TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Institutional Effectiveness Weekly Report
November 15, 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
    - This week, compliance letters were prepared for all 29 disciplinary-based accrediting organizations that have current accreditation relationships with TTU academic departments. OPA will distribute these letters via certified mail on Monday, November 18. These letters will serve as evidentiary documentation for Standard 14.4, which requires that "the institution represents itself accurately to all U.S. Department of Education-recognized accrediting agencies."

- OPA is currently accepting applications for the 2019 Assessment Innovation Grant. This award is available to faculty and staff who are actively engaged in improving assessment activities within their department or unit. As of November 14th, our office has received 8 grant applications from the following departments: RaiderReady, University Programs, Family & Consumer Sciences, Architecture, Teacher Education, Educational Psychology & Leadership, and the College of Education. OPA will be accepting grant applications through November 30th and after reviewing all applications, will offer 4 $500 awards at the beginning of December.
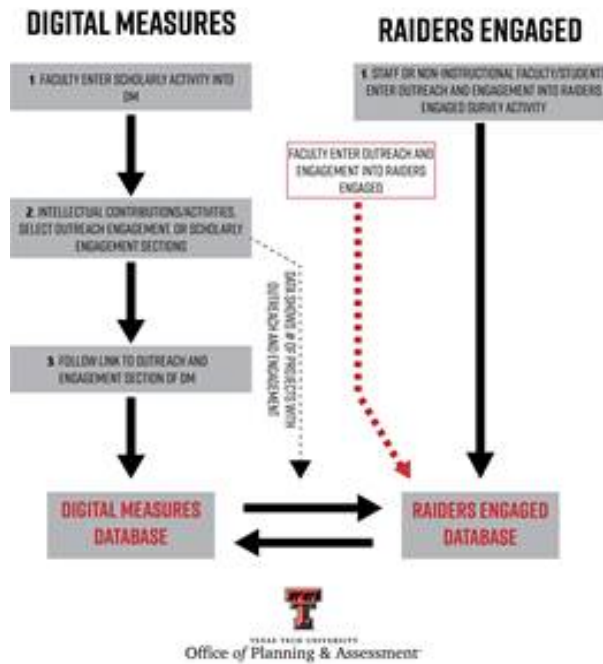
Assessment Innovation Grant
Grant request forms are available now!
We will grant 4 $500 awards for the
2019-2020 academic year.
Deadline to apply is November 30, 2019.
Click here to access request forms.

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

- The 2018-2019 Core Curriculum Report is nearly complete. Ashley Pruitt, Genevieve Durham DeCesaro, and Julie Gee have been analyzing data, creating infographics, and writing summaries. Pruitt expects to send the first draft to the Office of the Provost for revisions and review by November 22, 2019.

- Summer 2019 Course Evaluations:
  - After troubleshooting issues regarding the import of summer evaluations, we have identified the first step in an automated solution for evaluation uploads. As summer courses in Banner are now identified with the code 201977, First and Second summer session courses have been harder to differentiate. Since we still have functional separate terms, not all software has changed to match the change. SmartEvals bases the determination of First or Second summer on the course *end date*, which makes sense for end-of-term evaluations, but DM and Banner still base the First or Second term designation on *start date*. However, App Dev can make this change in the data structure itself, which makes the data importing nearly automated. This solution will not be implemented until Summer 2020, but we will continue to keep Dr. James posted on this issue.

  - Outreach and Engagement
    - OPA and the Office of Outreach and Engagement have been working to create a more streamlined process for faculty to more easily enter their RaidersEngaged activities. We believe we are nearing the largest stride in completing this goal. At this time, Digital Measures now has a separate section for entering RaidersEngaged data. Likewise, RaidersEngaged data can now be retroactively and automatically uploaded into Digital Measures. The goal is to still keep the central data in the RaidersEngaged environment, but with our new process, faculty are no longer required to leave Digital Measures. Faculty and staff who do not have a DM account or who choose not to enter their data in DM will still have their RaidersEngaged data captured, and these reports can now be pulled from DM where applicable. We expect the import/export from and to DM and RaidersEngaged to be automated by the start of spring 2020.
    - The following graphic (see page 3) was created to internally clarify the procedures and options for reporting outreach and engagement activity.

