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# TEXAS TECH UNIVERSITY ANNUAL CORE CURRICULUM REPORT

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*Academic Year 2017-2018*



TEXAS TECH UNIVERSITY  
Office of the Provost

Office of Planning & Assessment™



TEXAS TECH UNIVERSITY, ANNUAL CORE CURRICULUM REPORT, AY  
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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 of 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 that are 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, 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) 0 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://theccb.state.tx/reports/pdf/6003.pdf?CFID=44659157&CFTOKEN=11207005>

Texas Tech University  
Core Curriculum

# CRITICAL THINKING SKILLS

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> Critical Thinking Skills (CT) are defined by the Texas Higher Education Coordinating Board as encompassing "creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information."
<b>CATEGORIES OF ASSESSMENT</b>
<i>Explanation of issues</i> -Explains an issue or problem using creative thinking, innovation, inquiry, analysis, evaluation and/or synthesis of information
<i>Evidence</i> -Selects and uses information to investigate a point of view or conclusion
<i>Student's position (perspective, thesis/hypothesis)</i> -Presents a position related to the issue or problem
<i>Conclusions and related outcomes (implications and consequences)</i> -Draws conclusions from and projects related outcomes (consequences or implications) for the issue or problem
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<i>Course Level Assessment:</i> Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with CRITICAL THINKING SKILLS: Written Communication; Mathematics; Life and Physical Science; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; (option) Oral Communication; and (option) Mathematics and Logic.
<i>Criterion:</i> 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.
<i>Results:</i> In 2017-2018, the mean student score for Critical Thinking was 3.01 with all areas from previous years reporting consistently. This includes results from 11,252 students. Results are somewhat higher from 2016-2017 (3.00). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i> Specific actions for improving scores still to be determined by the Core Curriculum Steering Committee; however, revisions to data collection have already begun. An online survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on-line survey and scores will be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<i>Portfolio Review:</i> Students voluntarily upload to their iPortfolios 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.
<i>Criterion:</i> 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.
<i>Results:</i> NA. Portfolio will not be used for general education assessment.
<i>Actions:</i>

This method will be removed for the 2018-2019 assessment plan.

**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:*

NA. The NSSE was not administered in 2017-2018.

*Actions:*

No actions needed this year.

**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.

Q10. What is the LEAST likely reason why many people today might find the story upsetting?

Q42. Which of the following is NOT a property that defines life?

*Criterion:*

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

*Results:*

The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.

*Actions:*

Update the Assessment Plan to reflect the new metrics.

# COMMUNICATION SKILLS

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> 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."
<b>CATEGORIES OF ASSESSMENT</b>
<i>Context and purpose</i> -Expresses the context or place of the work and to identify the reason for presenting it
<i>Organization</i> -Logically structures the work
<i>Content development</i> -Presents relevant information
<i>Command of delivery</i> -Communicates the work to its intended audience
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<i>Course Level Assessment:</i> 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.
<i>Criterion:</i> 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.
<i>Results:</i>
In 2017-2018, the mean student score for Communication was 3.13 with all areas from previous years reporting consistently. This includes results from 8,964 students. This is slightly higher from 2016-2017 (3.00). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i>
Specific actions for improving scores are still to be determined by the Core Curriculum Steering Committee; however, revisions to data collection have already begun. An on-line survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on-line survey and scores will be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<i>Portfolio Review:</i> Students voluntarily upload to their iPortfolios 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.
<i>Criterion:</i> 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.
<i>Results:</i>
NA. Portfolio will not be used for general education assessment.



<i>Actions:</i>
This method will be removed for the 2018-2019 assessment plan.
<b>Assessment Method (3)</b>
<p><i>NSSE:</i>  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?</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
NA. The NSSE was not administered in 2017-2018.
<i>Actions:</i>
No actions needed this year.
<b>Assessment Method (4)</b>
<p><i>OSA:</i>  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?</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.

# EMPIRICAL & QUANTITATIVE SKILLS

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> 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."
<b>CATEGORIES OF ASSESSMENT</b>
<i>Interpretation</i> -Explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
<i>Representation</i> -Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
<i>Calculation</i> -Demonstrates a logical path to a correct answer
<i>Use of Data</i> -Makes judgments and draws appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<i>Course Level Assessment:</i> 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.
<i>Criterion:</i> 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.
<i>Results:</i>
In 2017-2018, the mean student score for Empirical and Quantitative Skills was 2.85 with all areas from previous years reporting consistently. This includes results from 15,997 students. This is slightly lower from 2016-2017 (3.00). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i>
Specific actions for improving scores in still be determined by the Core Curriculum Steering Committee, however; revisions to data collection have already begun. An on line survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on line survey and be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<i>Portfolio Review:</i> Students voluntarily upload to their iPortfolios 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.
<i>Criterion:</i> 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.
<i>Results:</i>
NA. Portfolio will not be used for general education assessment.

