The Office of Planning and Assessment reports its weekly activities and contributions toward Texas Tech University’s institutional effectiveness efforts.

OUTCOME 1: Texas Tech will be found in compliance with all external accrediting agencies and State of Texas mandates

- OPA is working on a meta-analysis of all degree program assessment evidence. This analysis will be ready next week. In the process of developing this report, OPA has developed a system for managing documentation that can be used as a primary source of evidence for the SACSCOC Monitoring Report due September 2016. For example, the Monitoring Report will include the following sources of evidence: 2014-2015 TracDat reports, a post-consultation revised assessment report, a summary of findings used for the consultation, and notes used for each consultation.

- DigitalMeasures Activity:

<table>
<thead>
<tr>
<th>(Number of Logins)</th>
<th>8 Hours</th>
<th>1 Day</th>
<th>2 Days</th>
<th>1 Week</th>
<th>1 Month</th>
<th>6 Months</th>
<th>1 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities Database - University (112,666)</td>
<td>1,108</td>
<td>2,636</td>
<td>6,292</td>
<td>13,633</td>
<td>24,458</td>
<td>43,738</td>
<td>72,270</td>
</tr>
</tbody>
</table>

- Quality Enhancement Plan: Communicating In a Global Society Weekly Update:
  - OPA has registered for the GPI to be administered this spring. A GPI administration plan is in development.

OUTCOME 2: The Office of Planning and Assessment will contribute to the Office of the Provost’s institutional planning processes

- Student training sessions for iPortfolios started this week, with two sessions offered each day. Although attendance has been minimal, students who have attended are being helped with individual needs. These include the following:
  - Learning how to submit an assignment;
  - Making their own portfolio with their own table of contents; and
  - How to submit a reflection piece through the journal section of Chalk and Wire

- OPA continues to explore opportunities for including new partners for the second year of the iPortfolio. OPA met with Garth Smith (Architecture) this week, and a meeting is scheduled with Angela Smith and Sarai Brinker (Music) for February 3.

- The Writing Skills module is scheduled and materials have been ordered and organized for testing
administration. A CAAP luncheon was hosted on Friday, January 22 to meet the instructors and answer questions. The first testing begins January 26th and concludes February 5th. OPA staff members attended a brief CAAP orientation this morning to familiarize themselves with testing procedures. Administration instruction materials are included in this report.

- A significant amount of work continues to go into cleaning up the Raiders Engaged database information for proper upload into DigitalMeasures. There were some problems with formatting that did not become apparent until DigitalMeasures contacted OPA. DigitalMeasures has been very responsive and the issue should be resolved soon.

OUTCOME 3: The Office of Planning and Assessment will continually monitor the university's compliance with laws, policy statements, and policies deriving from the State of Texas, THECB, and SACSCOC

- THECB announced on January 20 that AT&T has contributed $400,000 to the College of All Texans Foundation which will allow expansion of the Texas Affordable Baccalaureate (TAB) degree. This degree seeks to turn ‘stop-outs’ or ‘drop outs’ into college graduates and is competency-based, serving the non-traditional students that are the new majority in higher education. The degree is currently available at Texas A&M University-Commerce and South Texas College. Students entering the TAB program without prior credit should be able to complete their degree in three years for $15,000 or less.

- Texas Research Incentive Program (TRIP) matches funds for emerging research universities. Changes since the THECB approved FY 2016 and 2017 funding (which happened October, 2015) required a reallocation of funds. The revised version for Texas Tech University includes a match of $97,004 which will be moved from FY 2017 to FY 2016 for a total of $35,105,183.60 for FY 2016 and receiving a new match of $7,103.05 in FY 2017 for a total of $12,766,346.64 so far for 2017.

OUTCOME 4: Texas Tech University faculty and staff will be well-prepared to meet OPA’s faculty credentialing, assessment, and strategic plan expectations

- Due to the significant changes when logging onto TracDat 5, OPA created a training video to assist faculty and staff with logging onto and entering data into TracDat. Faculty and staff will be directed to the video if they call OPA with concerns or questions with TraDat. If faculty still need assistance, an in-office appointment will be made.
  - The video can be viewed at https://www.depts.ttu.edu/opa/tracdat/tracdatr.php.

- Faculty Annual Reports are underway for many faculty across the campus. This is evident from the DigitalMeasures Usage Report under the first section of the Weekly Report. To better support this effort, OPA is working closely with various departments. For example, Engineering reports were not symmetrical. This issue was resolved.

In addition to direct contributions toward the departmental goals, OPA continues to focus on continuous improvement measures.

- The Graduate School is building a SharePoint site to pull grading outcomes for the PPI cohorts. Outcome data will be compiled into the spreadsheets and submitted to ETS by the end of the month.
Collegiate Assessment of Academic Proficiency (CAAP): What to Expect

What is CAAP? The Collegiate Assessment of Academic Proficiency (CAAP) is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.

