Office of Planning and Assessment

Annual Report
Fall 2018 | Spring 2019

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Preparation for Fifth-Year Report

Official Launch of SACSCOC Teams

- After a successful team leader meeting on April 29, OPA staff reached out to all individual team leaders.

Resources Provided to Team Leaders

- OPA staff prepared an "invitation to participate" email for team leaders, in the event they wish to distribute this message to prospective team members.

Dear Colleagues:

The university is currently preparing for the SACSCOC Fifth-Year Report, due in March 2021. I am creating a team to prepare evidence for Core Requirement 8.1 (Student Achievement). The exact language for 8.1 is excerpted below:

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement)

I'd like to ask you to serve on the 8.1 team, which will be responsible for collecting and presenting evidence in support of our compliance with 8.1. In addition, our team will be responsible for drafting a narrative that reiterates our compliance. This is a multi-year commitment, but the bulk of our work will commence this fall. OPA has an internal deadline of January 31, 2020 for a complete first draft. After the initial draft, I expect that we'll continue to tweak our responses over the course of 2020.

Please let me know at your earliest convenience if you are willing to serve as a team leader. I will convene our first meeting in mid-July.

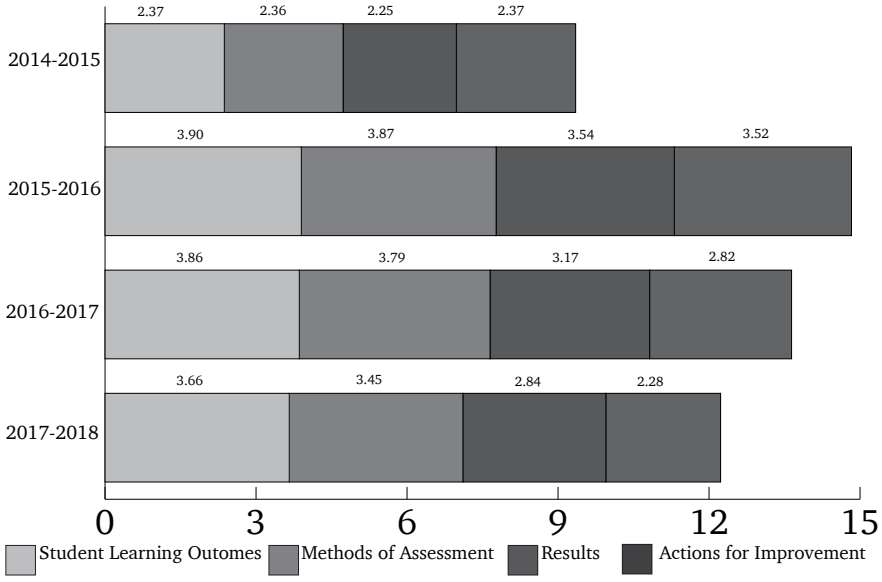
Thanks for your consideration.

