Degree Program Assessment Report
2019-2020 Evaluation Summary

Introduction of the Program Assessment Rubric

The Program Assessment Rubric (PAR) is designed to measure evidence of student learning in degree programs over time as well as provide qualitative and quantitative feedback to academic departments regarding their assessment documentation. There are five components to the rubric, each reflecting key assessment expectations. The maximum score for each of the five components is a 4.0. The scores for each component are averaged to reflect an overall score for the assessment plan, ranging from "Non-Compliant" to "Highly Developed." An overall average score of 4.0 reflects a "Highly Developed" assessment report. The minimum score a degree program can receive to still be considered as meeting baseline criteria would be a "Developed" score of 3.0. Lower than "Developed" would be either "Emerging" (a score of 2.0) or "Initial" (a score of 1.0). A degree program can also be found "Non-Compliant" if any section of the assessment report was not completed. The assessment report components are as follows:

- *Student Learning Outcomes* - 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* - Each outcome requires multiple methods of assessment that are measurable and related to the outcome.

- *Results* - 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. Documentation of results is encouraged.

- *Actions for Improvement* - 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 for every result; rather, there should be evidence that quality improvements are regularly implemented to improve student learning.

- *Follow-Up Statements* – Follow-Up Statements are required to provide evidence for all Actions for Improvement specified in the previous assessment cycle. Follow-Ups are essential for closing the assessment loop.

2019-2020 Degree Program Review Process

This review cycle, OPA assessed only the undergraduate degree programs. Reducing the total number of programs to review allowed for more robust and detailed feedback. A total of 99 academic degree programs were reviewed for the 2019-2020 assessment cycle. Each degree program was evaluated by two reviewers to ensure rater consistency.

In addition to the OPA review process, College-Level Institutional Effectiveness (IE) committees conducted reviews for their respective degree programs. This process gave faculty peers an opportunity to offer qualitative feedback from an academic discipline perspective. Reviewers were provided the 4-column assessment reports from OPA's assessment software, Nuventive Improve, and submitted their evaluations based on a simplified rubric in Qualtrics.

Of the 99 undergraduate degree programs that were reviewed, 29% (29 programs) were found to be below OPA's minimum threshold of an overall average score of 3.0. This change is a 31% decrease in degree program assessment reports that scored above a 3.0 as compared to the 2018-2019 assessment cycle. This improvement can be attributed to extensive focus on training program coordinators. Additionally, last year, OPA placed greater emphasis on ensuring that degree program coordinators provided evidence of Follow-Up to their identified Actions for Improvement. This emphasis is notable in the increased number of programs participating in the reflection portion of the assessment loop and in the increased overall average scores.

Of the remaining 71% of degree programs, 15% (15 programs) were identified as Exemplary. This is a 4% increase in Exemplary degree programs as compared to 2018-2019. Exemplary degree programs are considered those which demonstrate best practices, such as inclusion of related documentation for Assessment Methods, reflective analysis of Results, actionable plans for improvement, and evidence of follow-through with said actions. Figure 1

and Figure 2 summarize overall compliance for the 2019-2020 academic year as well as the change in overall scores as compared to the previous assessment cycles.
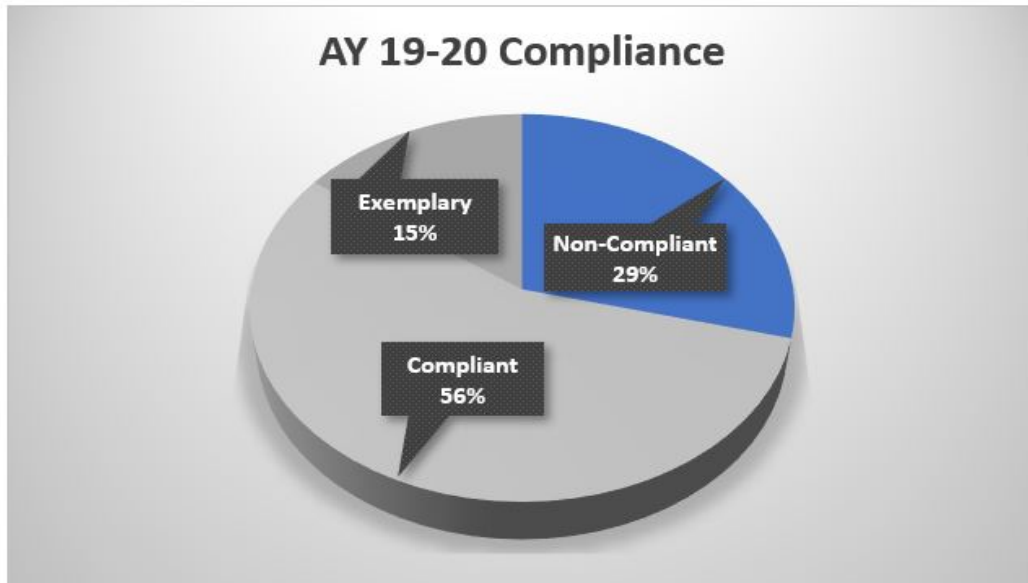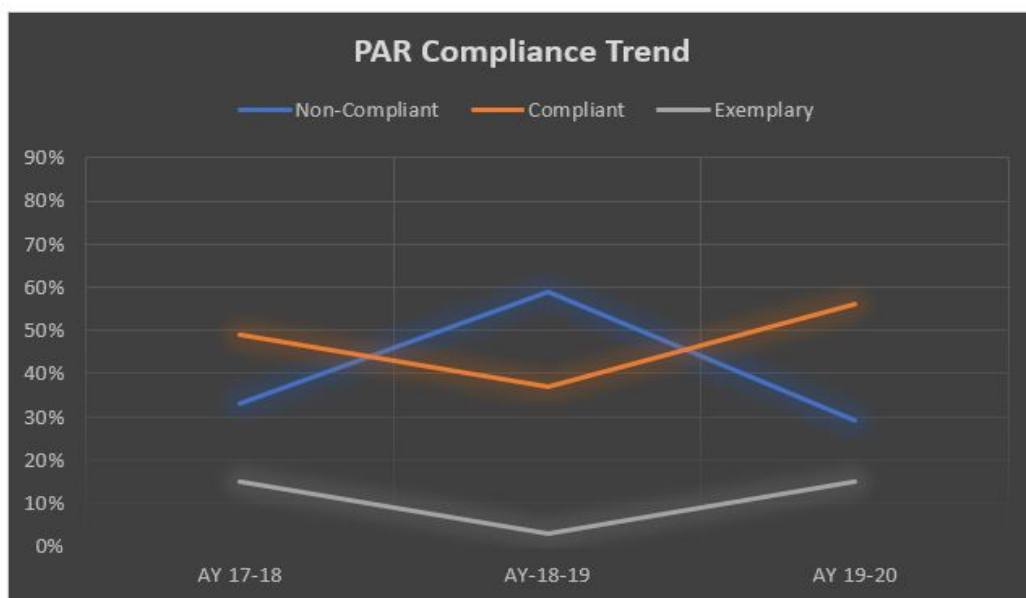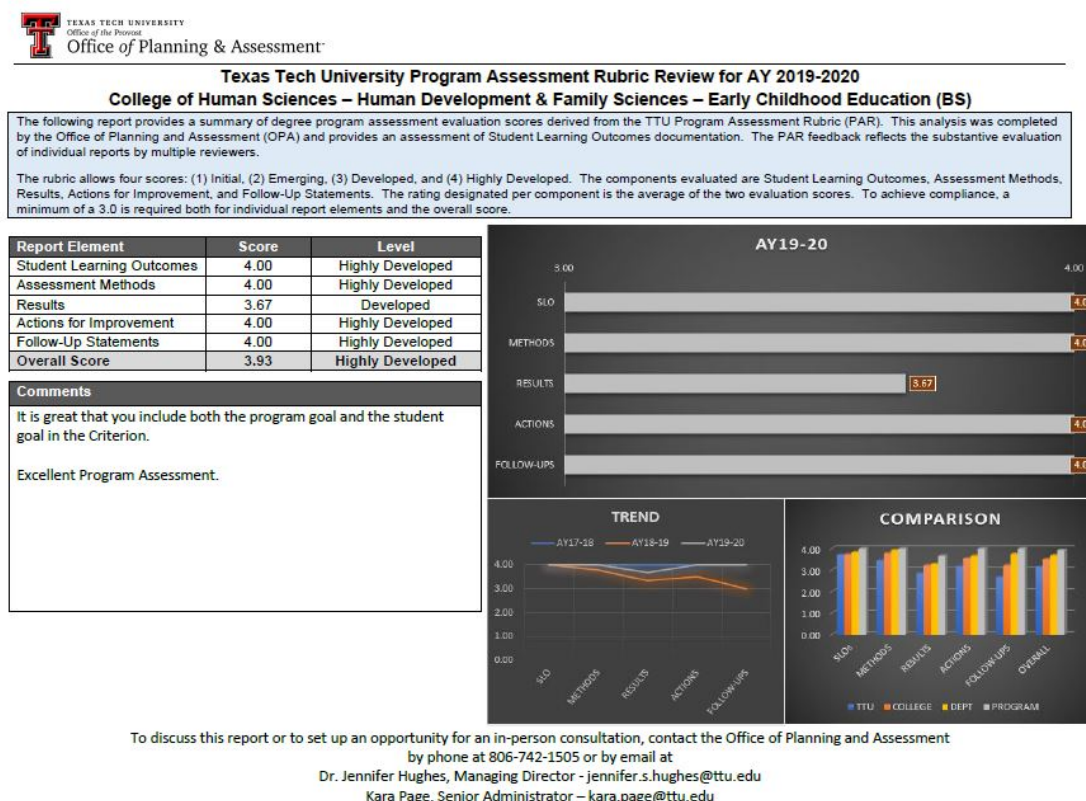
FIGURE 1

