



TEXAS TECH UNIVERSITY
Office of the Provost

Office of Planning & Assessment

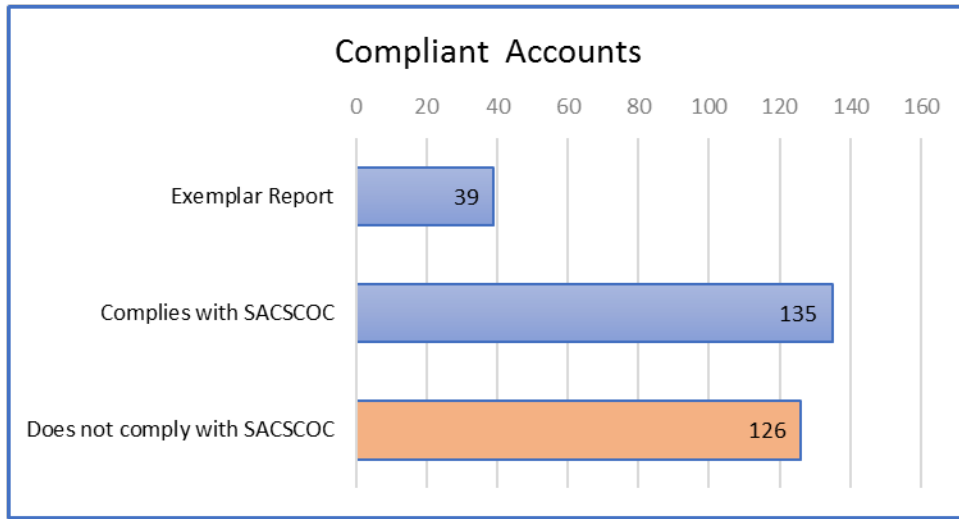
Degree Program Evaluation 2016-2017 Report

The Degree Program Evaluation for all **2016-2017** assessment reports in TracDat was completed in the spring 2018 term. The purpose of this evaluation was to provide feedback to each program coordinator for 2017-2018 assessment reporting. Feedback is being provided during departmental chair visits and will be completed by the end of summer 2018. The revised feedback process has been implemented to provide both more substantive feedback and to assist programs exceed compliance requirements to focus on quality improvement.

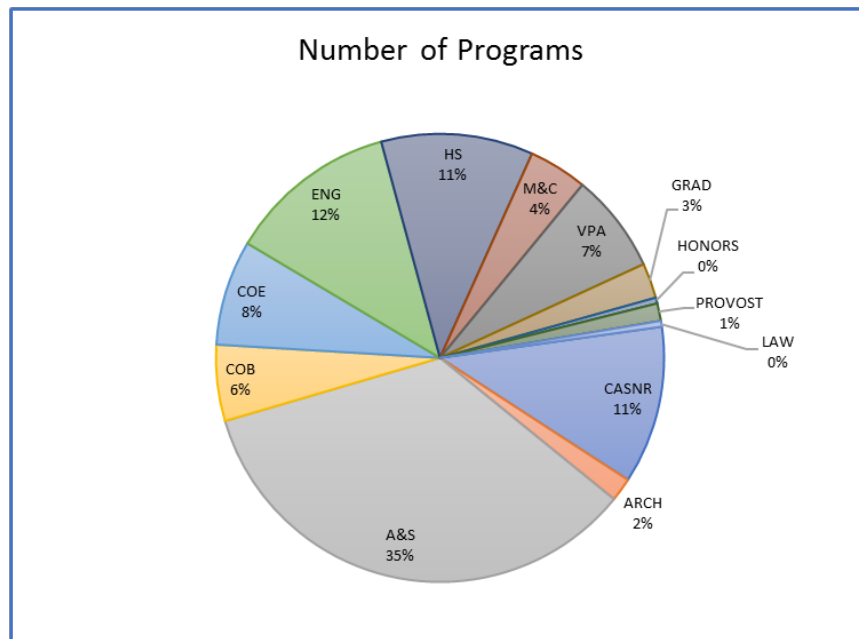
The Program Assessment Rubric (PAR) was designed to measure baseline evidence of student learning outcome assessment as well as to provide developmental feedback to improve student learning outcomes assessment. There are four components to the rubric, each reflecting key assessment expectations. The maximum available score is a cumulative score of 16, which reflects a 4.0 for each of the 4 components. However, the maximum score is divided by 4 to reflect an overall score for each of the components ranging from Initial to Highly Developed. A final score of 4.0 reflects a “Highly Developed” annual assessment report. A minimum score that would still be considered to meet baseline criteria would be one step below “Highly Developed” for each component, or “Developed”. Lower than “Developed” would be either “Initial” (a score of 1) or “Emerging” (a score of 2). However, a program could also be found Non-Compliant if any section was not reported. The components are as follows:

