Report to the Provost
2008–2009
Faculty & Undergraduate Academic Affairs
162 Administration
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www.depts.ttu.edu/diversity

Juan S. Muñoz, Ph.D., Vice President & Associate Vice Provost

At Texas Tech University our commitment to excellence includes working with the most distinguished faculty and students from around the world. We are a community of scholars who believe and invest in people and the diverse talents, insights and experiences they introduce to advance the intellectual and social enterprise of the institution.

Faculty and Undergraduate Academic Affairs is a unit of the Office of the Provost that strives for excellence in the daily lives of faculty and students. From faculty development to student academic support services, we are dedicated to creating and supporting an environment that allows all members of the university community to be academically and professionally successful.

The 2009 Report to the Provost for Faculty and Undergraduate Academic Affairs further details the services available to assist Texas Tech to reach national research university status.

• Programs for Academic Support Services- The Learning Center
• Supplemental Instruction
• Academic Testing Services
• XL: Strategies for Learning
• Texas Success Initiative
• Center for Undergraduate Research
• IS1100: The Freshman Seminar
• Bachelor of University Studies
• University Interscholastic League-RegionI

2009 ACCOMPLISHMENTS
During the 2008-2009 Academic Year (excluding summer II 2009):
• TSI served 469 students enrolled in developmental education courses. This is an increase of 63 students. In addition, the total number of students completing TSI continues to increase.
• 228 students were TSI successful for the 2008-2009 academic year.
• The retention rate of TSI students requiring developmental education after one academic year continues to be high. The retention rate in October 2008 for freshmen that enrolled fall 2007 with no previous college enrollments (at TTU or transfer) were still enrolled at TTU in October 2008.
• Sixty-seven percent of first-time freshmen who failed one or more portions of the official TSI examination were placed in developmental education courses and were still enrolled after one academic year.
• TSI created an Interim Managing Director position, Michelle Kiser, Ed.D..
• TSI has secured new office space in Holden Hall to allow for further growth and development.

Regrets,

Juan Sanchez Muñoz
Vice President & Associate Vice Provost, Faculty & Undergraduate Academic Affairs
Steven Martin, Assistant Director

The Learning Center is dedicated to helping students achieve academic success and develop lifelong learning skills. Free peer tutoring is available for most math and science courses and a variety of other subjects on a walk-in basis or online. Students work on study skills and time management, effective listening and note-taking, reading comprehension, and test-taking strategies through academic skills advisements or attendance at study skills group presentations.

A self-help learning lab offers computers, instructional software, and online viewing of recorded classroom lectures. Testing accommodations for students with disabilities are also coordinated through this office, allowing eligible students to take classroom exams in a distraction-free environment with such allowable accommodations as extended time, the use of a reader or scribe, and the use of computers or other assistive equipment.

2009 ACCOMPLISHMENTS

For the 2008-2009 academic year the Learning Center has seen an overall increase in student visits by 6% and a growth in contact hours of 16% when compared to the same time last year. A comparison with the 2006-2007 numbers shows an even greater growth of 27% increase in student visits and a 32% increase in contact hours. Altogether, the number of fiscal year 2009 student visits to date is 11,963, with 14,376 contact hours. Statistics by activity area are as follows:

- Testing Accommodations contacts (3,584) were up 12% from fiscal year 2008 and 33% from fiscal year 2007; contact hours (5,306) were up 10% from fiscal year 2008 and 23% from fiscal year 2007.
- Learning Lab contacts (3,294) were up 38% from fiscal year 2008 and 37% from fiscal year 2007; contact hours (5,085) were up 58% from fiscal year 2008 and 42% from fiscal year 2007.
- Tutoring contacts (2,562) were down 17% from fiscal year 2008 but up 24% from fiscal year 2007; contact hours (3,234) were down 11% from fiscal year 2008 but up 23% from fiscal year 2007.
- Advisements and Presentations contacts (1,203) were up 15% from fiscal year 2008 and 8% from fiscal year 2007; contact hours (60) were down 19% from both fiscal year 2008 and fiscal year 2007.

