exam program most often, followed by the distance learner and make-up exam programs. This year the number of comprehensive and qualifying exams administered in ATS increased approximately 83%. ATS continually seeks additional college and departmental partnerships that support faculty in the classroom and positively impact students’ academic success.

TEACHING, LEARNING & PROFESSIONAL DEVELOPMENT CENTER
The Teaching, Learning & Professional Development Center (TLPDC) offers faculty members support as they build online courses and materials. The instructional designers are available for informal consultations or partnership in course creation. Whether the faculty member wants to design the course and just needs some assistance to get started, or perhaps the faculty member prefers that the consultant design the course (with the faculty member providing the content), the goal is to work to create quality online materials. The TLPDC believes in best practices of online teaching and working in collaboration with IT Services to offer support for multiple instructional technology applications used in traditional and online learning environments such as Blackboard, Mediasite to record lectures and presentations, Microsoft Lync, and Adobe Presenter.

A new service provided by the TLPDC is a rubric to assess online course design. This newly created rubric combines best practices from the field and was created with feedback from a faculty committee of experienced online instructors. It was recently vetted by groups of faculty from University Studies and the College of Education. The goal is to convert this rubric into an online form available for use in Fall, 2013. Courses successfully assessed by the rubric will be given the TLPDC Seal of Approval and noted for their quality online course design.

PRESIDENT’S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL
TO THE AMERICAN COUNCIL ON EDUCATION
The Teaching, Learning, & Professional Development Center (TLPDC) led the effort for Texas Tech University’s recognition on the President’s Higher Education Community Service Honor Roll to the American Council on Education. The 2013 award recognizes TTU’s efforts toward bettering the community through service and promoting the value of civic engagement to students.
SERVICE LEARNING
The Service Learning Program at the Teaching, Learning, and Professional Development Center provides support to instructors who wish to incorporate service learning into their courses. Academic service learning is a pedagogy in which service activities are integrated into the course curriculum in a reciprocal experience benefiting both the student and community. Seventy-eight courses have been given a “S”-designation and are recognized by the University for their incorporation of service learning. The Service Learning Coordinator provides support to faculty and instructors by helping them identify appropriate service projects; make connections with one of our many community partners such as the Volunteer Center of Lubbock, Hospice of Lubbock, and the Boys and Girls Club of Lubbock; plan alternative assignments for students who are unable to participate in service learning; develop methods to assess students’ learning; identify ways in which engagement might enhance their teaching; and apply for “S”-designation status. In addition, the Service Learning Program offers a Faculty Fellows Program in which faculty are provided with additional support and mentorship as they integrate service learning into their scholarship and teaching.

PARENT PARTNERS
Parent & Family Relations (PFR) works closely with the Texas Tech Parents Association, as well as other campus partners to provide the best experience for parents and family members of Texas Tech students. Programs and updates include:

1. Two new Texas Tech Parents Association Chapters – Denver and El Paso
2. 12,000 plus subscribers to the Parent & Family Relations eNewsletter
3. An educational session for the campus community was hosted by PFR at the Teaching, Learning, and Professional Development Center. Topics included: building effective relationships with TTU parents and family members, national trends, and TTU resources.
4. Road Raiders are a group of parents registered to help students when traveling to or from Texas Tech. Students can look up the list of Road Raiders from a mobile device when they are in need of a rest break, assistance with their vehicle, or directions.
GROUNDWORK PROGRAM
The Groundwork Program is a collaboration between the Teaching, Learning and Professional Development Center, Student Government Association, the Graduate School and the Ethics Center. Groundwork provided 40 graduate students from 25 departments across campus an opportunity to participate in a two and a half day workshop on teaching in the college classroom. Throughout the workshop, participants attended sessions on: syllabus and learning outcome statement design, classroom management, active learning strategies, generating discussion in the classroom, student motivation, building rapport, formative and summative assessment, and different learning styles. The graduate students also participated in a micro-teaching opportunity, in which, each student taught a short lesson and received constructive feedback to help them optimize their strengths and further develop their teaching.

