Institutional Effectiveness Weekly Report

![Texas Tech University logo] TEXAS TECH UNIVERSITY

December 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.

Academic and Non-Academic Assessment Template Updates

As our university is constantly improving, so is our assessment process. For academic and non-academic departments, the reflection process has been rather convoluted and thus, difficult for programs to accurately demonstrate how they are improving student learning and the overall student experience.

OPA identified several potential options that would make this reflection process more transparent and less burdensome on programs. Ultimately, the decision was made to introduce a new screen in Nuventive Improve, titled Annual Program Reflection, where programs will discuss overall successes and/or challenges encountered during the assessment cycle. Programs will then discuss relevant changes that need to be made to the program or assessment plan. This new screen also allows for the submission of related documentation and for program coordinators to indicate whether their program is complete and ready to review. This adjustment to the report will also make it more straightforward for OPA to navigate the explanation of continuous improvement occurring across the university to our accreditors.

These adjustments are being made active this week and will take effect for the 2021-2022 reporting cycle.

Digital Measures Support Analysis

As the University Administrators of Digital Measures, OPA handles troubleshooting through the Footprints software interface, which creates a ticket when faculty email opa.support@ttu.edu. Typically, these are one-off issues relating to login access or restricted data updates. This system is helpful as we can isolate consistent issues to determine trends and has allowed us to catch problems early, such as in Fall 2021 when courses were not being removed from faculty records during early term scheduling changes. It also allows us to identify gaps in our instructional resources (e.g., if faculty are consistently asking for help with a data import, we will focus on this in our marketing for come-and-go trainings and presentations).

While there are outliers, this Fall 2021 term, OPA received 94 requests for assistance, down 10.5% from Fall 2020. Half of these requests were closed within one hour and just under 66% of these were closed in under three hours. Major outliers were *not* typically the result of a complex issue but were incorrectly timed as a result of not closing out the software window or confirming closing the issue. We found that the issues presented may be categorized as:

General DM issues or questions: 11.7%
Access or login issues: 62.7%
Restricted data updates: 15.9%
DM Instruction or training requests: 7.4%
Other or uncategorized: 4.2%
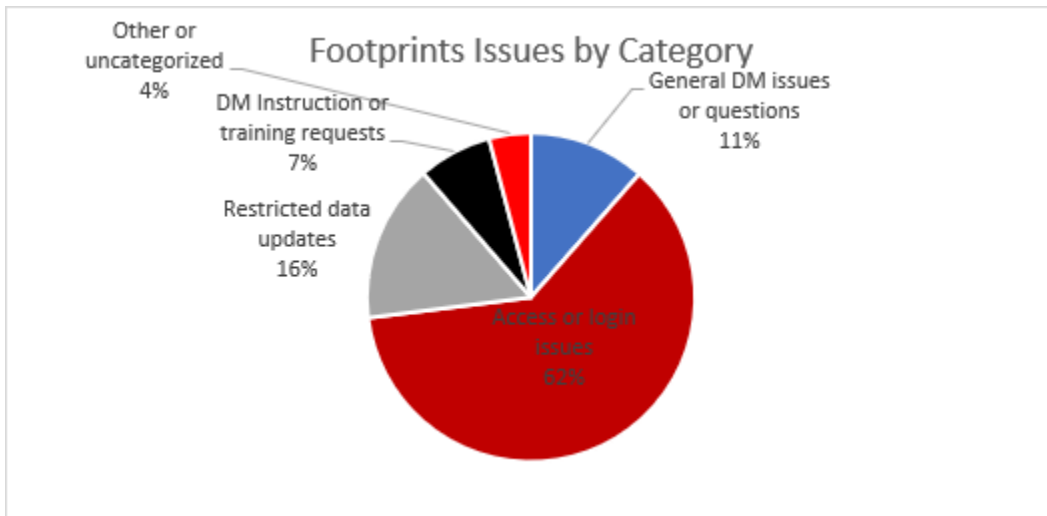
(Formattable graph)
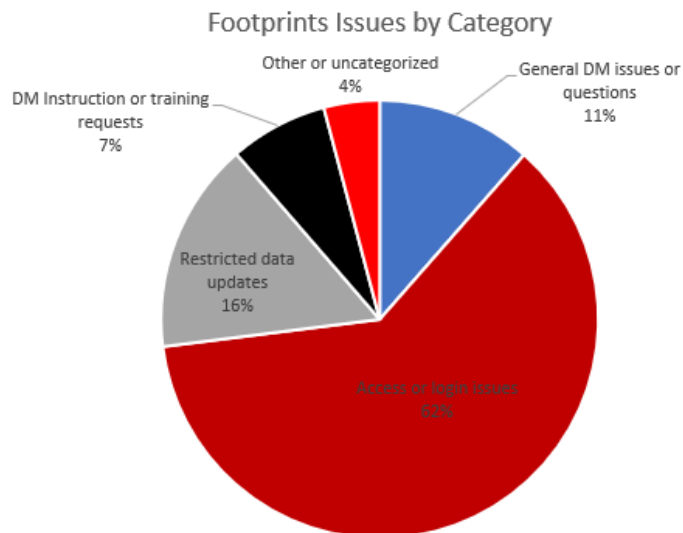
(Static image of graph)

