



2020-
2021
ACADEMIC
YEAR

**TEXAS TECH UNIVERSITY
ANNUAL CORE
CURRICULUM REPORT**



TEXAS TECH UNIVERSITY

Office of Planning & Assessment™

**ADMINISTRATION BUILDING
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October 2021

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TEXAS HIGHER EDUCATION COORDINATING BOARD

TEXAS CORE CURRICULUM

Statement of purpose

Through the Texas Core Curriculum, students will 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 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: History and TCC Components, April 2018, Accessed from:
<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/elements-of-the-texas-core-curriculum/>

**TEXAS TECH
UNIVERSITY
CORE CURRICULUM**

**Assessment Findings
2020 - 2021**

EXECUTIVE SUMMARY

Overview

Texas Tech students met or exceeded the criteria of the Core Assessment in two SLOs but did not meet criteria in the remaining five SLOs. Students met or exceeded the criteria for the NSSE in two SLOs but did not meet the criteria in the remaining five SLOs. Students met or exceeded the criteria for the ETS Proficiency Profile in all six SLOs (does not measure Multicultural Skills).

Assessment	Met/Exceeded SLO Criteria	Did Not Meet SLO Criteria
Core Curriculum	2	5
NSSE	6	1
Proficiency Profile	6	0

Core Curriculum

Texas Tech students met or exceeded the criteria of the Core Assessment in two SLOs: Critical Thinking, and Empirical and Quantitative Skills. Students did not meet criteria in the remaining seven SLOs, including Communication, Teamwork, Personal Responsibility, Social Responsibility, and in each of the three categories for Multicultural Skills.

NSSE

Texas Tech students met the criteria for the NSSE in Critical Thinking, Communication, Empirical and Quantitative Skills, Personal Responsibility, Social Responsibility, and Multicultural Skills but did not meet the criteria in Teamwork Skills. Students met or exceeded the criteria in eight subcategories but did not meet the criteria in the remaining twenty-nine subcategories.

ETS Proficiency Profile

Texas Tech students met or exceeded the criteria for the ETS Proficiency Profile in all Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. The Proficiency Profile does not measure Multicultural Skills. Because students scored higher in total score and all seven subscores, all SLO criteria and their subcategories were met or exceeded.

Purpose Statement

The purpose of this report is to provide data and findings to the Core Curriculum Committee and then receive feedback on the criteria, potential actions, or other areas for improvements and standardization on future reports. We welcome the Committee's feedback and direction.

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):

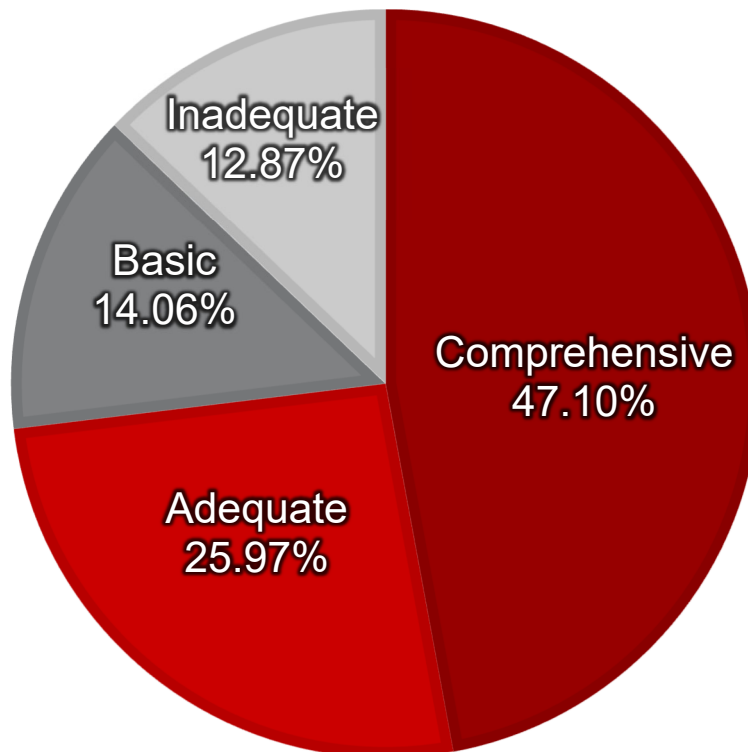
Presents a position related to the issue or problem

Conclusions and related outcomes (implications and consequences):

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

Summary Data from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

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

At least 72% of students will score Adequate or higher on a rubric measuring quality of work.

RATIONALE:

72% is the rounded average from the 2018-2019 (72.98%) and 2019-2020 (71.41%) academic years for students that scored Adequate or higher.

Results:

For **Critical Thinking**, TTU students exceeded the criterion average. In 2020-2021, the percentage of student scores rated as “Adequate” or higher was 73.07%. This is higher than 2019-2020 rate of 71.41%. For more information, see appendices A, B, and C.

