



**TEXAS TECH UNIVERSITY
ANNUAL CORE CURRICULUM
REPORT**

2019-

2020

ACADEMIC

YEAR



TEXAS TECH UNIVERSITY

Office of Planning & Assessment™

**ADMINISTRATION BUILDING
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TEXAS HIGHER EDUCATION COORDINATING BOARD

TEXAS CORE CURRICULUM

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 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 objective 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.tamusa.edu/provost/sacscoc/core-curriculum-assessment.html>

TEXAS TECH UNIVERSITY CORE CURRICULUM

CRITICAL THINKING SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Explanation of issues

- Explains an issue or problem using creative thinking, innovation, inquiry, analysis, evaluation and/or synthesis of information

Evidence

- Selects and uses information to investigate a point of view or conclusion

Student’s position (perspective, thesis/hypothesis)

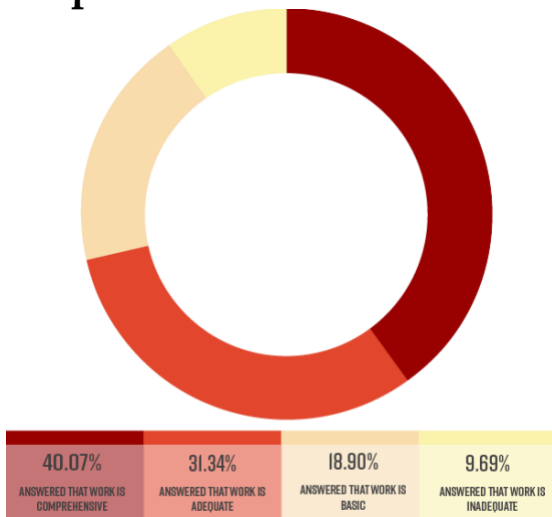
- Presents a position related to the issue or problem

Conclusions and related outcomes (implications and consequences)

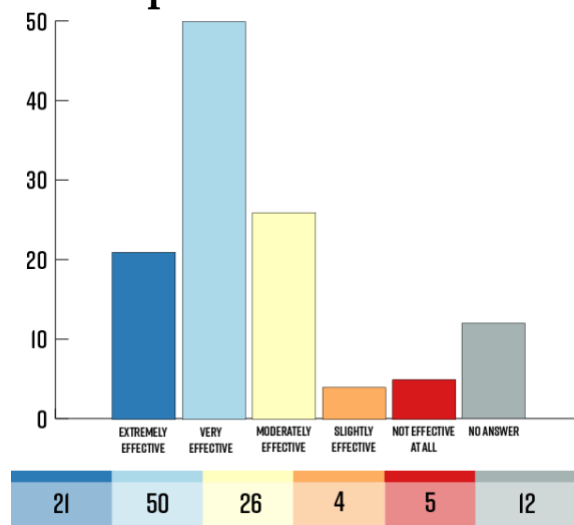
- Draws conclusions from and projects related outcomes (consequences or implications) for the issue or problem

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

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

CRITERION:

72% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 71.41%. This includes results from 10,949 students. This is slightly lower than 2018-2019 (72.98%).

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

- 4b. First-years - 3.2 & Seniors - 3.2
- 4c. First-years - 3.2 & Seniors - 3.2
- 4d. First-years - 3.0 & Seniors - 3.0
- 4e. First-years - 3.0 & Seniors - 3.0

Results:

NSSE is administered bi-annually and was not administered during the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Critical Thinking will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Critical Thinking FCAs:

Communication: -.07

Mathematics: -.22

Life and Physical Sciences: +.12
Language, Philosophy, and Culture: +.11
Creative Arts: +.23

American History: -.08
Government/Political Sciences: +.21
Social and Behavioral Sciences: +.2

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2020-2021 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year. TTU will identify criterion based on the data collected from the 2020-2021 administration.

