Section 1. Goals and Accomplishments

Goal 1: Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared, and more diverse student body.

Goal 2: Human Resources and Infrastructure: Increase and use resources to recruit and retain quality faculty and staff and to support an optimal work environment.

- The Office of Planning and Assessment (OPA) was created in February 2008 with the appointment of an Associate Director, two Planning and Assessment Analysts, and a Senior Administrative Assistant. Graduate Assistants were employed to assist with college-related data analysis.
- The mission of the Office of Planning and Assessment is to facilitate institutional effectiveness campus-wide and to support the Offices of the President and Provost in the development and assessment of long-range, strategic, contextual and tactical planning. Our mission is to: 1) Consult with and provide support to administrative units in planning, assessment, and use of findings for improvement. 2) Consult with and provide support to faculty, academic, and educational support service units in planning, conducting, and maintaining assessment activities. 3) Coordinate and support university-wide academic assessment activities at the request of faculty, deans, and Office of the Provost. 4) Serve as a specialist on administrative and academic assessment issues (e.g., assessment workshops, newsletters, online tools, etc.). 5) Support academic and administrative units to prepare documentation for accreditation bodies.
- July 2008, the role of Vice Provost for Planning and Assessment was created to head OPA.

Goal 3: Undergraduate Teaching and Learning: Provide nationally recognized instruction in our undergraduate programs.

- Texas Tech students performed "Above Expected" on the Collegiate Learning Assessment when compared to their national peers. This assessment measures the "value added" by Texas Tech undergraduate experience from that predicted from input (SAT/ACT) scores at entrance to Texas Tech. The Office of Planning and Assessment directed the CLA activities for the university, and sponsored national-level webinars about the uses of the CLA for faculty.
- The Office of Planning and Assessment also supported the General Education Committee, which later transitioned into the Core Curriculum Committee.
- Relative to the Southern Association of Colleges -Commission on Colleges, evidence was provided to SACS-COC that students have attained the competencies identified in the general education curriculum.
- Texas Tech's Third Monitoring Report was submitted August 28, 2008. It provided extensive and substantive evidence of full compliance with Comprehensive Standard 3.5.1. It also provided detailed evidence pertaining to the sustainability of our initiatives, and reiterated our commitment to the Commission on Colleges Principles of Accreditation.
- On September 23-25, 2008, the Commission's Special Committee visited Texas Tech University to evaluate and validate Tech's compliance with C.S. 3.5.1. The Special Committee's report contained the following finding: a) The institution has met the intent of the Comprehensive Standard cited in the January 9, 2008 notification letter through the completion of the implementation timeline and by demonstrating minimal compliance with Comprehensive Standard 3.5.1. b) The Special Committee's review and findings provide independent confirmation and validation of Texas Tech's good work in this regard and our compliance with C.S. 3.5.1.
- TracDat (Assessment tracking and Documentation) and DigitalMeasures (Faculty Credentialing) were purchased (August 2008).
- The Office of Planning and Assessment began the process of configuration of TracDat in September and October, and introduced it to lead representatives from each College and School in mid-October. Field training with faculty and deans began in November 2008.
- The set up and configuration of DigitalMeasures began in November 2008 with the training of the College of Education who served as a pilot college. They prepared their Annual Faculty Reports in DigitalMeasures and completed their faculty evaluations for 2008 using the software platform data reporting feature.
- Evaluation and administration of assessment instruments: 1) Evaluation of several instruments including the Collegiate Learning Assessment (CLA), and internally developed assessment instruments, Collegiate Assessment of Academic Proficiency (CAAP), and the Measure of Academic Proficiency and Progress (MAPP) 2) Administration of 2008-09 Collegiate Learning Assessment (CLA); freshmen completed October 2008 (100 participants) 3) Administration of Core Curriculum Essay (CCE) and subsequent data analysis completed June 2008, 100 participants) 4) In Summer 2008, OPA analysts scored 1103 responses from the Core Curriculum Essay project. 5) Development and administration of the Online Senior Assessment (OSA) and subsequent analysis of data completed June 2008. 6) The Office also administered the Online Senior Assessment (OSA) for the first time in Spring 2008.
- Assessment documentation for the Voluntary System of Accountability (VSA) web-site 1) OPA in coordination with the Office of
Institutional Research and Management documented student learning outcome gains to the VSA website.

- Provided support to Quality Enhancement plan (QEP) activities and assessment a) Website development (http://www.depts.ttu.edu/provost/qep/) b) Spring workshop with Dr. Gerard Dizinno, Associate Vice Provost, UTSA, 45 attendees c) QEP summit, October 2008, 30 attendees d) Archiving of key historical documents in electronic and hard copy
- Creation of university-wide accreditation and reaffirmation schedule system a) Developed plan for tracking all accreditations annually b) Created administrative repository for documentation in electronic and hardcopy
- Conference proposals submitted by OPA staff to state and national assessment conferences (i.e., SAIR, TAIR, SCUP, Texas A & M Assessment Conference)
- Provided support for the Vice Provost for Planning and Assessment in the development and assessment of long-range, strategic, contextual and tactical planning.
- Supported the development of a new CCC website: http://www.depts.ttu.edu/provost/councilscmtes/ccc/

**Goal 4:** Graduate and Professional Education: Enhance graduate and professional education opportunities.

**Goal 5:** Engagement: Provide scholarly outreach opportunities that contribute to students learning and benefit our communities, the state, and nation.