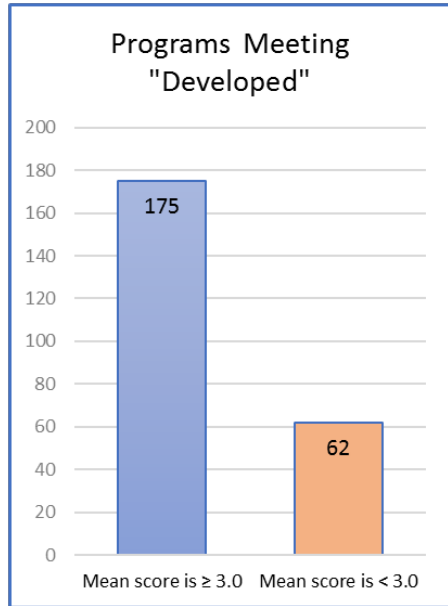
- *Student Learning Outcomes*- This component has a maximum score of 4.0. All programs are required to have three to five outcomes that specifically measure student learning. Two outcomes are satisfactory, contingent on the quality of the outcomes documented.
- *Assessment Methods*- This component has a maximum score of 4.0. Each outcome requires multiple methods of assessment that are measurable and related to the outcome.
- *Results*- This component has a maximum score of 4.0. Not only is it important to document results of the assessment methods, but it is important that the results demonstrate critical reflection so they can be used to improve student learning.
- *Actions for Improvement & Follow Up*- This component has a maximum score of 4.0. 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.

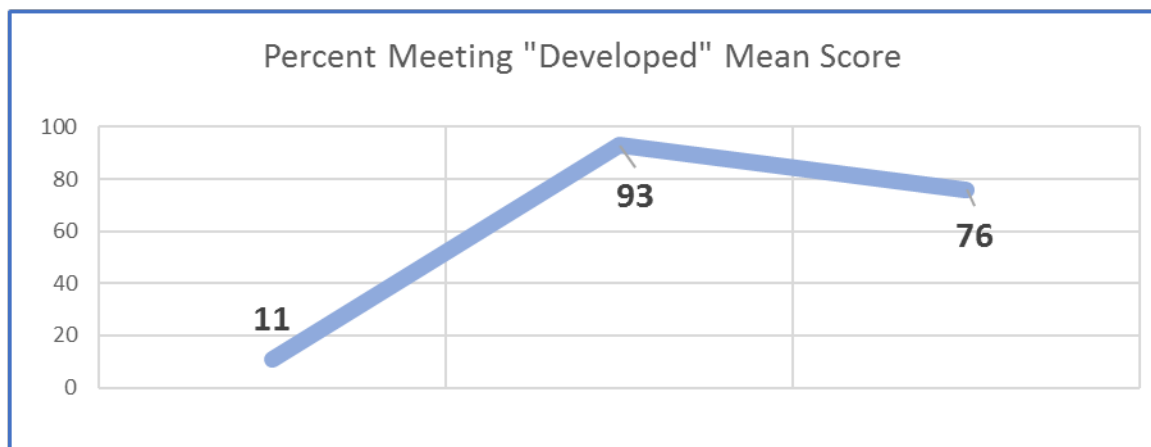


Based on a recommendation during the 2015 On Site visit from SACSCOC, programs that had a significant amount of online or distance modality incorporated into program were required to report both for the program as well as for an additional Distance account. The result was a total of 300 TracDat accounts. Of those 300 accounts, 126 accounts were found to be Non-Compliant. The primary issue was a failure to report Actions for Improvement. This report, however, will focus on the 237 active programs during the 2016-2017 Academic Year.