COMMUNICATION SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

Explanation: Communication Skills (COM) are defined by the Texas Higher Education Coordinating Board as encompassing “effective development, interpretation, and expression of ideas through written, oral, and visual communication.”

CATEGORIES OF ASSESSMENT:

Context and purpose

- Expresses the context or place of the work and to identify the reason for presenting it

Organization

- Logically structures the work

Content development

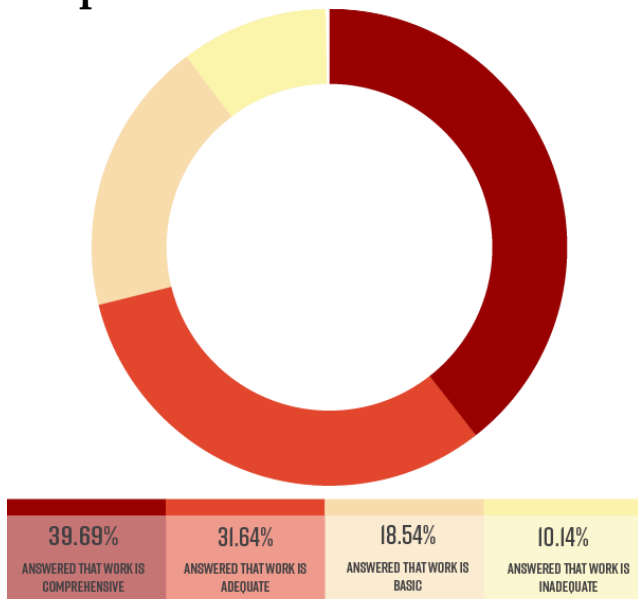
- Presents relevant information

Command of delivery

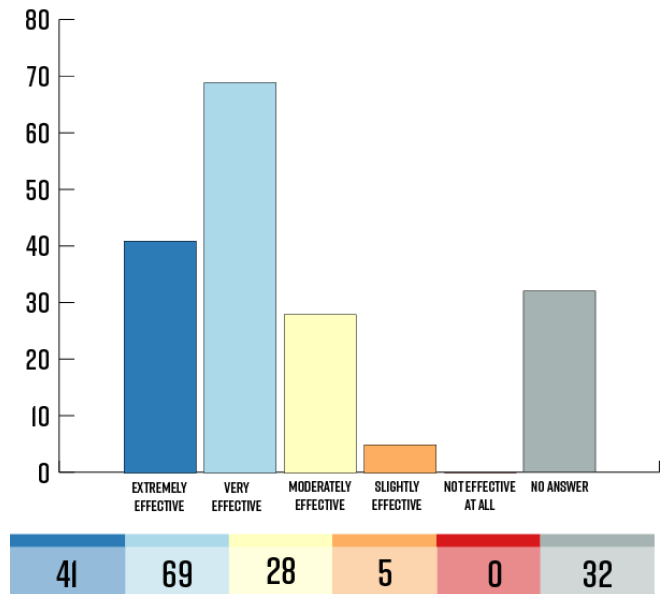
- Communicates the work to its intended audience

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

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: Communication; Mathematics; Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; and Social and Behavioral Sciences.

CRITERION:

73% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 71.33%. This is slightly lower than 2018-2019 (75.78%). This includes results from 11,399 students. The student count is significantly higher than previous reporting years as this number reflects students who are enrolled in more than one Core Curriculum course.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

- 1i. First-years - 22 & Seniors - 28
- 4d. First-years - 28 & Seniors - 3.0
- 17b. First-years - 28 & Seniors - 30

Results:

NSSE is administered bi-annually and was not administered during the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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 and completion of college. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Communication will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Communication FCAs:

Communication: -.07

Mathematics: -.22

American History: -.08

Life and Physical Sciences: +.12

Government/Political Sciences: +.21

Language, Philosophy, and Culture: +.11

Social and Behavioral Sciences: +.2

Creative Arts: +.23

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2020-2021 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year TTU will identify criterion based on the data collected from the 2020-2021 administration.

