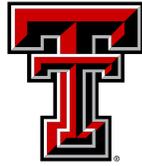




**OFFICE OF PLANNING
AND ASSESSMENT**
ANNUAL REPORT



OUTCOME 1:

TEXAS TECH WILL BE FOUND IN COMPLIANCE WITH ALL EXTERNAL ACCREDITING AGENCIES AND STATE OF TEXAS MANDATES.

At the 2015 SACSCOC Annual Meeting, Texas Tech University's accreditation was reaffirmed until 2025. Texas Tech University was required to submit a Monitoring Report related to Comprehensive Standard 3.3.1.1 with a September 6, 2016 deadline for submission. The Monitoring Report was submitted on time after extensive efforts throughout the University to strengthen assessment documentation. The Office of Planning and Assessment facilitated this process and led many efforts required for compliance with CS 3.3.1.1. Specifically, OPA worked with individual degree programs to review annual Assessment Reports and provide formal feedback. Feedback provided to degree programs was guided by OPA's Program Assessment Rubric (PAR). The PAR reports were used to create individual, program-level analyses with comparative data to other degree programs in each College. In addition to the PAR reports, OPA worked closely with the Office of the Provost to draft the final Monitoring Report.

On December 6, 2016, Texas Tech University was informed that "no further action [is] required." Therefore, the University demonstrated its successful compliance with Comprehensive Standard 3.3.1.1.

In 2020, Texas Tech University will submit the Fifth Year Interim Report. OPA has started its preparations for the next phase of SACSCOC compliance by identifying relevant standards and reviewing responses from the 2015 Compliance Certification Report and subsequent SACSCOC reports.

INSTITUTIONAL EFFECTIVENESS

Texas Tech University implemented an institutional effectiveness model in response to the findings from its decennial review. The institutional effectiveness model is overseen by the Office of the Provost, but includes leadership from Institutional Research, Information Technology, and the Office of Planning and Assessment. OPA led many of the efforts associated with institutional effectiveness, including:

- OPA revised the Institutional Effectiveness Handbook to better reflect current practices and institutional expectations related to Degree Program assessment.
- To better serve the College Level IE Committees, OPA developed a common agenda that could be used by various committees to assist with the development of activities and responsibilities.
- Additionally, OPA coordinated the development of an IE committee tasked with reviewing continuous improvement reports related to Comprehensive Standards 3.3.1.2 and 3.3.1.3. These standards represent assessment of administrative support service units (ASSU) and academic and student support service units (ASSSU). For the purpose of this review process, these units were grouped under the umbrella term Support Service Level Units (SSL). The SSL IE Committee first met in Spring 2016 to discuss its goals and continued to meet over the academic year to provide rubric training as well as recommendations for reviewing Continuous Improvement reports. Members were trained to evaluate outcomes, means of assessment, criteria, results, and actions for improvement. The main purpose of the SSL IE Committee is to provide peer feedback on areas of improvement which will supplement the evaluation conducted by OPA. OPA facilitated the SSL IE Committee meetings through assessment training and facilitation of peer review. Additionally, OPA managed the data associated with the review process and provided departmental consultations based on results.

Finally, OPA facilitated a faculty peer review of a sample of programmatic Assessment Reports. The day-long process evaluated approximately 10% of existing programs. Twenty-five faculty and staff participated in the review using the same rubric that OPA used for evaluation. Reports were sent to programs for additional feedback; however, the review was developed as a pilot project.

SUBSTANTIVE CHANGE

The Office of Planning and Assessment regularly reviewed Academic Council, Board of Regents' Meetings Minutes, and eLearning Council Minutes for the past two years to ensure proper notifications related to Substantive Change. As part of this process, a detailed account of all items has been systematically documented for institutional reporting compliance. A list of SACSCOC-approved substantive changes must be prepared for the Fifth Year Interim Report.

QUALITY ENHANCEMENT PLAN

The Office of Planning and Assessment had a fundamental role in many aspects of the QEP's development. OPA supported the QEP with the preparation of the SACSCOC Monitoring Report response for Comprehensive Standard 3.3.2, addressing concerns that arose from the On-Site Visit. TTU was subsequently found compliant on this standard. Additionally, OPA provided support related to the hiring of the new QEP Director, Dr. Paul Pare. Finally, OPA spearheaded assessment efforts with the launch of the Global Perspective Inventory (GPI) and the administration of the Collegiate Assessment of Academic Proficiency (CAAP). OPA will continue to support QEP assessment initiatives.

FACULTY CREDENTIALING

OPA developed a simple, yet effective process to secure faculty transcripts and credentialing information. While tenure-track faculty transcripts are primarily managed through the Office of the Provost, OPA manages all other Instructor of Records (IOR) documentation.