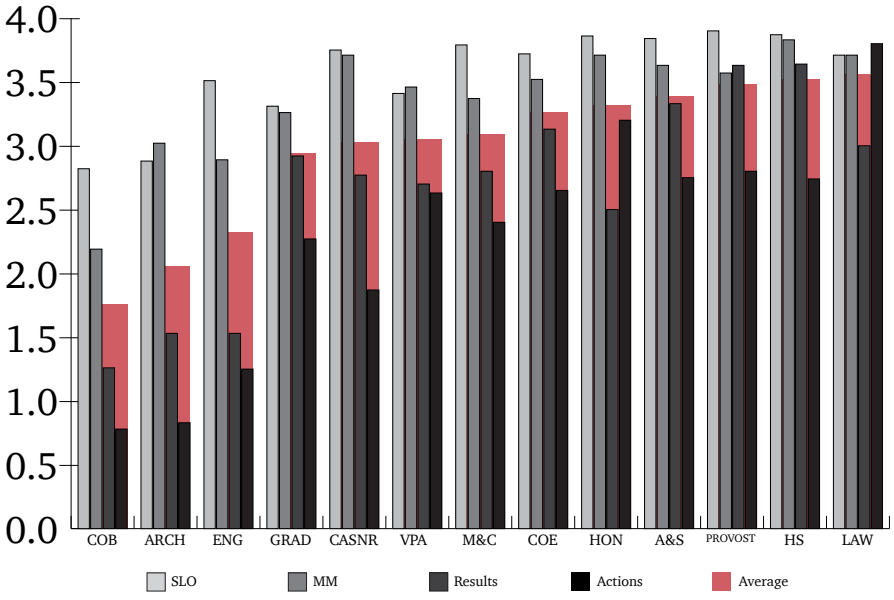
Monthly Email Message

- OPA staff will begin a monthly Fifth-Year email message to team leaders. The June 2019 email message will be the inaugural email message, and we will remind leaders of the following:
  1. First draft is due January 2020;
  2. Team membership should be solidified during summer 2019, and
  3. OPA staff will assist you with planning a team meeting during summer 2019.

Degree Program Assessment Update

The Degree Program Evaluation for all 2017-2018 academic assessment reports was completed in the Spring 2019 semester. Assessment reports are submitted annually via Nuventive Improve. Feedback gathered during the review process was provided during the annual department chair visits. The intention of these visits was to discuss overall department assessment progress as well as offer suggestions on quality improvements that will advance 2018-2019 assessment reporting.





Enhancements to Core Curriculum

OPA Plays a Significant Role in Enhancements to Core Curriculum Assessment

During the 2018-2019 academic year, the Office of Planning and Assessment played an instrumental role in enhancing TTU's Core Curriculum assessment process. This process also included multicultural courses, which are a TTU graduation requirement. Prior to 2018, faculty teaching core and multicultural courses reported their assessment results by completing a spreadsheet and emailing that spreadsheet to the appropriate chairperson. This process often resulted in misaligned data and confusing documentation.

In fall 2018, OPA staff collaborated with core curriculum faculty to develop a Qualtrics survey for submission of assessment data. This survey, identified as the Core Curriculum Assessment Survey, was successfully piloted in fall 2018 and repeated in spring 2019. The overarching purpose of the Core Curriculum Assessment survey is to develop an effective mechanism for gathering assessment data across multiple courses and multi-course sections.

The revised assessment process begins with faculty and concludes with OPA data analysis. First, faculty are asked to develop an assignment or identify an existing assignment to assess student learning. Second, after identifying this assignment, faculty use the guidelines provided in the Core Curriculum Rubric to ensure the assignment aligns with the learning goals of the core curriculum. Third, OPA staff send a personalized Qualtrics survey link to identified core faculty. Behind the scenes, OPA staff have customized each link with the appropriate course prefix, number, and section. If a faculty member teaches multiple core course sections, then he/she receives survey links for each individual section. Lastly, results from the Qualtrics survey are analyzed by OPA staff and included in a comprehensive annual Core Curriculum report.

The Core Curriculum Committee then uses these comprehensive results to inform continued development of best practices in teaching and learning across the core curriculum and multicultural courses. OPA expects to hone the survey process as it becomes more widely distributed to core faculty. We are pleased with our office's contributions to this effort, and we believe that these enhancements will provide better usability for faculty users. Perhaps most important, however, is that these enhancements have culminated in high-quality assessment data.

TxAHEA

In 2018, Texas Tech University collaborated with 10 other colleges and universities across the state to create the Texas Association for Higher Education Assessment Conference (TxAHEA). The inaugural year for the TxAHEA conference was held at the University of North Texas in Denton, Texas. The conference grew from 103 registered attendees in 2017 to 193 registered attendees in 2018. The one-day conference consisted of a total of 36 presentations and 1 panel session. A few of the presenters came from University of Central Oklahoma, The University of Texas Rio Grande Valley, Colorado Mesa University, Midwestern State University, Northeast Lakeview College, University of Texas at Austin, Angelina College, Tarleton State University, University of Central Missouri and Stephen F. Austin State University. At the end of every conference, all attendees receive a survey asking for their feedback about suggestions for making the conference better and any additional comments. The responses have included feedback with both positive comments and improvement strategies.