EMPIRICAL & QUANTITATIVE SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

Explanation: Empirical and Quantitative Skills (EQS) are defined by the Texas Higher Education Coordinating Board as encompassing “manipulation and analysis of numerical data or observable facts resulting in informed conclusions.”

CATEGORIES OF ASSESSMENT:

Interpretation

- Explains information presented in mathematical forms (e.g, equations, graphs, diagrams, tables, words)

Representation

- Converts relevant information into various mathematical forms (e.g, equations, graphs, diagrams, tables, words)

Calculation

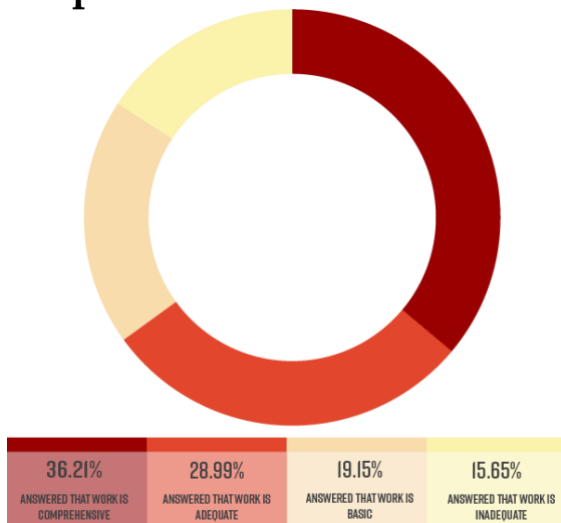
- Demonstrates a logical path to a correct answer

Use of Data

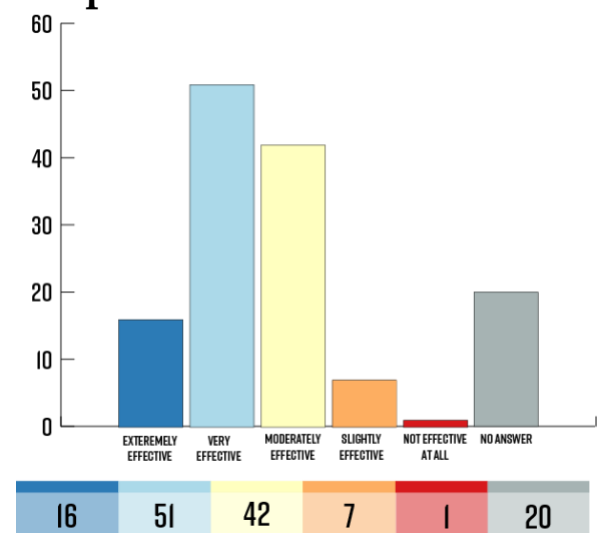
- Makes judgments and draws appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

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; and Social and Behavioral Sciences.

CRITERION:

65% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 65.20%. This is slightly lower from 2018-2019 (65.40%). This includes results from 11,495 students.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

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

Results:

NSSE is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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 and completion of college. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Empirical and Quantitative will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Empirical and Quantitative FCAs:

Mathematics: -.22

Life and Physical Sciences: +.12

Social and Behavioral Sciences: +.27

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2020-2021 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year TTU will identify criterion based on the data collected from the 2020-2021 administration.