OFFICE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY
Throughout the 2012-2013 academic year, the Office of Student Conduct strengthened its partnership with academic units to address Academic Integrity concerns campus-wide. In January, the Office hired an Assistant Director, Brittany Loper, who focuses specifically on cases of Academic Dishonesty. This addition in the Office has allowed faculty members to work side-by-side with a conduct officer throughout the investigation, hearing, and educational outcomes. The Assistant Director reviews and responds to each Academic Integrity referral and aims to make personal contact with the referring faculty member within 48 hours of receiving the report. This process has been well received by faculty members across campus. Since January, the Office of Student Conduct has received and resolved over 140 reports related to Academic Integrity from faculty members. One of the strongest relationships have been formed in the College of Engineering, where the Office of Student Conduct works closely with the Associate Dean for Undergraduate Studies, Dr. Audra Morse and the Assistant Academic Dean, Mr. John Rivera to investigate the sometimes complicated and technical evidence brought forth by faculty members. Dr. Morse and Mr. Rivera have also played a pivotal role in working with students involved to explain the professional implications of such misconduct.
SACS REACCRREDITATION SUPPORT

Division staff are actively preparing for the 2014 Southern Association of Colleges and Schools (SACS) Commission on Colleges Reaffirmation by leading and participating on various reaffirmation teams including Team 3: Undergraduate Education, Team 5: Student Services, and Team 8: Distance Education.

TEXAS SUCCESS INITIATIVE DEVELOPMENTAL EDUCATION

This academic year, Texas Success Initiative (TSI) has reached out across campus to increase interdepartmental cooperation and campus knowledge of TSI regulations. TSI has met with college contacts and collaborated with Academic Testing Services, the Office of the Registrar and Red Raider Orientation to ensure successful implementation of new legislative requirements regarding the new TSI Assessment, higher college readiness standards, and multiple measures usage in placement of developmental education students.

EDUCATION FOR THE CAMPUS COMMUNITY

9TH ANNUAL TEACHING & LEARNING CONFERENCE

The Teaching, Learning, and Professional Development Center hosts the Annual Advancing Teaching and Learning Conference each spring. At the February 2013 conference, the keynote speaker was Dr. Peter Felten, Assistant Provost, Director of the Center for the Advancement of Teaching and Learning, and Professor of History at Elon University. Dr. Felton was published widely on topics such as engaged learning and the scholarship of teaching and learning, and is co-author of forthcoming books on faculty peer mentoring and on student-faculty partnerships in teaching and learning. Dr. Felton’s keynote address was titled, “In Search of Better Courses: Building Harder Courses that Actually Engage Your Students.”
Other training and professional development opportunities offered by the Division of Undergraduate Education & Student Affairs include:

1. Title IX & Investigator Training

2. Recognizing & Responding to Students of Concern

3. Student Disability Services Office of Civil Rights Session, Appropriate Ways to Accommodate Students with Disabilities

4. Student Organization Advisor EDU Lunches

5. Student Resolution Center Conflict Coaching and Conflict Resolution

TRANSGENDER HEALTHCARE CONFERENCE
The Student Counseling Center hosted the first Transgender Healthcare Conference in West Texas. Over 100 participants attended the April 2013 conference that was broadcast from the Student Wellness Center to the Health Science Center’s campuses in Lubbock, Amarillo, and El Paso. Keynote speakers Dr. Pamela St. Amand, OB/GYN and Dr. Colt Meier, psychology intern at the Student Counseling Center, trained participants on cultural competency and healthcare considerations for working with transgender people. Other recognized experts Micki Washburn, LPC, Michelle Forcier, MD, and Kristen Klein-Cechettini, MDiv presented on counseling considerations, providing care to children and youth, and reconciling faith with providing competent care, respectively. Dr. Meier’s research on transgender people has been widely published and he is the co-chair of the Committee for Transgender People and Gender Diversity in the 44th Division of the American Psychological Association and is co-author and editor on forthcoming books on transgender adolescents and training therapists to provide competent care to families with young gender-diverse children.

HIGH IMPACT PRACTICES PROGRAM
Texas Tech University was selected to participate in AAC&U’s Institute on High Impact Practices and Student Success. The institute brought together nearly 50 college and university teams to work for student engagement, inclusion, and success. The team members representing Texas Tech University included: Patrick Hughes, Cathy Duran, Amy Murphy, Paul Frazier, and David Abercia.
TECHNOLOGY

UNIVERSITY ID READERS
Student Government Association, with the University ID office, had ID readers installed at Jones AT&T Stadium and the United Spirit Arena. The students can now use their dining bucks during athletic events.