<i>Actions:</i>
This method will be removed for the 2018-2019 assessment plan.
<b>Assessment Method (3)</b>
<i>CAAP:</i> Final results. Administered alternating years.
<i>Criterion:</i> AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
<i>Results:</i>
The CAAP was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.
<b>Assessment Method (4)</b>
<i>NSSE:</i> 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.
<i>Criterion:</i> AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
<i>Results:</i>
NA. The NSSE was not administered in 2017-2018.
<i>Actions:</i>
No actions needed this year.
<b>Assessment Method (5)</b>
<i>OSA:</i> 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. 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?
<i>Criterion:</i> AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.
<i>Results:</i>
The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.

# TEAMWORK SKILLS

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> 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."
<p><b>CATEGORIES OF ASSESSMENT</b></p> <p><i>Contributes to team meetings</i></p> <ul style="list-style-type: none"> <li>-Actively works with the group</li> </ul> <p><i>Individual contributions outside of team meetings</i></p> <ul style="list-style-type: none"> <li>-Completes assigned tasks independently</li> </ul> <p><i>Fosters constructive team climate</i></p> <ul style="list-style-type: none"> <li>-Models behaviors appropriate to productive collaboration</li> </ul> <p><i>Responds to conflict</i></p> <ul style="list-style-type: none"> <li>-Negotiates conflict</li> </ul>
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<p><i>Course Level Assessment:</i></p> <p>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.</p> <p><i>Criterion:</i></p> <p>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.</p>
<i>Results:</i>
In 2017-2018, the mean student score for Communication was 3.39 with all areas from previous years reporting consistently. This data includes results from 668 students. This data is somewhat higher from 2016-2017 (3.32). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i>
Specific actions for improving scores are still to be determined by the Core Curriculum Steering Committee; however, revisions to data collection have already begun. An on-line survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on-line survey and scores will be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<p><i>Portfolio Review:</i></p> <p>Students voluntarily upload to their iPortfolios 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.</p> <p><i>Criterion:</i></p> <p>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.</p>
<i>Results:</i>
NA. Portfolio will not be used for general education assessment.
<i>Actions:</i>
This method will be removed for the 2018-2019 Assessment Plan.

<b>Assessment Method (3)</b>
<p><i>NSSE:</i>  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.</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
NA. The NSSE was not administered in 2017-2018.
<i>Actions:</i>
No actions needed this year.
<b>Assessment Method (4)</b>
<p><i>OSA:</i>  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:</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.

# PERSONAL RESPONSIBILITY

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> 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."
<b>CATEGORIES OF ASSESSMENT</b>
<i>Ethical self-awareness</i> -Assesses own core beliefs and their origins
<i>Ethical Issue Recognition</i> -Recognizes and responds to ethical issues
<i>Application of ethical perspectives/concepts</i> -Considers multiple ethical responses to a single question
<i>Evaluation of different ethical perspectives/concepts</i> -Articulates and addresses multiple ethical perspectives in relationship to own core beliefs
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<i>Course Level Assessment:</i> 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.
<i>Criterion:</i> 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.
<i>Results:</i> In 2017-2018, the mean student score for Personal Responsibility was 3.00 with all areas from previous years reporting consistently. This includes results from 2,835 students. This is somewhat lower from 2016-2017 (3.04). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i> Specific actions for improving scores are still to be determined by the Core Curriculum Steering Committee; however, revisions to data collection have already begun. An on-line survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on-line survey and scores will be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<i>Portfolio Review:</i> Students voluntarily upload to their iPortfolios 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.
<i>Criterion:</i> 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.
<i>Results:</i> NA. Portfolio will not be used for general education assessment.
<i>Actions:</i> This method will be removed for the 2018-2019 Assessment Plan.

<b>Assessment Method (3)</b>
<p><i>NSSE:</i>  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.</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
NA. The NSSE was not administered in 2017-2018.
<i>Actions:</i>
No actions needed this year.
<b>Assessment Method (4)</b>
<p><i>OSA:</i>  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.  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 on moral development.... What is wrong with this conclusion?</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.

# SOCIAL RESPONSIBILITY

## Texas Core Curriculum

<b>General Education Objectives (Student Learning Outcomes)</b>
<i>Explanation:</i> 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."
<b>CATEGORIES OF ASSESSMENT</b>
<i>Cultural self-awareness</i> -Assesses own cultural identity
<i>Verbal and nonverbal communication</i> -Identifies multiple cultural perspectives
<i>Analysis of knowledge</i> -Connects academic knowledge to civic engagement
<i>Diversity of communities and cultures</i> -Applies multicultural perspectives to own attitudes and beliefs
<i>Outcome Status:</i> Active
<b>Assessment Method (1)</b>
<i>Course Level Assessment:</i> 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.
<i>Criterion:</i> 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.
<i>Results:</i> In 2017-2018, the mean student score for Communication was 2.82 with all areas from previous years reporting consistently. This includes results from 12,304 students. This is much lower from 2016-2017 (3.32). With three years of consistent reporting data, it is now appropriate to consider establishing new criteria which will be reflected in the new assessment plan.
<i>Actions:</i> Specific actions for improving scores are still to be determined by the Core Curriculum Steering Committee; however, revisions to data collection have already begun. An on-line survey format has been implemented for 2018-2019. Instructors of Record will be able to submit individual course assessments through the on-line survey and scores will be analyzed with greater ease and confidentiality.
<b>Assessment Method (2)</b>
<i>Portfolio Review:</i> Students voluntarily upload to their iPortfolios 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.
<i>Criterion:</i> 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.
<i>Results:</i> NA. Portfolio will not be used for general education assessment.
<i>Actions:</i> This method will be removed for the 2018-2019 Assessment Plan.



