TEXAS TECH UNIVERSITY ANNUAL CORE CURRICULUM REPORT

ACADEMIC YEAR 2016-2017

TEXAS TECH UNIVERSITY
Office *of* Planning & Assessment

Texas Tech University, Annual Core Curriculum Report, AY 2016

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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 (SR) – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) – ability to connect choices, actions, and consequences to ethical decision-making

Source: Texas Core Curriculum Application Guide, November 2015, Accessed from http://www.thecb.state.tx.us/reports/pdf/6003.pdf?CFID=44659157&CFTOKEN=11207005

Texas Tech University
Core Curriculum

CRITICAL THINKING 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 CRITICAL THINKING: 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-eight 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 14,303 students participated. The average student rating was 2.91 with the highest score of 3.82 in Life and Physical Science and the lowest score of 1.78 in Communication. To view all scores, open the attached document. Critical Thinking AY 2016-2017.pdf
Actions:
More students were included in 2016 than in 2015 (14,303 in 2016 compared to 11,481 in 2015) with an overall average score that increased (3.00 in 2016 compared to 2.90 in 2015). It is far too soon to determine if the change in score is meaningful, but within a couple of years this rate of change could indicate significance. Therefore, moving forward, it is recommended that the Critical Thinking subcommittee continue to be committed to assessment. This year's data gathering process was too lengthy. Active engagement in

assessment will be very valuable. Furthermore, longitudinal data could indicate that increased focus on critical thinking within courses has a cumulative impact (by the fourth year, students will have had more courses with a critical thinking component). It may be worth investigating this in the future. Additionally, a review of the rubric to determine if it is applicable among FCA may be valuable. Within the rubric, the discrepancy between the high and low score is significant. This discrepancy is consistent with 2015 data. It is further recommended that a criterion be set for 2017 of 3.25.

Assessment Method (2)

Portfolio Review:
Portfolio use for Core Curriculum is currently under review by the Core Curriculum Committee.

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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

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 3.0, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 3.1.
4c. Freshman students reported 2.8 while seniors reported 3.0, demonstrating a gain of 0.2 over students' time at TTU. The senior report is equal to the national average of 3.0.
4d. 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 slightly below the national average of 2.9.
4e. Freshman students reported 2.8 while seniors reported 2.8, demonstrating no gain over students' time at TTU. The senior report is slightly below 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 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.pdf

Actions:
There are two ways to evaluate these results. A between analysis of TTU seniors to the national average appear to show an insignificant difference. A longitudinal analysis similarly demonstrates what appears to be an insignificant change. Identifying appropriate actions for improvement can be difficult based on these results. However, when considering how TTU would like to compare to the general undergraduate student population, there are opportunities for considering improvement. As it relates to the Core Curriculum, working with faculty to emphasize with students how much of what they are doing, in fact, does engage students with these activities could reinforce learning and students' understanding of their own educational experience.
Assessment Method (4)
OSA: Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this year's 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 68.85%. OSA/OSA 2017 Report.pdf
Actions:
The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instrument are being explored. Updates will also be available with next year's report.

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-one 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 9,799 students participated. The average student rating was 3.00 with the highest score of 4.00 in Creative Arts and the lowest score of 2.13 in Social and Behavioral Sciences. During the 2016-2017 Academic Year, 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 2016-2017.pdf

Actions:

Slightly fewer students were included in 2016 than in 2015 (9,799 in 2016 compared to 11,481 in 2015), but the average score increased (3.00 in 2016 compared to 2.90 in 2015). It is far too soon to determine if the change in score in meaningful, but within a couple of years this rate of change could indicate significance.

The data collection process was too lengthy this academic year. Therefore, it is recommended that the Communication subcommittee continue to be committed to assessment. Furthermore, longitudinal data could indicate that increased focus on communication within courses has a cumulative impact (by the fourth year, students will have had more courses with a communication component). It may be worth investigating this in the future. Additionally, a review of the rubric to determine if it is applicable among FCA may be valuable. The discrepancy between the high and low score is significant. This discrepancy is consistent with 2015 data. It is further recommended that a criterion be set for 2017 of 3.25.

Assessment Method (2)

Portfolio Review:
Portfolio use for Core Curriculum is currently under review by the Core Curriculum Committee.

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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

Assessment Method (3)

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 2.7 while seniors reported 2.8, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 2.9.
17b. Freshman students reported 2.6 while seniors reported 2.9, demonstrating a gain of 0.3 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.pdf

Actions:

Freshman students' response to the first question (1i) is the most strikingly low score from all the results. Seniors are similar to their peers at other institutions, but the 2.0 is much lower than the other freshmen scores in this question set. This question asks students, "During the current school year, about how often have you given a course presentation?" As it relates to the Core Curriculum, there is a clear opportunity for encouraging instructors to assign more presentation assignments that can help students develop public speaking skills.

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.

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 68.85%.

OSA/OSA 2017 Report.pdf

Actions:

The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

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:
Twenty-one courses contributed to course level assessment. The Foundational Component Areas included: Life and Physical Sciences, Mathematics, and Social and Behavioral Sciences. A total of 10,640 students participated. The average student rating was 3.01 with the highest score of 3.73 in Social and Behavioral Sciences and the lowest score of 1.64 in Mathematics. To view all scores open the attached document. Empirical and Quantitative AY 2016-2017.pdf
Actions:
Fewer students were included in 2016 than in 2015 (10,640 in 2016 compared to 14,291 in 2015), but the average score increased (3.01 in 2016 compared to 2.69 in 2015). What is most notable is the very low score of 1.64 in the Mathematics FCA. While it may be expected that the Mathematics FCA has higher expectations for this particular outcome, it is worth noting. As with other outcome areas, longitudinal data will be critical for a full analysis of these results, but with the limited information available, it is recommended that the Core

Curriculum subcommittee discuss how this could be addressed. However, it is still worth noting that the overall average is consistent with other outcome results. It is further recommended that a criterion be set for 2017 of 3.25.

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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

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:

The CAAP will no longer be offered, as ETS made a formal announcement that the CAAP will no longer be in production. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

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 2.6 while seniors reported 2.6, demonstrating neither a gain nor a loss over students' time at TTU. The senior report is equal to the national average.
6b. Freshman students reported 2.2 and seniors reported 2.3, demonstrating a 0.1 gain over students' time at TTU. The senior report is 0.1 lower than 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 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.pdf

Actions:

At TTU and nationally, freshmen and seniors results are generally low. TTU should consider how to stress the importance of using data and evaluating data to solve quantitative problems.

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 56.55%.

OSA\OSA 2017 Report.pdf

Actions:

The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

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:
Ten courses contributed to course level assessment. The Foundational Component Areas included: Creative Arts; Language, Philosophy, and Culture; and Life and Physical Sciences. A total of 1410 students participated. The average student rating was 3.32 with the highest score of 3.72 in Creative Arts and the lowest score of 2.74 in Language, Philosophy, and Culture. To view all scores, open the attached document. Teamwork AY 2016-2017.pdf
Actions:
More than twice as many students participated in 2016 than in 2015 (1,410 in 2016 compared to 545 in 2015).The average score decreased in 2016 (3.32 in 2016 compared to 3.54 in 2015). The FCA scores are more aligned with Teamwork than other outcomes. Furthermore, OPA recommends an adjusted criterion of 3.5 for 2017.
Assessment Method (2)
Portfolio Review:

Portfolio use for Core Curriculum is currently under review by the Core Curriculum Committee.
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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

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 2.6 and seniors reported 2.5, demonstrating a 0.1 loss over students' time at TTU. The senior report is equal to the national average of 2.5.
1h. Freshman students reported 2.6 while seniors reported 2.8, demonstrating a 0.2 gain over students' time at TTU. The senior report is slightly below 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.pdf

Actions:

The data need further analysis and consideration by the Core Curriculum Committee. Actions should be proposed by the Core Curriculum Committee.

Assessment Method (4)

OSA:
Selected questions. Although the OSA was developed as related to the pre-2014 Core Objectives, this year's 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 65.59%. OSA\OSA 2017 Report.pdf
Actions:
The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

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:
Eight courses contributed to course level assessment. The Foundational Component Areas included: American History; Creative Arts; Government and Political Science; and Language, Philosophy, and Culture. A total of 2543 students participated. The average student rating was 3.32 with the highest score of 3.83 in Language, Philosophy, and Culture and the lowest score of 1.82 in Government and Political Science. To view all scores open the attached document. Social Responsibility AY 2016-2017.pdf
Actions:
More than twice as many students were included in 2016 than in 2015 (2,543 in 2016 compared to 1,166 in 2015), but the average score remained fairly consistent (3.32 in 2016 compared to 3.02 in 2015). What is most notable is the range of score in 2016. The highest score was 3.83, but the low score for this outcome was 1.82. It is recommended that the subcommittee consider reviewing the rubric with the FCA courses to calibrate scoring. It is further recommended that a criterion be set for 2017 of 3.50.

Assessment Method (2)

Portfolio Review:
Portfolio use for Core Curriculum is currently under review by the Core Curriculum Committee.
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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

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 2.6, demonstrating a gain of 0.2 over students' time at TTU. The senior report is less than the national average of 2.8.
2e. Freshman students reported 2.9 while seniors reported 2.9, 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 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.pdf

Actions:

The freshmen response to, "Connected your learning to societal problems or issues" is another example of course content not relating to real world problems in this report. By making Core Course content connect to problem-based learning, there is a great opportunity for improving students' level of academic engagement. This is particularly relevant with TTU's current QEP.

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 76.23%. OSA\OSA 2017 Report.pdf
Actions:
The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

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 1,673 students participated. The average student rating was 3.04 with the high rating from Social and Behavioral Sciences of 3.73 and the low rating from Government/Political Sciences of 1.52. To view all scores, open the attached document. Personal Responsibility AY 2016- 2017.pdf
Actions:
Fewer students were included in 2016 than in 2015 (1,673 in 2016 compared to 2,351 in 2015), but the average score decreased much more than the rate of participation (3.04 in 2016 compared to 3.37 in 2015). It is far too soon to determine if the change in score in meaningful, but within a few years this rate of change could indicate significance. Therefore, it is recommended that the Personal Responsibility subcommittee continue to be committed to assessment. It is further recommended that a criterion be set for 2017 of 3.25.
Assessment Method (2)

Portfolio Review:
Portfolio use for Core Curriculum is currently under review by the Core Curriculum Committee.
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:

No data available. The use of portfolios for Core Curriculum assessment is still under review.

Actions:

The committee should continue to discuss the value of portfolio assessment for Core Curriculum.

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 2.7 while seniors reported 2.7, demonstrating neither a loss nor gain over students' time at TTU. The senior report is less than the national average of 2.8.
2f. Freshman students reported 2.8 while seniors reported 2.8, demonstrating neither a loss nor gain over students' time at TTU. The senior report is less than 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 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.pdf

Actions:

The results to these two questions are surprisingly high considering results to other questions. The Core Curriculum Committee should consider a possible disconnect between student's understanding of personal growth and connecting their learning to solving societal problems.

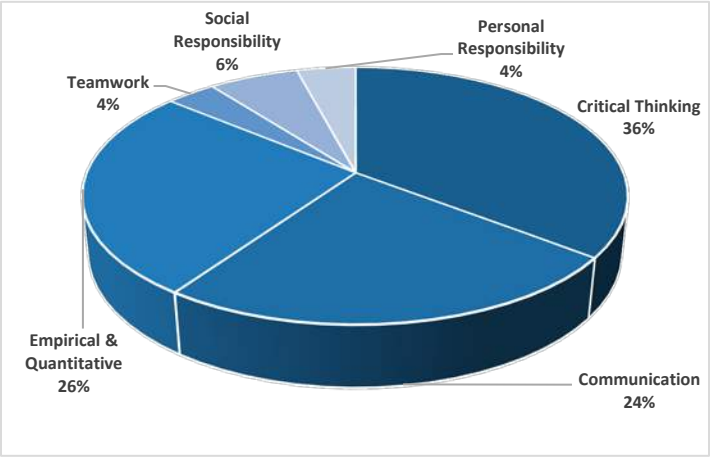
Assessment Method (4)

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 of 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 65.59%. OSA\OSA 2017 Report.pdf
Actions:
The OSA was a locally developed instrument designed by a previous Core Curriculum Committee under previous Core requirements. Under the former Core, 2016 was the last year that the instrument was used. TechQuest is a new survey that is still locally designed, but intended to align with the new Core requirements. The Core Curriculum Steering Committee participated in its design. Benchmark scores for First Year students and Seniors will be available with next year's report. Additionally, other summative assessment instruments are being explored. Updates will also be available with next year's report.

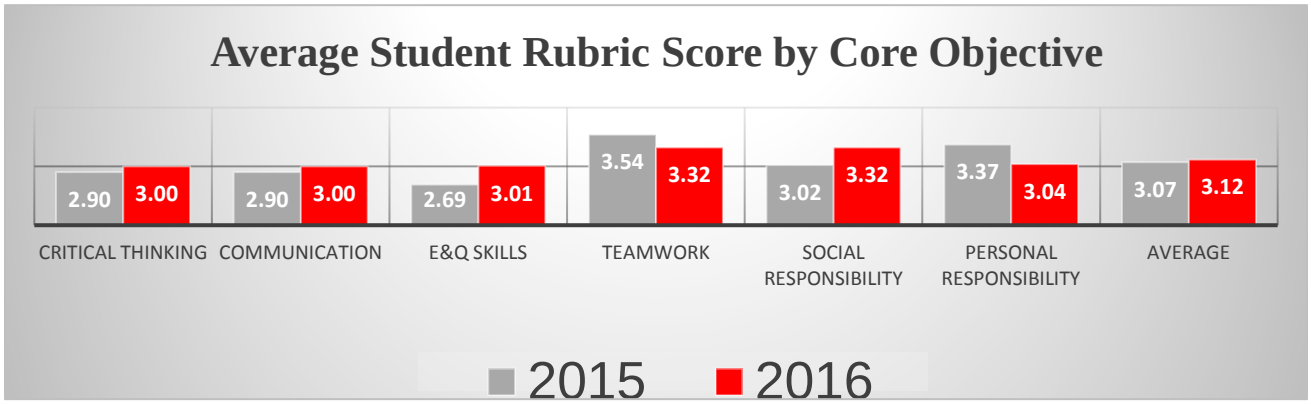
Conclusion

There were a number of obstacles to data collection this year that negatively impacted the assessment of the Core Curriculum for the 2016-2017 Academic Year. iPortfolio was piloted in 2015 successfully, but due to costs it will not be used for core assessment moving forward. Alternatives are being explored for assessing student work, but this assessment method will need to be removed for 2017-2018. The Online Senior Assessment (OSA) was developed for the previous core curriculum but was used as supplemental data for the new core. This instrument is transitioning to TechQuest starting in 2017, but the data that has been collected will only be for historical purposes. The new locally developed instrument, TechQuest, is in final development. Similarly, the Collegiate Assessment of Academic Proficiency (CAAP) will also no longer be used. Other benchmarking instruments are being explored. The ETS Proficiency Profile will be piloted in spring, 2018. The primary and ultimately only data available for 2016-2017 was course level assessment and NSSE results, which is an indirect measure.



The Course Level assessment was valuable to assist the Core Curriculum Committee (CCC) in quality improvement measures. However, it is important to note that only two years of data are available and more time is needed before any definitive conclusions can be drawn.

- The cumulative impact of exposure to the new Core should result in greater learning gains resulting in increased institutional scores for the first few years.
- While the average score for each outcome is relatively consistent, the variation of scores by FCA is quite large for a couple of outcomes.
- There is enough data available to consider goals. A recommended criterion is included in the Actions section for each outcome.