TEAMWORK SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

Explanation: Teamwork Skills (TW) are defined by the Texas Higher Education Coordinating Board as encompassing the “ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”

CATEGORIES OF ASSESSMENT:

Contributes to team meetings

- Actively works with the group

Individual contributions outside of team meetings

- Completes assigned tasks independently

Fosters constructive team climate

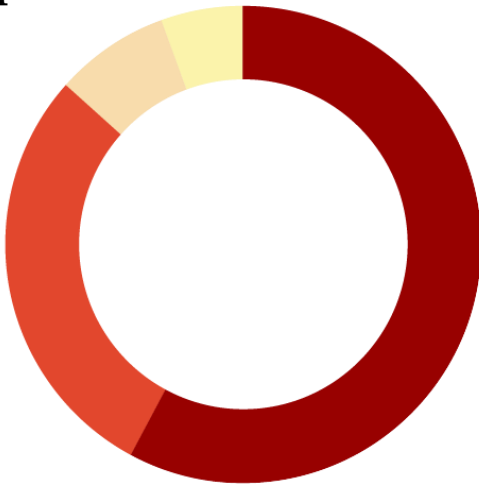
- Models behaviors appropriate to productive collaboration

Responds to conflict

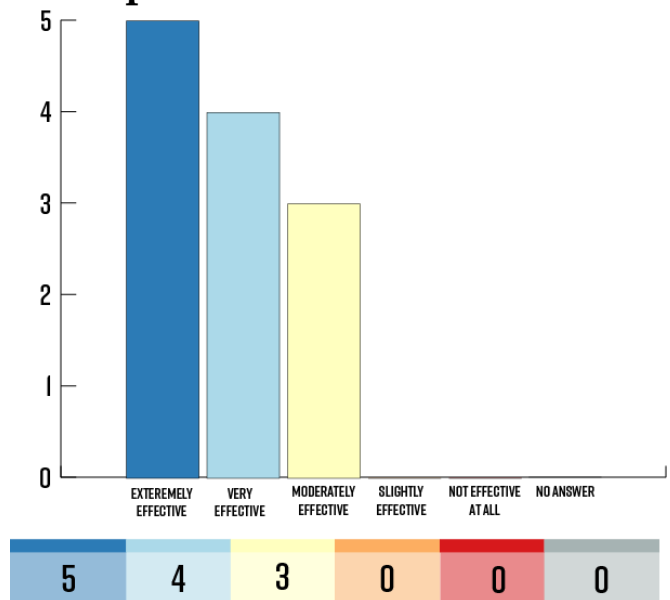
- Negotiates conflict

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

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:

87% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 86.83%. This is slightly lower than 2018-2019 (87.01%). This includes results from 498 students.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

- 1g. First-years - 2.6 & Seniors - 2.6
- 1h. First-years - 2.6 & Seniors - 3.0

Results:

NSSE is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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 and completion of college. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Teamwork will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Teamwork FCAs

Life and Physical Sciences: +.12

Creative Arts: +.23

Language, Philosophy, and Culture: +.11

Government/Political Sciences: +.21

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2021-2022 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year TTU will identify criterion based on the data collected from the 2020-2021 administration.

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

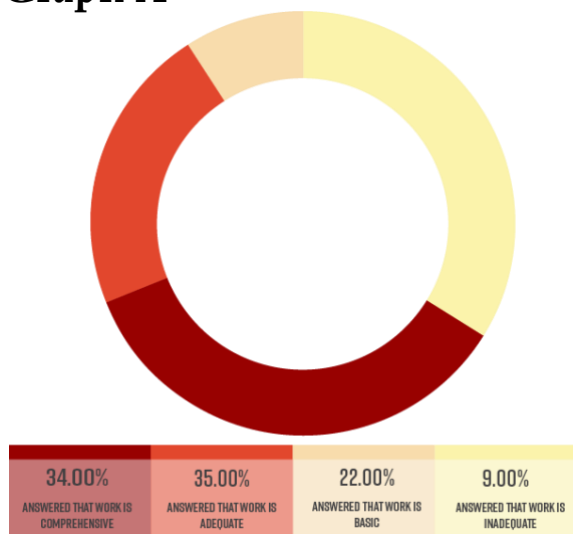
- Considers multiple ethical responses to a single question

