SACSCOC
FIFTH YEAR
INTERIM REPORT

OPA has begun preparation for the SACSCOC Fifth Year Interim Report. This report is required by our regional accrediting agency, the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC). We will be contacting various campus offices to provide information for this report.

TTU is required to provide evidence on how student learning outcomes are measured, and how the institution assesses institutional effectiveness. The Fifth Year Interim report will also provide evidence of core curriculum assessment activities.

When HB2504 was enacted into law Summer 2009, Texas Tech University was fortunate to have DigitalMeasures Faculty Credentialing software in place to meet the requirements of the new law. Several faculty members were involved in the selection process for electronic solutions for academic assessment and faculty rosters for accreditation. After a great deal of research and a detailed vetting process, they selected TracDat and DigitalMeasures, respectively. With the efforts, support, and endorsement of the faculty, Texas Tech has in place a high-end solution for the course and instructor components of HB 2504.

Since last June, a team has been working on the implementation requirements of HB2504. The bill requires keyword searchable CV’s, syllabi and “a general description of the subject matter for each lecture or discussion” to be posted within three links of the Texas Tech homepage and to be in place by the seventh day of the Fall 2010 term.

Considering the legislative intent of HB 2504, I recommend three years of data (2007, 2008, and 2009) be entered into DigitalMeasures no later than the end of Spring 2010. This will allow Texas Tech University to begin compliance by August 15, 2010 as required by the bill. Once Faculty’s initial data entry is complete, their ongoing upload of activity to DigitalMeasures should

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OPA’s 2nd Anniversary

The Office of Planning and Assessment opened its doors February 11, 2008. In the beginning, five staff members, a graduate assistant and two student workers conducted business in ADM171 on a plastic picnic table and a stack of empty computer boxes.

In the following months, OPA also added an Assessment Analyst, Senior Editor for the QEP and additional graduate assistants to support the QEP Task Force chairs. In November 2009, we moved into our new space on the second floor of the Administration Building.

Early in 2010, the Office of Planning and Assessment welcomed Elaina Cantrell, senior administrator to assist TTU with House Bill 2504, Dianne Reyes, senior business assistant to support staff, Justin Louder, senior administrator for the QEP and Allyson Hall, graduate assistant.

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**QEP/TTU Ethics Center**

**Quality Enhancement Plan**

The QEP or Quality Enhancement Plan seeks to increase campus learning and commitment to ethical behaviors and issues. In 2005, Texas Tech chose ethics as the QEP or Quality Enhancement Plan theme after an institution-wide assessment, conducted in 2004, identified ethics as a key area of interest on campus. Subsequently, Texas Tech University initiated a campus-wide plan entitled "Do the Right Thing: A Campus Conversation on Ethics." The QEP supports Texas Tech University’s mission by helping students develop a personal set of ethical standards to provide guidance for life-long decision-making.

The implementation of Texas Tech’s QEP involves students, faculty, and staff and focuses on three key areas – the ethical institution, academic integrity, and ethics in the curriculum.

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**OEMI**

**Outreach and Engagement Measurement Instrument**

In August 2009, the Board of Regents of the Texas Tech University System adopted Further Outreach and Engagement as one of five strategic priorities. To document activities and progress related to outreach and engagement at Texas Tech University, Texas Tech Health Sciences Center and Angelo State University, the Office of Planning and Assessment facilitated a system-wide assessment through administration of the Outreach and Engagement Measurement Instrument (OEMI) between November 2009 and February 2010. More than 700 faculty and staff from the three institutions have completed all required sections of the instrument.

OPA would like to thank everyone who has contributed to the success of the OEMI. A reception will be held on March 23rd for OEMI participants. This event will be co-hosted by the Division of Institutional Diversity, Equity, and Community Engagement, the Office of Planning and Assessment, and the University College.

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**CCC**

**Core Curriculum Committee**

The purpose of a core curriculum is to prepare students with skills and knowledge expected of a person with a university education. The Core Curriculum Committee is responsible for establishing program-level Core Curriculum learning objectives and planning their assessment activities. The CCC is organized into nine Core Area Committees, each responsible for a single Core Curriculum component or graduation requirement. The nine Core areas include: Communication (written and oral), Mathematics and Logic, Natural Sciences, Technology and Applied Sciences, Humanities, Visual and Performing Arts and Social and Behavioral Sciences (including the state-mandated U.S. history and government courses). In addition, Texas Tech has added Multicultural and Foreign Language graduation requirements.

The Core Curriculum Committee maintains close liaison with colleges and departments which offer courses in the various core areas and with the Office of Planning and Assessment to provide support with assessing learning outcomes.

For more information on the CCC visit: http://www.depts.ttu.edu/provost/councilscmtes/ccc/
The Office of Planning and Assessment wishes to thank all who have participated in activities sponsored by our office during our first two years. Much has transpired during this time as we worked together to move the university through a successful reaffirmation of accreditation and with the recent implementation of our software platforms for faculty credentialing, DigitalMeasures, and academic assessment, TracDat. Our OPA staff appreciates the continual support from Texas Tech faculty and staff.

Sam Oswald
Director
Office of Planning and Assessment
CLA

Scores Show Significant Improvement

Results from the 2008-2009 Collegiate Learning Assessment (CLA) of colleges and universities show Texas Tech University seniors performing higher than 89 percent of the 191 four-year undergraduate institutions participating in the 2008-2009 CLA. This indicates a significant improvement in the higher-order thinking skills from freshman to senior years.

Graduating seniors tested in the spring 2009 semester. The CLA measures students’ improvement while in college on higher-order thinking skills such as critical thinking, analytic reasoning, problem solving and written communication. The assessment also measures an institution’s contribution, or the value added by the institution, to students’ development of these competencies.

Texas Tech students’ performance on the CLA is one of many measures utilized to inform faculty about the learning gains of students while at Texas Tech. When combined with students’ performance in the classroom, students’ input on their satisfaction with their learning experiences, and other nationally-normed exams, Texas Tech faculty, administrators and students can work together to improve the learning experience and ensure that students receive the best possible education while at Texas Tech.

Texas Tech participates in the Voluntary System of Accountability, an effort by multiple national education groups to make public information about student academic achievement.