



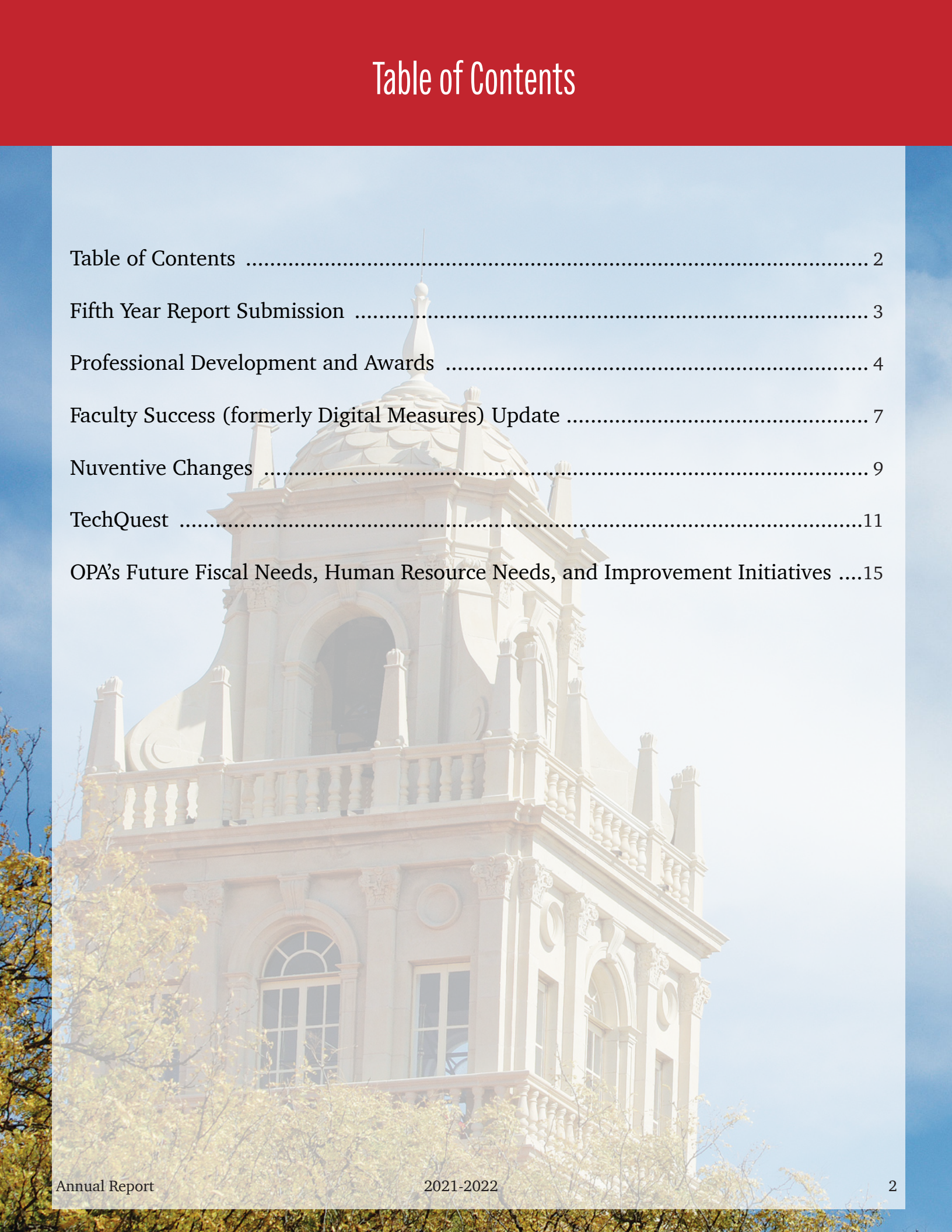
# Annual Report

Office of Planning and Assessment

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Fall 2021 | Spring 2022

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# Fifth Year Report Submission

OPA staff mailed the university's Fifth Year Report to Atlanta, GA on Thursday, March 11, 2021. The report was received by the SACSCOC office on Friday, March 12. The official date of submission was Monday, March 15, 2021.