Evaluation of different ethical perspectives/concepts

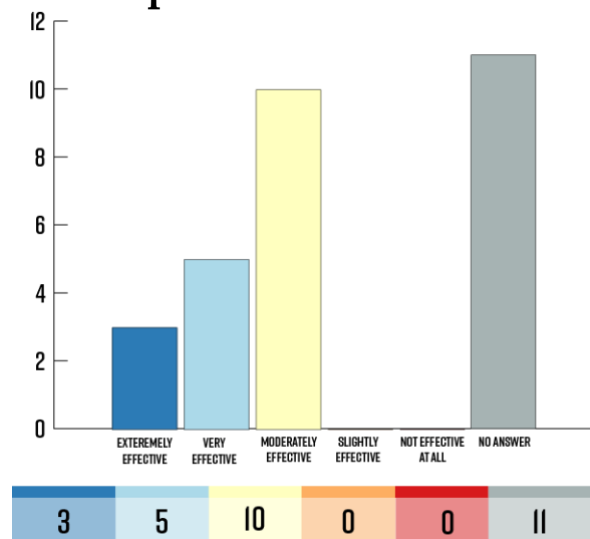
- Articulates and addresses multiple ethical perspectives in relationship to own core beliefs

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

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: Communication; Language, Philosophy, and Culture; Creative Arts; American History; and Government/Political Science.

CRITERION:

74% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 69.24%. This is slightly lower from 2018-2019 (78.36%). This includes results from 3,525 students.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

- 2d. First-years - 28 & Seniors - 30
- 2f. First-years - 30 & Seniors - 32

Results:

NSSE is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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 and completion of college. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Personal Responsibility will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Personal Responsibility FCAs:

Communication: -.07

Creative Arts: +.23

Language, Philosophy, and Culture: +.11

American History: -.08

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2021-2022 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year TTU will identify criterion based on the data collected from the 2020-2021 administration.

SOCIAL RESPONSIBILITY

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

Explanation: Social Responsibility (SR) is defined by the Texas Higher Education Coordinating Board as encompassing “intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.”

CATEGORIES OF ASSESSMENT:

Cultural self-awareness

- Assesses own cultural identity

Verbal and nonverbal communication

- Identifies multiple cultural perspectives

Analysis of knowledge

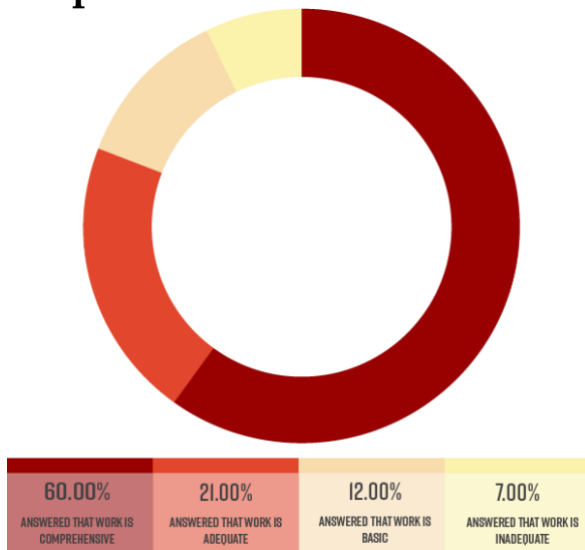
- Connects academic knowledge to civic engagement

Diversity of communities and cultures

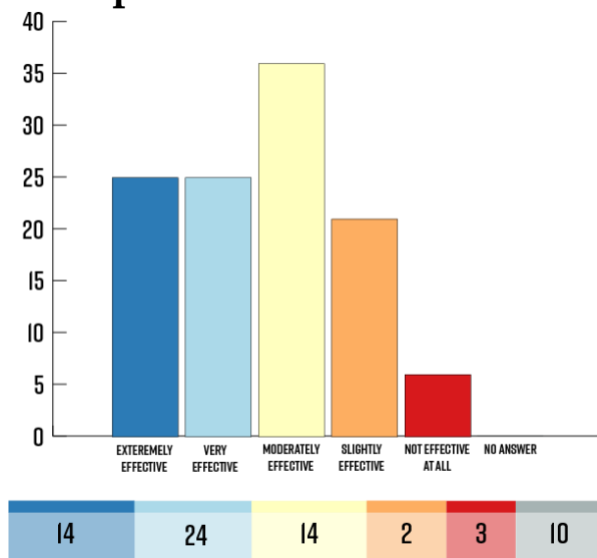
- Applies multicultural perspectives to own attitudes and beliefs