FIGURE 2

Delivery of PAR Feedback to Departments

The Office of Planning and Assessment meets with academic departments annually to review the results of the PAR analysis as well as to answer questions and to provide

programmatic consultation. A degree program-level report provides a component area score, an overall score, a qualitative feedback section, and three comparative charts. The charts highlight the average scores by component area, a comparison of scores for the current assessment cycle and the previous assessment cycle, and a comparison of each report component by college, department, and all TTU degree programs. During these consultations, OPA provides recommendations for improving future reporting and, when appropriate, directions to ensure compliance. Figure 3 shows a sample of a feedback report provided to department chairs during these annual meetings.

FIGURE 3

Texas Tech University Program Assessment Rubric Review for AY 2019-2020
College of Human Sciences – Human Development & Family Sciences – Early Childhood Education (BS)

The following report provides a summary of degree program assessment evaluation scores derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by the Office of Planning and Assessment (OPA) and provides an assessment of Student Learning Outcomes documentation. The PAR feedback reflects the substantive evaluation of individual reports by multiple reviewers.

The rubric allows four scores: (1) Initial, (2) Emerging, (3) Developed, and (4) Highly Developed. The components evaluated are Student Learning Outcomes, Assessment Methods, Results, Actions for Improvement, and Follow-Up Statements. The rating designated per component is the average of the two evaluation scores. To achieve compliance, a minimum of a 3.0 is required both for individual report elements and the overall score.

Report Element	Score	Level
Student Learning Outcomes	4.00	Highly Developed
Assessment Methods	4.00	Highly Developed
Results	3.67	Developed
Actions for Improvement	4.00	Highly Developed
Follow-Up Statements	4.00	Highly Developed
Overall Score	3.93	Highly Developed

Comments

It is great that you include both the program goal and the student goal in the Criterion.

Excellent Program Assessment.

To discuss this report or to set up an opportunity for an in-person consultation, contact the Office of Planning and Assessment by phone at 806-742-1505 or by email at
Dr. Jennifer Hughes, Managing Director - jennifer.s.hughes@ttu.edu
Kara Page, Senior Administrator – kara.page@ttu.edu

College Comparison

The overall college-level scores from the PAR evaluation resulted in a mean score of 3.26, which equates to an overall 'Developed' designation for the University. This is a 0.47 increase in scores from the 2018-2019 assessment. When comparing evaluation scores across colleges, it is important to bear in mind the significant variability in college size. For example,

the largest TTU academic college, Arts & Sciences, houses 34 undergraduate degree programs, while Architecture houses only one.

The variance in college-level evaluation scores can likely be attributed to several factors such as internal reporting structure, centralized oversight of assessment, and factors related to institutional effectiveness measures. The most significant factor that positively impacted scores is an increased college-level emphasis on program assessment. This year, there were 24 undergraduate degree programs that did not provide any Follow-Up Statements, which is less than last year where 38 undergraduate degree programs did not provide follow-up evidence. Figure 4 summarizes overall evaluation scores by college relative to the 3.0 minimum threshold. This chart shows that eight of eleven of academic colleges received an average overall score of 3.0 or higher with their degree programs combined.

FIGURE 4
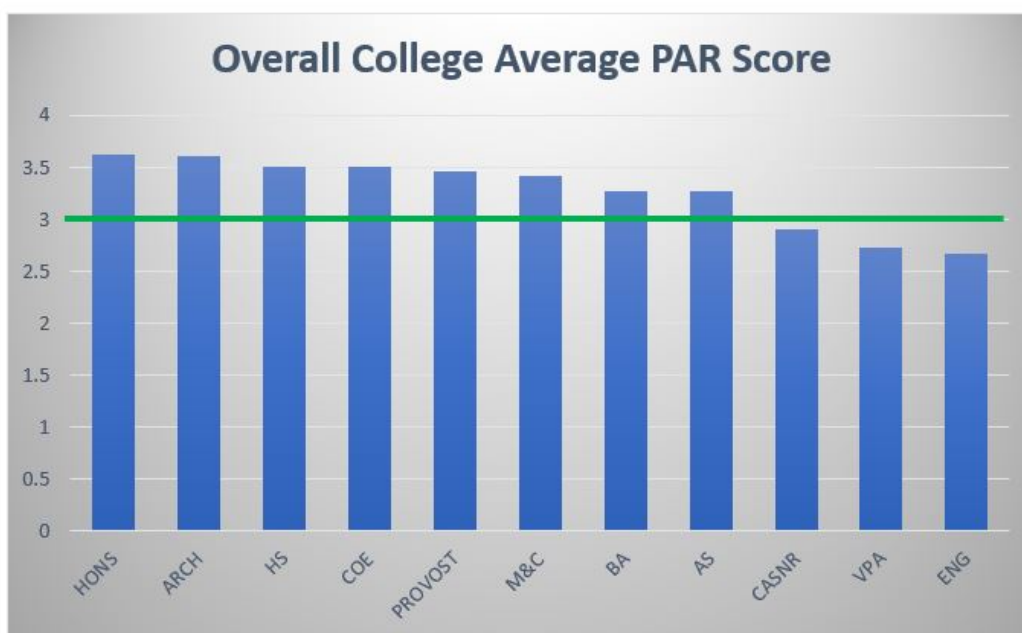
Additionally, Figure 5 provides a breakdown of evaluation scores by individual assessment component for each academic college. This graph demonstrates that most academic colleges continued to score below the 3.0 minimum threshold regarding Follow-Up Statements, with an average Follow-Up score of 2.03. This data demonstrates the need for further education to help departments understand the importance of Follow-Up Statements and how they relate to closing the assessment loop and making programmatic improvements. The graph also indicates

that the Results section needs improvement across most colleges. To improve this component, program coordinators should include detailed data results as well as a statement providing a qualitative explanation of their data. OPA will need to work with each program and help them understand the importance of thorough information in the Results section.

