

Institutional Effectiveness Weekly Report



TEXAS TECH UNIVERSITY

April 17, 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.

[Communication Literacy Assessment Summary for QEP Impact Report](#)

In early April, Dr. Paul Pare requested high-level information concerning communication literacy assessment activities. OPA staff prepared this document, which presumably will be included in the QEP Impact Report. This document was emailed to Dr. Pare on Wednesday, April 15.



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Summary of Communication Literacy Assessments

In Fall 2017, the Communication Literacy (CL) requirement was introduced at Texas Tech University. At that time, the Office of the Provost requested participation in all TTU degree programs. Subsequent to the announcement that Communication Literacy was indeed an institutional requirement, TTU degree programs were asked to develop a communication literacy curriculum that aligned with each discipline. Degree programs adopted an autonomous approach to implementing and assessing communication literacy within their curricula.

As the CL requirement was initiated, some degree programs opted to develop entirely new CL curricula, while others repackaged and reframed existing curricula. Degree programs assessed the CL requirement according to their preferred assessment methods. The Office of Planning & Assessment currently collects Communication Literacy assessments within Nuventive Improve, which is the university's primary assessment tool. Again, assessing CL is generally autonomous and respectful of each discipline's existing assessment plan.

Communication Literacy assessments were first reported in Fall 2019, with very few departments reporting specific findings related to assessing Communication Literacy. However, the following departments did report CL-specific assessment findings:

Interior Design	Wind Energy
Apparel Design Manufacturing	University Studies
Petroleum Engineering	Advertising
Human Development & Family Studies	Community, Family & Addiction Sciences
Economics, International Economics	English
Personal Financial Planning	Anthropology
Mathematics & Statistics	Music

Administration of Spring 2019 Faculty Survey

In Spring 2019, department chairs responded to a 4-item Communication Literacy survey regarding their perception of student learning in CL courses. Only 22 responses were recorded.

The first three questions asked faculty to rate their perceptions of students' skills in communication clarity, fluency, and awareness of audience. The last question requested open-ended feedback "describing student progress and indicate what changes to the CL plan might be necessary."

Below are the quantitative responses from the survey.

Faculty Perceptions of Communication Literacy Courses

Perception of TTU Students' Skills	% Lacking or Limited Skills	% Adequate Skills	% Excellent Skills
Clarity of Communications	0%	64%	36%
Fluency in Mode of Communication	0%	64%	36%
Awareness of Audience	0%	64%	36%

Below are the Spring 2019 open-ended responses from this survey:

Interior Design Program is planning for the CIDA accreditation visit Fall 2021.

The responses are based on the senior design courses (PETR 4121 offered fall semester & 4222 offered spring semester), junior core lab reports (PETR 3103 offered fall semester) and junior rheology lab reports (PETR 3107 offered spring semester).

3301 Theories of Human Development and Family Studies: concept map (scientific/graphical) 86% proficiency
3320 Contemporary Families: group research presentation (interpersonal/dyadic/small group/spoken) 89% proficiency
3350 Development in Cross-Cultural Perspectives: website development presentation (community/organizational/spoken) 90% proficiency
3301 Theories of Human Development and Family Studies: concept map (scientific/graphical) 82% proficiency
3320 Contemporary Families: group research presentation (interpersonal/dyadic/small group/spoken) 99% proficiency
3350 Development in Cross-Cultural Perspectives: website development presentation (community/organizational/spoken) 96% proficiency

Results were arrived by looking at the averages of the 3 courses included in the CL requirement for the BA degree in Economics (ECO 3305, ECO 3312 and ECO 4314)
Results were arrived at by looking at the reported data from the three CL courses for the BAS degree in Economics (ECO 3305, ECO 3312, and ECO 4305)
Results reported are an average of the three CL courses in the BSIE degree program (EACO 3312, ECO 3333, and ECO 4332)

Our communication literacy plan includes three courses for the Advertising program. These are Advertising Writing, Advertising Design & Layout, and the capstone Advertising Campaigns. These three courses offer an assessment of both written, oral, and artistic expressions of communication. For Fall 2018/Spring 2019, students excelled in all three courses and in specified areas of communication involving clarity, fluency, and audience awareness.