Summary Data

Graph A



Graph B



- This graph represents the quality of work analyzed.
- This graph represents the effectiveness of assignment/activity for measuring learning outcomes.

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: Communication, Creative Arts, American History, and Government/Political Science.

CRITERION:

76% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was 81.11%. This is lower from 2018-2019 (70.90%). This includes results from 6,932 students.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is 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:

2b. First-years - 2.6 & Seniors - 3.0

2e. First-years - 3.0 & Seniors - 3.2

Results:

NSSE is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument 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 and completion of college. TechQuest is administered alternating years.

CRITERION:

FCAs contributing to Social Responsibility will demonstrate a 0.2 mean score improvement from first year to senior year.

Results:

The results from TechQuest showed the following mean score improvement from first year to senior year for the Social Responsibility FCAs:

Communication: -.07

Creative Arts: +.23

American History: -.08

Government/Political Sciences: +.21

However, due to the spring administration of TechQuest occurring during the COVID-19 pandemic, senior participation was lower than usual. Thus, senior scores may not be representative of the TTU student population.

Actions:

TechQuest will be administered again in the 2021-2022 academic year

Assessment Method (4)**ETS PROFICIENCY PROFILE:**

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

CRITERION:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

The ETS Proficiency Profile will be administered again in the 2020-2021 academic year TTU will identify criterion based on the data collected from the 2020-2021 administration.

MULTICULTURAL

TEXAS CORE CURRICULUM

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.

CATEGORIES OF ASSESSMENT:

Ethical self-awareness

- Assesses own core beliefs and their origins

Ethical Issue Recognition

- Recognizes and responds to ethical issues

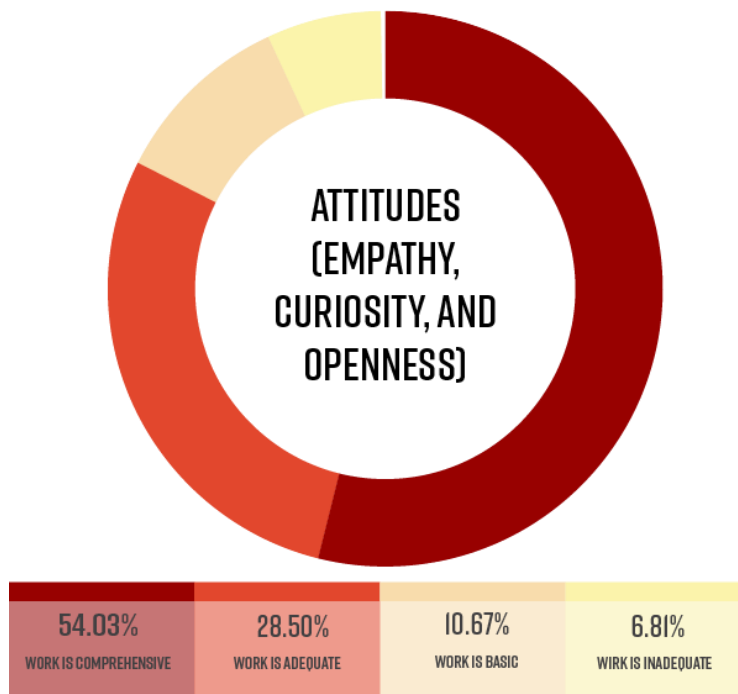
Application of ethical perspectives/concepts