FIGURE 5

Breakdown of PAR Scores Across Colleges
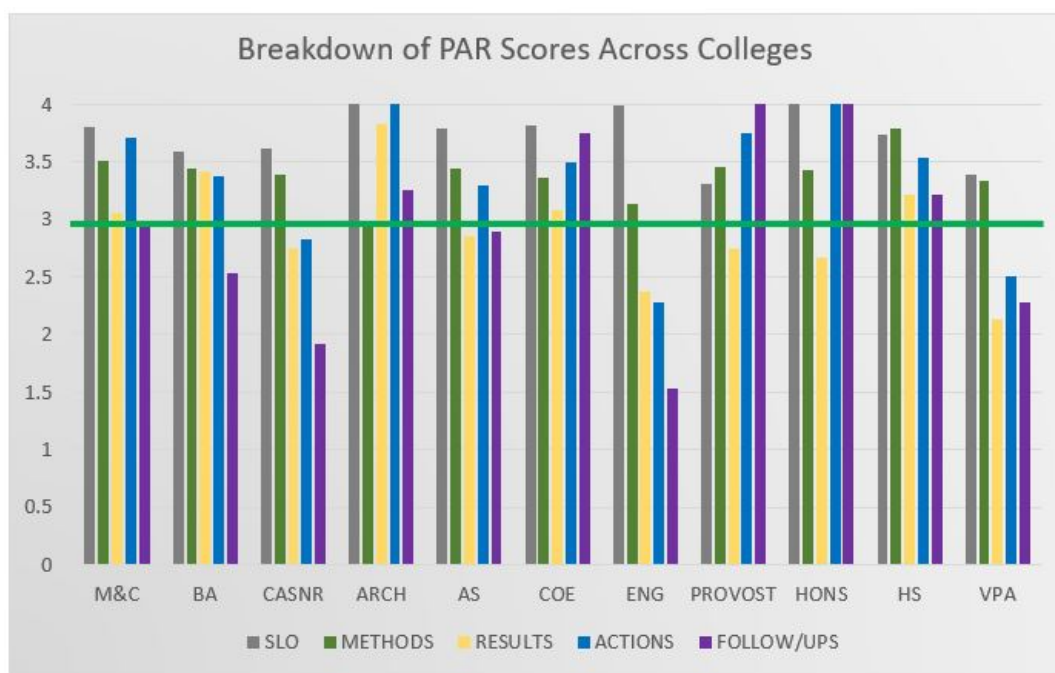
After analysis of the data, OPA noticed that some trends, such as not including Follow-Ups, were common within a particular college, whereas other trends, such as the need for more detailed Results, were common across the university. To better understand this data, we reflect upon the individual departments within each college.

College of Agricultural Sciences & Natural Resoucrces

The overall College of Agricultural Sciences and Natural Resources (CASNR) PAR score was 2.99, which is considered 'Emerging.' Across all CASNR departments, the Student Learning Outcomes and Assessment Methods scores were 'Developed,' whereas, most departments scored less than a 3.0, or 'Emerging,' in the Results and Actions for Improvement. Of concern within this department is the low evidence of Follow-Up scores across each department, which has been weak through the last 3 years. Specific program coordinator training

within CASNR should highlight the importance of the entire reflection phase in the assessment process.

FIGURE 6
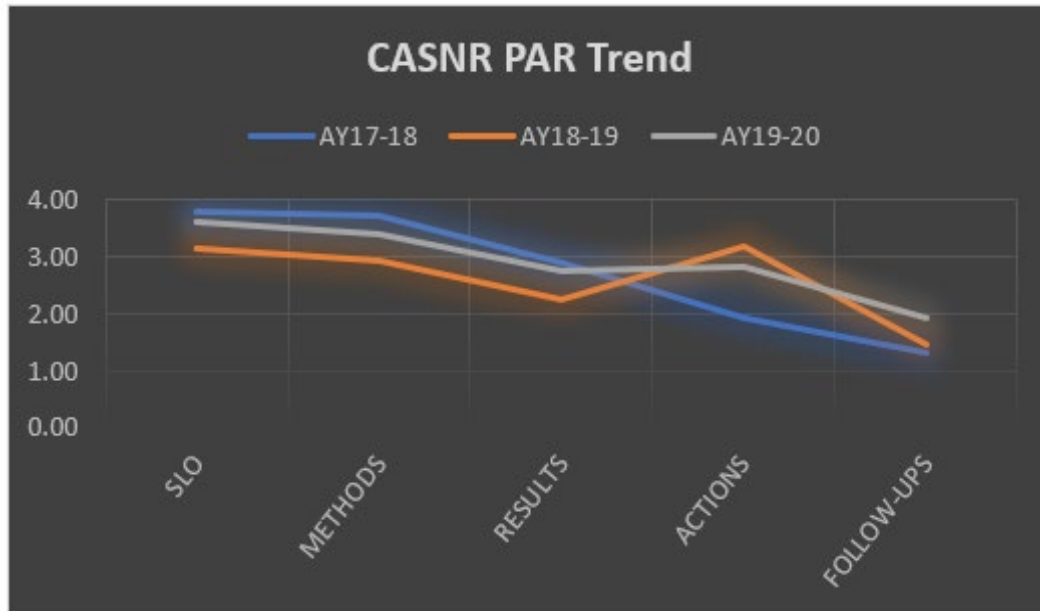
FIGURE 7
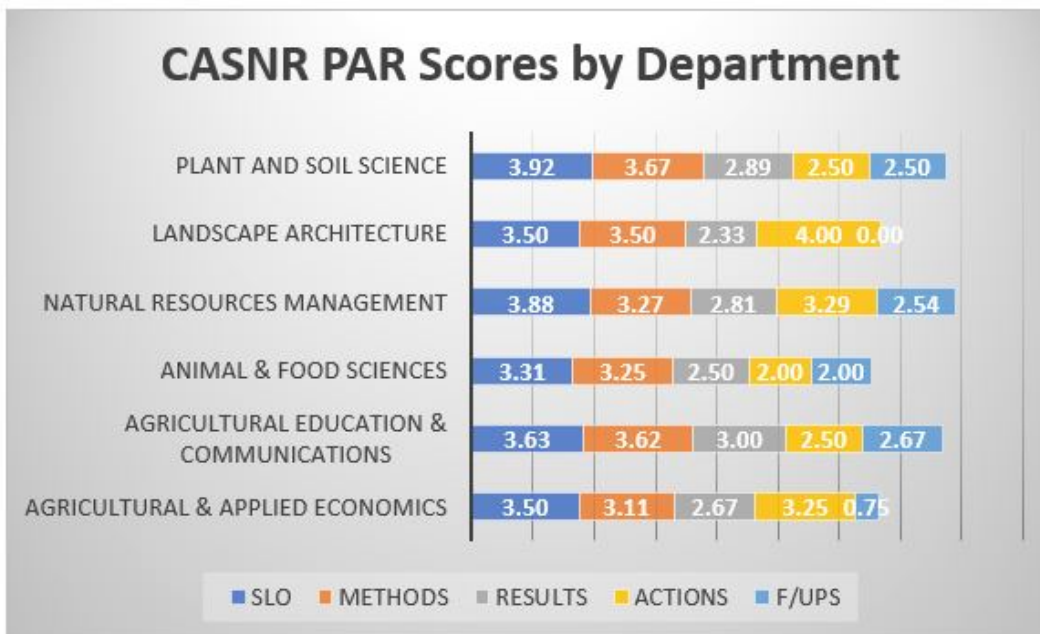
College of Architecture

The overall College of Architecture (ARCH) PAR score was 3.60, which is considered 'Developed.' Furthermore, this program has improved its assessment processes over the years. Thus, no specific departmental training is needed in Architecture. It is important to note that Architecture only has one undergraduate program.

