Institutional Effectiveness Weekly Report
November 1, 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.

- Preparation for Fifth Year Report
  - OPA participated in several key Fifth Year Report developments this week. First, Jennifer Hughes provided feedback to Genevieve Durham-Decesaro on Core Requirement 9.1. Durham-Decesaro asked for written feedback on this standard, before the team proceeds to the evidence collection phase. The current draft of the narrative is well-developed, and Hughes offered feedback related to the examples that were offered in this initial draft.
  - Second, OPA participated in a meeting convened by Ethan Logan, team leader for 10.5 (Admissions policies and practices). Significant discussion was focused on alternative admissions strategies and independent contractors, including the procedures for admitting students into ECHS, TTU-CR, OnRamps, and eLearning degree programs. Dr. Logan has already organized additional meetings in November and December to collect further evidence.

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

- On Monday, October 28, the University-level IE Committee held its Fall 2019 meeting. Meeting minutes have already been distributed to the committee, and OPA is working on scheduling a Spring 2020 meeting. Action items from the meeting include:

  1. Determining the feasibility of analyzing core courses by assessment method.
  2. Analyzing STEM degrees by assessment method.
  3. Following up with Dr. Roach's meeting request with Libby Spradlin and Jennifer Hughes.
  4. Re-consider committee membership to encourage more consistent attendance.

- Libby Spradlin prepared several analyses for the IE Committee meeting (see below).

2018 – 2019 Non-Compliant Assessment Reports

Non-Compliant Units	
ARC - Interdisciplinary - Land Use Planning, Management, and Design (PHD)	CASNR - Agricultural and Applied Economics (MS)
AS - Biochemistry (BA)	CASNR - Agricultural and Applied Economics (PHD)
AS - Biochemistry (BS)	CASNR - Animal Science (MS)
AS - Biology (BS)	CASNR - Animal Science (PHD)
AS - Biology (MS)	CASNR - Food Science (MS)
AS - Biology (PHD)	CASNR - Landscape Architecture (BLA)
AS - Cell and Molecular Biology (BS)	CASNR - Landscape Architecture (MLA)
AS - Chemistry (BA)	ENG - Bioengineering (MS)
AS - Chemistry (BS)	ENG - Civil Engineering (MSCE)
AS - Philosophy (BA)	ENG - Civil Engineering (PHD)
AS - Philosophy (MA)	ENG – Engineering (MENGR)
COB - Business Administration (PHD)	ENG - Industrial Engineering (BSIE)
COB - Data Science (MS)	ENG - Mechanical Engineering (BSME)
	ENG - Mechanical Engineering (MSME)
	ENG - Mechanical Engineering (PHD)

Degree Program Assessment Compliance
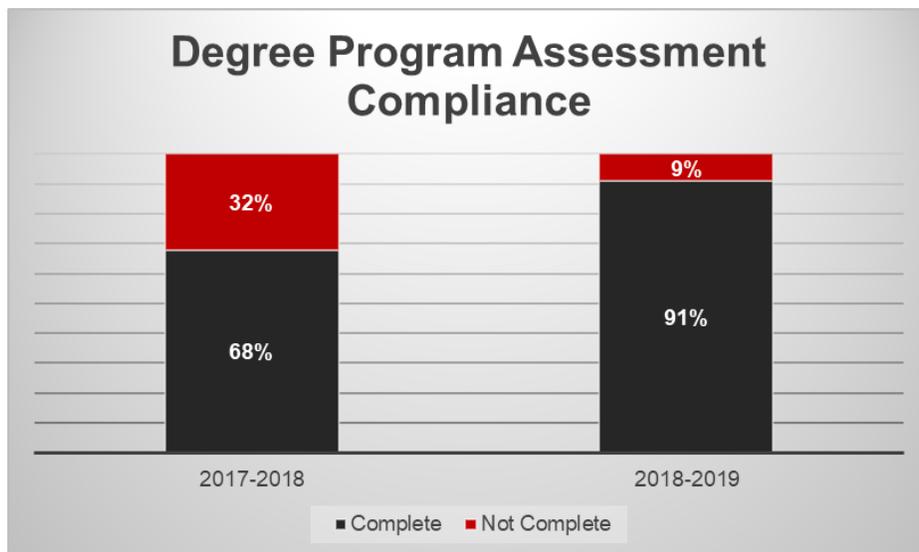
- Libby Spradlin also noted that one non-academic assessment unit, Student Success & Retention, has failed to complete its assessment report. Patrick Hughes followed up by email to ask Joshua Barron to submit this report.

- OPA is currently planning for the fall SSL IE Committee meeting. During the spring 2019 meeting, the committee discussed giving members the opportunity to rotate off after a certain length of time to allow new members to become involved. OPA contacted the committee via email on October 30th regarding this plan and requested that current members propose new members. OPA plans to retain the heads of divisions (Student Affairs, Auxiliaries, UPSS, etc.) in an advisory role while also adding an additional member from each area to serve in a peer review capacity. Moving forward, OPA will decide (with the committee's input) how to best utilize their time in meetings and what resources can be created to better assist in the assessment planning process.

- On October 31st, Jennifer Hughes and Libby Spradlin met with MaryAlice Torres-MacDonald and Dora Epstein in the College of Architecture to discuss their plans for a new degree program assessment process. Epstein and Torres-MacDonald have devised a thorough assessment plan using underutilized activities that are already in place at the college that are indicative of student learning and success for undergraduate students. A few handouts detailing this revised approach are attached. Hughes and Spradlin plan to meet with Torres-MacDonald and Epstein in spring 2020 to continue the discussion for assessment of graduate architecture degrees and to also provide some examples of exemplar graduate assessment reports.