Course Level Data

Core Curriculum Data, AY2016-2017

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	2,030	33%	2,308	37%	1,158	19%	748	12%	2.84	6,244
COMMUNICATION	1,2,4,6	140	32%	140	32%	111	25%	53	12%	2.61	444
CREATIVE ARTS	1,2,4,5,6	3,275	55%	1,690	29%	706	12%	298	5%	3.38	5,969
LANGUAGE, PHILOSOPHY, & CULTURE	1,2,4,5,6	2,100	39%	1,477	28%	916	17%	844	16%	3.08	5,337
LIFE & PHYSICAL SCIENCES	1,2,3,4	4,728	40%	3,388	29%	1,995	17%	1,634	14%	3.00	11,745
MATHEMATICS	1,2,3	1,148	24%	1,155	24%	1,217	26%	1,226	26%	2.54	4,746
SOCIAL & BEHAVIORAL SCIENCES	1,2,3,6	3,513	48%	2,076	28%	1,065	14%	712	10%	3.22	7,366
TOTAL & AVERAGE (w/o POLS)		16,934	40%	12,234	29%	7,168	17%	5,515	13%	2.97	41,851
GOVERNMENT/POLITICAL SCIENCE	1,2,5,6		*Results reported without using core rubric. Will work with*							1.99	?
AVERAGE w/POLS			*POLS to have this corrected next year.*							2.83	

# of Courses Information Requested From	159	
# of Courses Reported Information:	124	78%

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	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	531	34%	541	34%	356	19%	214	12%	2.90	1,642
Communication	2	1,111	36%	1,229	40%	442	14%	308	10%	3.02	3,090
Social Responsibility	5	194	26%	269	36%	181	24%	112	15%	2.72	756
Personal Responsibility	6	194	26%	269	36%	179	24%	114	15%	2.72	756
TOTAL & AVERAGE		2,030	33%	2,308	37%	1,158	19%	748	12%	2.84	6,244

COMMUNICATION	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	3	7%	5	12%	13	32%	20	49%	1.78	41
Communication	2	137	34%	135	33%	98	24%	33	8%	3.03	403
Teamwork	4	*nothing reported*									
Personal Responsibility	6										
TOTAL & AVERAGE		140	32%	140	32%	111	25%	53	12%	2.61	444

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	685	49%	453	33%	170	12%	84	6%	3.13	1,392
Communication	2	1,541	55%	724	26%	380	14%	157	6%	3.53	2,802
Teamwork	4	254	64%	113	28%	13	3%	17	4%	3.47	397
Social Responsibility	5	795	58%	400	29%	143	10%	40	3%	3.42	1,378
TOTAL & AVERAGE		3,275	55%	1,690	29%	706	12%	298	5%	3.38	5,969

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									1.90	?
Communication	2		*Results reported without using core rubric. Will work with*							1.89	?
Social Responsibility	5		*POLS to have this corrected next year.*							1.85	?
Personal Responsibility	6									2.32	?
TOTAL & AVERAGE										1.99	

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	1,002	32%	793	26%	641	21%	658	21%	2.88	3,094
Communication	2	329	41%	267	33%	129	16%	85	10%	3.13	810
Teamwork	4	105	39%	97	36%	56	21%	11	4%	3.05	269
Social Responsibility	5	263	64%	92	22%	30	7%	24	6%	3.56	409
Personal Responsibility	6	401	53%	228	30%	60	8%	66	9%	3.09	755
TOTAL & AVERAGE		2,085	45%	1,450	32%	906	12%	844	8%	3.19	5,337

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	27%	1,080	29%	858	23%	755	21%	2.76	3,676
Communication	2	301	30%	342	35%	238	24%	107	11%	2.94	988
Empirical & Quantitative	3	3,031	48%	1,792	28%	826	13%	706	11%	3.10	6,355
Teamwork	4	413	57%	174	24%	73	10%	66	9%	3.28	726
TOTAL & AVERAGE		4,728	40%	3,388	29%	1,995	17%	1,634	14%	3.02	11,745

MATHEMATICS	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Average Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	299	32%	192	19%	72	14%	47	14%	2.83	610
Communication	2	216	45%	100	21%	72	15%	90	19%	2.90	478
Empirical & Quantitative	3	633	17%	863	24%	1,073	29%	1,089	30%	2.26	3,658
TOTAL & AVERAGE		1,148	24%	1,155	24%	1,217	26%	1,226	26%	2.66	4,746

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	2,090	55%	1,028	27%	439	11%	272	7%	3.11	3,829
Communication	2	253	21%	306	25%	403	33%	266	22%	3.29	1,228
Empirical & Quantitative	3	868	53%	477	29%	180	11%	103	6%	3.27	1,628
Personal Responsibility	6	302	44%	265	39%	43	6%	71	10%	3.12	681
TOTAL & AVERAGE		3,513	48%	2,076	28%	1,065	14%	712	10%	3.14	7,366

Narrative/Interpretation: Core curriculum data was requested from 159 courses at Texas Tech University from fall semester 2016. A four-point rubric (with four being high), developed by the TTU Core Curriculum Committee, was used to score student acheivement (except at noted below*). Data was returned by 124 courses and is represented in the tables above. Of the 41,851 students that were assessed, 40% achieved a rating of 4, 29% achieved a rating of 3, 17% achieved a rating of 2, and 13% achieved a rating of 1. The overall rubric score was 2.83.

*Government/Political Science (POLS) submitted data that did not include a breakdown of the number of students achieving each score within the rubric. They reported only an overall score for each core curriculum objective. Therefore, the overall student rubric score is reported two ways: 1) *without* POLS score averaged in the total, and 2) *with* the POLS score averaged in the total. See lines #13 and #16 above.

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
American History	HIST 2300	1	531	34%	541	34%	356	19%	214	12%	2.90	1,642
American History	HIST 2301	2	1111	36%	1229	40%	442	14%	308	10%	3.02	3,090
American History	HIST 2310	5	194	26%	269	36%	181	24%	112	15%	2.72	756
American History	HIST 2310	6	194	26%	269	36%	179	24%	114	15%	2.72	756
TOTAL & AVERAGE			2,030	33%	2,308	37%	1,158	19%	748	12%	2.91	6,244
Communication	ENGL 1301	1	3	7%	5	12%	13	32%	20	49%	1.78	41
Communication	ENGR 2331	2	122	33%	133	35%	87	23%	33	9%	2.92	375
Communication	MCOM 2310	2	15	54%	2	7%	11	39%	0	0%	3.14	28
TOTAL & AVERAGE			140	32%	140	32%	111	25%	53	12%	2.82	444
Creative Arts	ANSC 2310	2	59	50%	41	35%	10	9%	7	6%	3.30	117
Creative Arts	ART 1309	5	795	58%	400	29%	143	10%	40	3%	3.42	1,378
Creative Arts	ARTH 1301	1	37	29%	35	27%	34	27%	22	17%	2.68	128
Creative Arts	ARTH 2302	1	19	41%	13	28%	11	24%	3	7%	3.04	46
Creative Arts	DAN 2301	4	9	64%	3	21%	2	14%	0	0%	3.50	14
Creative Arts	DAN 2313	1	21	26%	41	51%	15	19%	3	4%	3.00	80
Creative Arts	HONS 1304	2	40	100%	0	0%	0	0%	0	0%	4.00	40
Creative Arts	ITAL 2315	2	16	89%	2	11%	0	0%	0	0%	3.89	18
Creative Arts	LARC 1302	4	51	35%	85	58%	2	1%	9	6%	3.21	147
Creative Arts	MCOM 2301	2	101	61%	36	22%	18	11%	10	6%	3.38	165
Creative Arts	MUHL 1308	2	165	56%	101	34%	11	4%	19	6%	3.39	296
Creative Arts	MUHL 2304	1	403	54%	244	33%	62	8%	33	4%	3.37	742
Creative Arts	MUHL 2308	1	94	63%	28	19%	13	9%	14	9%	3.36	149
Creative Arts	MUHL 2310	2	419	53%	123	16%	216	27%	32	4%	3.18	790
Creative Arts	MUSI 1300	2	46	52%	22	25%	18	20%	2	2%	3.27	88
Creative Arts	MUSI 2301	1	111	45%	92	37%	35	14%	9	4%	3.23	247
Creative Arts	MUTH 1300	2	19	100%	0	0%	0	0%	0	0%	4.00	19
Creative Arts	THA 2301	2	136	62%	65	30%	5	2%	14	6%	3.47	220
Creative Arts	THA 2303	4	194	82%	25	11%	9	4%	8	3%	3.72	236
Creative Arts	THA 2304	2	540	51%	334	32%	102	10%	73	7%	3.28	1,049
TOTAL & AVERAGE			3,275	55%	1,690	29%	706	12%	298	5%	3.32	5,969
Government/Political Science	POLS 1301	1									1.53	
Government/Political Science	POLS 1301	2									1.64	
Government/Political Science	POLS 1301	5									1.49	
Government/Political Science	POLS 1301	6									2.29	
Government/Political Science	POLS 2302	1									2.27	
Government/Political Science	POLS 2302	2									2.14	
Government/Political Science	POLS 2302	5									2.21	
Government/Political Science	POLS 2302	6									2.35	
TOTAL & AVERAGE											1.99	
Language, Philosophy, and Culture	ANTH 2306	6	375	56%	194	29%	45	7%	54	8%	3.33	668
Language, Philosophy, and Culture	ARCH 2311	1	72	50%	67	46%	3	2%	3	2%	3.43	145
Language, Philosophy, and Culture	CLAS 2302	1	80	19%	123	29%	137	32%	84	20%	2.47	424
Language, Philosophy, and Culture	CLAS 2303	1	236	57%	122	30%	35	8%	19	5%	3.40	412
Language, Philosophy, and Culture	CLAS 2304	2	91	41%	52	24%	43	20%	34	15%	2.91	220
Language, Philosophy, and Culture	CMLL 2305	5	60	85%	2	3%	2	3%	7	10%	3.62	71
Language, Philosophy, and Culture	CMLL 2306	1	53	33%	32	20%	43	27%	31	19%	2.67	159
Language, Philosophy, and Culture	ENGL 2305	2	60	64%	29	31%	2	2%	3	3%	3.55	94
Language, Philosophy, and Culture	ENGL 2306	2	5	17%	9	31%	10	34%	5	17%	2.48	29
Language, Philosophy, and Culture	ENGL 2307	2	42	40%	38	36%	16	15%	10	9%	3.06	106
Language, Philosophy, and Culture	ENGL 2308	5	30	54%	21	38%	3	5%	2	4%	3.41	56
Language, Philosophy, and Culture	ENGL 2351	2	10	67%	4	27%	0	0%	1	7%	3.53	15
Language, Philisophy, and Culture	ENGL 2388	2	28	30%	44	48%	19	21%	1	1%	3.08	92
Language, Philosophy, and Culture	ENGL 2391	1	211	19%	249	22%	285	25%	392	34%	2.25	1,137
Language, Philosophy, and Culture	GERM 2313	2	45	66%	6	9%	7	10%	10	15%	3.26	68
Language, Philosophy, and Culture	HIST 1300	1	205	49%	70	17%	60	14%	87	21%	2.93	422
Language, Philosophy, and Culture	HIST 1301	1	7	18%	10	26%	14	37%	7	18%	2.45	38
Language, Philosophy, and Culture	HONS 1301	5	15	83%	3	17%	0	0%	0	0%	3.83	18
Language, Philosophy, and Culture	HONS 2311	4	77	49%	62	39%	15	10%	3	2%	3.36	157
Language, Philosophy, and Culture	LARC 2302	1	54	51%	33	31%	12	11%	7	7%	3.26	106
Language, Philosophy, and Culture	MCOM 2330	2	48	26%	85	46%	32	17%	21	11%	2.86	186
Language, Philosophy, and Culture	PHIL 2320	5	158	60%	66	25%	25	9%	15	6%	3.39	264
Language, Philosophy, and Culture	SLAV 2301	1	84	33%	87	35%	52	21%	28	11%	2.90	251
Language, Philosophy, and Culture	VPA 2301	4	28	25%	35	31%	41	37%	8	7%	2.74	112
Language, Philosophy, and Culture	HUM 1300	6	26	30%	34	39%	15	17%	12	14%	2.85	87
TOTAL & AVERAGE			2,100	39%	1,477	28%	916	17%	844	16%	2.91	5,337

Life and Physical Sciences	ANSC 1401	4	101	61%	36	22%	18	11%	10	6%	3.38	165
Life and Physical Sciences	ANTH 2300	4	137	60%	45	20%	27	12%	20	9%	3.31	229
Life and Physical Sciences	ASTR 1400	1	159	43%	110	29%	26	7%	79	21%	2.93	374
Life and Physical Sciences	ASTR 1401	1	121	56%	48	22%	24	11%	22	10%	3.25	215
Life and Physical Sciences	ATMO 1300	1	27	10%	77	30%	83	32%	72	28%	2.23	259
Life and Physical Sciences	BIOL 1305	3	96	70%	23	17%	8	6%	11	8%	3.48	138
Life and Physical Sciences	BIOL 1401	1	77	16%	88	18%	163	33%	164	33%	2.16	492
Life and Physical Sciences	BIOL 1402	1	176	24%	324	44%	181	25%	57	8%	2.84	738
Life and Physical Sciences	CHEM 1306	4	85	52%	49	30%	8	5%	23	14%	3.19	165
Life and Physical Sciences	CHEM 1307	3	945	45%	601	29%	253	12%	292	14%	3.05	2,091
Life and Physical Sciences	CHEM 1308	3	979	54%	536	29%	230	13%	75	4%	3.33	1,820
Life and Physical Sciences	GEOL 1303	1	149	19%	180	23%	191	24%	263	34%	2.27	783
Life and Physical Sciences	GEOG 1401	1	18	82%	4	18%	0	0%	0	0%	3.82	22
Life and Physical Sciences	HONS 2406	2	15	29%	22	43%	7	14%	7	14%	2.88	51
Life and Physical Sciences	NRM 1401	2	286	31%	320	34%	231	25%	100	11%	2.85	937
Life and Physical Sciences	NS 1401	1	197	33%	216	36%	131	22%	50	8%	2.94	594
Life and Physical Sciences	PHYS 1401	4	49	68%	9	13%	13	18%	1	1%	3.47	72
Life and Physical Sciences	PHYS 1403	3	8	40%	8	40%	3	15%	1	5%	3.15	20
Life and Physical Sciences	PHYS 1406	4	41	43%	35	37%	7	7%	12	13%	3.11	95
Life and Physical Sciences	PHYS 1408	3	264	40%	233	35%	127	19%	43	6%	3.08	667
Life and Physical Sciences	PHYS 2401	3	91	41%	52	24%	43	20%	34	15%	2.91	220
Life and Physical Sciences	PSS 1411	1	49	29%	22	13%	54	32%	45	26%	2.44	170
Life and Physical Sciences	PSS 2401	1	10	34%	11	38%	5	17%	3	10%	2.97	29
Life and Physical Sciences	ZOOL 2403	3	648	46%	339	24%	162	12%	250	18%	2.99	1,399
TOTAL & AVERAGE			4,728	40%	3,388	29%	1,995	17%	1,634	14%	2.94	11,745
Mathematics	AACE 2401	2	11	20%	30	54%	12	21%	3	5%	2.88	56
Mathematics	MATH 1300	3	58	14%	29	7%	133	33%	154	46%	1.90	374
Mathematics	MATH 1320	3	125	23%	102	19%	133	24%	186	34%	2.30	546
Mathematics	MATH 1321	3	2	3%	10	13%	25	31%	43	54%	1.64	80
Mathematics	MATH 1330	3	82	25%	104	32%	93	29%	46	14%	2.68	325
Mathematics	MATH 1331	3	78	11%	252	35%	241	33%	158	22%	2.34	729
Mathematics	MATH 1451	3	80	19%	123	29%	137	32%	84	20%	2.47	424
Mathematics	MATH 1452	1	236	57%	122	30%	35	8%	19	5%	3.40	412
Mathematics	MATH 1550	3	38	27%	29	21%	43	30%	31	22%	2.52	141
Mathematics	MATH 2300	3	170	16%	214	21%	268	26%	387	37%	2.16	1,039
Mathematics	MATH 2345	2	205	49%	70	17%	60	14%	87	21%	2.93	422
Mathematics	MATH 2370	1	5	20%	10	40%	9	36%	1	4%	2.76	25
Mathematics	PHIL 2310	1	6	33%	1	6%	2	11%	9	50%	2.22	18
Mathematics	PSY 2400	1	52	34%	59	38%	26	17%	18	12%	2.94	155
TOTAL & AVERAGE			1,148	24%	1,155	24%	1,217	26%	1,226	26%	2.54	4,746
Social and Behavioral Sciences	AAEC 2305	3	28	35%	23	28%	19	23%	11	14%	2.84	81
Social and Behavioral Sciences	ADRS 2310	6	182	42%	189	44%	10	2%	51	12%	3.16	432
Social and Behavioral Sciences	ANTH 2301	1	25	45%	13	24%	9	16%	8	15%	3.00	55
Social and Behavioral Sciences	ANTH 2302	6	26	30%	34	39%	15	17%	12	14%	2.85	87
Social and Behavioral Sciences	CLAS 2305	1	85	52%	49	30%	8	5%	23	14%	3.19	165
Social and Behavioral Sciences	CLAS 2335	1	231	41%	246	44%	80	14%	4	1%	3.25	561
Social and Behavioral Sciences	COMS 1301	2	121	82%	19	13%	3	2%	5	3%	3.73	148
Social and Behavioral Sciences	ECO 2301	3	18	24%	31	42%	20	27%	5	7%	2.84	74
Social and Behavioral Sciences	ECO 2302	3	215	37%	246	43%	91	16%	26	4%	3.12	578
Social and Behavioral Sciences	ECO 2305	3	366	69%	115	22%	34	6%	17	3%	3.56	532
Social and Behavioral Sciences	EDCI 2301	6	32	80%	6	15%	1	3%	1	3%	3.73	40
Social and Behavioral Sciences	EPSY 2301	2	22	55%	16	40%	2	5%	0	0%	3.50	40
Social and Behavioral Sciences	GEOG 2300	1	874	58%	421	28%	175	12%	49	3%	3.40	1,519
Social and Behavioral Sciences	GEOG 2351	1	22	56%	10	26%	6	15%	1	3%	3.36	39
Social and Behavioral Sciences	HDFS 2303	1	105	20%	156	30%	116	23%	138	27%	2.44	515
Social and Behavioral Sciences	HDRV 2302	6	37	70%	11	21%	5	9%	0	0%	3.60	53
Social and Behavioral Sciences	HONS 1303	6	3	27%	4	36%	1	9%	3	27%	2.64	11
Social and Behavioral Sciences	IE 2324	3	22	100%	0	0%	0	0%	0	0%	4.00	22
Social and Behavioral Sciences	MCOM 1301	3	121	82%	19	13%	3	2%	5	3%	3.73	148
Social and Behavioral Sciences	NS 2380	2	44	81%	10	19%	0	0%	0	0%	3.81	54
Social and Behavioral Sciences	PFP 1305	3	98	51%	43	22%	13	7%	39	20%	3.04	193
Social and Behavioral Sciences	PSY 1300	2	66	7%	261	26%	398	40%	261	26%	2.13	986
Social and Behavioral Sciences	SOC 1301	1	748	77%	133	14%	45	5%	49	5%	3.62	975
Social and Behavioral Sciences	SOC 1320	6	3	27%	3	27%	3	27%	2	18%	2.64	11
Social and Behavioral Sciences	SW 1300	6	19	40%	18	38%	8	17%	2	4%	3.15	47
TOTAL & AVERAGE			3,513	48%	2,076	28%	1,065	14%	712	10%	3.14	7,366
GRAND TOTAL			16,934	40%	12,234	29%	7,168	17%	5,515	13%	2.97	41,851

