Report to the Provost

2009–2010
"Texas Tech is a great public research university where students succeed, knowledge is advanced, and global engagement is championed." At the core of Texas Tech’s vision statement is the University’s commitment to student academic preparation and success. Underscoring this fundamental objective is the University’s first strategic priority, which further invokes the importance of student success and preparation to become well-equipped and educated members of the State of Texas workforce. The following 2009-2010 report offers a strategic summary of the varied and dynamic efforts to ensure student success by the units which constitute Faculty and Undergraduate Academic Affairs, within the Office of the Provost. As you read onward, I trust that you will be most impressed with the breadth and scope of programs and services available through the Office of the Provost to ensure student success while at Texas Tech University.

Regards,

Juan Sanchez Muñoz, Ph.D.
Vice President & Associate Vice Provost,
Faculty & Undergraduate Academic Affairs
Academic Testing Services

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Pat McConnel, Director

MISSION STATEMENT
Academic Testing Services provides proctored testing services administered in a secure and appropriate standardized testing environment.

VISION STATEMENT
Academic Testing Services will provide quality services integral to recruitment, admission, retention, graduation and post graduation testing needs of Texas Tech students and the community.

2009-2010 ACCOMPLISHMENTS
• Fall 2009, transitioned ADA Special Accommodations classroom exams to Academic Testing Services. Modifications to test protocols and proctoring were made to adhere to standards and guidelines of the National Collegiate Testing Association. Following these professional guidelines helps to ensure the academic integrity of the testing process. In nine months, 3027 exams have been administered. Students using the ADA service during finals filled out satisfaction surveys. Tabulated survey responses indicated a 99% ranking of good to excellent. Instructors also sent complimentary emails regarding the efficiency and effectiveness of the program.
• Provided Leadership Skills Profile assessments to all Tech Transfer Acceleration Program (TTAP) students and 60 generally admitted students. The LSP profile identifies the student's top five strengths, which are then used as part of the advising component and academic support programming for the TTAP cohort. The TTAP cohort has indicated their desire to transfer to Texas Tech.
• Increased the ETS computer based programming for GRE, MCAT and TExES to six days a week for Spring 2010. The program served 1652 examinees for the year.
• Classroom make-up exam volume has increased 75% for a total of 859 exams. Comps and Qualls proctoring has increased to 71 students compared to 10 last year.
• Overall departmental totals have increased by 3478 examinees compared to last year.
• Provided college-readiness diagnostic assessments to 46 high school students attending Upward Bound and Native American Summer Bridge Institute. Results are used for targeted discussions regarding college preparedness and skill development.

Bachelor of Arts and Science in University Studies

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http://www.depts.ttu.edu/provost/bus/

Laura Bosh, Unit Supervisor

MISSION STATEMENT:
To provide a customized educational experience where students complete a themed, in-depth examination of a particular field of study using existing academic offerings at Texas Tech University.

PROGRAM OVERVIEW:
The Bachelor of Arts and Science in University Studies is a program designed for those students who know what their future career goals are, but are unable to realize those goals through existing degree programs. Through this program students are prepared to pursue their intellectual interest, achieve a career goal, or prepare for graduate or professional school with a unique course of study in three specialized areas of concentration.

Students work with their advisor to create a cohesive degree plan proposal that demonstrates the connection between the three selected concentration areas. The degree plan proposal is submitted and reviewed by the review committee in the Office of the Provost.

2009-2010 ACCOMPLISHMENTS
• Six students graduated with a degree in the Bachelor of Arts and Science in University Studies in Spring 2010.
• Growth remains steady with 31 current students enrolled and 13 degree seeking exploratory students.
• Recruitment efforts have been established through marketing endeavors.

“The Bachelor of Arts and Science in University Studies allowed me to create my own degree that fulfilled my passion of Art, Electronic Media and English”, “I know that through the BUS I will have obtained a degree that will let me build a career in any of the fields I love.”

–Tamara Wilson, Senior Bachelor of Arts and Science in University Studies - Visual Communication
The Center for Undergraduate Research (CUR) supports undergraduate researchers while striving to lead the way as the hub of research at Texas Tech University. In addition to assisting undergraduate researchers through skills training and research funding, the Center provides expansive, one-on-one mentoring to undergraduate students in all phases of the research process. CUR is particularly committed to the recruitment and retention of new undergraduate researchers at Texas Tech University.

CUR acts as a resource for potential undergraduate researchers by identifying faculty mentors interested in developing undergraduate research projects. The CUR funds a number of scholars who receive research funding and present their research findings during the annual Texas Tech University Undergraduate Research Conference.