- This conference was extremely well coordinated and organized. I felt I took away 1-2 ideas from each session.
- Loved that this was local and cost was very affordable to send teams, I would continue to keep this for continued participation from assessment teams at institutions.
- It would be nice to have more opportunities to network with colleagues.
- I am amazed at how fast you have developed this conference over the years! You all are doing it right already, quite clearly!
- Glad the conference is revived. The old A&M conference was very valuable so this gets at those same goals.
- It seems ok for office personnel and sacs liaisons, but I would not recommend it to general faculty or student affairs professionals unless the content expanded.

Currently, twenty colleges and universities across the state are represented on the 2019 planning committee. To continue offering professional development opportunities to assessment leaders across the state, the vision for the future of the Texas Association for Higher Education Assessment is to become a certified association. The goals of the association will be to provide professional development to support assessment practitioners at community colleges, universities, and other institutions of higher education; create a platform for collaboration among institutions of higher education; and to disseminate information and exchange ideas on issues and concerns of common interests. Members of the planning committee held an election and four members were elected to the Executive Committee to serve as President, President-Elect, Secretary and Treasurer. The Executive Committee will serve as leaders of the association and will ensure the association aligns with the vision and goals set forth by the planning committee.

The 2019 Texas Association for Higher Education Assessment Conference has grown and will now be a 1.5 day conference held at the Marriott Plaza San Antonio on October 1st and 2nd. This year's conference will consist of six workshops, two roundtables, twenty-eight plenary sessions and four panel sessions with representatives from Angelina College, Dallas County Community College District, Daytona State College, Galen College of Nursing, Johnson County Community College, McMurray University, Midwestern State University, Palo Alto College, Sam Houston State University, San Antonio College, San Jacinto College, Stephen F. Austin State University, Sul Ross State University, Tarrant County College District, Texas A&M University, Texas A&M International University, Texas A&M University-Commerce, Texas Lutheran University, Texas The, Texas Women's University, University of North Texas, University of the Incarnate World, University of Texas at Austin, Virginia State University, West Texas A&M University and Western Dakota Tech.

Adoption of New Raiders Engaged Metrics

The Office of Planning and Assessment has played a major role in the assessment of outreach and engagement since it first became an institutional priority. With a new university strategic plan came renewed interested in faculty and staff outreach, engagement, and engaged scholarship activity. The Outreach and Engagement Metrics Task Force was created to review the university's metrics for this priority and OPA co-chaired the task force over the spring 2019 semester.

The O&E Metrics Task Force recommended the following metrics as part of the new assessment process for the university strategic plan. Benchmarks for the new metrics can be established using previously reported data.

- Number of faculty and staff involved in TTU OES
  - o This metric has changed from "number of *hours* faculty and staff were involved" to "number of faculty and staff involved," which will be a more reliable measure.
- Number of outreach projects, programs, and events provided for the community
  - o This metric and the following metric were previously reported together but have been broken out to better distinguish outreach from engagement activity. This metric represents outreach as it reflects a one-way relationship with the university being the provider and the community being the recipient or beneficiary.
- Number of engagement activities, projects, or programs provided in partnership with the community
  - o This number reflects either engagement or engaged scholarship activities and reflects all two-way or reciprocal relationships between the university and the community.
- Number of external Outreach and Engagement partnerships
  - o This metric and the following metric are related. The data in this metric will express how many total partnerships exist across campus, allowing for duplication of individual partner entities.
- Number of external Outreach and Engagement partners
  - o This metric will be a smaller number but will demonstrate how many unique partners TTU works with in its outreach or engagement activities.
- Number of non-TTU attendees and participants in TTU Outreach and Engagement activities
  - o This metric remains the same but will continue to face many of the same validity and reliability concerns noted in previous administrations.
- Number of K-12 schools participating in TTU Outreach and Engagement activities
  - o This metric has changed from "number of students and teachers" to "number of schools" to allow for more realistic and valid data. The challenge will be to make sure individual schools, not simply whole school districts, are identified.
- Number of faculty receiving awards for excellence in Outreach and Engagement
  - o This metric has been altered from "nationally recognized awards" to "awards for excellence."
- Number of students participating in High Impact Practices
  - o This metric has changed from "number of service learning courses" to a broader and more inclusive metric that aligns with institutional priorities.
- Number of publications, presentations, performances, and other peer-reviewed scholarly products resulting from TTU Outreach and Engagement activities
  - o This number will be pulled from DigitalMeasures and will represent specific scholarly engagement activities.
- Total external funding received from Outreach and Engagement activities
  - o This metric remains the same but the process for collecting data will change. Under the new process, we will be able to link data from externally funded sources to identified projects through a Cayuse integration. Previously, the data was self-reported and likely unreliable.