FIGURE 8
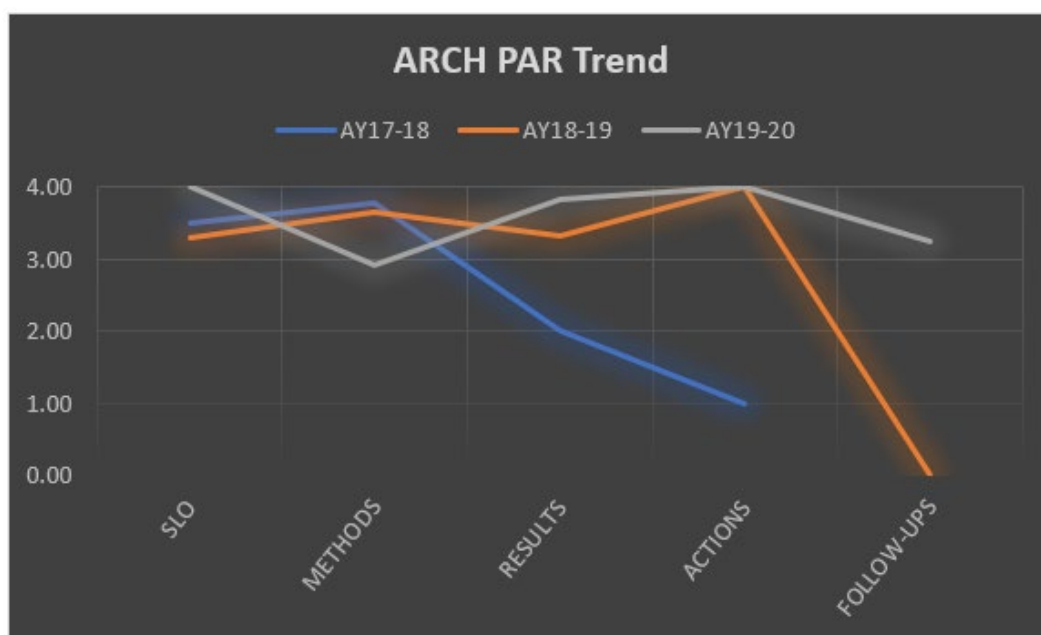
College of Arts and Sciences

The overall College of Arts and Sciences (A&S) PAR score was 3.26, which is considered 'Developed.' Seeing the overall trend of A&S helps OPA know how best to guide the department program coordinators during the next assessment cycle. Specifically, this college has scored lower in the Results and the Follow-Up Statements in the past two years. This year, OPA will provide department-level training regarding evidence of follow-up, focusing on the departments of Biological Sciences, English, Geosciences, Philosophy, and General Studies as well as providing all departments with specific guidance on improving Results. On the other hand, several degree programs within the College received 'Exemplary' scores. It is recommended that OPA use the assessment reports from Mathematics, Physics, and Psychology as examples when helping other programs report more rigorous Results sections.
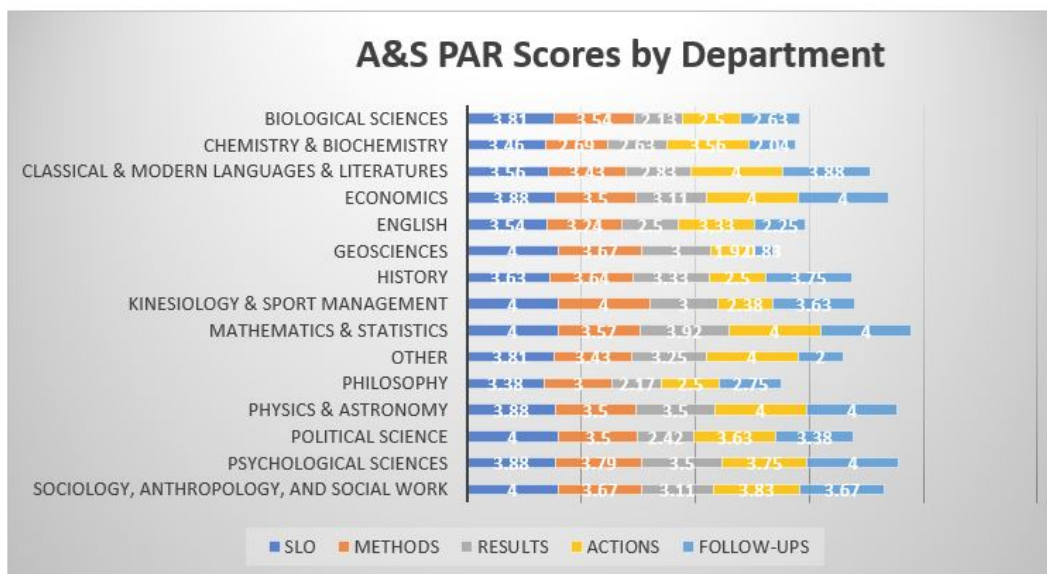
Figure 9 — A&S PAR Trend

Figure 10 — A&S PAR Scores by Department
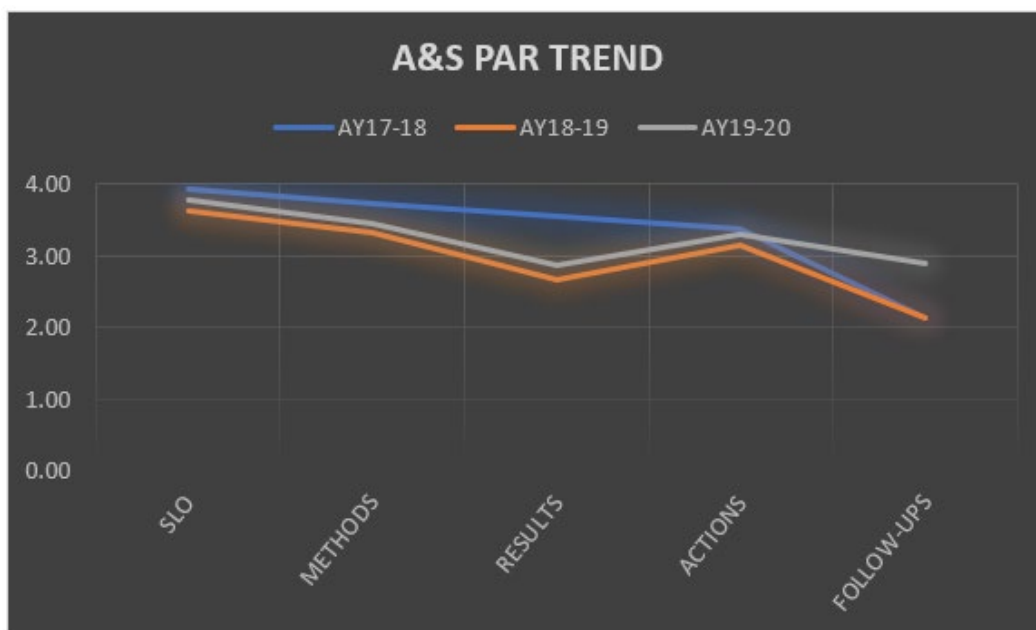
College of Business Administration

The College of Business Administration average overall PAR score was 3.27, which is considered 'Developed.' Of the seven areas, five departments scored above a 3.0 in all

component areas. The Accounting area needs to include follow-up evidence in future assessments. The General Business area needs to include all elements of the reflection cycle (Actions for Improvement and Follow-Up Statements). The Information Systems and Quantitative Sciences area will need targeted training on how to report complete Results. As a whole, this College will not need extra training as they are meeting the standards. In fact, two Business Administration areas, Finance and Management, have 'Exemplar' assessments.

