



# Office of Planning and Assessment

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Annual Report

Fall 2019 | Spring 2020

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Dear Colleagues:

In this year's Annual Report, we share information with the TTU campus community concerning degree program assessment, core curriculum assessment, OPA professional development opportunities, and the impact of Digital Measures on our TTU community. In OPA, we provide a pathway to improved student learning, and we never forget that our mission is to engage the TTU community in a process of continuous improvement.

We hope that you enjoy this year's Annual Report, and we look forward to continued collaborations with many offices across campus. We could not carry out our important work without all of you! Below are some treasured photos of faculty who have been extraordinary champions of assessment!

Sincerely,  
Jennifer Hughes, Ph.D.  
Managing Director, Office of Planning & Assessment

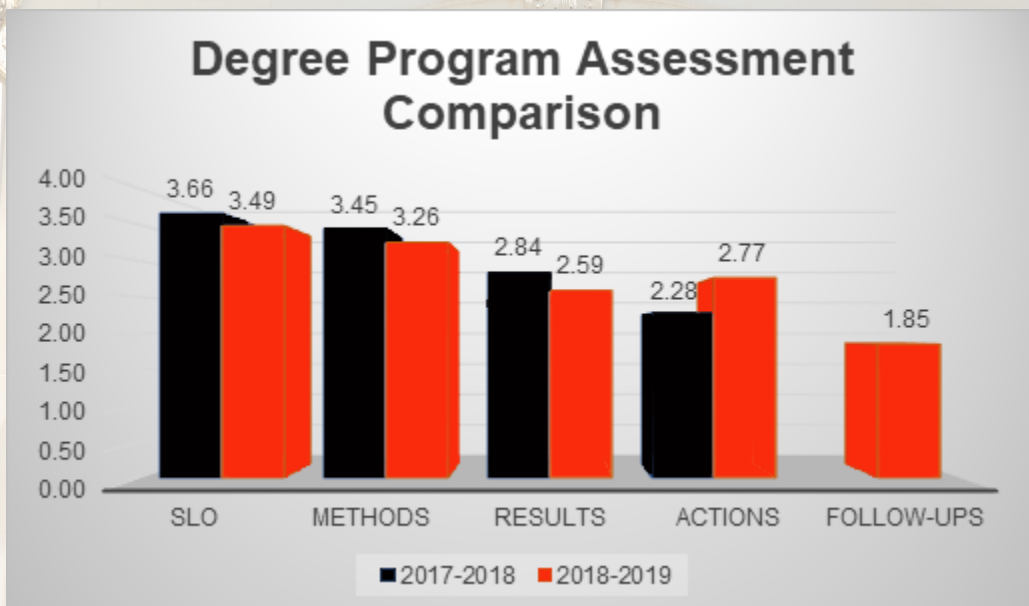


# Degree Program Assessment Comparison

The Office of Planning & Assessment (OPA) has continued to conduct a meta-analysis of university-wide assessment results since 2015. This meta-analysis has always included professional staff from OPA, and our staff has always used a detailed rubric to evaluate all TTU degree programs. Historically, the rubric evaluated degree programs on the following categories: student learning outcomes, assessment methods, results, and actions for improvement. However, in 2018-2019, we included follow-up statements as a new category. We decided to include this separate category as a way to truly “close the loop.” By including follow-up statements, we could provide evidence that degree programs engaged in some type of reflection regarding their assessment findings.

In addition to adding a separate category of follow-up statements in 2018-2019, OPA also included TTU faculty in its meta-analysis of degree programs. Faculty provided meaningful qualitative comments, which will be included in a report to department chairs over the course of the Summer 2020 terms.

The chart below demonstrates negligible declines in student learning outcomes, assessment results, and actions for improvement when comparing 2017-2018 overall university results to 2018-2019 overall university results. OPA will monitor these findings to determine whether scores are declining or are related to use of a more stringent rubric. We are encouraged by the gains in 2018-2019 actions for improvement and follow-up statements. These results certainly convey that TTU faculty are more actively engaged in documenting these final steps of “closing the loop.”