After review of the Fifth Year Report by our SACSCOC Vice President, we provided a Referral Report to SACSCOC in September 2021. We are very pleased to report that we did not receive any further requests for information or clarification from SACSCOC. Our next accreditation milestone will be the university's 2025 reaffirmation of accreditation.



Upcoming dates:

- January 31, 2020:** First draft due
- March 31, 2020:** Feedback provided to team leaders
- June 1, 2020:** Second draft due
- September 30, 2020:** Feedback provided to team leaders
- October 31, 2020:** Third draft due
- November 30, 2020:** Final feedback provided to team leaders
- December 11, 2020:** Final draft and evidence due
- January 15, 2021:** Narratives finalized
- March 15, 2021:** Final report due

# Professional Development and Awards

## IE Award Winner

The Provost's Institutional Effectiveness Excellence Award is designed to recognize an academic department for institutional effectiveness, as evidenced by the department's commitment to continuous improvement and to improving student learning at the degree program level. This award is presented to up to two recipients per academic year. The awarded department(s) will receive a cash prize of \$5,000.

This year's IE Award winner was the TTU School of Law. The School of Law repeatedly demonstrated how it is "ahead of the curve" when it comes to programmatic assessment. The application provided specific examples from the four required Standards established by the American Bar Association (ABA). In addition, the Law School provided evidence of its commitment to assessment by discussing several faculty retreats where assessment was the primary theme. Professor Wendy-Adele Humphrey highlighted several key accomplishments of the Law School's IE Committee: 2021-22 five-year review of program-wide student learning outcomes, assessment activity that has indeed resulted in improved student learning, and the Law School's regular review of syllabi to provide feedback on course-level student learning outcomes. The Law School's application also provided some concrete examples of continuous improvement based exclusively on the review of assessment data, including the introduction of a Study of Law course, participation in the university's Student Success Initiative, and development of the Bar Readiness Workshop Series.



# Professional Development and Awards

## AIG Award Winners

Annually, the Office of Planning and Assessment offers several Assessment Innovation Grant (AIG) awards of \$500. This award is available to faculty and staff who are actively engaged in assessment activities within their department or unit. In August 2021, OPA reviewed the submissions received for the 2021 Assessment Innovation Grant award. Of the four applications requesting grants, OPA elected to fund all four projects. Funds were awarded in September 2021 and recipients had through FY22 to utilize funds.

The winners of the 2021 AIG Award are below:



## 2021-2022 OPA Professional Development Series

Each semester, OPA offers a variety of professional development offerings to bring attention to the importance of assessment at Texas Tech. OPA breaks these offerings into two categories: OPA Coffee Breaks, in which external TTU speakers discuss their assessment activities within their area, and OPA Learning Series, in which OPA staff discuss an area of assessment that is directly relevant to TTU assessment practices. For the 2021-2022 Series, OPA opted to shift some presentations online due to COVID-19-related campus restrictions on gathering in large groups. The shift to online offerings seemed to allow better flexibility for attendees. In total, OPA had over 115 attendees between the 10 presentations.

# Professional Development and Awards

## Fall 2021 Coffee Breaks

October 14, 2021

Understanding the Texas Tech Alumni Association

Curt Langford, President and CEO of the TTU Alumni Association

November 11, 2021

Prepare So You Don't Panic: Why Emergency Management Matters to You

Chris Miles & Meredith Imes, TTU Emergency Management

## Fall 2021 Learning Series

September 14, 2021

A CV CYA 4 HB2504 & AFRs in DM

Kenny Shatley, OPA

November 1, 2021

Looking Back: Degree Program Assessment During the Pandemic

Kara Page, OPA

## Spring 2022 Coffee Breaks

March 4, 2022

Assessing student outcomes in Nuventive: Opening a Pandora's Box

Stephanie Shine and Shera Jackson, Human Development and Family Studies

March 22, 2022

How Student Interventions Can Lead Data and Build More Than Just Bridges Across A Campus

Joshua Barron, Student Success and Retention

April 20, 2022

A Matter of Trust: Conversations of Diversity, Equity, and Inclusion in the Classroom

Karen Alexander, Gencie Houy, and Amanda Holland, Family and Consumer Sciences Education