This summative assessment reflects analysis of student performance on 4 major assignments/projects in three senior level courses.

Clarity of Communication: 7% Unacceptable, 22% Acceptable, 71% Target
Fluency in Mode of Communication: 9% Unacceptable, 47% Acceptable, 44% Target

Awareness of Audience: 7% Unacceptable, 21% Acceptable, 72% Target
Although the majority of students performed at the Acceptable and Target levels there is room for improvement in all three categories. Students were weakest in the "Fluency in Mode of Communication" category, which suggests a need for more practice and perhaps confidence building activities.

Conclusions

Given the small number of survey participants (N=22), it is impossible to make any substantive conclusions from the Spring 2019 faculty survey. Initial results seem to suggest that TTU faculty generally believe that students have adequate communication literacy skills. Again, with such a small number of participants, this is perhaps even too presumptuous a statement. Certainly, more research and assessment of the communication literacy requirement will lead to more conclusive findings.

Institutional Summary Form Update

OPA staff continue to make good progress on the SACSCOC Institutional Summary Form. Currently, the document is 39 pages. Ashley Pruitt has sent requests for information to eLearning, Institutional Research, and Academic Partnerships. These efforts will be ongoing up until the time of submission. Below is a screenshot from page 1, which describes Texas Tech's institutional history.

Screenshot of Institutional Summary Form, Page 1.

1. History and Characteristics

The current Texas Tech University Mission Statement, which was most recently approved in July 2010, states: "As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world." Created by legislative action in 1923, Texas Tech is the largest comprehensive higher education institution in the western two-thirds of Texas (a region larger than 46 of the nation's 50 states) and is the seventh largest university in the state. Located in Lubbock, Texas, Texas Tech's fall 2019 enrollment included students from 250 of the 254 counties in Texas, all fifty states, the District of Columbia, Puerto Rico, and 122 foreign countries.

According to Institutional research data, Texas Tech University's fall 2019 total enrollment was 38,803 students, including 32,125 undergraduates, 6,213 graduate students, and 404 law students; 32,124 full-time and 6,618 part-time students; 19,633 males, 18,992 females and 117 unknown/unreported gender; 2,401 students identifying as Black, Not of Hispanic Origin, 139 American Indian/Alaskan Native, 1,130 Asian, 10,381 Hispanic, 1,307 Multiple Racial Affiliations, 23 Native Hawaiian/Pacific Islander, 2,338 Non-Resident International, 20,727 White, and 296 Unknown Racial Affiliation; 33,542 students from Texas, 3,098 students from other U.S. states and territories, 25 Unknown, and 2,077 students from foreign countries.



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

TxAHEA Postponement

We are currently working with the Grand Hyatt San Antonio to determine the new dates for the TxAHEA conference. We have tentatively booked November 8-11, 2020 and January 3-7, 2021. Because San Antonio is a popular attraction in November, the nightly rates will increase and this is a serious concern for our Executive Committee. The main concern for the January dates is the fact that faculty will still be on Christmas break, as well as preparing course for the upcoming Spring term. We have asked the hotel to look into potential dates in February, but February will also increase the nightly rates tremendously. We are hoping to reach an agreement soon to update our marketing materials and website.

Honoring 2020 Institutional Effectiveness Winner (KSM)

OPA's student assistant, Emily Wade, developed the following graphic to honor the Department of Kinesiology and Sport Management. This graphic will be displayed on OPA's homepage. We realize that the graphic has two errors (i.e., Sport Management, punctuation error with "years"), but these errors will be corrected before the image goes live on our website.



Outcome 3

The Office of Planning and Assessment will continually monitor the university's compliance with laws, policy statements, and policies deriving from the State of Texas, THECB, and SACSCOC.

Postponement of Spring 2020 Professional Development Offerings

Due to COVID-19, OPA has suspended all of our professional development offerings. We will reschedule with our presenters when the TLPDC reopens reservations, likely for Fall 2020.