Texas Tech University

Annual
Core Curriculum Report
Fiscal Year 2015

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TEXAS TECH UNIVERSITY
Office *of* Planning & Assessment™

Texas Tech University, Annual Core Curriculum Report, FY 2015

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Texas Higher Education Coordinating Board
Texas Core Curriculum
(Beginning fall 2014)

Statement of purpose

Through the Texas Core Curriculum (TCC), students gain a foundation of knowledge about human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills essential for all learning.

Core objectives

Definitions for the six core objectives for the TCC are as follows:

- Critical Thinking Skills (CT) – creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information
- Communication Skills (COM) – effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS) – manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW) – ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (PR) – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (SR) – ability to connect choices, actions, and consequences to ethical decision-making

Texas Tech University
Core Curriculum

CRITICAL THINKING SKILLS
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Critical Thinking Skills (CT) are defined by the Texas Higher Education Coordinating Board as encompassing "creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information."
CATEGORIES OF ASSESSMENT *Explanation of issues* -Explains an issue or problem using creative thinking, innovation, inquiry, analysis, evaluation and/or synthesis of information *Evidence* -Selects and uses information to investigate a point of view or conclusion *Student's position (perspective, thesis/hypothesis)* -Presents a position related to the issue or problem *Conclusions and related outcomes (implications and consequences)* -Draws conclusions from and projects related outcomes (consequences or implications) for the issue or problem
Outcome Status: Active

Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with CRITICAL THINKING SKILLS: Written Communication; Mathematics; Life and Physical Science; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; (option) Oral Communication; and (option) Mathematics and Logic. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.

Results:
Forty courses contributed to course level assessment. The Foundational Component Areas included: American History; Creative Arts; Government/Political Sciences; Language, Philosophy, and Culture; Life and Physical Sciences; Mathematics; and Social and Behavioral Sciences. A total of 11,481 students participated. The average student rating was 2.90 with the highest score of 3.73 in Creative Arts and the lowest score of 2.06 in Social and Behavioral Sciences. To view all scores, open the attached document. Critical Thinking, FY 2015.xlsx

Actions:
This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration. With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though.

Assessment Method (2)
Portfolio Review: Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.
Results:
The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).
Actions:
*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives. During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.
Assessment Method (3)
NSSE: Selected questions. Administered alternating years. During the current school year, how much has your coursework emphasized the following? 4b. Applying facts, theories, or methods to practical problems or new situations. 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts. 4d. Evaluating a point of view, decision, or information source. 4e. Forming a point of view, decision, or information source. *Criterion*: AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
Results:
4b. Freshman students reported 2.9 while seniors reported 3.1, demonstrating a gain of 0.2 over students' time at TTU. The senior report is equal to the national average of 3.1. 4c. Freshman students reported 2.9 while seniors reported 3.1, demonstrating a gain of 0.2 over students' time at TTU. The senior report is equal to the national average of 3.1. 4d. Freshman students reported 2.8 while seniors reported 2.9, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 3.0. 4e. Freshman students reported 2.8 while seniors reported 2.9, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 3.0. NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. TTU scores indicate that students are exposed to a level of critical thinking opportunities equivalent to the national average. This should not be interpreted that students are as successful or competent with the areas measured, simply that students rate their experiences the same as students at other institutions. NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx
Actions:
While the scores indicate an acceptable level of critical thinking opportunities, the value added score is surprisingly low. It would be expected that seniors would rate this higher, both from a developmental and experiential perspective. The

Core Curriculum Committee should review NSSE results to determine if additional opportunities exist within the Core, but also for the purpose of making broader recommendations to the campus community.

Assessment Method (4)
OSA: Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here. Q10. What is the LEAST likely reason why many people today might find the story upsetting? Q42. Which of the following is NOT a property that defines life? *Criterion*: AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:
The Natural Sciences pre-2014 Core Objective may be compared to the new Core Objective of Critical Thinking Skills. For comparison, the Natural Science mean score was 68.3%. OSA\OSA 2016 Report.pdf

Actions:
The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration.

COMMUNICATION SKILLS
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Communication Skills (COM) are defined by the Texas Higher Education Coordinating Board as encompassing "effective development, interpretation, and expression of ideas through written, oral, and visual communication."
CATEGORIES OF ASSESSMENT *Context and purpose* -Expresses the context or place of the work and to identify the reason for presenting it *Organization* -Logically structures the work *Content development* -Presents relevant information *Command of delivery* -Communicates the work to its intended audience
Outcome Status: Active
Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with COMMUNICATION SKILLS: Written Communication; Mathematics; Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; (option) Oral Communication; and (option) Mathematics and Logic. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.
Results:
Thirty-two courses contributed to course level assessment. The Foundational Component Areas included: American History; Creative Arts; Government/Political Science; Language, Philosophy, and Culture; Life and Physical Sciences; Mathematics; and Social and Behavioral Sciences. With the exception of fall semester POLS, a total of 7,565 students participated. The average student rating was 2.29 with the highest score of 4.00 in Social and Behavioral Sciences and the lowest score of 2.09 also in Social and Behavioral Sciences. During fall semester, POLS used a different scoring schedule compared to other courses and, therefore, cannot be included in the aggregate scores. To view all scores, including POLS, open the attached document. Communication, AY 2015.xlsx
Actions:
Preliminary analysis indicates that scores are significantly higher than would be expected for students in core areas. Perhaps more training is necessary with instructors to ensure that appropriate evaluation of student performance is being conducted. This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most

meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration.

With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though.

Assessment Method (2)

Portfolio Review:
Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered.

Criterion:
AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.

Results:

The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).

Actions:

*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives.

During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.

Assessment Method (3)

CAAP:
Final results. Administered alternating years.
Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

Writing Skills: TTU freshmen, sophomores, juniors, and seniors scored an overall average of 62.6, which is at the national mean of 62.7.

Student performance on this assessment has remained consistently average. This is both good and bad news. The focus on communication that is emerging institutionally should result in above average results. However, it still reflects scores that are on par with many comparative institutions. It is important to note that the CAAP assessed many students that were not exposed to or instructed under the new Core Curriculum.

CAAP\CAAP 2016 Writing Skills Report.pdf

Actions:

It is uncertain if CAAP will be used in the future. TTU is moving toward more authentic assessment measures. TTU needs to determine if CAAP, a standardized test that is taken in classroom environments, is still a viable option. CAAP does provide valuable benchmark data and should not be dismissed too quickly.

Assessment Method (4)

NSSE:

Selected questions. Administered alternating years.

1i. During the current school year, about how often have you given a course presentation?

4d. During the current school year, how much has your coursework emphasized evaluating a point of view, decision, or information source.

17b. How much has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?

Criterion:

AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

1i. Freshman students reported 2.0 while seniors reported 2.6, demonstrating a gain of 0.6 over students' time at TTU. The senior report is slightly below the national average of 2.7.

4d. Freshman students reported 2.8 while seniors reported 2.9, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 3.0.

17b. Freshman students reported 2.4 while seniors reported 2.9, demonstrating a gain of 0.5 over students' time at TTU. The senior report is at the national average of 2.9.

NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. TTU scores indicate that students are exposed to a level of communication activities equivalent to the national average. This should not be interpreted that students are as successful or competent with the areas measured, simply that students rate their experiences the same as students at other institutions. It will be interesting to see how the QEP impacts these scores over the next few years.

NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx

Actions:

The Core Curriculum Committee should discuss the results and work collaboratively with the QEP Director to determine how Core courses can positively impact student engagement in the area of communication activities identified in the NSSE.

Assessment Method (5)

OSA:

Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here.

Q13. Which of the following is FURTHEST from the evidence of the text?

Q69. When we say that two houses of a legislature have symmetric power, we are saying which of the following?

Criterion:

AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

The Humanities pre-2014 Core Objective may be compared to the new Core Objective of Communication Skills. For comparison, the Humanities mean score was 72.6%.

OSA\OSA 2016 Report.pdf

Actions:

The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration.

EMPIRICAL & QUANTITATIVE SKILLS
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Empirical and Quantitative Skills (EQS) are defined by the Texas Higher Education Coordinating Board as encompassing "manipulation and analysis of numerical data or observable facts resulting in informed conclusions."
CATEGORIES OF ASSESSMENT *Interpretation* -Explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words) *Representation* -Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words) *Calculation* -Demonstrates a logical path to a correct answer *Use of Data* -Makes judgments and draws appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
Outcome Status: Active

Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with EMPIRICAL AND QUANTITATIVE SKILLS: Mathematics, Life and Physical Sciences, Social and Behavioral Sciences, and (option) Mathematics and Logic. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.

Results:
Thirty-two courses contributed to course level assessment. The Foundational Component Areas included: Life and Physical Sciences, Mathematics, and Social and Behavioral Sciences. A total of 14,291 students participated. The average student rating was 2.69 with the highest score of 3.84 in Social and Behavioral Sciences and the lowest score of 1.13 in Mathematics. To view all scores open the attached document. Empirical and Quantitative, FY 2015.xlsx

Actions:
This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration. With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though. It is evident in the preliminary analysis that the scores vary significantly. This could be attributed to a couple of factors. The first is that the rubric may not measure this objective consistently among foundational component areas. It is also

possible that more training for assessing this objective is needed. It is recommended that the Core Curriculum Committee review the results and the rubric.

Assessment Method (2)
Portfolio Review: Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.

Results:
The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).

Actions:
*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives. During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.

Assessment Method (3)
CAAP: Final results. Administered alternating years. *Criterion*: AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:
Mathematics Skills: TTU freshmen and seniors scored an overall average of 58.0, which is at the national mean of 58.7. CAAP\CAAP 2016 Mathematics Report.pdf

Actions:
It is uncertain if CAAP will be used in the future. TTU is moving toward more authentic assessment measures. TTU needs to determine if CAAP, a standardized test that is taken in classroom environments, is still a viable option. CAAP does provide valuable benchmark data and should not be dismissed too quickly. TTU students have historically performed well on this the math module, but that also provides limited information for making improvements.

Assessment Method (4)
NSSE: Selected questions. Administered alternating years. During the current school year, about how often have you done the following? 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) 6c. Evaluated what others have concluded from numerical information. *Criterion*: AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

6a. Freshman students reported 2.7 while seniors reported 2.6, demonstrating a slight loss over students' time at TTU. The senior report is 0.1 lower than the national average.
6b. Freshman students reported 2.4 and seniors reported 2.4, demonstrating neither a gain nor a loss over students' time at TTU. The senior report is equal to the national average.
6c. Freshman students reported 2.3 while seniors reported 2.4, demonstrating a 0.1 gain over students' time at TTU. The senior report is equal to the national average.

NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx

Actions:
NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. For many components of the NSSE, a value added score is valuable as it reflects a higher degree of exposure and engagement. However, some questions could reflect students' maturity and a score that is the same as the Freshman score or even lower may not be indicative of less engagement over time. It is unlikely that Freshmen are truly exposed to more empirical problem solving that seniors. However, it is worth noting that students' perceptions of exposure doesn't increase. This is worth considering from a Core Curriculum perspective, but more valuable from an institutional learning outcomes perspective. This information should be considered institutionally.

Assessment Method (5)
OSA:
Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here.
Q30. Which of the following numbers is largest?
Q32. Alice is looking to rent an art studio…. She wants the studio whose total cost for one year is less expensive, which studio contract should she accept?
Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
Results:
The Mathematics pre-2014 Core Objective may be compared to the new Core Objective of Empirical and Quantitative Skills. For comparison, the Mathematics mean score was 55.0%.
OSA\OSA 2016 Report.pdf
Actions:
The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration.

TEAMWORK SKILLS
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Teamwork Skills (TW) are defined by the Texas Higher Education Coordinating Board as encompassing the "ability to consider different points of view and to work effectively with others to support a shared purpose or goal."
CATEGORIES OF ASSESSMENT   *Contributes to team meetings*   -Actively works with the group   *Individual contributions outside of team meetings*   -Completes assigned tasks independently   *Fosters constructive team climate*   -Models behaviors appropriate to productive collaboration   *Responds to conflict*   -Negotiates conflict
Outcome Status: Active

Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with TEAMWORK SKILLS: Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; and Government/Political Science.   *Criterion*:   AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.

Results:
Eight courses contributed to course level assessment. The Foundational Component Areas included: Creative Arts and Life and Physical Sciences. A total of 545 students participated. The average student rating was 3.54 with the highest score of 3.89 in Creative Arts and the lowest score of 2.36 in Life and Physical Sciences. To view all scores, open the attached document.   [Teamwork, FY 2015.xlsx](Teamwork,%20FY%202015.xlsx)

Actions:
This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration. With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though.

Assessment Method (2)
Portfolio Review:

Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered.

Criterion:
AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.

Results:

The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).

Actions:

*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives.

During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.

Assessment Method (3)

NSSE:
Selected questions. Administered alternating years.
During the current school year, about how often have you done the following?
1g. Prepared for exams by discussing or working through course material with other students.
1h. Worked with other students on course projects or assignments.
Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

1g. Freshman students reported 2.5 and seniors reported 2.5, demonstrating neither a gain or nor a loss over students' time at TTU. The senior report is equal to the national average of 2.5.
1h. Freshman students reported 2.5 while seniors reported 2.8, demonstrating a 0.3 gain over students' time at TTU. The senior report is slightly below the national average of 2.9.

[NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx](NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx)

Actions:

NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. TTU scores indicate that students are exposed to a level of communication activities equivalent to the national average. This should not be interpreted that students are as successful or competent with the areas measured, simply that students rate their experiences the same as students at other institutions. It will be interesting to see how the QEP impacts these scores over the next few years.

The results for these questions are consistent with expectations for the type of work that students at both freshman and senior levels would participate in. However, it would be worthwhile for the Core Curriculum Committee to review these results to make recommendations to improve student collaborative efforts.

Assessment Method (4)

OSA:
Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here.
Q19. From culture to culture, the understanding of "being on time" is:

Q20. International and intra-national cultural competence involves: *Criterion*: AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
Results:
The Social & Behavioral Sciences pre-2014 Core Objective may be compared to the new Core Objective of Teamwork Skills. For comparison, the Social & Behavioral Sciences mean score was 49.5%. OSA\OSA 2016 Report.pdf
Actions:
The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration.

SOCIAL RESPONSIBILITY
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Social Responsibility (SR) is defined by the Texas Higher Education Coordinating Board as encompassing "intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities."
CATEGORIES OF ASSESSMENT *Cultural self-awareness* -Assesses own cultural identity *Verbal and nonverbal communication* -Identifies multiple cultural perspectives *Analysis of knowledge* -Connects academic knowledge to civic engagement *Diversity of communities and cultures* -Applies multicultural perspectives to own attitudes and beliefs
Outcome Status: Active
Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with SOCIAL RESPONSIBILITY: Written Communication, Creative Arts, American History, Government/Political Science, and (option) Oral Communication. *Criterion*: AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.
Results:
Six courses contributed to course level assessment. The Foundational Component Areas included: American History; Government and Political Science; and Language, Philosophy, and Culture. A total of 1166 students participated. The average student rating was 3.02 with the highest score of 3.59 in Government/Political Science and the lowest score of 2.92 in American History. To view all scores open the attached document. Social Responsibility, FY 2015.xlsx
Actions:
This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration. With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though.
Assessment Method (2)
Portfolio Review:

Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered.

Criterion:
AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.

Results:

The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).

Actions:

*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives.

During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.

Assessment Method (3)

NSSE:
Selected questions. Administered alternating years.
During the current school year, about how often have you done the following?
2b. Connected your learning to societal problems or issues.
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

2b. Freshman students reported 2.4 while seniors reported 2.7, demonstrating a gain of 0.3 over students' time at TTU. The senior report is less than the national average of 2.9.
2e. Freshman students reported 2.8 while seniors reported 2.8, demonstrating neither a gain or nor a loss over students' time at TTU. The senior report is less than the national average of 3.0.

NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx

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Actions:

NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. The metric should be interpreted carefully. While scores do indicate gains and the scores are relatively consistent with the national average, there is still not a significant increase over time. However, student development theory should shed light on the student's individual ability to perceive issues related to personal responsibility. In other words, as students mature, they are often more likely to reflect on these issues and establish more objective measures. Therefore a slightly less than significant increase does not necessarily indicate limited growth. This measure is, however, excellent supplemental data. We expect the QEP's focus on global understanding to augment student awareness of multiple perspectives and issues.

Assessment Method (4)

OSA:
Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here.
Q12. Which of the following is MOST likely an explanation of why the story warns against disobedience?
Q23. As a rule, ethnic groups share which of the following:

Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
Results:
The Multicultural pre-2014 Core Objective may be compared to the new Core Objective of Social Responsibility. For comparison, the Multicultural mean score was 72.1%.
OSA\OSA 2016 Report.pdf
Actions:
The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration. The results for these two questions are lower than results from other OSA questions. As the OSA is potentially redesigned, these results indicate that special attention should be paid to questions related to ethics and ethical reasoning.

PERSONAL RESPONSIBILITY
Texas Core Curriculum

General Education Objectives (Student Learning Outcomes)
Explanation: Personal Responsibility (PR) is defined by the Texas Higher Education Coordinating Board as encompassing the "ability to connect choices, actions, and consequences to ethical decision-making."
CATEGORIES OF ASSESSMENT   *Ethical self-awareness*   -Assesses own core beliefs and their origins   *Ethical Issue Recognition*   -Recognizes and responds to ethical issues   *Application of ethical perspectives/concepts*   -Considers multiple ethical responses to a single question   *Evaluation of different ethical perspectives/concepts*   -Articulates and addresses multiple ethical perspectives in relationship to own core beliefs
Outcome Status: Active

Assessment Method (1)
Course Level Assessment: Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with PERSONAL RESPONSIBILITY: Written Communication; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; and (option) Oral Communication.   *Criterion*:   AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Data will be presented in an aggregated format by Component Area, allowing for multiple scores to be presented with aspirational scores identified for future benchmarks.

Results:
Ten courses contributed to course level assessment. The Foundational Component Areas included: American History; Creative Arts; Government/Political Science; Language, Philosophy, and Culture; Life and Physical Sciences; and Social and Behavioral Sciences. A total of 2,351 students participated. The average student rating was 3.37 with the high rating from Government/Political Science of 3.83 and the low rating from Social and Behavioral Sciences of 2.45. To view all scores, open the attached document.   Personal Responsibility, FY 2015.xlsx

Actions:
This year's data is benchmark data that will be most valuable over the course of a number of years. There are a number of ways that this data can be used. (1) Comparative analysis among foundational component areas should reveal areas of strength and weakness. This will be valuable for making specific recommendations in course selection and criteria for inclusion in the Core. (2) Comparative analysis will also be beneficial with establishing meaningful benchmarks. Ultimately, the goal is to see increases with student learning within general education. The rich data will provide targeting strategies for curricular improvements. (3) Trend analysis will take a number of years, but will reveal the most meaningful contribution of course level assessment. The Core Curriculum Committee should carefully review the data and be prepared to make more significant recommendations after the second year of administration. With benchmark data it is difficult to identify what is specifically expected, however, scores should be fairly consistent across component areas. Variations can identify issues with scoring or student populations. Since this objective hits a large number of students with the majority within their first two years, a score just over an average of 2 on a 4 point scale seems reasonable though.

Assessment Method (2)
Portfolio Review:

Students voluntarily upload to their *i*Portfolios self-selected artifacts relating to the identified general education objective. Each artifact has the potential to be assessed using a linked rubric. A sample of artifacts will be assessed by the Core Curriculum Committee. Additionally, when students graduate, a holistic assessment of student work will be administered.

Criterion:
AY 2015-2016 will be used to identify baseline results for future benchmarking expectations. Rubric scores will be presented for both formative and summative assessment results.

Results:

The first year portfolio analysis included a small number of assessments. The number of scores was too low for reliable data, however, the number of scores will increase through the second pilot year (2016-2017) and even more during full implementation (2017-2018).

Actions:

*i*Portfolio reviews will take a few years to be either reliable or valid. The sample of students and student work is far too limited for any analysis. However, the Core Curriculum Committee did determine that there are measures that can be taken to improve the assessment of student work. The rubrics used to measure student learning need to be revised for other objectives, but instructions for students on what should be uploaded are applicable to all Objectives.

During the assessment of student work, many faculty felt that students identified artifacts that were not consistent with the objective. Providing more description would be valuable. Additionally, the faculty felt that the rubric was not generalizable across student degree options. The rubric needs to be adjusted to account for this issue.

Assessment Method (3)

NSSE:
Selected questions. Administered alternating years.
During the current school year, about how often have you done the following?
2d. Examined the strengths and weaknesses of your own views on a topic or issue.
2f. Learned something that changed the way you understand an issue or concept.
Criterion:
AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.

Results:

2d. Freshman students reported 2.6 while seniors reported 2.7, demonstrating a gain of 0.1 over students' time at TTU. The senior report is less than the national average of 2.9.
2f. Freshman students reported 2.7 while seniors reported 2.8, demonstrating a gain of 0.1 over students' time at TTU. The senior report is less than the national average of 3.0.

[NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx](NSSE\TTU Crosswalk NSSE15 Frequencies and Statistical Comparisons (Texas Tech).xlsx)

Actions:

NSSE is an excellent indirect measure of student learning. NSSE measures student activities and perceptions related to student engagement. The metric should be interpreted carefully. While scores do indicate gains and the scores are relatively consistent with the national average, there is still not a significant increase over time. However, student development theory should shed light on the student's individual ability to perceive issues related to personal responsibility. In other words, as students mature, they are often more likely to reflect on these issues and establish more objective measures. Therefore a slightly less than significant increase does not necessarily indicate limited growth. This measure is, however, excellent supplemental data.

Assessment Method (4)

OSA:
Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this years' administration is valuable as it closes the loop. Select questions and results related to the new Core are reported here.
Q61. Researchers asked mothers of toddlers to estimate how many hours a week the toddler had spent watching Smarter Babies videos…. The researchers urge the government to ban the sale of Smarter Babies videos.

Q63. A developmental psychologist conducted a longitudinal study or moral development…. What is wrong with this conclusion?   *Criterion*:   AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
Results:
The Social & Behavioral Sciences pre-2014 Core Objective may be compared to the new Core Objective of Personal Responsibility. For comparison, the Social & Behavioral Sciences mean score was 49.5%.   OSA\OSA 2016 Report.pdf
Actions:
The Core Curriculum Committee needs to determine if the OSA should be rewritten with the updated Core Objectives in order to continue administration. The results for these two questions are lower than results from other OSA questions. As the OSA is potentially redesigned, these results indicate that special attention should be paid to questions related to ethics and ethical reasoning.

Course Level Data

Course Level Data, AY 2015

OVERALL, BY FOUNDATIONAL COMPONENT AREA

Foundational Component Area	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
AMERICAN HISTORY	1,2,5,6	2,038	33%	2,385	39%	1,172	19%	562	9%	2.96	6,157
COMMUNICATION	1,2,4,6				*nothing reported*						
CREATIVE ARTS	1,2,4,6	2,870	53%	1,803	33%	531	10%	199	4%	3.36	5,403
GOVERNMENT/POLITICAL SCIENCE	1,2,5,6	439	62%	250	35%	19	3%	0	0%	3.59	708
LANGUAGE, PHILOSOPHY, & CULTURE	1,2,5,6	469	50%	269	29%	142	15%	51	5%	3.24	931
LIFE & PHYSICAL SCIENCES	1,2,3,4	2,140	34%	1,782	28%	1,252	20%	1,090	17%	2.79	6,264
MATHEMATICS	1,2,3	3,923	31%	3,004	24%	2,721	22%	2,873	23%	2.64	12,521
SOCIAL & BEHAVIORAL SCIENCES	1,2,3,6	2,442	38%	2,052	32%	1,114	17%	884	14%	2.93	6,492
TOTAL & AVERAGE		14,321	37%	11,545	30%	6,951	18%	5,659	15%	2.90	38,476

# of Courses Information Requested From: 299
# of Courses Reported Information: 175   59%

Core Objectives
1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Empirical and Quantitative Skills (EQS)
4. Teamwork Skills (TW)
5. Social Responsibility (SR)
6. Personal Responsibility (PR)

AMERICAN HISTORY

AMERICAN HISTORY	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	1,102	37%	1,000	33%	610	20%	282	9%	2.98	2,994
Communication	2	449	31%	634	44%	219	15%	131	9%	2.98	1,433
Social Responsibility	5	247	28%	383	44%	168	19%	76	9%	2.92	874
Personal Responsibility	6	240	28%	368	43%	175	20%	73	9%	2.91	856
TOTAL & AVERAGE		2,038	33%	2,385	39%	1,172	19%	562	9%	2.96	6,157

COMMUNICATION

COMMUNICATION	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1										
Communication	2				*nothing reported*						
Teamwork	4										
Personal Responsibility	6										
TOTAL & AVERAGE											

CREATIVE ARTS

CREATIVE ARTS	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	485	50%	331	34%	104	11%	49	5%	3.29	969
Communication	2	615	50%	434	35%	141	11%	48	4%	3.31	1,238
Teamwork	4	77	76%	14	14%	9	9%	1	1%	3.65	101
Personal Responsibility	6	385	46%	341	40%	92	11%	28	3%	3.28	846
TOTAL & AVERAGE		1,741	55%	1,326	42%	417	13%	166	5%	3.27	3,154

GOVERNMENT/POLITICAL SCIENCE

Results for fall semester were reported without using core rubric. Numbers reported here represent only spring semester. However, the average student rating reflects both semesters' results.