2020-2021 Average	Criterion Average	Point Difference
73.07%	72%	+1.07

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Critical Thinking** will be used to assess student development. NSSE is administered in odd-numbered 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: 2.9 and Seniors: 3.0

4c. First-years: 2.9 and Seniors: 3.0

4d. First-years: 2.8 and Seniors: 2.9

4e. First-years: 2.9 and Seniors: 2.9

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Critical Thinking**, First-year students met or exceeded the criterion score for 4b and 4d but did not meet the score for 4c and 4e. Seniors met or exceeded all criterion scores. For more information, see appendix J.

	First-Year Score	Criterion Score	Point Difference
4b	2.9	2.9	0
4c	2.8	2.9	- 0.1
4d	2.9	2.8	+ 0.1
4e	2.8	2.9	- 0.1

	Senior Score	Criterion Score	Point Difference
4b	3.0	3.0	+ 0.1
4c	3.0	3.0	0
4d	2.9	2.9	0
4e	2.9	2.9	0

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Critical Thinking** objective, all seven tested areas are considered when comparing TTU scores from 2021 to all other domestic institutions' scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors. For more information, see the attached Proficiency Profile comparison report for 2021.

Results:

For **Critical Thinking**, TTU surpassed the institutional averages in for all seven subscores. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Critical Thinking		
Mean: 112.61	Mean: 110.9	+ 1.71
SD: 6.92	SD: 2.1	
Reading		
Mean: 118.49	Mean: 116.7	+ 1.79
SD: 7.62	SD: 2.5	
Writing		
Mean: 114.08	Mean: 113.5	+ 0.58
SD: 5.48	SD: 1.8	
Math		
Mean: 117.09	Mean: 112.6	+ 4.49
SD: 7.10	SD: 2.3	
Humanities		
Mean: 116.08	Mean: 115.1	+ 0.98
SD: 6.87	SD: 2.1	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	
Natural Sciences		
Mean: 116.69	Mean: 114.3	+ 2.39
SD: 6.68	SD: 2.0	

Actions:

To be developed by the Core Curriculum Committee.

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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

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: -0.07

Mathematics: -0.22

Life and Physical Sciences: +0.12

Language, Philosophy, and Culture:
+0.11

Creative Arts: +0.23

American History: -0.08

Government/Political Sciences: +0.21

Social and Behavioral Sciences: +0.27

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 2021-2022 academic year. Additional actions to be developed by the Core Curriculum Committee.

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:

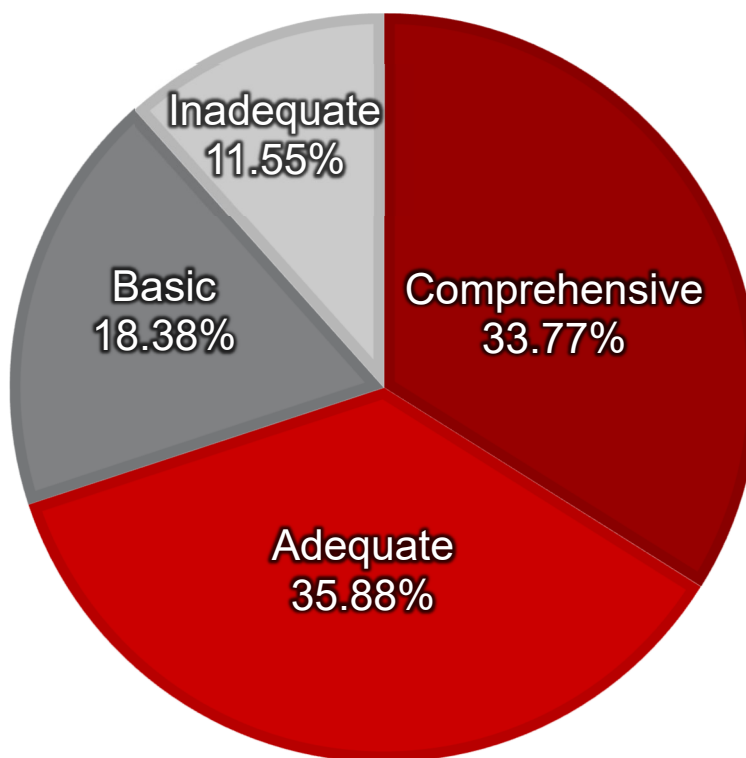
Presents relevant information

Command of delivery:

Communicates the work to its intended audience

Summary Data from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

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

At least 74% of students will score Adequate or higher on a rubric measuring quality of work (a 3.0 on a 4.0 scale).

RATIONALE:

74% is the rounded average from the 2018-2019 (75.78%) and 2019-2020 (71.33%) academic years for students that scored Adequate or higher.