The annual conference hosted by CUR is a campus-wide event for students, faculty and staff where TTU has the opportunity to celebrate undergraduate research from all disciplines. Students attend workshops and panel discussions, present research in poster and oral presentation formats and network with fellow researchers.

2009-2010 Accomplishments

- Hosted the annual TTU Undergraduate Research Conference. This spring more than 1,155 TTU researchers represented from twenty-nine disciplines across campus presented their research findings. Additional conference supporters included the TTU/Howard Hughes Medical Institute, University Honors College, and the Office of the Vice President for Research.

- Initiated travel funding awards for undergraduate researchers to present research findings at local and national conferences. Students presented research at twelve conferences across the United States.

- Developed faculty research grants to support faculty mentoring.

- Hosted the CUR spring banquet to recognize outstanding undergraduate researchers, faculty mentors and May graduates. Five students were selected as recipients of the research awards and four faculty received faculty mentor awards.

- Supported student travel to the Lone Star Graduate Diversity Colloquium and the TTU SACNAS regional conference.

The Center allows more access to undergraduate research for students from all disciplines, from art history to biochemistry. It allows them participation in research in their own fields and access to outstanding faculty mentors.

- CUR scholar

Texas Tech University Susan Polgar Institute for Chess Excellence (SPICE) is the first institute of its kind in the world. Because of the immense global popularity of chess SPICE offers a unique angle for Texas Tech to recruit the most elite students across the country and around the world.

SPICE aims to:

- Become the premier center for chess education, research, technology, and outreach in the nation
- Recruit outstanding undergraduate and graduate students to TTU and TTU-HSC
- Bring state, national and international recognition to TTU and TTU-HSC
- Promote chess as vehicle for enriching the education of children
- Be the world leader in promoting women's chess and chess in education
- Support the nation’s most elite chess program
- Win international, national, state, and regional collegiate chess championships

SPICE has been very active in its outreach efforts, including hosting 10 nationally and three internationally rated competitions over the past year. SPICE events and activities reach more than 600 local people monthly.

2009-2010 Accomplishments

- Texas Tech Knight Raiders Chess Teams collectively won five national, two state, and one regional chess titles.
- The Knight Raiders A team qualified for the Chess Final Four for the first time including a 4-0 victory over UT Austin as well as beating Ivy League schools such as Princeton 4-0 and Stanford 3.5 – 0.5 along the way.
- September 2009 SPICE held the historic 3rd annual SPICE Cup which was the highest rated invitational international chess tournament in U.S. history.
- Passed the first stages of chess-puzzle solving to become an official UIL subject.
Support Operations for Academic Retention (SOAR)

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Michelle Kiser, Ed.D., Director

2009-2010 Accomplishments

• Tutoring contacts within the SOAR Learning Center were up by 350 from the previous year.
• Audio/visual use within the SOAR Learning Center rose from 2133 contacts to 2916 contacts. The 2916 contacts accounted for the 4814 contact hours.
• The SOAR Learning Center increased visibility as a whole department through an increase in outreach presentations and utilizing various media outlets.
• Texas Success Initiative increased the percent of first-time freshmen who failed one or more portions of the official Texas Success Initiative (TSI) examination and were placed in developmental education, who in 2007 to 72% in 2008.

Main Areas of Support

• Engineering
• Accounting
• Biology
• Chemistry
• Physics
• Math

The Learning Center

The Learning Center is the official Texas Success Initiative Developmental Education Program (TSI). We are committed to enhancing the academic experience for all who use our services. Support Operations for Academic Retention provides services for Texas Tech students as a supplement to classroom and lab instruction, enabling them to achieve academic success and develop lifelong learning skills.

Mission Statement

Support Operations for Academic Retention provides services for Texas Tech students as a supplement to classroom and lab instruction, enabling them to achieve academic success and develop lifelong learning skills.

Vision Statement

Support Operations for Academic Retention will provide quality services to meet all the academic achievement needs for students by:

• Establishing collaborative relationships with faculty to strengthen students’ educational experience;
• Increasing learning opportunities to foster an eagerness to learn and contribute toward lifelong learning for all students; and
• Ensuring that all students using any area of SOAR experience full quality service addressing their personal and academic needs.

Values Statement

Support Operations for Academic Retention promotes integrity in all areas of public service, respecting the rights and dignity of all who use our service.

