



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

Institutional Effectiveness Weekly Report

February 23, 2018

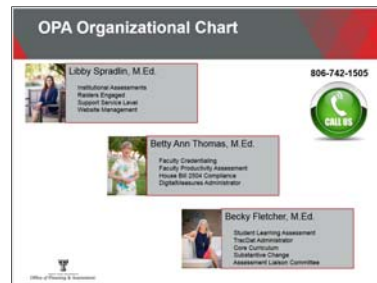
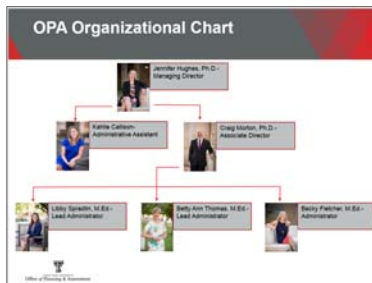
The Office of Planning and Assessment reports its weekly activities and contributions toward Texas Tech University's institutional effectiveness efforts and departmental objectives.

This week's report is going to be a "walkthrough" of the Departmental Consultations that will begin next week with departments with new Chairs.



Each meeting will be a departmental review with specific information to each department. In addition to the PowerPoint presentation, a set of department specific handouts will be provided. Throughout the presentation, chairs and others involved with be directed to handouts to discuss specific issues.

OPA's Organizational Chart



After an introduction to the purpose of the meeting is presented to the attendees, the presenters will identify individuals within OPA and who can be contacted to discuss specific issues.

Transparency Framework



Components of Student Learning Assessment	
Student Learning Outcomes	Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.
Assessment Plans	Campus plans for gathering evidence of student learning might include institution-wide or program specific. Approaches that collect the student learning will be assessed. The data collection tools and approaches that will be used, and the timeline for implementation.
Assessment Resources	Assessment resources encompass information or training provided to faculty and staff to help them understand, develop, implement, communicate, and use evidence of student learning.
Current Assessment Activities	Current assessment activities include information on a full range of projects and activities newly completed or currently underway (e.g. student learning, make improvements or respond to accessibility issues).
Evidence of Student Learning	Evidence of student learning includes results of assessment activities. This may include evidence of student learning (e.g. surveys and data) or public student learning as well as institutional performance indicators (e.g. learner pass rates).
Use of Student Learning Evidence	This component represents the extent to which evidence of student learning is used to identify areas where changes in policies and practices may be required; inform institutional decision-making; problem identification; planning; goal setting; faculty development; course revision; program review; and accountability or accreditation self-study.

While the Transparency Framework may not be an area of significant interest to individual departments, OPA has included these two slides to express to departmental leadership that OPA is dedicated being an exemplary institutional assessment office and providing the best resources possible to all our stakeholders.

Reaffirmation

SACSCOC Reaffirmation

- Revised Standards
- Areas of Concern
- Timeline for Fifth Year Interim Report

Revised Standards for the Fifth Year Interim Report

Standards of Interest

- 9.1, 6.20:** Institution must produce a list of current degree program coordinators and their corresponding academic credentials.
- 10.2, 10.6:** TTU makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.
- 6.1, 6.20:** Demonstrate that we have an adequate number of full-time faculty members to ensure quality and integrity.
- 12.1:** Substantiate that TTU provides appropriate academic and student programs, services, and activities consistent with mission.
- 6.1, 6.20:** Prove that TTU identifies, evaluates, and publishes goals and outcomes for student achievement.

Fifth Year Standards
Applicable Standards for Report due in spring 2021

Revised Standards for the Fifth Year Interim Report

Areas of Concern

- Student Complaints (12.4)**
This standard is documentation-intensive, and we must pay careful attention to redacting student identity. We want a broad, but thorough, demonstration of student complaints.
- Distance Education (10.6 a-c)**
This standard asks the institution to provide evidence of student identity verification, student privacy, and notification of additional fees to be paid by distance students.
- Credit Hour Determination (10.7)**
We must submit evidence and examples that credit hour transfer decisions are made by academically-qualified faculty and/or staff.
- Safe & Secure Environment (13.8)**
We anticipate drafting responses to the following areas related to safety precautions: lab safety, classroom safety, building safety, terrorism, active shooter, weather disasters, sexual assault, online bullying, off-campus site safety, chemical safety, etc.



OPA will discuss the updated standards with specific attention given to three components: standards that OPA has identified as ones of special interest, areas of concern that OPA feels deserve unique attention, and the timeline for the Fifth Year Interim Report.