Results:

For **Communication Skills**, TTU students did not meet the criterion average. In 2020-2021, the percentage of student scores rated as Adequate or higher was 69.65%. This is lower than 2019-2020 (71.33%). For more information, see appendices A, B, and D.

2020-2021 Average	Criterion Average	Point Difference
69.65%	74%	- 4.35

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Communication** will be used to assess student development. NSSE is administered in odd-numbered years.

- 1f. 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.
- 18b. How much has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?

CRITERION:

- 1f. First-years: 2.1 and Seniors: 2.5
- 4d. First-years: 2.8 and Seniors: 2.9
- 18b. First-years: 2.5 and Seniors: 2.9

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Communication Skills**, First-year students and Seniors did not meet the criterion score for item 1f but met or exceeded the criterion score 4d and 18b. For more information, see appendix J.

	First-Year Score	Criterion Score	Point Difference
1f	2.0	2.1	- 0.1
4d	2.9	2.8	+ 0.1
18b	2.6	2.5	+ 0.1

	Senior Score	Criterion Score	Point Difference
1f	2.4	2.5	- 0.1
4d	2.9	2.9	0
18b	2.9	2.9	0

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Communication** objective, all seven tested areas are considered when comparing TTU scores from 2021 to all other domestic institutions' scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors.

Results:

For **Communication Skills**, TTU surpassed the institutional averages for all seven subscores. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Critical Thinking		
Mean: 112.61	Mean: 110.9	+ 1.71
SD: 6.92	SD: 2.1	
Reading		
Mean: 118.49	Mean: 116.7	+ 1.79
SD: 7.62	SD: 2.5	
Writing		
Mean: 114.08	Mean: 113.5	+ 0.58
SD: 5.48	SD: 1.8	
Math		
Mean: 117.09	Mean: 112.6	+ 4.49
SD: 7.10	SD: 2.3	
Humanities		
Mean: 116.08	Mean: 115.1	+ 0.98
SD: 6.87	SD: 2.1	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	
Natural Sciences		
Mean: 116.69	Mean: 114.3	+ 2.39
SD: 6.68	SD: 2.0	

Actions:

To be developed by the Core Curriculum Committee.

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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

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: -0.07	Creative Arts: +0.23
Mathematics: -0.22	American History: -0.08
Life and Physical Sciences: +0.12	Government/Political Sciences: +0.21
Language, Philosophy, and Culture: +0.11	Social and Behavioral Sciences: +0.27

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 2021-2022 academic year. Additional actions to be developed by the Core Curriculum Committee.

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 (eg, graphs, diagrams, tables, words)

Representation

- Converts relevant information into various mathematical forms (eg, graphs, diagrams, tables, words)

Calculation

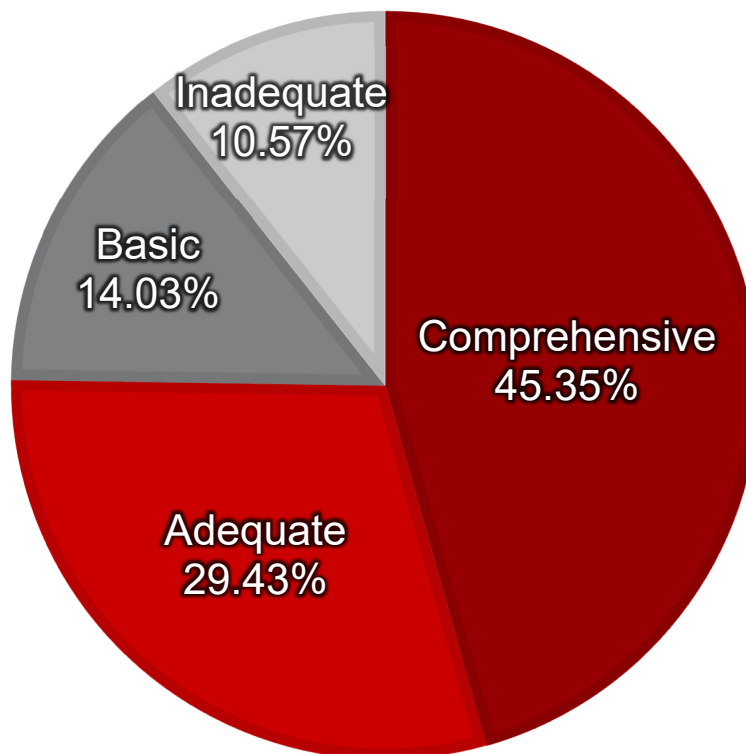
- Demonstrates a logical path to a correct answer

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 from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core and Multicultural Curriculum Committee (CMC). The following component areas are associated with **Empirical & Quantitative Skills**: Mathematics; Life and Physical Sciences; and Social and Behavioral Sciences.

CRITERION:

At least 65% of students will score Adequate or higher on a rubric measuring quality of work (a 3.0 on a 4.0 scale).