GOVERNMENT/POLITICAL SCIENCE	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	113	64%	60	34%	4	2%	0	0%	3.00	177
Communication	2	147	83%	30	17%	0	0%	0	0%	3.20	177
Social Responsibility	5	75	42%	87	49%	15	8%	0	0%	2.95	177
Personal Responsibility	6	104	59%	73	41%	0	0%	0	0%	2.94	177
TOTAL & AVERAGE		439	62%	250	35%	19	3%	0	0%	3.02	708

LANGUAGE, PHILSOPHY, and CULTURE

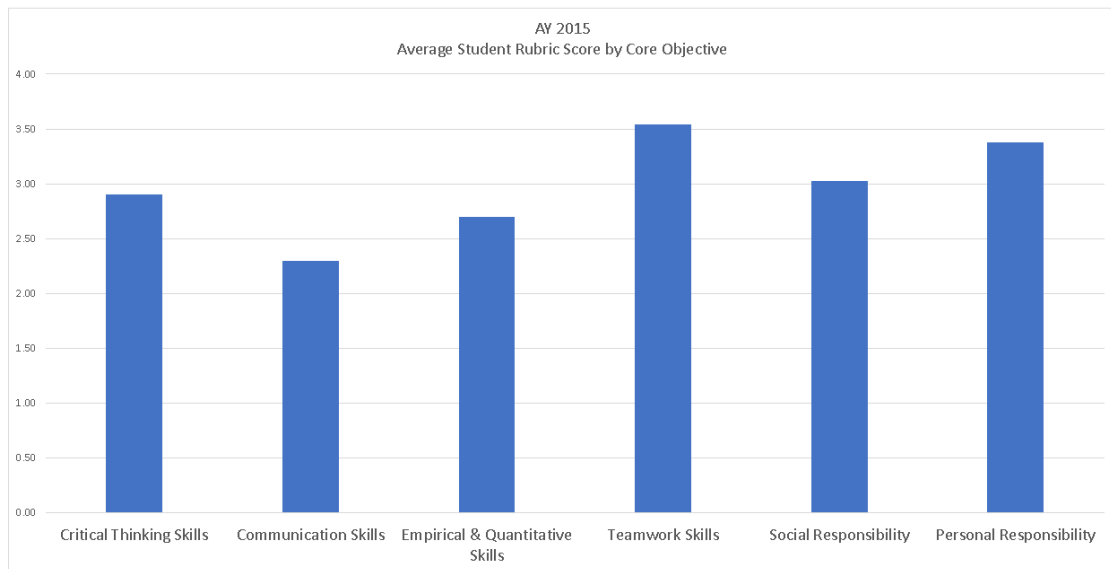| LANGUAGE, PHILSOPHY, and CULTURE	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	45	36%	50	40%	20	16%	11	9%	3.02	126
Communication	2	82	31%	101	39%	53	20%	25	10%	2.92	261
Social Responsibility	5	40	35%	42	37%	23	20%	10	9%	2.97	115
Personal Responsibility	6	302	70%	76	18%	46	11%	5	1%	3.57	429
TOTAL & AVERAGE		469	50%	269	29%	142	15%	51	5%	3.24	931

LIFE AND PHYSICAL SCIENCES	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	983	29%	1,046	31%	709	21%	635	19%	2.70	3,373
Communication	2	219	40%	182	34%	71	13%	71	13%	3.01	543
Empirical & Quantitative	3	840	39%	507	23%	455	21%	379	17%	2.83	2,181
Teamwork	4	706	34%	546	27%	415	20%	380	19%	2.77	2,047
TOTAL & AVERAGE		2,748	34%	2,281	28%	1,650	20%	1,465	18%	2.78	8,144

MATHEMATICS	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	382	37%	258	25%	172	17%	210	21%	2.79	1,022
Communication	2	222	41%	138	25%	80	15%	108	20%	2.86	548
Empirical & Quantitative	3	1,493	29%	1,154	22%	1,112	22%	1,389	27%	2.53	5,148
TOTAL & AVERAGE		2,097	31%	1,550	23%	1,364	20%	1,707	25%	2.60	6,718

SOCIAL & BEHAVIORAL SCIENCES	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	1,092	39%	769	27%	537	19%	422	15%	2.90	2,820
Communication	2	250	20%	519	42%	237	19%	222	18%	2.65	1,228
Empirical & Quantitative	3	616	40%	535	34%	241	15%	166	11%	3.03	1,558
Personal Responsibility	6	407	59%	169	25%	52	8%	60	9%	3.34	688
TOTAL & AVERAGE		2,828	45%	2,444	39%	1,501	24%	1,196	19%	2.87	6,294

Narrative/Interpretation: Core curriculum data was requested from 199 courses at Texas Tech University from fall semester 2015 and spring semester 2016. A four-point rubric (with four being high), developed by the TTU Core Curriculum Committee, was used to score student acheivement (except as noted below*). Data was returned by 175 courses and is represented in the tables above. Of the 38,476 students that were assessed, 37% achieved a rating of 4, 30% achieved a rating of 3, 18% achieved a rating of 2, and 15% achieved a rating of 1. The overall rubric score was 2.89.

*Communication did not report any information at all.

AY 2015
Average Student Rubric Score by Core Objective

Course Level Data
Core Objective: Critical Thinking Skills
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
F	American History	HIST 2300	1	788	36%	717	33%	447	21%	212	10%	2.96	2,164
S	American History	HIST 2300	1	314	38%	283	34%	163	20%	70	8%	3.01	830
S	Creative Arts	ARCH 2315	1	59	74%	18	23%	3	4%	0	0%	3.70	80
F	Creative Arts	ARTH 1301	1	30	38%	37	47%	10	13%	2	3%	3.20	79
F	Creative Arts	DAN 2313	1	18	51%	14	40%	3	9%	0	0%	3.43	35
S	Creative Arts	DAN 2313	1	18	51%	14	40%	3	9%	0	0%	3.43	35
F	Creative Arts	MUHL 2301	1	35	40%	42	48%	6	7%	4	5%	3.24	87
F	Creative Arts	MUHL 2304	1	58	31%	75	40%	29	16%	24	13%	2.90	186
S	Creative Arts	MUHL 2304	1	86	52%	57	34%	19	11%	4	2%	3.36	166
F	Creative Arts	MUHL 2308	1	7	37%	5	26%	3	16%	4	21%	2.79	19
S	Creative Arts	MUHL 2308	1	77	80%	14	15%	3	3%	2	2%	3.73	96
F	Creative Arts	MUSI 2301	1	31	34%	33	37%	20	22%	6	7%	2.99	90
S	Creative Arts	MUSI 2301	1	66	69%	22	23%	5	5%	3	3%	3.57	96
S	Government/Political Science	POLS 1301	1	113	64%	60	34%	4	2%	0	0%	3.62	177
S	Language, Philisophy, and Culture	ENGL 2391	1	3	19%	6	38%	5	31%	2	13%	2.63	16
F	Language, Philisophy, and Culture	HIST 1300	1	20	36%	22	39%	9	16%	5	9%	3.02	56
F	Language, Philisophy, and Culture	PHIL 2300	1	22	41%	22	41%	6	11%	4	7%	3.15	54
S	Life and Physical Sciences	ASTR 1400	1	50	42%	20	17%	25	21%	24	20%	2.81	119
F	Life and Physical Sciences	ASTR 1401	1	49	46%	8	8%	25	24%	24	23%	2.77	106
F	Life and Physical Sciences	ATMO 1300	1	30	11%	159	56%	77	27%	16	6%	2.72	282
F	Life and Physical Sciences	BIOL 1401	1	42	49%	29	34%	12	14%	3	3%	3.28	86
S	Life and Physical Sciences	BIOL 1402	1	97	27%	165	46%	66	18%	32	9%	2.91	360
S	Life and Physical Sciences	GEOL 1303	1	140	30%	147	31%	91	19%	96	20%	2.70	474
S	Life and Physical Sciences	GEOL 1303	1	186	44%	91	21%	76	18%	71	17%	2.92	424
S	Life and Physical Sciences	NS 1401	1	50	17%	121	42%	49	17%	67	23%	2.54	287
F	Life and Physical Sciences	NS 1410	1	277	25%	278	25%	275	25%	275	25%	2.50	1,105
S	Life and Physical Sciences	PSS 1411	1	57	48%	21	18%	13	11%	27	23%	2.92	118
S	Life and Physical Sciences	PSS 2401	1	5	42%	7	58%	0	0%	0	0%	3.42	12
F	Mathematics	MATH 1452	1	199	33%	145	24%	113	19%	148	24%	2.65	605
F	Mathematics	MATH 2370	1	65	59%	17	15%	18	16%	10	9%	3.25	110
S	Mathematics	MATH 2371	1	12	60%	3	15%	4	20%	1	5%	3.30	20
F	Mathematics	PHIL 2310	1	25	46%	15	28%	2	4%	12	22%	2.98	54
S	Mathematics	PSY 2400	1	31	29%	36	34%	21	20%	19	18%	2.74	107
S	Mathematics	PSY 2400	1	50	40%	42	33%	14	11%	20	16%	2.97	126
F	Social and Behavioral Sciences	ANTH 2301	1	18	44%	15	37%	7	17%	1	2%	3.22	41
S	Social and Behavioral Sciences	ANTH 2301	1	22	39%	14	25%	8	14%	12	21%	2.82	56
S	Social and Behavioral Sciences	HDFS 2303	1	180	43%	161	38%	43	10%	35	8%	3.16	419
F	Social and Behavioral Sciences	PSY 1300	1	53	5%	277	27%	388	37%	317	31%	2.06	1,035
S	Social and Behavioral Sciences	SOC 1301	1	392	65%	160	27%	39	7%	8	1%	3.56	599
S	Social and Behavioral Sciences	SOC 1301	1	427	64%	142	21%	52	8%	49	7%	3.41	670
	TOTALS & Average			4,202	37%	3,514	31%	2,156	19%	1,609	14%	2.90	11,481

Course Level Data
Core Objective: Communication Skills
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
F	American History	HIST 2301	2	213	34%	245	39%	81	13%	89	14%	2.93	628
S	American History	HIST 2301	2	236	29%	389	48%	138	17%	42	5%	3.02	805
F	Creative Arts	HONS 1304	2	14	67%	4	19%	3	14%	0	0%	3.52	21
S	Creative Arts	HONS 1304	2	18	86%	3	14%	0	0%	0	0%	3.86	21
S	Creative Arts	ITAL 2315	2	12	63%	7	37%	0	0%	0	0%	3.63	19
F	Creative Arts	MCOM 2301	2	78	39%	99	50%	19	10%	3	2%	3.27	199
F	Creative Arts	MUHL 1308	2	70	71%	26	27%	0	0%	2	2%	3.67	98
S	Creative Arts	MUHL 1308	2	6	27%	7	32%	8	36%	1	5%	2.82	22
F	Creative Arts	MUHL 2310	2	226	50%	165	37%	52	12%	9	2%	3.35	452
S	Creative Arts	MUHL 2310	2	170	35%	219	45%	80	16%	20	4%	3.10	489
F	Creative Arts	MUSI 1300	2	28	29%	55	58%	10	11%	2	2%	3.15	95
S	Creative Arts	MUSI 1300	2	6	29%	6	29%	3	14%	6	29%	2.57	21
F	Creative Arts	MUTH 1300	2	9	47%	7	37%	1	5%	2	11%	3.21	19
F	Creative Arts	THA 2301	2	8	44%	7	39%	3	17%	0	0%	3.28	18
S	Creative Arts	THA 2301	2	120	79%	30	20%	1	1%	0	0%	3.79	151
F	Creative Arts	THA 2304	2	432	51%	273	33%	88	10%	47	6%	3.30	840
S	Creative Arts	THA 2304	2	283	55%	162	31%	49	10%	21	4%	3.37	515
S	Government/Political Science	POLS 2302	2	75	42%	87	49%	15	8%	0	0%	3.34	177
S	Language, Philisophy, and Culture	ENGL 2307	2	7	13%	14	25%	18	32%	17	30%	2.20	56
S	Language, Philisophy, and Culture	ENGL 2351	2	36	73%	9	18%	4	8%	0	0%	3.65	49
F	Language, Philisophy, and Culture	ENGL 2388	2	16	29%	33	59%	4	7%	3	5%	3.11	56
S	Language, Philisophy, and Culture	MCOM 2330	2	23	23%	45	45%	27	27%	5	5%	2.86	100
S	Life and Physical Sciences	NRM 1401	2	50	17%	121	42%	49	17%	67	23%	2.54	287
F	Mathematics	AACE 2401	2	18	38%	15	32%	8	17%	6	13%	2.96	47
S	Mathematics	AAEC 2401	2	11	24%	20	43%	10	22%	5	11%	2.80	46
F	Mathematics	MATH 2345	2	257	42%	167	27%	84	14%	102	17%	2.95	610
S	Mathematics	MATH 2345	2	193	42%	103	23%	62	14%	97	21%	2.86	455
F	Social and Behavioral Sciences	EPSY 2301	2	41	100%	0	0%	0	0%	0	0%	4.00	41
S	Social and Behavioral Sciences	EPSY 2301	2	32	82%	0	0%	4	10%	3	8%	3.56	39
F	Social and Behavioral Sciences	MCOM 1300	2	138	24%	360	62%	34	6%	49	8%	3.01	581
S	Social and Behavioral Sciences	NS 2380	2	46	85%	8	15%	0	0%	0	0%	3.85	54
S	Social and Behavioral Sciences	PSY 1300	2	34	6%	151	27%	199		170	31%	2.09	554
	TOTALS & Average			2,906	38%	2,837	38%	1,054	14%	768	10%	2.29	7,565