Information

Support Operations for Academic Retention department endeavors to assist students achieve academic success at Texas Tech. The department has five main areas: The Learning Center, Tech Transfer Acceleration Program, XL: Strategies for Learning, Supplemental Instruction, and Texas Success Initiative Developmental Education Program (TSI). We are committed to enhancing the academic experience for all the students using our services.

Stacy Elliott, Licensed Professional Counselor

Michael Brown, Coordinator

The Learning Center's mission is to empower and encourage students in their pursuit of achieving academic success within a safe and inclusive learning environment. The Learning Center works to enhance the academic success of all currently enrolled Texas Tech students by offering a variety of free services:

Drop in Peer Tutoring
• Math
• Physics
• Chemistry
• Biology
• Accounting
• Engineering

TUTORS are high achieving upper level students with strong interpersonal skills that work with students focusing on content specific enhancement.

Drop in Peer Academic Coaching designed to provide students with a trained peer mentor for ongoing advice on how to become academically prepare for TTU courses. MENTORS are experienced upper level students that have been trained to work with individual students to inspire, encourage and model successful student strategies. MENTORS provide insight and training on various study skills: critical reading, note-taking and test taking, effective time management as well as personal skills of decision making, effective communication, goal setting and motivation.

A new addition to the resource of SOAR is a licensed professional counselor with over 25 years in education. Stacy Elliot, M.Ed., LPC is a Learning Specialist/Senior Counselor available to work holistically with students struggling to be successful in college. As a counselor, she can work with students to resolve personal issues that may be hindering their success. As a Learning Strategist, she assists students to determine learning weaknesses in skills, strategies or personal will that impede the student from reaching their full potential.

Statistics by activity for the Sep-May, the 09-10 academic year are as follow:

- YTD Tutoring contacts (3,837) contact hours (6,206)
- YTD Presentations contacts (1,275) contact hours (5,330)
- YTD Counseling contacts (156) contact hours (175)

The Learning Center strives to empower and encourage every Texas Tech student as he/she strive towards academic success, by providing individual educational guidance in a safe and inclusive learning environment.”

Michael Brown, Texas Tech University Learning Center Coordinator
The SI Program 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. The mission of the SI Program contributes to the University’s strategic priority of increasing enrollment and promoting student success. Research indicates that students who attend SI 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 or higher in D’s, F’s or W’s grade distribution from the initial 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

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.

SI was very useful and helped me greatly to pass the class. I really enjoyed going. (CHEM 1307 student)

2009-2010 ACCOMPLISHMENTS

- The SI Program received 17,494 student contacts resulting in 41,628 contact hours.
- The SI Program covered 16 courses and 67 sections.
- The SI Program is piloting a summer SI section in conjunction with CHEM 1307-1308 during the 2010 summer session.
- The SI Program conducted 2,094.5 hours of review sessions during 2009-2010.

The Supplemental Instruction Program (SI) seeks to increase academic retention at the university level.

“TTAP staff looks forward to another successful year. We are excited about having students on the Reese campus and adding more activities over the year that will help boost academic success and, essentially, academic retention at the university level.”

- Corie Hernandez

TTAP works closely with the Texas Tech University Learning Center to provide a more structured and supportive study hall experience by providing tutors and mentors in various academic areas. The Tech Transfer Acceleration Program provides a supportive cohort of administrative support, instructors, advisors, tutors, and mentors that aim to help provisional students achieve their ultimate academic goals and successful transition into Texas Tech University.

2009-2010 ACCOMPLISHMENTS

- 22% of the program participants at the end of Fall 2009, were eligible for transfer to Texas Tech. 46% of TTAP participants at the end of Spring 2010, were eligible for transfer to Texas Tech.
- An application process has been established for TTAP
- A brochure is now available for students, parents, and academic counselors concerning TTAP
- An advisor has been hired for the South Plains College

Students that meet a 2.5 GPA or higher at the end of the fall semester are eligible for automatic transfer to Texas Tech for the spring semester. Students who meet this requirement in the fall may opt to participate in TTAP for the spring semester in order to receive additional academic support prior to transitioning to Texas Tech. Those that do not meet transfer requirements at the duration of the fall will be able to continue with TTAP for the spring semester and strive for the 2.5 GPA transfer requirement.
Texas Success Initiative

Emily Ehrlich Hammer M.B.A., Assistant Director

The Texas Success Initiative strives to improve student academic success in reading, writing, and math. In Spring 2010 our department had over a 40% success rate.

