

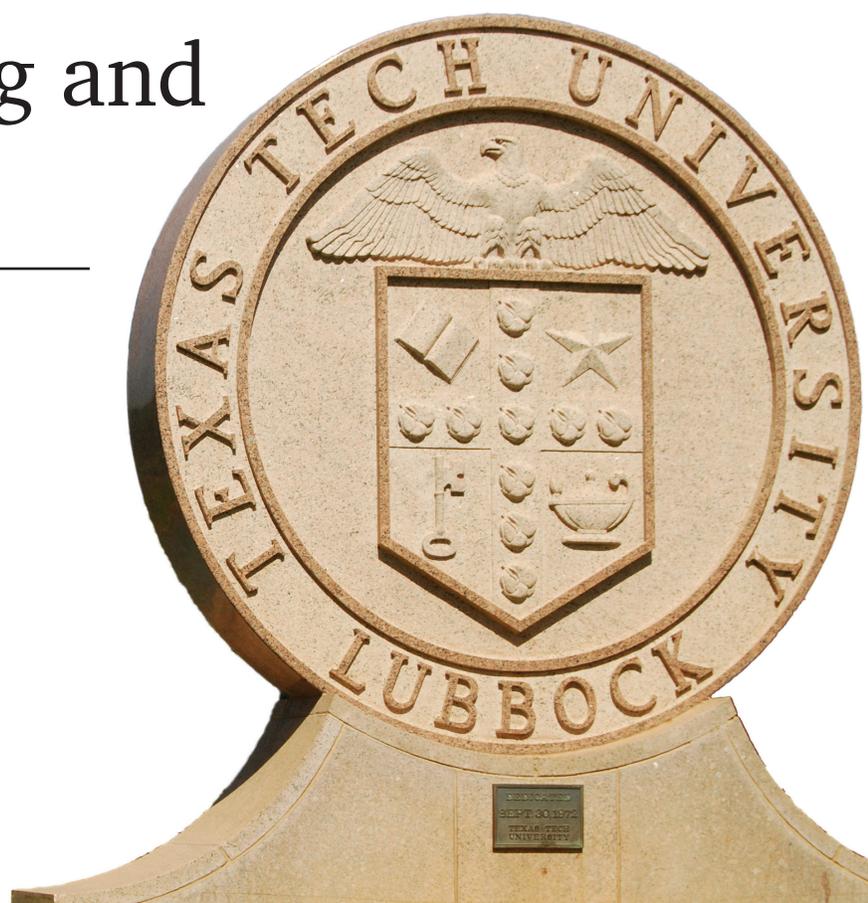


# Office of Planning and Assessment

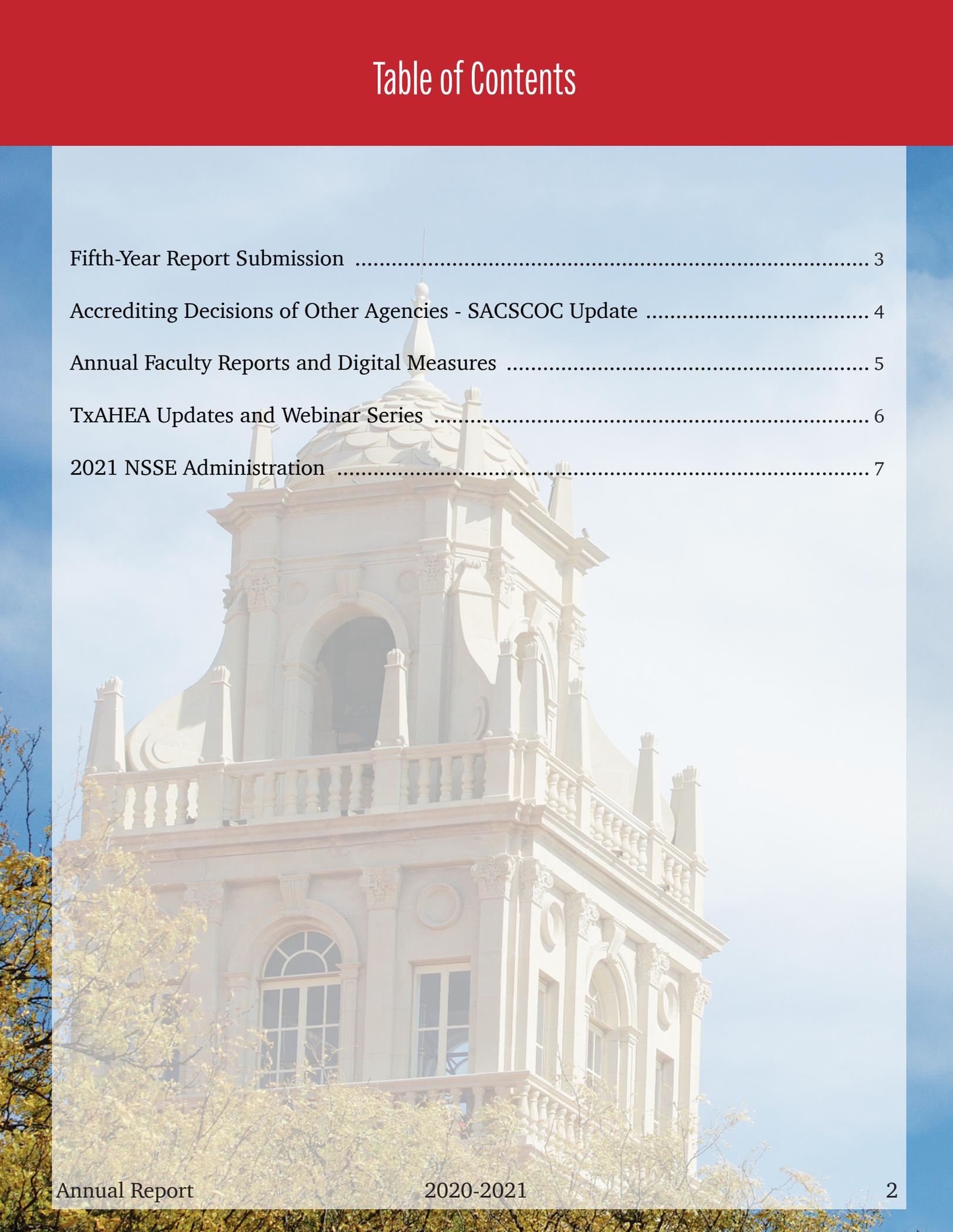
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Annual Report

Fall 2020 | Spring 2021



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# Fifth-Year Report Submission

The University's Fifth-Year Report was submitted on Thursday, March 11. Our report was formally due to SACSCOC on March 15, so we are pleased that it was submitted ahead of the due date! After nearly 30 months of intensive work, the Office of Planning and Assessment reported on 22 required SACSCOC standards, including the QEP Impact Report. The report covered a wide range of higher education issues: physical resources, student support services, institutional effectiveness, safety and security, financial aid disbursement, student achievement, academic program leadership, and academic administration.

The University's second QEP, *Bear Our Banners Far and Wide: Communicating in a Global Society*, was a major focus of the Fifth Year Report. Dr. Paul Pare, Professor and QEP Director, discussed all of the positive impacts that the QEP made to the Texas Tech community. The University's next major accreditation milestone will be the 2025 reaffirmation of accreditation, which occurs every ten years.

## TEXAS TECH UNIVERSITY FIFTH-YEAR REPORT SUMMARY

**AUTHORS AND CONTRIBUTORS  
TO FIFTH-YEAR REPORT**



**150**

**22** STANDARDS  
EVALUATED

**YEARS SPENT PREPARING  
FOR THE REPORT**



**2 1/2**

**5** CORE REQUIREMENTS

**3,704**



**UPLOADED DOCUMENTS**

**TTU OPS WERE  
REFERENCED**

**216** TIMES



**8**

**AVERAGE NUMBER OF DRAFTS PER  
STANDARD BEFORE BEING FINALIZED**



TEXAS TECH UNIVERSITY  
Office of Planning & Assessment

# Accrediting Decisions of Other Agencies - SACSCOC Update

The Office of Planning and Assessment tracks degree program-specific accrediting agencies as part of SACSCOC Standard 14.4 – Accrediting Decisions of Other Agencies. This standard requires that Texas Tech University represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and informs those agencies of any change of accreditation status, including the imposition of public sanctions.

