TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment

Institutional Effectiveness Weekly Report
Date: November 18, 2016

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

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

- The Office of Planning and Assessment continues to contact distance education (DE) programs for follow-up. Programs with corresponding face-to-face programs have been contacted. In many cases, OPA has entered data from the corresponding degree program into the DE program.
- OPA is comparing TracDat accounts and the THECB Program Inventory to identify discrepancies. Irregularities have been identified and OPA has reached out to appropriate individuals across the campus. The information is corrected when possible. A full irregularity report will be available in the coming weeks.
- Substantive Change documentation has been updated with many new items from relevant Academic Council Meeting minutes, relevant eLearing Council minutes and relevant Board of Regents meeting minutes. Items that have been added are:
  1. New Degrees at Hill College- July '16/Sept.'16
  2. Change in Credit Hours Required for Multidisciplinary Studies- Aug. '16
  3. BA in Political Science for Distance Delivery
- Faculty Credentialing Activity
  - OPA staff sent all TTU department chairs individualized Faculty Holding Terminal Degree reports which were generated in DigitalMeasures. Chairs were asked to verify the information and make any corrections necessary. Of the 51 chairs contacted, 26 have responded and 14 departments have updated their information. OPA staff will continue to work with chairs over the next few weeks to finalize the reports. This is all in an effort to see that TTU remains compliant with SACSCOC CS 3.5.4.
  - OPA staff met to discuss the upcoming HB 2504 report which is due by January 1. Required report elements were examined and a timeline was set forth. We expect to finalize the report by December 15.
  - OPA is looking for ways to improve contact with new faculty as they receive DigitalMeasures accounts. We are working on a proposal that will include personalized assistance before New Faculty Orientation. We hope to present our ideas around the first week of December and to implement the plan for fall semester 2017.
  - DigitalMeasures outstanding work requests:

Request #	Date Opened	Title	Status
1	4/29/2016	Main Menu: Annual Activity Report Process section	11-14: Mtg with Randy McBee set for 11-21. JSH, PCM, and BAT will attend.
2	6/10/2016	Modify COHS Annual Report	11-16: Dr. Huffman had 2 questions which were forwarded to DM: 1) Under grants not funded and other research activities, there are numerous old entries. I checked and they all have end dates. So what needs to be done to get them not to print? 2) Also, in the general information section, we have always had an entry: comments. There were three expandable boxes at that site – one for teaching, research, and service. That does not seem to be there now. We use that really often so we need it. Or you could add a comments entry in the each of those sections, which in some ways makes more sense. 11-14: DM returned report as complete. BAT forwarded to Dr. Lynn Huffman for testing and review.
3	6/10/2016	Add Individual Contribution Functionality to Contracts/Grants Screen	This request is related to Request #2 and is being managed with it.
4	7/17/2016	Nutritional Sciences Merit Report	11-16: Under review by DM.
7	9/26/2016	Outreach and Engagement mapping with Raiders Engaged	11-14: DM returned work request as complete. OPA will open a new work request with data to import as a trial. Once the import proves successful, OPA will send more data to import. 11-11: DM suggested how OPA will submit data import to handle many answers in one field.
14	10/14/2016	Raiders Engaged/Outreach Engagement Trial Data Import	10-14: LAS cleaned the RE data and BAT forwarded it to DM as a new work request. Expected completion is Nov. 30.

- DigitalMeasures Usage Statistics

(Number of Logins)	1 Week	1 Month	6 Months	1 Year
Activities Database - University (124,877)	434	1,434	16,911	69,904

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

- Raiders Engaged currently has 75 entries which have been vetted for accuracy. A test upload is processing with Digital Measures to ensure a seamless integration of data between platforms. Dr. Birgit Green is continuing outreach to department chairs to encourage participation.

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

- The Office of Planning and Assessment has developed the first draft of the PAR Action Plan. This document will be used by programs specifically scoring "Emerging" or below for any component on their annual PAR Summary Report. Once suggested revisions have been made, the PAR Action Plan will be disseminated to all Degree Program Coordinators, Department Chairs, and Associate Deans. See **Appendix 1** for the document.
- The Office of Planning and Assessment has explored the possibility of adding a field into TracDat, which would highlight the importance of documenting the reflection on assessment results. See **Appendix 2** for the results of this search.