Course Level Data
Core Objective: Critical Thinking Skills
Date: June 27, 2017

Semester	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	435	29%	518	34%	348	23%	203	13%	2.79	1504
S	American History	HIST 2300	1	96	70%	23	17%	8	6%	11	8%	3.48	138
S	Communication	ENGL 1301	1	3	9%	5	15%	13	39%	20	51%	1.78	41
F	Creative Arts	ARTH 1301	1	23	26%	24	27%	27	31%	14	16%	2.64	88
S	Creative Arts	ARTH 1301	1	14	35%	11	28%	7	18%	8	20%	2.78	40
F	Creative Arts	ARTH 2302	1	8	38%	5	24%	7	33%	1	5%	2.95	21
S	Creative Arts	ARTH 2302	1	11	44%	8	32%	4	25%	2	8%	3.12	25
S	Creative Arts	DAN 2313	1	21	26%	41	51%	15	19%	3	4%	3.00	80
F	Creative Arts	MUHL 2304	1	96	52%	63	34%	20	11%	6	3%	3.33	186
S	Creative Arts	MUHL 2304	1	307	55%	181	32%	42	8%	27	5%	3.38	557
F	Creative Arts	MUHL 2308	1	8	36%	6	27%	4	18%	4	18%	2.82	22
S	Creative Arts	MUHL 2308	1	86	68%	22	17%	9	7%	10	8%	3.45	127
F	Creative Arts	MUSI 2301	1	34	38%	30	33%	20	22%	6	7%	3.02	90
S	Creative Arts	MUSI 2301	1	77	49%	62	39%	15	10%	3	2%	3.36	157
F	Language, Philosophy, and Culture	ARCH 2311	1	72	50%	67	46%	3	2%	3	2%	3.43	145
S	Language, Philosophy, and Culture	CLAS 2302	1	80	19%	123	29%	137	32%	84	20%	2.47	424
S	Language, Philosophy, and Culture	CLAS 2303	1	236	57%	122	30%	35	8%	19	5%	3.40	412
F	Language, Philosophy, and Culture	CMLL 2306 World Cin.	1	15	83%	3	17%	0	0%	0	0%	3.83	18
S	Language, Philosophy, and Culture	CMLL 2306 World Cin.	1	38	27%	29	21%	43	30%	31	22%	2.52	141
F	Language, Philosophy, and Culture	ENGL 2391	1	41	42%	35	36%	17	17%	5	5%	3.14	98
S	Language, Philosophy, and Culture	ENGL 2391	1	170	16%	214	21%	268	26%	387	37%	2.16	1039
S	Language, Philosophy, and Culture	HIST 1300	1	205	49%	70	17%	60	14%	87	21%	2.93	422
F	Language, Philosophy, and Culture	HIST 1301	1	7	18%	10	26%	4	11%	7	18%	2.45	38
F	Language, Philosophy, and Culture	LARC 2302	1	43	86%	3	6%	0	0%	4	8%	3.70	50
S	Language, Philosophy, and Culture	LARC 2302	1	11	20%	30	54%	12	21%	3	5%	2.88	56
S	Language, Philosophy, and Culture	PHIL 2300	1	6	33%	1	6%	2	11%	9	50%	2.22	18
F	Language, Philosophy, and Culture	SLAV 2301	1	32	33%	28	29%	26	27%	10	10%	2.85	96
S	Language, Philosophy, and Culture	SLAV 2301	1	52	34%	59	38%	26	17%	18	12%	2.94	155
F	Life and Physical Sciences	ASTR 1400	1	6	57%	75	71%	1	1%	24	23%	2.59	106
S	Life and Physical Sciences	ASTR 1400	1	153	57%	35	13%	25	9%	55	21%	3.07	268
F	Life and Physical Sciences	ASTR 1401	1	35	40%	26	30%	15	17%	12	14%	2.95	88
S	Life and Physical Sciences	ASTR 1401	1	86	68%	22	17%	9	7%	10	8%	3.45	127
F	Life and Physical Sciences	ATMO 1300	1	5	17%	7	23%	5	17%	13	43%	2.13	30
S	Life and Physical Sciences	ATMO 1300	1	22	10%	70	31%	78	34%	59	26%	2.24	229
F	Life and Physical Sciences	BIOL 1401	1	19	16%	59	50%	30	25%	10	8%	2.74	118
S	Life and Physical Sciences	BIOL 1401	1	58	16%	29	8%	133	36%	154	41%	1.98	374
F	Life and Physical Sciences	BIOL 1402	1	88	23%	174	46%	84	22%	32	8%	2.84	378
S	Life and Physical Sciences	BIOL 1402	1	88	24%	150	42%	97	27%	25	7%	2.84	360
F	Life and Physical Sciences	GEOL 1303	1	79	19%	86	20%	111	26%	149	35%	2.22	425
S	Life and Physical Sciences	GEOL 1303	1	70	20%	94	26%	80	22%	114	32%	2.34	358
S	Life and Physical Sciences	GEOG 1401	1	18	82%	4	18%	0	0%	0	0%	3.82	22
F	Life and Physical Sciences	NS 1401	1	75	34%	83	38%	44	20%	17	8%	2.99	219
S	Life and Physical Sciences	NS 1401	1	122	33%	133	35%	87	23%	33	9%	2.92	375
F	Life and Physical Sciences	PSS 1411	1	4	3%	14	12%	53	46%	44	38%	1.81	115
S	Life and Physical Sciences	PSS 1411	1	45	82%	8	15%	1	2%	1	2%	3.76	55
F	Life and Physical Sciences	PSS 2401	1	10	34%	11	38%	5	17%	3	10%	2.97	29
S	Mathematics	MATH 2370	1	5	20%	10	40%	9	36%	1	4%	2.76	25
S	Mathematics	PHIL 2310	1	6	33%	1	6%	2	11%	9	50%	2.22	18
S	Mathematics	PSY 2400	1	52	34%	59	38%	26	17%	18	12%	2.94	155
S	Mathematics	MATH 1300	1	58	16%	29	8%	133	36%	154	41%	1.98	374
F	Social and Behavioral Sciences	ANTH 2301	1	25	45%	13	24%	9	16%	8	15%	3.00	55
S	Social and Behavioral Sciences	CLAS 2305	1	85	52%	49	30%	8	5%	23	14%	3.19	165
S	Social and Behavioral Sciences	CLAS 2335	1	231	41%	246	44%	80	14%	4	1%	3.25	561
F	Social and Behavioral Sciences	GEOG 2300	1	9	50%	3	17%	3	17%	3	17%	3.00	18
S	Social and Behavioral Sciences	GEOG 2300	1	865	57%	418	28%	172	11%	46	3%	3.40	1501
F	Social and Behavioral Sciences	GEOG 2351	1	4	24%	6	35%	6	35%	1	6%	2.76	17
S	Social and Behavioral Sciences	GEOG 2351	1	18	82%	4	18%	0	0%	0	0%	3.82	22
F	Social and Behavioral Sciences	HDFS 2303	1	35	22%	62	39%	36	23%	24	15%	2.69	157
S	Social and Behavioral Sciences	HDFS 2303	1	70	20%	94	26%	80	22%	114	32%	2.34	358
F	Social and Behavioral Sciences	SOC 1301	1	748	77%	133	14%	45	5%	49	5%	3.62	975
	TOTALS & Average			5,421	38%	4,000	28%	2,639	18%	2,194	15%	2.89	14,265

Course Level Data
Core Objective: Communication Skills
Date: June 26, 2017

Semester	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	413	30%	607	44%	216	16%	133	10%	2.95	1,369
S	American History	HIST 2301	2	698	41%	622	36%	226	13%	175	10%	3.07	1,721
S	Communication	ENGR 2331	2	122	33%	133	35%	87	23%	33	9%	2.92	375
S	Communication	MCOM 2310	2	15	54%	2	7%	11	39%	0	0%	3.14	28
S	Creative Arts	ANSC 2310	2	59	50%	41	35%	10	9%	7	6%	3.30	117
F	Creative Arts	HONS 1304	2	18	100%	0	0%	0	0%	0	0%	4	18
S	Creative Arts	HONS 1304	2	22	100%	0	0%	0	0%	0	0%	4	22
S	Creative Arts	ITAL 2315	2	16	89%	2	11%	0	0%	0	0%	3.89	18
S	Creative Arts	MCOM 2301	2	101	61%	36	22%	18	11%	10	6%	3.38	165
F	Creative Arts	MUHL 1308	2	95	48%	101	51%	1	0%	2	1%	3.45	199
S	Creative Arts	MUHL 1308	2	70	72%	0	0%	10	10%	17	18%	3.27	97
F	Creative Arts	MUHL 2310	2	303	56%	60	11%	156	29%	20	4%	3.20	539
S	Creative Arts	MUHL 2310	2	116	46%	63	25%	60	24%	12	5%	3.13	251
F	Creative Arts	MUSI 1300	2	37	58%	15	24%	10	16%	2	3%	3.36	64
S	Creative Arts	MUSI 1300	2	9	38%	7	29%	8	28%	0	0%	3.04	24
F	Creative Arts	MUTH 1300	2	19	100%	0	0%	0	0%	0	0%	4.00	19
F	Creative Arts	THA 2301	2	127	62%	62	30%	3	1%	14	7%	3.47	206
S	Creative Arts	THA 2301	2	9	64%	3	21%	2	14%	0	0%	3.50	14
F	Creative Arts	THA 2304	2	540	51%	334	32%	102	10%	73	7%	3.28	1,049
S	Language, Philosophy, and Culture	CLAS 2304	2	91	41%	52	24%	43	20%	34	15%	2.91	220
F	Language, Philosophy, and Culture	ENGL 2305	2	15	38%	21	54%	1	3%	2	5%	3.26	39
S	Language, Philosophy, and Culture	ENGL 2305	2	45	82%	8	15%	1	2%	1	2%	3.76	55
F	Language, Philosophy, and Culture	ENGL 2306	2	5	17%	9	31%	10	34%	5	17%	2.48	29
F	Language, Philosophy, and Culture	ENGL 2307	2	42	40%	38	36%	16	15%	10	9%	3.06	106
F	Language, Philosophy, and Culture	ENGL 2351	2	10	67%	4	27%	0	0%	1	1%	3.53	15
F	Language, Philosophy, and Culture	ENGL 2388	2	28	30%	44	48%	19	21%	1	1%	3.08	92
F	Language, Philosophy, and Culture	GERM 2313	2	45	66%	6	9%	7	10%	10	15%	3.26	68
F	Language, Philosophy, and Culture	MCOM 2330	2	48	26%	85	46%	32	17%	21	11%	2.86	186
F	Life and Physical Sciences	HONS 2406	2	5	56%	4	44%	0	0%	0	0%	3.56	9
S	Life and Physical Sciences	HONS 2406	2	10	24%	18	43%	7	17%	7	17%	2.74	42
F	Life and Physical Sciences	NRM 1401	2	31	11%	94	32%	108	37%	61	21%	2.32	294
S	Life and Physical Sciences	NRM 1401	2	255	40%	226	35%	123	19%	39	6%	3.08	643
S	Mathematics	MATH 2345	2	205	49%	70	17%	60	14%	87	21%	2.93	422
S	Mathematics	AAEC 2401	2	11	20%	30	54%	12	21%	3	5%	2.88	56
S	Mathematics	MATH 2300	2	170	16%	214	21%	268	26%	387	37%	2.16	1,039
F	Social and Behavioral Sciences	COMS 1301	2	121	82%	19	13%	3	2%	5	3%	3.73	148
F	Social and Behavioral Sciences	EPSY 2301	2	22	55%	16	40%	2	5%	0	0%	3.50	40
F	Social and Behavioral Sciences	NS 2380	2	44	81%	10	19%	0	0%	0	0%	3.81	54
F	Social and Behavioral Sciences	PSY 1300	2	66	7%	261	26%	398	40%	261	26%	2.13	986
	TOTALS & Average (w/o POLS)			4,058	51%	3,317	27%	2,030	14%	1433	8%	3.22	10,838

Course Level Data
Core Objective: Empirical and Quantitative Skills
Date: June 29, 2017

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
Life and Physical Sciences	BIOL 1305	3	96	70%	23	17%	8	6%	11	8%	3.48	138
Life and Physical Sciences	CHEM 1307	3	714	47%	355	23%	173	11%	288	19%	2.98	1,530
Life and Physical Sciences	CHEM 1307	3	231	41%	246	44%	80	14%	4	1%	3.25	561
Life and Physical Sciences	CHEM 1308	3	114	36%	118	37%	58	18%	29	9%	2.99	319
Life and Physical Sciences	CHEM 1308	3	865	58%	418	28%	172	11%	46	9%	3.40	1,501
Life and Physical Sciences	PHYS 1403	3	8	40%	8	40%	3	15%	1	5%	3.15	20
Life and Physical Sciences	PHYS 1408	3	9	38%	7	29%	4	17%	4	17%	2.88	24
Life and Physical Sciences	PHYS 1408	3	255	40%	226	35%	123	19%	39	6%	3.08	643
Life and Physical Sciences	PHYS 2401	3	91	41%	52	24%	43	20%	34	15%	2.91	220
Life and Physical Sciences	ZOOL 2403	3	254	36%	142	20%	87	12%	218	31%	2.62	701
Life and Physical Sciences	ZOOL 2403	3	394	56%	197	28%	75	11%	32	5%	3.37	698
Mathematics	MATH 1320	3	125	23%	102	19%	133	24%	186	34%	2.30	546
Mathematics	MATH 1321	3	2	3%	10	13%	25	31%	43	54%	1.64	80
Mathematics	MATH 1330	3	82	25%	104	32%	93	29%	46	14%	2.68	325
Mathematics	MATH 1331	3	78	11%	252	35%	241	33%	158	22%	2.34	729
Mathematics	MATH 1451	3	80	19%	123	29%	137	32%	84	20%	2.47	424
Mathematics	MATH 1452	3	236	57%	122	30%	35	8%	19	5%	3.40	412
Mathematics	MATH 1550	3	38	27%	29	20%	43	30%	31	22%	2.52	141
Social and Behavioral Sciences	AAEC 2305	3	14	34%	12	29%	12	29%	3	7%	2.90	41
Social and Behavioral Sciences	AAEC 2305	3	14	35%	11	28%	7	18%	8	20%	2.78	40
Social and Behavioral Sciences	ECO 2301	3	7	14%	23	47%	16	33%	3	6%	2.69	49
Social and Behavioral Sciences	ECO 2301	3	11	44%	8	32%	4	16%	2	8%	3.12	25
Social and Behavioral Sciences	ECO 2302	3	215	37%	246	43%	91	16%	26	4%	3.12	578
Social and Behavioral Sciences	ECO 2305	3	366	69%	115	22%	34	6%	17	3%	3.56	532
Social and Behavioral Sciences	IE 2324	3	22	100%	0	0%	0	0%	0	0%	4.00	22
Social and Behavioral Sciences	MCOM 1301	3	121	82%	19	13%	3	2%	5	3%	3.73	148
Social and Behavioral Sciences	PFP 1305	3	82	47%	41	23%	13	7%	39	22%	2.95	175
Social and Behavioral Sciences	PFP 1305	3	16	89%	2	11%	0	0%	0	0%	3.89	18
TOTALS & Average			4,540	44%	3,011	27%	1,713	17%	1,376	13%	3.01	10,640

