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EXECUTIVE SUMMARY

In 2013, the Online Senior Assessment (OSA) was administered during the spring semester. The final sample size was 1,578 students with more than 90 credit hours (18.9% of the TTU senior population). The sample included more female students than would be expected from the population, but was representative in terms of ethnicity and college.

The OSA included a total of 32 knowledge questions (i.e., questions that can be answered either correctly or incorrectly) from the following core curriculum areas: Humanities (4 questions), Multicultural (7 questions), Mathematics (5 questions), Natural Sciences (6 questions), and Social and Behavioral Sciences (10 questions). Averaging the percentage of correct answers for each core area, the overall average score on the OSA was 63.5% with a standard deviation of 16.5%. The low score was 10.9% and the high score was 100.0%.

Comparing overall average scores from the core area questions for which students completed their core course at TTU (TTU group) and scores from the core area questions for which students completed their core course elsewhere (ELSE group) showed that on average the TTU group did not score significantly higher than the ELSE group (63.7% for TTU vs. 63.2% for ELSE). The results are similar when comparing the scores for the students who completed all of their core courses at TTU with the students who completed all of their core courses elsewhere (63.9% for TTU vs. 65.0% for ELSE), or when comparing the scores for students who had taken some courses at TTU and some courses elsewhere (64.5% for TTU vs. 63.4% for ELSE).

Comparing the separate core area scores showed that the only core area for which there was a statistically significant difference between TTU and ELSE (at the 0.05 level) was Mathematics (59.4% for ELSE vs. 55.5% for TTU). Students who took their Mathematics core course elsewhere scored higher on average than students who took their Mathematics core course at TTU. The section with the lowest average scores was Social and Behavioral Sciences (52.0% for TTU and 51.3% for ELSE), and the section with the highest average scores was Multicultural (74.1% for TTU and 73.1% for ELSE). In the separate core area reports the ELSE group was further broken down to compare the different options for students who took their core course elsewhere (dual credit, advanced placement, CLEP exam, class at another institution). Of the ELSE group, the participants who took an advanced placement class for their core course consistently scored higher than average and the participants who took a class at another institution for their core course consistently scored lower than average.

A regression model with gender, age, SAT/ACT score, transfer credit hours, total credit hours, cumulative GPA, Humanities major, Mathematics major, Natural Sciences major, and Social and Behavioral Sciences major as predictors for overall OSA score found that, when controlling for these variables, older students, students with higher SAT/ACT scores, students with higher cumulative GPA’s, students with a Natural Sciences related major, and students with a Social and Behavioral Sciences related major score higher on the OSA.
INTRODUCTION

The Online Senior Assessment (OSA) was designed in 2008 to assess core-curriculum knowledge and abilities. In 2013, it was administered for the fourth time to all graduating seniors (i.e., students having 90 or more credit hours) between 4/02/2013 and 4/30/2013. Of the 8,331 seniors at Texas Tech during the spring 2013 semester, 1,625 students completed the assessment for an initial response rate of 19.5%. As an incentive for participation, four of the participants were randomly selected to win $1,000 toward tuition and fees.

The instrument has one section for each of the following areas (see Attachment A for screen shots of the full instrument):

- Humanities: 3 self-assessment questions, 4 knowledge questions
- Multicultural: 7 knowledge questions
- Mathematics: 5 knowledge questions
- Natural Sciences: 6 knowledge questions
- Social and Behavioral Sciences: 10 knowledge questions

The 2013 OSA was copied into Qualtrics, the new online survey program used by TTU Institutional Research. The 2013 OSA was identical to the 2010 OSA with the Technology and Applied Science section removed and some minor grammatical corrections. The Technology and Applied Science section was removed because this is no longer a core requirement at Texas Tech.

Qualtrics provides information about when students first started the assessment and when they submitted it. The following chart shows how much time the participants spent on the OSA in minutes.

![Time Spent on OSA Chart]
The following table shows descriptive statistics for time spent on the OSA.