OPA created a House Bill 2504 Annual Report. This report summarized and articulated the importance and ongoing work associated with the Bill and included a comprehensive analysis of departmental compliance. An impressive rate of success was demonstrated with over 95% compliance in most colleges. This report was included in departmental chair packets and was distributed by OPA.

An analysis was provided by OPA of potential faculty credentialing issues using the justification statements from the SACSCOC reports, completed IOR transcript scanning, and securely housed transcripts in the Administration Building's East basement.

Finally, OPA collaborated with IR to provide documentation (teaching credentials) for the THECB Formula Funding Audit.

CORE CURRICULUM ACTIVITY

OPA played a significant role in the assessment of the Core Curriculum in 2015-2016 in a number of ways. This included participation in the revision process for course-level rubrics, rubrics for general education, and institutional learning outcomes in student portfolios. Additionally, OPA worked with the Office of the Provost on the development of a Core Curriculum TracDat account that would be used for formal documentation of annual assessment results. This report was disseminated to the Core Curriculum Committee for review.

iPORTFOLIO

THE IPORTFOLIO PILOT HAD THREE GOALS DURING THE SECOND YEAR OF ITS IMPLEMENTATION:

- Assessing the first year pilot- The Core Curriculum Committee met to review student work captured in iPortfolio. The results indicated that portfolio assessment is an excellent mechanism for direct measures of student performance. However, it was also determined that rubrics needed revision to better measure student learning that is consistent with the intended outcomes.
- Evaluation of the pilot- While the portfolio method of assessing student learning demonstrated itself to be an effective method of assessing student learning, no-cost options have been determined to be a better long-term strategy.
- Implementing the second year pilot- The second year pilot has been designed to assess if course level activity as well as online programs will be able to be assessed using iPortfolio. The pilot group was much smaller for this process, but two programs have implemented iPortfolio into the design of their programs. Other programs have been informed about the potential value of iPortfolio, but the focused activity will be with the two participating programs.



OUTCOME 2:

THE OFFICE OF PLANNING AND ASSESSMENT WILL CONTRIBUTE TO THE OFFICE OF THE PROVOST'S INSTITUTIONAL PLANNING PROCESSES

CAAP

Collegiate Assessment of Academic Proficiency (CAAP)- In the spring of 2016, OPA administered the Writing Skills module to 646 students, of which 630 assessments were submitted for scoring. The Mathematics module was administered to 315 students, of which 185 assessments were submitted for scoring. A total of 17 administrations took place over 8 testing days in January and February. Results showed that students performed at or above the national mean for both the Writing Skills and Mathematics modules.

ONLINE SENIOR ASSESSMENT

Offered during the spring of 2016, the OSA was used to provide final assessment data on the previous core curriculum. The administration was handled by Institutional Research and had a final response rate of 18.89%, or 553 of 2,928 senior students. Two \$500 scholarships were awarded to randomly selected students who completed the OSA. A photo with then-Provost Schovanec was taken to document this achievement.

RAIDERS ENGAGED

The online survey opened on November 2, 2015 to collect outreach and engagement data during the period of September 1, 2014 through August 31, 2015. The survey officially closed on December 1, 2015 but remained active to allow some units that were individually contacted after the deadline to report their data. A total of 435 projects were reported through the survey. Outreach and engagement data was reported to the President's Office in January for the annual report and analyzed by OPA in the 2015 Raiders Engaged Summary. The survey was redesigned in 2016 based on feedback from users and featured a new design layout, increased functionality, and more interactive features to allow for ease of data entry. Additionally, OPA worked on a three-year institutional summary report of OEI/Raiders Engaged data that can be referenced for decision-making. This report assisted the newly formed Outreach and Engagement Committee with operational definitions.

18 DOCTORAL CHARACTERISTICS

OPA completed the development of the Core Faculty Grants report that is regularly used for the 18 Doctoral Characteristics Report for the Graduate School's program review process.



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.

OPA prepared a synopsis of performance-based tuition as set forth by Texas State Bill 788. The act took effect on September 1, 2015 and allows institutions to charge up to five percent more than the previous academic year's rate adjusted for inflation if target levels set forth by the Bill are met. If target levels are not met, tuition charged may not exceed the previous academic year's rate adjusted for inflation. The THECB determines if target levels are met.

OPA reported on new THECB releases such as Student Financial Aid in Texas Higher Education, Proposal for a Distance Education Doctoral Degree Program, Texas Application for State Financial Aid (TASFA), Texas Public Higher Education Almanac, Texas Core Curriculum Application Guide, a report of 2013-2014 high school graduates' enrollment and academic performance in Texas public higher education during fiscal year 2015, results on an 11-year study tracking 8th grade Texas students through FY 2014, A Lower-Division Academic Course Guide Manual, 2017 Quarterly Board Meetings, National Research University Fund Eligibility, and the Texas public university expenditure study for FY 2015.