RATIONALE:

65% is the rounded average from the 2018-2019 (65.40%) and 2019-2020 (65.20%) academic years for students that scored Adequate or higher.

Results:

For **Empirical and Quantitative Skills**, TTU students exceeded the criterion average. In 2020-2021, the percentage of student scores rated as Adequate or higher was 74.78%. This is higher than 2019-2020 (65.20%). For more information, see appendices A, B, and E.

2020-2021 Average	Criterion Average	Point Difference
74.78%	65%	+ 9.78

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Empirical & Quantitative Skills** will be used to assess student development. NSSE is administered in odd-numbered 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: 2.7

6b. First-years: 2.4; Seniors: 2.4

6c. First-years: 2.4; Seniors: 2.5

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Empirical and Quantitative Skills**, First-year students met all criterion scores. Seniors met the criterion score for 6a and 6b, but did not meet the score for 6c. For more information, see appendix J.

	First-Year Score	Criterion Score	Point Difference
6a	2.6	2.6	0
6b	2.4	2.4	0
6c	2.4	2.4	0

	Senior Score	Criterion Score	Point Difference
6a	2.7	2.7	0
6b	2.4	2.4	0
6c	2.4	2.5	- 0.1

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Empirical and Quantitative Skills** objective, three areas – math, social sciences, and natural sciences – are considered when comparing TTU scores from 2021 to all other domestic institutions' scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors.

Results:

For **Empirical and Quantitative Skills**, TTU surpassed the institutional averages in Math, Social Sciences, and Natural Sciences. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Math		
Mean: 117.09	Mean: 112.6	+ 4.49
SD: 7.10	SD: 2.3	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	
Natural Sciences		
Mean: 116.69	Mean: 114.3	+ 2.39
SD: 6.68	SD: 2.0	

Actions:

To be developed by the Core Curriculum Committee.

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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

CRITERION:

FCAs contributing to **Empirical & Quantitative Skills** 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 & Quantitative** FCAs:

Mathematics: -0.22

Life and Physical Sciences: +0.12

Social and Behavioral Sciences: +0.27

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 2021-2022 academic year. Additional actions to be developed by the Core Curriculum Committee.

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

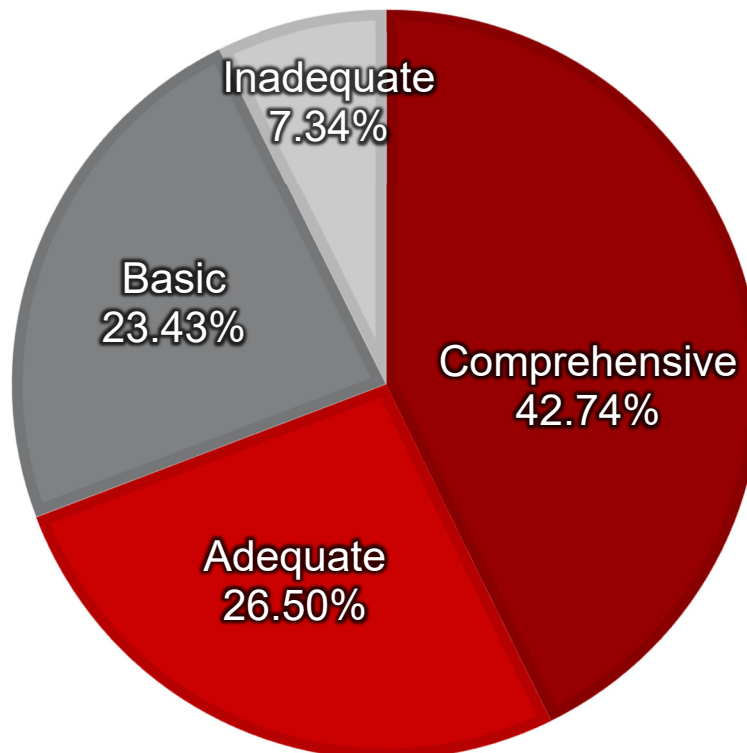
- Models behaviors appropriate to productive collaboration

Responds to conflict

- Negotiates conflict

Summary Data from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core and Multicultural Curriculum Committee (CMC). The following component areas are associated with **Teamwork Skills**: Life and Physical Sciences; Language, Philosophy, and Culture; Creative Arts; and Government/Political Science.

CRITERION:

At least 87% of students will score Adequate or higher on a rubric measuring quality of work (a 3.0 on a 4.0 scale).

RATIONALE:

87% is the rounded average from the 2018-2019 (87.01%) and 2019-2020 (86.83%) academic years for students that scored Adequate or higher.

Results:

For **Teamwork Skills**, TTU students did not meet the criterion average. In 2020-2021, the percentage of student scores rated as Adequate or higher was 69.24%. This is lower than 2019-2020 (86.83%). For more information, see appendices A, B, and F.