Course Level Data
Core Objective: Teamwork Skills
Date: June 29, 2017

Semester	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	9	64%	3	21%	2	14%	0	0%	3.50	14
F	Creative Arts	LARC 1302	4	1	1%	85	76%	1	1%	8	7%	2.74	112
S	Creative Arts	LARC 1302	4	50	85%	0	9%	1	2%	1	4%	3.85	53
F	Creative Arts	THA 2303	4	116	81%	17	12%	7	5%	4	3%	3.70	144
S	Creative Arts	THA 2303	4	78	85%	8	9%	2	2%	4	4%	3.74	92
S	Language, Philosophy, and Culture	HONS 2311	4	77	49%	62	39%	15	10%	3	2%	3.36	157
F	Language, Philosophy, and Culture	VPA 2301	4	28	25%	35	31%	41	37%	8	7%	2.74	112
S	Life and Physical Sciences	ANSC 1401	4	101	61%	36	22%	18	11%	10	6%	3.19	165
F	Life and Physical Sciences	ANTH 2300	4	67	51%	45	34%	17	13%	3	2%	3.33	132
S	Life and Physical Sciences	ANTH 2300	4	70	72%	0	0%	10	10%	17	18%	3.27	97
S	Life and Physical Sciences	CHEM 1306	4	85	55%	49	32%	8	8%	23	5%	3.38	165
F	Life and Physical Sciences	PHYS 1401	4	34	77%	7	16%	2	5%	1	2%	3.68	44
S	Life and Physical Sciences	PHYS 1401	4	15	54%	2	7%	11	39%	0	0%	3.14	28
F	Life and Physical Sciences	PHYS 1406	4	31	6%	17	32%	0	0%	5	9%	3.40	53
S	Life and Physical Sciences	PHYS 1406	4	10	24%	18	43%	7	33%	7	17%	2.74	42
	TOTALS & Average			772	53%	384	26%	142	13%	94	6%	3.32	1,410

Course Level Data
Core Objective: Social Responsibility
Date: June 29, 2017

Semester	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	87	21%	133	33%	113	28%	75	18%	2.57	408
S	American History	HIST 2310	5	107	31%	136	39%	68	20%	37	11%	2.90	348
F	Creative Arts	ART 1309	5	401	59%	203	30%	68	10%	8	1%	3.47	680
S	Creative Arts	ART 1309	5	394	56%	197	28%	75	11%	32	5%	3.37	698
F	Language, Philosophy, and Culture	CMLL 2305	5	60	85%	2	3%	2	3%	7	10%	3.62	71
F	Language, Philosophy, and Culture	ENGL 2308	5	30	54%	21	38%	3	5%	2	4%	3.41	56
S	Language, Philosophy, and Culture	HONS 1301	5	15	83%	3	17%	0	0%	0	0%	3.83	18
F	Language, Philosophy, and Culture	PHIL 2320	5	158	60%	66	25%	25	9%	15	6%	3.39	264
	TOTALS & Average (w/out POLS)			1,252	56%	761	27%	354	11%	176	7%	3.32	2,543
F	Government/Political Science	POLS 1301	5									1.49	
S	Government/Political Science	POLS 1301	5									2.14	
F	Government/Political Science	POLS 2302	5									2.21	
S	Government/Political Science	POLS 2302	5									2.21	
	Average w/ POLS											2.88	

Course Level Data
Core Objective: Personal Responsibility
Date: June 29, 2017

Semester	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	6	88	21%	134	33%	109	28%	77	18%	2.57	408
S	American History	HIST 2310	6	106	30%	135	38%	70	20%	37	11%	2.89	348
F	Language, Philosophy, and Culture	ANTH 2306	6	375	56%	194	29%	45	7%	54	8%	3.33	668
F	Language, Philosophy, and Culture	HUM 1300	6	26	30%	34	39%	15	17%	12	14%	2.85	87
F	Social and Behavioral Sciences	EDCI 2301	6	32	80%	6	15%	1	3%	1	3%	3.73	40
F	Social and Behavioral Sciences	HDRV 2302	6	37	70%	11	21%	5	9%	0	0%	3.60	53
F	Social and Behavioral Sciences	HONS 1303	6	3	27%	4	36%	1	9%	3	27%	2.64	11
F	Social and Behavioral Sciences	SOC 1320	6	3	27%	3	27%	3	27%	2	18%	2.64	11
F	Social and Behavioral Sciences	SW 1300	6	19	40%	18	38%	8	17%	2	4%	3.15	47
	TOTALS & Average (w/out POLS)			689	42%	539	31%	257	15%	188	11%	3.04	1,673
F	Government/Political Science	POLS 1301	6									1.52	
F	Government/Political Science	POLS 2302	6									2.35	
	TOTALS & Average (w POLS)											2.84	

Collegiate Assessment of Academic Proficiency (CAAP)

TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Collegiate Assessment of Academic Proficiency

ACADEMIC YEAR 2016-2017 WRITING SKILLS TEST

EXECUTIVE SUMMARY

This report contains results from the Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test form 13-A. Scores were obtained from a sample of 211 students (freshman = 111; senior = 100). 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 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

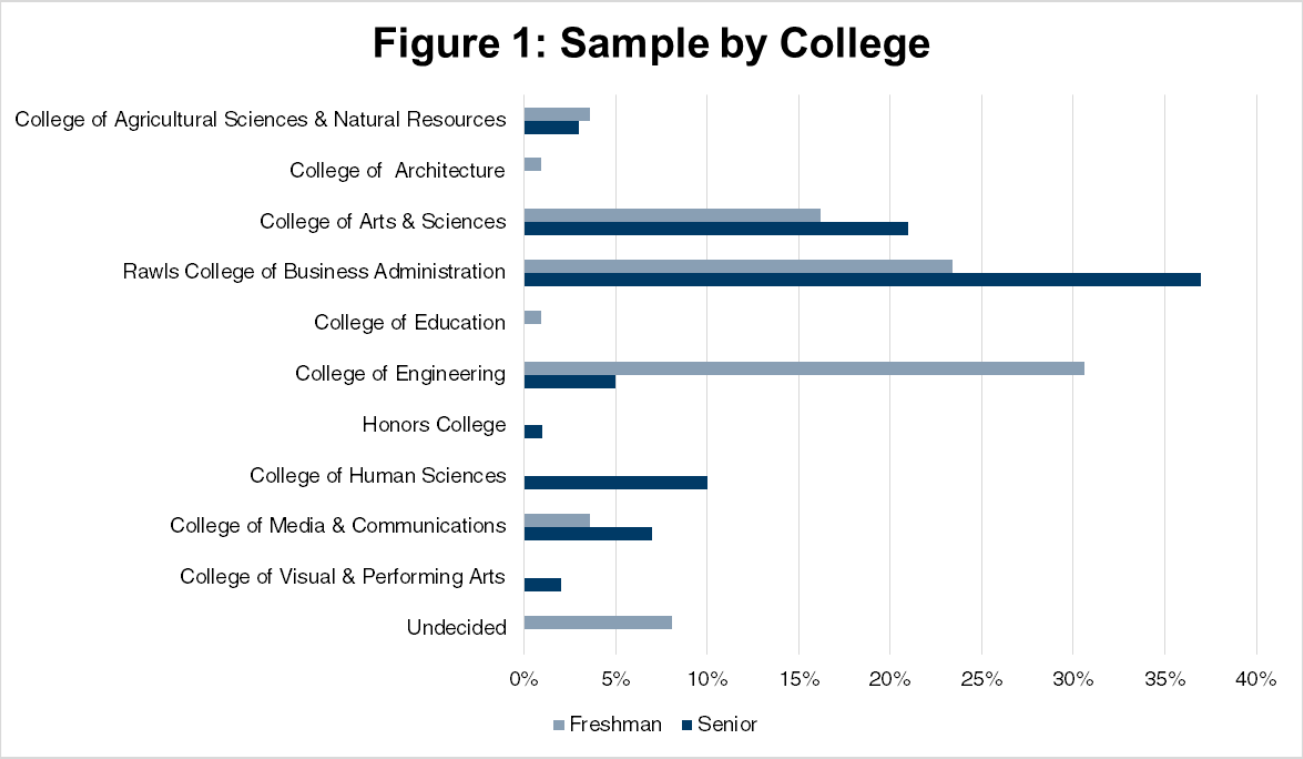
Benchmark		
Freshman	At or above CAAP national average for Freshmen	Yes
Senior	At or above CAAP national average for Seniors	Yes

ASSESSMENT STRATEGY

The test was administered to a random stratified sample of freshmen and seniors at Texas Tech University (TTU). A pre- and post-test strategy was used which tested freshman students in the Fall 2016 semester and

senior students in the Spring 2017 semester. A breakdown of students by college is provided in Figure 1. Courses were chosen based on enrollment by student classification and size. Freshmen were tested from sections of IS1100: RaiderReady, TTU's freshman seminar course, whereas senior courses were chosen based on capstone status. These are culminating courses in which senior students are required to enroll for their degree program.

A new testing strategy was implemented for this administration to improve both participation rates and effort given by students on the assessment. This involved scheduling hour-long testing slots outside of class for students to voluntarily participate in CAAP in order to receive an incentive. Scheduling of test slots was done in partnership with TTU's Academic Testing Center during the freshman administration, but a move was made to schedule senior testing times in OPA's conference room in the spring. A total of 211 students participated in the CAAP Writing Skills Test, of which all 211 tests were valid for scoring by ACT.



RESULTS

Table 2 provides a summary of CAAP scores by student classification. Scores for both samples were averaged to arrive at a mean score by classification. Both classifications 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	111	61.7	4.2	62.3	5.2
Senior	100	61.9	5.0	62.3	5.2

PERFORMANCE BY QUARTILES

Student performance on the CAAP Writing Skills 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, 25.3% fell within the lowest quartile for the assessment. Only 16.2% of the overall sample scored within the highest quartile (Q4). In spite of these results, on a supplemental self-reported performance question, 50.4% of students rated themselves as "Tried My Best" and 34.7% 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	22.5%
Q_2	32.4%
Q_3	29.7%
Q_4	15.3%

Seniors	
Q_1	28%
Q_2	27%
Q_3	28%
Q_4	17%

Institutional	
Q_1	25.3%
Q_2	29.7%
Q_3	28.9%
Q_4	16.2%

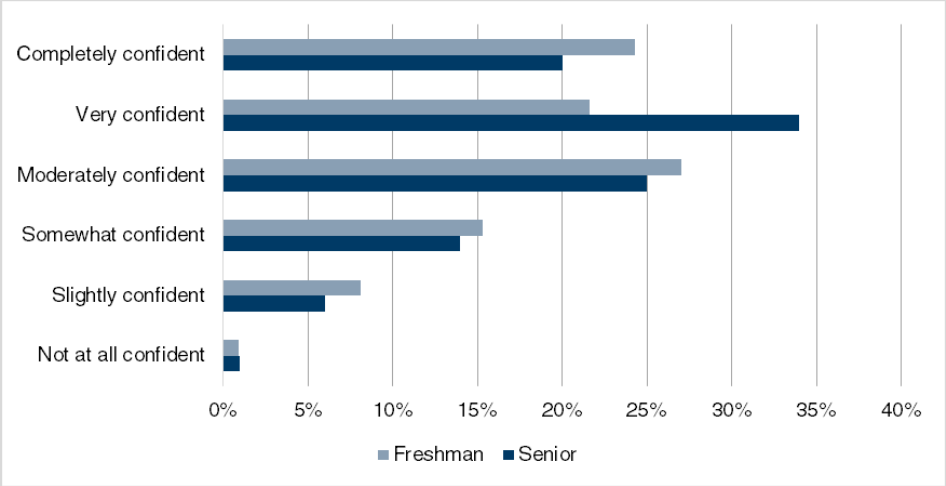
CONCLUSION

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 a significantly smaller 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.

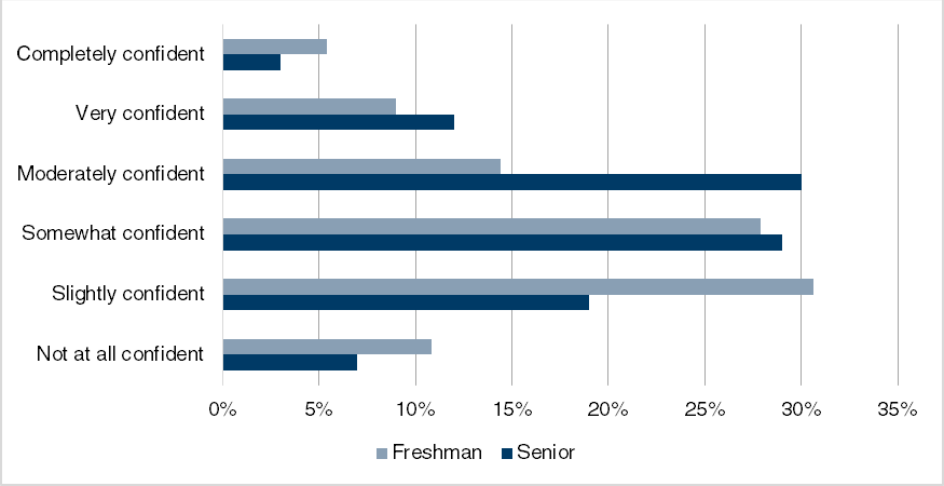
GLOBAL COMMUNICATION ASSESSMENT

This fall and spring, the students who participated in the Collegiate Assessment of Academic Proficiency (CAAP) administration were also given a set of supplemental questions to assess their preparedness for global communication. These questions are used as an additional assessment for Texas Tech University's Quality Enhancement Plan (QEP) ***Bear Our Banners Far & Wide: Communicating in a Global Society***. This report details the results of the assessment.

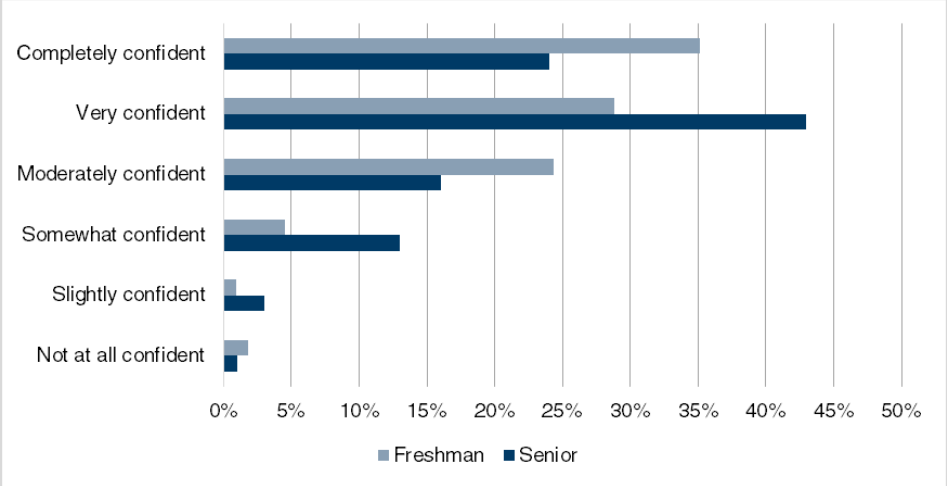
Q1: How confident do you feel communicating with people from different cultures?