FIGURE 11
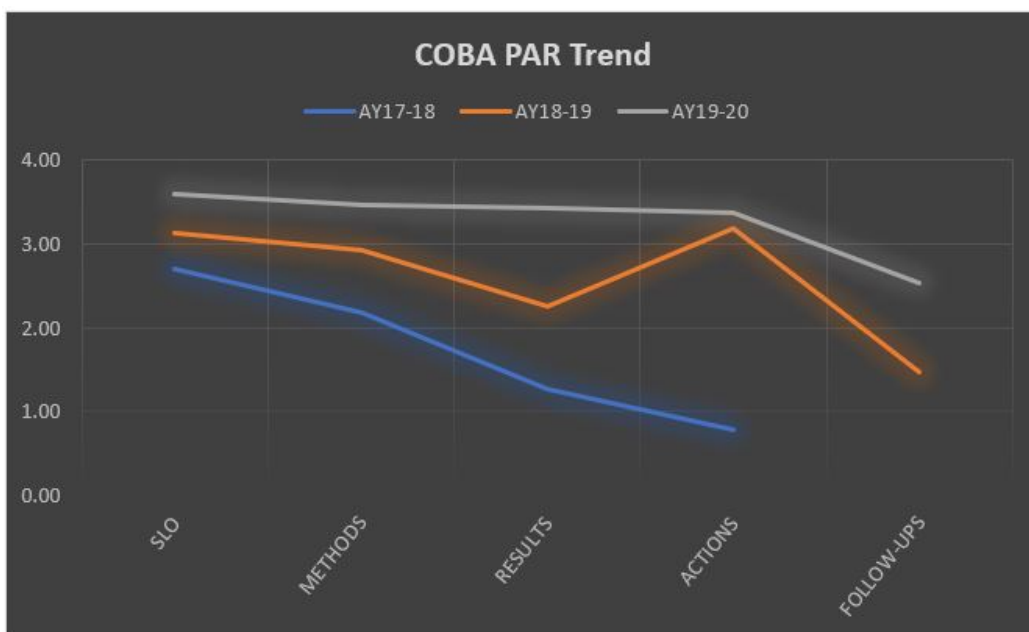
FIGURE 12
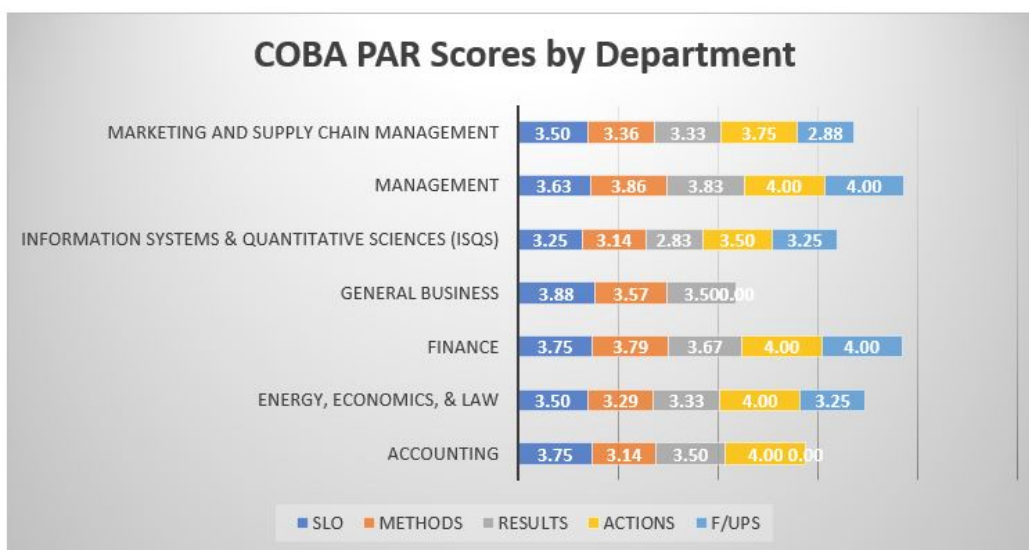
College of Engineering

The College of Engineering (ENG) overall score was a 2.66, which is considered 'Emerging.' As indicated in the trend chart, the lower scores in Assessment Methods, Results, Actions for Improvemeent, and Follow-Up Statements have been consistently low through the years. The department-level review indicates that Engineering needs targeted training in both reporting results and the reflection cycle. However, each department is slightly different in the areas where they scored well. OPA will work with each program on a departmental level.

FIGURE 13
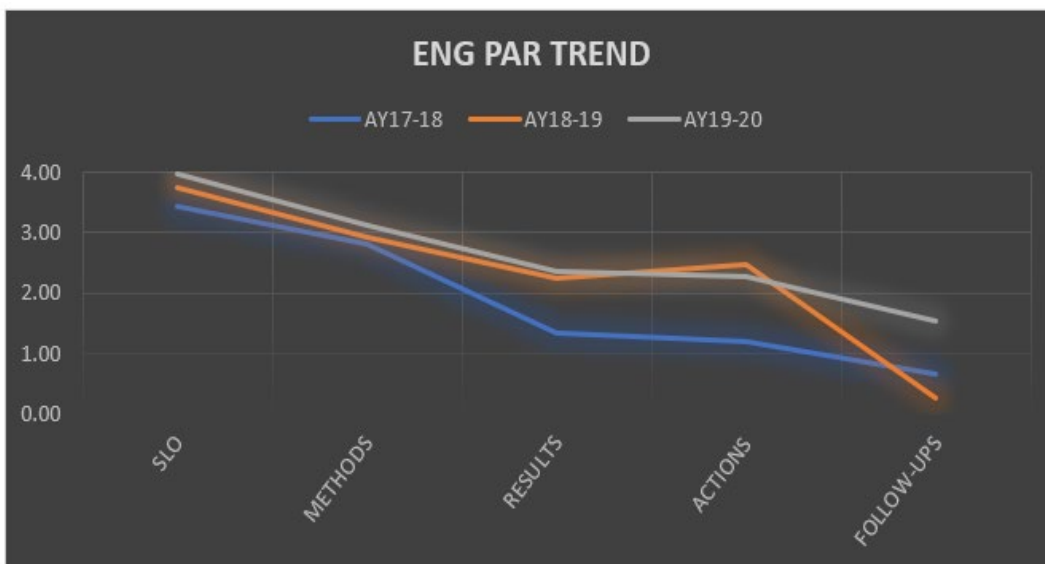
FIGURE 14
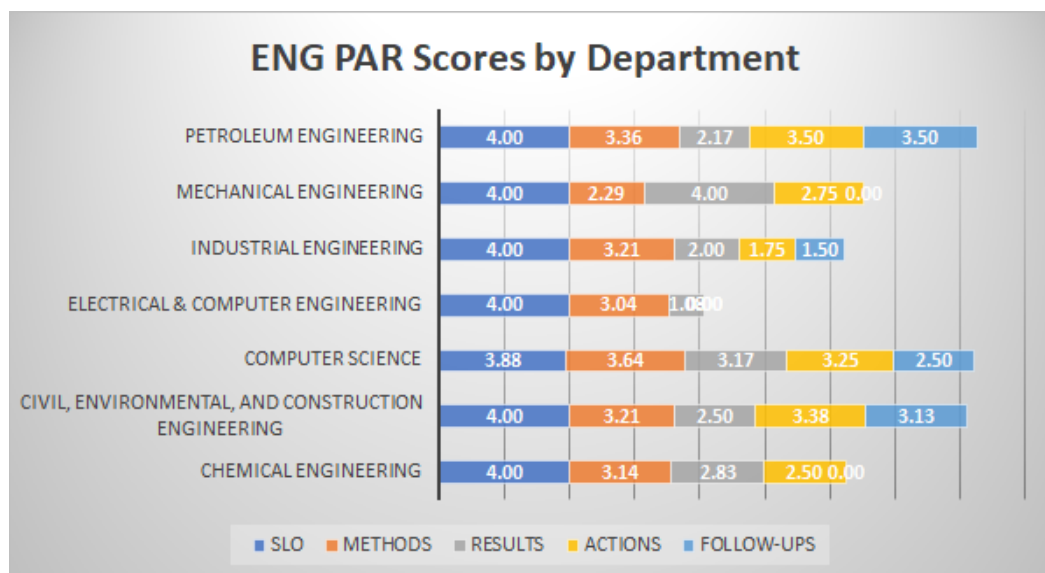
College of Human Sciences