<table>
<thead>
<tr>
<th>Time Spent on OSA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(days: hours: minutes)</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0:09:53</td>
</tr>
<tr>
<td>St. Deviation</td>
<td>2:00:29</td>
</tr>
<tr>
<td>Minimum</td>
<td>0:00:01</td>
</tr>
<tr>
<td>1st Quartile</td>
<td>0:00:20</td>
</tr>
<tr>
<td>Median</td>
<td>0:00:28</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>0:00:43</td>
</tr>
<tr>
<td>Maximum</td>
<td>21:02:08</td>
</tr>
</tbody>
</table>

The minimum time spent on the assessment was 1 minute and the maximum time was over 21 days. The average time participants spent on the assessment was 9 hours and 52 minutes. This average is elevated because of the large outliers on the higher end of time taken to complete the assessment. These outliers in all likelihood were students who started the assessment and did not get back to it until a few days later. The median time of 28 minutes is a better reflection of how much time it took most students to take the assessment.

There were 47 participants who took less than 7 minutes to take the assessment. These participants were removed before any further analysis was done. 7 minutes was chosen as the cutoff because this is the least amount of time for which some students performed better on the assessment than would be expected with random guessing. The survey was set up in Qualtrics to require students to choose an answer to each question before moving on to the next section, so in all likelihood, students that completed the assessment in less than 7 minutes just clicked on any answer to get to the end where they could submit their name for the chance to win $1,000 toward tuition and fees. Eliminating these respondents left a final sample size of 1,578 students (18.9% of the population of TTU seniors).

The following charts show how the final sample compares to the population of all seniors in terms of gender, ethnicity, and college.
Overall, the sample seems to represent the population fairly well in terms of ethnicity and college. The sample appears to differ from the population of all TTU seniors in terms of gender, with more female students and fewer male students participating in the assessment than would be expected from the population.

Before starting every core area section, the participants were asked where they completed their core requirement for that specific core area. The following table summarizes the responses. Note that the number of participants selecting each response for each core area may add up to more than the 1,578 total participants, because those that did not select “I took my core curriculum class at Tech” could select more than one of the other responses.

<table>
<thead>
<tr>
<th>Core Area</th>
<th>TTU Dual Credit in High School</th>
<th>Advanced Placement</th>
<th>CLEP Exam</th>
<th>Another Institution</th>
<th>Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>980</td>
<td>221</td>
<td>147</td>
<td>21</td>
<td>706</td>
</tr>
<tr>
<td>Multicultural</td>
<td>1,113</td>
<td>74</td>
<td>42</td>
<td>3</td>
<td>488</td>
</tr>
<tr>
<td>Mathematics</td>
<td>838</td>
<td>242</td>
<td>219</td>
<td>44</td>
<td>720</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>899</td>
<td>50</td>
<td>59</td>
<td>13</td>
<td>557</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>1,030</td>
<td>158</td>
<td>110</td>
<td>7</td>
<td>660</td>
</tr>
<tr>
<td>Average</td>
<td>972</td>
<td>149</td>
<td>115</td>
<td>18</td>
<td>626</td>
</tr>
</tbody>
</table>
RESULTS

The table below summarizes how students performed overall on the OSA (i.e., the percentage of correct answers). Only the 32 questions from Humanities, Multicultural, Mathematics, Natural Sciences, and Social and Behavioral Sciences where one correct answer exists (i.e., the knowledge questions) were included in this analysis. The self-assessment questions from Humanities were excluded since there is no right or wrong answer. The average score was 62.1%. The low score was 12.5% and the high score was 100.0%.

<table>
<thead>
<tr>
<th>Overall Performance (total percent correct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>St. Deviation</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>1st Quartile</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>3rd Quartile</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
</tbody>
</table>

The chart below shows the overall performance for all of the participants. It shows that most students had average scores between 50% and 80%.
Since each area has a different number of questions, the results above are influenced more by those areas with more questions (e.g., Social and Behavioral Sciences and Multicultural) and less by those with fewer questions (e.g., Humanities and Mathematics). The table below provides information on how students performed when the scores were averaged by core area first. The average score was slightly higher (63.5%), the low score was 10.9%, and the high score was 100.0%.

<table>
<thead>
<tr>
<th>Overall Performance (averaged by area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>St. Deviation</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>1st Quartile</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>3rd Quartile</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
</tbody>
</table>

The results are almost the same when they are averaged by area first. The chart below shows that the whole distribution seems very similar. It looks like a few more people have higher scores when the results are displayed this way.
One of the main questions the Online Senior Assessment can help answer is if students who took their classes for core requirement at institutions other than Texas Tech perform similar to students who took their classes for core requirement at Texas Tech. In the analysis in this report, we will refer to the students who took their core requirement courses at Texas Tech as the “TTU” group and we will refer to the students who have transferred in credits for core requirements from elsewhere as the “ELSE” group. Since it is possible for the same student to take one course for one area at Texas Tech (e.g., Humanities) and another course for another area somewhere else (e.g., Mathematics), the same student can be included in both groups. For the following chart, the TTU group scores represent the average core area scores for which a student’s core requirement was taken at Texas Tech and the ELSE group represent the average core area scores for which the student’s core requirement was taken elsewhere. The chart below compares the percentage of correct answers for TTU and ELSE. The scores seem to be similar for the two groups with more ELSE scores above 90% and more TTU scores between 60% and 90%.