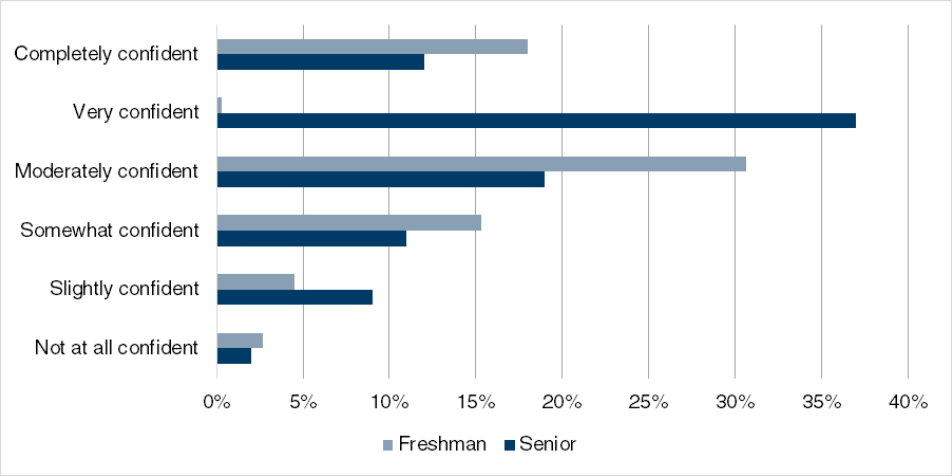
Q2: How confident are you communicating when language barriers exist?



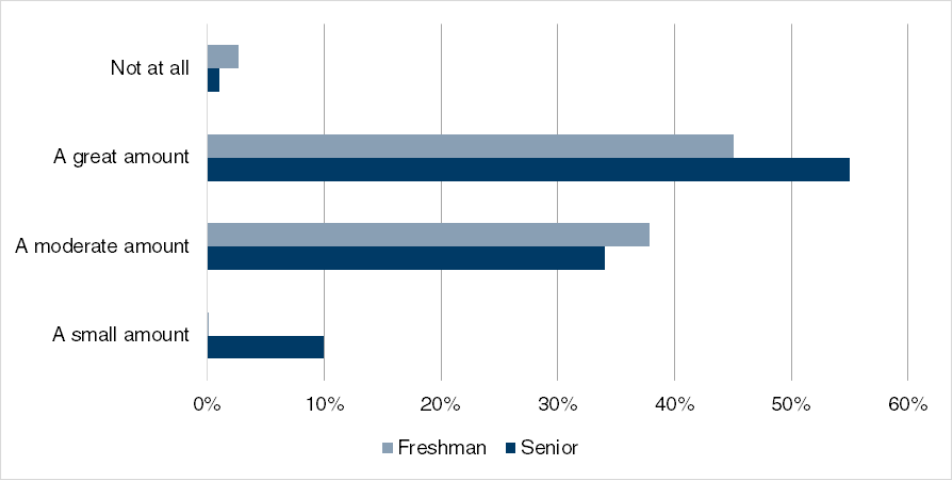
Q3: How confident do you feel discussing your own culture with others?



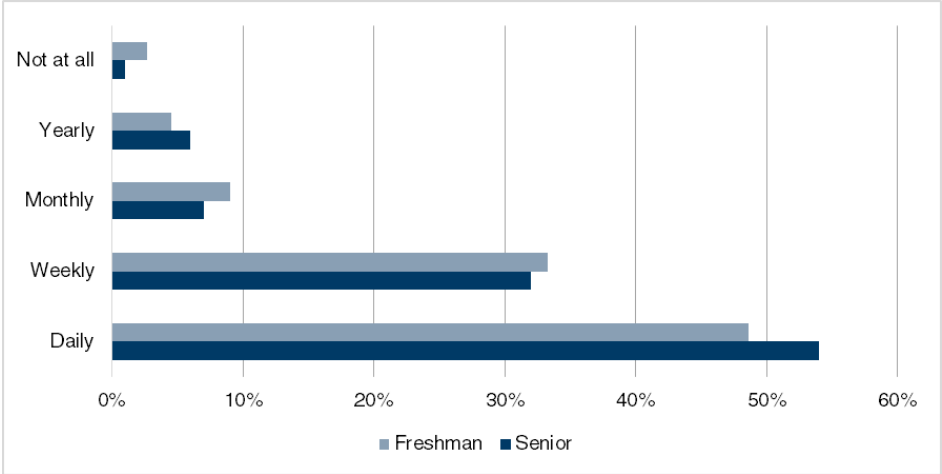
Q4: How confident are you that Texas Tech University is preparing you to be an ethical leader?



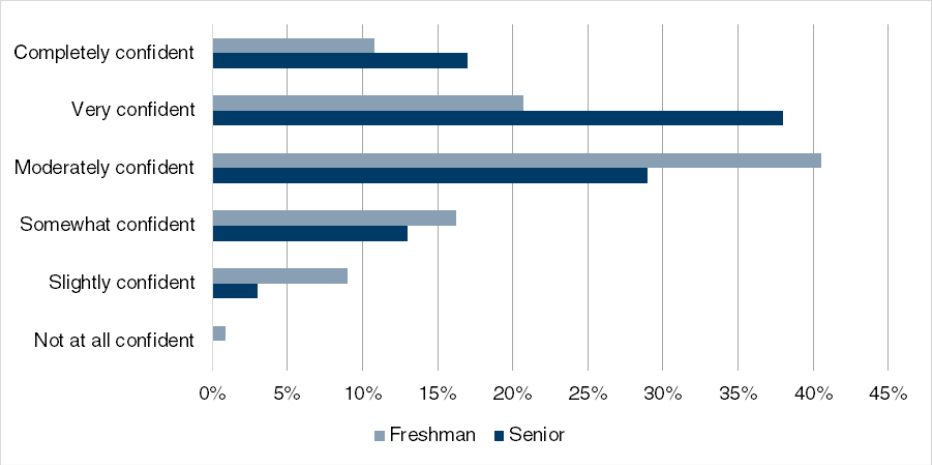
Q5: To what degree does your own culture play a role in your life?



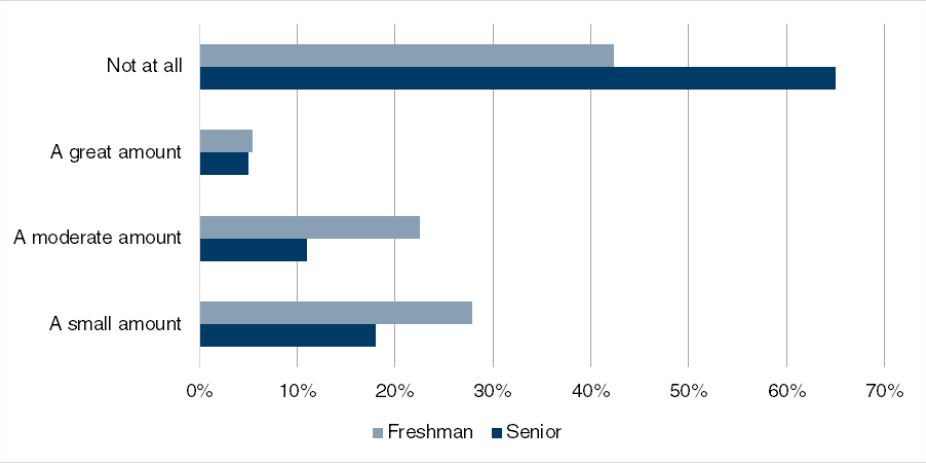
Q6: How often do you interact with others from different cultures?



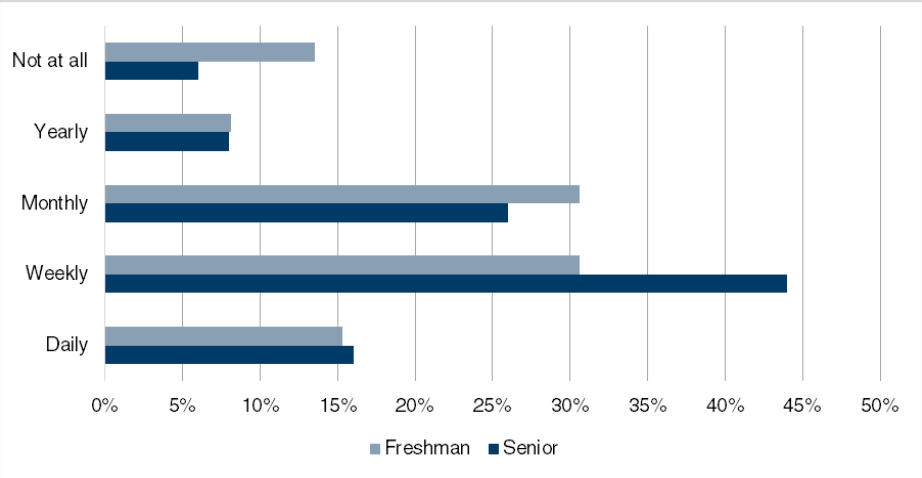
Q7: How confident do you feel with new perspectives other than your own?



Q8: To what degree do you dislike learning about new and different cultures?



Q9: How often do you stay informed of events happening in other cultures?



Q10: Using the space provided, briefly answer the following question: How do you expect your degree to prepare you to interact with others?

Upon analyzing the overall responses from freshmen and seniors, there was a significant shift in the quality of responses received from senior students. Freshman students tended to provide a vague response regarding their degree helping them to communicate in general, whereas seniors were able to provide specific assignments, courses, or experiences that strengthened their communication skills. A few responses from both classifications demonstrating this shift are given below as examples:

Freshman:

- Prepare me by teaching me good communication skills
- It will give me knowledge to be able to best communicate with others so that together we can accomplish a goal or task.
- Being a nurse, that is what you do everyday therefore I know that my degree will help me immensely interacting with others

Senior:

- As an Art History major, I have learned to look at life and situations from different perspectives. It has enabled me to broaden my understandings of different cultures and how to interact with other people with different views. It has also taught me to be considerate of where they came from.
- My degree, CFAS, has prepared me greatly to interact with others. So many classes I have taken in this major are all about communication, especially with individuals from different cultures. Even my minor, psychology, has given me valuable tools of communication! I feel confident in my ability to be an effective and conscience communicator.

My degree is in business management and international business. My classes have taught me about ethics in the U.S. as well as abroad and my study abroad experience has helped me understand cultures. My degree will be very helpful in my career.

National Survey of Student Engagement (NSSE)

NSSE
national survey of
student engagement

NSSE 2017
Frequencies and Statistical Comparisons
Texas Tech University

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.

IPEDS: 229115

NSSE 2017 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.

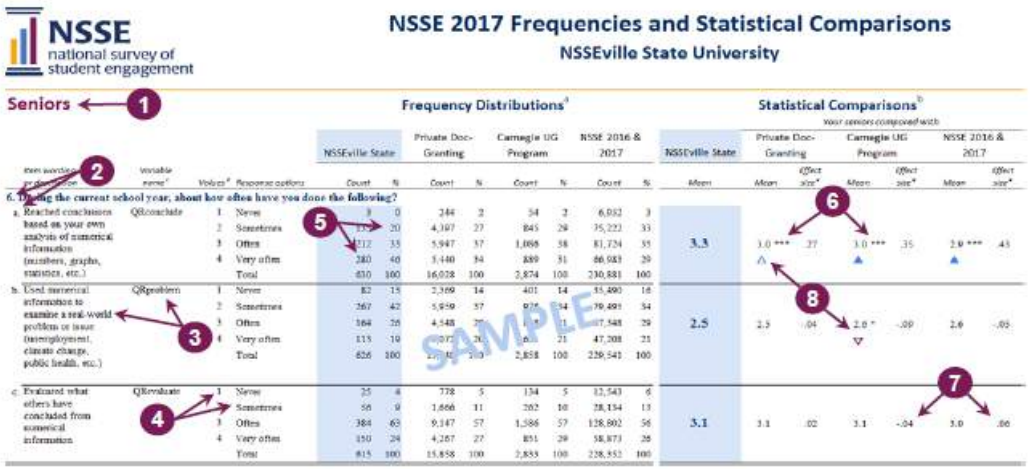
3. ***Item wording and variable names:*** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

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 size. 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 national survey of student engagement

NSSE 2017 Frequencies and Statistical Comparisons

Texas Tech University

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your first-year students compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	27	6	784	5	2,048	5	8,188	4							
		2	Sometimes	211	47	6,127	39	19,019	41	90,094	35							
		3	Often	138	31	5,421	35	16,321	34	91,912	35	2.6	2.7 ** ▽	-.16	2.7 ** ▽	-.14	2.8 *** ▽	-.30
		4	Very often	75	17	3,140	21	9,774	20	66,207	26							
			Total	451	100	15,472	100	47,162	100	256,401	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	117	27	2,934	19	9,098	21	42,122	17							
		2	Sometimes	187	41	5,351	35	16,650	36	90,095	35							
		3	Often	104	23	4,460	29	13,490	28	75,693	30	2.1	2.4 *** ▼	-.32	2.4 *** ▽	-.25	2.5 *** ▼	-.37
		4	Very often	38	8	2,629	17	7,523	15	46,623	18							
			Total	446	100	15,374	100	46,761	100	254,533	100							
c. Come to class without completing readings or assignments	unpreparedr *(Reverse-coded version of* unprepared *created by NSSE.)*	1	Very often	30	7	827	5	2,625	6	11,949	5							
		2	Often	73	16	2,167	14	7,391	16	31,656	13							
		3	Sometimes	231	51	8,497	54	26,937	57	143,696	56	2.9	3.0	-.07	2.9	.02	3.0 * ▽	-.13
		4	Never	113	26	3,873	26	9,721	21	66,918	27							
			Total	447	100	15,364	100	46,674	100	254,219	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	194	46	5,822	38	18,088	40	90,988	39							
		2	Sometimes	147	32	5,719	37	18,426	39	98,654	38							
		3	Often	75	16	2,526	16	6,810	14	42,243	15	1.8	2.0 ** ▽	-.14	1.9	-.06	1.9 * ▽	-.11
		4	Very often	30	6	1,269	8	3,208	7	21,705	8							
			Total	446	100	15,336	100	46,532	100	253,590	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	53	13	1,244	9	2,905	7	21,324	10							
		2	Sometimes	170	39	5,504	36	16,375	36	92,625	37							
		3	Often	147	33	5,669	36	17,661	37	92,408	35	2.5	2.6 ** ▽	-.13	2.7 *** ▽	-.22	2.6	-.08
		4	Very often	75	16	2,899	18	9,563	20	46,898	17							
			Total	445	100	15,316	100	46,504	100	253,255	100							
f. Explained course material to one or more students	CLexplain	1	Never	26	5	737	5	1,530	3	12,683	6							
		2	Sometimes	176	40	5,438	36	15,891	34	91,025	36							
		3	Often	150	33	6,193	40	19,527	42	102,286	39	2.7	2.7	-.03	2.8 * ▽	-.12	2.7	.01
		4	Very often	91	21	2,908	19	9,440	21	46,703	18							
			Total	443	100	15,276	100	46,388	100	252,697	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 Frequencies and Statistical Comparisons

Texas Tech University

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your first-year students compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	61	14	2,068	14	5,004	11	34,199	16							
		2	Sometimes	160	37	5,292	35	15,573	34	86,635	35							
		3	Often	126	27	4,894	31	15,613	33	82,135	31	2.6	2.6	.01	2.6 * ▽	-.10	2.5	.03
		4	Very often	94	21	2,995	20	10,106	22	48,934	19							
			Total	441	100	15,249	100	46,296	100	251,903	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	38	10	1,090	8	2,826	6	18,924	9							
		2	Sometimes	173	39	5,570	37	17,335	38	93,363	37							
		3	Often	157	35	5,751	37	17,258	37	93,625	36	2.6	2.7	-.09	2.7 * ▽	-.12	2.6	-.04
		4	Very often	75	17	2,783	18	8,698	19	45,105	17							
			Total	443	100	15,194	100	46,117	100	251,017	100							
i. Given a course presentation	present	1	Never	146	35	3,305	22	10,271	22	45,165	19							
		2	Sometimes	173	38	6,679	43	21,960	48	111,475	44							
		3	Often	96	21	3,755	25	10,128	22	66,924	26	2.0	2.2 *** ▽	-.27	2.2 *** ▽	-.20	2.3 *** ▼	-.33
		4	Very often	27	6	1,453	10	3,764	8	27,382	11							
			Total	442	100	15,192	100	46,123	100	250,946	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	47	11	1,422	10	3,102	7	19,452	9							
		2	Sometimes	188	43	6,021	40	18,182	40	98,568	40							
		3	Often	152	35	5,502	37	17,428	38	93,007	37	2.5	2.5 * ▽	-.10	2.6 *** ▽	-.18	2.6 ** ▽	-.14
		4	Very often	50	11	2,059	14	6,745	15	36,457	15							
			Total	437	100	15,004	100	45,457	100	247,484	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	51	13	1,721	12	3,880	9	21,699	10							
		2	Sometimes	206	48	5,938	40	17,773	40	95,199	39							
		3	Often	125	28	5,120	34	16,579	36	90,159	36	2.4	2.5 ** ▽	-.13	2.6 *** ▽	-.20	2.6 *** ▽	-.21
		4	Very often	51	12	2,152	14	7,018	15	39,238	16							
			Total	433	100	14,931	100	45,250	100	246,295	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	72	17	1,756	13	4,591	11	23,927	11							
		2	Sometimes	180	43	5,680	38	17,649	40	93,563	38							
		3	Often	119	28	5,014	33	15,489	33	86,164	34	2.3	2.5 *** ▽	-.22	2.5 *** ▽	-.23	2.6 *** ▽	-.26
		4	Very often	50	11	2,418	16	7,326	16	41,584	17							
			Total	421	100	14,868	100	45,055	100	245,238	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 Frequencies and Statistical Comparisons