## Spring 2022 Learning Series

January 26, 2022

Running Your Annual Faculty Report

Kenny Shatley, OPA

February 18, 2022

Unlocking the Mystery of NSSE: Increasing Responses, Planning Ahead, and Utilizing Data

Bryson Carroll, OPA

April 26, 2022

Preparing for TTU'S 2025 Reaffirmation of Accreditation

Jennifer Hughes, OPA



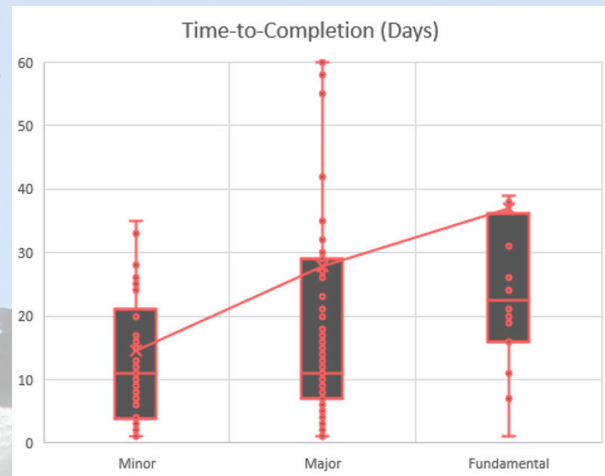
# Faculty Success (formerly Digital Measures) Update

In 2021, Watermark changed the name of Digital Measures to Faculty Success. TTU is in the process of changing over documents and handouts. We will be updating our videos in the summer to reflect the new change. We will begin using the abbreviation FS to refer to the software! Thanks to everyone for your patience as we all incorporate this change.

## Work Requests

Over the past year, OPA handled about 145 requests, and we categorized them to be about:

37% Minor requests, 52% Major requests, and 11% Fundamental requests. We are pleased with this breakdown, though the larger Major category may need to be determined differently. Part of the issue with determining the category is that often requests' importance is unknown until we begin working with Watermark. This is not to be confused with the OPA support email, which handled around 400 troubleshooting requests last year. The OPA support email allows faculty to directly request troubleshooting, particularly for issues like being unable to log in or manual changes to data.

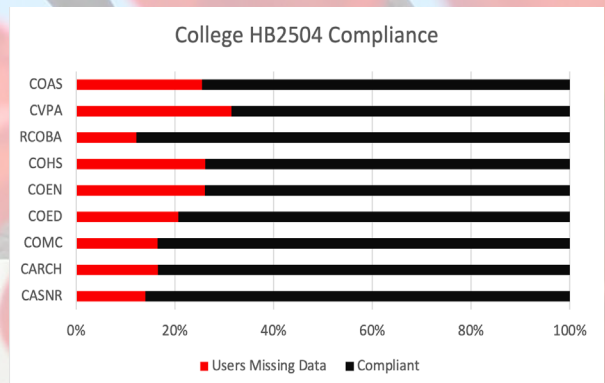


## HB2504 Compliance – Post-Secondary Education Listing

Overall compliance for listing of THECB-required list of post-secondary degrees was less than ideal, with some colleges missing substantial credentials listing. This credential list is not to be confused with at-hire SACS-COC and THECB requirements, but for the listing of degrees on the PACI website and for record-keeping within Faculty Success.

OPA is taking steps to close the gap of remaining education listings. There are 2 main projects currently occurring that will fix these remaining accounts:

- CV Services is a new OPA initiative in which OPA staff offers each department the opportunity to send in CVs for users missing data. OPA will then update their records. This will occur by request, but we are also offering this service alongside our Annual Assessment Meetings.





watermark

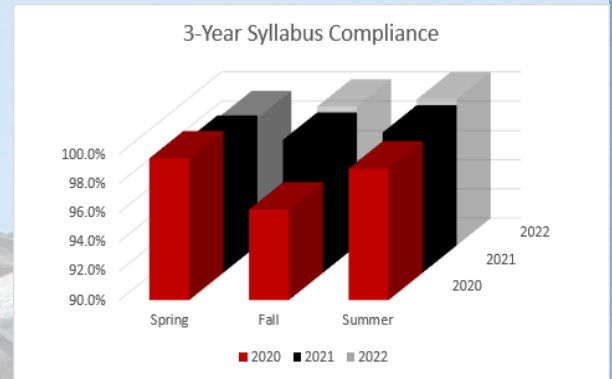
# Faculty Success (formerly Digital Measures) Update

- Annual Assessment Meetings are currently underway. At the end of each meeting OPA sends a list of faculty members to remove/deactivate users. This year marks the first year in which OPA also requests CVs for Faculty Success import.