Running a 2-sample t-test (a statistical test often used to check for differences in means of two different groups) shows that the means of the TTU group and the ELSE group are not different from each other (not statistically significant at the 0.05 level). The mean scores show that on average participants who took their core courses at TTU performed similarly to those who took their core elsewhere (63.7% for TTU vs. 63.2% for ELSE). See the information for “Overall” in the table below for details.

Because participants in the TTU and ELSE group may have taken different classes from TTU and different classes from elsewhere, a 2-sample t-test was also run comparing only those participants who took all of their core curriculum classes from TTU and those participants who took all of their core curriculum classes elsewhere. This test also found that on average participants who took all their core curriculum classes from TTU perform similarly to those who
took all of their core curriculum classes elsewhere. See the information for “Overall: all classes” in the table below for details.

A paired t-test was also run for only those participants who have taken some classes for core requirements at TTU and some elsewhere (900 students). This allows us to compare if the same participant performs differently depending on where the course was taken (at TTU or elsewhere). Again, there appears to be no difference between the TTU group and the ELSE group. See the information for “Overall: matched” in the table below for details.

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Core at TTU</th>
<th>Core Elsewhere</th>
<th>t-stat</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
</tr>
<tr>
<td>Overall</td>
<td>1,406</td>
<td>63.7%</td>
<td>18.7%</td>
<td>1,071</td>
</tr>
<tr>
<td>Overall: all classes</td>
<td>429</td>
<td>63.9%</td>
<td>15.4%</td>
<td>117</td>
</tr>
<tr>
<td>Overall: matched</td>
<td>900</td>
<td>64.5%</td>
<td>18.7%</td>
<td>900</td>
</tr>
</tbody>
</table>

The table below compares the differences between TTU and ELSE for each core area. The only core area for which there was a statistically significant difference in scores (at the 0.05 level) between the two groups is the Mathematics core area. The ELSE group scored higher on average than the TTU group with the Mathematics questions (59.4% correct vs. 55.5% correct). This suggests that on average students who took their core Mathematics course from elsewhere score higher on the Mathematics questions than students who took their core Mathematics course at TTU.

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Core at TTU</th>
<th>Core Elsewhere</th>
<th>t-stat</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
</tr>
<tr>
<td>Humanities</td>
<td>980</td>
<td>69.2%</td>
<td>29.4%</td>
<td>495</td>
</tr>
<tr>
<td>Multicultural</td>
<td>1,113</td>
<td>74.1%</td>
<td>20.0%</td>
<td>338</td>
</tr>
<tr>
<td>Mathematics</td>
<td>838</td>
<td>55.5%</td>
<td>29.1%</td>
<td>684</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>899</td>
<td>66.0%</td>
<td>22.9%</td>
<td>606</td>
</tr>
<tr>
<td>Social/Behavioral</td>
<td>1,030</td>
<td>52.0%</td>
<td>17.7%</td>
<td>485</td>
</tr>
</tbody>
</table>

The following chart shows the mean percentage of questions answered correctly with a 95% confidence interval for each of the core areas from the above table, as well as the average overall score. The mean is shown as the red line and the confidence interval is depicted by the blue and green lines. If the confidence interval is small, it means that the scores in this group were fairly close together. If the confidence interval is large, the variation between the scores in this group was larger. For each area the data is shown for TTU and ELSE. Social and Behavioral Sciences and Mathematics have the lowest average scores while Multicultural and Humanities have the highest average scores.
The following table gives a summary of the above chart with information for each core area section including each section’s position in the OSA, number of knowledge questions, mean percentage of knowledge questions answered correctly for TTU and ELSE, and 95% confidence interval of percentage of knowledge questions answered correctly for TTU and ELSE.