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Course Level Data
Core Objective: Empirical and Quantitative Skills
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
S	Life and Physical Sciences	BIOL 1305	3	145	78%	32	17%	7	4%	2	1%	3.72	186
S	Life and Physical Sciences	CHEM 1305	3	63	43%	53	36%	9	6%	23	16%	3.05	148
F	Life and Physical Sciences	CHEM 1307	3	169	66%	61	24%	22	9%	4	2%	3.54	256
S	Life and Physical Sciences	CHEM 1307	3	259	43%	178	30%	91	15%	74	12%	3.03	602
S	Life and Physical Sciences	CHEM 1308	3	104	26%	84	21%	208	52%	2	1%	2.73	398
S	Life and Physical Sciences	PHYS 1404	3	6	7%	27	31%	26	30%	29	33%	2.11	88
S	Life and Physical Sciences	PHYS 1408	3	3	17%	9	50%	5	28%	1	6%	2.78	18
S	Life and Physical Sciences	ZOOL 2403	3	238	34%	111	16%	99	14%	248	36%	2.49	696
F	Mathematics	MATH 1300	3	82	14%	89	15%	217	36%	218	36%	2.06	606
S	Mathematics	MATH 1300	3	204	53%	68	18%	54	14%	56	15%	3.10	382
F	Mathematics	MATH 1320	3	171	20%	241	29%	290	34%	142	17%	2.52	844
S	Mathematics	MATH 1320	3	180	31%	178	31%	132	23%	83	14%	2.79	573
F	Mathematics	MATH 1321	3	51	24%	35	16%	60	28%	68	32%	2.32	214
S	Mathematics	MATH 1321	3	77	54%	26	18%	29	20%	11	8%	3.18	143
F	Mathematics	MATH 1330	3	658	46%	238	17%	277	19%	264	18%	2.90	1,437
S	Mathematics	MATH 1330	3	211	39%	144	27%	96	18%	89	16%	2.88	540
F	Mathematics	MATH 1331	3	87	28%	87	28%	102	33%	36	12%	2.72	312
S	Mathematics	MATH 1331	3	235	26%	272	30%	269	30%	134	15%	2.67	910
F	Mathematics	MATH 1350	3	19	59%	7	22%	2	6%	4	13%	3.28	32
S	Mathematics	MATH 1350	3	41	55%	19	26%	9	12%	5	7%	3.30	74
F	Mathematics	MATH 1451	3	427	45%	175	18%	169	18%	187	20%	2.88	958
S	Mathematics	MATH 1451	3	98	15%	56	9%	180	28%	314	48%	1.90	648
F	Mathematics	MATH 1550	3	45	11%	316	78%	27	7%	15	4%	2.97	403
S	Mathematics	MATH 1550	3	5	3%	2	1%	5	3%	174	94%	1.13	186
F	Mathematics	MATH 2300	3	286	29%	266	27%	213	21%	232	23%	2.61	997
S	Mathematics	MATH 2300	3	185	17%	222	21%	254	23%	421	39%	2.16	1,082
F	Social and Behavioral Sciences	AAEC 2305	3	30	48%	17	27%	10	16%	6	10%	3.13	63
S	Social and Behavioral Sciences	AAEC 2305	3	30	45%	14	21%	13	20%	9	14%	2.98	66
S	Social and Behavioral Sciences	ECO 2301	3	155	37%	152	36%	60	14%	56	13%	2.96	423
S	Social and Behavioral Sciences	ECO 2302	3	143	31%	207	45%	80	17%	32	7%	3.00	462
S	Social and Behavioral Sciences	ECO 2305	3	97	88%	9	8%	3	3%	1	1%	3.84	110
S	Social and Behavioral Sciences	IE 2324 (used t	3	161	37%	136	31%	75	17%	62	14%	2.91	434
	TOTALS & Average			4,665	33%	3,531	25%	3,093	22%	3,002	21%	2.69	14,291

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Course Level Data
Core Objective: Teamwork Skills
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
S	Creative Arts	DAN 2301	4	13	50%	7	27%	6	23%	0	0%	3.27	26
F	Creative Arts	LARC 1302	4	18	30%	28	47%	14	23%	0	0%	3.07	60
F	Creative Arts	THA 2303	4	168	87%	18	9%	0	0%	7	4%	3.80	193
S	Creative Arts	THA 2303	4	50	93%	3	6%	0	0%	1	2%	3.89	54
S	Life and Physical Sciences	ANSC 1401	4	59	55%	38	35%	10	9%	1	1%	3.44	108
S	Life and Physical Sciences	ANTH 2300	4	3	21%	3	21%	4	29%	4	29%	2.36	14
F	Life and Physical Sciences	PHYS 1401	4	22	49%	13	29%	10	22%	0	0%	3.27	45
S	Life and Physical Sciences	PHYS 1401	4	36	80%	6	13%	3	7%	0	0%	3.73	45
	TOTALS & Average			369	68%	116	21%	47	9%	13	2%	3.54	545

Course Level Data
Core Objective: Social Responsibility
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
F	American History	HIST 2310	5	131	30%	180	42%	73	17%	47	11%	2.92	431
S	American History	HIST 2310	5	116	26%	203	46%	95	21%	29	7%	2.92	443
S	Government/Political Science	POLS 2302	5	104	59%	73	41%	0	0%	0	0%	3.59	177
S	Language, Philisophy, and Culture	ENGL 2308	5	11	44%	7	28%	6	24%	1	4%	3.12	25
S	Language, Philisophy, and Culture	PHIL 2320	5	12	39%	8	26%	8	26%	3	10%	2.94	31
S	Language, Philisophy, and Culture	WS 2300	5	17	29%	27	46%	9	15%	6	10%	2.93	59
	TOTALS & Average			391	34%	498	43%	191	16%	86	7%	3.02	1166

Course Level Data
Core Objective: Personal Responsibility
Date: July 1, 2016

	Foundational CA	Area/Course	Core Objective	# of Students Rating 4	% of Students Rating 4	# of Students Rating 3	% of Students Rating 3	# of Students Rating 2	% of Students Rating 2	# of Students Rating 1	% of Students Rating 1	Average Student Rating	Total # of Students
S	American History	HIST 2310	6	116	26%	203	46%	94	21%	30	7%	2.91	443
S	Creative Arts	ART 1309	6	307	47%	242	37%	73	11%	25	4%	3.28	647
F	Creative Arts	LARC 1302	6	18	30%	28	47%	14	23%	0	0%	3.07	60
F	Creative Arts	THA 2303	6	168	87%	18	9%	0	0%	7	4%	3.80	193
S	Government/Political Science	POLS 1301	6	147	83%	30	17%	0	0%	0	0%	3.83	177
S	Language, Philisophy, and Culture	ANTH 2306	6	302	70%	76	18%	46	11%	5	1%	3.57	429
F	Life and Physical Sciences	PHYS 1401	6	22	49%	13	29%	10	22%	0	0%	3.27	45
S	Social and Behavioral Sciences	ADRS 2310	6	233	72%	49	15%	12	4%	31	10%	3.49	325
S	Social and Behavioral Sciences	ANTH 2302	6	3	27%	2	18%	3	27%	3	27%	2.45	11
S	Social and Behavioral Sciences	EDCI 2301	6	16	76%	5	24%	0	0%	0	0%	3.76	21
	TOTALS & Average			1,332	57%	666	28%	252	11%	101	4%	3.37	2,351

*i*Portfolio Assessment Rubrics

i **Portfolio Assessment Instrument--Critical Thinking Skills**

	1.0 Inadequate Demonstration	2.0 Basic Demonstration	3.0 Adequate Demonstration	4.0 Comprehensive Demonstration
Explanation of Issues	Issue/problem is stated without clarification or description, OR the issue is not stated coherently.	Issue/problem is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Information is taken from source(s) without any interpretation/ evaluation or citation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Student's Position (perspective, thesis/hypothesis)	Specific position is stated, but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.
Conclusions and related outcomes (implications and consequences)	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

i Portfolio Assessment Instrument--Communication Skills

	1.0 Unacceptable	2.0 Acceptable	3.0 Very Good	4.0 Excellent
Context and Purpose	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Organization	Organizational pattern is not observable within the work.	Organizational pattern is intermittently observable within the work.	Organizational pattern is consistently observable within the work.	Organizational pattern in consistently observable, is skillful, and makes the content of the work cohesive.
Content Development	Content is inappropriate and/or undeveloped.	Uses appropriate content to illustrate a superficial understanding of the subject.	Uses appropriate and compelling content to illustrate a solid understanding of the subject.	Uses appropriate and compelling content to illustrate a comprehensive understanding of the subject.
Command of Delivery	Delivery techniques are inappropriate for the genre of work and detract from the understandability of the work.	Delivery techniques are appropriate for the genre of work and the work is understandable.	Delivery techniques are appropriate for the genre of work and the work is interesting.	Delivery techniques are outstanding for the genre of work and make the work engaging and compelling.

i Portfolio Assessment Instrument--Empirical and Quantitative Skills

	1.0 Inadequate Demonstration	2.0 Basic Demonstration	3.0 Adequate Demonstration	4.0 Comprehensive Demonstration
Interpretation	Attempts to explain information presented in mathematical forms, but draws incorrect or illogical conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but misinterprets the nature of that trend, perhaps by confusing positive and negative trends.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Accurately explains and draws conclusions from information presented in mathematical forms. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.
Representation	Completes conversion of information but resulting visual mathematical portrayal is illogical or inaccurate.	Completes conversion of information but resulting visual mathematical portrayal is only partially appropriate or accurate.	Converts relevant information into an appropriate and desired visual mathematical portrayal.	Converts relevant information into an insightful visual mathematical portrayal in a way that contributes to a further or deeper understanding.
Calculation	Calculations are attempted but are both unsuccessful and illogical.	Calculations attempted are logical, but represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are mostly successful and sufficiently comprehensive to solve the problem.	Calculations attempted are all successful and sufficiently comprehensive to solve the problem. Calculations are well organized.
Use of Data	Uses quantitative analysis of data as the basis for inaccurate or illogical judgements.	Uses the quantitative analysis of data as the basis for logical but incomplete judgments, drawing plausible conclusions.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Ability to make judgements and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.

i Portfolio Assessment Instrument--Teamwork Skills

	1.0 Inadequate Demonstration	2.0 Basic Demonstration	3.0 Adequate Demonstration	4.0 Comprehensive Demonstration
Contributes to Team Meetings	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the team move forward by articulating the merits of alternative ideas or proposals.
Individual Contributions Outside of Team Meetings	Work accomplished does not advance the project. Does not complete all assigned tasks by deadline.	Work accomplished may advance the project. Completes all assigned tasks by deadline.	Work accomplished advances the project. Completes all assigned tasks by deadline.	Work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Does not model behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Occasionally models behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Generally models behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.	Consistently models behaviors (encouragement, positive attitude, respect, enthusiasm) that foster a constructive team climate.
Responds to Conflict	Passively accepts alternate viewpoints/ideas/opinions.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Identifies and acknowledges conflict and stays engaged with it.	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.

i Portfolio Assessment Instrument--Social Responsibility

	1.0 Inadequate Demonstration	2.0 Basic Demonstration	3.0 Adequate Demonstration	4.0 Comprehensive Demonstration
Cultural Self-Awareness	Does not show understanding of one's own or other cultures.	Identifies own cultural rules and biases.	Can compare and contrast one's own culture with other cultures.	Articulates insights into own culture and articulates awareness of how he/she recognizes and responds to cultural biases resulting in a shift in self-description.
Verbal and Nonverbal Communication	Does not view the experience of others.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experiences from the perspective of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Analysis of Knowledge	Is not able to identify knowledge from one's own academic study/field/discipline that is relevant to civic engagement.	Can identify some knowledge from one's own academic study/field/discipline that is relevant to civic engagement.	Analyzes knowledge from one's own academic student/field/discipline making relevant connections to civic engagement.	Connects knowledge from one's own academic study/field/discipline to civic engagement, and is involved in community.
Diversity of Communities and Cultures	Is indifferent or resistant to what can be learned from other cultures.	Has limited awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about other cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from other cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and/or learning from other cultures. Promotes others' engagement with diversity.

i Portfolio Assessment Instrument--Personal Responsibility

	1.0 Inadequate Demonstration	2.0 Basic Demonstration	3.0 Adequate Demonstration	4.0 Comprehensive Demonstration
Ethical Self-Awareness	Student states either her/his core beliefs or articulates the origins of the core beliefs but not both.	Student states core beliefs and their origins.	Student discusses/analyzes in detail core beliefs and their origins.	Student discusses/analyzes in detail and with depth and clarity core beliefs and their origins.
Ethical Issue Recognition	Student recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student recognizes basic and obvious ethical issues and recognizes (incompletely) the interrelationships among the issues.	Student recognizes ethical issues when issues are presented in a complex, multilayered context OR recognizes cross-relationships among the issues.	Student recognizes ethical issues when presented in a complex, multilayered context AND recognizes cross-relationships among the issues.
Application of Ethical Perspectives/Concepts	Student applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently.	Student independently applies ethical perspectives/concepts to an ethical question but the application is inaccurate.	Student independently applies ethical perspectives/concepts to an ethical question but does not consider the specific implications of the application.	Student independently applies ethical perspectives/concepts to an ethical question and comprehensively considers full implication of the application.
Evaluation of Different Ethical Perspectives/Concepts	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.	Student states a position and can state the objectives to, assumptions and implications of different ethical perspectives/concepts but does not respond to them.	Student states a position and can state the objections to, assumptions and implications of, and responds to the objections to, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate.	Student states a position and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.

Collegiate Assessment of Academic Proficiency (CAAP)

TEXAS TECH UNIVERSITY
Office *of the* Provost

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Collegiate Assessment of Academic Proficiency

SPRING 2016 MATHEMATICS TEST

EXECUTIVE SUMMARY

The present report contains results from the Collegiate Assessment of Academic Proficiency (CAAP) Mathematics Test form 11-G. Scores were obtained from a representative sample of 185 students (freshman = 65; senior = 120). Analysis of the results indicates that on average, students scored at the level of their respective normative group. Therefore, the established benchmark of performing *at or above* the normative group was attained for all classifications.

BACKGROUND

The Collegiate Assessment of Academic Proficiency is the standardized, nationally normed assessment program from American College Testing (ACT) that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.

