



TEXAS TECH UNIVERSITY  
Office of the Provost

## Office of Planning & Assessment

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### *Executive Summary Degree Program Evaluation January 29, 2016*

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The Degree Program Evaluation for all TracDat accounts was completed at the beginning of the spring 2016 term in order to provide feedback to each program coordinator for **2014-2015** TracDat account documentation to be better informed for 2015-2016 reporting. Each coordinator will be met with individually during the spring term to review the results. They will then be given the opportunity to address each issue before results are re-evaluated during the summer. Deadlines for new plans will shortly follow. The revised process is being explored this year in response to the SACSCOC upcoming monitoring report due in September 2016. In the future, the assessments and plans will have a deadline in early fall as specified on the Progress Portal website.

The rubric was designed specifically to identify best practice evidence of student learning outcome assessment. There are four components to the rubric, each reflecting key assessment components. The maximum available score is 15, which would reflect “Highly Developed” TracDat accounts. A minimum score that would still be considered to meet baseline criteria would be one step below “Highly Developed” for each component, or “Developed”. A “Developed” only account would have a score of 11.5. Lower than “Developed” would be either “Initial” (a rating of 1) and “Emerging” (a rating of 2). The components are as follows:

- Student Learning Outcomes- This component has a maximum score of 3, due to the pass-fail criteria regarding having three to five learning outcomes per program. All programs are required to have three to five outcomes that specifically measure student learning.
- Assessment Methods- This component has a maximum score of 4. Each outcome requires multiple methods of assessment that are measurable and related to the outcome.
- Results- This component has a maximum score of 4. Not only is it important to document results of the assessment methods, but it is important that the results demonstrate critical reflection so that the results can be used to improve student learning when necessary.
- Actions for Improvement & Follow Up- This component has a maximum score of 4. Each program is required to document how results were used (or are planned to be used) to make improvements to student learning within the program. OPA does not require Actions for Improvement or Follow up for every result, but there should be evidence that quality improvements are regularly made.

Of the 260 program accounts evaluated, only 22 met the threshold of “Developed”, or what OPA has determined to be the criteria for compliance with Comprehensive Standard 3.3.1.1. This is not, however, to suggest that all other accounts would be found non-compliant in future reviews, but rather that the best practice criteria established by this rubric only identified 8.5% currently meeting all expectations. However, it is in OPA’s opinion that through cooperation and collaboration between each program and OPA staff and with the support of each program’s department and college that all of these programs will meet expected criteria in future reviews. Each report begins with the following statement:

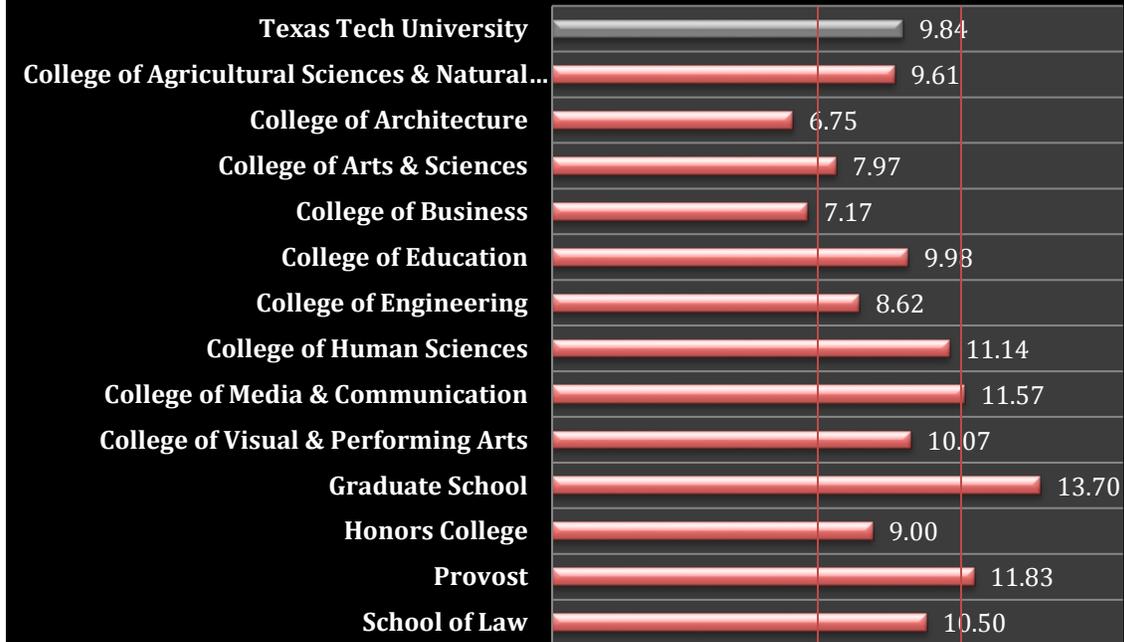
*The following report provides a summary of degree-program results derived from the TTU Program Evaluation Rubric. This analysis was completed by an Office of Planning and Assessment staff member and provides an assessment of Student Learning outcomes documentation. It is an assessment of the quality of assessment documentation for each degree program within the department of \_\_\_\_\_. The rubric allows for a score of Initial (1) to Highly Developed (4) for multiple criteria within the following categories: Student Learning Outcome, Assessment Method, Results, and Actions for Improvement.*