The Learning Center continues to participate in outreach through presentations to such organizations as Red Raider Orientation, University Day, Upward Bound, Mentor Tech, Health Occupation Student Association, XL Strategies for Learning and IS1100 classes, Native American Summer Bridge Institute, and fraternity, sorority, and residence hall student programs.

Lindsey Luman, Unit Coordinator

The Supplemental Instruction Program, (SI) seeks to increase retention within historically difficult courses; to improve student grades in targeted historically difficult courses; and to increase the graduation rates of students. SI participants develop an in-depth understanding of course content in addition to effective study skills that are transferable to college work. Research indicates that students earn one-half to one full letter grade higher if they attend SI sessions regularly throughout the semester.

Supplemental Instruction targets historically difficult, entry-level courses. A course falls into this category by having 30% or higher in D's, F's or W's grade distribution from the initial enrollment. SI leaders (students who have previously taken the course, mastered the content, and recommended by a professor) schedule regular sessions designed to follow the course syllabus.

Each SI leader must attend lectures for the classes they support. This allows them to specifically follow the professor's unique approach towards course content. From course notes, which the SI Leaders garner from the lectures, they prepare study sessions focusing on a specific study strategy. These sessions are not of a tutorial nature, but are instead a peer-facilitated learning environment encouraging the participation of all students in attendance, rather than targeting high-risk students.

2009 ACCOMPLISHMENTS

- The SI Program expanded during the 2008-2009 academic year.
- The SI Program received 17,453 student contacts resulting in 40,597.5 contact hours.
- The SI Program covered 18 courses and 69 sections.
- The SI Program expanded to include ACCT 2300 and Chem 1305.
- SI Sessions are now attached to courses within seven different departments.
XL: Strategies for Learning

Brenda F. Winn, Unit Supervisor

The XL: Strategies for Learning program celebrated twenty years of service with the arrival of the 2009 academic year. Two decades of working to promote healthy and effective academic and personal management skills have allowed us the opportunity to help thousands of students move towards a successful academic career. In XL students learn how to set and achieve goals, how to recognize and use learning styles effectively, and how to manage time successfully. XL can also help improve study and note-taking skills, increase the effectiveness of reading, develop memory techniques, and improve test taking skills. XL 0700 is open to all students from freshmen to the graduate level.

2009 ACCOMPLISHMENTS

The 2009 school year developed into quite a busy time. XL: Strategies for Learning:

- Celebrated 20 years of service.
- Hosted the largest spring semester in the history of the program.
- Defied history with an increase in success rate by 5% and an increase in completion rate by 8%.
- Created XL 0700, Habits of Highly Effective People which is devoted to the study of principles and implementation of behaviors and strategies that foster academic and career success by establishing greater productivity, increased influence in key relationships, stronger team unity, and complete life balance.

Academic Testing Service

Pat McConnel, Director

Academic Testing Services provides a diverse range of assessments which support the academic mission of the university. Assessments offered include admissions, academic retention, and certification/licensure exams. Admissions test administrations are directly related to the undergraduate and graduate growth of Texas Tech, the Law School, and the Texas Tech Health Sciences Center.

The administrations of an assortment of other assessments support the retention initiatives of the university. Retention assessments include placement exams, state-mandated critical skills (TSI), and distance education and classroom make-up exams. Other specialized assessments, such as the Collegiate Learning Assessment (CLA), are administered in collaboration with other campus units to support specific university initiatives. This array of assessments is integral to the process of students’ progression and achievement of educational goals. Exam administrations serve current students and bring visitors to our campus, creating a positive experience and helping to promote the growth of the university. All services are open to Texas Tech students and the community.

2009 ACCOMPLISHMENTS

By August 31, 2009 the department will administer approximately 11,000 assessments, with the majority (80%) being categorized as high or medium stakes standardized exams. Approximately half of the exams will be administered via computer in the testing labs located in West Hall. From September 2008 through June 2009, the department facilitated the administration of 1291 graduate, law, and medical admissions exams; 2183 undergraduate admissions exams; and 2791 professional certification exams for teachers, lawyers, engineers and counselors.