OPTIONS FOR REPORTING OUTREACH AND ENGAGEMENT ACTIVITY

DIGITAL MEASURES

1. FACULTY ENTER SCHOLARLY ACTIVITY INTO DM

2. INTELLECTUAL CONTRIBUTIONS/ACTIVITIES. SELECT OUTREACH ENGAGEMENT, OR SCHOLARLY ENGAGEMENT SECTIONS

3. FOLLOW LINK TO OUTREACH AND ENGAGEMENT SECTION OF DM

RAIDERS ENGAGED

1. STAFF OR NON-INSTRUCTIONAL FACULTY/STUDENTS ENTER OUTREACH AND ENGAGEMENT INTO RAIDERS ENGAGED SURVEY ACTIVITY

FACULTY ENTER OUTREACH AND ENGAGEMENT INTO RAIDERS ENGAGED

DATA SHOWING # OF PROJECTS WITH OUTREACH AND ENGAGEMENT

DIGITAL MEASURES DATABASE

RAIDERS ENGAGED DATABASE

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Summary of the above image:

Faculty

1. Faculty enter scholarly activity as normal but are met with a link to enter their information in Outreach and Engagement.

2. Faculty enter Raiders Engaged mirror survey that was created in DM

2a (dotted line above). We can extract number of scholarly activities with O&E, regardless of Raiders Engaged Survey completion,n with the addition of an O&E dropdown box.

3. Faculty enter RE Survey information into DM.

DM and Raiders Engaged share data. DM auto-populates Raiders Engaged Survey. Raiders Engaged Survey auto-populates DM if someone has an account in DM and if they did not enter this activity already in DM.

**Staff, non-instructional faculty and students**

1. Staff and non-instructional faculty and students who do not have a DM account enter information into the Raiders Engaged Survey. RE Survey Database imports DM data for a complete view of all those who entered Raiders Engaged Survey data in **either** DM or RE.

Faculty who want to continue using Raiders Engaged

1. Faculty can still enter their O&E activity in Raiders Engaged, and we will still capture this data for reporting from RE Survey, and it will still be entered into DM. While that means we can suggest faculty use either system, we are going to encourage faculty to use DM to enter this information, if for no other reason than to keep new faculty using DM where possible, and develop loyalty and familiarity to the system.

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.

- On Thursday, November 14, OPA staff held another Learning Series Session in the TLPDC. This week's topic was "Hot Topics in Assessment and Responding to the Assessment Haters." OPA was very pleased with attendance, as we had 17 attendees! The session focused on re-framing what we might call an "assessment hater" to creating positive and intellectual conversations around student learning. Jennifer Hughes led this session, and the presentation is provided below for Dr. James' convenience. The last OPA Learning Series for the semester will be held on December 10 from 4:00PM – 5:00PM with Jennifer Hughes presenting on "Curious about TTU's Upcoming SACSCOC Fifth Year Report?"

OPA LEARNING SERIES

Hot Topics in Assessment and Responding to the Assessment Haters
November 14, 2019
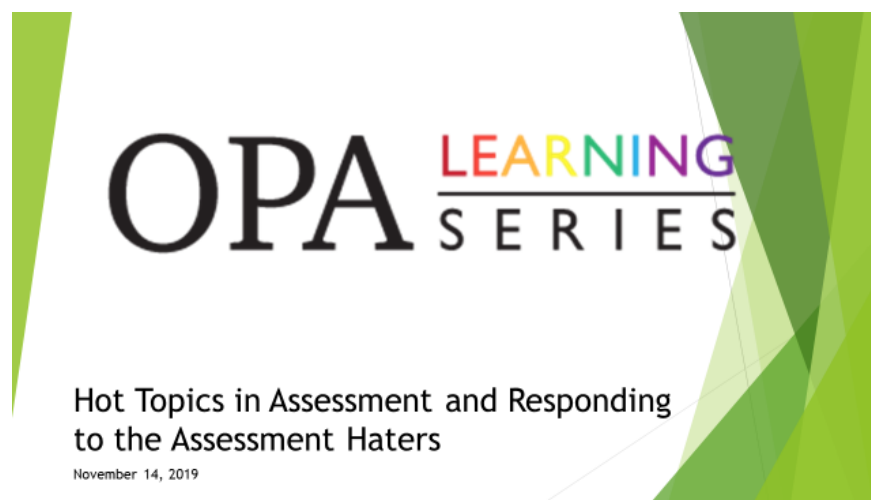
Introductions

► Welcome!

