



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

Institutional Effectiveness Weekly Report

September 6, 2019

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: 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.

✦ Quality Enhancement Plan

- OPA continues to assist with analyzing quantitative and qualitative data for the Study Abroad Pre-Travel Questionnaire. On Wednesday, September 4, Jennifer Hughes, Ashley Pruitt, and Kyra Duffey met with Paul Pare and Raychel Vasseur for a second qualitative calibration session. A significant portion of the meeting time was also devoted to discussing quantitative procedures. Pruitt will perform another analysis of the data, and will submit to Pare and Vasseur next week. Additionally, Hughes is waiting on further clarification from Pare and Vasseur regarding which cases need to be test-coded.

OUTCOME 2: Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.

- ✦ OPA staff have been working on a new plan for the degree program review process which will involve recruiting faculty members to participate in a faculty peer review. There are approximately 250 degree program assessment plans that are submitted annually and evaluated by OPA staff using the Program Assessment Rubric (PAR). Each degree program will be reviewed by two faculty members, with OPA staff serving as a third reviewer to ensure accuracy of scores. OPA plans to recruit 15 faculty

members to review 30-35 degree programs each. Faculty reviewers will also be compensated for their participation with a \$1,200 stipend. OPA will approach the Assessment Liaison Committee and the University-Level IE Committee for volunteers before reaching out to individual colleges, if necessary. We anticipate review of an individual program will take approximately 15 minutes, making the time commitment approximately 8 hours per person. OPA will also provide a 90-minute training on how to read 4-column reports, evaluate assessment plans, and score programs.

- ✦ Jennifer Hughes attended Graduate Council on Thursday, September 5 to discuss a recent change in the procedure for credentialing non-tenure-track graduate faculty. Hughes briefly discussed the experience record procedure that was used in the Department of Nutritional Sciences.
- ✦ OPA has finalized dates and times for the Fall 2019 Assessment Speaker Lineup. Dr. Justin Louder is presenting next Wednesday, September 11 from 9:30 – 11:30 in the TLPDC. Dr. Louder will discuss “Assessing at a Distance: Measuring Student Learning Online.”
- ✦ All Fifth Year Team Leaders have provided a status update on their respective team’s activities. This information has been compiled and will be distributed to team leaders via email on Monday, September 9.
- ✦ The transcript transition process was successfully completed on August 9th. The Office of the Provost and OPA will continue to collaborate on uploading transcripts, and the recording of this information in Digital Measures. This year, we had to work quickly to rectify issues with DM and the fulfillment of the HB2504 process (explained on p. 4). For transcripts, we have developed a spreadsheet that allows Te’Ree to document any faculty member for whom she has received a transcript. In the event she cannot enter the transcript into DM, she lists the issue which is automatically highlighted red. Transcripts uploaded without issue are automatically highlighted green. Te’Ree and OPA have worked on this spreadsheet throughout the past two weeks, which allows OPA to remedy any issues that may need to be solved. Because this spreadsheet is on the shared drive, this also allows for dynamic and accurate recording of transcripts or other credentialing issues.
- ✦ At the request of several TTU staff, Shatley created a fillable PDF document that allows users to easily enter their 18-hours. This document (attached to today’s email) would accompany transcripts sent to Te’Ree to show the faculty member’s justification of credits.
- ✦ Dr. Angela Lumpkin will be featured as our Fall 2019 Assessment Spotlight. Dr. Lumpkin’s responses are listed below, and we expect that she’ll be “live” on our website early next week.

Dr. Angela Lumpkin, Fall 2019 Assessment Spotlight (to be published on OPA's website)

What is your position and what do you do for Texas Tech?

Professor and Department Chair in the Department of Kinesiology and Sport Management

In addition to fulfilling administrative responsibilities as Department Chair, I teach one sport management course each fall and spring semester, conduct research and publish in leadership, teaching effectiveness, sport ethics, intercollegiate athletics, and women in sport, and engage in service activities on campus, in the community, and with professional organizations.

How long have you been at Texas Tech?

Beginning my sixth year at Texas Tech—previously was a faculty member and administrator at the University of North Carolina at Chapel Hill, North Carolina State University, State University of West Georgia, and University of Kansas; also served as an American Council on Education Fellow at Webster University and as a Distinguished Visiting Professor at the United States Military Academy at West Point

How did you get involved with assessment?

Assessment is an integral component of the teaching and learning process, so I have been involved throughout my professional career as a faculty member, Department Chair, and Dean. I have been involved with ensuring accountability for student learning in courses taught, curriculum development and revisions within departments and colleges, and overall program evaluation at the United States Military Academy. Specifically at Texas Tech, I have led the Department of Kinesiology and Sport Management in its 100% development and/or redesign of its assessments for revised B.S. and M.S. degrees in Kinesiology, new B.S. and M.S. degrees in Sport Management, and starting in 2019 for the Ph.D. in Exercise Physiology.