The College of Human Sciences (COHS) overall score was a 3.50, which is considered 'Developed.' Human Sciences has consistently received 'Developed' and 'Highly Developed' scores throughout the past few years. This upcoming year, OPA will target specific guidance around rigorous reporting of results, particularly to the departments of Personal Financial Planning and of Family Consumer Sciences.
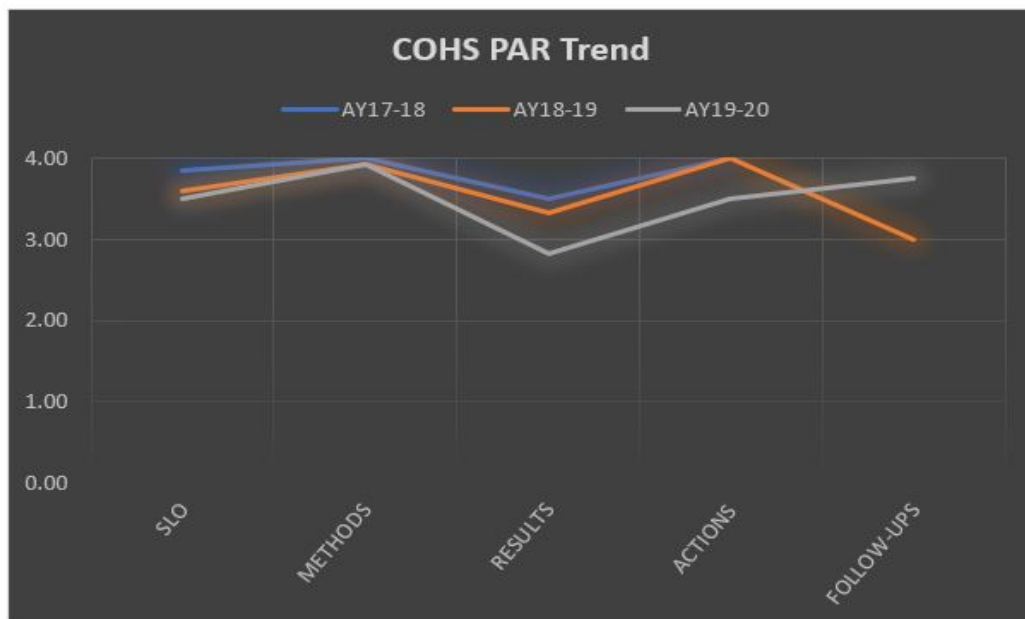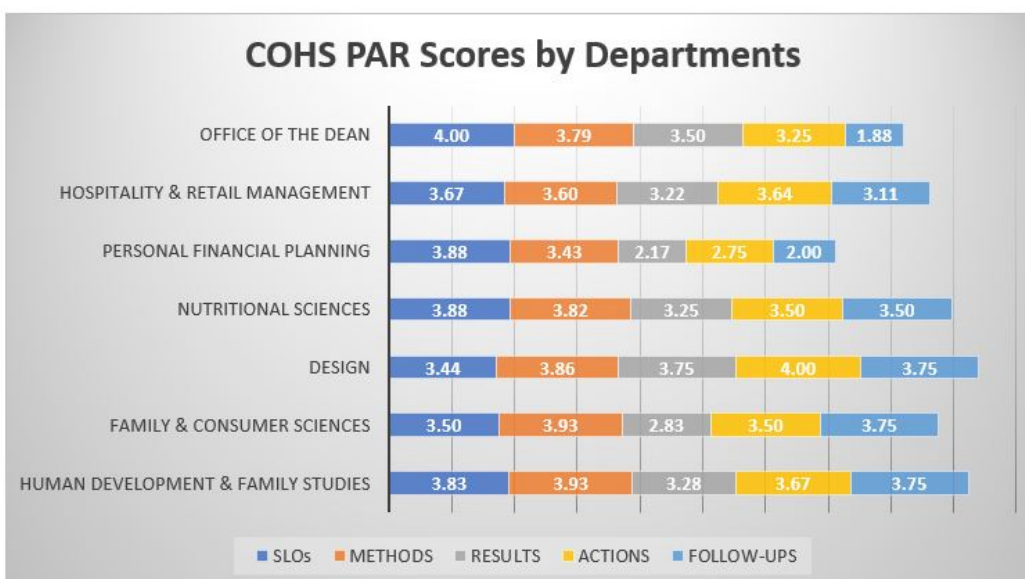
FIGURE 15

FIGURE 16

College of Media and Communications

The College of Media and Communications (COMC) overall score was 3.41, which is considered 'Developed.' The College's assessment has improved significantly over the past few years. It is recommended that OPA continue its focused guidance regarding Results and Follow-Up Statements. The department of Professional Communication reflects a particparly exemplary assessment and could be dissemnated to other departments as an example.
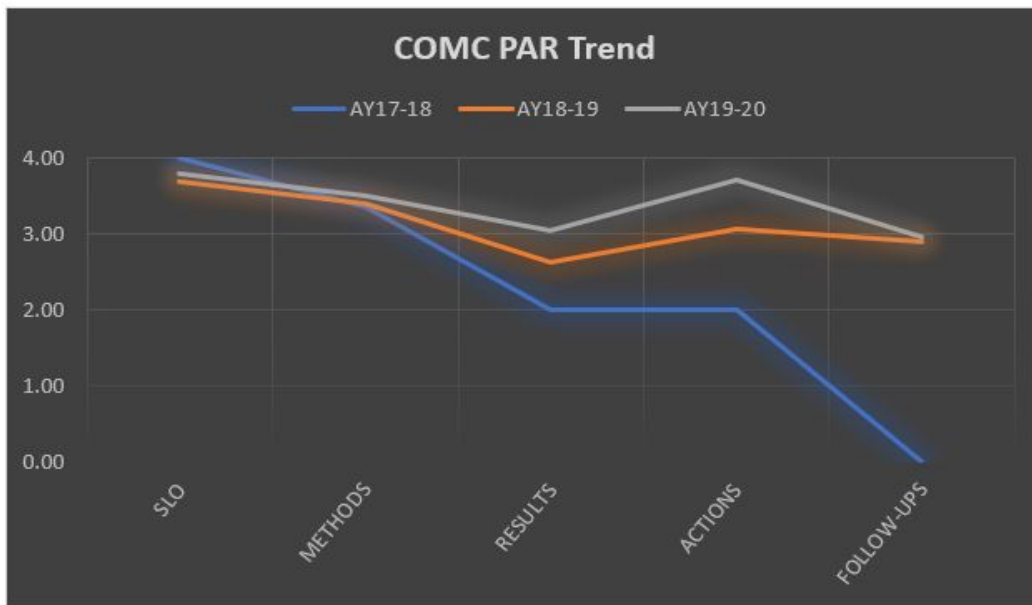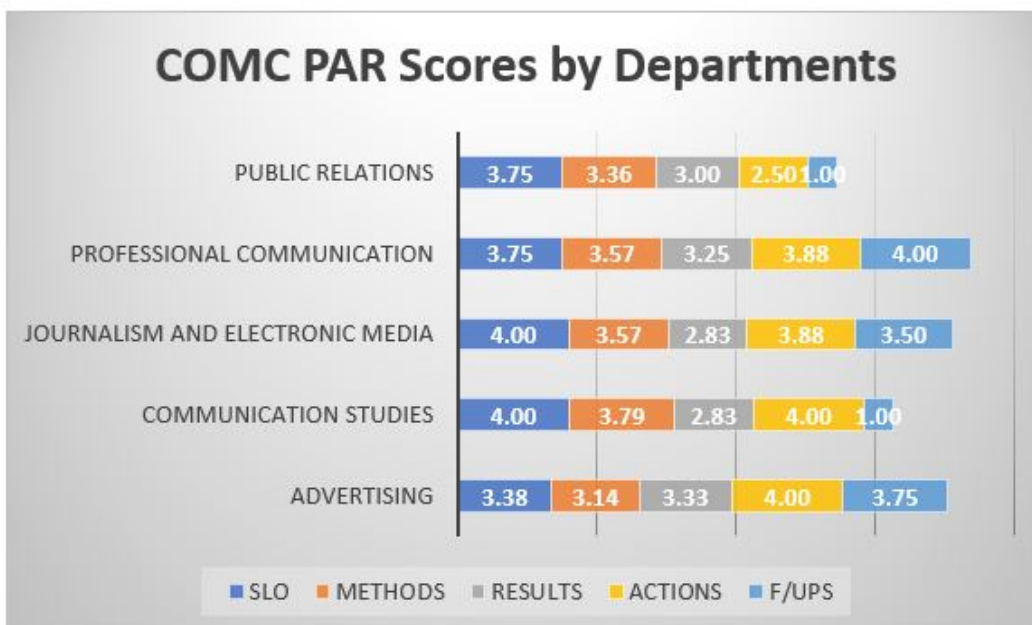
FIGURE 17