<b>Assessment Method (3)</b>
<p><i>NSSE:</i>  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.</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
NA. The NSSE was not administered in 2017-2018.
<i>Actions:</i>
No actions needed this year.
<b>Assessment Method (4)</b>
<p><i>OSA:</i>  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.  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:</p> <p><i>Criterion:</i>  AY 2014-2015 will be used to identify baseline results for future benchmarking expectations.</p>
<i>Results:</i>
The OSA was eliminated and replaced with TechQuest and the ETS Proficiency Profile. The new Assessment Plan will reflect this change with initial criteria.
<i>Actions:</i>
Update the Assessment Plan to reflect the new metrics.

# Revised Assessment Plan 2018-2019

## CRITICAL THINKING SKILLS

### *General Education Objectives (Student Learning Outcomes)*

*Explanation:* Critical Thinking Skills (CT) are defined by the Texas Higher Education Coordinating Board as encompassing "creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information."

### *Course Level Assessment:*

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with CRITICAL THINKING SKILLS: Written Communication; Mathematics; Life and Physical Science; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; (option) Oral Communication; and (option) Mathematics and Logic.

#### *Criterion:*

Students will score a 3.25 on the 4.0 scale with a standard deviation not to exceed .35.

### **NSSE:**

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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:*

4b. Freshmen- 3.2 & Seniors- 3.2

4c. Freshmen- 3.2 & Seniors- 3.2

4d. Freshmen- 3.0 & Seniors- 3.0

4e. Freshmen- 3.0 & Seniors- 3.0

### **TechQuest:**

Alternating Years. Based on results from the pilot TechQuest assessment and because Critical Thinking ranges throughout most Foundational Components Areas (FCA), instructors will be provided resources to help students articulate critical thinking development and challenge critical thinking activity.

#### *Criterion:*

1. FCAs contributing to Critical Thinking will report 0.5 mean score improvement.

2. Students will have a perceived learning score by a 0.5 mean score.

**Proficiency Profile:**

Alternating Years- Critical Thinking Component. The ETS Proficiency Profile was piloted in 2017-2018 with a low response rate. Changes to the administration will be implemented and results will be used to determine reasonable criteria.

*Criterion:*

To Be Determined

**COMMUNICATION SKILLS**

**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."

**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 Science; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; (option) Oral Communication; and (option) Mathematics and Logic.

*Criterion:*

Students will score a 3.25 on the 4.0 scale with a standard deviation not to exceed .35.

**NSSE:**

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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

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:*

1i. Freshmen- 2.2 & Seniors- 2.8

4d. Freshmen- 2.8 & Seniors- 3.0

17b. Freshmen- 2.8 & Seniors- 3.0

**TechQuest:**

Based on results from the pilot TechQuest assessment and because Critical Thinking ranges throughout most Foundational Components Areas (FCA), instructors will be provided resources to help students articulate critical thinking development and challenge critical thinking activity.

*Criterion:*

1. FCAs contributing to Communication will report 0.5 mean score improvement.
2. Students will have a perceived learning score by a 0.5 mean score.

**Proficiency Profile:**

Alternating Years- Writing Component. The ETS Proficiency Profile was piloted in 2017-2018 with a low response rate. Changes to the administration will be implemented and results will be used to determine reasonable criteria.

*Criterion:*

To Be Determined

**EMPIRICAL & QUANTITATIVE SKILLS****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."

**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 & QUANTITATIVE SKILLS: Mathematics, Life and Physical Sciences, Social and Behavioral Sciences, and (option) Mathematics and Logic.

*Criterion:*

Students will score a 3.25 on the 4.0 scale with a standard deviation not to exceed .35.

**NSSE:**

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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:*

- 6a. Freshmen- 2.6 & Seniors- 2.8
- 6b. Freshmen- 2.2 & Seniors- 2.6
- 6c. Freshmen- 2.4 & Seniors- 2.6

***TechQuest:***

Based on results from the pilot TechQuest assessment with Empirical & Quantitative Skills ranging through a limited number of Foundational Components Areas (FCA), instructors will be provided specific information regarding development with resources to help students obtain longer range learning gains for this learning outcome. Of most interest for this outcome is the discrepancy between learning gains (both perceived and actual) by foundational component area and perceived and expected learning gains by learning outcome.

*Criterion:*

1. FCAs contributing to Empirical & Quantitative will report 0.5 mean score improvement.
2. Students will have a perceived learning score by a 0.5 mean score.

***Proficiency Profile:***

Alternating Years- Math Component. The ETS Proficiency Profile was piloted in 2017-2018 with a low response rate. Changes to the administration will be implemented and results will be used to determine reasonable criteria.

*Criterion:*

To Be Determined

## **TEAMWORK SKILLS**

***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."

***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:*

Students will score a 3.75 on the 4.0 scale with a standard deviation not to exceed .35.