**January 2023** is the next reporting period for THEBC compliance. OPA will be working to rectify any remaining records as we near the Fall term.

## HB2504 Compliance - Syllabi

TTU kept with the consistently high syllabus compliance in the Spring of 2022. Compliance was right at 99% as OPA continues to work with departments on HB2504-related issues. This term there were some extenuating issues with the HB2504 query that required additional attention and required us to pause the import at times while we continue to work on the Graduate Student Expansion Project.



## Other Faculty Success Improvements

Throughout the year, OPA must be reactionary towards some work request or troubleshooting issues. For example, during the Spring term, many requests come in for updates to Annual Faculty Report templates or to other screens in FS that need a change. During the Fall we often receive more questions about evaluations and general records compliance. OPA is always willing to hear and make changes when possible and beneficial to do so. In the past year, some of the changes to FS include:

- Development of a Comprehensive Performance Evaluation form in Faculty Success
- Preliminary creation of a Tenure Dossier, which will allow for a single report to be run for P&T procedures
- Graduate School Expansion Project and development of an Individual Development Plan report to allow tracking of Grad student research, accolades, and progress
- Continuous improvements to the data query which populates FS, this includes enrollment values updating consistently, faculty/staff rank, and the new inclusion of a Student College and Department, which will allow faculty and staff to list their studies as well as to help categorize our students when they are added to the system.
- Many other changes have been made over the past year, but these all represent changes that will affect users across the system. It is our goal to continue making the system easier to use with the assistance of faculty and administration.

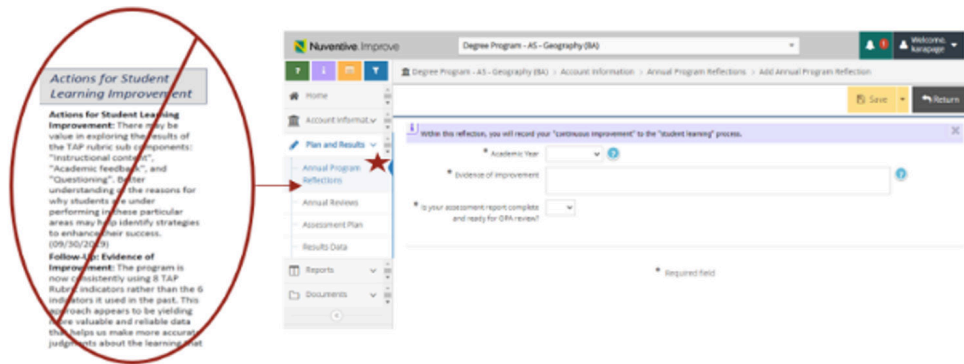


# Nuventive Changes

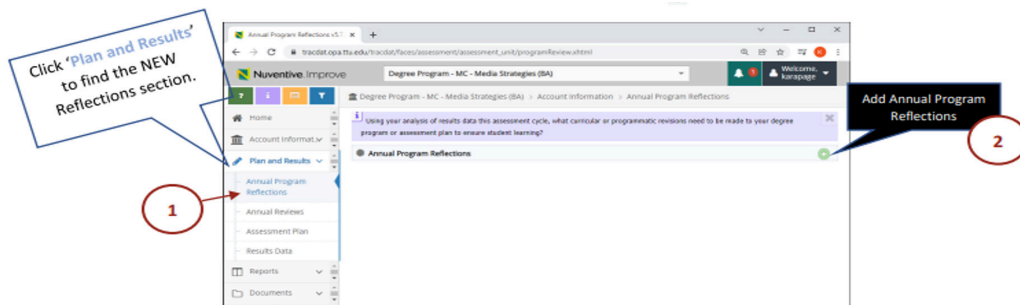
OPA is constantly trying to find ways to refine the assessment process for the university so that the process is both rigorous and efficient. Thus, we are happy to announce that our annual academic reporting process has been updated based on faculty feedback.