Of the 237 programs evaluated, 175 met the overall threshold of "Developed" with 35 programs having an overall score of "Highly Developed." However, 39 programs were designated as exemplary assessment reports. For 2015-2016 evaluations, 93% of the programs met the "Developed" threshold. For 2016-2017, that went down to 76% of programs met the "Developed" threshold. This is largely due to greater emphasis on the lack of Actions for Improvement reporting. However, more analysis of the decrease in scores from 2015-2016 will be presented in a subsequent section of this report. Despite the number of programs meeting the "Developed" threshold decreasing from 2015-2016 to 2016-2017, the multiyear analysis still indicates that Texas Tech University is making significant progress.



The Office of Planning and Assessment meets with academic departments to review findings and provide them a report of evaluation results. The report provides a brief description of the requirements, a component area score, qualitative feedback, and two charts that provide comparative data. OPA additionally provides recommendations for improving future reporting, an analysis of findings, and when appropriate directions to ensure compliance. Additionally, OPA discusses the importance of future requirements. For 2017-2018 reporting this will include the importance of addressing and documenting Follow Ups for all Actions for Improvement identified in the 2016-2017 report. Below is the template that is used for those reports.

TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2016-2017
COLLEGE - DEPARTMENT - PROGRAM

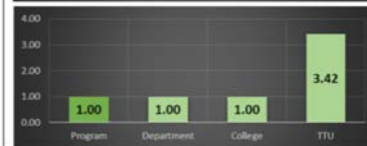
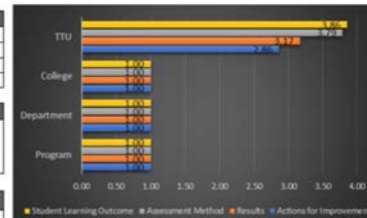
The following report provides a summary of degree-program results derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by Office of Planning and Assessment (OPA) staff members and provides an assessment of Student Learning Outcomes documentation. The PAR evaluates baseline criteria. The narrative feedback reflects the substantive evaluation of individual reports.

The rubric allows four scores: (1) Initial, (2) Emerging, (3) Developed, and (4) Highly Developed for multiple criteria. The components include: Student Learning Outcome, Assessment Method, Results, and Actions for Improvement. The rating assigned per component is the average of the individual criteria within the component. Therefore, it is possible to receive a "Developed" with one criterion that was evaluated as "Initial."

Report Element	Score	Level
Student Learning Outcome	4.0	Highly Developed
Assessment Method	3.5	Developed
Results	2.5	Emerging
Actions for Improvement	1.0	Initial

Overall
 Report should be recognized as an exemplar for SACSCOC Comprehensive Standard 3.3.1.1