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

- OPA is providing consultation to University Career Center Assistant Director Dr. Nicole Noble and partnering to conduct an assessment webinar to a Southern Association of Colleges and Employers (SoACE) knowledge group regarding continuous improvement in career centers. The webinar is scheduled for May 2017 and planning will serve the dual-purpose of strengthening assessment efforts within the TTU Career Center.

Appendix 1

7 Steps to Improving Degree Program Level Student Learning Outcomes Assessment Reporting

This document outlines 7 actionable steps that each degree program can take to strengthen assessment reporting. This document is being sent to degree programs that had at least one or two component areas that received a score of 2 or lower on the 2015-2016 Program Assessment Rubric (PAR) evaluation.

A brief background…

PAR reports were distributed late fall 2016 to each degree program on campus. The PAR has been updated for 2016-2017 and the evaluation of degree program assessment reports will occur shortly after next year's reporting deadline. The updated PAR is already being used by areas on campus for faculty peer review evaluations. The 2016-2017 PAR has incorporated feedback from the previous PAR as well as more information regarding what each score represents and better descriptions for what "Highly Developed" assessment planning and assessment reporting looks like.

The 2016-2017 PAR identifies each Element (Student Learning Outcome, Assessment Methods, Results and Analysis, and Actions for Improvement), the subcomponents for each, and a scale of 5 for the rubric.

Element	Component	Criteria				
		Noncompliant	Initial	Emerging	Developed	Highly Developed

The attributes for Highly Developed for each Element and Component are identified below.

Student Learning Outcomes Student Learning Outcomes (SLOs) are the first step in the assessment planning process. They are intended to identify what students are expected to have learned as a result of being in a given course or academic program. The criteria for "Highly Developed" SLOs are:	• At least 3 outcomes have been identified. Two SLOs are acceptable if the both SLOs fully meet the following criteria. • All measure student learning. • Each outcome is direct and only measure one intended skill. • Outcome(s) explicitly state specific skill that will be demonstrated by students. • All outcomes clearly describe what students are asked to do, using action verbs (identify, explain, demonstrate, etc.). • All outcomes include a direct measure of student learning.
Assessment Methods Assessment Methods are the methods used to measure the extent to which students learn the intended Student	• All outcomes have at least one assessment method. • All individual outcomes have multiple assessment methods. • Each outcome has at least one direct method of assessment within the assessment plan. • The methods of assessment are very easy to understand

Learning Outcome(s). The criteria for "Highly Developed" Assessments Methods are:	with clear methodology. • The identified assessment methods match the outcomes and explicitly measure student learning. • The methods of assessment used demonstrate best practice assessment with embedded methodologies as well as formative and summative methods incorporated. • Related documentation have been uploaded of the assessment instruments used. • All assessment methods include criteria. • All criteria listed detail specifications.
Results and Analysis Results and Analysis is the section within Annual Student Learning Outcomes assessment reporting that is required at the end of the annual reporting cycle. The purpose of this and the following sections are to report actual results of SLO assessment. The criteria for "Highly Developed" Results and Analysis are:	• All results have actual data that thoroughly detail assessment findings. • All results do match assessment methods and/or targets. • All results include analysis of findings. • Results provide a thorough, yet succinct analysis describing what students have learned. Furthermore, the statements are clear and include related documentation.
Actions for Improvements This section requires the individual reporting annual assessment data is documenting that the program has not only established an effective assessment plan, used that plan to measure student learning, and adequately report results of the assessment, but to demonstrate that the program is using the information to make ongoing and continuous improvements to the program. The criteria for "Highly Developed" Actions for Improvement and Follow Up are:	• Based on the Results provided in the previous element, adequate Actions for Improvement have been documented. • The Actions for Improvement provided demonstrate further analysis of the area for improvement. • The Actions for Improvement provides a clear plan for how the improvement to either student learning or the assessment of student learning will be implemented. • Multiple entries were submitted for Follow Up section. • Follow Up information details specific actions that were taken over the course of the year that were detailed in the previous year's Actions for Improvement section. • Follow Up submissions provided an adequate narrative description of actions taken as well as provided uploaded related documentation.

The PAR report that each program recently received included the two following tables with the results of the analysis as well as recommendations. Programs that received a Noncompliant, Initial, or Emerging rating for any of the Report Elements are encouraged to take active steps **now** to ensure that assessment reports meet Developed to Highly Developed with the 2016-2017 evaluation.