<table>
<thead>
<tr>
<th>Position in the OSA</th>
<th>Number of Knowledge Questions</th>
<th>Lower Limit 95% C.I.</th>
<th>Mean</th>
<th>Upper Limit 95% C.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities TTU</td>
<td>1st</td>
<td>4</td>
<td>67.4%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Humanities ELSE</td>
<td>1st</td>
<td>4</td>
<td>67.5%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Multicultural TTU</td>
<td>2nd</td>
<td>7</td>
<td>73.0%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Multicultural ELSE</td>
<td>2nd</td>
<td>7</td>
<td>70.9%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Mathematics TTU</td>
<td>3rd</td>
<td>5</td>
<td>53.5%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Mathematics ELSE</td>
<td>3rd</td>
<td>5</td>
<td>57.2%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Natural Sciences TTU</td>
<td>4th</td>
<td>6</td>
<td>64.5%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Natural Sciences ELSE</td>
<td>4th</td>
<td>6</td>
<td>66.0%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Social/Behavioral TTU</td>
<td>6th</td>
<td>10</td>
<td>50.9%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Social/Behavioral ELSE</td>
<td>6th</td>
<td>10</td>
<td>49.8%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

The Social and Behavioral Sciences core area was the last section of the OSA and has the lowest average scores. However, most of the other averages are fairly close together. It might be that participants lost interest in the very last part of the OSA or that the participants had more difficulty with the questions from the Social and Behavioral Sciences than with the questions from the other sections.
The following chart further compares TTU and ELSE by each individual knowledge question. The chart shows for each question the difference between the percentage of TTU students who answered correctly and the percentage of ELSE students who answered correctly. Chi-square tests of the differences found that none of the comparisons were statistically significant at the 0.05 level when using a Bonferroni adjustment for the 32 comparisons (i.e., $p < 0.0016$).
The ELSE group can be further divided into the different course options for students who took their core curriculum requirements elsewhere: a dual credit class, an advanced placement class, a CLEP exam, or a class from another institution. The mean scores of participants using each of these course options for each core area requirement are compared in the individual core area reports. Within the ELSE group, the participants who took an advanced placement class for their core requirement consistently score higher than average and the participants who took a class at another institution consistently score lower than average. This makes sense considering that students who earn core credit for their advanced placement need to pass a standardized exam, suggesting they were successful in the class. See the individual core area reports for more details.

Considering that within the ELSE group the participants who took an advanced placement class for their core requirement consistently have higher than average scores, a 2-sample t-test was run comparing the TTU group and the overall average of core area scores for which participants took an advanced placement class to fulfill their core requirement. The following table shows the results of this comparison.

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Core at TTU</th>
<th>Core through Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
</tr>
<tr>
<td>Overall</td>
<td>1,406 63.7% 18.7%</td>
<td>358 70.2% 24.1%</td>
</tr>
</tbody>
</table>

It appears that on average students who took an advanced placement class for their core course do better on that core area section of the OSA than students who took a class at TTU for that core requirement. This again makes sense when considering that students need to pass a standardized exam to receive advanced placement credit.
The following table shows the correlations between the following variables of interest: gender, age, SAT score, ACT score, transfer credit hours, total credit hours, cumulative GPA, Humanities major, Mathematics major, Natural Sciences major, Social and Behavioral Sciences major, and overall OSA score. For the core area major variables, the separate core area reports give a summary of those majors that were classified as relating to each core area. Note that no majors were classified as relating to the Multicultural core requirement.