CAAP can be used to:

- Satisfy accreditation and accountability reporting requirements
- Measure students' achievement levels on a group and individual basis
- Compare students' achievement levels with national user norms
- Evaluate the strengths and weaknesses of general education programs
- Document the performance gain of students' achievement levels over time

DESCRIPTION

The CAAP Mathematics Test is a 35-question exam designed to measure a student's aptitude in mathematical reasoning. The content areas examined include: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, college algebra, and trigonometry. The Mathematics Test aims to place a greater emphasis on quantitative reasoning rather than the memorization of formulas. The CAAP Mathematics Test is administered during the spring semester to a representative sample of students and measures students' core curriculum competency in mathematics.

BENCHMARK

The CAAP is administered to a national sample of students and scored to establish a benchmark measure. The benchmark serves as a point of reference to which institutional scores can be compared. Benchmark measures for the CAAP Mathematics module have been established as being *at or above the national average* for the classification being tested. Table 1 shows whether benchmarks were met for each classification tested.

Table 1

Benchmark		
Freshman	At or above CAAP national average for Freshmen	Yes
Senior	At or above CAAP national average for Seniors	Yes

ASSESSMENT STRATEGY

The test was administered to a random stratified sample of freshmen and seniors at Texas Tech University (TTU). A breakdown of students by college is provided in Figure 1. Courses were chosen based on enrollment by student classification and size. Freshman courses were chosen from the core curriculum, whereas senior courses were chosen based on capstone status. The sample included courses from the following colleges: College of Agricultural Sciences and Natural Resources, College of Arts and Sciences, College of Engineering, Honors College, College of Human Sciences and College of Media & Communications. The test was administered during regularly scheduled class time for the courses that were selected. A total of 315 students participated in the CAAP Mathematics Test from nine undergraduate classes, of which 185 tests were valid for scoring by ACT.
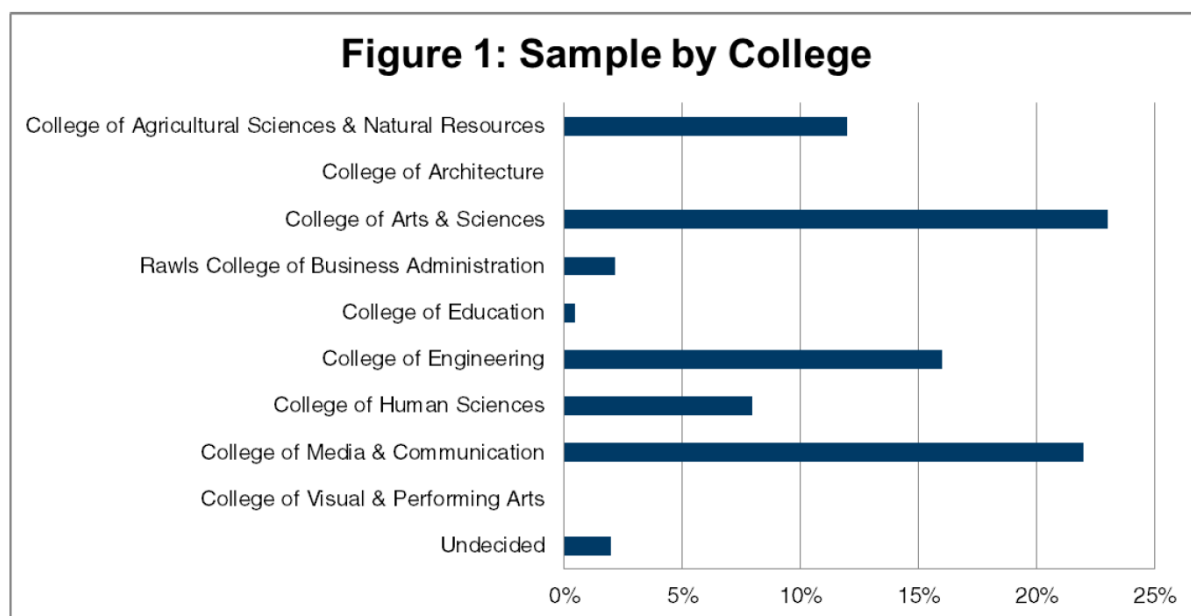
Figure 1: Sample by College

RESULTS

Table 2 provides a summary of CAAP scores by student classification. Scores for each sample were averaged to arrive at a mean score by classification. Each classification tested did not score significantly different from the national mean, resulting in the conclusion that TTU students met the benchmark of *at or above the national mean* for the Mathematics module.

Table 2

Summary of CAAP Scores by Student Classification					
	n	Sample Mean	SD	National Mean	SD
Freshman	65	60.1	3.8	58.7	4.3
Senior	120	56.8	3.2	58.7	4.3

PERFORMANCE BY QUARTILES

Student performance on the CAAP Mathematics test was also classified by quartiles for freshman and senior students. The first and lowest quartile encompassed national percentile scores of 1-25, the second quartile scored 26-50, the third quartile scored 51-75, and the fourth quartile scored 76-100. Of particular relevance are the students whose scores fall in the lowest quartile (Q1) relative to the national percentile. Of the total number of students tested, 24% fell within the lowest quartile for the assessment. Only 13% of senior students and 26% of the overall sample scored within the highest quartile (Q4). Freshman students had the highest percentage of students who scored in the fourth quartile with 49%. In spite of these results, on a supplemental self-reported performance question, 35.6% of students rated themselves as "Tried My Best" and 41.6% of students rated themselves as "Gave Moderate Effort." Below, Table 3 depicts the percentage of students in each quartile by classification level:

Table 3

Freshmen	
Q_1	11%
Q_2	20%
Q_3	20%
Q_4	49%

Seniors	
Q_1	32%
Q_2	38%
Q_3	17%
Q_4	13%

Institutional	
Q_1	24%
Q_2	32%
Q_3	18%
Q_4	26%

CONCLUSION

The overall findings from the analysis indicate that Texas Tech University students are performing at the national average in the core curricular subject of mathematics. However, nearly a quarter of the students assessed performed in the lowest quartile relative to the national percentile whereas only a slightly higher percentage performed in the highest quartile. It is recommended that the core curriculum committee, in conjunction with faculty and pertinent administrators, consider these results in order to enhance the educational experience and continue improving student learning at Texas Tech University.

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Collegiate Assessment of Academic Proficiency

SPRING 2016 WRITING SKILLS TEST

EXECUTIVE SUMMARY

The present report contains results from the Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test form 11-A. Scores were obtained from a representative sample of 630 students (freshman = 196; sophomore = 124; junior = 119; senior = 191). Analysis of the results indicates that on average, students scored at the level of their respective normative group. Therefore, the established benchmark of performing *at or above* the normative group was attained for all classifications.

BACKGROUND

The Collegiate Assessment of Academic Proficiency is the standardized, nationally normed assessment program from American College Testing (ACT) that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes.

CAAP can be used to:

- Satisfy accreditation and accountability reporting requirements
- Measure students' achievement levels on a group and individual basis
- Compare students' achievement levels with national user norms
- Evaluate the strengths and weaknesses of general education programs
- Document the performance gain of students' achievement levels over time

DESCRIPTION

The CAAP Writing Skills module assesses students' knowledge and skills in written English. This module contains 72 items that measure the students' understanding of content in punctuation, grammar, sentence structure, and rhetorical skills. The test is composed of six prose passages that are accompanied by a set of 12 multiple-choice questions. The CAAP Writing Skills Test is administered during the spring semester to a representative sample of students and measures students' core curriculum competency in written English.

BENCHMARK

The CAAP is administered to a national sample of students and scored to establish a benchmark measure. The benchmark serves as a point of reference to which institutional scores can be compared. Benchmark measures for the CAAP Writing Skills module have been established as being *at or above the national average* for the classification being tested. Table 1 shows whether benchmarks were met for each classification tested.

Table 1

Benchmark		
Freshman	At or above CAAP national average for Freshmen	Yes
Sophomore	At or above CAAP national average for Sophomores	Yes
Junior	At or above CAAP national average for Juniors	Yes
Senior	At or above CAAP national average for Seniors	Yes

ASSESSMENT STRATEGY

The test was administered to a random stratified sample of freshmen, sophomores, juniors, and seniors at Texas Tech University (TTU). A breakdown of students by college is provided in Figure 1. Courses were chosen based on enrollment by student classification and size. Freshman courses were chosen from the core curriculum, whereas senior courses were chosen based on capstone status. The sample included courses from the following colleges: College of Agricultural Sciences and Natural Resources, College of Arts and Sciences, College of Engineering, and College of Media & Communications. The test was administered during regularly scheduled class time for the courses that were selected. A total of 646 students participated in the CAAP Writing Skills Test from eight undergraduate classes, of which 630 tests were valid for scoring by ACT.
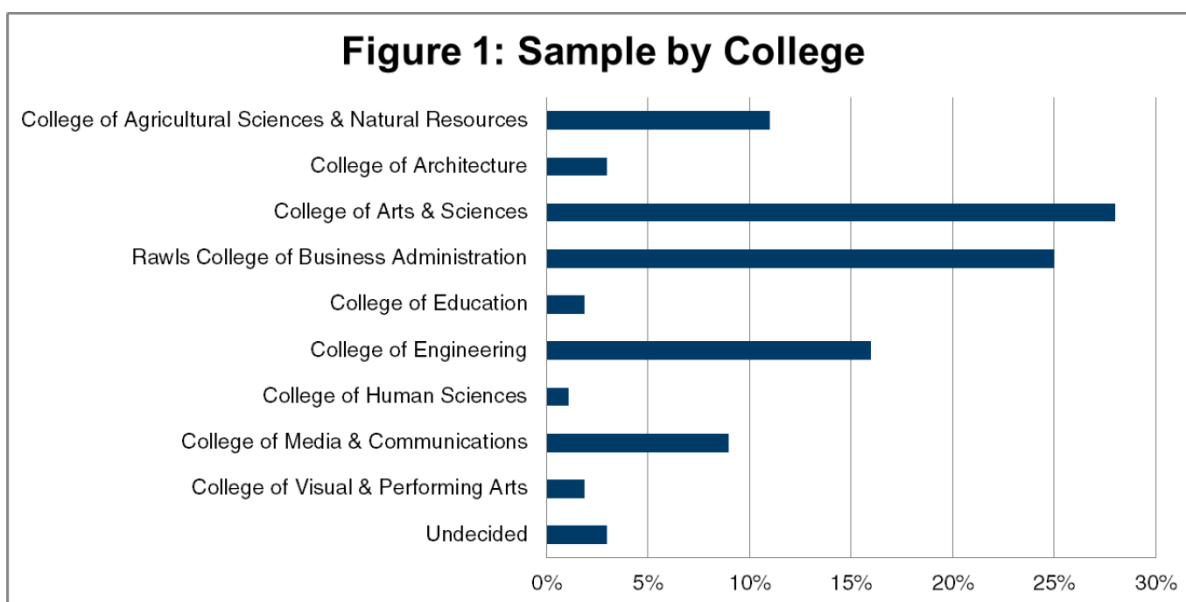
Figure 1: Sample by College

RESULTS

Table 2 provides a summary of CAAP scores by student classification. Scores for each sample were averaged to arrive at a mean score by classification. Each classification tested did not score significantly different from the national mean, resulting in the conclusion that TTU students met the benchmark of *at or above the national mean* for the Writing Skills module.

Table 2

Summary of CAAP Scores by Student Classification					
	n	Sample Mean	SD	National Mean	SD
Freshman	196	62.3	4.1	62.7	5.2
Sophomore	124	62.7	4.6	62.7	5.2
Junior	119	62.3	4.7	62.7	5.2
Senior	191	63.2	5.0	62.7	5.2

PERFORMANCE BY QUARTILES

Student performance on the CAAP Writing Skills test was also classified by quartiles for freshman, sophomore, junior, and senior students. The first and lowest quartile encompassed national percentile scores of 1-25, the second quartile scored 26-50, the third quartile scored 51-75, and the fourth quartile scored 76-100. Of particular relevance are the students whose scores fall in the lowest quartile (Q1) relative to the national percentile. Of the total number of students tested, 21% fell within the lowest quartile for the assessment. Only 16% of freshman students and 24% of the overall sample scored within the highest quartile (Q4). Senior students had the highest percentage of students who scored in the fourth quartile with 33%. In spite of these results, on a supplemental self-reported performance question, 42.2% of students rated themselves as "Tried My Best" and 45.1% of students rated themselves as "Gave Moderate Effort." Below, Table 3 depicts the percentage of students in each quartile by classification level:

Table 3

Freshmen		Sophomores	
Q_1	19%	Q_1	20%
Q_2	27%	Q_2	25%
Q_3	38%	Q_3	31%
Q_4	16%	Q_4	24%
Juniors		Seniors	
Q_1	25%	Q_1	21%
Q_2	22%	Q_2	21%
Q_3	30%	Q_3	25%
Q_4	23%	Q_4	33%

Institutional	
Q_1	21%
Q_2	24%
Q_3	31%
Q_4	24%

CONCLUSION

The overall findings from the analysis indicate that Texas Tech University students are performing at the national average in the core curricular subject of writing. However, nearly a quarter of the students assessed performed in the lowest quartile relative to the national percentile whereas only a slightly higher percentage performed in the highest quartile. It is recommended that the core curriculum committee, in conjunction with faculty and pertinent administrators, consider these results in order to enhance the educational experience and continue improving student learning at Texas Tech University.