2020-2021 Average	Criterion Average	Point Difference
69.24%	87%	- 17.76

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Teamwork** will be used to assess student development. NSSE is administered in odd-numbered years.

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

- 1d. Prepared for exams by discussing or working through course material with other students.
- 1e. Worked with other students on course projects or assignments.

CRITERION:

1d. First-years: 2.4; Seniors: 2.4

1e. First-years: 2.5; Seniors: 2.8

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information

can be found in appendix J.

Results:

For **Teamwork Skills**, First-year students did not meet any criterion score. Seniors met the criterion score for 1d but did not meet the score for 1e.

	First-Year Score	Criterion Score	Point Difference
1d	2.3	2.4	- 0.1
1e	2.4	2.5	- 0.1

	Senior Score	Criterion Score	Point Difference
1d	2.4	2.4	0
1e	2.7	2.8	- 0.1

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Teamwork Skills** objective, four areas – critical thinking, humanities, social sciences, and natural sciences – are considered when comparing TTU scores from 2021 to all other domestic institutions’ scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors.

Results:

For **Teamwork Skills**, TTU surpassed the institutional averages in Critical Thinking, Humanities, Social Sciences, and Natural Sciences. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Critical Thinking		
Mean: 112.61	Mean: 110.9	+ 1.71

SD: 6.92	SD: 2.1	
Humanities		
Mean: 116.08	Mean: 115.1	+ 0.98
SD: 6.87	SD: 2.1	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	
Natural Sciences		
Mean: 116.69	Mean: 114.3	+ 2.39
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Actions:

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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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

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: +0.12

Creative Arts: +0.23

Language, Philosophy, and Culture: +0.11

Government/Political Sciences: +0.21

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. Additional actions to be developed by the Core Curriculum Committee.

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

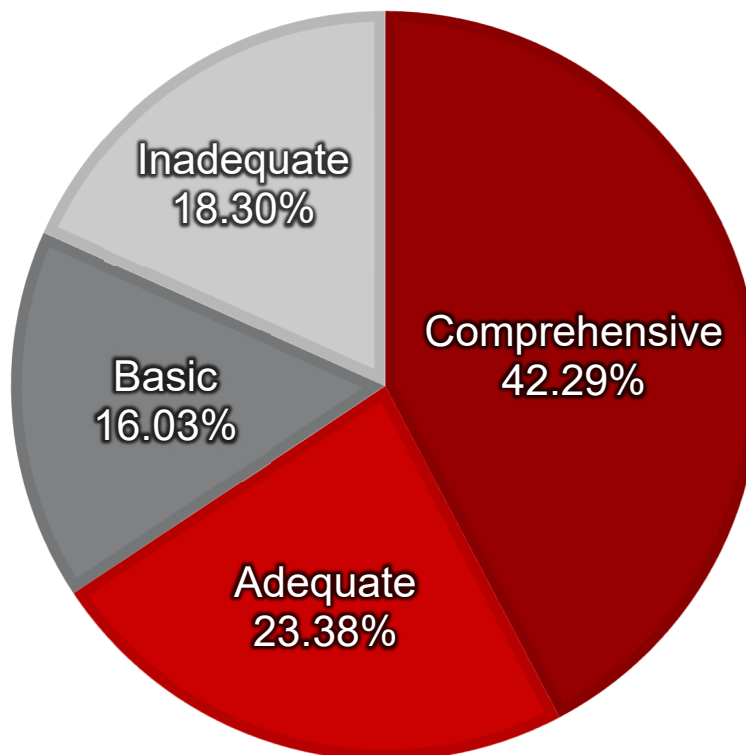
- Considers multiple ethical responses to a single question

Evaluation of different ethical perspectives/concepts

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

Summary Data from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core and Multicultural Curriculum Committee (CMC). The following component areas are associated with **Personal Responsibility**: Communication; Language, Philosophy, and Culture; Creative Arts; American History; and Government/Political Science.

CRITERION:

At least 74% of students will score Adequate or higher on a rubric measuring quality of work (a 3.0 on a 4.0 scale).

RATIONALE:

74% is the rounded average from the 2018-2019 (78.36%) and 2019-2020 (69.24%) academic years for students that scored Adequate or higher.

Results:

For **Personal Responsibility**, TTU students did not meet the criterion average. In 2020-2021, the percentage of student scores rated as Adequate or higher was 65.67%. This is lower from 2019-2020 (69.24%). For more information, see appendices A, B, and G.

2020-2021 Average	Criterion Average	Point Difference
65.67%	74%	- 8.33

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Personal Responsibility** will be used to assess student development. NSSE is administered in odd-numbered 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: 2.7 & Seniors: 2.8

2f. First-years: 2.8 & Seniors: 2.9

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Personal Responsibility**, First-year students and seniors met or exceeded both criterion scores.