Texas Tech University

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your first-year students compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	31	7	740	5	2,163	5	11,301	5							
		2	Sometimes	142	34	4,762	32	14,700	33	78,220	32							
		3	Often	176	43	6,584	44	20,167	44	109,987	45	2.7	2.8 * ▽	-.11	2.7	-.08	2.8 * ▽	-.12
		4	Very often	67	16	2,716	19	7,809	17	44,552	19							
			Total	416	100	14,802	100	44,839	100	244,060	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	10	3	460	3	1,344	3	7,176	3							
		2	Sometimes	130	31	3,878	26	12,586	29	66,713	28							
		3	Often	173	42	6,719	46	20,502	45	111,676	45	2.9	2.9	-.05	2.9	.01	2.9	-.02
		4	Very often	97	24	3,634	25	10,106	23	57,032	24							
			Total	410	100	14,691	100	44,538	100	242,597	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	15	4	428	3	1,212	3	6,665	3							
		2	Sometimes	144	36	4,346	30	13,447	31	71,999	31							
		3	Often	171	42	6,653	45	20,372	45	110,351	45	2.8	2.9 * ▽	-.13	2.8	-.10	2.8 * ▽	-.12
		4	Very often	76	19	3,182	22	9,247	20	52,094	21							
			Total	406	100	14,609	100	44,278	100	241,109	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	9	2	225	2	549	1	3,127	2							
		2	Sometimes	100	26	3,323	23	9,246	22	50,751	22							
		3	Often	199	49	7,173	49	22,320	50	120,310	49	2.9	3.0 * ▽	-.11	3.0 ** ▽	-.14	3.0 ** ▽	-.14
		4	Very often	91	22	3,797	27	11,942	27	65,630	27							
			Total	399	100	14,518	100	44,057	100	239,818	100							
3. During the current school year, about how often have you done the following?																		
a. Talked about career plans with a faculty member	SFcareer	1	Never	92	24	3,034	22	9,176	21	48,661	22							
		2	Sometimes	188	46	6,096	42	20,179	46	105,900	44							
		3	Often	86	21	3,563	24	10,047	22	56,689	23	2.2	2.3 ** ▽	-.13	2.2	-.07	2.2 * ▽	-.10
		4	Very often	35	9	1,841	13	4,696	10	28,724	12							
			Total	401	100	14,534	100	44,098	100	239,974	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	205	51	6,717	46	21,437	49	113,837	49							
		2	Sometimes	136	33	4,530	31	14,136	32	76,871	31							
		3	Often	39	10	2,222	15	5,948	13	33,531	14	1.7	1.8 ** ▽	-.16	1.8	-.07	1.8	-.09
		4	Very often	18	5	1,041	7	2,435	6	15,038	6							
			Total	398	100	14,510	100	43,956	100	239,277	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 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 %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %	Texas Tech Mean	Southwest Public Mean	Southwest Public Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size[e]
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	162	41	5,106	35	14,142	33	74,681	33							
		2	Sometimes	166	41	5,711	39	19,379	44	102,632	42							
		3	Often	47	12	2,574	18	7,520	17	44,251	18	1.8	2.0 ** ▽	-.17	2.0 ** ▽	-.17	2.0 *** ▽	-.19
		4	Very often	20	5	1,047	8	2,745	6	16,706	7							
			Total	395	100	14,438	100	43,786	100	238,270	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	133	34	3,883	27	11,792	27	57,178	25							
		2	Sometimes	174	43	6,344	44	20,722	47	110,713	46							
		3	Often	66	17	3,040	21	8,368	19	51,143	21	2.0	2.1 ** ▽	-.17	2.0 * ▽	-.11	2.1 *** ▽	-.19
		4	Very often	23	6	1,165	8	2,871	7	19,040	8							
			Total	396	100	14,432	100	43,753	100	238,074	100							
4. During the current school year, how much has your coursework emphasized the following?																		
a. Memorizing course material	memorize	1	Very little	14	4	503	4	1,383	3	8,880	4							
		2	Some	96	24	3,453	24	11,100	26	61,834	26							
		3	Quite a bit	173	44	6,716	46	20,181	46	109,093	46	3.0	2.9	.02	2.9	.04	2.9	.08
		4	Very much	109	28	3,738	26	11,072	25	58,022	24							
			Total	392	100	14,410	100	43,736	100	237,829	100							
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	23	6	519	4	1,155	3	7,941	4							
		2	Some	92	23	3,671	26	9,602	22	58,336	25							
		3	Quite a bit	187	47	6,706	46	20,832	47	112,534	47	2.9	2.9	-.05	3.0 ** ▽	-.17	2.9	-.07
		4	Very much	89	23	3,462	24	12,005	28	58,267	24							
			Total	391	100	14,358	100	43,594	100	237,078	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	16	4	528	4	1,357	3	8,291	4							
		2	Some	116	31	3,844	27	10,765	25	61,196	26							
		3	Quite a bit	164	42	6,371	44	19,843	45	106,678	45	2.8	2.9	-.06	2.9 * ▽	-.12	2.9	-.08
		4	Very much	91	24	3,550	25	11,463	26	59,833	25							
			Total	387	100	14,293	100	43,428	100	235,998	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	27	8	616	5	2,114	5	9,061	4							
		2	Some	119	30	3,811	27	12,141	29	62,566	27							
		3	Quite a bit	159	41	6,435	45	19,452	44	108,001	45	2.7	2.9 ** ▽	-.16	2.8	-.09	2.9 ** ▽	-.17
		4	Very much	82	20	3,414	24	9,675	22	56,075	24							
			Total	387	100	14,276	100	43,382	100	235,703	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 Frequencies and Statistical Comparisons

Texas Tech University

First-Year Students

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	Texas Tech Count	Texas Tech %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	20	5	629	5	2,005	5	9,438	4
		2	Some	111	29	3,793	27	11,975	28	64,007	28
		3	Quite a bit	173	44	6,487	45	19,699	45	107,585	45
		4	Very much	82	21	3,352	23	9,645	22	54,326	23
			Total	386	100	14,261	100	43,324	100	235,356	100
5. During the current school year, to what extent have your instructors done the following?											
a. Clearly explained course goals and requirements	ETgoals	1	Very little	11	4	310	2	746	2	4,589	2
		2	Some	81	21	2,830	20	8,472	20	46,128	20
		3	Quite a bit	171	45	6,541	45	21,217	48	111,079	46
		4	Very much	120	31	4,572	33	12,944	30	73,604	32
			Total	383	100	14,253	100	43,379	100	235,400	100
b. Taught course sessions in an organized way	ETorganize	1	Very little	20	6	514	4	1,003	3	6,968	3
		2	Some	81	21	2,917	20	8,869	21	48,053	21
		3	Quite a bit	160	42	6,502	45	21,434	49	111,365	47
		4	Very much	120	31	4,310	31	12,020	28	68,716	29
			Total	381	100	14,243	100	43,326	100	235,102	100
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	14	4	478	3	1,121	3	7,310	4
		2	Some	89	23	3,145	22	9,191	21	50,225	22
		3	Quite a bit	157	42	6,060	42	19,872	45	103,362	43
		4	Very much	120	31	4,550	32	13,080	30	73,858	31
			Total	380	100	14,233	100	43,264	100	234,755	100
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	44	12	1,250	9	3,825	9	17,178	8
		2	Some	131	34	4,279	30	14,000	33	66,816	29
		3	Quite a bit	137	36	5,152	36	16,227	37	89,257	37
		4	Very much	70	18	3,532	25	9,208	21	61,429	26
			Total	382	100	14,213	100	43,260	100	234,680	100
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	51	13	1,356	9	4,255	10	18,925	8
		2	Some	132	34	4,577	32	15,155	35	73,733	31
		3	Quite a bit	132	35	5,262	37	16,238	37	90,839	38
		4	Very much	66	18	2,984	21	7,478	17	50,591	22
			Total	381	100	14,179	100	43,126	100	234,088	100

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Texas Tech Mean	Southwest Public Mean	Southwest Public Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size[e]
e. Forming a new idea or understanding from various pieces of information	2.8	2.9	-.07	2.8	-.02	2.9	-.06
a. Clearly explained course goals and requirements	3.0	3.1	-.07	3.1	-.04	3.1	-.06
b. Taught course sessions in an organized way	3.0	3.0	-.06	3.0	-.06	3.0	-.06
c. Used examples or illustrations to explain difficult points	3.0	3.0	-.04	3.0	-.05	3.0	-.03
d. Provided feedback on a draft or work in progress	2.6	2.8 ** ▽	-.17	2.7	-.10	2.8 *** ▽	-.24
e. Provided prompt and detailed feedback on tests or completed assignments	2.6	2.7 ** ▽	-.14	2.6	-.05	2.7 *** ▽	-.18

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NSSE national survey of student engagement

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Texas Tech University

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Your first-year students compared with: Texas Tech Mean	Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	40	10	1,561	11	4,266	9	27,254	11	2.6	2.6	.03	2.6	-.02	2.6	.05
		2	Sometimes	140	35	5,142	36	15,300	35	86,529	36							
		3	Often	137	37	5,257	37	16,703	39	86,137	37							
		4	Very often	64	17	2,216	16	6,908	17	34,252	15							
			Total	381	100	14,176	100	43,177	100	234,172	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	104	27	3,063	22	8,445	20	49,196	21	2.2	2.3	-.07	2.3 * ▽	-.12	2.3	-.09
		2	Sometimes	142	36	5,708	40	17,433	40	96,076	41							
		3	Often	96	26	3,868	27	12,560	29	64,616	28							
		4	Very often	40	11	1,545	11	4,711	11	24,068	11							
			Total	382	100	14,184	100	43,149	100	233,956	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	80	19	2,803	20	7,108	16	45,338	19	2.3	2.3	.00	2.4	-.09	2.3	-.01
		2	Sometimes	170	44	6,070	43	18,323	43	100,756	43							
		3	Often	98	27	3,979	28	13,421	31	66,792	29							
		4	Very often	34	10	1,328	10	4,289	10	21,148	9							
			Total	382	100	14,180	100	43,141	100	234,034	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages	wrshortnum (Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	55	17	1,114	9	2,217	6	11,007	6	4.8	5.5 * ▽	-.14	6.3 *** ▽	-.27	6.6 *** ▼	-.32
		1.5	1-2	92	29	3,023	24	8,429	21	40,846	19							
		4	3-5	84	26	4,354	34	12,908	32	68,502	32							
		8	6-10	46	14	2,676	20	9,213	23	52,109	24							
		13	11-15	28	8	965	7	3,711	9	21,924	10							
		18	16-20	7	2	337	2	1,562	4	9,747	4							
		23	More than 20	10	3	439	3	1,630	4	10,367	5							
			Total	322	100	12,908	100	39,670	100	214,502	100							
b. Between 6 and 10 pages	wrmednum (Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	204	64	5,875	46	13,569	35	71,670	35	1.0	1.9 *** ▽	-.29	2.2 *** ▼	-.38	2.2 *** ▼	-.39
		1.5	1-2	83	26	4,113	32	15,375	38	83,258	38							
		4	3-5	24	7	1,742	13	6,845	17	38,165	18							
		8	6-10	7	2	737	6	2,469	6	13,715	7							
		13	11-15	2	1	184	1	621	2	3,282	2							
		18	16-20	0	0	49	0	172	0	992	1							
		23	More than 20	1	0	79	1	199	1	1,059	1							
			Total	321	100	12,779	100	39,250	100	212,141	100							

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NSSE national survey of student engagement

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Texas Tech University

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a]: Texas Tech Count	Texas Tech %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %	Statistical Comparisons[b] (Your first-year students compared with): Texas Tech Mean	Southwest Public Mean	Southwest Public Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size[e]
	tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	1	0 hrs	3	1	54	1	142	0	709	0							
		2	More than zero, up to 5 hrs	174	59	6,438	55	18,019	51	93,220	50							
		3	More than 5, up to 10 hrs	71	25	3,245	27	11,069	30	58,971	29							
		4	More than 10, up to 15 hrs	25	9	1,039	9	3,853	10	21,452	10							
		5	More than 15, up to 20 hrs	13	5	493	4	1,969	5	11,239	5							
		6	More than 20, up to 25 hrs	4	1	322	3	1,188	3	7,201	3							
		7	More than 25 hrs	0	0	150	1	403	1	2,742	1							
			Total	290	100	11,741	100	36,643	100	195,534	100							
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																		
a. Writing clearly and effectively	pgwrite	1	Very little	25	9	894	8	3,460	10	13,654	7							
		2	Some	86	31	3,223	27	11,125	31	53,234	27							
		3	Quite a bit	125	42	4,928	42	14,954	40	84,240	43	2.7	2.8 * ▽	-.13	2.7	.02	2.8 * ▽	-.14
		4	Very much	50	18	2,683	23	7,120	19	44,256	23							
			Total	286	100	11,728	100	36,659	100	195,384	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	34	13	1,193	10	5,097	14	20,897	11							
		2	Some	80	28	3,612	31	12,427	34	61,392	31							
		3	Quite a bit	118	41	4,445	38	13,063	35	74,368	38	2.6	2.7	-.07	2.5 * △	.13	2.7	-.02
		4	Very much	54	19	2,460	22	6,007	16	38,685	20							
			Total	286	100	11,710	100	36,594	100	195,342	100							
c. Thinking critically and analytically	pgthink	1	Very little	5	2	367	3	1,173	4	6,113	4							
		2	Some	55	20	2,332	20	7,116	20	37,088	19							
		3	Quite a bit	129	44	5,162	44	16,557	45	87,322	44	3.1	3.1	.04	3.1	.06	3.1	.05
		4	Very much	97	34	3,858	33	11,745	32	64,855	33							
			Total	286	100	11,719	100	36,591	100	195,378	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	28	10	1,235	10	4,097	11	25,851	13							
		2	Some	76	27	3,641	31	10,667	29	61,750	31							
		3	Quite a bit	107	36	4,325	37	13,641	37	68,970	35	2.8	2.7	.11	2.7	.09	2.6 ** △	.18
		4	Very much	75	28	2,520	22	8,190	23	38,703	21							
			Total	286	100	11,721	100	36,595	100	195,274	100							

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NSSE national survey of student engagement