***NSSE:***

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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:*

- 1g. Freshmen- 2.6 & Seniors- 2.6
- 1h. Freshmen- 2.6 & Seniors- 3.0

**TechQuest:**

Based on results from the pilot TechQuest assessment with Teamwork Skills Thinking ranges throughout most Foundational Components Areas (FCA), instructors will be provided resources to help students articulate critical thinking development and challenge critical thinking activity.

*Criterion:*

- 1. FCAs contributing to Teamwork will report 0.5 mean score improvement.
- 2. Students will have a perceived learning score by a 0.5 mean score.

**SOCIAL RESPONSIBILITY SKILLS**

**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."

**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:*

Students will score a 3.5 on the 4.0 scale with a standard deviation not to exceed .35.

**NSSE:**

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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:*

- 2b. Freshmen- 2.6 & Seniors- 3.0
- 2e. Freshmen- 3.0 & Seniors- 3.2

**TechQuest:**

Based on results from the pilot TechQuest assessment with Teamwork Skills Thinking ranges throughout most Foundational Components Areas (FCA), instructors will be provided resources to help students articulate critical thinking development and challenge critical thinking activity.

*Criterion:*

1. FCAs contributing to Social Responsibility will report 0.5 mean score improvement.
2. Students will have a perceived learning score by a 0.5 mean score.

**PERSONAL RESPONSIBILITY SKILLS****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."

**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:*

Students will score a 3.5 on the 4.0 scale with a standard deviation not to exceed .35.

**NSSE:**

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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:*

- 2d. Freshmen- 2.8 & Seniors- 3.0
- 2f. Freshmen- 3.0 & Seniors- 3.2

**TechQuest:**

Based on results from the pilot TechQuest assessment with Personal Responsibility Skills Thinking ranges throughout most Foundational Components Areas (FCA), instructors will be provided resources to help students articulate critical thinking development and challenge critical thinking activity.

*Criterion:*

1. FCAs contributing to Social Responsibility will report 0.5 mean score improvement.
2. Students will have a perceived learning score by a 0.5 mean score.

## **MULTICULTURAL SKILLS**

### ***Graduation Objectives***

*Explanation:* Students graduating from Texas Tech University should be able to demonstrate knowledge and awareness of the intersection of subcultures in relation to hegemonic culture, critically considering the construction and reinforcement of categories of difference such as ethnicity, race, gender, class, political systems, sexuality, religions/spiritualities, or human geography.

### ***Course Level Assessment:***

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC).

*Criterion:*

Students will score a 3.5 on the 4.0 scale with a standard deviation not to exceed .35.

### ***NSSE:***

Selected questions administered alternating years. Based on bi-annual report, IORs will be provided recommendations for improving student engagement in and out of class.

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

2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.

2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective.

*Criterion:*

2c. To Be Determined

2e. To Be Determined

### ***TechQuest:***

Questions will be developed to incorporate into the instrument to capture relevant student learning gains that align with Multicultural objectives.

*Criterion:*

1. To Be Determined



## Course Level Data

Core Curriculum Data, Fall 2017

OVERALL, BY FOUNDATIONAL COMPONENT AREA											
Foundational Component Area	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
AMERICAN HISTORY	1,2,5,6	1,345	39.76%	1230	36.33%	638	12.96%	347	10.96%	3.05	3,560
COMMUNICATION	1,2	323	21.90%	615	42.27%	383	26.44%	135	9.39%	2.77	1,456
CREATIVE ARTS	1,2,4,5	2,876	56.46%	1616	28.11%	472	9.27%	432	6.16%	3.35	5,396
LANGUAGE, PHILOSOPHY, & CULTURE	1,2,5,6	1,067	42.84%	708	38.81%	294	12.26%	169	6.09%	3.18	2,238
LIFE & PHYSICAL SCIENCES	1,2,3,4	4,275	44.03%	3,004	27.86%	1,705	15.97%	1,412	12.14%	3.04	10,396
MATHEMATICS	1,2,3	4,651	40.23%	2,348	20.28%	2,661	20.37%	2,645	19.12%	2.82	12,305
SOCIAL & BEHAVIORAL SCIENCES	1,2,3,6	1,436	42.64%	641	27.35%	422	17.75%	336	12.26%	3.00	2,835
GOVERNMENT/POLITICAL SCIENCE	1,2,5,6	788	18.41%	1304	29.03%	1547	37.40%	607	15.16%	2.51	4,246
<b>TOTAL &amp; MEAN</b>		<b>16,761</b>	<b>38.29%</b>	<b>11,466</b>	<b>31.25%</b>	<b>8,122</b>	<b>19.05%</b>	<b>6,083</b>	<b>11.41%</b>	<b>2.96</b>	<b>42,432</b>

- 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		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	545	38%	467	32%	277	19%	153	11%	2.97	1,442
Communication	2	541	36%	538	36%	284	19%	152	10%	2.97	1,515
Social Responsibility	5	183	46%	118	35%	45	36%	19	39%	3.17	365
Personal Responsibility	6	76	32%	107	45%	32	13%	23	10%	2.99	238
<b>TOTAL &amp; MEAN</b>		<b>545</b>	<b>38%</b>	<b>1,230</b>	<b>37%</b>	<b>638</b>	<b>22%</b>	<b>347</b>	<b>17%</b>	<b>3.03</b>	<b>3,560</b>

