

Institutional Effectiveness Weekly Report



TEXAS TECH UNIVERSITY
Office of Planning & Assessment

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

January 10, 2020

Outcome 1

The Office of Planning and Assessment will contribute to Texas Tech University's ongoing compliance with all external accrediting agencies and State of Texas mandates.

Submission of Marketable Skills Responses to the THECB Accountability System

A graphic with a blue background. On the left is a photograph of a classical building with a dome. On the right, the text 'Marketable Skills' is written in a serif font, with 'Marketable' in black and 'Skills' in red. Below this, a quote is provided in a smaller black font.

Marketable Skills

As defined by the Texas Higher Education Coordinating Board Strategic Plan:
"Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities."

Texas Tech's marketable skills plan was submitted to the THECB on Monday, January 6. Jennifer Hughes provided the following required answers to Vicki West, who formally submitted them to the CB's Accountability System.

Accountability System Required Responses

1. **Whether your institution has created and implemented a process for identifying marketable skills**

Texas Tech has created and implemented a process for identifying marketable skills. Currently, Texas Tech internally reviews all degree program-level student learning outcomes on an annual basis. This internal review is conducted by professional staff members in the Office of Planning & Assessment. Beginning in 2020, part of the internal review process will be to identify which degree program-level student learning outcomes also meet the marketable skills definition described in the 60X30TX plan. This process was piloted in 2018, and we discovered that nearly 80% of all student learning outcomes fulfilled the CB's definition of "those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extra-curricular activities."

2. **A brief description of said process**

Step 1. All degree program-level student learning outcomes are reported on an annual basis in Nuventive Improve by October 1. Outcomes are reported for the previous academic year.

Step 2. Professional staff members in the Office of Planning & Assessment meet in January to review assessment reports for the previous academic year. Staff members and graduate students identify which student learning outcomes correspond to the CB's definition of marketable skills.

Step 3. After completion of step two, the identified student learning outcomes are sent to department chairs for verification.

Step 4. After verification by department chairs, the Office of Planning & Assessment derives a number/percentage of degree programs that meet the CB's definition of marketable skills.

3. **The number of programs in which marketable skills have been identified**

In 2018, Texas Tech piloted our internal process, which revealed that 80% of all degree programs have identified marketable skills. Of the 123 programs that were identified, 98 had identified marketable skills.

Identification of Marketable Skills Among All TTU Student Learning Outcomes

Kyra Duffey, OPA's Research Assistant, reviewed all 18-19 student learning outcomes to determine whether they met the Coordinating Board's definition of marketable skills. A screenshot of the analysis is provided below, and the last column indicates whether the student learning meets the definition (Y, indicating Yes) or does not meet the definition (N, indicating No). Currently, we are reviewing the analysis to determine whether the student learning outcomes marked in red (below) need a second level of review. Next week, we will reach out to all department chairs to ask them to verify our analysis.

Name of Program	SLO Name	SLO Description	CB Definition Y/N
Degree Program - AS - Technical Communication and Rhetoric (PHD)	Analysis	Students will be able to analyze technical communication situations and documents from a variety of theoretical and rhetorical perspectives.	Y
	Professionalism	Students will demonstrate a sense of professionalism and a commitment to the profession.	Y
	Readiness for academy	Students will demonstrate the capacity to enter the professoriate in programs of rhetoric, technical communication, composition, and related fields.	Y
	Readiness for industry	Students who intend to enter the workforce in technical communication will do so as managers, researchers, and advanced hires.	
	Research	Students will be able to employ appropriate research methodologies to produce scholarship that extends knowledge in the disciplines of technical communication and rhetoric.	Y
	Scholarship	Students will be able to prepare scholarship for presentation and publication.	Y
Degree Program - CASNR - Agribusiness (MAB)	Acquisition of Economic Knowledge	Demonstrated understanding of economic theory and quantitative methods.	Y
	Application of Economic Knowledge	Completion a professional internship with a high quality organization that includes aspects of career development and professional success.	Y
	Communication of Economic Knowledge	Demonstrated ability to communicate in written and oral form.	Y
	Employment	Demonstrate ability to operate in an employment position requiring effective use of economic theory and analytic methods.	Y
Degree Program - CASNR - Agricultural and Applied Economics (BS)	Communication	Development of professional ability to communicate in written and oral forms in both individual and team settings, in addition to effectively interacting with colleagues in team assignments.	Y
	Disciplinary Knowledge	Development of ability to use logical inference and deductive reasoning in conjunction with economic models to effectively define and solve economic problems.	Y
	Integrated Learning	Mastery of theoretical and applied economic tools to prepare for advanced degrees in economics, law, business administration, and other related fields. Acquisition of the professional skill set necessary to attain meaningful employment in the areas of economics, business management, marketing, and sales.	Y
	Technology	Mastery of the use of basic computer-based information systems to organize, manipulate, analyze, and present economic data.	Y

Digital Measures Updates

DM usage is on a steep increase at this time of year as Faculty are updating their records for the upcoming Annual Faculty Report deadlines. Thus far, Shatley has learned of three departmental deadlines for AFR's that align with a January 20th deadline. This includes some departments in Human Sciences, all of the College of Business, and some departments in CASNR.

As AFRs are run, Footprints usage and direct communication regarding DM troubleshooting has also ramped up dramatically. Part of this is due to issues that we are now finding with previous uploads.

- DM requires .CSV files, which removes much of the metadata and formatting from Excel. This caused courses in FY2019 to duplicate some records when performing a one-time upload from RCOBA. This has taken longer than expected to reverse. Another potentially major issue was discovered today regarding records being created despite being selected to only update. Shatley has sent an urgent message to DM about reversing their error. We expect all issues to be resolved well before the 20th class day without issue for AFR.