	First-Year Score	Criterion Score	Point Difference
2d	2.8	2.7	+ 0.1
2f	2.8	2.8	0

	Senior Score	Criterion Score	Point Difference
2d	2.8	2.8	0
2f	2.9	2.9	0

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Personal Responsibility** objective, all seven tested areas are considered when comparing TTU scores from 2021 to all other domestic institutions' scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors.

Results:

For **Personal Responsibility**, TTU surpassed the institutional averages in Reading, Writing, Humanities, and Social Sciences. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Reading		
Mean: 118.49	Mean: 116.7	+ 1.79
SD: 7.62	SD: 2.5	
Writing		
Mean: 114.08	Mean: 113.5	+ 0.58
SD: 5.48	SD: 1.8	

Humanities		
Mean: 116.08	Mean: 115.1	+ 0.98
SD: 6.87	SD: 2.1	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	

Actions:

To be developed by the Core Curriculum Committee.

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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

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: -0.07

Language, Philosophy, and Culture: +0.11

Creative Arts: +0.23

American History: -0.08

Government/Political Sciences: +0.21

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. Additional actions to be developed by the Core Curriculum Committee.

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

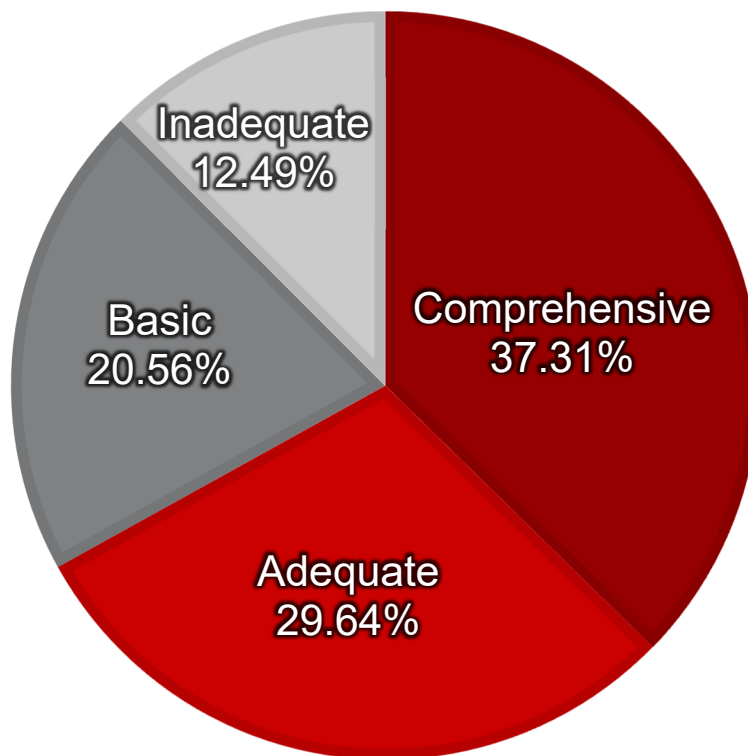
- Connects academic knowledge to civic engagement

Diversity of communities and cultures

- Applies multicultural perspectives to own attitudes and beliefs

Summary Data from Course-Level Rubric

Quality of Work



COURSE LEVEL ASSESSMENT

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core and Multicultural Curriculum Committee (CMC). The following component areas are associated with **Social Responsibility**: Communication, Creative Arts, American History, and Government/Political Science.

CRITERION:

At least 76% of students will score Adequate or higher on a rubric measuring quality of work (a 3.0 on a 4.0 scale).

RATIONALE:

76% is the rounded average from the 2018-2019 (70.91%) and 2019-2020 (81.11%) academic years for students that scored Adequate or higher.

Results:

For **Social Responsibility**, TTU students did not meet the criterion average. In 2020-2021, the percentage of student scores rated as Adequate or higher was 66.95%. This is lower from 2019-2020 (81.11%). For more information, see appendices A, B, and H.

2020-2021 Average	Criterion Average	Point Difference
66.95%	76%	- 9.05

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Social Responsibility** will be used to assess student development. NSSE is administered in odd-numbered 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: 2.5; Seniors: 2.7

2e. First-years: 2.9; Seniors: 2.9

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category

from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Social Responsibility**, First-year students met both criterion scores. Senior students did not meet the criterion score for 2b but did meet the criterion score for 2e. For more information, see appendix J.

	First-Year Score	Criterion Score	Point Difference
2b	2.5	2.5	0
2e	2.9	2.9	0

	Senior Score	Criterion Score	Point Difference
2b	2.6	2.7	- 0.1
2e	2.9	2.9	0

Actions:

To be developed by the Core Curriculum Committee.

ETS PROFICIENCY PROFILE

The ETS Proficiency Profile is a nationally normed assessment which measures four core skills areas – reading, writing, mathematics, and critical thinking – and three context-based areas – humanities, social sciences, and natural sciences – as a gauge of general education outcomes. The Proficiency Profile is administered in odd-numbered years. The most recent Proficiency Profile was administered in April 2021, resulting in 100 seniors completing the assessment and yielding 97 valid results.