Success of OPA Coffee Breaks

This year, OPA offered a new professional development format for TTU faculty and staff. Named OPA Coffee Breaks, this event provided opportunities for casual discussion around assessment-themed topics. We wish to thank our former speakers – Ms. Kimberly Gramm, Dr. Paul Pare, Professor Genevieve Durham DeCesaro, Dr. Aliza Wong, Dr. Erin Justyna, Dr. David Doerfert, and Mr. Kenny Shatley.

We've got a terrific line-up for Fall 2019, so please join us!

HB2504

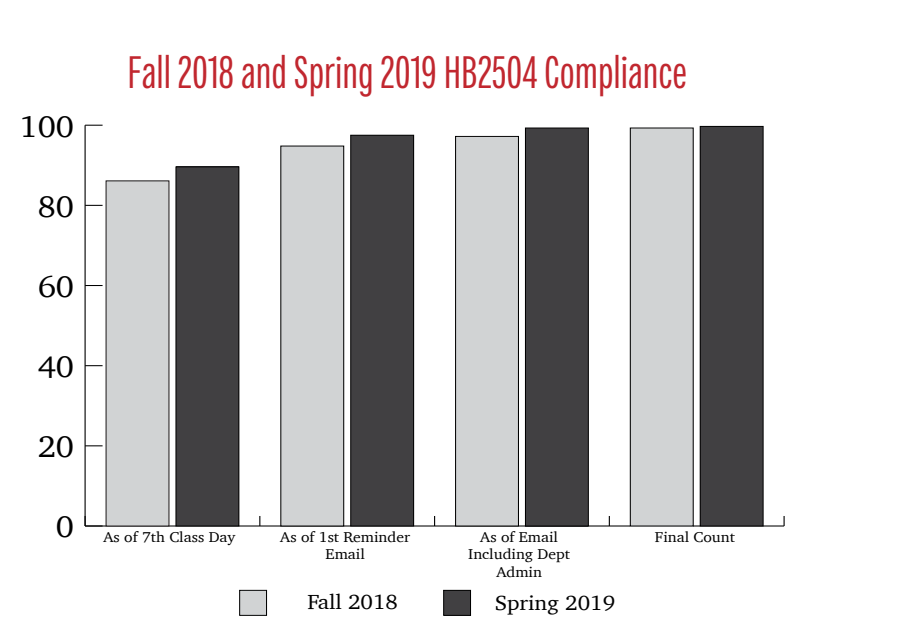
HB 2504 requires, "Each public institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's website the following information for each undergraduate classroom course offered for credit by the institution: a syllabus [and] curriculum vitae for the instructor(s) of record." Texas House Bill 2504 was signed into law in May, 2009 with the mandate to commence fall 2010. This legislation requires that "each institution of higher education … make available to the public on the institution's Internet website certain undergraduate course information …." The Office of Planning and Assessment maintains public course access information about undergraduate courses.