COMMUNICATION	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	125	20%	269	43%	174	27%	65	10%	2.72	633
Communication	2	198	24%	346	42%	209	25%	70	9%	2.82	823
<b>TOTAL &amp; MEAN</b>		<b>323</b>	<b>22%</b>	<b>615</b>	<b>42%</b>	<b>383</b>	<b>26%</b>	<b>135</b>	<b>9%</b>	<b>2.77</b>	<b>1,456</b>

CREATIVE ARTS	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	402	47%	245	31%	102	14%	56	7%	3.18	805
Communication	2	1,641	65%	875	24%	181	6%	265	5%	3.50	2,962
Teamwork	4	181	54%	103	34%	32	10%	11	3%	3.38	327
Social Responsibility	5	632	48%	393	31%	158	13%	100	8%	3.18	1,283
<b>TOTAL &amp; MEAN</b>		<b>2,856</b>	<b>54%</b>	<b>1,616</b>	<b>30%</b>	<b>473</b>	<b>11%</b>	<b>432</b>	<b>6%</b>	<b>3.31</b>	<b>5,377</b>

GOVERNMENT/POLITICAL SCIENCE	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	161	16%	366	36%	332	33%	147	15%	2.54	1,006
Communication	2	177	14%	534	42%	432	34%	139	11%	2.58	1,282
Social Responsibility	5	313	24%	418	33%	408	32%	143	11%	2.70	1,282
Personal Responsibility	6	137	14%	316	31%	375	37%	178	18%	2.41	1,006
<b>TOTAL &amp; MEAN</b>		<b>788</b>	<b>17%</b>	<b>1,634</b>	<b>36%</b>	<b>1,547</b>	<b>34%</b>	<b>607</b>	<b>14%</b>	<b>2.56</b>	<b>4,576</b>

LANGUAGE, PHILOSOPHY, and CULTURE	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	245	38%	242	40%	73	13%	51	9%	3.07	611
Communication	2	192	36%	203	39%	105	18%	35	7%	3.04	535
Social Responsibility	5	118	48%	86	38%	22	9%	13	5%	3.29	239
Personal Responsibility	6	512	60%	177	21%	94	11%	70	8%	3.33	853

<b>TOTAL &amp; MEAN</b>		1,067	46%	708	34%	294	13%	169	7%	3.18	2,238
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LIFE AND PHYSICAL SCIENCES	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	1,294	40%	1,035	28%	763	19%	577	14%	2.94	3,669
Communication	2	79	28%	123	44%	43	15%	34	12%	2.89	279
Empirical & Quantitative	3	2,668	41%	1,771	29%	863	16%	790	14%	2.97	6,092
Teamwork	4	238	61%	75	23%	36	12%	12	5%	3.40	361
<b>TOTAL &amp; MEAN</b>		4,279	43%	3,004	31%	1,705	15%	1,413	11%	3.05	10,401

MATHEMATICS	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	828	46%	312	21%	293	19%	267	14%	2.98	1,700
Communication	2	461	35%	176	21%	176	21%	229	23%	2.69	1,042
Empirical & Quantitative	3	3,362	38%	1,860	19%	2,192	22%	2,149	21%	2.74	9,563
<b>TOTAL &amp; MEAN</b>		4,651	40%	2,348	20%	2,661	20%	2,645	19%	2.80	12,305

SOCIAL & BEHAVIORAL SCIENCES	Core Objectives	Students Rating 4		Students Rating 3		Students Rating 2		Students Rating 1		Mean Student Rating	Total # of Students
		#	%	#	%	#	%	#	%		
Critical Thinking	1	887	46%	230	25%	116	14%	153	15%	3.01	1,386
Communication	2	26	5%	208	40%	201	38%	91	17%	2.32	526
Social Responsibility	5	215	63%	78	23%	20	6%	29	8%	3.40	342
Personal Responsibility	6	308	43%	125	28%	85	19%	63	10%	3.04	581
<b>TOTAL &amp; MEAN</b>		1,436	39%	641	29%	422	19%	336	13%	2.94	2,835



TEXAS TECH UNIVERSITY  
Office of the Provost

Office of Planning & Assessment

# TECHQUEST

## SUMMARY REPORT

### FALL 2017 – SPRING 2018

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#### INTRODUCTION

TechQuest is an assessment instrument locally developed by the Provost's Office, Core Curriculum Steering Committee, and the Office of Planning and Assessment (OPA) at Texas Tech University (TTU). TechQuest is designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements between a student's first year in and completion of college. TechQuest is an adaptation of the Online Senior Assessment (OSA) which addressed areas under the Texas Core Curriculum that was effective prior to the fall 2014 academic term. The FCAs under the current Texas Core Curriculum are:

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy, and Culture
- Creative Arts
- American History
- Government/Political Sciences
- Social and Behavioral Sciences

TechQuest consists of 47 total questions. In addition to demographic questions, there are 5 questions in each of the 8 Foundational Component Areas. Of those questions, one addresses a student's perceived competency in that area and the remaining four questions are content-based. Finally, six questions ask participants questions related to student learning outcomes. These questions differ from the pre-test to the post-test. In the pre-test participants are asked about what they expect to learn from their experience at Tech while in the post-test participants are asked if they felt that they did learn in each of the learning outcome areas.