GOING SOCIAL
The Division of Undergraduate Education & Student Affairs continues to strive to make information more accessible to students via social media. A social media committee was launched in Fall 2012, with a representative from almost every department. The committee meets two to three times a semester to brainstorm social media campaigns, discuss social media trends, and streamline division messages. The committee was trained at the beginning of the school year by a representative from Communications & Marketing on how to manage the University brand through social media.

VISUAL SCHEDULE BUILDER
Visual Schedule Builder is an online tool that provides students with all viable combinations of actual schedules for the list of courses they are currently considering. Over 18,000 unique students used the system in Fall 2012, with usage increasing even more dramatically in Spring and Summer 2013. Next year, Visual Schedule Builder will offer the refinement of course filtering, enhanced displays of the schedule results, and tighter integration with Banner Student Information Systems.

TIME TRADE
TimeTrade is an online appointment scheduling service, provided through a partnership between the Division of Undergraduate Education & Student Affairs and Information Technology. The intention of the software is to serve academic advisors by enabling students to conveniently create appointments with the appropriate academic advisor or other campus personnel. As each successive class of students becomes familiar with the convenience of 24/7 appointment scheduling, usage increases in all of the colleges and departments who have chosen to configure and deploy the system for their areas. Summer 2013 sees the deployment of a new student interface that will significantly enhance the student user experience.

DAILY TOREADOR APP
Student Media launched a Daily Toreador mobile application in Fall 2012. Throughout the year, the app was downloaded 2,000 times.
SPACES

DEPARTMENTAL NAME CHANGES AND NEW MISSION

The Ombuds Office was repurposed as the Student Resolution Center, an extension of the Dean of Students office, offering outreach, resource referral, skill development in communication and problem solving, crisis response, facilitation and mediation services, and assistance with student complaint processes.

The Center for Undergraduate Research was renamed the Center for Active Learning and Undergraduate Engagement (CALUE) and now serves as a centralized location for undergraduates, faculty, and staff interested in participating in service learning, undergraduate research, professional internships, and study abroad.

XL: Strategies for Learning Program changed its name to the Program for Academic Development & Retention (PADR). The name change followed a refreshing program redesign to include multiple course offerings with tailored curriculum to further address identified retention needs of enrolled students.

Student Judicial Programs changed its name to the Office of Student Conduct. The change is in an effort to better reflect trends in student discipline and support the philosophy that student conduct processes are educational in nature and not criminal procedures.

LOCATIONS

NEW STUDENT MEDIA CENTER
Student Media moved to its new facility, located on the first floor of the Media & Communications Rotunda, the weekend of August 11-12, 2012. The open concept of the new 5,000 square foot facility provides an opportunity for students to collaborate on print and online projects. Since the move, student editors have commented that increased visibility has created an increase in the number of students applying for staff positions with The Daily Toreador and La Ventana.
STUDENT COUNSELING CENTER’S DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY RECEIVES REACCREDITATION

The Student Counseling Center (SCC) employs three full-time doctoral interns each year who come from around the country to complete an intensive year of training as part of the requirements of their doctoral programs. The internship program at the Student Counseling Center has been undergoing review by the American Psychological Association (APA) for reaccreditation, as periodic review is required to maintain accreditation. This accreditation helps the SCC attract applications from the highest quality intern candidates nationwide, those students coming from APA-accredited doctoral programs. The accreditation review process included an extensive self-study report and a site visit from psychologists representing the APA Office of Accreditation. The internship program was granted full reaccreditation for the maximum time period allowed, seven years.

THE MIND SPA

The Mind Spa is a space in the Student Counseling Center that provides Texas Tech students, faculty, and staff a place to relax and nurture their mind, body, and spirit. The Mind Spa includes a relaxation room and a biofeedback room.