# Making Continuous Improvements: OPA Coffee Breaks

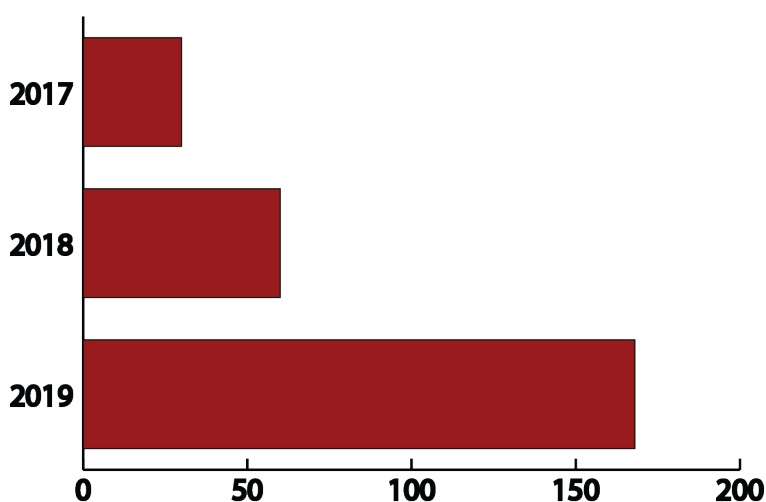
In OPA, our overarching mission is to advocate for the action of ongoing meaningful assessment in all areas, including student learning, strategic planning, and faculty credentialing assessment. Meaningful assessment tells us not only how well we are performing but provides an avenue for devising strategies for improvement.

OPA strives to assist and facilitate TTU faculty and staff in their assessment practices to capture, analyze, and enhance their institutional planning processes. One of the ways we seek to provide engagement to TTU faculty and staff is through various professional development offerings. For years, OPA led a network of assessment-minded individuals on campus, dubbed the Tech Assessment Network (TAN), providing opportunities for faculty and staff to share ideas and collaborate on ways to improve assessment within their departments.

Eventually, with the results of survey feedback and plummeting attendance numbers, we realized OPA had reached a point where a change needed to be made. How could we continue to engage faculty and staff while still fostering that same culture of collaboration and camaraderie? What was a new way to deliver information about assessment in an interactive format? OPA Coffee Breaks was launched in the spring of 2018. These monthly professional development offerings are intended to be informal get-togethers where individuals interested in assessment can discuss and collaborate on new ideas, as well as learn about the latest developments in the assessment literature. For this series, OPA recruits TTU's top assessment leaders to lead a group of faculty and staff through a discussion based on an area of their expertise. Previous topics have included optimizing space utilization, transparency in teaching and learning, measuring student learning at a distance, assessing the multicultural core requirement, innovation at Texas Tech, and much more. A follow-up survey also collects information on topics attendees would like to see covered in the future, which allows our office to seek speakers that match the interests of our participants.

So, how has this change led to an improvement? The data speaks for itself. In 2017, TAN events garnered participation from 30 attendees. In 2018, the first year of OPA Coffee Breaks, attendance totaled 60 participants. Most recently in 2019, OPA Coffee Breaks events grew to include 168 attendees! Through reviewing the attendance data and feedback received from follow-up surveys, the Office of Planning and Assessment was able to grow attendance at professional development events over five times. This change has allowed for more faculty and staff to become involved with assessment, make connections with like-minded individuals across campus, and gain knowledge for improving their own assessment practices.

**OPA Professional Development Attendance**



# Digital Measures Enhancements

Reporting and assessment are top priorities for making positive, educated change. Our goal is to bring as much responsible automation to Digital Measures as possible so that faculty and staff can spend more time educating. We have heard of the challenges with Digital Measures, and we are moving forward with positive changes that will help reduce the amount of reporting and data management required for faculty and staff.

First and foremost, Digital Measures has now incorporated the Raiders Engaged Survey into any DM account holder's record. This allows us to track outreach and engagement methodology through DM with chairs and deans having more access and the ability to run *ad hoc* reports of this data. This task is still underway, and we are customizing the fields in DM. We encourage faculty to explore the survey and let us know of ways to improve or update the survey. You can begin using the survey in DM at any time by navigating to your Activities page in DM and scrolling to the Outreach & Engagement section.

Secondly, we have had excellent success in developing new means of automating the data collection process in Digital Measures. We have developed a new system for keeping a rolling update of data from Banner. This means that each year, courses are being added to DM earlier and being updated longer and more frequently prior to the start of the subsequent term. This allows enrollments and changes to classes to remain constantly updated, and as such, we expect to need far less oversight of data from each faculty individually.

Third, new integrations behind-the-scenes are allowing for a much smoother access point for our data, allowing new heatmaps of research interests, fields, and even location to be represented at the TTU Scholars website. In particular, we have developed an import process that will connect Digital Measures with Cayuse requiring far less effort from faculty. Any implementation of a new

feature will have some challenges to start, but we believe this may be one of the biggest developments to the way scholarly activity is represented here at Texas Tech.

And lastly, we have seen a host of departments look into how Digital Measures can be utilized more specifically for your field, department, or college. From Annual Faculty Reports to even satellite TTU campuses incorporating DM into their credentialing and Annual Reports, we have been finding new ways to use DM that some departments may also benefit from using. OPA will be planning a rotation to meet with departments or colleges across campus to find out how OPA can help with these process and even how DM can be catered specifically to the needs of our faculty.

We are greatly looking forward to what comes next for DM, and we look forward to continued collaborations across campus.