DEGREE

Report Element	Level
Student Learning Outcome	Noncompliant - Highly Developed
Assessment Method	Noncompliant - Highly Developed
Results	Noncompliant - Highly Developed
Actions for Improvement	Noncompliant - Highly Developed

Comments
Outcomes-
Assessment Methods-
Results-
Actions-

Step 1- Take Advantage of Available Resources

The Office of Planning and Assessment offers many opportunities for group and face- to- face consultation and training. Please consider taking advantage of following opportunities:

- **TTU Assessment Network**- TAN is a regular meeting hosted by the Office of Planning and Assessment that brings together assessment practitioners from across the campus to discuss departmental assessment practices and receive specialized training.
- **Training Videos**- OPA has developed training videos to nearly all aspects of assessment planning and reporting. The videos are accessible on MediaSite and on the OPA webpage: https://www.depts.ttu.edu/opa/.
- **Degree Program Consultation**- Throughout the spring semester, a representative from OPA will meet with each Program Coordinator on campus to discuss annual assessment reporting results. Ensure that you are able to attend these meetings and be prepared with specific questions.
- **Call**- Please call OPA at 742-1505 for questions ranging from technical assistance with TracDat to discuss ways to improve assessment within your program.

Step 2- Review 2016-2017 Assessment Plan

At the beginning of each fall semester, every Degree Program on campus is required to update their assessment plan for the current year. The first step each program should take is ensure that the information is correct and up-to-date. Discuss with others within the program to determine if the plan should be adjusted and that individuals responsible for assessment understand their responsibilities and have the resources they need to provide assessment data appropriately.

Additionally, if the previous year's report identified Actions for Improvement, ensure that those steps will be taken and that individuals that need to be included in discussions regarding the Actions for Improvement are involved early in the assessment process.

Most importantly, go back to Step 1. If the evaluation of your assessment report identifies areas of deficiency, address them accordingly. If individuals could benefit from other consultations or training opportunities, seek them out. And, if individuals responsible for reporting are unsure of their expectations or need technical training, contact the Office of Planning and Assessment.

Step 3- Ensure That the Assessment Plan is Being Followed

There are two tasks that every program should do throughout the year to ensure that appropriate data will be able to be gathered at the time of reporting:

- Develop a data management plan. This responsibility may be shared or may be the responsibility of a single individual, but managing assessment data throughout the year will ensure that all assessments are accounted for and ready for analysis.
- Periodically review the assessment plan. With the number of changes that can occur within a program throughout the year it is possible that adjustments may need to be made about how assessments will be administered and by whom. This does not need to be a lengthy or in-depth review, but periodic and regular "check in" may save the program time and energy later on.

Step 4- Prepare for Annual Reporting

Assuming the previous steps were followed, this step should be fairly direct. Plans should be up- to-date and responsibilities should have been disseminated. Responsible parties should have all the training needed to report on time. Assessment data should be in And data should have already started being gathered. However, if there are any problems within those areas, address them before reporting deadlines. The Office of Planning and Assessment strive to work with each program to meet unique needs. However, on time reporting is becoming increasingly important.

Step 5- Set Time Aside

The Office of Planning and Assessment will send you information to Degree Program Coordinators, Chairs, and Associate Deans a few times before and during the reporting deadlines. However, once the data is available, programs can enter information at their convenience. When the program has determined that they are prepared to enter their annual data it is important to set time aside. While this process does not need to be done all at once, designating time is valuable. The Office of the Provost and the Office of Planning and Assessment ask that this process be taken seriously and deliberately.

Annual reporting will have four primary areas. The order of reporting is a little out of order of the four Elements as described in the Program Assessment Rubric:

1. **Results**- Each Method of Assessment of requires that data and an analysis of the data be entered. The data and specifically the analysis of the data should be in relation to the criteria previously determined. It is important to report the actual information, but it is just as important to critically reflect on what the data means. For example, does the data demonstrate that students are learning the intended SLO? While a critical reflection is required, there is limited space. So a short and succinct analysis is appropriate. If the program desires to provide more information than comfortably fits into the space provided, the program is encouraged to upload more detailed information as a related document. Please note: reviewers that are unfamiliar with your discipline may not understand technical language. The analysis should consider how to communicate this information in a way that broad audiences can understand. This may become valuable internally as well, as information must be consider from a new perspective.
2. **Actions for Improvements**- This section is not intended to be space for further analysis of the results. Rather, it is intended to outline what specific steps should be taken by the program to improve student learning OR the assessment of student learning. It is not expected that every SLO or Method of Assessment will have a corresponding Action for Improvement. What is expected is that every program on campus can address something that could contribute to improving learning. This could be related to data that reflects student are not meeting an expectation, that the assessment method used is inappropriate, or that with the criteria being routinely met that new objectives should be identified. In fact, there may be situations where monitoring the data for longitudinal results is appropriate. The important piece is that the program can demonstrate that it is using this process or at least documenting through this process a commitment to continuous improvement.
3. **Follow Up**- This is a difficult aspect of reporting due to when it is required in the reporting cycle. Follow Up information is required for any previous Action for Improvement. Once a program has identified within a given year that a step should be taken, the following year should have detailed data regarding the results of the Action. For example, if in a given year the program has identified the need for faculty to meet to discuss a revised assessment rubric, the following year information should be entered regarding the results of that meeting. Ideally, the program would be able to upload specific documentation related to this activity. However, that may not be possible. In this case, a detailed description is sufficient.
4. **Update Assessment Plan**- This is detailed in the next step.

Step 6- Update Assessment Plan for 2017-2018

One of the ongoing and expected challenges of this process is that there will always be a small overlap between feedback from the Program Assessment Rubric and Faculty Peer Review and the development of new annual assessment plans. For example, programs have received information from their 2015-2016 assessment report, but the first semester in already complete and 2016 assessment plans have already been developed. While this feedback may be valuable for reporting for 2016-2017, full revision of assessment plans that meet institutional expectations will be a year off. Don't feel discouraged. Assessment is a process that is most valuable over time. But more importantly, keep in mind that the feedback you receive, while

being determined from institutional expectations for best practice, are still recommendations. The assessment plan is still the programs and the program has the freedom to use the recommendations and other resources available to move toward best practice. So as the program documents the Assessment Plan for the upcoming year don't approach it bureaucratically. Approach it as a long term goal.

1. The first step is to REVIEW Student Learning Outcomes. It is not required or even recommended that SLOs be revised each year. Longitudinal data is important for this process. However, it is likely that a program will revise one or all outcomes over the course of a few years. When revising, strive to make the statements about student learning and in terms of measureable (even observable) skills. If no changes are needed, then nothing needs to be done. Think out your Assessment Plan in terms of Active and Inactive, not annual.
2. Adjust the Methods of Assessment accordingly. While SLOs will likely stay fairly consistent, assessment methods may change regularly. As new data is gathered each year, new criteria may be developed, new rubrics may be implemented, new strategies may be utilized. So even though a whole new assessment plan should be created each year, consider what could be done.

Step 7- Share Results

The final step should be sharing the information internally. While aspects of the information is likely shared as it relates to gathering appropriate information, sharing the report in its entirety with the program will have a significant impact on faculty and staff's appreciation for the process.