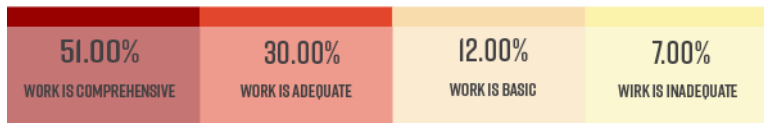
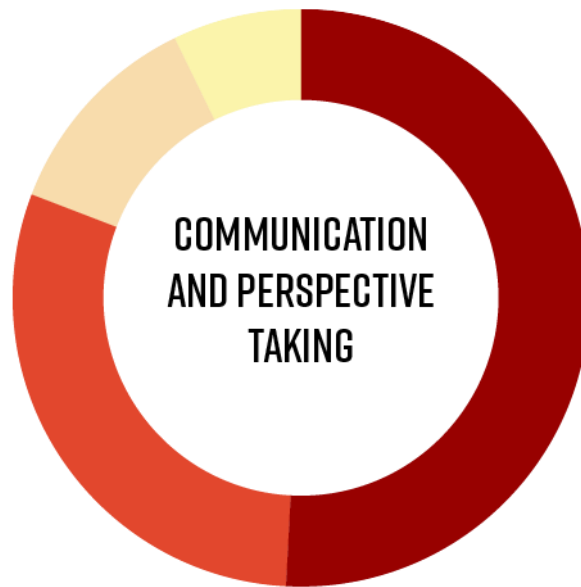
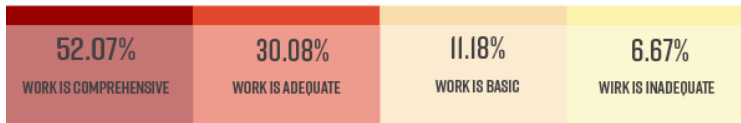
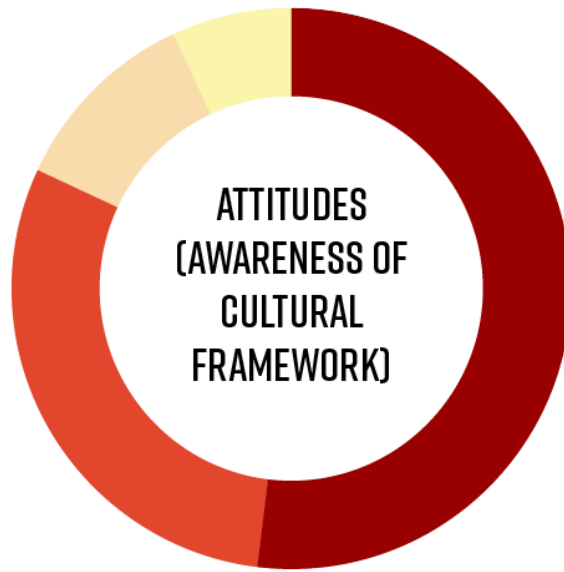
- Considers multiple ethical responses to a single question

Evaluation of different ethical perspectives/concepts

- Articulates and addresses multiple ethical perspectives in relationship to own core beliefs

Summary Data





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).

CRITERION:

83% of students will score adequate or higher (a 3.0 on a 4.0 scale) on each component of the rubric, as identified below:

- Awareness of Cultural Framework(s)
- Communication/Perspective Taking
- Attitudes (Empathy, Curiosity, and Openness)

Results:

In 2019-2020, the percentage of student scores rated as Adequate or higher was as follows:

- Awareness of Cultural Framework(s) – 82.15%
- Communication/Perspective Taking – 82.84%
- Attitudes (Empathy, Curiosity, and Openness) – 82.53%

This is slightly lower from results gathered in 2018-2019.

- Awareness of Cultural Framework(s) – 84.02%
- Communication/Perspective Taking – 83.69%
- Attitudes (Empathy, Curiosity, and Openness) – 84.70%

This includes results from 8,124 students.