# Highlights from 2019 TxAHEA Conference

## General Overview

The Texas Association for Higher Education Assessment Conference (TxAHEA) hosted the second annual conference in San Antonio, Texas. Texas Tech, along with 20 additional colleges and universities across the state of Texas, help to make up members of the TxAHEA planning committee. There were 207 registered attendees for this year's conference. The 2019 TxAHEA planning committee consisted of faculty and staff from Texas Tech University, Angelina College, Angelo State University, College of the Mainland, Dallas County Community College District, Lamar State College – Port Arthur, Midwestern State University, North Central Texas College, Palo Alto College, San Jacinto College, Stephen F. Austin State University, Tarrant County College, Texas A&M International University, Texas A&M university – Commerce, Texas A&M University – Central Texas, Texas State University, Texas Woman's University, The University of Texas at San Antonio, University of Houston-Downtown, University of North Texas and West Texas A&M University. Following the success of this year's conference, several additional universities have requested to join the planning committee.

## Keynote Speaker

The Keynote Speaker for the 2019 TxAHEA Conference was Dr. Ashley Finley. Dr. Finley is the Senior Advisor to the President and Vice President of Strategic Planning and Partnerships for the Association of American Colleges and Universities (AAC&U).



Dr. Finley's research and campus consultations focus on connecting best practices for program implementation, assessment design, and equity with institutional outcomes for student success and strategic planning.

## Financial Overview

The planning committee understands that in the world of higher education and assessment conferences, there are many accreditation-related conference choices. The planning committee felt very strongly about maintaining a low registration fee to help attendees who might have a limited travel budget. A \$100 registration fee was offered, as well as a \$50 registration fee for graduate students. Sponsorship of this conference was at a record high with a total of about \$19,500. The 2019 TxAHEA sponsors were Texas A&M University-Commerce, LEAP Texas, University of North Texas, Weave, Concord USA, Palo Alto College, AEFIS, Texas Tech University, and Tableau. The planning committee will be collecting a few outstanding registration fees and finalizing expenses, but we had about \$19,800 in registrations.

## Conference Highlights

This year there were a total of 36 presentations and 3 panels. New, first-time presenters came from Southern Methodist University, Sam Houston State University, Tarrant County College District, Western Dakota Tech, Daytona State College, Virginia State University, Texas Lutheran University, Galen College of Nursing, University of the Incarnate Word, Palo Alto College, Texas A&M International University and Texas A&M University-Commerce.

# Highlights from 2019 TxAHEA Conference



# 2019-2020 TechQuest Administration

TechQuest is an assessment instrument locally developed by the Office of the Provost, the Core Curriculum Steering Committee, and the Office of Planning and Assessment. TechQuest is designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements. The FCAs under the current Texas Core Curriculum are:

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy, and Culture
- Creative Arts
- American History
- Government/Political Sciences
- Social and Behavioral Sciences

The pre-test was launched during the Fall 2019 semester to all first-year students, whereas the post-test was launched during the Spring 2020 semester to graduating seniors. In the pre-test, participants are asked about what they expect to learn from their experience at TTU, while in the post-test, participants are asked if they felt that they did learn in each of the learning outcome areas.

Students were sent a Qualtrics email invitation to participate in the assessment, followed by periodic reminders throughout the testing periods. As an incentive for participating in the survey, two first-year participants were randomly selected to win one of two \$500 scholarships and one senior participant was randomly selected to win a \$1000 scholarship.

The sample consisted of 61% female students and 39% male students. This represents a slightly larger number of female students and fewer male students than would be expected from the population size. Preliminary data shows an increase in senior scores of 3.36% in comparison to the first-year scores, which potentially shows that senior students perform higher on the assessment after being exposed to core curriculum courses. The following graphs summarize preliminary data points, such as participation by ethnicity and overall score by classification. A full TechQuest 2019-2020 Annual Report will be completed and published by the Office of Planning and Assessment prior the Fall 2020 semester.

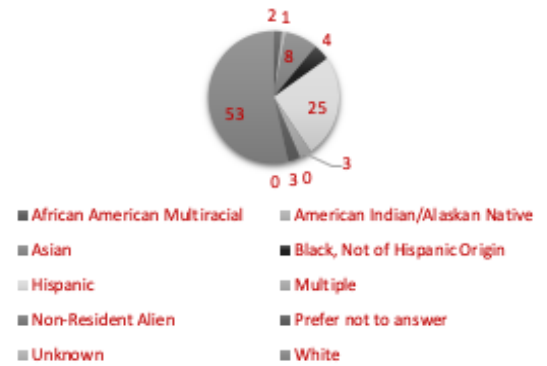


# 2019-2020 TechQuest Administration

**Fall 2020: First-Year Students**



**Spring 2020: Senior Students**



**Overall Average Score of First-Year students versus Senior students**