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Age</th>
<th>SAT</th>
<th>ACT</th>
<th>Trans Hours</th>
<th>Total Hours</th>
<th>GPA</th>
<th>Hum Major</th>
<th>Math Major</th>
<th>Nat Sci Major</th>
<th>Soc Beh Major</th>
<th>OSA score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>-0.09*</td>
<td>-0.17**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>-0.06</td>
<td>-0.22**</td>
<td>0.85**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans hours</td>
<td>-0.05</td>
<td>0.32**</td>
<td>-0.20**</td>
<td>-0.17**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>-0.07*</td>
<td>0.17**</td>
<td>0.04</td>
<td>0.06</td>
<td>0.27**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>0.15**</td>
<td>-0.10**</td>
<td>0.31**</td>
<td>0.42**</td>
<td>-0.02</td>
<td>-0.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hum major</td>
<td>0.02</td>
<td>0.02</td>
<td>0.09*</td>
<td>0.04</td>
<td>-0.01</td>
<td>-0.05</td>
<td>0.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math major</td>
<td>-0.31**</td>
<td>-0.06</td>
<td>0.26**</td>
<td>0.21**</td>
<td>0.05</td>
<td>0.13**</td>
<td>-0.07**</td>
<td>-0.10**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat Sci major</td>
<td>0.00</td>
<td>-0.04</td>
<td>0.09*</td>
<td>0.07</td>
<td>0.01</td>
<td>0.08*</td>
<td>0.00</td>
<td>-0.08*</td>
<td>-0.12**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc/Beh major</td>
<td>0.10**</td>
<td>-0.03</td>
<td>-0.16**</td>
<td>-0.13**</td>
<td>-0.07*</td>
<td>-0.08*</td>
<td>-0.09**</td>
<td>-0.13**</td>
<td>-0.25**</td>
<td>-0.20**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSA score</td>
<td>-0.11**</td>
<td>-0.02</td>
<td>0.56**</td>
<td>0.54**</td>
<td>-0.08*</td>
<td>0.06</td>
<td>0.22**</td>
<td>0.09**</td>
<td>0.11**</td>
<td>0.10**</td>
<td>-0.07*</td>
<td></td>
</tr>
</tbody>
</table>

Notes: * p < 0.01; ** p < 0.001; n ranges from 457 to 1,578 due to missing values; gender: 0 = male, 1 = female

The following tables summarize the regression model using these same variables of interest with overall OSA score as the outcome variable. Note that the variables SAT score and ACT score were combined into one variable, SAT/ACT score, to include more students in the one model. This variable was created by using a conversion table from the ACT website to convert ACT scores to the SAT score range (see http://www.act.org/solutions/college-career-readiness/compare-act-sat/).

<table>
<thead>
<tr>
<th>Regression model predicting overall OSA score</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
</tr>
<tr>
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</table>

Office of Planning and Assessment, Devin DuPree and Gail Alleyne Bayne, June 2013
<table>
<thead>
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<th>SE</th>
<th>β</th>
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<tr>
<td>Intercept</td>
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<td>-0.04</td>
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<tr>
<td>Mathematics major</td>
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<tr>
<td>Natural Sciences major</td>
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<td>0.0132</td>
<td>0.07**</td>
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<tr>
<td>Social and Behavioral Sciences major</td>
<td>0.0228</td>
<td>0.0097</td>
<td>0.06*</td>
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</tbody>
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Note: * p < 0.05; ** p < 0.01; *** p < 0.001; gender: 0 = male, 1 = female

The model overall is significant at the 0.05 level ($R^2 = 0.3453$). For this model age, SAT/ACT score, cumulative GPA, Natural Sciences major, and Social and Behavioral Sciences major were significant predictors at the 0.05 level for overall OSA scores. The model suggests that when controlling for the other variables in the model, older students, students with higher SAT/ACT scores, students with higher cumulative GPA’s, students with a Natural Sciences related major, and students with a Social and Behavioral Sciences related major score higher on the OSA.
APPENDIX

Attachment A: The Instrument

In appreciation for submission of this assessment, we will randomly draw the names of four students who complete the Online Senior Assessment to receive an award of $1,000 toward tuition and fees for Fall 2013. If you are graduating this spring or summer, the award will be applied retroactively to your Spring 2013 account. Participants with incomplete surveys or participants whose answers indicate they did not put forth an honest effort will not be entered into the drawing. Award recipients will be notified by e-mail by May 1, 2013.

Please answer the following question to the best of your knowledge.

Did you do any of the following? Please check all that apply.

- [ ] I took at least one dual credit class (Received both high school and college credit).
- [ ] I took at least one advanced placement class.
- [ ] I took at least one CLEP exam for credit.
- [ ] I transferred credit from at least one class that I took at another institution.
- [ ] I took all my classes here at Tech.

OK: [________________] books

Next

Survey Powered by Qualtrics
**Humanities**

*The core curriculum requires you to have a course in the humanities.*
For example you could take a course in disciplines such as literature, philosophy, etc.

How did you complete your core curriculum requirement in Humanities? For example, this might include such classes at TTU as ENGL 2307, HIST 1300, PHIL 2300, or CLAS 3320. Please check all that apply.

- [ ] I took a humanities core curriculum class through dual credit in high school.
- [ ] I took an advanced placement humanities core curriculum class in high school.
- [ ] I took a CLEP exam for humanities core curriculum credit.
- [ ] I received transfer core curriculum humanities credit for a class that I took at another institution.
- [ ] I took my core curriculum class in humanities at Tech.
Did a class you took outside of Tech in Humanities count for credit for your core curriculum?