Faculty Credentialing

Faculty Credentialing

- House Bill 2504
- Faculty Roster
- Faculty Dashboard
- Top 5 Reports

House Bill 2504

Requirements

- instructor's website has available to the public for each undergraduate course
 - Duplicate
 - Contribution value for instructor(s) of record
- THESE requires
 - information accessible from instructor's website within three days
 - Identifiable by the course and program
 - Available to date from the seventh day after the first day of class
 - Updated at least six months
 - Available for two years
- Texas Public Access to Course Information [help us comply!](#)

Deadlines

- Spring 2016: January 28th
- Summer 1 2016: June 14
- Summer 2 2016: July 18
- Fall 2016: September 6

Faculty Credentialing Please Reference Departmental Handout

Faculty List

- The Faculty List Report identifies all Instructors of Record (IOR) within a department with ACTIVE DigitalMeasures (DM) accounts. Please review for accuracy.

Transcript Report

- The Transcript Report identifies all IOs with active DM accounts that have taught within the last two years to identify if faculty are compliant with transcript and Justification Statement uploads.

Security Roles

- The Security Roles Report identifies the permissions that every individual within a department has for DM access with active accounts. Please review for accuracy to ensure faculty confidentiality.

Faculty Dashboard

AY 2016 - 2017 Data

18,200 Enrollment | 880 Data Quality | Faculty Productivity

Faculty Roster | Digital Measures Satisfaction | Faculty Review

Publications | Course Evaluation

Top 5 Reports

Top Five DigitalMeasures Reports

To Run Reports

Sign in to DigitalMeasures

Click on Run Reports and handout below:

- Report - Click on your Department name. Choose option: most data of interest
- Open Report - Choose Your Data
- Where to Publish - Choose an Institution (Summer 17 - Fall 16) Name - Top 5 (C)
- File Name - Choose "Top 5" and click on Save PDF (You also choose PDF)

Core Faculty Goals

Assessment Score related to Students (Student and General Student Items)

Core Faculty Performance

Assessment Score related to Student (Student and General Student Items)

Core Faculty Publications

Assessment Score related to Publications (Publications, Books, and Other)

800 DM Missing Notices

List of notices and notices that are missing upload notices

Scholarship Tracking Notice

List of notices that have upload notices. Look at notices

There is a significant amount of information to cover in these four slides. OPA will begin with House Bill 2504 information and requirements. From there, OPA will review faculty credentialing information that is housed in DigitalMeasures. The Faculty Roster review will help us align our records, the Transcript Report for new chairs will address qualified faculty, and the Security Roles information will make sure that faculty information is being protected. After that, OPA will present a faculty dashboard that includes information on compliance, satisfaction, and the three areas of faculty review: teaching, research, and service. This interactive dashboard will hopefully encourage faculty to explore the data after they return to their department. Finally, OPA will provide the departmental leadership with some information on commonly run reports.

Degree Program Assessment

Degree Program Assessment

- Program Assessment Rubric (PAR)
- PAR Data Review by Program
- Assess of Concerns
- Opportunities for Improvement
- Actions for Improvement
- Challenges

Program Assessment Rubric (PAR)

Criteria for a Highly Developed Assessment Plan and Annual Report

Element	Component	Criteria
Assessment Plan	Assessment	<ul style="list-style-type: none"> Assessment plan is clearly defined and includes a clear purpose, objectives, and a timeline. Assessment plan is approved by the appropriate authority. Assessment plan is updated and revised as needed.
	Assessment	<ul style="list-style-type: none"> Assessment plan is clearly defined and includes a clear purpose, objectives, and a timeline. Assessment plan is approved by the appropriate authority. Assessment plan is updated and revised as needed.
Assessment Report	Assessment	<ul style="list-style-type: none"> Assessment report is clearly defined and includes a clear purpose, objectives, and a timeline. Assessment report is approved by the appropriate authority. Assessment report is updated and revised as needed.
	Assessment	<ul style="list-style-type: none"> Assessment report is clearly defined and includes a clear purpose, objectives, and a timeline. Assessment report is approved by the appropriate authority. Assessment report is updated and revised as needed.