*For each criterion, the rating assigned per component within the criteria is the overall assigned score. For example, if one component within a given criteria is receives an “Initial” score, but another component within the same criteria receives the higher score of “Emerging,” the given score for the criteria is “Initial.”*

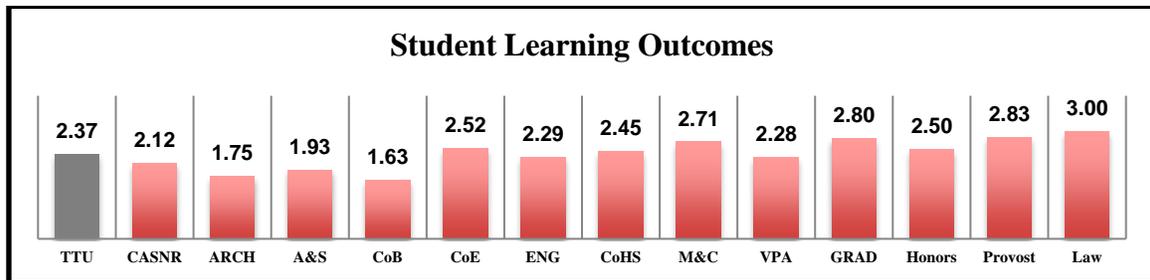
### **College Comparison**

When looking at the total scores for all colleges, it is apparent that there is significant variation in scores. The rubric allowed for a minimum score of 4.0 (a 1.0 for each of the four components) and a maximum score of 15.0 (a 3.0 in the first component and 4.0s for the other three components). While not a rule, a score of 11.5 indicates a score that meets the criteria for compliance with CS 3.3.1.1. The overall average for Texas Tech University when averaging each college’s average score was 9.84 with a standard deviation of 1.97. This results in programs in the Office of the Provost and departments within the Graduate School as the only colleges with an overall average that exceeded one standard deviation from the rest of the university. Additionally, there were two colleges with a score with an overall average less than one standard deviation from the rest of the university: Architecture and Business. While this data represents how each college performed in relation to the entire university, it is important to note that the goal is see each college, department, and program achieving the highest standard possible in student learning assessment and documentation.