CRITERION:

Students will score equal to or higher than the national average on each skill and context-based subscore.

RATIONALE:

For the **Social Responsibility** objective, all seven tested areas are considered when comparing TTU scores from 2021 to all other domestic institutions’ scores over the past five years. This group includes 107 domestic universities and scores from 55,368 seniors.

Results:

For **Social Responsibility**, TTU surpassed the institutional averages in Reading, Writing, Humanities, and Social Sciences. For more information, see appendix K.

TTU Results	Peer Institution Results	Point Difference
Total		
Mean: 449.51	Mean: 440.5	+ 9.01
SD: 23.7	SD: 8.3	
Reading		
Mean: 118.49	Mean: 116.7	+ 1.79

SD: 7.62	SD: 2.5	
Writing		
Mean: 114.08	Mean: 113.5	+ 0.58
SD: 5.48	SD: 1.8	
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Mean: 116.08	Mean: 115.1	+ 0.98
SD: 6.87	SD: 2.1	
Social Sciences		
Mean: 114.34	Mean: 113.0	+ 1.34
SD: 6.77	SD: 2.0	

Actions:

To be developed by the Core Curriculum Committee.

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 in even-numbered years. The 2019-2020 TechQuest results are provided as a reference but are not included in the central findings for the 2020-2021 academic year.

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: -0.07

Creative Arts: +0.23

American History: -0.08

Government/Political Sciences: +0.21

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. Additional actions to be developed by the Core Curriculum Committee.

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

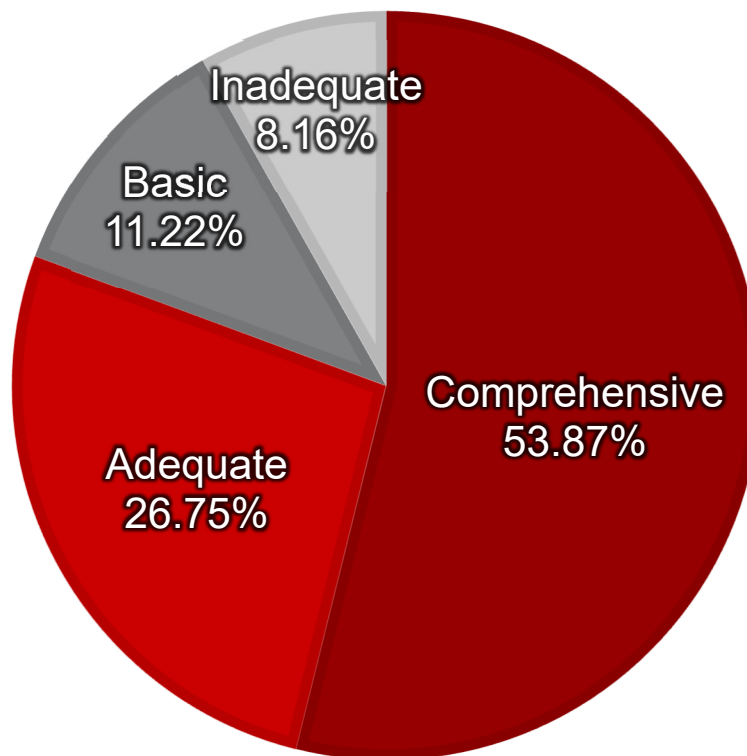
- Considers multiple ethical responses to a single question

Evaluation of different ethical perspectives/concepts

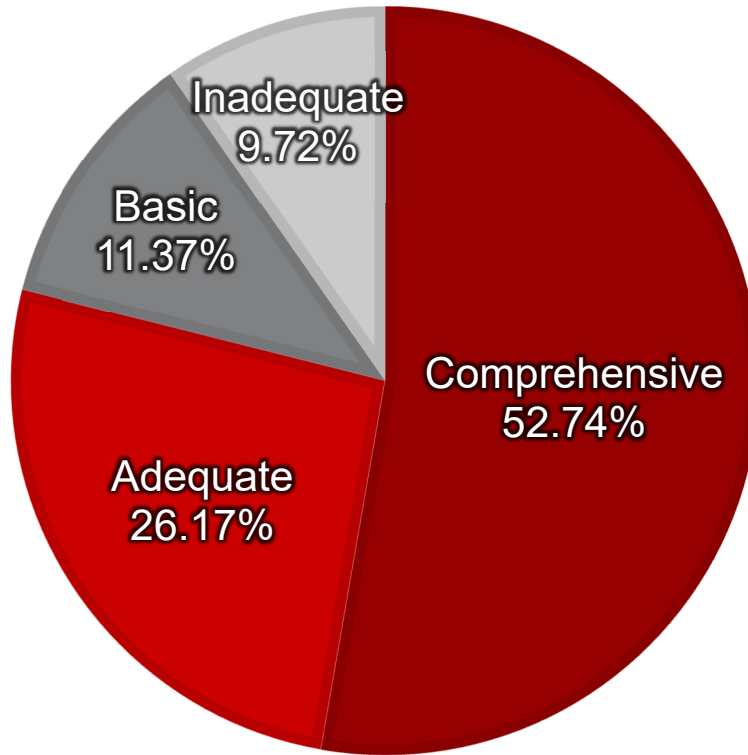
- Articulates and addresses multiple ethical perspectives in relationship to own core beliefs