- Yes.
- I don't know.

Which one?

- A dual credit class.
- An advancement placement class.
- A CLEP exam.
- A class I took at another institution.
- I don't know.

Select your level of agreement for each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely Yes</th>
<th>Somewhat Yes</th>
<th>Not Sure</th>
<th>Somewhat No</th>
<th>Definitely No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you demonstrate your ability to think critically in written and verbal forms?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Have you learned to recognize the possibility of multiple interpretations, cultural contexts, and values?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Can you discuss ways in which the humanities shape or are shaped by cultures and societies?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Read the passage below and then answer the questions that follow. The following is a story translated into English in 1884 by Margaret Hunt from the German fairy tale collection of the Brothers Grimm (1814). Because both the original and the translation come from cultures long ago, they may now seem quite alien and perhaps even thereby disturbing.

The Willful Child

Once upon a time there was a child who was willful, and would not do what her mother wished. For this reason God had no pleasure in her, and let her become ill, and no doctor could do her any good, and in a short time she lay on her deathbed. When she had been lowered into her grave, and the earth was spread over her, all at once her arm came out again, and stretched upwards, and when they had put it in and spread fresh earth over it, it was all to no purpose, for the arm always came out again. Then the mother herself was obliged to go to the grave and strike the arm with a rod, and when she had done that, it was drawn in, and then at last the child had rest beneath the ground.

What is the LEAST likely reason why many people today might find the story upsetting?
- The character identified as God is depicted as letting a child die merely because of her unyielding attitude.
- The mother beats the corpse of her own daughter.
- The story never mentions the girl's brother.
- The narrator implies that a little girl deserves to die for nothing more than disobedience.
- The image of the girl's dead body raising its arm is grotesque.

The German original does not indicate the gender of the child. Given the information that you have been provided, which of the following is the LEAST probable reason why Hunt made the child a girl?
- Assigning a gender to the child provides some characterization, thereby making the story a bit more definite and interesting.
- Nineteenth-century readers would have expected a girl to be obedient and thus would have considered a totally willful one as abnormal as to deserve severe punishment.
- In the nineteenth-century, for a young female character to be as dynamic as this child would have been surprising and thus have added interest to the story.
- As with Alice in Wonderland, nineteenth-century children's literature often had young female main characters.
- Hunt found out that the child was really a girl.

Which of the following is MOST likely an explanation of why the story warns against disobedience?
- It was likely composed by an adult to teach children obedience.
- In the nineteenth century, medicine was less advanced than it is today.
- Nineteenth-century children often died young.
- Many people fear being buried prematurely.
- The story depicts death as rest.

Which of the following is FURTHEST from the evidence of the text?
- The girl's raising her hand even in death exaggerates stubbornness for comic effect.
- Although the expression 'death bed' implies that the girl died, since death is never narrated, a reader might wonder if a girl who moves in her grave is entirely dead.
- The presence of God as a character may have inclined the original readers to expect a miracle in the story.
- The daughter's refusal to stay buried prepares for the climax of the story, when the mother finally overcomes the girl's stubbornness.
- Vampires and other undead were an endemic problem in Eastern Europe.
Multicultural

The core curriculum requires you to have a multicultural course. For example, you could take a course in disciplines such as literature, anthropology, etc.

How did you complete your multicultural requirement? For example, this might include such classes at TTU as ANTH 1301, ART 1309, EDEL 2300, GEOG 2351, or HIST 3325. Please check all that apply.

- I took a multicultural class through dual credit in high school.
- I took an advancement placement multicultural class in high school.
- I took CLEP exam for multicultural credit.
- I received transfer multicultural credit for a class that I took at another institution.
- I took my core curriculum class at Tech.
- I received multicultural credit for having done a study abroad course (either through Texas Tech University or elsewhere).

Survey powered by Qualtrics
Did a class you took outside of Tech for multicultural requirement also count for credit for your core curriculum?

- Yes.
- I don't know.

Which one?

- A dual credit class.
- An advancement placement class.
- A CLEP exam.
- A class I took at another institution.
- I don't know.