Appendix 2

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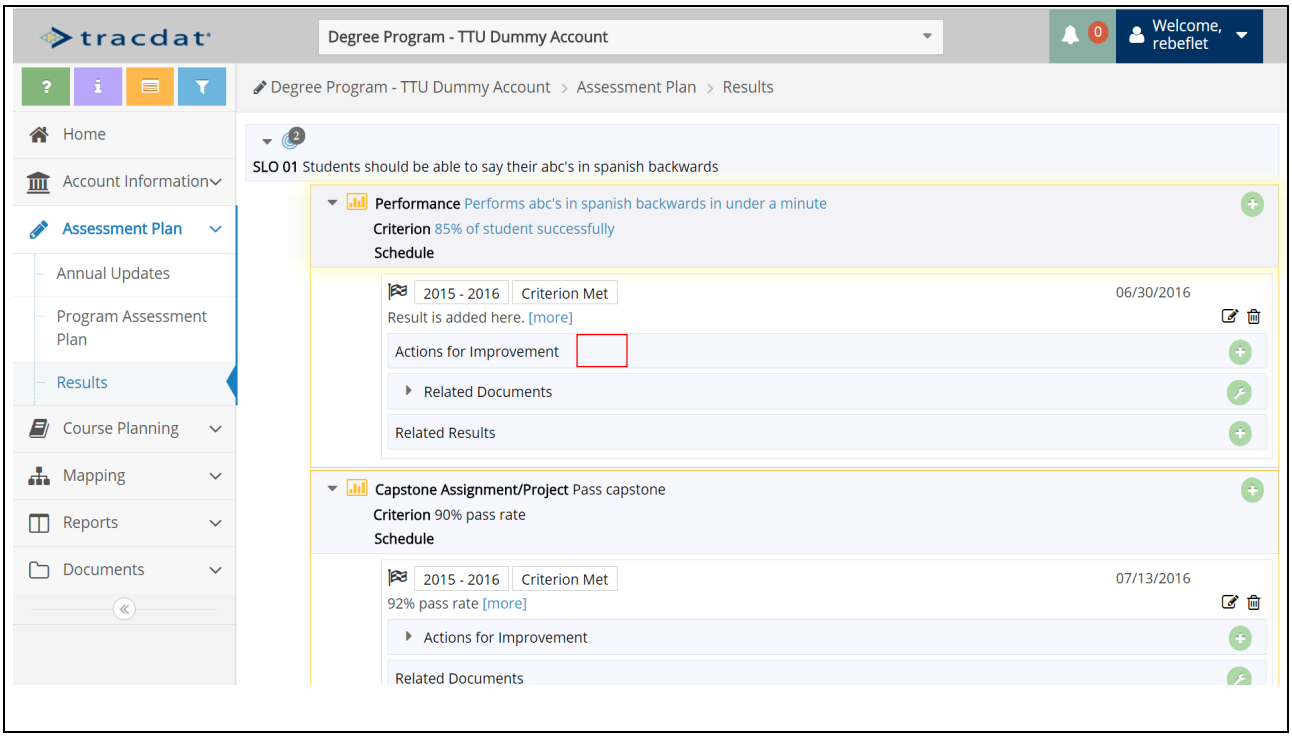
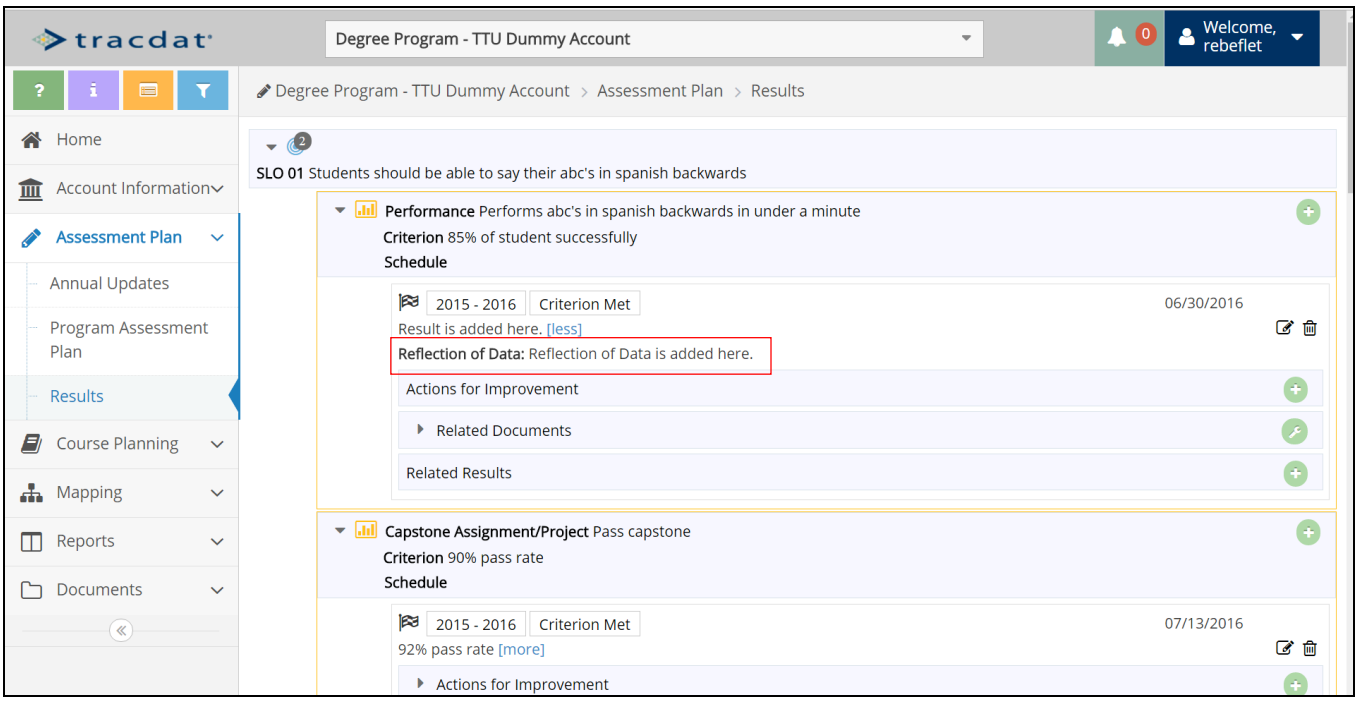
Recommendations Concerning the Incorporation of Reflection on Data Into Annual Assessment Report Guidelines within TracDat

Office of Planning and Assessment has historically required programs to report substantive reflection related to assessment data, however incorporating "Reflection of Data" field into the Annual Assessment report may stress the importance even more.