The Texas Higher Education Coordinating Board rules required this information to be:

- Accessible from the institution's Internet website home page by use of not more than three links;
- Searchable by key words and phrases
- Accessible without requiring registration or use of a user name, password, or other user identification;
- Available not later than the seventh day after the first day of classes for the semester during which the course is offered;
- Updated as soon as practicable after the information changes, at least once for every semester in which the course is offered; and
- Continue to be available until at least the second anniversary of the date on which the information was initially posted
- Additionally, an up-to-date curriculum vitae must be available for each instructor of each course for two years after the course is taught.

Through the use of DigitalMeasures and scheduled reminders, OPA has worked towards 100% compliance and greater efficiency each term resulting in slightly higher compliance for each term over the past year. The initial Summer count was lower than normal as the new Administrator of OPA learned the nuances of the HB2504 exemptions; however, overall baselines at each term milestone have been higher. Through continued outreach, early training, and more consumable trainings, we hope to continue this trend to being over 90% in our first contact and 100% by our final contact every term.

In the graph below, the percentage of compliance is found by courses in compliance by total courses. Courses that are exempt from HB2504 were included in Summer resulting in a lower percentage than actual compliance. This has been rectified for future terms. OPA sends email reminders first to faculty, then procedurally escalating the issue to then include department chairs, followed by chairs and deans. Typically, a reminder email to faculty has a positive response that greatly reduces our missing syllabi count.



OPA Assessment Speaker Lineup Fall 2019

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Coffee Breaks-TLPDC 153

September 11, 9:30-10:30
Dr. Justin Louder, Associate Vice Provost, eLearning & Academic Partnerships
Assessing at a Distance: Measuring Student Learning Online

October 7, 3:30-4:30
Ms. Suzanne Tapp, Executive Director, TLPDC
Transparency in Learning and Teaching

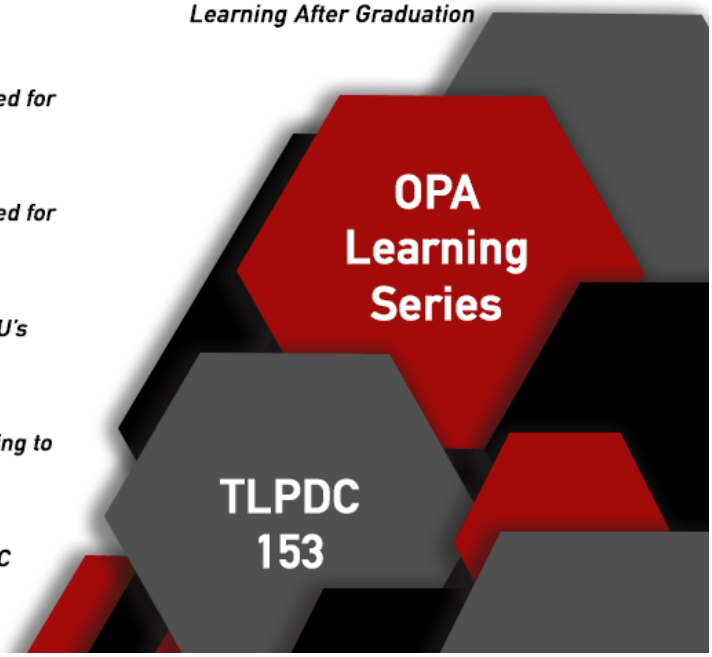
November 15, 3:00-4:00
Ms. Lissa Munoz, Associate Managing Director, Operations Division
The Best Space for Learning: Optimizing Space Utilization

December 9, 8:30-9:30
Mr. Curt Langford, President and CEO, Texas Tech Alumni Association
What Did They Learn: Assessing Student Learning After Graduation

August 27, 3:30-4:30
Assessment Workshop: Are You Prepared for OPA's October 1 Deadline?

September 10, 2:00-3:00
Assessment Workshop: Are You Prepared for OPA's October 1 Deadline?

October 16, 9:00-10:00
OPA Listening Session: Feedback on TTU's Assessment Expectations

November 14, 9:00-10:00
Hot Topics in Assessment and Responding to the Assessment Haters

December 10, 4:00-5:00
Curious about TTU's Upcoming SACSCOC Fifth-Year Report?