When creating the new instrument, OPA staff recycled any relevant questions from the OSA and updated the content to better relate to today's students. OPA also contacted department chairs in the current core areas for assistance in creating appropriate questions on information that is currently being taught at TTU. The goal was to create questions that first year students would not necessarily know upon entrance to TTU but would be able to answer upon graduation and after being exposed to core material.

## ADMINISTRATION

TechQuest is administered as a pre-test and post-test. The TechQuest pre-test was launched during the Fall 2017 semester via Qualtrics on October 11, 2017 and remained open through October 31, 2017. For the pre-test, only first-year students were invited to participate. The post-test was administered to senior students with 90 or more credit hours in the Spring 2018 semester and was open April 9 through April 30, 2018. TTU Institutional Research provided OPA with a list of eligible students, a total of 5,884 first-year students and 3,442 senior students.

OPA sent students a Qualtrics email invitation to participate in the assessment followed by periodic reminders throughout the testing periods. As an incentive for participating in the survey, one first-year participant was randomly selected to win a \$500 scholarship and two senior participants were randomly selected to win a \$500 award. As part of the data vetting process, entries that were submitted within seven minutes or less of starting the assessment were removed from the final data pool as this indicated students simply clicked through the assessment.

## DESCRIPTIVE STATISTICS

After data vetting, there was an 11.24% first-year student response rate, a total sample of 661 students, and a 4.97% senior student response rate, a total sample of 170 students. The first-year sample consisted of 61% female students and 39% male students. The senior sample consisted of 69% female students and 31% male students. These numbers represent a slightly larger number of female students and fewer male students than would be expected from the population sizes, but the samples were representative in terms of college and ethnicity. The low response rate for seniors does negatively impact validity. This is possibly related to recruiting strategies and will be addressed with the next administration.