OPA prepared a detailed response to meet compliance expectations for Standard 14.4. Through this process, OPA noticed discrepancies in what has historically been listed in the Undergraduate and Graduate Academic Catalog. OPA worked closely with the Office of Official Publications to ensure the correct information is reflected in the TTU catalog. This updated information can be viewed online on the catalog's Policies, Declarations, and Accreditations page as well as on the OPA Institutional Accreditations page.

# Annual Faculty Reports and Digital Measures

Each year, thousands of faculty are required to submit their Annual Faculty Report in Digital Measures. This year, OPA fielded an extraordinary number of Annual Faculty Report revisions, and seeing the positive feedback, we are expecting to revise and update many more of these template reports. Below we have provided a clearer method for reporting AFR changes or issues and look back at some of the major changes we developed over Fall 2020 and Spring 2021.

Report Revisions	New College or Department AFR	New Template Reports	Total DM Revisions AY 2021
27	3	4	56

## COVID-19 Impacts and Distance Modality

COVID-19 turned our Spring 2020 semester upside down, and with that, distance modality and updates to in-person course offerings were rapidly put in place. Updates to the AFR process were developed to recognize the efforts made by faculty during this time, including:

1. COVID-19 Impacts Screen
2. Inclusion of three questions regarding course modality and other efforts

Some colleges and departments developed or adopted a new COVID-19 Impacts screen, which allows faculty a space to report if their courses were affected by COVID-19 or procedures surrounding COVID-19. These additional three questions allow for more commentary or explanation for unique courses or courses with aspects that aren't normally captured in numbers and tables.

## For Faculty or Instructors

Digital Measures automatically creates accounts for faculty when their teaching record is updated and when students enroll in their course. In order to organize the data in DM, faculty are categorized by College and Department. (This can be found in the Permanent Data - Yearly Data, section of Digital Measures). When running your report, you should look for the report labeled with your college or department. Refer to your Department Chair if you have any questions about which report to run.

# TxAHEA Updates and Webinar Series

Due to the COVID-19 pandemic, we were unable to hold the 2020 Texas Association for Higher Education Assessment conference. As an association, we wanted to ensure continued professional development opportunities. As a result, we created the TxAHEA 2020-2021 Webinar Series which was a series of five assessment-themed webinars.

## 2020 - 2021 TxAHEA Webinar Series Schedule

**October 14, 2020, 10:30 - 11:30 AM CST: *Offering Professional Development During COVID-19***

Jennifer S. Hughes, Texas Tech University

**November 11, 2020, 10:30 - 11:30 AM CST: *5 Things I Wish I'd Known When I Started Assessment***

Lea Campbell, University of Houston-Downtown

**February 10, 2021, 10:30 - 11:30 AM CST: *Continuous Improvement during Uncertain Times: Transforming the Institutional Assessment Culture***

San Antonio College - Integrated Planning & Performance Excellence Office

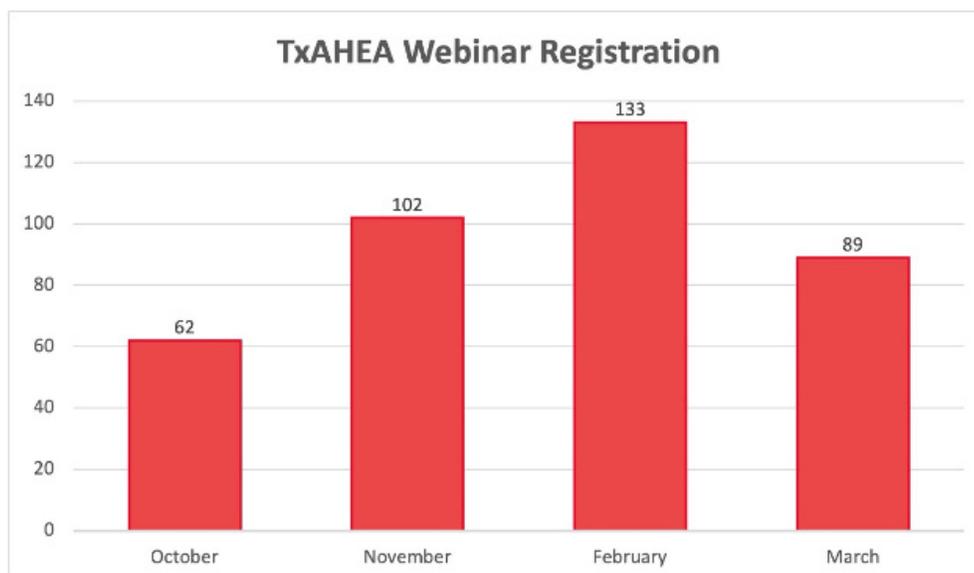
**March 24, 2021, 10:30 - 11:30 AM CST: *Assessing Teamwork in a Virtual Setting***