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Texas Tech University

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] Texas Tech Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Texas Tech Mean	Statistical Comparisons[b] Your seniors compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	48	5	843	4	2,192	4	7,630	3							
		2	Sometimes	299	32	6,719	28	19,315	32	77,762	25							
		3	Often	270	29	7,531	31	19,703	32	100,195	31	2.9	3.0 *** ▽	-.12	2.9	-.02	3.1 *** ▽	-.21
		4	Very often	316	34	9,039	38	20,523	33	133,421	41							
			Total	933	100	24,132	100	61,733	100	319,008	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	250	27	4,733	20	15,194	26	65,948	21							
		2	Sometimes	308	33	8,271	34	22,593	37	113,108	35							
		3	Often	225	24	6,421	27	14,633	24	80,796	26	2.3	2.5 *** ▽	-.18	2.3	.02	2.4 *** ▽	-.13
		4	Very often	141	15	4,554	19	8,860	14	57,059	18							
			Total	924	100	23,979	100	61,280	100	316,911	100							
c. Come to class without completing readings or assignments	unpreparedr	1	Very often	71	8	1,527	6	5,012	8	19,089	6							
		2	Often	139	15	3,381	14	11,311	18	45,342	14							
	(Reverse-coded version of unprepared *created by NSSE.)*	3	Sometimes	535	58	12,714	52	33,592	55	172,164	54	2.9	3.0 *** ▽	-.15	2.8 * △	.07	3.0 *** ▽	-.13
		4	Never	175	19	6,332	27	11,296	18	79,891	26							
			Total	920	100	23,954	100	61,211	100	316,486	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	411	45	11,732	50	25,988	43	135,355	45							
		2	Sometimes	341	37	8,079	33	23,663	39	116,335	36							
		3	Often	106	11	2,587	10	7,323	12	39,674	12	1.8	1.7	.06	1.8	-.05	1.8	-.03
		4	Very often	61	6	1,506	6	4,077	7	24,461	7							
			Total	919	100	23,904	100	61,051	100	315,825	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	134	15	3,546	16	6,289	11	42,199	15							
		2	Sometimes	352	39	10,027	42	24,955	41	132,108	42							
		3	Often	263	28	6,630	26	19,287	31	93,203	28	2.5	2.4 ** △	.10	2.5	-.05	2.4 * △	.07
		4	Very often	165	18	3,670	15	10,403	17	48,022	15							
			Total	914	100	23,873	100	60,934	100	315,532	100							
f. Explained course material to one or more students	CLexplain	1	Never	58	7	1,589	7	2,483	4	18,371	7							
		2	Sometimes	284	31	8,479	36	20,391	33	108,641	35							
		3	Often	340	37	8,721	36	24,278	40	119,779	37	2.8	2.7 *** △	.13	2.8	.00	2.7 ** △	.09
		4	Very often	229	25	5,049	21	13,693	23	68,277	21							
			Total	911	100	23,838	100	60,845	100	315,068	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 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	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Your seniors compared with: Texas Tech Mean	Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	165	18	4,536	21	8,680	15	55,401	19							
		2	Sometimes	300	33	8,084	34	20,888	35	106,807	34							
		3	Often	248	27	6,444	26	18,200	29	90,277	28	2.5	2.4 * △	.08	2.6	-.05	2.5	.05
		4	Very often	194	21	4,715	19	12,893	21	61,764	19							
			Total	907	100	23,779	100	60,661	100	314,249	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	74	8	1,966	9	3,018	5	21,444	8							
		2	Sometimes	254	28	6,958	30	16,901	28	89,479	29							
		3	Often	319	35	8,278	34	22,045	36	113,537	35	2.8	2.8	.06	2.9 * ▽	-.08	2.8	.01
		4	Very often	257	29	6,503	27	18,557	30	89,108	28							
			Total	904	100	23,705	100	60,521	100	313,568	100							
i. Given a course presentation	present	1	Never	109	12	3,540	16	6,221	11	33,895	12							
		2	Sometimes	309	34	7,800	34	21,204	36	95,457	31							
		3	Often	292	32	7,228	30	19,299	32	103,341	32	2.6	2.6 * △	.07	2.6	-.02	2.7	-.06
		4	Very often	193	22	5,156	21	13,779	22	80,806	25							
			Total	903	100	23,724	100	60,503	100	313,499	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	34	4	981	4	1,747	3	10,422	4							
		2	Sometimes	242	27	6,606	29	16,028	27	83,045	27							
		3	Often	359	40	9,419	40	25,095	42	128,197	41	2.9	2.9	.05	2.9	.00	2.9	.01
		4	Very often	261	29	6,510	27	16,880	28	88,744	28							
			Total	896	100	23,516	100	59,750	100	310,408	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	94	11	1,971	9	4,606	8	19,740	7							
		2	Sometimes	320	37	7,511	32	19,764	34	94,796	31							
		3	Often	292	32	8,298	35	20,987	35	114,128	36	2.6	2.7 *** ▽	-.13	2.7 ** ▽	-.11	2.8 *** ▽	-.19
		4	Very often	184	21	5,653	24	14,174	23	80,678	25							
			Total	890	100	23,433	100	59,531	100	309,342	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	172	21	3,595	16	8,846	16	34,381	13							
		2	Sometimes	325	37	8,149	35	21,177	36	105,633	35							
		3	Often	226	25	6,796	29	17,559	29	98,805	31	2.4	2.5 *** ▽	-.17	2.5 *** ▽	-.13	2.6 *** ▽	-.26
		4	Very often	156	17	4,831	21	11,728	19	69,481	22							
			Total	879	100	23,371	100	59,310	100	308,300	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 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	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b]: Texas Tech Mean	Your seniors compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	61	7	1,213	5	3,096	6	13,105	5							
		2	Sometimes	290	33	6,967	30	18,418	31	89,554	29							
		3	Often	348	39	9,759	42	24,964	42	133,557	43	2.7	2.8 *** ▽	-.12	2.8 * ▽	-.07	2.8 *** ▽	-.14
		4	Very often	177	20	5,349	23	12,555	21	71,101	23							
			Total	876	100	23,288	100	59,033	100	307,317	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	43	5	751	3	1,974	4	8,391	3							
		2	Sometimes	231	27	5,785	25	15,393	27	75,487	25							
		3	Often	358	41	10,106	43	25,532	43	136,237	44	2.9	3.0 ** ▽	-.10	2.9	-.06	3.0 ** ▽	-.10
		4	Very often	224	26	6,547	28	15,845	27	85,806	28							
			Total	856	100	23,189	100	58,744	100	305,921	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	31	4	499	2	1,256	2	5,737	2							
		2	Sometimes	274	32	6,343	28	15,916	28	80,372	27							
		3	Often	353	41	10,135	44	26,058	44	136,179	44	2.8	2.9 *** ▽	-.15	2.9 *** ▽	-.13	3.0 *** ▽	-.16
		4	Very often	192	23	6,101	26	15,241	26	82,387	26							
			Total	850	100	23,078	100	58,471	100	304,675	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	13	2	247	1	614	1	2,720	1							
		2	Sometimes	168	20	3,754	17	9,724	17	46,177	16							
		3	Often	369	44	10,518	45	27,109	46	140,904	46	3.1	3.2 * ▽	-.09	3.2	-.06	3.2 ** ▽	-.11
		4	Very often	290	35	8,466	37	20,781	35	113,646	37							
			Total	840	100	22,985	100	58,228	100	303,447	100							
3. During the current school year, about how often have you done the following?																		
a. Talked about career plans with a faculty member	SFcareer	1	Never	185	23	4,865	23	10,389	19	50,604	18							
		2	Sometimes	311	37	8,951	39	24,399	42	118,075	39							
		3	Often	193	23	5,317	22	14,021	23	77,185	24	2.4	2.3	.03	2.4	-.01	2.4 * ▽	-.07
		4	Very often	153	18	3,867	16	9,451	16	57,809	18							
			Total	842	100	23,000	100	58,260	100	303,673	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	343	41	10,498	47	24,037	42	124,288	44							
		2	Sometimes	276	33	6,630	28	18,546	32	93,163	30							
		3	Often	138	16	3,392	14	9,323	16	50,072	16	1.9	1.9	.07	1.9	.00	1.9	.00
		4	Very often	79	10	2,447	10	6,207	10	35,447	11							
			Total	836	100	22,967	100	58,113	100	302,970	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 Frequencies and Statistical Comparisons

Texas Tech University

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	Texas Tech %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %	Texas Tech Mean	Southwest Public Mean	Southwest Public Effect size[e]	Carnegie Class Mean	Carnegie Class Effect size[e]	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size[e]
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	237	28	7,294	33	15,153	26	78,065	28							
		2	Sometimes	347	42	8,802	38	25,341	44	122,766	40							
		3	Often	155	19	4,412	19	11,734	20	65,975	21	2.1	2.1 * △	.08	2.1	.00	2.2	-.02
		4	Very often	92	11	2,364	10	5,695	10	35,322	11							
			Total	831	100	22,872	100	57,923	100	302,128	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	208	25	5,850	27	14,778	26	66,024	23							
		2	Sometimes	342	42	9,832	43	26,659	46	134,165	44							
		3	Often	194	24	4,836	20	11,457	19	68,118	22	2.2	2.1	.06	2.1 ** △	.11	2.2	-.01
		4	Very often	84	10	2,362	10	5,008	8	33,618	11							
			Total	828	100	22,880	100	57,902	100	301,925	100							
4. During the current school year, how much has your coursework emphasized the following?																		
a. Memorizing course material	memorize	1	Very little	82	10	1,713	8	4,079	7	25,782	8							
		2	Some	241	30	7,059	31	17,505	31	96,005	32							
		3	Quite a bit	323	39	9,098	39	23,097	40	117,573	39	2.7	2.8	-.06	2.8 * ▽	-.08	2.7	-.01
		4	Very much	173	21	5,003	22	13,272	23	62,482	21							
			Total	819	100	22,873	100	57,953	100	301,842	100							
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	36	5	673	3	1,664	3	8,019	3							
		2	Some	184	22	4,365	19	11,149	19	56,293	19							
		3	Quite a bit	317	39	10,114	44	25,756	44	135,240	45	3.0	3.1	-.04	3.1	-.04	3.1	-.06
		4	Very much	280	35	7,675	33	19,212	33	101,638	33							
			Total	817	100	22,827	100	57,781	100	301,190	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	47	6	817	4	2,185	4	9,894	4							
		2	Some	200	24	4,719	21	12,756	22	62,640	21							
		3	Quite a bit	295	37	9,758	43	24,326	42	128,909	43	3.0	3.0 * ▽	-.09	3.0	-.05	3.0 * ▽	-.09
		4	Very much	263	33	7,453	33	18,341	32	98,756	33							
			Total	805	100	22,747	100	57,608	100	300,199	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	82	11	1,245	6	4,250	8	15,257	6							
		2	Some	238	29	5,413	24	15,600	28	71,371	24							
		3	Quite a bit	267	33	9,524	41	23,144	40	127,394	42	2.8	2.9 *** ▽	-.19	2.8	-.04	2.9 *** ▽	-.18
		4	Very much	217	27	6,536	29	14,559	25	85,792	28							
			Total	804	100	22,718	100	57,553	100	299,814	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

NSSE 2017 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	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your seniors compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	66	9	975	4	3,038	6	12,235	4							
		2	Some	227	28	5,351	24	15,028	27	71,126	24							
		3	Quite a bit	293	36	9,851	43	24,519	42	131,391	44	2.8	3.0 *** ▽	-.17	2.9	-.06	2.9 *** ▽	-.16
		4	Very much	216	27	6,504	29	14,847	25	84,631	28							
			Total	802	100	22,681	100	57,432	100	299,383	100							

NSSE national survey of student engagement

NSSE 2017 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	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your seniors compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	108	13	2,495	11	5,854	10	34,096	11							
		2	Sometimes	265	32	7,572	33	18,531	32	101,288	33							
		3	Often	260	34	8,045	36	20,386	36	104,871	36	2.6	2.6	.00	2.7	-.07	2.6	-.01
		4	Very often	161	22	4,462	20	12,468	22	58,102	20							
			Total	794	100	22,574	100	57,239	100	298,357	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	193	23	4,397	19	10,530	19	55,103	18							
		2	Sometimes	304	37	8,414	37	21,045	36	112,870	37							
		3	Often	178	24	6,328	28	16,363	28	85,028	29	2.3	2.4 * ▽	-.09	2.4 *** ▽	-.12	2.4 ** ▽	-.11
		4	Very often	116	15	3,421	15	9,271	16	45,057	16							
			Total	791	100	22,560	100	57,209	100	298,058	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	153	18	4,098	18	8,158	14	49,205	16							
		2	Sometimes	326	40	8,883	39	21,831	38	117,813	39							
		3	Often	206	27	6,645	29	18,594	32	90,822	31	2.4	2.4	.01	2.5 ** ▽	-.12	2.4	-.04
		4	Very often	110	15	2,961	13	8,671	15	40,590	14							
			Total	795	100	22,587	100	57,254	100	298,430	100							

NSSE national survey of student engagement

NSSE 2017 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	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2016 & 2017 Count	%	Statistical Comparisons[b] Texas Tech Mean	Your seniors compared with: Southwest Public Mean	Effect size[e]	Carnegie Class Mean	Effect size[e]	NSSE 2016 & 2017 Mean	Effect size[e]
	tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	1	0 hrs	2	0	78	0	242	1	1,023	0							
		2	More than zero, up to 5 hrs	296	53	8,987	46	25,073	52	117,629	46							
		3	More than 5, up to 10 hrs	156	27	5,615	29	14,242	28	76,684	29							
		4	More than 10, up to 15 hrs	52	9	2,006	10	4,709	9	28,867	11							
		5	More than 15, up to 20 hrs	38	7	1,185	6	2,799	6	16,563	6							
		6	More than 20, up to 25 hrs	14	2	861	5	1,761	3	11,883	4							
		7	More than 25 hrs	12	2	484	3	830	2	5,612	2							
			Total	570	100	19,216	100	49,656	100	258,261	100							
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																		
a. Writing clearly and effectively	pgwrite	1	Very little	42	8	1,216	7	3,379	7	13,978	6							
		2	Some	128	22	4,237	22	12,281	25	54,893	22							
		3	Quite a bit	208	36	7,365	38	19,081	38	100,280	38	3.0	3.0	-.01	2.9	.07	3.0	-.04
		4	Very much	193	34	6,399	33	15,025	30	89,371	34							
			Total	571	100	19,217	100	49,766	100	258,522	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	45	8	1,679	9	4,293	9	19,335	8							
		2	Some	141	25	4,595	24	12,849	26	60,088	24							
		3	Quite a bit	213	36	6,949	36	18,272	36	96,698	37	2.9	2.9	.01	2.8	.05	2.9	-.02
		4	Very much	172	30	6,008	31	14,312	28	82,453	31							
			Total	571	100	19,231	100	49,726	100	258,574	100							

Online Senior Assessment

(OSA)

TEXAS TECH UNIVERSITY
Office *of the* Provost
Office *of* Planning & Assessment™

Online Senior Assessment

Spring 2017 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 Texas core curriculum objectives and was meant to gather data on senior students that entered TTU under the previous core curriculum requirements.

The OSA consists of 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 sixth time during the Spring 2017 semester between April 3rd and May 1st through use of the Qualtrics online survey program. The survey invitation was sent to all TTU senior students with 90 or more credit hours, an identified 3,104 students or 32% of the senior population. As an incentive for participating in the survey, two of the participants were randomly selected to win a $500 scholarship toward tuition and fees. As part of the data vetting process, entries which were submitted within five minutes or less of starting the assessment were removed from the final data pool as this indicated students simply clicking through the assessment. Of the targeted population and after data vetting, we received an 11.79% response rate, a total sample of 366 students.

The sample consisted of 63.2% female students and 36.8% male students. This represents more female students and fewer male students than what would be expected from the TTU senior population, but the sample was representative in terms of college and ethnicity. The following charts break the participants down by gender, ethnicity, and college.