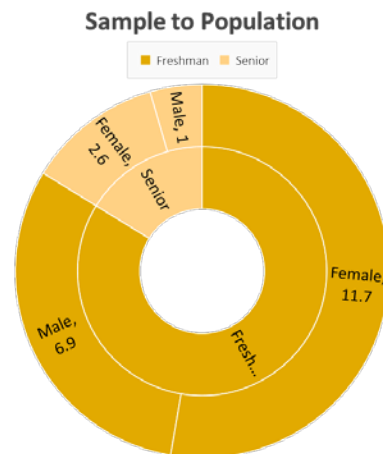


Chart 1

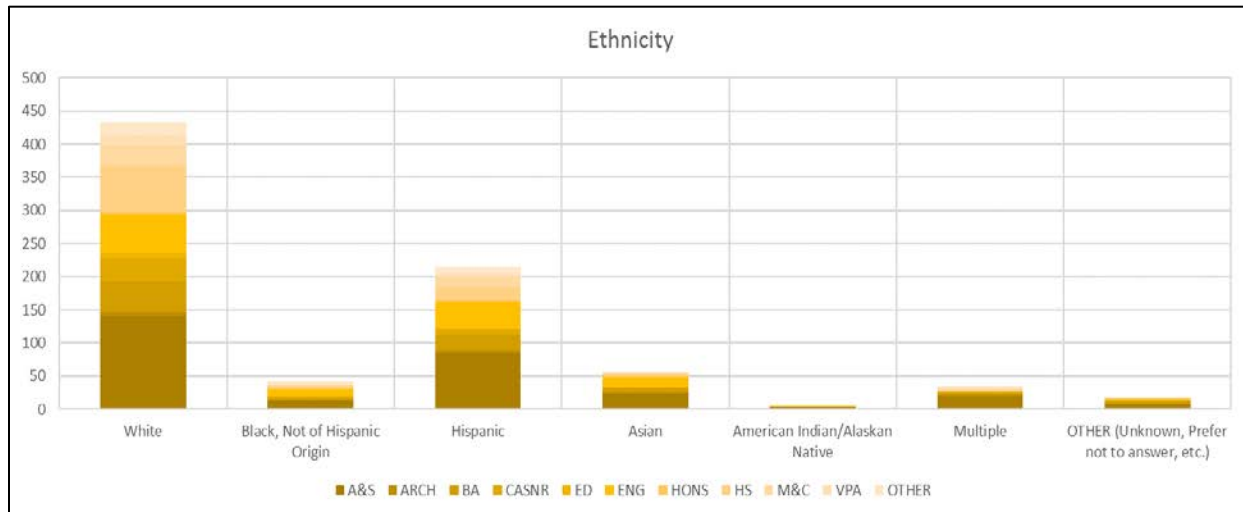


Chart 2

## ANALYSIS

### Direct Learning

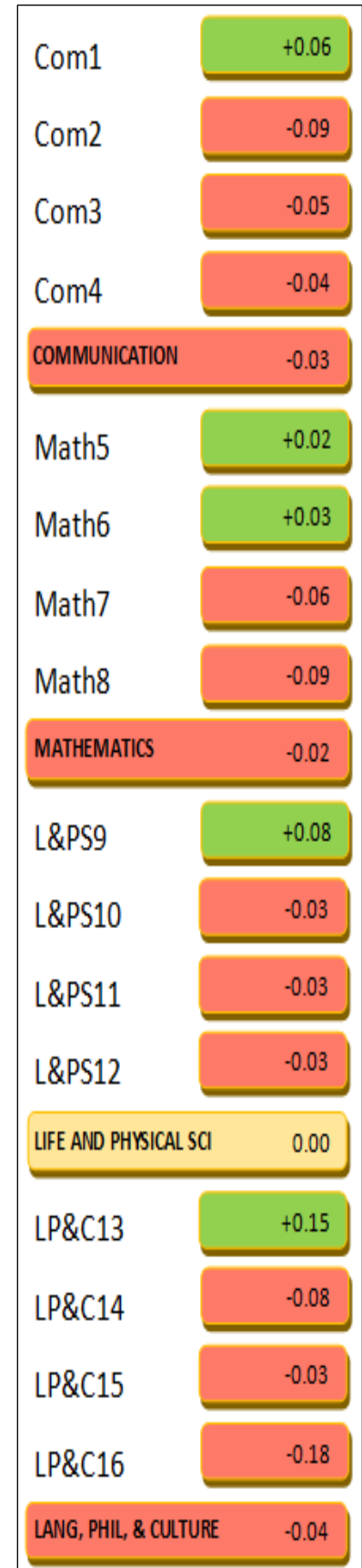
The 2017-2018 administration of TechQuest was the first year of the assessment and will be used as both a pilot and to develop baseline expectations. Pre-test results will always reflect incoming student knowledge and learning expectations. Post-test scores will eventually indicate learning gains for students that have been exposed to the current Core Curriculum. The 2017-2018 administration, however, evaluates students who have not been exposed to the Core Curriculum and is therefore not reflective of the effectiveness of the current general education curriculum. Despite the context, the analysis shows negative learning gains for all but two FCAs.



Chart 3

There are multiple possible explanations for why the scores decreased or had marginal gains. For example, the specific content had not been addressed under the previous Core Curriculum, the low response rate in the post-test invalidates the responses, or the learning was not retained. However, since this administration acted as a pilot is being used for establishing baseline data, the results allow for measuring meaningful gains over time.

An analysis of pre-test and post-test scores for each question indicates that there is little variability among the questions' value-added results. This could indicate that the instrument was well-developed. However, of the 32 questions that measure knowledge, there was significant variation in participant response. This analysis could prove to be most valuable for revisions and future administrations of the instrument. By looking at the distance from the mean by standard deviation, the analysis can show which questions are too easy or too difficult. For example, if a high number of first-year students answered a specific question correctly, it should be considered for revision. Likewise, if too many seniors answered the question incorrectly, it too should be considered for revision. Using shades of



red to mark standard deviations, Charts 4 and 5 demonstrate which questions should be reviewed.

### First-year Scores

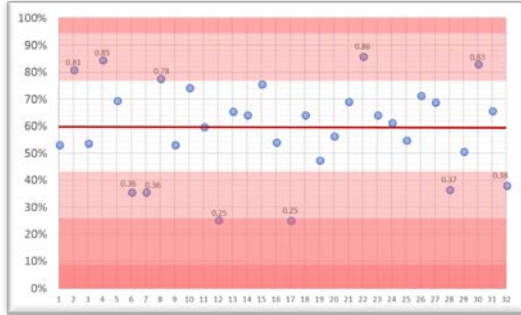


Chart 4

### Senior Scores

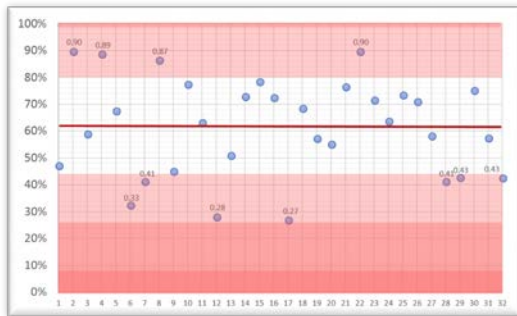


Chart 5

### Questions that are possibly too easy:

- *The (thesis statement) concisely identifies the central idea of a speech and serves to connect all the parts of the speech in a single declarative sentence.*
- *Which of the following rhetorical elements are primary considerations when communicating in writing? (Audience, purpose, genre)*
- *In what year did the Civil War Begin? (1861)*
- *Which of the following statements about racial privilege is TRUE? (privilege means that some people have fewer barriers to success than other)*

### Questions that are possibly too difficult:

- *According to the Cable News Network, the number of hover boards that caught fire in 2015 was 84% larger as compared to 2017. The number of hover boards that caught fire was in 2015 \_\_\_\_\_ that of 2017. (almost doubled)*
- *To determine voter attitudes, a political candidate hires a market research team. The market research team calls 100 randomly selected households in the candidate's district, and asks them, "Would you be willing to pay a little more each year so that the government can help poor, starving, abused children?" The vast majority of those called 95% said "yes". Based on these results, the political candidate reported in her next speech that "95% of my*

