

Institutional Effectiveness Weekly Report



TEXAS TECH UNIVERSITY

September 10, 2021

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.

Enhancements to Digital Measures (Graduate School and A&S)

Graduate School Expansion Project and Individual Development Plan

OPA has been assisting with the Graduate School Expansion project. We have developed a screen that is currently being tested and formatted for use entitled Individual Development Plan, or IDP. The IDP is part of an initiative from the Graduate School to maintain and track satisfactory progress towards degree.

The IDP is currently developed to provide students a formatted and directed area for reflection and setting goals. These also include dedicated space for SMART goals (Specific, Measurable, Action-Oriented, Realistic, and Time-bound), shown below:

▼ Focused IDP Objectives and Goals (2)

1st Focused IDP Objectives and Goals Actions ▼

SMART Goals are SPECIFIC, MEASURABLE, ACTION-ORIENTED, REALISTIC, AND TIME-BOUND

Strengths to leverage – select at least one strength to continue to build upon in the next year

Objective

Specific

What specific skills or abilities are required?

B I U x² x₂ ☺ ☹ ↻

Are there any specific requirements needed to successfully achieve this objective? (e.g., training, coaching, learning activities or resources, networking)?

B I U x² x₂ ☺ ☹ ↻

What is my advisor's role (or involvement of others if applicable)?

B I U x² x₂ ☺ ☹ ↻

We also implemented a report template that is still under review but is available for

immediately exporting IDP entries. This will allow for signing and uploading the document into Digital Measures for archiving.

Full implementation of the Graduate School Expansion Project is slated for later this year after testing import functionality. A few departments have graciously offered to test this system, and we will reevaluate once we have additional feedback.


Comprehensive Performance Evaluation

The College of Arts & Sciences has a post-tenure review process that includes a Comprehensive Performance Evaluation (CPE). After a discussion with Dean McBee, we were able to recreate the CPE form. This form is supplemental to the CPE process, which occurs for Tenured faculty at interval after achieving tenure. The process includes a committee review at the unit and college level, administrative review by the Unit Coordinator or Department Chair, and finally Dean review. The CPE involves two separate votes by peers which tally the findings for competence. The CPE process occurs multiple times throughout the year, depending on faculty tenure achievement date.

Edit Comprehensive Performance Evaluation

Please type complete and specific information in each category. In the case of a faculty member whose performance is determined to be incompetent by both the peer evaluation committee and the unit administrator, include the complete dossier, along with a detailed explanation for the incompetent rating along with supporting documentation. For faculty who are determined to be performing competently by either the unit peer evaluation committee or the unit chair, only this form should be forwarded to the dean.

Faculty Name

Position 

Date
Month Day Year

Date of awarding of tenure or most recent promotion in rank:
Month Year

Date of most recent previous comprehensive performance evaluation:
Month Year

Unit Peer Evaluation Committee: Please enter the findings of the committee with respect to the professional competence of the faculty member being evaluated. The committee consisted of the following persons:

Competent:

Incompetent (supply documentation)

Unit Administrator's name:

We have succeeded in recreating this CPE document in Digital Measures. With assistance from Dean McBee, we were able to make some format and function-related changes to transition for use in DM. Below is a screenshot of the CPE screen.

One issue with the CPE document that we will be discussing is the limitations of the DM system. Based on our discussions with Arts and Sciences, this version will suffice, but there is a procedural issue. The CPE process does involve some behind-the-scenes activity that is best viewed by faculty all at once, instead of throughout each step. DM cannot provide this kind of workflow, unfortunately. In practice, this means that some components of the CPE would need to be entered simultaneously, such as the Unit Administrator's feedback and the Unit Committee feedback, and the College Committee feedback and Dean's feedback. This can be solved by directing committees to their respective contact, who would then upload responses at once.

Core Curriculum Assessment Update

On September 7th, the Core and Multicultural Curriculum Committee had a brief meeting to discuss the status of the committee and any current needs. The CMCC voted to remove the moratorium on course proposals for core curriculum courses but to keep the moratorium on multicultural courses. Bryson Carroll has worked through the summer to revise the Qualtrics survey used to collect core and multicultural assessment data to streamline the process and allow for more intuitive data submission by faculty. Once Dr. James receives the email list of faculty teaching fall core courses, the survey is distributed to faculty via Qualtrics during the end of October or beginning of November and remains open for entry through the end of the fall semester. Qualtrics will also allow for reminders to be sent to those faculty who have not completed the survey by the close date. OPA will periodically follow up with faculty to ensure completion of data entry.



Outcome 2

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

Upcoming Nuventive Improve Enhancements

OPA is constantly trying to find ways to refine the assessment process for the university. One difficulty point in the assessment process has been trying to accurately depict the hard work programs do each year to continuously improve. However, we have re-designed the template with Nuventive Improve to help faculty distinguish between their reflections on past improvement efforts and their plans for future improvement efforts. We are very excited about this change. It should be easier for degree programs during the reporting process and it should be clearer for SACSCOC regarding their requirements for 'continuous improvement.'

Update on OP10.13

OP 10.13, "Strategic Planning and Assessment Reporting for Texas Tech University, Including All Academic Programs and Support Operations" was reviewed by OPA staff for accuracy and currency. Feedback was returned to Dr. James on Tuesday, September 7. Most of the feedback relates to the current process for strategic plan reporting.