► Housekeeping...
  ► Text JENNIFERHUGH459 to 37607

Are you an assessment hater?

Yes

No

Maybe

I don't know

Start the presentation to see live content. Still no live content? Install the app or get help at **Polilv.com/app**

Besides feeling grumpy about assessment, what is it about assessment that makes you hate it?

What is it about assessment that makes you hate it?

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

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What could be some sources of frustration about assessment?

- ▶ Not knowing
- ▶ Incorrectly assuming that course evaluations are tied to assessment
- ▶ Unclear roles
- ▶ Apathy
- ▶ Not being able to count on colleagues
- ▶ Uncertainty about technology
- ▶ Lack of time
- ▶ Role of an overarching accreditation authority
- ▶ Being thrust in an assessment role last-minute

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Let's talk about some hot topics and trends in assessment...

TRADITION *of Excellence*

Trend 1. Movement Toward Authentic Assessment

Institutions are moving toward greater use of authentic measures of student learning such as class assignments, capstones, and rubrics, with the evidence of student learning derived from these embedded approaches deemed most valuable for improving that learning (Jankowski et al., 2018).
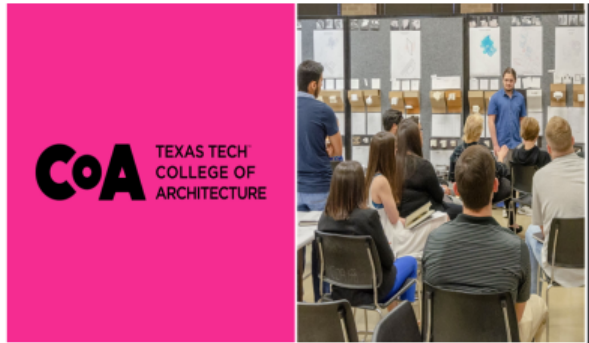
Trend 2. Focus on Improvement and Equity

How can we demonstrate that our assessments are responsive to individual learners, issues of social justice, and inclusivity? (Montenegro & Jankowski, 2015, 2017; Maki, 2017; Zerquera, Hernandez, & Berumen, 2018).

TECHQUEST

Trend 3. Alignment of Learning Throughout Institutions

Institutions are moving to align learning outcomes internally throughout the institution and across academic and student affairs (NILOA, 2018b).

Could we argue that the Texas Core Curriculum provides a foundation for developing student learning outcomes?

Trend 3. Alignment of Learning Throughout Institutions

Let's look at some institutional examples outside Texas:
https://www.sandiego.edu/outcomes/student-learning/learning-and-assessment/learning-outcomes/

https://www.scranton.edu/academics/provost/institutional-effectiveness/University%20of%20Scranton%20Institutional%20ILOs.pdf

Trend 4. Expansion of Partners Involved in Assessment

Meaningful, sustainable assessment cannot be done in isolation or by a single office; effective assessment efforts must involve multiple institutional constituencies. (Schuh & Gansemer-Topf, 2010; Volkwein, 2011; Gilchrist & Oakleaf, 2012; Malenfant & Brown, 2017)

Trend 5. Questions About the Value and Worth of Assessment

Questions about the value of assessment remain (Jankowski & Marshall, 2017).

Is it worth the cost?

Should faculty "waste their time on such nonsense"?

Do students learn more as a result of assessment?

Future Directions

1. Conversations and debates within the field of assessment will continue and mature.(McClellan, Creager, & Savoca, 2018)

2. Technology will continue to influence the practice of assessment. (Kezar & Maxey, 2014)

Future Directions

3. We will get better at telling our story.(NILOA, 2018)

4. Models for assessment practice are diversifying, with emphases shifting from reporting on outcomes to supporting student learning and success. (Jankowski and Marshall, 2017)

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TEXAS TECH UNIVERSITY'S FIFTH-YEAR INTERIM REPORT: 2021

Please join us on December 10 at 4:00PM in TLPDC 153 for "Curious about TTU's Upcoming SACSCOC Fifth Year Report?"