How do you use assessment in your job? What are some interesting assessment techniques you have used or are planning to use?

Assessment broadly defined includes accountability, which to me should characterize every higher education professional. Throughout my career I have held myself accountable by setting annual goals for making significant contributions and demonstrating continuous improvement in teaching, research, and service. As an administrator, I have expected faculty members to set annual goals for making contributions and showing continuous improvement in teaching, research, and service and rewarded them accordingly. I have mentored faculty members (as a colleague and while a Department Chair) and department chairs (as a Dean) to serve as role models by being effective teachers, productive scholars, and professional servants.

Undergraduate students—frequent in-class checks for understanding, answering questions in small groups and whole class discussions, in-class quizzes, in-class polls, Jeopardy games for test reviews, and minutes papers

Graduate students—expectations of completion of assigned reading prior to class using specific questions that must be answered, answering thought-provoking questions in small groups and whole class discussions, and requiring numerous written assignments with extensive feedback provided

Is there anything else you would like to share about assessment?

Assessment should be an ongoing and never-ending component of everyday life—professionally and personally. The optimal way to improve is to take intermittent assessments of how well we are fulfilling our responsibilities to our students, colleagues, institution, families, and friends. One reason individuals resist assessment is because of the associated accountability for results—advancements and improvements. Assessment should be embraced because of its benefits.

What is your hometown or where do you tell people you are from?

While I grew up in Arkansas and have lived in Ohio, North Carolina, Missouri, Georgia, Kansas, New York, and Texas, I proudly call Lubbock my home.

What do you like to do when you are not working?

I am a daily and avid exerciser—two hours every morning on my elliptical, treadmill, and stationary bike. I read one or two books each week, with favorites of the Bible, biographies, history, and sports. I relax by watching basketball, baseball, and football games on television and by spending time with family and friends.

What is something you have not done but would like to do?

I would like to visit every national park and presidential museum.

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.

✦ HB2504 Update:

At this time, we have been working through issues with communication between Banner and Digital Measures. These issues stemmed from a number of changes to course prefixes. These changes were not initially communicated with OPA nor Application Development (for the purposes of HB2504). Because of the priority system from Banner to DM, new accounts were not created for this reason, causing a backlog that our team has worked through. Around 50 issues regarding this disconnect have been solved or are in process since discovering the issue. The following fail safes have been put into place for subsequent terms:

1. Pending work request with DM, all TTU prefixes, departments, and delivery methods have been added to have no direct issues with account creation or course rollover from Banner to DM.
2. App Development and OPA have determined about a 1-month pre-upload for each term. This would catch any users who already have an ePAF in place and a course scheduled

for the upcoming term. This also allows us to examine the reports to find any changes in subject names or new subject offerings every term.

- a. This has the added potential benefit of OPA having an opportunity to review errors before support tickets being created, saving more time and effort by the team. This may also allow us to glean a list of new faculty who have ePAFs still pending, allowing us to reach out to them earlier.

Despite the upload errors in DM, we have seen a comparatively low number of issues regarding DM and syllabus upload.

- ✦ Distribution of SACSCOC-Relevant Reports
 - During the month of September, the Faculty Roster Report and the Faculty Transcript Report will be distributed to department chairs for their review. Based on the chair's feedback, OPA will update DM records accordingly. This process ultimately results in more accurate faculty data, and also alerts chairs to missing and/or incomplete faculty transcripts.
- ✦ Course evaluations for Summer I and Summer II are pending as work requests with DM. Moving forward, Summer evaluations cannot be obtained until the end of August, due to changes in how TTU identifies summer terms.
- ✦ On Tuesday, September 3, Libby Spradlin and Jennifer Hughes met with Dr. Elizabeth Trejos-Castillo in the Department of Human Development & Family Studies to discuss assessment methods at the graduate level. Spradlin will follow-up with Trejos-Castillo closer to the October 1 assessment reporting deadline.
- ✦ Jennifer Hughes, Kenny Shatley, and Ashley Pruitt discussed OPA's role in assessing outreach and engagement on Tuesday, September 3 during a meeting with Birgit Green and Sam Sumner. The meeting was productive and positive, and OPA will continue to play a prominent role in Raiders Engaged.
- ✦ All materials are ready to post the Associate Director role on the Texas Tech University job site.
- ✦ ACT Validity Study
 - Dr. Ethan Logan, on behalf of TTU, informed ACT that Texas Tech will not participate in its validity study. Staffing issues and the study timeline were described as reasons for declining participation.