National Survey of Student Engagement
(NSSE)

NSSE 2015

Frequencies and Statistical Comparisons

Texas Tech University

[Texas Tech created this abbreviated report.]

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

national survey of
student engagement

NSSE

NSSE

national survey of student engagement

NSSE 2015 Frequencies and Statistical Comparisons

About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.

2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

   Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional status. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (*p < .05, **p < .01, ***p < .001). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent *t*-tests. Exceptions are items 11 a-f which are compared using a *z*-test.

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent *t*-tests use Cohen's *d*; *z*-tests use Cohen's *h*. Cohen's *d* is calculated by dividing the mean difference by the pooled standard deviation. Cohen's *h* is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **Key to symbols:**

   ▲ Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.

   △ Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

   ▽ Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

   ▼ Your students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

   Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2015 Frequencies and Statistical Comparisons

NSSEville State University

Seniors

6. During the current school year, about how often have you done the following?

Frequency Distributions[a]

Item	Variable name[1]	Value[2] / Response options	NSSEville State Count	%	GLC Peers Count	%	Private Master's S Count	%	NSSE 2014 & 2015 Count	%
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1 Never	3	0	244	2	54	2	6,942	3
		2 Sometimes		20	4,397	27	845	29	75,222	33
		3 Often	212	33	5,947	37	1,086	38	81,724	35
		4 Very often	280	46	5,440	34	889	31	66,083	29
		Total	630	100	16,028	100	2,874	100	230,881	100
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1 Never	82	13	2,369	14	401	14	35,490	16
		2 Sometimes	267	42	5,059	37	972	34	79,495	34
		3 Often	164	26	4,548	29			67,348	29
		4 Very often	113	19					47,208	21
		Total	626	100		100	2,858	100	229,541	100
c. Evaluated what others have concluded from numerical information	QRevaluate	1 Never	25	4	778	5	134	5	12,543	6
		2 Sometimes	56	9	1,666	11	262	10	28,134	13
		3 Often	384	63	9,147	57	1,586	57	126,802	57
		4 Very often	150	24	4,267	27	851	29	58,873	26
		Total	615	100	15,858	100	2,833	100	226,352	100

Statistical Comparisons[b] — Your seniors compared with

Variable	NSSEville State Mean	GLC Peers Mean	Effect size[*]	Private Master's S Mean	Effect size[*]	NSSE 2014 & 2015 Mean	Effect size[*]
a. QRconclude	3.3	3.0 *** △	.27	3.0 *** △	.35	2.9 *** ▲	.43
b. QRproblem	2.5	2.5	-.04	2.6 * ▽	-.09	2.6	.05
c. QRevaluate	3.1	3.1	.02	3.1	-.04	3.0	.06

(SAMPLE)

NSSE 2015 Frequencies and Statistical Comparisons

Texas Tech University

NSSE — national survey of student engagement

First-Year Students

				Frequency Distributions[a]							Statistical Comparisons[b] Your first-year students compared with						
				Texas Tech		Comparison schools		Carnegie Class		NSSE 2014 & 2015		Texas Tech	Comparison schools		Carnegie Class		NSSE 2014 & 2015
item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]

1. During the current school year, about how often have you done the following?

item wording or description	Variable name	Values	Response options	TT Count	TT %	Comp Count	Comp %	Carn Count	Carn %	NSSE Count	NSSE %	TT Mean	Comp Mean	Comp ES	Carn Mean	Carn ES	NSSE Mean	NSSE ES
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	152	37	1,022	33	10,327	38	75,977	36	1.9	2.0	-.09	1.9	.00	2.0	-.04
		2	Sometimes	170	41	1,318	40	11,150	39	89,488	38							
		3	Often	56	14	563	17	4,473	15	39,149	16							
		4	Very often	36	9	315	10	2,494	8	22,774	9							
			Total	414	100	3,218	100	28,444	100	227,388	100							
g. Prepared for exams by discussing or working through course material with other students	CIstudy	1	Never	60	15	492	17	3,634	14	29,493	15	2.5	2.5	.02	2.6	-.06	2.5	-.03
		2	Sometimes	162	41	1,159	36	9,965	36	79,207	36							
		3	Often	95	23	855	27	8,544	30	68,167	30							
		4	Very often	90	22	653	20	5,826	20	46,676	20							
			Total	407	100	3,159	100	27,969	100	223,543	100							
h. Worked with other students on course projects or assignments	CIproject	1	Never	32	7	309	11	1,874	7	15,197	8	2.5	2.6	-.01	2.6 *	-.11	2.6 ***	-.11
		2	Sometimes	188	47	1,266	41	11,025	40	85,911	39							
		3	Often	114	29	986	30	9,758	35	78,872	35							
		4	Very often	70	17	583	18	5,135	18	42,308	19							
			Total	404	100	3,144	100	27,792	100	222,288	100							
i. Given a course presentation	present	1	Never	138	36	789	28	5,478	21	38,131	19	2.0	2.1 ***	-.17	2.2 ***	-.30	2.3 ***	-.37
		2	Sometimes	155	38	1,337	43	12,759	46	98,532	44							
		3	Often	76	19	627	18	6,554	24	57,415	26							
		4	Very often	27	7	351	11	2,773	10	26,414	12							
			Total	396	100	3,104	100	27,564	100	220,492	100							

2. During the current school year, about how often have you done the following?

item wording or description	Variable name	Values	Response options	TT Count	TT %	Comp Count	Comp %	Carn Count	Carn %	NSSE Count	NSSE %	TT Mean	Comp Mean	Comp ES	Carn Mean	Carn ES	NSSE Mean	NSSE ES
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	48	13	279	10	2,297	9	16,665	8	2.4	2.6 ****	-.20	2.6 ****	-.20	2.6 ****	-.25
		2	Sometimes	168	46	1,129	38	10,373	39	80,733	38							
		3	Often	106	27	1,061	34	9,254	34	76,315	35							
		4	Very often	50	14	528	18	4,603	17	40,221	19							
			Total	372	100	2,997	100	26,527	100	213,934	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	23	6	135	5	1,320	5	9,841	5	2.6	2.8 ****	-.23	2.8 **	-.17	2.8 ***	-.21
		2	Sometimes	151	41	931	31	8,791	33	68,294	32							
		3	Often	134	37	1,250	42	10,939	41	89,568	42							
		4	Very often	59	16	675	22	5,301	20	45,419	22							
			Total	367	100	2,991	100	26,351	100	213,122	100							
e. Tried to better	RIperspect	1	Never	14	4	109	4	974	4	7,072	4							

NSSE national survey of student engagement

First-Year Students

Frequency Distributions[a] | **Statistical Comparisons[b]**
Your first-year students compared with

Item wording or description[c]	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %	Texas Tech Mean	Comparison schools Mean	Comparison schools Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size[e]
understand someone else's views by imagining how an issue looks from his or her perspective		2	Sometimes	128	36	839	28	7,822	30	61,214	29							
		3	Often	148	40	1,210	40	11,005	41	90,064	42							
		4	Very often	73	20	818	28	6,491	25	54,270	26							
			Total	363	100	2,976	100	26,292	100	212,620	100	2.8	2.9 *** ▽	-.18	2.9 * ▽	-.13	2.9 *** ▽	-.16
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	9	2	91	4	801	3	5,872	3							
		2	Sometimes	163	47	941	32	8,300	32	64,506	31							
		3	Often	128	34	1,163	39	10,913	41	89,379	42							
		4	Very often	60	17	776	25	6,217	23	52,298	24							
			Total	360	100	2,971	100	26,231	100	212,055	100	2.7	2.9 **** ▽	-.25	2.8 **** ▽	-.23	2.9 **** ▽	-.27

4. During the current school year, how much has your coursework emphasized the following?

Item wording or description	Variable name	Values	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %	Texas Tech Mean	Comparison schools Mean	Comparison schools Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	18	5	115	4	939	4	7,004	4							
		2	Some	89	25	716	25	5,884	23	47,393	23							
		3	Quite a bit	148	41	1,270	42	11,430	44	92,381	44							
		4	Very much	103	29	830	29	7,650	29	62,772	30							
			Total	358	100	2,931	100	25,903	100	209,550	100	2.9	3.0	-.02	3.0	-.06	3.0	-.07
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	23	6	121	4	998	4	7,316	4							
		2	Some	95	28	714	25	6,040	24	47,429	23							
		3	Quite a bit	138	39	1,242	43	11,088	43	88,697	42							
		4	Very much	97	27	825	29	7,636	29	65,242	31							
			Total	353	100	2,902	100	25,762	100	208,684	100	2.9	3.0	-.10	3.0 * ▽	-.11	3.0 ** ▽	-.15
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	19	5	134	5	1,148	5	8,090	4							
		2	Some	114	33	745	27	6,828	27	51,171	25							
		3	Quite a bit	139	38	1,243	41	10,929	42	89,645	43							
		4	Very much	85	23	798	27	6,888	27	59,829	28							
			Total	357	100	2,920	100	25,793	100	208,735	100	2.8	2.9 * ▽	-.14	2.9 * ▽	-.13	2.9 **** ▽	-.19
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	21	6	152	6	1,309	5	9,320	5							
		2	Some	97	28	749	25	7,023	28	52,535	26							
		3	Quite a bit	146	41	1,252	43	10,584	41	87,672	42							
		4	Very much	88	25	764	25	6,794	26	58,702	28							
			Total	352	100	2,917	100	25,710	100	208,229	100	2.8	2.9	-.04	2.9	-.03	2.9	-.09

6. During the current school year, about how often have you done the following?

Item wording or description	Variable name	Values	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %
a. Reached conclusions based on your own analysis of numerical	QRconclude	1	Never	46	11	362	12	3,268	12	28,931	13
		2	Sometimes	119	33	962	32	8,867	33	72,783	34

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2015 Frequencies and Statistical Comparisons
Texas Tech University

First-Year Students

| | | Frequency Distributions[a] | | | | | | | | Statistical Comparisons[b] | | | | | | |
| | | | | | | | | | | | | Your first-year students compared with | | | | | |

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %	Texas Tech Mean	Comparison schools Mean	Comparison schools Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size[e]
analysis of numerical information (numbers, graphs, statistics, etc.)		3	Often	125	35	981	34	8,948	35	70,479	34							
		4	Very often	70	21	639	22	4,839	19	37,605	19							
			Total	360	100	2,944	100	25,922	100	209,798	100	2.7	2.7	.00	2.6	.05	2.6	.08
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	78	22	656	22	5,589	22	46,075	22							
		2	Sometimes	131	38	1,123	38	10,217	39	82,650	39							
		3	Often	96	27	746	25	6,841	27	54,519	26							
		4	Very often	52	15	420	14	3,236	13	26,077	13							
			Total	357	100	2,945	100	25,883	100	209,321	100	2.4	2.3	.05	2.3	.06	2.3	.06
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	76	20	627	21	5,160	20	44,013	21							
		2	Sometimes	142	40	1,167	39	10,511	40	84,862	40							
		3	Often	98	27	749	26	7,146	28	55,517	27							
		4	Very often	41	12	386	13	2,952	12	23,985	12							
			Total	357	100	2,929	100	25,769	100	208,377	100	2.3	2.3	.00	2.3	.00	2.3	.02

8. During the current school year, about how often have you had discussions with people from the following groups?

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %	Texas Tech Mean	Comparison schools Mean	Comparison schools Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size[e]
a. People of a race or ethnicity other than your own	DDrace	1	Never	18	6	92	3	1,160	5	8,594	5							
		2	Sometimes	81	26	490	17	5,820	24	44,171	22							
		3	Often	105	31	804	30	7,218	30	57,560	29							
		4	Very often	123	37	1,320	49	9,777	41	85,903	43							
			Total	327	100	2,706	100	23,975	100	196,228	100	3.0	3.3 *** ▽	-.29	3.1	-.07	3.1 * ▽	-.12
b. People from an economic background other than your own	DDeconomic	1	Never	19	6	94	3	1,088	5	8,225	5							
		2	Sometimes	75	24	522	19	5,328	22	41,300	21							
		3	Often	102	31	873	33	8,229	34	65,824	33							
		4	Very often	129	39	1,207	45	9,282	39	80,359	40							
			Total	325	100	2,696	100	23,927	100	195,708	100	3.0	3.2 ** ▽	-.17	3.1	-.05	3.1	-.07
c. People with religious beliefs other than your own	DDreligion	1	Never	20	6	140	5	1,796	7	12,198	7							
		2	Sometimes	91	29	584	22	5,920	24	47,359	24							
		3	Often	92	28	804	30	7,136	30	57,889	30							
		4	Very often	122	37	1,164	43	9,044	39	77,917	40							
			Total	325	100	2,692	100	23,896	100	195,363	100	3.0	3.1 ** ▽	-.18	3.0	-.06	3.0	-.08
d. People with political views other than your own	DDpolitical	1	Never	22	7	162	6	1,617	7	13,080	7							
		2	Sometimes	93	30	575	21	6,136	25	49,199	25							
		3	Often	91	28	820	31	7,518	32	60,357	31	2.9	3.1 ** ▽	-.18	3.0	-.07	3.0	-.07

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2015 Frequencies and Statistical Comparisons

Texas Tech University

NSSE national survey of student engagement

First-Year Students

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %
		4	Very often	116	35	1,117	41	8,497	36	71,840	37
			Total	322	100	2,674	100	23,768	100	194,476	100