- Emily Ehrlich Hammer, Assistant Director

Texas Success Initiative Developmental Education will ensure students’ success in higher education by providing developmental education coursework and plans for academic success. Students will take an assessment designed to pinpoint skills in reading, writing, and mathematics. Assessment results are used to determine College Readiness. If a student scores accordingly with the TSI Developmental Education Plan, then the student must meet with the TSI Program Advisor to prepare a plan for academic success. TSI plans include but are not limited to developmental education coursework. Students may not be allowed to enroll in certain courses if not TSI compliant. The goal of the TSI office is to strive to improve students’ college readiness and ultimately performance by enhancing knowledge and skills in the areas of reading, writing, and mathematics.

In the Academic Year of 2008-2009, TSI had 503 students enrolled in developmental education coursework. In the Academic Year of 2009-2010 as of May 21, 2010, TSI had 577 students enrolled in developmental education courses. This is an increase of 74 students which is not a final number since it does exclude final summer enrollment numbers. The total number of students completing TSI continues to increase as well. The retention rate of TSI student requiring developmental education after one academic year continues to be high. The retention rate in October 2009 for the freshmen that enrolled Fall 2008 with no previous college enrollments (at TTU or transfer) were still enrolled at TTU in October 2009 was 72%. This is the percent of first-time freshmen who failed one or more portions of the official Texas Success Initiative (TSI) examination and were placed in developmental education courses and who are still enrolled after one academic year.

2009-2010 Accomplishments

- TSI provided 601 students with assistance in reading, writing and mathematics. This is an increase of 132 students.
- 298 students were declared College Ready as of Summer I 2010.
- TSI combined Beginning Algebra and Pre-Algebra in order to allow students to increase the rate at which TSI liable students are declared College Ready.
- TSI Developmental Education applied for the Developmental Education Demonstration Project grant sponsored by the Texas Higher Education Coordinating Board.
- TSI hired a full-time Instructor for TSI Reading & Writing courses.

XL: Strategies for Learning

Brenda F. Winn, Unit Supervisor

The 2009-2010 academic year has been a time of growth and enhancement for the XL: Strategies for Learning program. The XL program primarily focuses service to students considered to be in academic distress. Nearly two thousand students will have participated in XL: Strategies for Learning by the end of this academic year. This is a significant growth in population from previous years.

XL has developed several ways to better serve the population of Texas Tech University in support of the program mission to provide students with opportunities for personal and academic skill development through coursework and individualized instruction. XL empowers students through self discovery and awareness of specific problems that hinder academic success. Retention of students on academic probation or returning from suspension have greatly improved due to increased efforts to follow up with students failing to attend class consistently. An expansion of the XL distance learning offerings have allowed many students, who otherwise would be unable to attend TTU, an alternative solution for gaining skills for academic success. Outreach efforts were also expanded to campus departments improving communication and campus awareness of the availability of this resource to all TTU students.

This year we provided more opportunities for instructor collaboration encouraging continuous quality improvement to the curriculum. The result of this effort is stronger continuity and effectiveness of course lecture material. Office space was reconfigured to greater accommodate instructor needs for class preparation and student visitation.

The most important development for XL this year is the creation of a Unit Coordinator position. Wendy Wirtz comes to us from Minnesota with a broad background in public and higher education, student affairs, and curriculum development. She lends skills of teacher evaluation and coaching for improvement to the large group of XL instructors, as well as leading in the continual development of curriculum to best adapt to the changing needs of the growing XL participants. Wendy is a fundamental member of the XL family.

As the year comes to a close, XL is continuing extensive research into enhanced instructional methods and technology, quantitative analysis of the program effectiveness, and identification of variables associated with academic distress of TTU students. We are looking forward to utilizing this information for publication and program advancement.

2009-2010 Accomplishments

- XL experienced an unprecedented growth in enrollment for the 2009-2010 year.
- A Unit Coordinator position was created for instructor support, professional development and curriculum design.
- Improved and increased efforts to follow-up with students failing to attend class regularly have significantly contributed to the retention of at risk students involved in XL.
- Outreach efforts were expanded to campus departments encouraging the use of this resource by all TTU students.
- Many more opportunities were created for instructor collaboration. This has inspired continuous quality improvement of the curriculum and stronger continuity and effectiveness of course lecture material.

The XL office was expanded and reconfigured to greater accommodate instructors, students and staff needs.
Departments

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**Bachelor of Arts and Science in University Studies**
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**Center for Undergraduate Research**
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**Texas Tech University Susan Polgar Institute for Chess Excellence**
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**Support Operations for Academic Retention (SOAR)**
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**Supplemental Instruction**
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**Tech Transfer Acceleration Program**
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**Texas Success Initiative (TSI)**
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**XL: Strategies for Learning**
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**The Learning Center**
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