We are also observing some colleges requiring faculty to upload their course syllabi prior to the start of the semester.

- Some faculty have a February 1st official ePAF start date, which means DM accounts are not created until this time, well after the first day of classes and even the seventh day. This means their courses are not automatically created until that time and thus they cannot have a syllabus uploaded. We also had reports of deadlines well before the start of term for uploading syllabi. While the diligence is greatly appreciated, we will communicate the importance of realistic college-based deadlines for HB2504 compliance.

At this time, course evaluations are not a manual process and the file upload happens even a week or longer after the availability of course evaluations. An automated process is expected to be in place for the Spring 2020 term. In the meantime, the Fall 2019 evaluations may not be available by January 20th. This is purely dependent on when we receive the cleaned data file for import from Institutional Research and the time it takes for DM to complete the import.

- For future terms, evaluations, ORS, and course details (such as enrollment or credit hours in some situations) will update automatically and throughout the year or term where relevant.

Preparations for HB2504

- Spring 2020 is on track to be a very smooth term for HB2504 and Digital Measures. Many departments and individual faculty members as well as Chairs, Deans, and other Academic Support specialists have reached out for training and discussion of ways to better utilize DM.
- Spring 2020 began with a parameter cleanup in DM which will remove issues last year that stemmed from departments not being in DM's databases. Scheduled Teaching or Account Creation processes from Banner to DM should be seamless, with the exception of start date discrepancies that may require manual attention.
- The transcript process for start of term has worked out, with Te'Ree providing information on received transcripts, while we can communicate with new faculty who may need to send transcripts. For the upcoming term, Shatley's goal is to clean our compliance reports in DM. We presently have multiple ways to determine compliance.

Fifth Year Report Preparation

An email message to all SACSCOC team leaders was distributed on Wednesday, January 8. This email reminded team leaders of the upcoming January 31 deadline to submit their first drafts.

Several responses are already in draft form; Jennifer Hughes provided feedback to Genevieve Durham on 9.1 and 9.2. Libby Spradlin provided feedback to Patrick Hughes and Michelle Kiser on 8.1. OPA staff will proceed to re-organize these responses into our standardized format.

Spring 2020 Coffee Breaks Schedule Finalized

OPA finalized the Spring 2020 Coffee Breaks schedule. Libby Spradlin reviewed the feedback from past Coffee Breaks sessions to identify preferred topics in future presentations. Based on this feedback, we arranged the following sessions:




- February 5 @ 3:30PM – Curt Langford, What Did They Learn: Assessing Student Learning After Graduation
- March 3rd @ 3:30PM – Justin Louder, Engaging With Students At A Distance
- April 8th @ 10:00AM – Kamau Siwatu, The Use of Blackboard Portfolios in EPSY

OPA

Coffee Break

TLPDC 153

Assessment Speaker Lineup Spring 2020

	<p>February 5, 3:30 pm to 4:30 pm Curt Langford, Texas Tech Alumni President <i>What Did They Learn: Assessing Student Learning After Graduation</i></p>	
	<p>March 3, 3:30pm to 4:30 pm Justin Louder, Associate Vice Provost <i>Engaging With Students At A Distance</i></p>	
	<p>April 8, 10:00 am to 11:00 am Kamau Siwatu, Professor <i>The Use of Blackboard Portfolios in EPSY</i></p>	

Design Priorities

OPA's graduate assistant for web design, Emily Wade, has been working on several projects since the beginning of the year. First, Emily has created a refreshed design for the office's IE Weekly Report, which is making its debut this week! Emily will also be helping Jennifer Hughes with creating dynamic and attractive visuals for her LEAP TX presentation in March 2020. Finally, Emily is brainstorming ideas for a re-design of the OPA website and the TxAHEA website. Emily will receive official OmniUpdate training on January 22nd, and will be able to move forward with several web-related projects after completing this crucial training.

HEA Implications

This week, there was some “chatter” on the SACSCOC listserv regarding the Higher Education Act reauthorization and some possible financial aid implications. Although much of the discussion focused on financial aid policies and procedures, OPA staff are closely following this discussion due to possible new reporting requirements on professional licensure. Below is an excerpt from the listserv:

“New federal student aid regulations effective July 1, 2020, will require institutions offering programs in fields associated with licensure / certification to provide disclosures that indicate whether the course of study fulfills the educational requirements for licensure. The regulation requires the following information be made available to enrolled and prospective students:

- A list of all states for which the institution’s curriculum meets the educational requirements for professional licensure.
- A list of all states for which the institution’s curriculum does not meet the educational requirements for professional licensure.
- A list of all states for which the institution has not made a determination of whether the curriculum meets the educational requirements.”

Possible Reviewer Collaboration with Landscape Architecture

A faculty member in Landscape Architecture contacted Jennifer Hughes to inquire if OPA staff could potentially collaborate on reviewing a prospective grant project. If the grant is funded, OPA staff will work with the faculty member to conduct a post-review of the grant. The faculty member expects to be notified of the grant award in mid-Spring.

TxAHEA Updates

Kahlie Callison made a trip to San Antonio earlier this week to conduct a site visit at the Grand Hyatt San Antonio. This hotel will be the home of our 2020 Texas Association for Higher Education Assessment Conference. We were able to secure a nightly rate of \$160 per guest room. We were also able to secure the same contractual obligations we had at the Marriott, with a food and beverage minimum of \$35,000. Along with meeting the food and beverage minimum, we will receive discounts on our audio visual needs.