FIGURE 18

Talkington College of Visual and Performing Arts

The College of Visual and Performing Arts (TCOVPA) overall score was a 2.73, which is considered 'Emerging.' The Results section was exceptionally low this assessment cycle; eight out of nine programs received a 'Emerging' score. All departments within VPA should receive extra training in recording Results, Actions for Improvement, and Follow-Up Statements. However, the Bachelor of Music program assessment received 'Exemplar' scores and could be used as an example to the rest of the College.
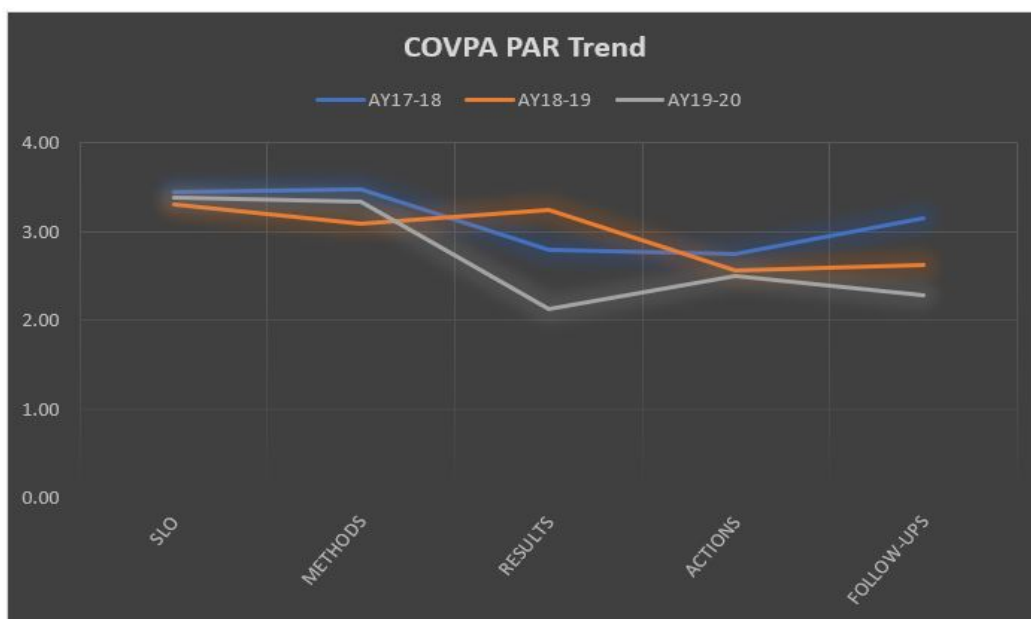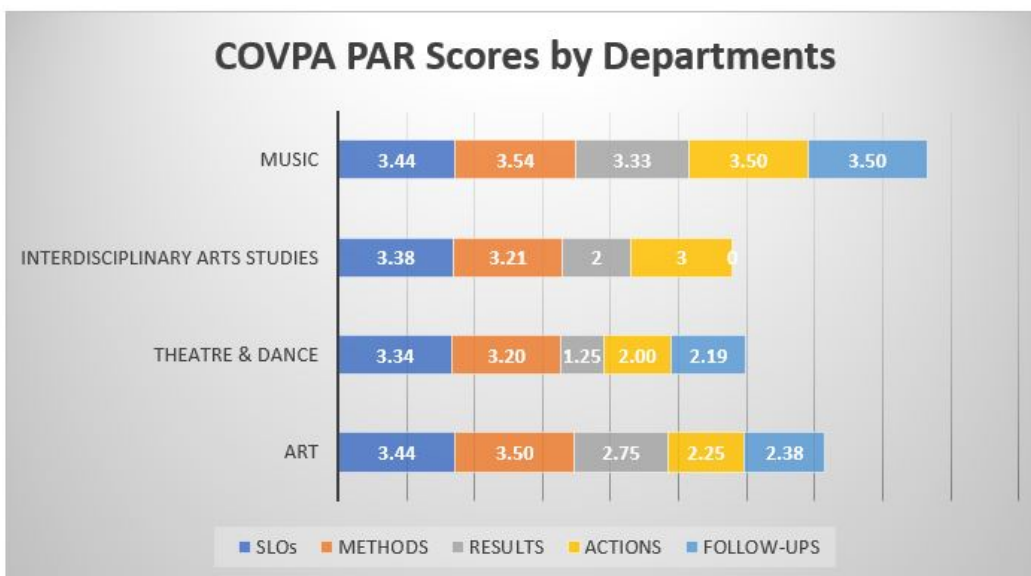
FIGURE 19

FIGURE 20

Honors College

The overall Honors College PAR score was 3.62, which is considered 'Developed.' There is only one undergraduate program within the Honors College. It is noteworthy to highlight that this program has improved its efforts in the reflection phase of the assessment cycle. OPA may want to consider this portion of the Honors report as an example to other colleges. The Results section continues to need improvement. OPA should set aside specific time to work with the degree coordinator in this College.