Amanda Harrison, Academic Assessment Coordinator and Dr. Jennifer Lares, Adjunct Business Faculty

**June 23, 2021, 10:30 - 11:30 AM CST: *Co-Curricular Assessment – Not just for Student Affairs***

Blake Tritico, University of Houston - Downtown

The webinar series proved to be a useful professional development offering for Texas institutions and beyond. As the webinar series progressed, we saw relatively high attendance in every webinar with February's having a record attendance of 133 individuals. The Association voted and decided to continue holding monthly webinars throughout summer 2021, as well as during the fall and spring semesters.



# 2021 NSSE Administration

This spring, the Office of Planning and Assessment provided oversight for the National Survey of Student Engagement (NSSE), administered to first-year and senior students. OPA partnered with the Center for Transformative Undergraduate Experiences (TrUE) and the Division of Diversity, Equity, and Inclusion (DEI) to administer both assessments.

Texas Tech's response rate for the 2021 NSSE surpassed our expectations and goals. As of May 16<sup>th</sup>, when the survey administration officially closed, the NSSE response rate was at 25% with 3,261 completed surveys and 816 partially completed surveys. We surpassed the 2019 response rate—9.8% with 1,614 total responses—within the first two weeks and then doubled the response rate shortly after the first month. We also surpassed the national average based on student population size by 4 percentage points.

OPA partnered with TrUE and DEI to create a marketing and incentive strategy to increase our response rates for 2021. Students received a letter from the President's Office encouraging their participation a week before the survey began, physical flyers were sent to departments around campus to post in high traffic areas, and consistent social media messaging was used to encourage participation and explain the value of NSSE data for the university. Eesyssoft was able to create a message that appeared in Blackboard for students that had received the invitation as a reminder to complete the survey. The Blackboard link received more than 2,200 unique clicks and 230,000 views from students.

OPA, TrUE, and DEI secured over 100 Under Armour backpacks with the Double T logo embroidered on the front of the bag to distribute to students as incentives for completing the NSSE. The backpacks also contained a DEI branded hand sanitizer, face mask, and information folder. We also received footballs, baseballs, and basketballs—all signed by TTU head coaches—that were awarded to students as incentives. We offered TTU decals to any student that completed the NSSE, available for pickup at OPA, TrUE, and DEI offices. Our collaborative effort between the three offices has provided great response rates, excellent messaging, and quality incentive distribution.

OPA created a brief Qualtrics questionnaire to get feedback from students that completed the NSSE to learn what most motivated them to take the survey. The questionnaire was emailed to students who completed the NSSE, resulting in more than 570 completed surveys as of May 16<sup>th</sup>. Early data indicate that students were motivated most by incentives, the

# 2021 NSSE Administration

initial NSSE invitation from President Schovanec, the Blackboard reminder created by Eesyssoft, and NSSE reminders. Students also indicated that scholarship incentives would be the most desirable offering, but the backpacks and sports memorabilia also ranked highly. We also saw that most students had appropriate expectations of the time requirement and types of questions that would be asked from the NSSE, likely caused by effectively communicating with students through the initial email, reminders, and pre-survey instructions. These results will help us capitalize on the successful 2021 NSSE by focusing on what worked best with students for the next survey in 2023.