Comments
 Comments

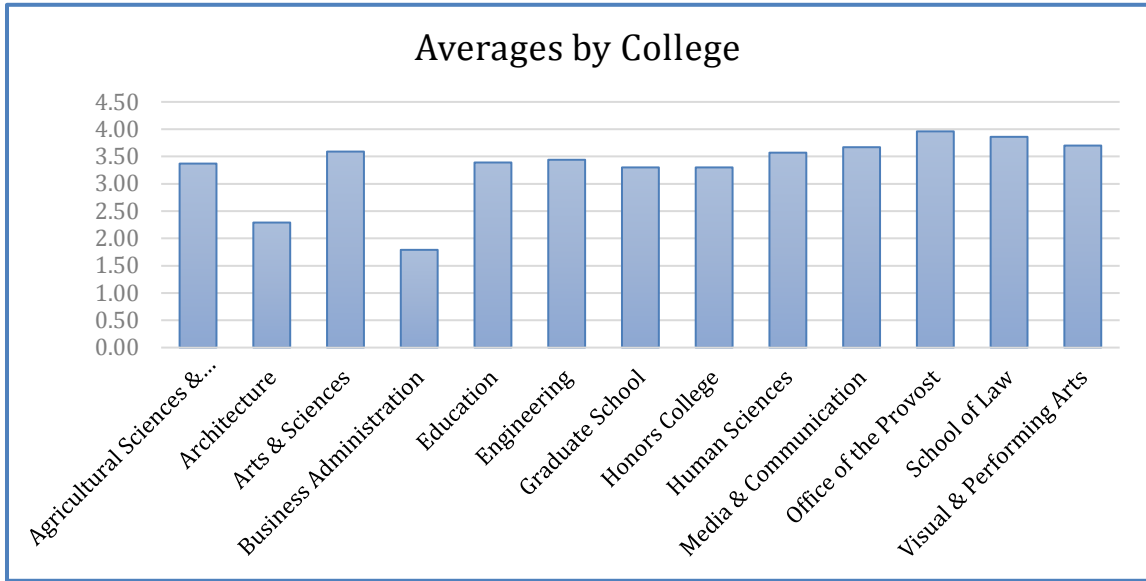


To discuss or to set up an opportunity for an in-person consultation the Office of Planning and Assessment at 806-742-1505 or email at Dr. Jennifer Hughes, Director - jennifer.s.hughes@ttu.edu
 Dr. Craig Morton, Associate Director - craig.morton@ttu.edu

College Comparison

Total Numbers, N	13
Mean (Average):	3.33
Population Standard Deviation, s	0.61
Variance (Population Standard), s ²	0.38

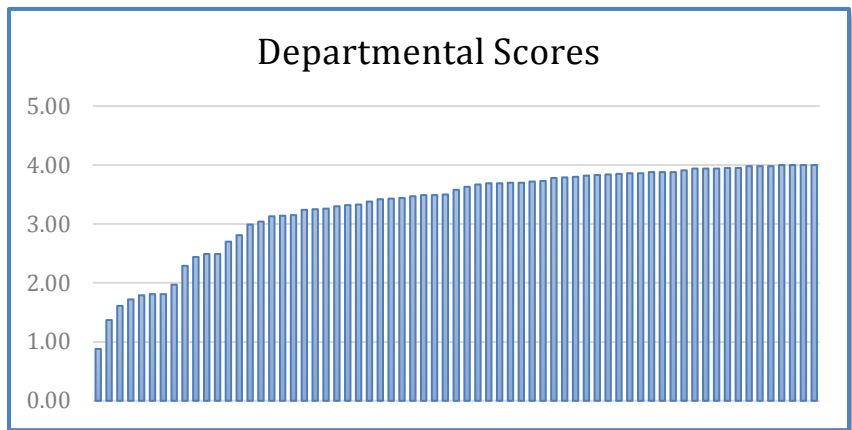
As evident in the table above, there is a noticeable variance for such a small population. The variance in college level evaluation scores is likely attributed to several factors such as reporting structure, centralized oversight, and factors related to institutional effectiveness measures. The adjusted rubric allowed for a minimum cumulative score of 0.0 (a 0.0 for each of the four components) and a maximum sum score of 16.0 (a 4.0 for each of the four components). The final score is divided by 4 to correspond with the rubric, allowing for a final score of 4.0, Highly developed. The overall average for Texas Tech University when calculating each college's average score was 3.33 with a standard deviation of 0.61. For the 2015-2016 report, the mean college level score was 3.76 with a standard deviation of 0.20. Not only were all programs scores lower in 2016-2017, but that there is more variance. This could indicate that more communication with college level leadership would be beneficial. While this data represents how each college performed in relation to the entire university, it is important to note that the goal is to see each college, department, and program achieving the highest standard possible in student learning assessment and documentation.