## Annual Program Reflections

One difficulty point in the assessment process has been trying to accurately depict the hard-work programs do each year to continuously improve. Therefore, we have re-designed the template in Nuventive to help faculty report their plans for and evidence of improvement. OPA is very excited about this change. We simplified the request to one report wherein programs and departments are asked to detail 2-3 curricular or programmatic revisions that are actively being made to their curriculum or program.



This reflection section will take a holistic view of degree program improvement as opposed to solely assessment method improvement. The general focus of these reflections will continue to be on student learning. It should be easier for degree programs during the reporting process, and it should be clearer when identifying the SACSCOC requirement for 'continuous improvement.' Departments that have had the opportunity to view this new format have expressed enthusiasm for this change.



# Nuventive Changes

## Analysis of Results

The other change made to our annual assessment process highlights the importance of analyzing the results each year. Tracking students' learning data from year to year is important, but OPA wants programs to explain how they make meaning from this data. Thus, we have broken down the Results section into two parts: Result Data and Analysis of Results. The analysis should relate the data with a rationale as to what aspect of a student learning outcome was learned.

The screenshot shows the Nuventive software interface. On the left is a sidebar with a navigation menu including 'Plan and Results', 'Annual Program Reflections', 'Past Reviews', 'Assessment Plan', 'Results Data', 'Reports', and 'Documents'. The main content area is titled 'Results Data' and contains several sections:

- A blue box with instructions: 'c. number or percentage of students to meet the program criteria for passing', 'd. total number of graders/raters', 'e. breakdown results into rubric components-average score, highest and/or lowest components or concern areas', 'f. remediation results, if any'. Below this, it says 'Also, 2nd add Related Documents that support your findings.' and 'And 3rd add your Analyses of Result Data.'
- A light blue box with a blue circle icon and text: 'Knowledge Students will be able to integrate advanced knowledge and skills in nutritional sciences with professional issues affecting the nutrition and/or dietetic field.'
- An 'Outcome Types' section with 'Start Date: 09/01/2016'.
- A yellow box with a yellow icon and text: 'Course Exam Exit Exam- Direct assessment. Criterion 80% of students will meet or exceed expectations (an average score of 70% or higher) on their exit exams on their first attempt. Schedule'.
- Form fields: '\* Result Data Date' (05/02/2022), '\* Result Data' (empty), '\* Assessment Cycle' (dropdown), and '\* Result Type' (dropdown).
- A '\* Required field' label.
- Two sections at the bottom: 'Analysis of Result Data' and 'Related Documents', each with a green plus icon.

A red arrow points from the 'Result Data' field to the 'Analysis of Result Data' section.

## Resources

- OPA sent an email to all chairs and program coordinators detailing these changes along with instructions on how to complete the corresponding steps within Nuventive. If you have not received an email with this information, please notify Kara Page (kara.page@ttu.edu).
- Please visit OPA's website for sample [Result Analysis Statements](#) and sample [Annual Reflection Statements](#).
- This upcoming September, the TLPDC and OPA will host both a Nuventive Basics Refresher Tutorial and an Assessment Analysis and Reflections workshop which will detail these changes made.

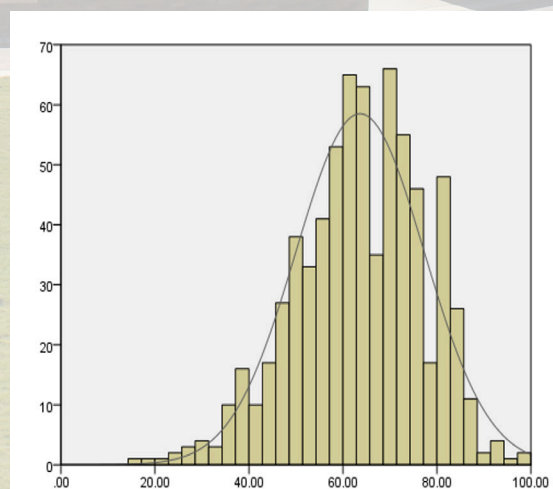
# TechQuest

OPA completed the 2021-2022 TechQuest, an institutionally designed core curriculum assessment created in Qualtrics, which included useable responses from 701 first-year students during Fall 2021 and 943 seniors during Spring 2022. In total, 17,226 students were invited to participate. TechQuest focuses on eight key areas, including Communication, Mathematics, Life and Physical Sciences, Language Philosophy, and Culture, Creative Arts, American History, Government/Political Sciences, and finally Social and Behavioral Sciences. The assessment then asks 4 multiple choice questions from each of the 8 key areas, and we record those scores out of 100 possible points. We use the TechQuest data to supplement our other assessments (ETS Proficiency Profile and NSSE) during the semesters they are not administered.