Assessment Schedule 2019-2020

October 2019
Collect midterm assessments from faculty based on SLO's divided into disciplinary and professional (studio)
Use assessment forms to collect SLO criteria from non-studio courses

November 2019
Compile data from midterm assessments
List SLOs for Spring 2020
NAAB Report due!

December 2019
External reviewers report on student performance
Walkthrough
Curriculum retreat to examine pedagogical stream of 4+2
Collect end-of-semester evidence
Collect end of semester assessments from faculty based on SLO's

January 2020
Implement 4-week check in
Begin portfolio workshops

February 2020
Midterm reviews and assessments of SLOs

March 2020
Compile data

And so on...

Strategizing and Implementing to occur starting in May 2020.

EVIDENCE

IMPLEMENTATION

REFLECTION

STRATEGIZATION

Assessment System Mechanisms

I. Data/Evidence:
Matriculation (passing rates)
Portfolios and Portfolio Review forms
Gateway applications (strong/weak examples, numbers)
Walkthroughs (qualitative)
Studio/seminar coursework (qual)
Student evaluations
External Reviewer forms

2024 faculty walkthrough (handwritten)

II. Reflection:
Use Walkthroughs and Curriculum Retreats to examine data/evidence
Compare to SLOs: Articulation and Assessments based on evaluation of student performance by instructors and external reviewers (Faculty self-reflection)
External Reviewer public discussion
Curriculum Retreat (every semester)

III. Strategizing:
Require prerequisites
Change/adjust SLO's
Change/adjust timing of courses
Change/adjust teaching methods
Design workshops
Design remedial programs

IV. Implementing: *MM 2020* (handwritten)
Meetings with studio coordinators
Adjusting curriculum
Rewriting SLO's and lesson plans

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.

- DM Testing for Raiders Engaged
    - Testing has begun on new DM updates to the Raiders Engaged survey. At this time we have made a number of changes including:
        - Updating the screens in Digital Measures for better differentiation of intellectual contributions that have a focus in community outreach and scholarly engagement by adding a more categorical dropdown menu for O&E
        - Updating the DM Outreach and Engagement screen to match the Raiders Engaged Survey
        - Updating links for O&E definitions, survey links, and other text notification on O&E screens
        - Updates to ranks, roles, and other administrative definitions in DM

- Removal of antiquated parameters in DM for O&E related activities (does not affect historical data)
- A new request was brought up on Friday, November 1, 2019, for additional screens in DM to include the Engaged Scholarship question, and a new template report will be created for O&E that shows any activity that included Engaged Scholarship, even if the Raiders Engaged survey is not completed.
  - This bridges the gap completely (even if not automatically yet) for finding any data regarding Outreach and Engagement. At this point, inclusion of O&E in annual faculty reviews or P&T is possible.
- Our office has also been heavily involved with the App Development team in keeping RE survey and DM data matching. Testing will include a test O&E-focused upload from DM-exported data to RE. RE is able to go live at any point.
- More changes are incoming that do not affect data crossover as we continue to work closely with Sam Sumner and Birgit Green.

- Additional DM Training and Buy-in

  - We have been approached a number of times regarding DM trainings for faculty and non-academic departments.
  - Trained Accounting Services' Eric Fisher for DM training
  - Trained the College of Education pre-3rd year faculty for DM, including basic HB2504, data imports, and basic activity entry in DM
  - These trainings come at the tail-end of very cooperative Library faculty, who have already scheduled two DM trainings (one demonstration and one Brown Bag training) and we have extended the Brown Bag training to allow the College of Education to come as well. These are scheduled for November 6th and December 5th.
  - Library has also collaborated on a number of screen revisions that suit their needs, and this indirectly may provide the TTU Museum more complete data reporting. We also met with University Studies for similar screen revision and training last week.

- In October, SACSCOC offered several resources to institutions regarding the College Affordability Act. A summary of these resources is outlined for Dr. James below:

  - On October 15, the Committee on Education and Labor introduced the College Affordability Act – a "comprehensive overhaul of the higher education system that lowers the cost of college for students and families, improves the quality of higher education through stronger accountability, and expands opportunity by providing students the support and flexibility they need to succeed."
    http://sacscoc.org/legactivities/Press%20Release%20on%20the%20College%20Affordability%20Act%2010%2015%2019.pdf
  - The College Affordability Act:
    - Tackles the rising cost of tuition by restoring state and federal investments in public colleges and universities, which will reduce the burden that has been shifted to students and their families.
    - Makes college affordable for low- and middle-income students by increasing the value of Pell Grants.

- Eases the burden of student loans by making existing student loans cheaper and easier to pay off.
- Cracks down on predatory for-profit colleges that defraud students, veterans, and taxpayers.
- Holds all schools accountable for providing students a quality education that leads to a rewarding career.
- Improves students' safety on campus by blocking Secretary DeVos's survivor-blaming Title IX rule and introducing stronger accountability to track and prevent cases of sexual assault, harassment, and hazing.
- Expands students' access to high-quality programs by making Pell Grants available for short-term programs.
- Helps improve graduation rates by providing stronger wraparound services to keep students in school and on track.
- Invests in the critical institutions that enroll underserved students by increasing and permanently reauthorizing mandatory funding for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions.

- SACSCOC published a list of **proposed** institutional requirements on behalf of the College Affordability Act (CAA). Specific to Texas Tech, CAA requires the U.S. Department of Education to establish requirements for Gainful Employment, including debt to earnings metrics. The CAA also stipulates that if an institution of higher education spends less than one-third of revenue from tuition and fees on instruction in any of the three most recent fiscal years, it is subject to limits on marketing recruitment, advertising and lobbying, with the consequence for violating these limits being the loss of Title IV participation for two years. http://sacscoc.org/legactivities/10-22-19%20Memo%20-%20Summary%20of%20the%20College%20Affordability%20Act%20.pdf