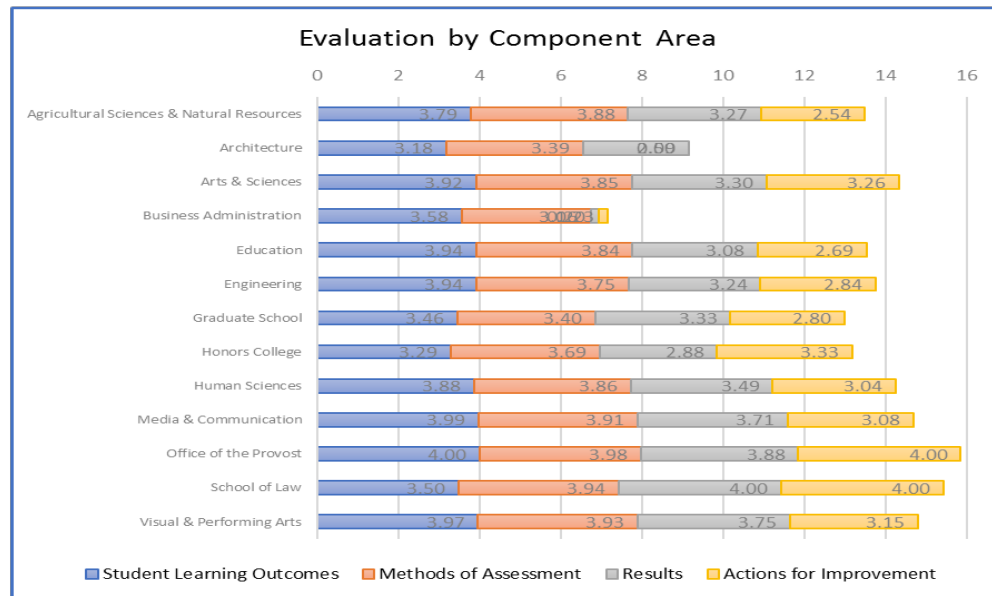
Department Comparison

Total Numbers, N	67
Mean (Average):	3.31
Population Standard Deviation, s	0.76
Variance (Population Standard), s ²	0.58

When comparing PAR scores by department, the variance is less significantly different than from 2015-2016 analysis. In the 2015-2016 report the variance indicated that the discrepancy was more closely aligned with departmental activity than college level oversight. However, this report indicates that the departmental variance is significant, but more closely aligns with college level oversight.



Evaluation by Component Area



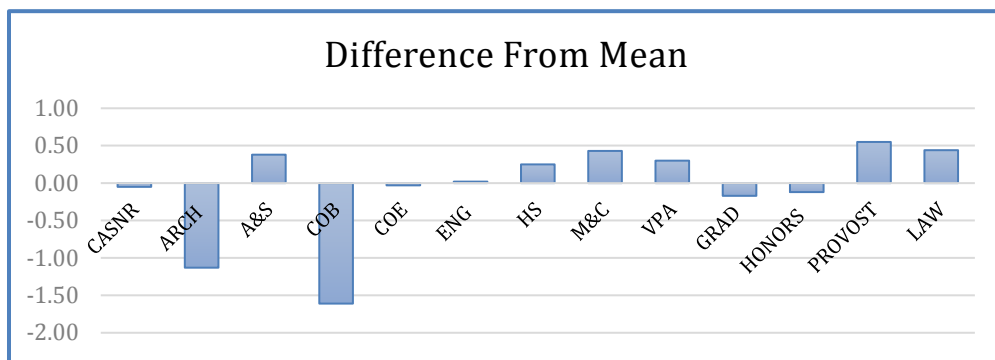
Student Learning Outcomes: Last year's report indicated a significant increase in PAR scores for Student Learning Outcomes. This is likely due to the focused attention updating assessment plans during the review process in 2015. The scores for this year are similar to last year's report. The slight decrease is likely due to more rigorous evaluation of reports. However, the decrease is marginal. What is more noteworthy is anecdotal evidence of improvement. Many programs have reached out to OPA seeking more consultation with assessment planning to go beyond compliance. This is ultimately the goal of compliance and it appears to be working in many areas. While the evaluation scores indicate sufficient outcome statements, there is still room for improvement. Many programs need to better articulate expectations for student learning.

Assessment Methods: Like Student Learning Outcomes, there was not a significant change in either the scores for this component or the actual methods used. Additionally, the request for consultation does indicate pockets of significant development. And like Student Learning Outcomes, the high scores do not necessarily indicate best practice assessment methods. Despite significant development, it recommended that programs develop this component in three ways.

1. Outline methodology more clearly. This could include identifying specific assignments or identifying how data will be analyzed.
2. Programs should upload related documentation as it relates to the assessment. For example, upload rubrics that are used.
3. Finally, the criteria section needs to be developed for many programs. Aspirant goals need to be developed.