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Comparison schools Count	Comparison schools %	Carnegie Class Count	Carnegie Class %	NSSE 2014 & 2015 Count	NSSE 2014 & 2015 %
b. Speaking clearly and effectively	psspeak	1	Very little	44	17	271	13	2,796	13	19,428	11
		2	Some	107	39	686	29	6,923	32	52,924	29
		3	Quite a bit	96	32	899	37	7,567	35	65,679	36
		4	Very much	39	13	548	21	4,345	20	40,639	23
			Total	286	100	2,404	100	21,631	100	178,670	100

Statistical Comparisons[b]

Your first-year students compared with

	Texas Tech Mean	Comparison schools Mean	Comparison schools Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size[e]
		▽					
b. Speaking clearly and effectively	2.4	2.7 **** ▽	-.27	2.6 *** ▽	-.23	2.7 *** ▶	-.32

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2015 Frequencies and Statistical Comparisons

Texas Tech University

NSSE national survey of student engagement

Seniors

Frequency Distributions [a] / Statistical Comparisons [b]

Your seniors compared with

item wording or description	Variable name [c]	Values [d]	Response options	Texas Tech Count	%	Comparison schools Count	%	Carnegie Class Count	%	NSSE 2014 & 2015 Count	%	Texas Tech Mean	Comparison schools Mean	Effect size [e]	Carnegie Class Mean	Effect size [e]	NSSE 2014 & 2015 Mean	Effect size [e]
1. During the current school year, about how often have you done the following?																		
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	462	45	2,644	48	18,296	44	122,128	43							
		2	Sometimes	372	35	1,919	34	15,875	36	112,370	37							
		3	Often	139	13	621	11	5,409	12	40,294	13							
		4	Very often	80	7	380	7	3,313	8	27,396	8							
			Total	1,053	100	5,564	100	42,893	100	302,188	100	**1.8**	1.8 * ◁	.08	1.8	.00	1.9	-.04
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	203	20	958	18	7,108	18	49,620	18							
		2	Sometimes	343	32	1,961	36	14,979	35	105,331	35							
		3	Often	281	27	1,471	26	11,350	26	81,807	27							
		4	Very often	203	21	1,122	21	8,878	21	61,606	20							
			Total	1,030	100	5,512	100	42,315	100	298,364	100	**2.5**	2.5	-.01	2.5	-.03	2.5	-.02
h. Worked with other students on course projects or assignments	CLproject	1	Never	80	8	356	7	2,614	7	16,681	6							
		2	Sometimes	312	30	1,565	29	12,370	30	85,684	29							
		3	Often	341	33	1,907	34	14,461	34	104,067	34							
		4	Very often	296	29	1,642	30	12,717	30	90,877	31							
			Total	1,029	100	5,470	100	42,162	100	297,309	100	**2.8**	2.9	-.05	2.9	-.04	2.9 ▽	-.08
i. Given a course presentation	present	1	Never	157	16	805	15	4,963	12	29,077	11							
		2	Sometimes	327	33	1,879	35	14,317	34	90,414	31							
		3	Often	282	28	1,567	29	12,967	31	96,515	32							
		4	Very often	234	23	1,169	21	9,564	23	79,376	26							
			Total	1,000	100	5,420	100	41,811	100	295,382	100	**2.6**	2.6	.01	2.6	-.06	2.7 *** ▽	-.16
2. During the current school year, about how often have you done the following?																		
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	98	11	425	9	2,819	7	15,943	6							
		2	Sometimes	325	34	1,637	31	12,714	31	83,004	29							
		3	Often	311	32	1,815	34	14,110	34	104,055	36							
		4	Very often	231	23	1,405	26	10,914	27	85,027	29							
			Total	965	100	5,282	100	40,557	100	288,029	100	**2.7**	2.8 *** ▽	-.10	2.8 *** ▽	-.15	2.9 *** ▽	-.23
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	62	7	297	6	2,242	6	12,429	5							
		2	Sometimes	328	34	1,598	30	12,313	30	82,168	29							
		3	Often	351	36	2,060	38	15,980	40	117,027	40							
		4	Very often	215	22	1,301	25	9,879	24	75,822	26							
			Total	956	100	5,256	100	40,414	100	287,446	100	**2.7**	2.8 ** ▽	-.09	2.8 ** ▽	-.11	2.9 *** ▽	-.17
e. Tried to better	RIperspect	1	Never	45	5	198	4	1,604	4	9,061	3							

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NSSE 2015 Frequencies and Statistical Comparisons

Texas Tech University

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	TT %	Comparison schools Count	Comp %	Carnegie Class Count	Carn %	NSSE 2014 & 2015 Count	NSSE %	Statistical Comparisons[b] Texas Tech Mean	Comparison schools Mean	Comp Effect size[e]	Carnegie Class Mean	Carn Effect size[e]	NSSE 2014 & 2015 Mean	NSSE Effect size[e]
understand someone else's views by imagining how an issue looks from his or her perspective		2	Sometimes	304	32	1,423	27	10,764	27	72,375	25	2.8	2.9 **** ▽	-.14	2.9 **** ▽	-.13	3.0 **** ▽	-.18
		3	Often	361	37	2,049	39	16,407	41	119,101	41							
		4	Very often	241	25	1,572	30	11,556	28	86,350	30							
			Total	951	100	5,242	100	40,331	100	286,887	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	39	5	135	3	1,013	3	5,853	2	2.8	2.9 **** ▽	-.13	2.9 **** ▽	-.13	3.0 **** ▽	-.18
		2	Sometimes	289	31	1,496	29	11,327	29	76,235	27							
		3	Often	400	42	2,125	40	16,520	41	118,961	41							
		4	Very often	221	23	1,471	28	11,341	28	85,060	29							
			Total	949	100	5,227	100	40,201	100	286,109	100							

4. During the current school year, how much has your coursework emphasized the following?

Item wording or description	Variable name[c]	Values[d]	Response options	TT Count	TT %	Comp Count	Comp %	Carn Count	Carn %	NSSE Count	NSSE %	TT Mean	Comp Mean	Comp Effect	Carn Mean	Carn Effect	NSSE Mean	NSSE Effect
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	42	5	172	4	1,189	3	7,666	3	3.1	3.1	-.03	3.1	-.04	3.1	-.05
		2	Some	161	17	906	18	7,083	18	48,514	17							
		3	Quite a bit	382	41	2,124	41	16,556	41	118,789	42							
		4	Very much	351	37	1,975	38	14,970	38	108,380	38							
			Total	936	100	5,177	100	39,798	100	283,349	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	33	4	198	4	1,519	4	9,247	4	3.1	3.1	.01	3.1	.00	3.1	-.04
		2	Some	185	20	1,018	20	7,959	20	52,172	19							
		3	Quite a bit	367	40	2,035	39	15,627	39	112,886	40							
		4	Very much	339	37	1,909	37	14,608	37	108,365	38							
			Total	924	100	5,160	100	39,713	100	282,670	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	59	7	305	7	2,583	7	13,625	5	2.9	2.9	-.05	2.9	-.03	3.0 **** ▽	-.11
		2	Some	239	26	1,201	24	9,910	25	62,823	23							
		3	Quite a bit	356	38	2,041	39	15,383	39	113,199	40							
		4	Very much	274	29	1,615	31	11,800	30	92,982	32							
			Total	928	100	5,162	100	39,676	100	282,629	100							
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	67	8	252	6	2,146	6	12,211	5	2.9	3.0 ** ▽	-.10	3.0 * ▽	-.07	3.0 **** ▽	-.13
		2	Some	223	24	1,153	22	9,477	24	62,045	22							
		3	Quite a bit	365	39	2,091	40	15,940	40	115,182	41							
		4	Very much	269	29	1,655	32	12,048	30	92,582	32							
			Total	924	100	5,151	100	39,611	100	282,020	100							

6. During the current school year, about how often have you done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	TT Count	TT %	Comp Count	Comp %	Carn Count	Carn %	NSSE Count	NSSE %
a. Reached conclusions based on your own analysis of numerical...	QRconclude	1	Never	131	14	668	12	5,170	12	38,073	13
		2	Sometimes	309	32	1,541	29	12,451	31	91,497	32

Your seniors compared with

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 2 for key to triangle symbols.

Seniors

Frequency Distributions[a] / Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	%	Comparison schools Count	%	Carnegie Class Count	%	NSSE 2014 & 2015 Count	%	Texas Tech Mean	Comparison schools Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2014 & 2015 Mean	Effect size[e]
analysis of numerical information (numbers, graphs, statistics, etc.)		3	Often	281	30	1,705	33	13,028	33	91,999	33	2.6	2.7	-.07	2.7	-.04	2.7	-.01
		4	Very often	207	24	1,263	25	9,261	24	62,699	23							
			Total	928	100	5,177	100	39,910	100	284,268	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	202	21	997	20	7,810	19	53,885	19	2.4	2.5	-.06	2.4	-.05	2.4	-.05
		2	Sometimes	330	35	1,766	34	14,185	35	102,916	36							
		3	Often	234	26	1,425	28	10,673	27	77,188	28							
		4	Very often	161	18	978	19	7,175	18	49,659	18							
			Total	927	100	5,166	100	39,843	100	283,648	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	187	20	969	19	6,995	18	49,834	17	2.4	2.4	-.06	2.5	-.06	2.4	-.06
		2	Sometimes	344	37	1,842	36	14,680	37	105,654	37							
		3	Often	251	28	1,434	28	11,281	29	80,461	29							
		4	Very often	140	16	903	18	6,756	17	46,851	17							
			Total	922	100	5,148	100	39,712	100	282,820	100							

8. During the current school year, about how often have you had discussions with people from the following groups?

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	%	Comparison schools Count	%	Carnegie Class Count	%	NSSE 2014 & 2015 Count	%	Texas Tech Mean	Comparison schools Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2014 & 2015 Mean	Effect size[e]
a. People of a race or ethnicity other than your own	DDrace	1	Never	52	6	204	4	1,882	5	12,152	5	3.1	3.2 ** ▽	-.12	3.1	.03	3.1	-.01
		2	Sometimes	156	18	876	18	8,793	23	61,014	22							
		3	Often	276	32	1,352	27	10,337	28	74,997	28							
		4	Very often	381	44	2,411	51	16,348	44	120,964	46							
			Total	865	100	4,843	100	37,360	100	269,127	100							
b. People from an economic background other than your own	DDeconomic	1	Never	44	5	206	5	1,618	5	10,402	4	3.1	3.2	-.06	3.1	.02	3.1	.00
		2	Sometimes	165	19	893	18	8,033	21	56,602	21							
		3	Often	280	33	1,541	31	12,287	33	87,743	32							
		4	Very often	374	43	2,192	46	15,326	41	113,637	43							
			Total	863	100	4,832	100	37,264	100	268,384	100							
c. People with religious beliefs other than your own	DDreligion	1	Never	58	7	281	6	2,826	7	15,700	6	3.0	3.1 * ▽	-.08	3.0	.01	3.1	-.03
		2	Sometimes	198	23	1,044	21	9,327	24	65,015	24							
		3	Often	258	29	1,392	28	10,490	29	78,228	29							
		4	Very often	347	41	2,107	45	14,538	40	108,900	41							
			Total	861	100	4,824	100	37,181	100	267,843	100							
d. People with political views other than your own	DDpolitical	1	Never	62	8	283	6	2,202	6	14,380	6	3.0	3.1 *	-.08	3.0	-.01	3.0	-.03
		2	Sometimes	185	22	1,012	21	9,110	24	64,479	24							
		3	Often	275	31	1,463	30	11,457	31	82,855	31							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE national survey of student engagement

Seniors

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	%	Comparison schools Count	%	Carnegie Class Count	%	NSSE 2014 & 2015 Count	%
		4	Very often	336	39	2,042	43	14,257	39	104,916	40
			Total	858	100	4,800	100	37,026	100	266,630	100

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	%	Comparison schools Count	%	Carnegie Class Count	%	NSSE 2014 & 2015 Count	%
b. Speaking clearly and effectively	pgspeak	1	Very little	78	10	400	10	3,099	9	18,548	8
		2	Some	186	24	985	22	8,539	24	55,120	23
		3	Quite a bit	258	33	1,604	35	12,296	35	90,263	36
		4	Very much	262	33	1,485	33	10,502	31	86,304	34
			Total	784	100	4,474	100	34,436	100	250,235	100

Statistical Comparisons[b]

Your seniors compared with

Texas Tech Mean	Comparison schools Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2014 & 2015 Mean	Effect size[e]
	▽					
2.9	2.9	-.02	2.9	.01	2.9	-.07

*p<.05, **p<.01, ***p<.001 (2-tailed). Refer to p. 2 for key to triangle symbols.

NSSE 2015 FREQUENCIES AND STATISTICAL COMPARISONS • 4

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Online Senior Assessment
(OSA)

TEXAS TECH UNIVERSITY
Office *of the* Provost

Office *of* Planning & Assessment™

Online Senior Assessment
Spring 2016 Report

Introduction

The Online Senior Assessment (OSA) was designed in 2008 to assess general education knowledge and abilities. In fall 2014, Texas Tech University (TTU) revised their core curriculum in compliance with the new Texas mandated core curriculum. It is important to note that this OSA administration does not reflect the current TTU core curriculum and was meant to gather final data on students who were exposed to the previous core curriculum.

The OSA consists of a total 32 knowledge-based questions from the following core curriculum areas: Humanities, Multicultural, Mathematics, Natural Sciences, and Social and Behavioral Sciences.