OPA has been in contact with Nuventive to discuss the possibility of adding and changing fields in TracDat that would emphasize the importance of data reflection- a "Reflection of Data" field was the original goal. However, in Nuventive we aren't able to add a new field with a box like Actions for Improvement, Related Documents and Related Results that is clearly visible, but we are able to add 'Reflection of Data' under Results. The most significant challenge to the addition for the new field is that it isn't clearly identified and may result in additional confusion and frustration. Adding data into the new field isn't consistent with the addition of other data into Nuventive.


tracdat
Degree Program - TTU Dummy Account
Welcome, rebeflet
Degree Program - TTU Dummy Account › Assessment Plan › Results
Home
Account Information
Assessment Plan
Annual Updates
Program Assessment Plan
Results
Course Planning
Mapping
Reports
Documents
SLO 01 Students should be able to say their abc's in spanish backwards
Performance Performs abc's in spanish backwards in under a minute
Criterion 85% of student successfully
Schedule
2015 - 2016
Criterion Met
06/30/2016
Result is added here. [more]
Actions for Improvement
Related Documents
Related Results
Capstone Assignment/Project Pass capstone
Criterion 90% pass rate
Schedule
2015 - 2016
Criterion Met
07/13/2016
92% pass rate [more]
Actions for Improvement
Related Documents


tracdat
Degree Program - TTU Dummy Account
Welcome, rebeflet
Degree Program - TTU Dummy Account › Assessment Plan › Results
Home
Account Information
Assessment Plan
Annual Updates
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SLO 01 Students should be able to say their abc's in spanish backwards
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2015 - 2016
Criterion Met
06/30/2016
Result is added here. [less]
Reflection of Data: Reflection of Data is added here.
Actions for Improvement
Related Documents
Related Results
Capstone Assignment/Project Pass capstone
Criterion 90% pass rate
Schedule
2015 - 2016
Criterion Met
07/13/2016
92% pass rate [more]
Actions for Improvement

Assessment: Account Information Four Column

Office of Planning & Assessment

Degree Program - TTU Dummy Account

Program Purpose Statement: The purpose of this program is to provide TracDat users with a "dummy" program to see how results can be used to inform curricular improvements.
Degree Program Coordinator Mail Stop: MS 5555
Degree Program Coordinator Phone: 555-5555
Degree Program Coordinator Email: jane.doe@ttu.edu
Degree Program Coordinator: Jane Doe
Next Program Review: 13-14
Disciplinary Accrediting Body: SACS
CIP Code: 1000

Student Learning Outcomes	*Assessment Methods*	*Results*	*Actions for Improvement*
SLO 01 - Students should be able to say their abc's in spanish backwards **Outcome Status:** Active **Outcome Type:** Student Learning	**Performance -** Performs abc's in spanish backwards in under a minute **Criterion:** 85% of student successfully	**Assessment Cycle:** 2015 - 2016 **Result Type:** Criterion Met Result is added here. (06/30/2016) **Reflection of Data:** Reflection of Data is added here. **Related Documents:** Action Improvement-Entering.PNG	
	Capstone Assignment/Project - Pass capstone **Criterion:** 90% pass rate	**Assessment Cycle:** 2015 - 2016 **Result Type:** Criterion Met 92% pass rate (07/13/2016) **Reflection of Data:** Reflection of Data is added here.	**Action for Improvement:** Program has raised the GPA standard to enter the program. (07/13/2016)
Integrate Sources - Upon successful completion of English program, students will be able to integrate information and ideas from sources effectively in their own writing **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 08/24/2015	**Capstone Assignment/Project -** Assessment Method 1 **Criterion:** Enter Criteria here	**Assessment Cycle:** 2015 - 2016 **Result Type:** Criterion Met 100% (01/20/2016)	**Action for Improvement:** Action for improvement (01/28/2016)