The assessment offers chance at a \$500 scholarship for any student that completes it within a reasonable time window. In the fall, we awarded two \$500 scholarships to Erin Miller and Pepper Markovich. Erin is double majoring in Music Education and Vocal Performance and Pepper is majoring in Chemical Engineering. OPA recently finished the Spring 2022 administration and is in the process of contacting winners. OPA conducts the TechQuest administration for 1 month, during which time students will receive an initial email invitation and 3 weekly reminders for those that haven't yet completed the assessment. TechQuest results will be included in the 2021-2022 Core Curriculum Annual Report and will be conducted again in Fall 2023.

Below are results from the 701 responses from first-year students, including a graph showing the distribution of scores:

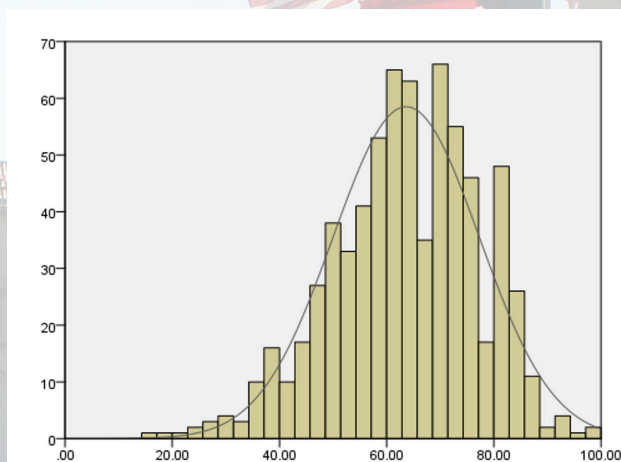
|                              |               |
|------------------------------|---------------|
| Score Average                | 63.7%         |
| Standard Deviation of Scores | 13.65         |
| Minimum Score                | 16.625        |
| Maximum Score                | 100           |
| Scores Bellow 50%            | 109 or 15.54% |



# TechQuest

Here are results from the 943 responses from seniors, including a graph showing the distribution of scores:

|                              |               |
|------------------------------|---------------|
| Score Average                | 65.88%        |
| Standard Deviation of Scores | 13.39         |
| Minimum Score                | 9.37          |
| Maximum Score                | 100           |
| Scores Bellow 50%            | 127 or 13.46% |



TechQuest is a self-response format assessment, unproctored, and has no penalty for low scores, but also offers two \$500 scholarship opportunities. After piloting the assessment, a baseline response rate of 7 minutes was established, and all responses finished earlier than 7 minutes are removed from the data and scholarship opportunity. Students are aware that attempts not made in good faith are not considered for scholarship opportunity, but we continue to receive assessments that are sometimes completed in under 3 minutes. These responses have scores that are disproportionately lower than the remaining responses. However, there are not clear ways to distinguish between valid and invalid responses. Some students may score below a 50% and others may complete it more quickly than anticipated, but it is not possible for us to identify student motives for taking the assessment. OPA will continue to address limitations of the assessment but also systematically encourage valid responses while minimizing invalid responses.

The Core and Multicultural Curriculum committee is in the process of reviewing TechQuest and will update questions before the 2023-2024 administration. For the 2023-2024 administration, our office will make changes to the assessment process. First, we will update the email invitation to students to clarify time constraints on the assessment and requirements for scholarship eligibility. Next, we will adjust assessment settings to remove incomplete assessment responses after 24 hours and update demographic choices to current offered selections from the TTUS.

## Core and Multicultural Curriculum

After the spring 2021 Core and Multicultural Curriculum data collection, OPA worked to update and streamline the collection tool to increase data quality and faculty response rate while also minimizing data duplication, faculty frustrations with the collection tool, and general errors.