Results: The Results section marks the first stage in the reporting aspect of annual reporting. In other words, an assessment plan may remain consistent for more than one year, but every program should have new information to load in the Results section each year based on the methods identified. For 2016-2017 reporting, the results entered marked a noticeable decline. In 2015-2016 reports the evaluation score was 3.54. The evaluation score for 2016-2017 reports were 3.17. Several factors could have contributed to the decline including more rigorous evaluation of reports or new individuals responsible for reporting. However, it could also be related to less emphasis by programs on assessment reporting. The answer is not immediately apparent, but it does indicate that continued outreach and consultation is needed.

Actions for Improvement: The most problematic area in the annual reporting for 2016-2017 was in the Actions for Improvement section. The scores decreased from 3.52 in 2015-2016 to 2.82 in 2016-2017. The decreased score does not necessarily mean that reporting quality decreased that significantly though. 2015-2016 was the first year that a targeted evaluation of this section was conducted. Because of the new requirement at that time, the evaluation process allowed for “blanket statements” and less developed reporting. Despite this caveat, many programs simply did not report any information in this section. It will be critical that extensive outreach continues to stress the importance of closing the loop in the assessment process. The 2017-2018 evaluations will include the evaluation of Follow Ups for the first time. Providing education and assistance will be critical.



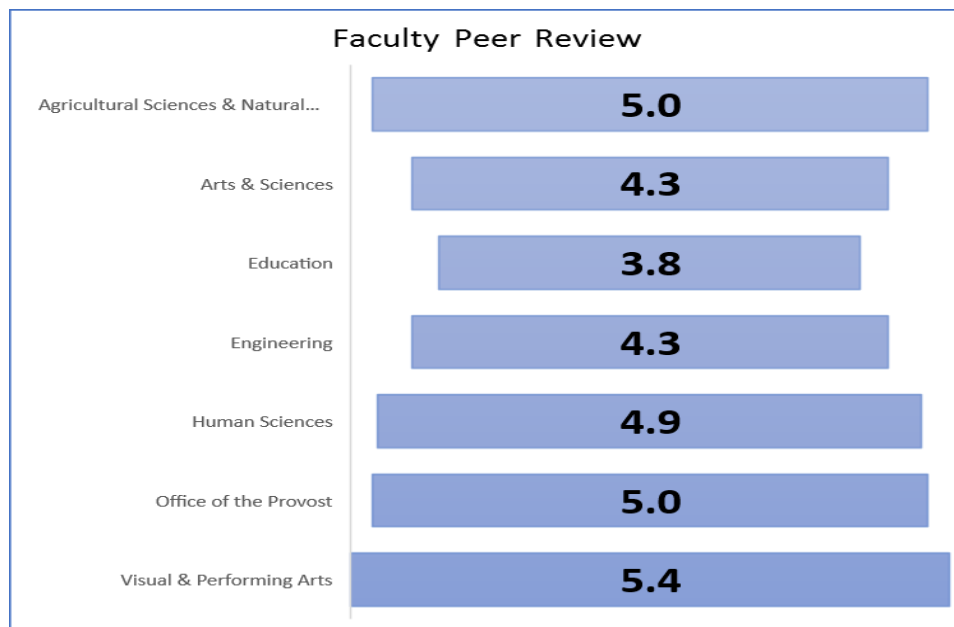
Faculty Peer Review

The Program Assessment Rubric (PAR) is primary method of assessing degree program’s annual assessment. However, of growing importance and influence is the Faculty Peer Review process established because of the development of an Institutional Effectiveness Committee. The institutional committee consists of representatives from each of the 13 colleges. Each member of the committee has as a part of their charge to oversee a College Level Institutional Effectiveness (IE) Committee. The College Level IE Committee has been asked to initiate a faculty peer review of a sampling of degree program’s annual reports. The rubric that is used for the Faculty Peer Review is

different from the PAR in two significant ways. The first is that it is designed to be easier and quicker to complete. This is in part to garner support for the process, but also to allow for multiple reviews by participating faculty. The second aspect of the Faculty Peer Review Rubric is that it is intended to evaluate the appropriateness of assessment. While the PAR is more extensive, it is designed to evaluate the completeness of reporting and general assessment practices. The PAR evaluation does provide qualitative feedback that is intended to assist programs in developing more meaningful assessment, but as evaluators that are not familiar with each discipline, the appropriateness of assessment is not evaluated. The Faculty Peer Review is conducted by peers that can give feedback on the types of learning expected and the methods selected. The Simplified Peer Review Rubric asks faculty to provide feedback on a 6-point scale (Strongly Disagree to Strongly Agree) on the following questions:

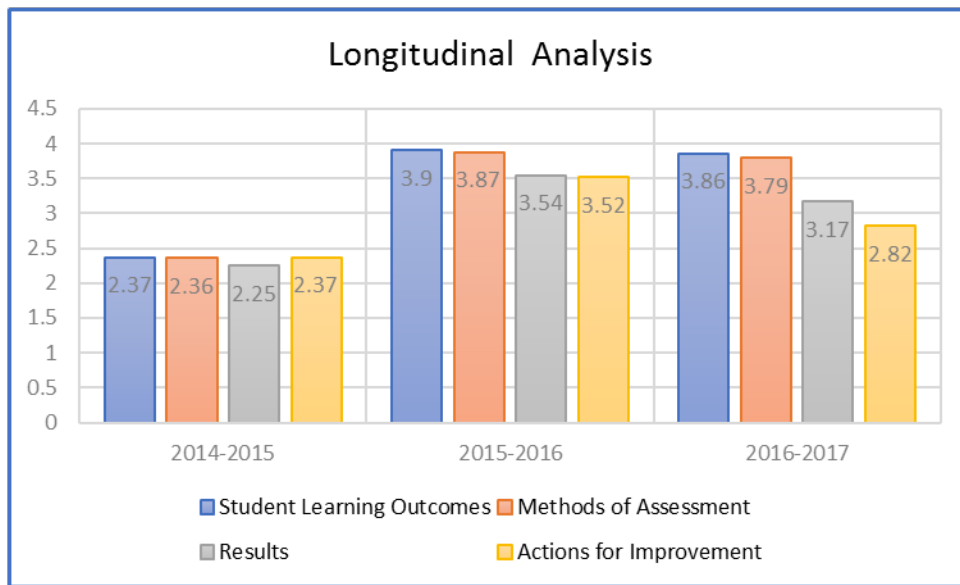
1. The Student Learning Outcomes identified by this program are applicable and appropriate for the program.
2. The Assessment Methods used by this program for measuring student learning are applicable and appropriate to meet the disciplinary needs of the program.
3. The Results that the program entered are useful for understanding the extent to which students learned the intended outcomes.
4. The Actions for Improvement that the program entered will help that program better assess student learning or improve student learning in general.
5. Comments

Seven colleges participated in 2016-2017. The results of the evaluation are below.



Conclusion

The evaluation results for 2016-2017 and the subsequent analysis appear to indicate negative assessment activity. After a significant improvement from 2014-2015 to the following year, the scores went for 2016-2017 reporting. The decreases in scores appear to be largely attributed to the reporting activity, specifically with completing the Actions for Improvement section of the report. This analysis is accurate and does in fact demonstrate that improvements in reporting is critical as Texas Tech approaches the Fifth Year Interim report in 2021.



However, what the evaluation scores alone do not reflect are the significant improvements made throughout the university to assessment activity. In 2015-2016 programs were appropriately concerned with being compliant. However, over the past two years many programs have begun an exhaustive process of improving assessment plans that will be represented in future reports that will not only ensure compliance but will provide meaningful assessment data to the program to improve student learning. Additionally, developments with comprehensive Departmental Consultations have resulted in departmental chairpersons becoming more engaged in assessment activity than in years past. Continued developments with institutional effectiveness and the Faculty Peer Review process is proving programs with comprehensive feedback. And many programs did improve assessment activity and reporting. In 2015-2016, OPA entered a significant amount of information for departments to ensure compliance. In 2015-2016, these same programs assumed the responsibility themselves.

Renewed emphasis is needed and as the evaluation process becomes more rigorous we can expect continued areas of weakness, but overall it appears that Texas Tech University is making impressive strides with student learning outcomes assessment.