Summary Data from Course-Level Rubric

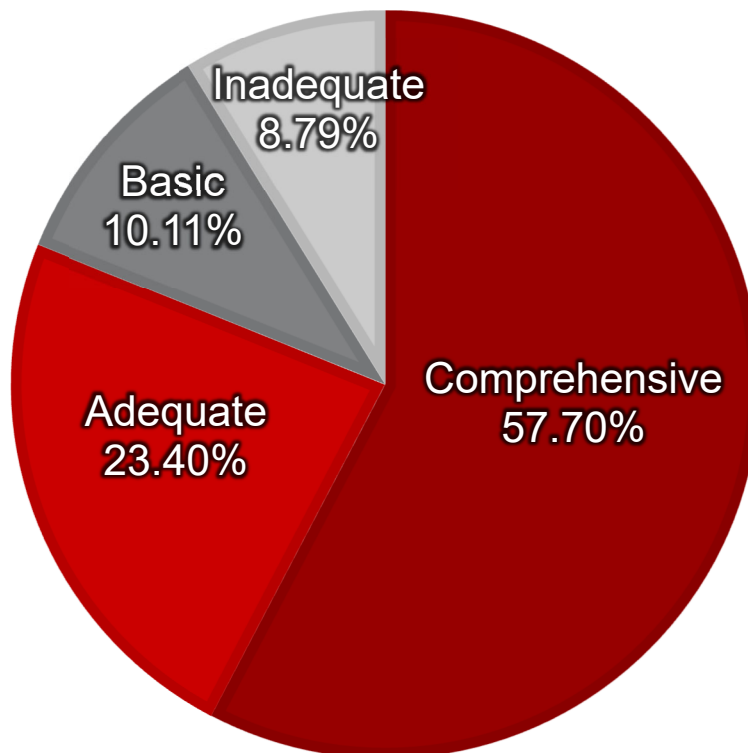
Awareness of Cultural Frameworks (Self and Others)



Communication/Perspective Taking (Cultural Code-Switching and Intersectionality)



Attitudes (Empathy, Curiosity, and Openness)



COURSE LEVEL ASSESSMENT

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core and Multicultural Curriculum Committee (CMC). For more information, see the attached disaggregated data for **Multicultural**, the eight Foundational Component Areas, and all courses during the 2020-2021 academic year.

CRITERION:

At least 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)

RATIONALE:

83% is the rounded average from the 2018-2019 (84.02%, 83.69%, and 84.7%) and 2019-2020 (82.15%, 82.84%, and 82.53%) academic years for students that scored Adequate or higher.

Results:

For **Multicultural**, TTU students did not meet the criterion average in any of the three categories. In 2020-2021, the percentage of student scores rated as Adequate or higher:

- Awareness of Cultural Framework(s) – 80.62%
- Communication/Perspective Taking – 78.91%
- Attitudes (Empathy, Curiosity, and Openness) – 81.1%

These are lower than results gathered in 2019-2020:

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

For more information, see appendices A and I.

	2020-2021 Average	Criterion Average	Point Difference
Awareness of Cultural Framework(s)	80.61%	83%	- 2.39
Communication/Perspective Taking	78.91%	83%	- 4.09
Attitudes (Empathy, Curiosity, and Openness)	81.1%	83%	- 1.9

Actions:

To be developed by the Core Curriculum Committee.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year

and senior students' participation in programs and activities that institutions provide for their learning and personal development. Mean scores for selected questions identified as measures of **Multicultural Awareness** will be used to assess student development. NSSE is administered in odd-numbered 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: 2.5; Seniors: 2.5

2e. First-years: 2.9; Seniors: 2.9

RATIONALE:

The first-year and senior scores for each NSSE category are based on the means of each category from 52 other public R1 universities that also participated in the 2021 NSSE. More information can be found in appendix J.

Results:

For **Multicultural**, First-year students met both criterion scores. Senior students did not meet 2c but did meet the 2e criterion score. For more information, see appendix J.

	First-Year Score	Criterion Score	Point Difference
2c	2.5	2.5	0
2e	2.9	2.9	0

	Senior Score	Criterion Score	Point Difference
2c	2.4	2.5	- 0.1
2e	2.9	2.9	0

Actions:

To be developed by the Core Curriculum Committee.

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 and Multicultural 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 2022-2023 administration.