The instrument has one section for each of the following core areas:
- Humanities: 4 knowledge questions
- Multicultural: 7 knowledge questions
- Mathematics: 5 knowledge questions
- Natural Sciences: 6 knowledge questions
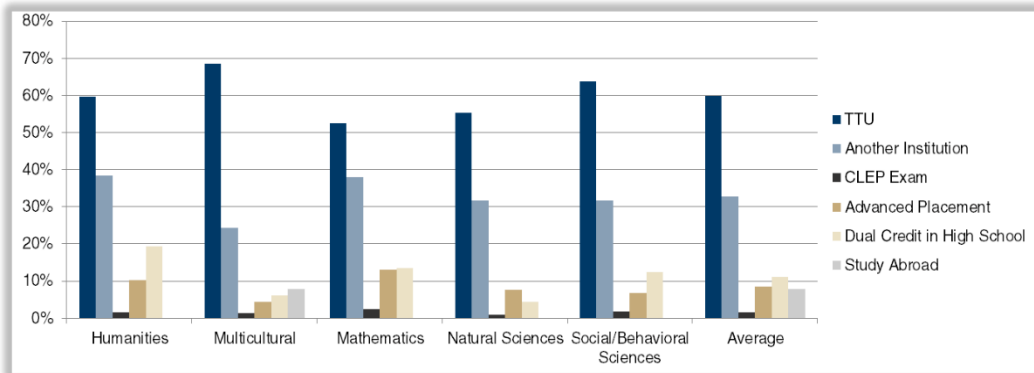- Social and Behavioral Sciences: 10 knowledge questions

Instrumentation

The OSA was administered for the fifth time in the Spring 2016 semester between March 21st and April 25th through use of the Qualtrics online survey program. The survey invitation was sent to all TTU senior students with 90 or more credit hours, approximately 2,928 students or 31.5% of the senior population. Of the targeted population, we received an 18.89% response rate, a total sample of 553 students. As an incentive for participating in the survey, two of the participants were randomly selected to win a $500 scholarship toward tuition and fees.

The sample consisted of 61.6% female students and 38.4% male students. This represents more female students and fewer male students than what would be expected from the population, but the sample was representative in terms of college and ethnicity. The following tables break the participants down by gender, ethnicity, and college.

Sample and Population by Ethnicity


Sample and Population by College
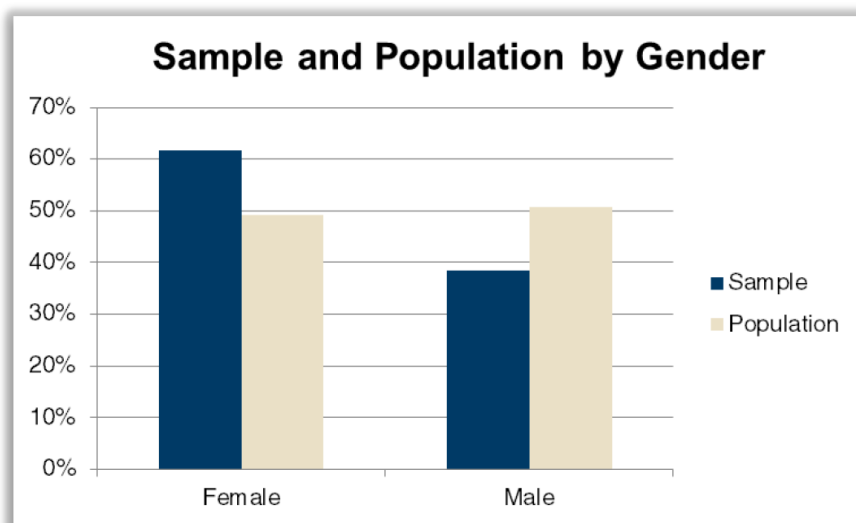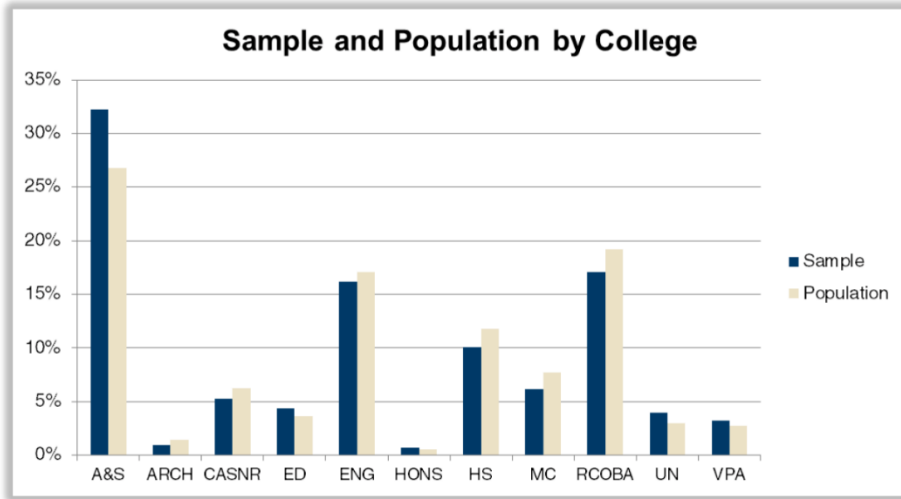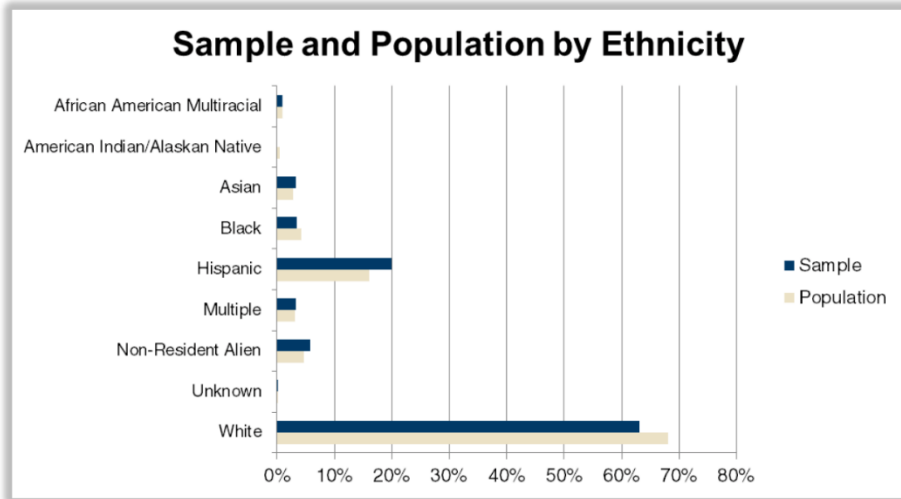
Before starting each core area section, participants were asked where they completed their core requirement for that specific area. Credits could be received from dual credit courses, advanced placement, CLEP exam, another institution, or TTU. The following table summarizes the responses.

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Results

Of the 70 questions the OSA contained, only the 32 questions from Humanities, Multicultural, Mathematics, Natural Sciences, and Social and Behavioral Sciences where one correct answer exists (i.e. knowledge questions) were included in this analysis. The self-assessment questions were excluded since there is no right or wrong answer. Of the 32 knowledge questions, one question was excluded from data analysis due to an error in the administration which caused incorrect answer choices to be linked to the question. As a result, only 31 questions are included in the analysis. The average overall score on the OSA was 61.3%. The low score was 12.9% and the high score was 100%.

The following chart summarizes the overall performance of students (i.e., the percentage of correct answers) with a standard deviation of 16.58.
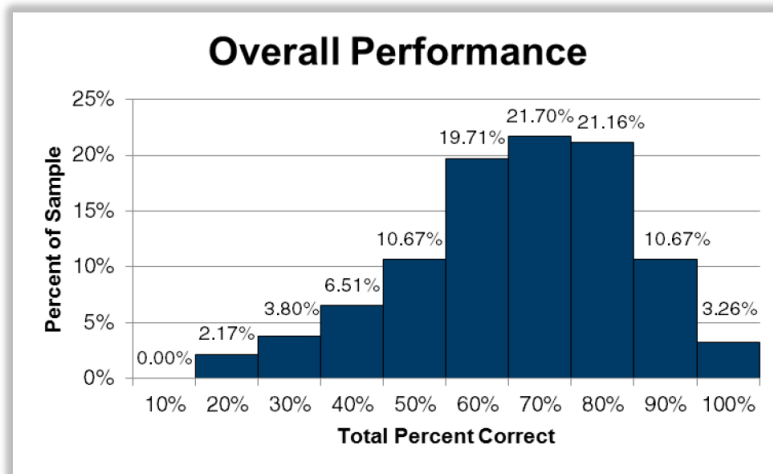

One of the main questions the OSA can help answer is if students who took their core requirement courses at institutions other than Texas Tech perform similar to students who took their core requirement courses at Texas Tech. In this analysis, we compare students who took their core requirement courses at Texas Tech, referred to as the "TTU" group, to students who transferred in credits for core requirements from elsewhere, referred to as the "ELSE" group. Since it is possible for the same student to receive credit for one core area at Texas Tech (e.g. Multicultural) and credit for another core area somewhere else (e.g. Humanities), we created a third category, referred to as "Mixed", to address this. Overall, 11.07% of students stated that they took all of their courses at Texas Tech.

The following chart shows that students who took their core courses at Texas Tech had more scores between 50% and 80% on the assessment and students who took courses both at Texas Tech and somewhere else had more scores between 80% and 100%. Students who took all of their core courses somewhere else had the most scores below 40%. Additionally, the average score for the TTU group was 63.42%, whereas the Mixed group scored an average of 62.94% and the ELSE group scored an average of 60.27%.

Overall Performance: TTU vs Mixed vs Else
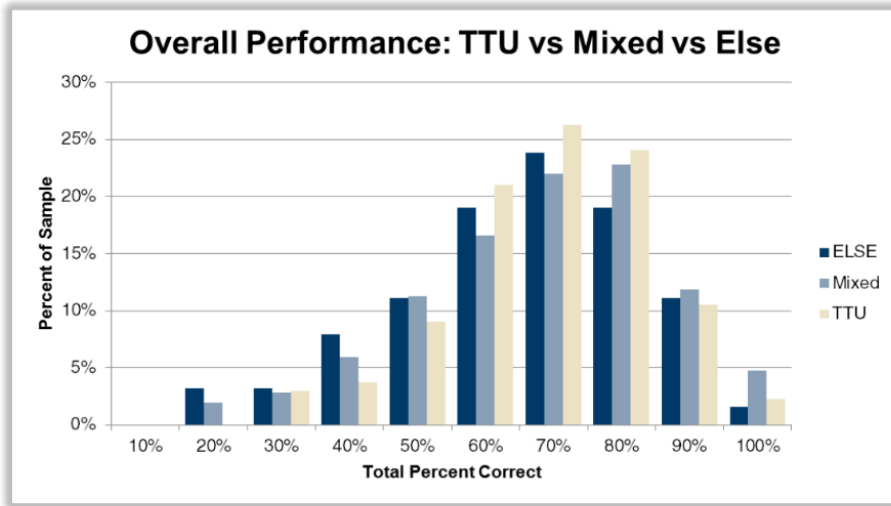
The chart below compares the average scores of each core curriculum area for the three groups. The lowest performing core area was Social & Behavioral Sciences, with an average score of 49.54%, and the highest performing core area was Humanities, with an average score of 72.59%.

Performance by Core Area
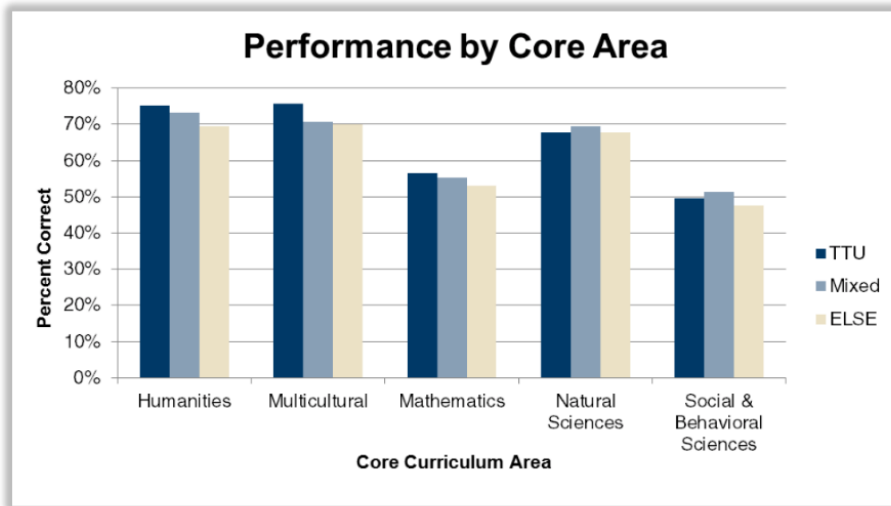
Conclusion

Comparing overall average scores for students who completed their core courses at TTU (TTU group) and scores for students who completed their core courses somewhere else (ELSE group) show that on average the TTU group scored slightly higher than the ELSE group (63.42% for TTU vs 60.27% for ELSE). In comparing the average scores for the separate core areas, the only area in which TTU scored significantly higher than the ELSE group was Multicultural (75.61% for TTU vs 70.07% for ELSE). The only core area in which the TTU and ELSE groups scored similarly was Natural Sciences (67.79% for TTU vs 67.72% for ELSE).