CA17	-0.02
CA18	-0.04
CA19	-0.10
CA20	+0.01
CREATIVE ARTS	-0.04
AH21	-0.07
AH22	-0.04
AH23	-0.07
AH24	-0.02
AMERICAN HISTORY	-0.05
G&PS25	-0.18
G&PS26	0.00
G&PS27	+0.11
G&PS28	-0.05
GOV & POL SCIENCE	-0.03
S&BS29	+0.08
S&BS30	+0.08
S&BS31	+0.08
S&BS32	-0.04
SOCIAL AND BEHAVIORAL SCI	+0.05

*constituents are in favor of raising taxes to support social services." What is wrong with this? (the question itself was biased)*

- *The 'linguistic turn' is associated with which perspective? (postmodern)*

*Indirect Learning*

In addition to participants being asked about their knowledge in specific general education requirements, participants were asked a series of questions to measure expected and perceived learning gains. These indirect questions were broken into two separate areas. Expected and perceived learning for each of the Foundational Component Areas and then expected and perceived learning for each of the student learning outcomes. The results of this aspect of the data were most interesting, especially when considering the overall negative learning gains from knowledge-based questions. Expected/ perceived learning for each of the FCAs were asked at the beginning of the knowledge-based questions. The results indicate that, for the most part, students' perceived learning was higher than their expected learning. This is a positive indication that while students have a high expectation for general educational learning gains, they feel that they received more than what they expected. However, this data is inconsistent with the results of the direct measures of learning which show negative learning gains.

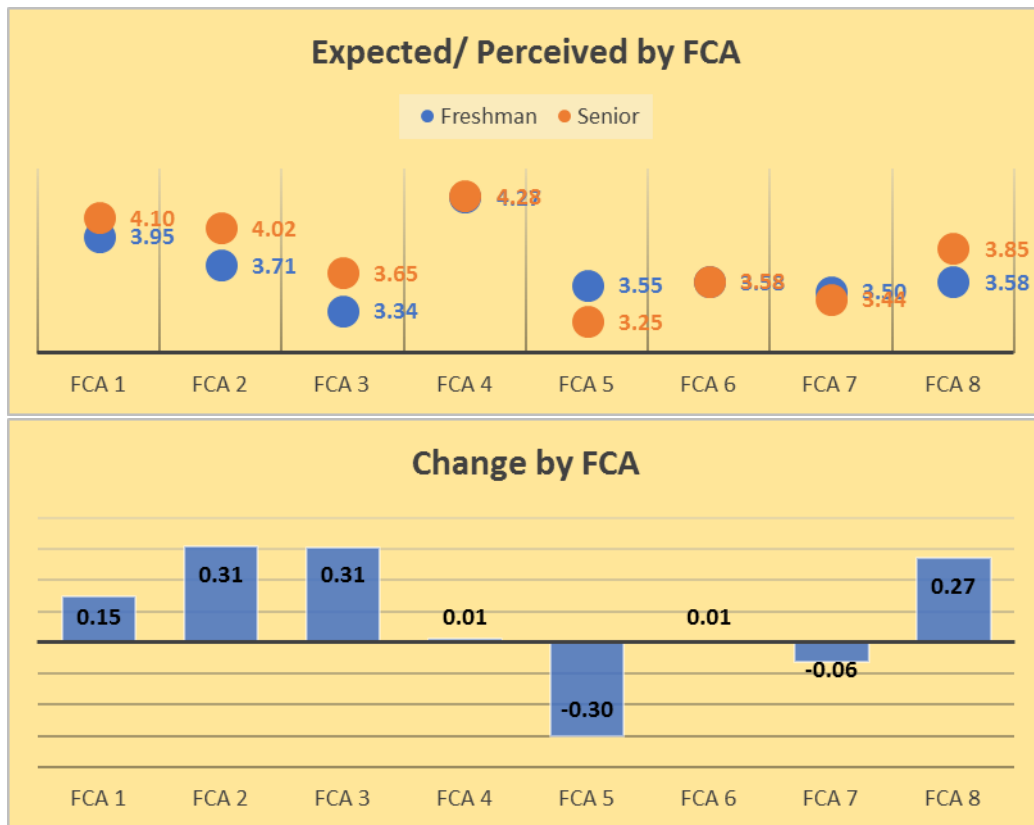


Chart 6

Furthermore, when participants were asked questions regarding expecting general educational learning gains for the THECB's student learning outcomes the results indicate that students perceived learning for these areas was significantly less than reported in the expected learning results. The most notable of these results is that first-year students expected that their least confident area for learning is with ability to solve



problems and that their most significant perceived learning relative expectations were with quantitative skills.



Chart 7

## CONCLUSION

In its first year, TechQuest has shown to be a valuable tool for measuring student learning. However, it is how the data will be used that will determine its long-term worth. The Core Curriculum Steering Committee should carefully review the data to make improvements to the instrument, identify areas for advancing curricular goals, and discuss benchmarks for learning. The results from this assessment should not be considered the authoritative source of student learning as there are a couple of crucial limitations that were discussed. However, based on the data available the Core Curriculum Steering Committee could identify areas of strength and weakness in student learning as well as opportunities to make an impact on student learning.

For more information about the results from this assessment please contact the Office of Planning and Assessment at 806-742-1505.