STUDENT DISABILITY SERVICES

RENOVATIONS OF TUTORING AND TESTING SPACE

The Student Disability Services (SDS) office is currently undergoing a renovation project that will expand tutoring and testing areas currently available to students with disabilities. The renovation will open up smaller spaces and allow for an increased number of students with disabilities to take advantage of drop in tutoring in all subject areas by TTU peer tutors who have completed the College Reading and Learning Associations tutor certification program. The renovation also allows for more open and accessible testing rooms to accommodate students with special needs such as screen readers and CCTV’s. The project should be completed prior to the Fall 2013 semester.
DIVISION SNAPSHOT

By the Numbers

Attendance at the 2013 Spring Career Fair grew 123% over the Spring 2012 Career Fair

The Parent & Family Relations eNewsletter has 12,300 subscribers

The TECHniques Center provided 15,000 hours of tutoring

Student Legal Services saw 746 new clients

A total of 2,960 new jobs were posted on Raider Jobs

Academic Testing Services administered a total of 12,454 exams

Community College & Transfer Relations completed six Memos of Understanding and three articulation agreements with partner community colleges

The Office of Student Conduct saw 1,173 unique incidents from Fall 2012 – Spring 2013

The Student Counseling Center provided 8,960 total hours of therapy

Student Government Association passed 84 pieces of legislation

Total Daily Toreador page views were 567,817 for the year

480 student organizations officially registered for the 2012-2013 school year

700 people attended Red Raider Palapalooza hosted by the Center for Active Learning and Undergraduate Engagement

113 sections of RaiderReady were taught in Fall 2012

Page Views
SCHOLARSHIPS & ENDOWMENTS

TEXAS TECH PARENTS ASSOCIATION SCHOLARSHIPS
1. 59 scholarships awarded at $1,000 each for a total of $59,000
2. RRO door prize scholarships – 10 scholarships awarded at $150 each for a total of $1,500
3. TTPA Tuition Draw scholarships – 1 scholarship awarded for $4,000 and 1 scholarship awarded for $2,000, for a total of $6,000
4. TTPA Chapter Scholarships – 8 scholarships awarded totaling $5,000

Grand total of scholarships awarded: $71,500

THE SPIRIT PROGRAM signed a three-year, $82,000 sponsorship agreement with Wells Fargo Bank for continued support of the Wells Fargo Masked Rider Endowment. This fund includes a full scholarship for the rider and a new horse trailer. Additionally, spirit squad members are awarded more than $65,000 annually in scholarship funds.

CENTER FOR ACTIVE LEARNING & UNDERGRADUATE ENGAGEMENT
Awarded a $500 Dr. Sarah Kulkofsky Scholarship
1. Provided $10,300 in student travel funding related to research

STUDENT GOVERNMENT ASSOCIATION
1. Distributed $1,000 Drew Slater Leadership Scholarship

COMMUNITY COLLEGE & TRANSFER RELATIONS partnered with the Honors College to identify transfer students to potentially receive the Terry Foundation Scholarship. The scholarship is $12,000 a year for two years.
DEPARTMENTAL DIRECTORY

ADMINISTRATORS
Juan S. Muñoz, Ph.D., Vice Provost for Undergraduate Education & Student Affairs
Patrick Hughes, Ph.D., Associate Vice Provost for Undergraduate Education
Cathy Duran, Ph.D., Associate Vice Provost for Student Affairs
Amy Murphy, Ph.D., Dean of Students & Managing Director, Center for Campus Life
Ryan Gibbs, Ed.D., Assistant Vice Provost for Undergraduate Education

ACADEMIC TESTING SERVICES
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RAIDERREADY
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STUDENT COUNSELING CENTER
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STUDENT GOVERNMENT SERVICES
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302 Student Union Building
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STUDENT LEGAL SERVICES
Jill Stangl, J.D., Director
307 Student Union Building
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www.depts.ttu.edu/sls
STUDENT MEDIA
Susan Peterson, Director
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806.742.3388
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STUDENT RESOLUTION CENTER
232E Student Union Building
806.742.SAFE & 806.743.SAFE
www.studentresolutioncenter.ttu.edu

SUPPORT OPERATIONS FOR ACADEMIC RETENTION (SOAR)
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THE LEARNING CENTER
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TECH TRANSFER ACCELERATION PROGRAM
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PROGRAMS FOR ACADEMIC DEVELOPMENT & RETENTION (PADR)
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