- Creation of the Office of Planning and Assessment website (www.depts.ttu.edu/opa/)
- Awards and Stipends a) Award of $1500 stipends to each Core area upon receipt of application. Stipends used to enhance and support assessment activities for 2008-2009. 6 stipends were awarded for a total of $9,000. b) Travel awards offered to Core Curriculum Committee members to state and national assessment conferences. 4 travel stipends were awarded for a total of $4,000.

**Goal 6:** Research Productivity: Increase research productivity and funding for all areas of inquiry within the university.

- Since the inception of OPA, many of its initial goals have been met including the following: 1) Creation of the departmental website (www.depts.ttu.edu/opa/) a) provides assessment resources b) provides links to assessment instruments currently in use at TTU 2) Software evaluation, acquisition, implementation a) assessment tracking software (Nuventive - TracDat) b) faculty credentialing software (Digital Measures) 3) Sponsored workshops and training a) Course- and program-level assessment b) software use to support assessment c) Critical thinking and diversity
- Sponsored the First Annual Assessment Symposium held December 11, 2008. The focus of the symposium was centered on changes to the Core Curriculum, and progress to date in refining the Core. One hundred fifty people, including faculty and staff, attended the Symposium. Presentations were given about the disparity between male and female performance on the Natural Sciences portion of the Online Senior Assessment, as well as about challenges to the multicultural requirement, namely that TTU students report multicultural sensitivity below the national norm.

**Goal 7:** Partnerships: Build strategic partnerships and alliances with community, government, business, industry, and schools (K-12, community colleges, and universities).
Section 2. Universal Quantitative Data

There are no Universal Quantitative Data for this area/unit.
OFFICE OF PLANNING AND ASSESSMENT

Area/Unit Specific Information

Section 3a. Quantitative Information

There is No Area Specific Data in Calendar Year Section.
There is No Area Specific Data in Fall Section.
There is No Area Specific Data in Fiscal Year Section.
Section 3b. Qualitative Information.
There is no qualitative information for the current year.
Commentary:

In concluding the first year of operation, the Office of Planning and Assessment was able to list notable accomplishments while quantifying the existence of campus-wide needs. The office was able to support these varied needs offering support to all colleges. Interaction with all colleges and faculty resulted in a high percentage of customer satisfaction. It was determined that software solutions were needed to improve support of the university's ongoing assessment efforts, strategic planning, and in the monitoring of faculty credentials for accreditation purposes. With the investment in two key software acquisitions, the university was able to add the capability of electronic tracking of assessment activities which included the archiving of data and documentation as well as to provide a platform for faculty credentialing which would document faculty activities and credentials electronically. The vetting processes began for these software solutions in spring 2008. Numerous vendors were contacted and the university provided faculty and administration the opportunity to view multiple software options via webinar and vendor presentations. A rubric was created prior to the search that listed 51 needs the university identified as critical. After the purchase of two software platforms, Nuventive-TracDat and Digital Measures-ActivityInsight, the Office of Planning and Assessment began the configuration process of TracDat in September and October 2008, and introduced it to lead representatives from each College and School in mid-October. Field training with faculty and deans began in November 2008 and the set up and configuration of DigitalMeasures began in November 2008 with the training of the College of Education who served as a pilot college. The College of Education was the first college to fully use DigitalMeasures to prepare their Annual Faculty Reports in DigitalMeasures and completed their faculty evaluations for 2008 using the software platform’s data reporting feature. Texas Tech University made significant structural changes to ensure its continued compliance with C.S. 3.5.1. In June 2008, the former General Education Committee (GEC) was replaced by the Core Curriculum Committee (CCC). Previous GEC membership was organized by College, not Core areas, and core area expertise was not a requirement for appointment. Texas Tech University created a new full-time position focused on the Core Curriculum, Associate Vice Provost for Academic Affairs which took effect September 1, 2008. Current membership in the CCC is composed of faculty who teach within the Core and who are familiar with the content of the area for which they are responsible. The former GEC was composed of 15 members; the new CCC has 70 members led by a Steering Committee composed of a chairperson from each Core Task Force. The current CCC is clearly a more participatory body with a vested interest in improving the Core at Texas Tech. The CCC is composed of nine task forces that represent each Core area: Multicultural, Foreign Language, Natural Sciences, Technology and Applied Science, Social and Behavioral Sciences, Communication, Mathematics, Humanities, and Visual and Performing Arts. To support the efforts of the Multicultural task force, a graduate assistantship was assigned from the Office of Planning and Assessment Core areas are continuing to be assessed using focused, direct, embedded assessment methods, as well as commercial assessment instruments, as documented in the “Texas Tech General Education Competency Assessment Cycles” (2002-2012).

Implementation Plan:

There is no implementation plan for the current year.