OPA monitored the university's compliance with laws, policy statements, and policies such as THECB's "Top Ten Percent Scholarship", a memo from Assistant Commissioner Rex C. Peebles describing how Higher Education Regional Councils consider Off-Campus Instruction Plans for lower-division courses and programs, and training required by Texas statutes for governing board members of Texas public institutions and systems of higher education.

CONSULTATIONS

OPA provided multiple consultations on a wide range of topics such as assessment plans, DigitalMeasures uses, TracDat reports, revision of the evaluation rubric for departmental reports, and measuring other types of continuous improvement measures external to the office. Consultations are generally described as assisting programs or departments or individuals within programs/ departments on specific assessment or compliance needs.

OPA also reached out to every Degree Program Coordinator on campus to provide assessment consultations related to annual assessment reports. This was a new activity of OPA that supports SACSCOC Comprehensive Standard 3.3.1.1. These consultations are the result of comprehensive reviews of each assessment report and an evaluation of those reports using the Program Assessment Rubric.



OUTCOME 4:

**TEXAS TECH UNIVERSITY FACULTY AND
STAFF WILL BE WELL-PREPARED TO
MEET OPA'S FACULTY CREDENTIALING,
ASSESSMENT, AND STRATEGIC PLAN
EXPECTATIONS**

As an example, OPA conducted a focus group with members of the Osher Lifelong Learning Institute (OLLI) in fall 2015. The focus group was geared toward discussing ways to increase participation in OLLI, how OLLI benefits the community, and potential changes to the course schedule to appeal to a broader audience.

OPA met with each Student Support Level (SSL) director to review previous Continuous Improvement reports and provide consultation for upcoming reports. This included developing a process for determining appropriate operational outcomes and identifying relevant means of assessment to ensure the outcome is being measured appropriately. OPA also worked with directors to develop criterion thresholds to increase the measurability of outcomes.

OPA developed numerous, three to four minute instructional videos to inform the campus community on a wide range of topics including: institutional effectiveness, faculty credentialing, academic assessment, and non-academic assessment.

ACCESS AND LOGGING INTO TRACDAT:

This video provides a step-by-step instructional on how to gain access and log in to TracDat.

RAIDERS ENGAGED SURVEY WALKTHROUGH:

This video provides a step-by-step instructional on how to complete the revised Raiders Engaged outreach and engagement survey.

DIGITAL MEASURES ACCESS:

This video demonstrates step-by-step instructions to log into DigitalMeasures for the first time

DIGITAL MEASURES, LOADING A COURSE SYLLABUS:

This video demonstrates instructions for faculty to load each course syllabus into their DigitalMeasures account under the Scheduled Teaching screen.

DIGITAL MEASURES, ENTER CV INFO:

This video shows faculty how to run reports in DigitalMeasures and highlights two especially useful reports the Curriculum Vitae report and the Proofing Report

DIGITAL MEASURES, RUNNING INDIVIDUAL FACULTY REPORTS:

This video shows faculty how to enter basic Curriculum Vitae information

WHAT IS HOUSE BILL 2504?:

This video explains the requirements of Texas HB 2504 and what all faculty must do to be compliant

PUBLIC ACCESS TO COURSE INFORMATION:

This video demonstrates how to access Public Access to Course Information and provides examples of faculty CVs and Course Syllabi found therein.

THE ASSESSMENT CYCLE:

This video describes the simple model of assessment that directs institutional assessment activity.

TTU ASSESSMENT NETWORK

OPA conducted many Texas Tech Assessment Network (TAN) workshops to better inform the institution of institutional effectiveness initiatives, requirements and best practices. The workshop topics were varied such as Designing an Assessment Rubric, Assessment Boot Camp, Overview of Institutional Effectiveness Data at Texas Tech, and Creating Student Learning Outcomes with The Degree Qualifications Profile (DQP).

In the Fall 2016 semester, OPA re-designed its TAN workshops to include subject-matter experts within colleges and support service level units. Two TAN workshops were held during the Fall 2016 semester. Speakers included Meredith Imes, Kristina Mitchell, Nichole Morelock, Shannon Bichard, Alan Reifman, Stacy Jocoy, and Cathe Nutter.

WTAC CONFERENCE

Conference attendance at WTAC increased in 2015-2016. WTAC experienced a 2% growth in attendance, and 122 attendees registered for the conference. Several new institutions attended the year's conference: Southern Methodist University, Our Lady of the Lake, University of the Incarnate Word, University of Texas San Antonio Health Sciences Center, Howard College, and Del Mar College.