- Institutional placement and state-mandated exams to meet Texas Success Initiatives total 1086.
- Institutional exams that support the semester efforts of faculty and campus units (e.g. classroom make-up, distance education, diagnostics) total 1692.
- This summer the department began partnering with Institutional Diversity units to administer a diagnostic exam for college preparedness.
- Diagnostics were used in two bridge programs (Upward Bound Seniors and Native American Summer Bridge Institute Seniors) to assess critical college readiness skill levels. The information will be beneficial in targeted skill development prior to college admission.
- This fall, the department will begin administering a leadership development survey.
The Center for Undergraduate Research, recently established under the Office of the Provost, seeks to collaborate with students, faculty, and campus partners to engage the university community in undergraduate research initiatives. The Center provides support for faculty and students by developing innovative programs and activities to enhance undergraduate research at Texas Tech University and beyond.

The Center is committed to the advancement of knowledge, fostering intellectual and personal development, and stimulating meaningful research and service. It does so by providing direction and support for undergraduate students interested in conducting research with a faculty mentor. The Center hosts educational workshops for students targeted at organizing, conducting, and presenting research, preparing for graduate school, and graduate admission testing preparation. Resources are also available for faculty, staff, and organizations engaged in undergraduate research initiatives. Students involved with the Center have the opportunity to work with a faculty mentor, apply concepts from their courses to real life situations, and further their creative achievement.

2009 ACCOMPLISHMENTS

During the spring 2009 semester:

- Students presented research findings at local, regional, and national conferences. Students presented research at the Texas Tech University Undergraduate Research Conference, the West Texas A&M Conference, University of North Texas, University of Texas, and the McNair Scholars Conference.
- The Center hosted the TTU Undergraduate Research Conference, formerly known as TTU Research Days, which provided undergraduate researchers an opportunity to present their research to the TTU and area communities. This spring over 75 undergraduates represented from the Center, HHMI, and the Honors College presented their research findings.
- The Center hosted a spring banquet to provide an opportunity to recognize Outstanding Undergraduate Researchers, Faculty Mentors, and May 2009 graduates. Nine students were selected as recipients of the Outstanding Undergraduate Researcher awards and six faculty were selected for the Outstanding Faculty Mentor awards. Recipients received a recognition plaque provided by the Center and a letter of appreciation and support from U.S. Senator John Cornyn.
- The Center also hosted recruitment activities for over 500 youth this summer to further engage the community in undergraduate research initiatives. Events included Shake Hands with Your Future & Run on the Wind Ice Cream Social, TTU Summer Institute, Youth Corps Luncheon, National Hispanic Institute Great Debate, and the Plains Bridges Undergraduate Research Week.

IS 1100 The Freshman Seminar

IS 1100 is a one-hour course introducing freshmen to the complex and exciting world of university life. The seminar is open and available to all freshmen at Texas Tech University. Students eager to acquire the skills necessary to take control of their own education and to maximize their university experience are ideal candidates for IS 1100. The Freshman Seminar program, Texas Tech’s student success program for entering freshmen, is designed to support students in their academic, social and personal transitions from high school into university life. Taught by university faculty, the course goes beyond traditional academic foci such as note-taking, study and test-taking skills, and explores academic majors, careers, personal strengths, time management, setting goals and objectives, critical thinking and other topics.

Students also learn problem-solving techniques, as well as receive information on the many resources available at Texas Tech. With a class size of 20 to 25 participants, students have the opportunity to make friends and share perceptions and confusions with peers.

2009 Accomplishments:

- Students who have completed IS-1100 have a higher GPA and are more likely to return the following fall semester than SAT matched controls.
- Assessment of retention over a five year period, one of the administration’s key rationales for having a student success course, shows a range from 5% to 8% better retention for students who complete the course than for students who do not complete the course.
- In 2008, the Freshman Seminar cooperated with several other programs on campus, offering a section of FIGs (Freshman Interest Groups) in Visual and Performing Arts.
- During 2009, the Freshman Seminar cooperation has been expanded into eight separate FIGs and includes additional work with the Office of Institutional Diversity and the JAPF program.