FIGURE 21
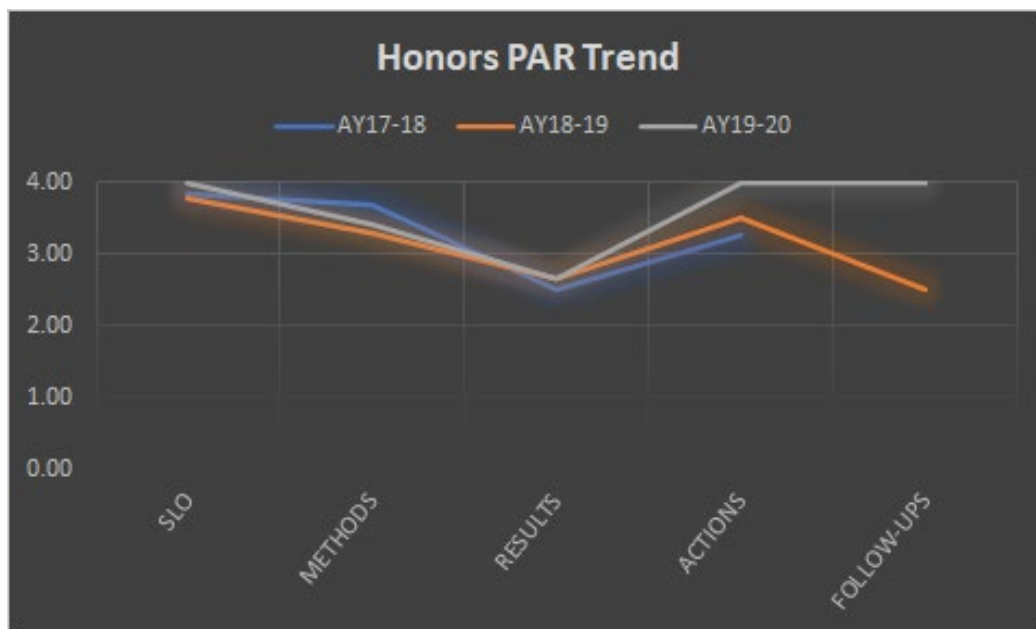
Office of the Provost

The Office of the Provost overall PAR score was a 3.46, which is considered 'Developed.' Within this department there are only two undergraduate programs. Both programs scored 'Highly Developed' within their reflection portion of the assessment cycle. The BAAS in Applied Leadership should receive additional guidance from OPA regarding the reporting of Results.
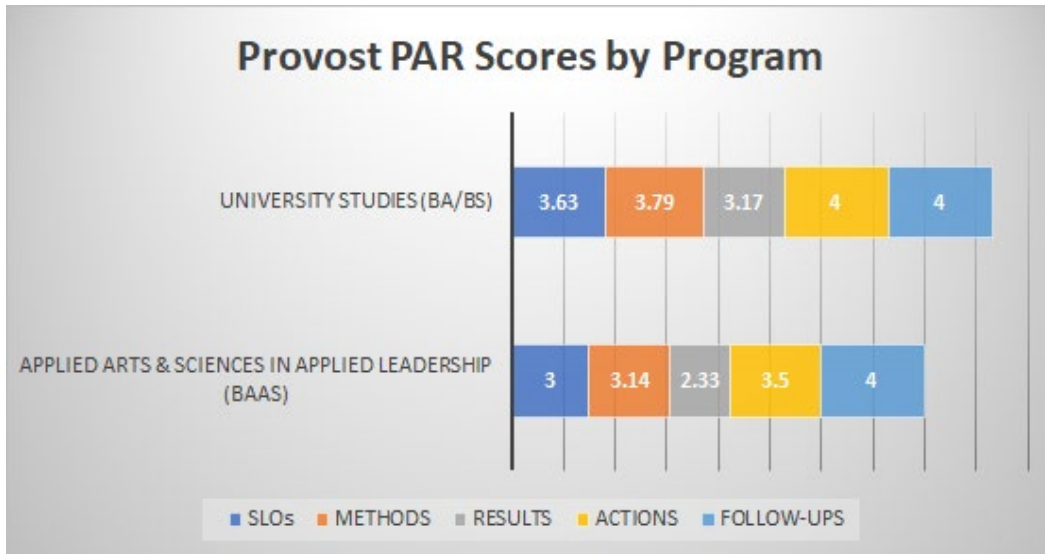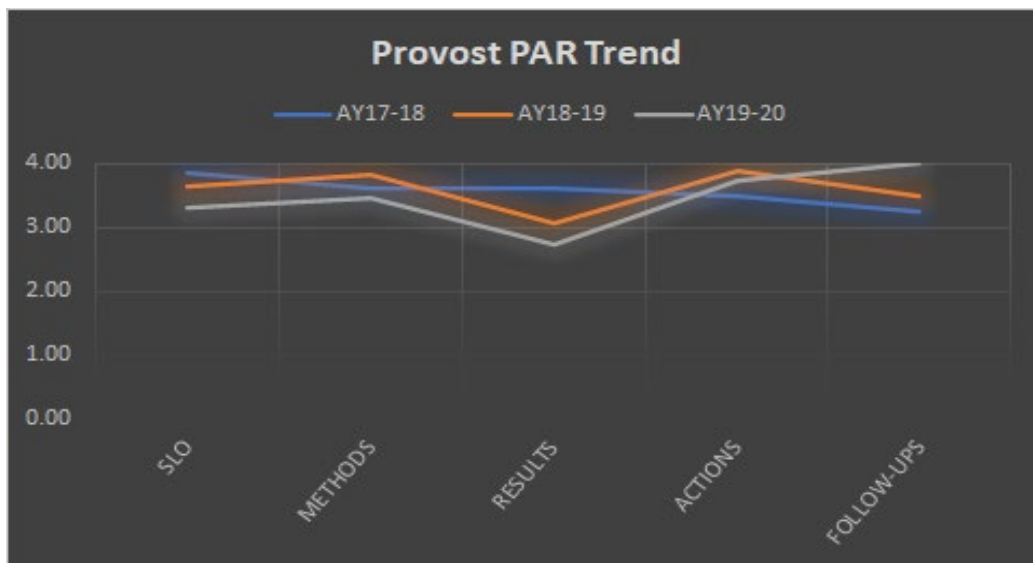
FIGURE **22**

Provost PAR Scores by Program

Program	SLOs	METHODS	RESULTS	ACTIONS	FOLLOW-UPS
UNIVERSITY STUDIES (BA/BS)	3.63	3.79	3.17	4	4
APPLIED ARTS & SCIENCES IN APPLIED LEADERSHIP (BAAS)	3	3.14	2.33	3.5	4

FIGURE **23**

Provost PAR Trend

AY17-18 AY18-19 AY19-20

College-Level Peer Reviews

The Program Assessment Rubric (PAR) is the primary method of evaluation degree program assessment. However, the review process is supplemented by a College-Level Peer Review process that was established by the University-Level Institutional Effectiveness Committee (ULIEC). The ULIEC consists of representatives from each of the 13 academic colleges who are charged to oversee a College-Level Institutional Effectiveness Committee. The

College-Level IE Committees annually conduct a peer review of a sampling of degree program reports based on a simplified rubric. The Simplified Peer Review Rubric asks faculty to provide quantitative 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.

Lastly, and most importantly, faculty are asked to provide detailed qualitative commentary regarding their rankings for each program assessment.

The overarching purpose of the Faculty Peer Review process is to evaluate the appropriateness of assessment plans from a disciplinary perspective. While the PAR is more extensive, it is designed to evaluate completeness of reporting and general assessment practices that is intended to assist programs in developing more meaningful assessment. The Faculty Peer Review is conducted by disciplinary peers that can provide feedback on the types of learning expected and the methods selected. Combined, these review processes provide a holistic review of assessment practices at the degree program-level.

Strategies for Improvement

The documentation of student learning assessment and demonstration of a commitment to continuous improvement is critical to a successful response to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 8.2.a, which states, "the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs."
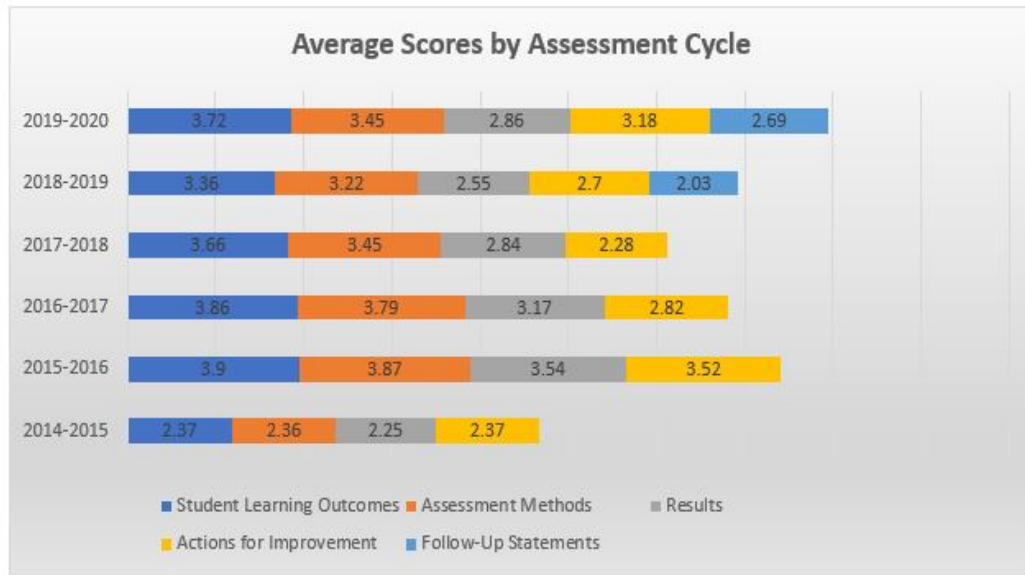
FIGURE **24**

Figure 24 summarizes the overall average score by component area for the past several assessment cycles. This graph demonstrates that while OPA saw a decrease in the mean scores in the past years, the scores are steadily increasing again. This change is likely due to the consistent, iterative review process of each degree program's assessment report by OPA staff to ensure assessment compliance.

Each college has fine-tuned their reporting process for assessing student learning. In recent years, OPA has focused special attention to the reflection phase of the assessment cycle, delineating the need for specific Actions for Improvement as well as separate and appropriate evidence Follow-Up Statement that demonstrates continuous improvement. OPA has seen growth in the quality of assessment across the university. While OPA is confident that programs have always provided successful learning environments for students, each program has become better equipped to provide evidence of their student learning and track this learning throughout the years.

Based on these results, OPA will continue to offer educational outreach opportunities to engage faculty members in meaningful assessment and will build partnerships with new, college-level leadership across the campus. Specifically, Department Chair visits will include greater emphasis on relating documents as evidence to the Assessment Methods and the Results; and, OPA will provide department-focused trainings to degree program coordinators and assessment staff.