PAR Data Review by Program Please Reference Departmental Handout

Number of Programs

PAR Data Review

Assessment Score

Assessment Score

Assessment Score

Areas of Concern

Actions for Improvement and Follow Up
This is a critical area needing immediate improvement institution wide

Uploading Documentation
While not required, especially for each method or result, it has the potential to significantly improve reporting

Outlining Methodology
There are many departments that need to develop this component

Opportunities for Improvement

1. Consider entering 2017-2018 Assessment Plan completely new to clean up documentation
2. There are many methodologies that could improve an assessment plan such as student learning portfolios
3. Integrating annual assessment requirements with disciplinary accreditation, Graduate Program Review, Communication Literacy, etc. can improve efficiency
4. Include program information

Deadlines: Degree Program's Annual Assessment Report

DEADLINE

Areas to be completed in Nuventive Improve (an upgrade to TracDat):

2017-18 Results
Actions for Improvement

2016-17 Follow ups
Any documentation, i.e., rubrics, meeting minutes, etc. should be included.

After data has been entered:
Changes/Updates to 2017-18 SLOs, Assessment Methods can be made.

Assessment Deadline: October 1, 2018

Actions for Improvement

Please Reference Departmental Handout

2017-2018 Requirements
Follow Ups required based on Actions for Improvement entered in the 2016-2017 Annual Report.

Assessment Component	Criteria
Assessment Plan	Assessment Plan must be submitted to the Office of Planning & Assessment by the deadline. The plan must include a clear statement of the assessment's purpose and the assessment's goals. The plan must include a clear statement of the assessment's methodology and the assessment's data collection and analysis process. The plan must include a clear statement of the assessment's reporting process and the assessment's follow-up process.
Assessment Results	Assessment Results must be submitted to the Office of Planning & Assessment by the deadline. The results must include a clear statement of the assessment's findings and the assessment's conclusions. The results must include a clear statement of the assessment's recommendations and the assessment's follow-up process.
Assessment Report	Assessment Report must be submitted to the Office of Planning & Assessment by the deadline. The report must include a clear statement of the assessment's purpose and the assessment's goals. The report must include a clear statement of the assessment's methodology and the assessment's data collection and analysis process. The report must include a clear statement of the assessment's findings and the assessment's conclusions. The report must include a clear statement of the assessment's recommendations and the assessment's follow-up process.

The focus of this section of the presentation is a direct contribution and closing of the loop on an IE process that TTU has determined as a significant aspect of institutional assessment. After general information about degree program assessment and upcoming deadlines and requirements is presented, OPA will direct attendees to a handout with individual program level PAR reports for each program in the department. The presentation of the results will be an overview with an invitation to set up additional consultation time with OPA.

Institutional Assessment

Institutional Assessment

- Core Curriculum & Marketable Skills
- TechQuest
- Outreach and Engagement- Raiders Engaged Data Review

Core Curriculum & Marketable Skills

Texas Higher Education Coordinating Board
Marketable Skills

Statement of Intent: Develop a core curriculum, establish goals for student learning and the practical and relevant work, develop programs of general and major requirements, for entry in a degree field, and assess individual and practical skills needed for all learning.

Critical Thinking Skills (CTS) - Critical thinking, creative, and problem-solving skills and evidence of assessment.

Communication Skills (COM) - Effective oral, written, and visual communication skills through written, oral, and visual communication.

Empirical and Quantitative Skills (EQS) - Interpretation and analysis of evidence to solve a problem or make a decision.

Teamwork (TW) - Ability to cooperate, collaborate, and work with others to support a shared purpose or goal.

Social Responsibility (SR) - Intellectual, professional, and civic responsibility, and the ability to engage effectively in logical, rational, and global perspectives.

Personal Responsibility (PR) - Ability to control stress, anxiety, and competition in a global environment.

Core Level Data Results

TechQuest

Please Reference Departmental Handout

TechQuest

Please Reference Departmental Handout

Outreach and Engagement- Raiders Engaged Data Review

Please Reference Departmental Handout

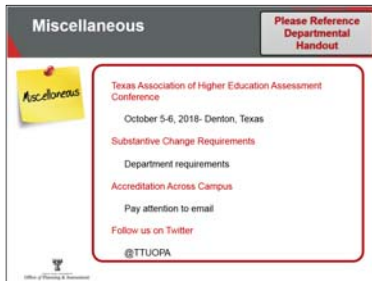
There are three main areas to present to the attendees, but the amount of time dedicated to the information will vary depending on time. OPA will present limited information from the Core Curriculum Report with some attention given to the work OPA is doing with Marketable skills. TechQuest data will be limited data related to the pretest to freshmen. And finally, OPA will present outreach and engagement data through an interactive dashboard.

Strategic Planning



At this time, OPA has limited information on departmental requirements for strategic planning and the role that OPA will have with reporting. However, many individuals ask OPA about this issue. OPA will limit our coverage of this topic to publicly available information.

Miscellaneous



OPA will conclude the Departmental Consultation with a few miscellaneous topics.