Chart 1. Sample and Population by Gender

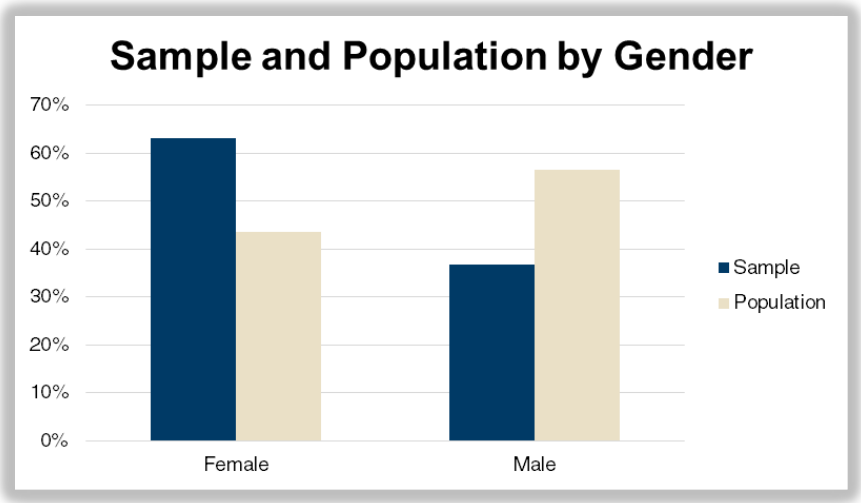


Chart 2. Sample and Population by Ethnicity

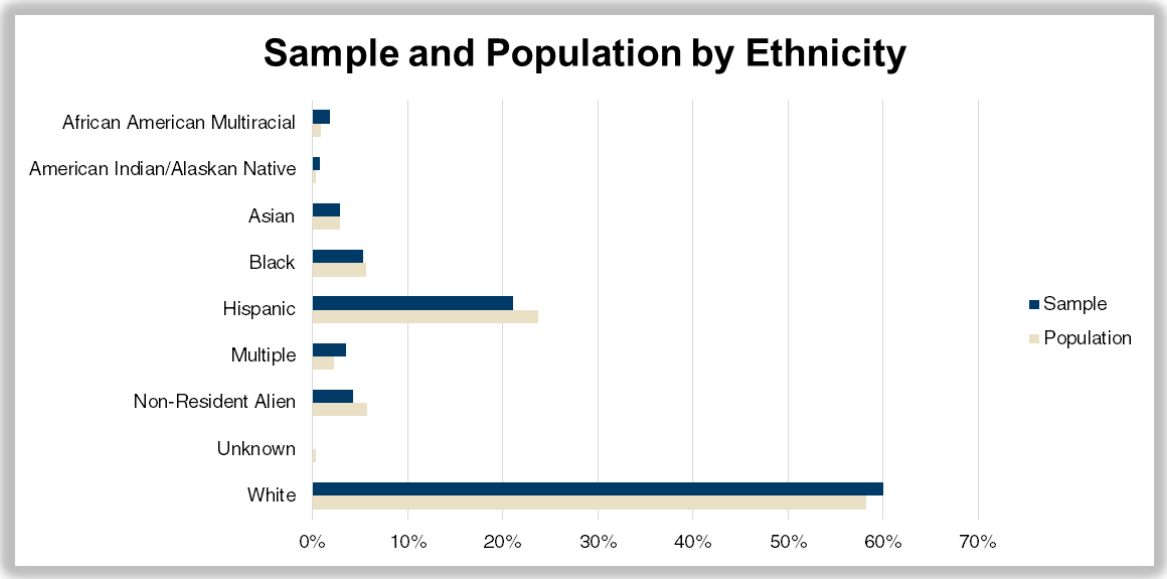
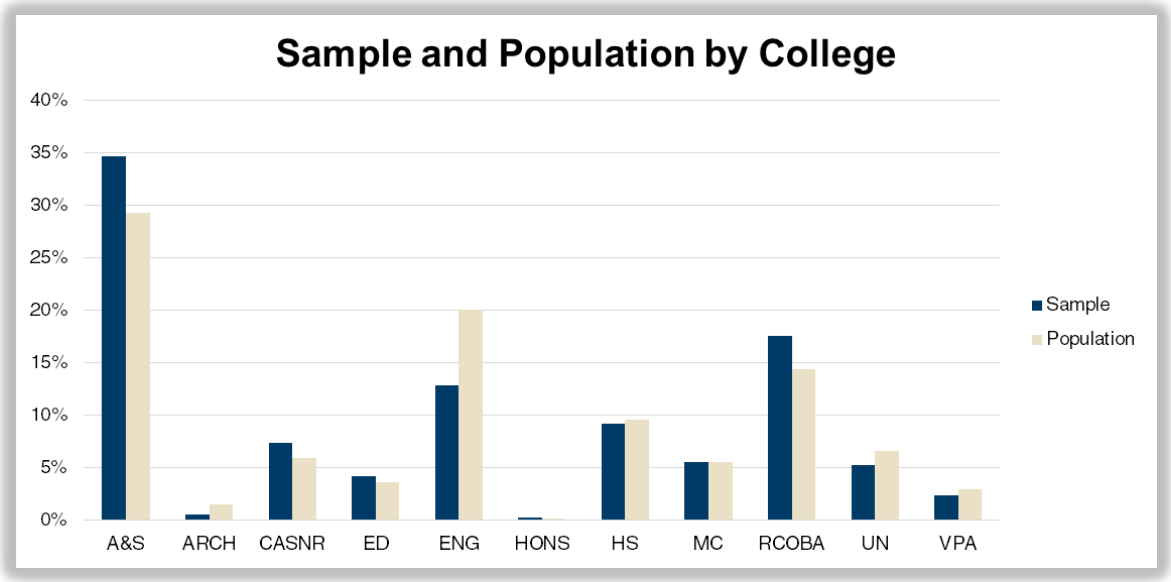
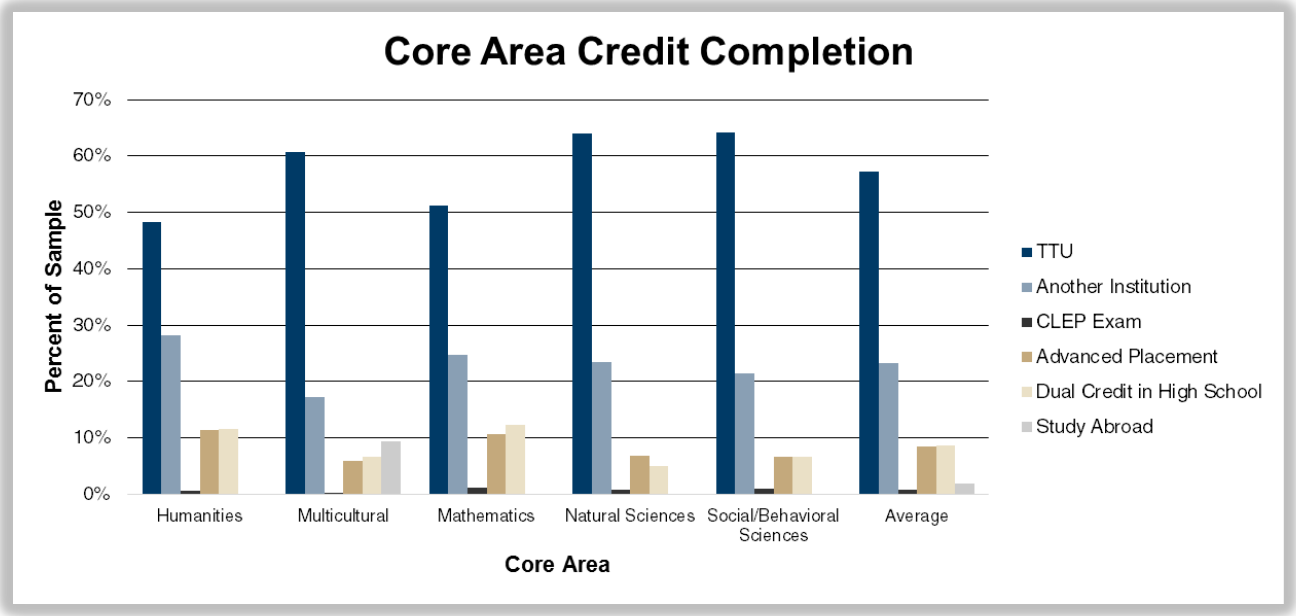


Chart 3. Sample and Population by College



Before starting each core 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. Chart 4 summarizes the responses. It is important to note that students were able to select more than one source for completing the course requirement for each core area. This data was used to sort students into categories for comparison purposes, discussed in the Results section of this report.

Chart 4. Core Area Credit Completion

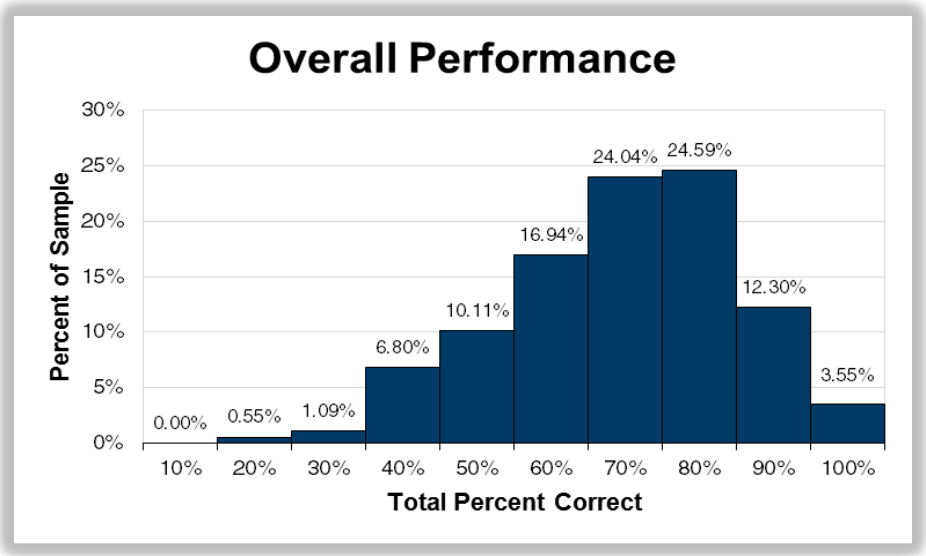


Results

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 mean score on the OSA was 63.86.

Chart 5 summarizes the overall performance of students (i.e., the percentage of correct answers) with a standard deviation of 15.25.

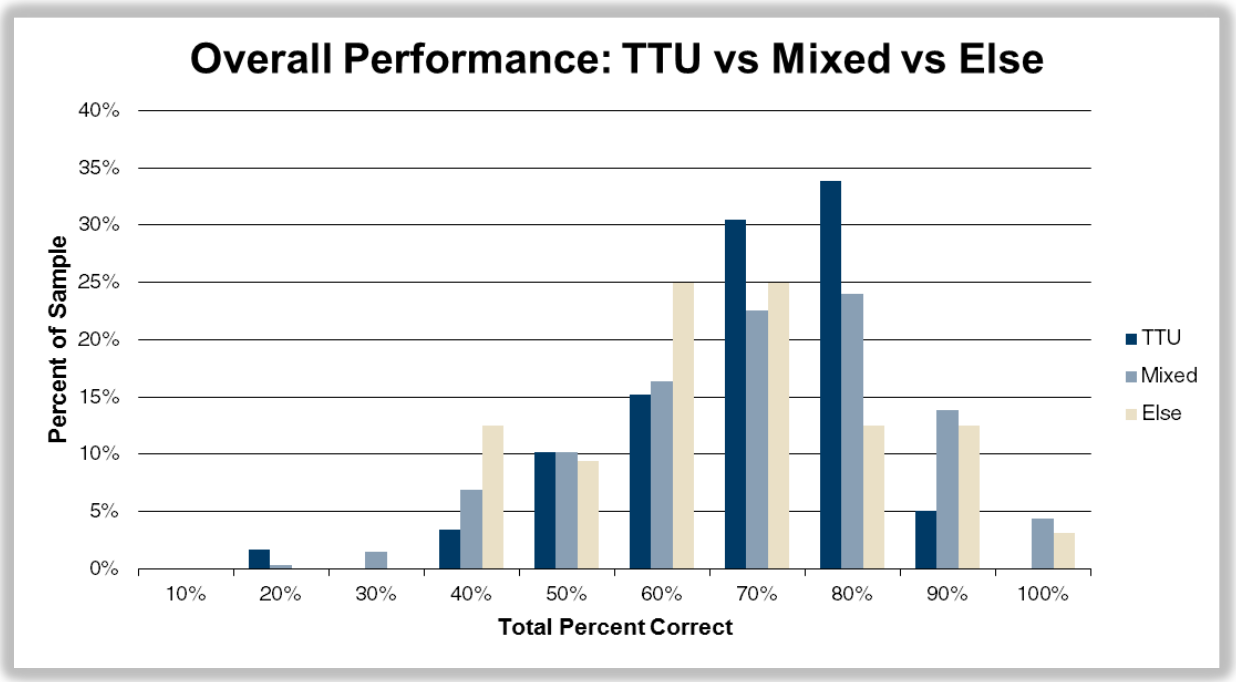
Chart 5. Overall Performance



One of the main questions the OSA can help answer is if students who took their core requirements at institutions other than Texas Tech perform similar to students who took their core requirements at Texas Tech. In this analysis, we compare students who took their core requirements 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 identified these students as "Mixed". Overall, 16.12% of students stated that they took all of their courses at Texas Tech, whereas 75.14% were in the Mixed group and 8.74% were in the Else group.

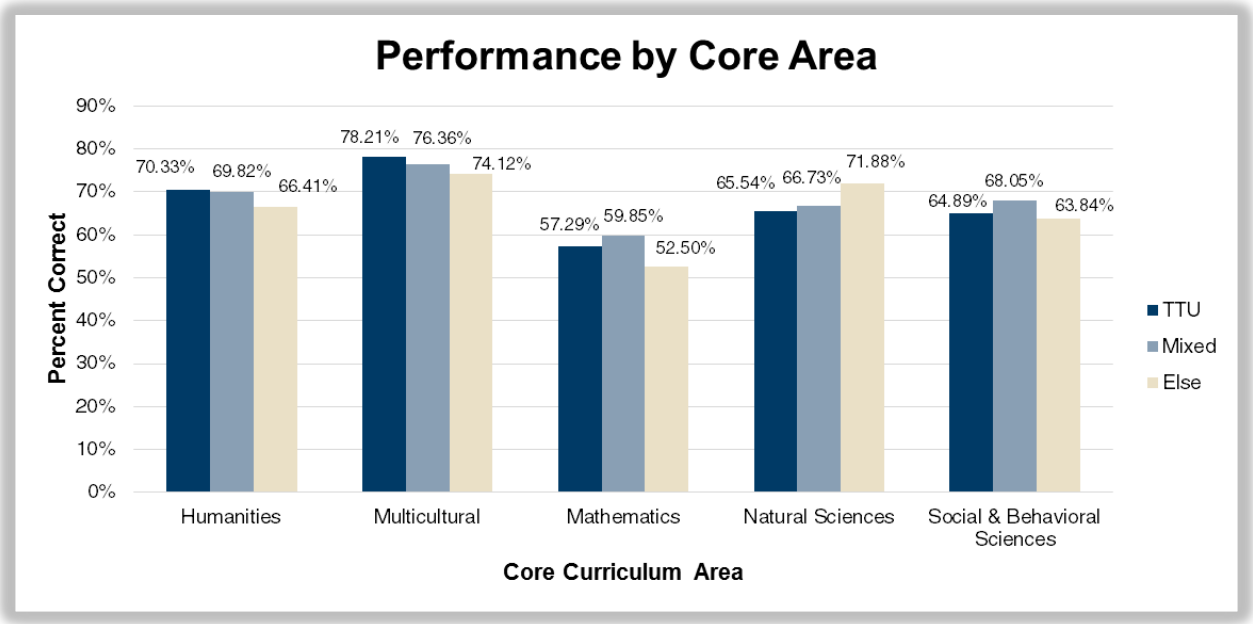
The mean score for the Else group was lowest at 62.09, whereas the TTU group scored a mean of 63.31 and the Mixed group scored a mean of 64.19. This differs from the 2016 administration in which TTU performed highest with a mean score of 63.42, the Mixed group scored a mean of 62.94, and the Else group scored a mean of 60.27.

Chart 6. Overall Performance: TTU vs Mixed vs Else



Below, Chart 7 compares the mean scores of each core curriculum area for the three groups. The lowest performing core area was Mathematics, with a mean score of 56.55, and the highest performing core area was Multicultural, with a mean score of 76.23.

Chart 7. Performance by Core Area



Conclusion

Comparing overall mean scores for students who completed their core requirements at TTU (TTU group) and scores for students who completed their core requirements somewhere else (Else group) show that on average the TTU group scored slightly higher than the Else group (63.31 for TTU vs 62.09 for Else). In comparing the mean scores for the separate core areas, the only area in which the Else group scored significantly higher than the TTU group was Natural Sciences (65.54 for TTU vs 71.88 for Else). The only core area in which the TTU and Else groups scored similarly was Social and Behavioral Sciences (64.89 for TTU vs 63.84 for Else).

In comparing this year's results to that of last year's administration, there were several changes in the final data. The overall lowest scoring core area changed from Social & Behavioral Sciences in 2016 to Mathematics in this administration, and the overall highest scoring core area changed from Humanities in 2016 to Multicultural in this administration. The mean score of the OSA increased from 62.75 in 2016 to 63.86 in 2017. Additionally, there was a 5% increase in students who took all of their core curriculum courses at TTU. However, the data also saw a 10.95% increase in the number of students categorized as Mixed. This is potentially attributed to students' ability to select more than one avenue of receiving core credit and an increasing number of students receiving credit due to Advanced Placement or Dual Credit courses in high school. One piece of information that did remain the same is the Else group continues to perform lowest on the OSA.

Moving forward, a new instrument, branded TechQuest, is currently in development to reflect the new Texas Core Curriculum. The revised core objectives are Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. TechQuest is in the process of being vetted by the Core Curriculum Steering Committee.