Roger Saathoff, Ph.D., University Coordinator IS 1100

IS 1100 The Freshman Seminar
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Roger Saathoff, Ph.D., Associate Professor, University Coordinator IS 1100

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Bachelor of University Studies

Jennifer Drawbridge-May, Advisor

The Bachelor of University Studies provides a customized educational experience through which students complete a themed, in-depth examination of a particular field of study using existing academic offerings at Texas Tech University.

The Bachelor of University Studies (B.U.S) is an interdisciplinary degree offered to Texas Tech University students and is administered by the Office of the Provost. Students design a major course of study which conceptually unifies the specialized knowledge, history, research, and learning experiences from multiple academic disciplines to create a unique degree of study to meet the demands of a dynamic workforce. The Bachelor of University Studies has been designed for those students who have precise workforce goals, but are unable to reach that career through existing degree programs on campus. Students who are ambitious and creative about their education will greatly benefit from the flexible option that the Bachelor of University Studies offers. Students choose three areas of concentration from any of the 10 colleges on campus. The three concentration areas must form a cohesive field of study that addresses the personal and professional aspirations of the students.

Students interested in the University Studies degree must begin the process by contacting the University Studies degree advisor to organize a course of study that meets existing university and degree standards as outlined by the Bachelor of University Faculty Advisory Committee. Each student will develop a degree proposal plan with the assistance of the degree advisor.

Students work very closely with the program advisor and due to the dynamic emphasis and customized flexibility of the degree program, students require a very hands-on academic advising method. Students are advised as individuals since each and every degree plan is unique.

2009 ACCOMPLISHMENTS

- Three students graduated spring 2009 (highest graduating number thus far).
- Partnered with South Plains College and the College of Agricultural Science & Natural Resources to offer a new degree called Conservation Law Enforcement.
- Created the Wind Energy degree. This is a very exciting degree and Tech is currently the only university in Texas that allows students to earn a bachelor degree in the field of Wind Energy. Wind Energy is a rapidly growing industry requiring many trained professionals.

University Interscholastic League (UIL)

Lynn Elms, Director

Texas Tech University serves as the host institution to the University Interscholastic League (UIL) Region 1 and provides a variety of services based on an agreement between Texas Tech University and the University of Texas-UIL. Texas Tech University provides trained event staff, state-of-the-art facilities, and community support; an organizational support team that is not only competent in organizing and managing UIL events but also accessible and accountable to regional participants, coaches and parents; and provides good governance that acts responsibly and insightfully to the complexities of UIL competitive events.

University Interscholastic League goals are met through hosting the following competitive regional events: Cross Country, Volleyball, Swimming and Diving, Girls and Boys Basketball, One Act Play, Academics: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate, Journalism: Headline/Feature/Editorial/News Writing, Literary Criticism, Number Sense, Mathematics, Ready Writing, Science: Biology/Chemistry/Physics, Speech: Prose/ Poetry, Informative/Persuasive Speaking, Social Studies, Spelling and Vocabulary, Golf, Tennis, Track and Field. In addition, Texas Tech hosts invitational events that include Student Activities Conference, Red Raider Invitational Academic Meet, One Act Play Director’s Workshop, and Master Theatre Workshop.

2009 ACCOMPLISHMENTS

- UIL events brought 35,000 high school students, coaches, school administrators, and parents to Texas Tech University and Lubbock.
- UIL hosted 25 UIL events during the 2008-2009 academic year.
- UIL participants from Region 1 3A and 5A Academic and Athletic events were successful at the State UIL competitions.
- UIL celebrated 100 Years of “Making a World of Difference” in Texas High School competitive events during a luncheon at the AT&T Stadium hosted by Lubbock Economic Development Association and Texas Tech.
- UIL, economically, is second only to Texas Tech University Athletics in providing the hub city with hotel-motel tax monies.