Previously, there were seven separate collection tools for each of the reported Core Objectives (i.e., Critical Thinking Skills, Teamwork Skills, etc.) and their corresponding rubrics. However, the Core and Multicultural committee is organized by Component Area (i.e., Creative Arts, American History, etc.) and the faculty email addresses were categorized by the Component Area. This meant that each course and faculty member would have to be reorganized into a new list that corresponded to the Core Objective instead of the Component Area, which took several days to complete and contains over 4000 units of data that had to be reorganized into seven separate email lists. To improve this, we combined all rubrics for data collection into a single tool and built a branching logic that asked faculty to enter their course prefix and number before taking them to the appropriate rubric. Currently, there are 195 branching options for faculty depending on the course they teach, which is selected for them automatically. This allowed us to create a single email list and distribute a single data collection without any compromises.

Faculty members were previously instructed to submit data for each section individually. OPA realized that many courses with course directors sometimes had 10 or more sections that they reported on. We also have no way to compare differences between sections from the submitted data. We adjusted the submission requirements to include all sections into a single submission, although faculty still need to submit data for each unique course (i.e., ENGL 1301 and ENGL 1302 need two submissions, etc.). We also require those submitting data to complete questions that give us more information on what they are submitting, and which faculty are involved. For example, some courses have TAs or GPTIs that teach discussion and lab sections, but they sometimes did not submit data or submitted incorrect data. Now, if a TA submits data for a single section, we can track down the TA's course director in the submissions to make sure there is no data duplication. This change allows us to funnel all data through course directors to be verified before final submission, improving data quality. We will continue to coordinate with course directors to submit data to the course directors to minimize data duplication. We hope this process will be successful this semester and will be a model we can use with other large courses that have many sections.

# TechQuest

The updated format also makes the data submission process easier for faculty, especially those submitting for multiple courses. Faculty no longer need to confirm which course is part of the Core and Multicultural Curriculum since there are limited options of courses to choose from and those choices are connected to their respective rubrics. By providing a link at the end of the collection tool, faculty can submit data for additional courses from the same browser page without needing another link or email invitation. We will evaluate the effectiveness of this change and adjust the survey as needed for the Fall 2022 data collection. Most faculty members have completed the survey in under 10 minutes, but we want to continue to streamline the process and maintain an average of 5-10 minutes to complete the survey for 70% of all respondents. We also adjusted the survey response settings to allow faculty to save and come back to submitting their data later without recording their partial responses and locking them out of the survey.

Outside of the collection tool, we have also engaged faculty that have not submitted data after the deadline passes to maximize response rates. Our first semester to implement this change saw a 29.49% increase (from 42,335 to 49,989) in the total number of student assessments included in the data, although changes in course enrollment could also play a part in this increase.

Additionally, we shortened the data collection window to avoid email fatigue on faculty since most submit data at the end or after the end of the semester, updated the beginning of semester email that chair people send to faculty in their Component Area, and continue to make adjustments to response options and reminder emails.

We are confident we will continue to see an increase in data quality and response rates in subsequent academic years but will also work to incrementally improve the data collection process for everyone involved.

# OPA's Future Fiscal Needs, Human Resource Needs, and Improvement Initiatives

As the office's accreditation scope increases, we will ask for additional funds in FY24 for a generalist position. This position will support ongoing and increasing needs for compliance with HB2504, the Texas Higher Education Coordinating Board (THECB), and SACSCOC. Specifically, this position will assist with faculty customer service as it relates to the requirements of THECB and HB2504.

We are always striving to be better, and we have identified the following 2022-2023 office goals:

- Prepare for, and lead, successful 2025 Reaffirmation of Accreditation efforts that result in continued good standing with SACSCOC.
- Maintain the university's compliance with Public Access to Course Information (HB 2504).
- Ensure that all undergraduate and graduate TTU degree programs are actively engaged in assessment reporting.
- Provide assessment-themed professional development offerings to TTU faculty and staff.
- Recognize TTU faculty and staff for exemplary assessment activities.
- Promote Texas Tech's reputation as a national leader in degree program assessment.
- Create technological innovations within Faculty Success that enhance faculty activity reporting.