It is important to note the TTU Core Curriculum Committee opted not to collect Spring 2020 core data due to the disruption in course delivery because of the onset of the COVID-19 pandemic. Therefore, this report only reflects data collected for the Fall 2019 semester. As a result, this data should not be considered as representative of student performance for the given academic year.

Actions:

The Core Curriculum Committee will resume its usual schedule of collecting data for the fall and spring semesters in academic year 2020-2021.

Assessment Method (2)

NSSE:

Mean scores for selected questions. NSSE is administered alternating years.

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. First-years - 2.3 & Seniors – 2.5
- 2e. First-years - 2.8 & Seniors - 3.0

Results:

NSSE is administered bi-annually and was not administered in the 2019-2020 academic year.

Actions:

NSSE will be administered again in the 2020-2021 academic year

Assessment Method (3)**TECHQUEST:**

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

CRITERION:

To be determined

Results:

Questions measuring this objective still need to be developed and added to the TechQuest assessment.

Actions:

The Core Curriculum Committee will review the Multicultural assessment plan and develop 3-5 questions to assess student learning in regard to this objective. The Office of Planning and Assessment will then revise TechQuest to include these additional questions for the 2021-2022 administration.

TTU Core Curriculum Assessment Plan

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: Communication; Mathematics; Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; and Social and Behavioral Sciences.

Criterion:

72% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

- 4b. First-years - 3.2 & Seniors - 3.2
- 4c. First-years - 3.2 & Seniors - 3.2
- 4d. First-years - 3.0 & Seniors - 3.0
- 4e. First-years - 3.0 & Seniors - 3.0

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Critical Thinking will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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: Communication; Mathematics; Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; and Social and Behavioral Sciences.

Criterion:

73% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

- 1i. First-years - 2.2 & Seniors - 2.8
- 4d. First-years - 2.8 & Seniors - 3.0
- 17b. First-years - 2.8 & Seniors - 3.0

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Communication will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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, and Social and Behavioral Sciences.

Criterion:

65% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

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

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Empirical and Quantitative will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered

alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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:

87% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

1g. First-years - 2.6 & Seniors - 2.6

1h. First-years - 2.6 & Seniors - 3.0

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Teamwork will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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: Communication, Creative Arts, American History, and Government/Political Science.

Criterion:

76% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

2b. First-years - 2.6 & Seniors - 3.0

2e. First-years - 3.0 & Seniors - 3.2

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Social Responsibility will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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: Communication; Language, Philosophy, and Culture; Creative Arts; American History; and Government/Political Science.

Criterion:

74% of students will score Adequate or higher on the rubric (a 3.0 on a 4.0 scale).

NSSE:

Mean scores for selected questions. NSSE is 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:

2d. First-years - 2.8 & Seniors - 3.0

2f. First-years - 3.0 & Seniors - 3.2

TechQuest:

TechQuest is a locally developed instrument 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 and upon completion of college. TechQuest is administered alternating years.

Criterion:

FCAs contributing to Personal Responsibility will demonstrate a 0.2 mean score improvement from first year to senior year.

ETS Proficiency Profile:

The ETS Proficiency Profile assesses four core skills areas – reading, writing, mathematics, and critical thinking – as a gauge of general education outcomes. The ETS Proficiency Profile is administered alternating years.

Criterion:

Due to the ETS Proficiency Profile being piloted, a meaningful baseline for student performance is still being identified.

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:

83% of students will score adequate or higher (a 3.0 on a 4.0 scale) on each component of the rubric, as identified below:

- Awareness of Cultural Framework(s)
- Communication/Perspective Taking
- Attitudes (Empathy, Curiosity, and Openness)

NSSE:

Mean scores for selected questions. NSSE is administered alternating years.

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. First-years - 2.3 & Seniors - 2.5

2e. First-years - 2.8 & Seniors - 3.0

TechQuest:

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

Criterion:

To Be Determined