From Fall 2021, the primary unexpected issue with DM, which is indicated in the General DM issues value, was an error in our query that did not correct teaching records dynamically as intended. This was fixed upon receiving multiple Footprints tickets.

The high access or login issues value is always exaggerated in the fall, but this year was especially poor. The most troublesome issue this fall came from the early first day of classes. This term the first day of classes fell before September 1st, which caused many issues with DM because instructors were not officially hired but needed access to teaching resources. This does not cause false alarms in HB2504 reports, but it does miss real alarms, since these instructors could not yet be flagged in our compliance reports. In response, OPA extended the fall reporting dates. While we cannot extend the THECB deadline, we were able to fix the issue and have a high syllabus response rate this term.

Below is a graph indicating the Time-to-Close for issues in the system by minutes. This would indicate the time that a ticket is open by OPA staff before closing the issue and notifying the user. By removing outliers, OPA's average time-to-completion was 95 minutes, or about an hour and a half trending consistently.

Footprints Time to Close - Fall 2021
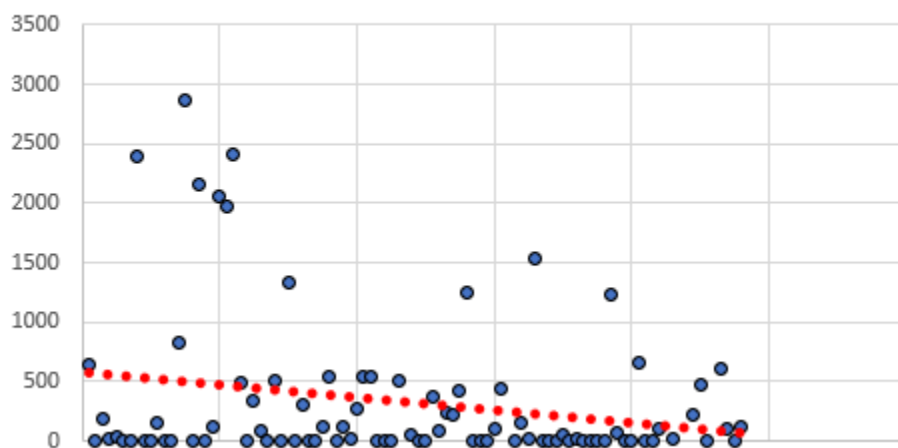
Outcome 2 — Texas Tech University faculty and staff will be well-prepared to meet OPA's faculty credentialing, assessment, and strategic plan expectations.

Faculty Peer Review Process

OPA continues to work with academic departments on conducting their 2020-2021 Faculty Peer Reviews. OPA has scheduled a workshop with CASNR faculty in January to discuss the review

process and provide training on how to review assessment reports and provide feedback through the Simplified Peer Review Rubric.

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.

2020-2021 Core Curriculum Report Update

OPA is adjusting the Core Curriculum Report first submitted in mid-October. We have included the TechQuest results from the 2019-2020 academic year as a reference, but the data are not included in the central findings of the 2020-2021 report. We added an executive summary that looks at the seven main SLOs and whether TTU students met the criteria of those SLOs based on the Core Curriculum Assessment, NSSE, and ETS Proficiency profile.

To improve the Core Report and our use of the various assessments, we have also included a purpose statement for the report that requests the feedback of the Core and Multicultural Curriculum Committee. It states, "The purpose of this report is to provide data and findings to the Core and Multicultural Curriculum Committee and then receive feedback on the criteria, potential actions, or other areas for improvements and standardization on future reports. We welcome the Committee's feedback and direction."

OPA also added context and rationales currently used for each of the three assessment criteria on all seven SLO sections but will also adjust these criteria based on feedback from the Core and Multicultural Curriculum Committee. OPA is committed to collecting the highest quality data and reporting that data in an easily understandable and actionable package. We hope these changes and future adjustments will continue to help us achieve that goal for Core Curriculum.

Business Coordinator Position Update

The Business Coordinator position has been open for a little over a week and has received 8 applicants. OPA will likely begin phone screens before the Holiday Break begins on December 24th so in-person interviews can begin when campus reopens in January.