## College Comparison

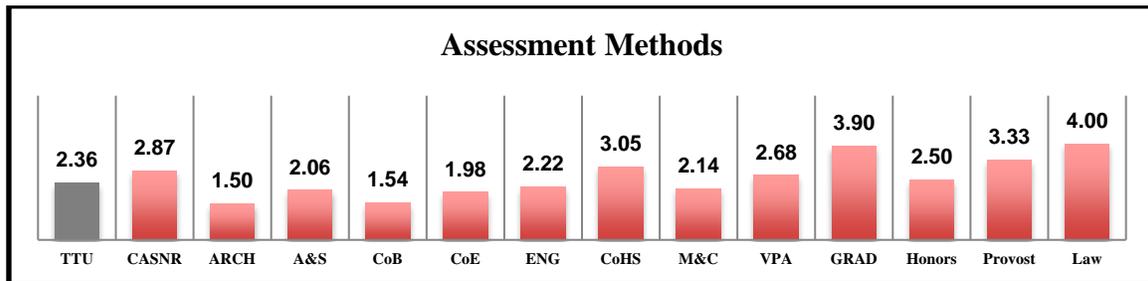


**Student Learning Outcomes-** *highest possible score of 3.0*



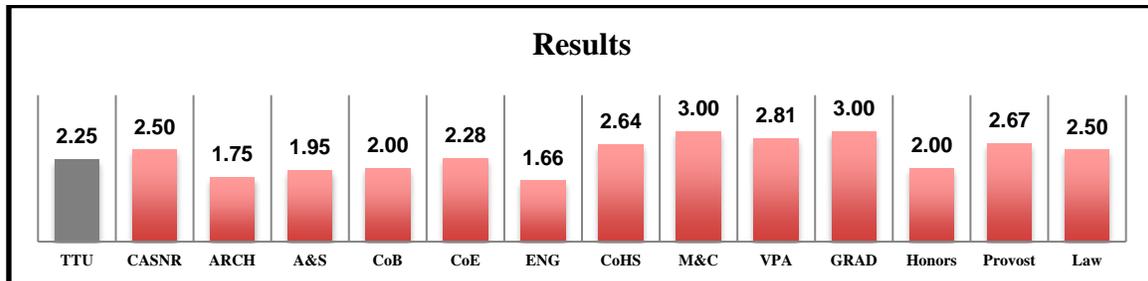
**Greatest area for Improvement:** There are two areas where programs fail to meet the level of “Developed” within this component. The first is with number of Student Learning Outcomes. OPA requires that each program identify three to five outcomes with three being a reasonable target. Many programs only identify one Student Learning Outcome. Secondly, many programs may identify multiple outcomes, but may not be focused on student learning. In these cases, programs may identify strategic or programmatic outcomes as Student Learning Outcomes. Student Learning Outcomes must be outcomes that represent what the student will learn as a result of being in the program. “Highly Developed” outcomes not only measure student learning and meet the required number of outcomes, but the Student Learning Outcome is well structures and measurable.

**Assessment Methods-** highest possible score of 4.0



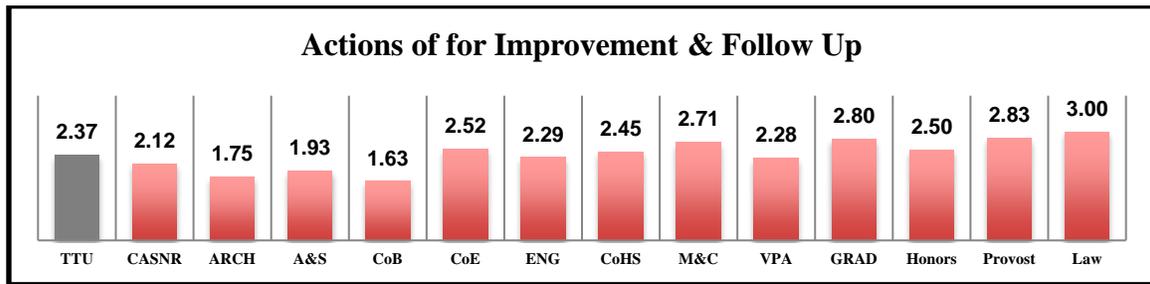
**Greatest area for Improvement:** Each Student Learning Outcome should have multiple forms of measurement. This is to ensure that there is sufficient evidence. Many programs fail to identify multiple forms of assessment. Additionally, many programs identify methods of assessment that do not measure student learning. While it can be difficult to explain, methods of assessment that simply measure student success within a course or program does not necessarily measure what students have learned. Student success can be related to many factors including content fluency, but success only does not measure what students learn, precisely. Nor does it measure progressive learning throughout a program.

**Results-** highest possible score of 4.0



**Greatest area for Improvement:** By this point in the institutional analysis it can be difficult to provide feedback that is completely valid. The Results section representations documentation based on the previous two sections: Student Learning Outcomes and Methods of Assessment. If the previous two fail to meet the “Developed” standard, it can be difficult to meet that standard in the Results section. However, what is evident is that the most common area for improvement is with the amount of analysis provided. Often programs will provide aggregate score data, but fail to provide any evidence that the data went through a process of critical reflection. It is important to provide evidence this degree of reflection because it indicates that the program is capable of making needed improvements to improve student learning. Even when criteria are met, programs should be able to indicate that new criteria are appropriate. Likewise, when criteria are not met, new measures may be appropriate.

**Actions for Improvement & Follow Up** - highest possible score of 4.0



**Greatest area for Improvement:** The most common area where programs could make improvement within this component is to better document what actions need to be taken, based on the results, to make needed improvement to student learning. Additionally, many programs failed to document what steps have been taken to make improvements. This is commonly referred to as “Closing the Loop of Assessment” and is potentially the most important component. Changes can be to any of the other components, but should reflect actions taken or to be taken by the program.

**Conclusion**

Degree Program student learning documentation in TracDat has improved significantly over the past two years. The SACSCOC process created an opportunity for change that is remarkable. However, there are areas for improvement that this process has demonstrated. BLAH BLAH BLAH