CAAP can be used to:
- Satisfy accreditation and accountability reporting requirements
- Measure students' achievement levels on a group and individual basis
- Compare students' achievement levels with national user norms
- Evaluate the strengths and weaknesses of general education programs
- Document the performance gain of students' achievement levels over time

CAAP testing will be an ongoing assessment component of TTU's Quality Enhancement Plan (QEP). The 2015-2020 QEP is titled Bear Our Banners Far & Wide: Communicating in a Global Society. The QEP is focused on empowering students to communicate effectively in an increasingly global society by introducing a communication-rich, globally-focused environment.

CAAP is administered every spring semester to freshman and senior students. The modules we administer are:
- **Writing Skills**
  The CAAP Writing Skills Test contains 72 items that measures the students' understanding of standard punctuation, grammar, sentence structure, strategy, organization, and style. The test is composed of six prose passages that are accompanied by a set of 12 multiple-choice questions
- **Mathematics**
  The CAAP Mathematics Test is a 35-question exam designed to measure a student's aptitude in mathematical reasoning. The content areas examined include: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, college algebra, and trigonometry. The Mathematics Test aims to place a greater emphasis on quantitative reasoning rather than the memorization of formulas.

What can I expect when testing occurs in my course? CAAP testing will take approximately 50-60 minutes to administer, depending on the size of your class. Students are allotted 40 minutes to complete the assessment. Materials, including test booklets, scantrons, and supplemental question sheets, will be handed out individually at the beginning of class and collected after testing finishes. All materials will be provided by CAAP administrators.

How does TTU historically perform compared to national means? TTU students consistently perform at or above the national average. The chart below depicts the past several cycles of CAAP testing at the University.

![Population and Sample by Module](chart)

What if I have questions? If you have any questions or concerns about CAAP testing, please contact Libby Spradlin at libby.spradlin@ttu.edu or 834-2428.
CAAP Supplemental Questions

A. How confident do you feel communicating in an increasingly global society?
   0. Not at all confident
   1. Slightly Confident
   2. Somewhat Confident
   3. Moderately Confident
   4. Very Confident
   5. Completely Confident

B. With what group do you feel the most connection?
   0. My home town
   1. My university
   2. My region of the state
   3. My state
   4. This country
   5. Another country
   6. More than one country
   7. Global

C. How well prepared do you feel to participate in a global workforce?
   0. Not at all prepared
   1. Slightly Prepared
   2. Somewhat Prepared
   3. Moderately Prepared
   4. Very Prepared
   5. Completely Prepared

D. How confident are you that Texas Tech University is preparing you to be an ethical leader for a diverse and globally competitive workforce?
   0. Not at all confident
   1. Slightly Confident
   2. Somewhat Confident
   3. Moderately Confident
   4. Very Confident
   5. Completely Confident
Irregularity Report

Complete and return ONLY if irregularities have occurred. Attach all answer documents affected by irregularities.

Institution Name ______________________________ City, State __________________________ Site Code ________ Test Date _____________

Note all irregularities (individual and group) on this form. Enter the appropriate information and check (√) in each column and provide additional explanation. Attach VOID answer documents and defective test materials to this form (do not staple). Return this form with the used ACT CAAP answer documents.

PLEASE PRINT OR TYPE

<table>
<thead>
<tr>
<th>INDIVIDUAL IRREGULARITIES</th>
<th>Type of Irregularity (✓ Applicable)</th>
<th>Answer Document (✓ ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinee’s Name and ID Number</td>
<td>Test Booklet Form and Serial Number of Examinee’s Test Booklet(s)</td>
<td>Time and Test When Irregularity Occurred</td>
</tr>
<tr>
<td>Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Number:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Examinee’s Name and ID Number | Test Booklet Form and Serial Number of Examinee’s Test Booklet(s) | Time and Test When Irregularity Occurred | Illness | Working Behind/Ahead | Unauthorized Entry | Cheating | Alter Time Collected | Item | Challenged | Phone, Alarm, Other Device | Other | Material Damaged, Defective, Stolen | Answer Document Marked VOID |
| Name: | | | | | | | | | | | | | | Informed |
| ID Number: | | | | | | | | | | | | | | Examinee NOT Informed |

<table>
<thead>
<tr>
<th>GROUP IRREGULARITIES</th>
<th>Description of Irregularity (Attach separate sheet if more space is required.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Examinees in Room</td>
<td>Time and Test When Irregularity Occurred</td>
</tr>
</tbody>
</table>

Room Supervisor’s Signature ________________________________ Test Supervisor’s Signature ________________________________
Seating Diagram

Use this seating diagram to record the location of examinees and the order in which test materials were handed out. Complete one copy for each test administered.

- Enter X’s in the boxes to represent seats actually occupied on test day.
- Draw arrows to show the pattern and direction in which you handed out the materials.
- On the diagram, note the location and serial numbers of the first and last materials distributed.
- Direct examinees to take the same seat for each test administered on a particular date.

Room description (check those that apply)
- Single level
- Elevated
- Desks
- Tables

For other room setups, such as tables and chairs, draw a sketch in the space below and mark in the same manner.

Duplicate as needed for each test module.