Survey Powered By Qualtrics
For the vast majority of humans, the concept of beauty is:

- Primarily based on universal and objective criteria
- Primarily based on culturally derived criteria
- Primarily based on personal criteria
- Primarily based on definitions provided by philosophers

From culture to culture, the understanding of "being on time" is:

- Objectively defined by physicists
- Defined by national laws
- Defined by tradition and customs
- Defined by standards associated with Greenwich Meridian Time

International and intra-national cultural competence involves:

- First, being aware of one's own culture
- First, taking a course in cultural competence
- Having a best friend who is from a different culture
- Being familiar with the laws that deal with discrimination
Linguists observed some graffiti left by a newly discovered ancient culture that referred to a neighboring society called the Grots. Translated it said "Wigi is a lazy Grog cockroach." This is an example of:

- An accurate observation of Wigi by the Grots
- A discriminatory action against Wigi by the Grots
- An expression of personal identification
- An exaggerated and demeaning stereotype of the Grots

Anthropologists found a book of laws of a newly discovered ancient culture. One group of laws specifically referred to a neighboring society called the Grots. One law stated that no Grot could be a member of the army, navy, or palace guard. The anthropologists found evidence that the law was followed. In cultural terms, this is probably an example of:

- Discrimination
- Stereotyping
- Unique intercultural understanding
- The right of that society to control its population

As a rule, ethnic groups share which of the following:

- Identity, history, and culture
- Genetics, skin, and eye color
- Inherited characteristics and language
- The same government

While sitting on a train in Europe, a U.S. student sent an e-mail to a friend about witnessing a woman openly breast feeding a hungry baby without any coverings. In the message, he stated, "This is just wrong and gross. I had no idea how backwards these people are. I can't wait to get home to normality." Among the choices below, these statements could be best characterized as:

- Egocentric
- Ethnocentric
- Empiricist
- Stoic
Mathematics

The core curriculum requires you to have courses in mathematics. For example, you could take a course in logic, college level algebra, finite math, statistics, calculus, etc.

How did you complete your core curriculum requirement in Mathematics? For example, this might include such classes at TTU as MATH 1300, MATH 1320, MATH 1350, or PHIL 2310. Please check all that apply.

☐ I took at least one mathematics or logic core curriculum class through dual credit in high school.
☐ I took at least one advanced placement mathematics core curriculum class in high school.
☐ I took at least one CLEP exam for mathematics core curriculum credit.
☐ I received transfer core curriculum mathematics credit for at least one class that I took at another institution.
☐ I took all my core curriculum classes in mathematics or logic at Tech.

<Next>
Did the class/classes you took outside of Tech in Mathematics count for credit for your core curriculum?

- Yes, at least one of them did.
- I don't know.

Which one?

- A dual credit class.
- An advancement placement class.
- A CLEP exam.
- A class I took at another institution.
- I don't know.
According to the Cable News Network, the number of participants in roller-blade (in-line skating) competitions was 84% larger in 2003 as compared to 1995. The number of roller-blade competition participants from 1995 to 2003...

- decreased by about 16%.
- increased by about 16%.
- almost doubled.
- almost tripled.

Which of the following numbers is largest?

- $\frac{7}{12}$
- 0.581
- 0.583
- $\frac{29}{50}$

The population of a western county is 100,000. The local development planners predict that the population will increase by 7% each year for the next 10 years. On the other hand, the county electoral board predicts that the population will increase by a constant factor of 7,500 for each year of the next 10 years. Whose prediction method predicts a larger population for the county at the end of the 10-year cycle?

- The local development planners' method.
- The county electoral board's method.
- Both methods predict the same final population at the end of the 10-year cycle.
- There is not enough information provided to answer the question.
Alice is looking to rent an art studio. A realtor has shown her two potential locations. Each location is suitable in terms of lighting, available space and access to local amenities. However, the rental contracts are substantially different. The contract for the first studio, Studio A, stipulates a non-refundable deposit of $1,500 with a monthly rent of $450. The contract for the second studio, Studio B, stipulates a non-refundable deposit of only $750 but a monthly rent of $525. If Alice anticipates renting a studio for one year and wants the studio whose total cost for one year is less expensive, which studio contract should she accept?

- The contract from studio A, because the total contract is less expensive.
- The contract from studio B, because the total contract is less expensive.
- Either contract, since the total contract is the same for either studio.
- There is not enough information provided to answer the question.

A student group is thinking of producing a college magazine. The students produce a prototype of the magazine and conduct a small survey to compare male and female opinions of it. The following question is asked of a random sample of students: "Would you pay a dollar for this magazine?" Forty females and thirty males replied. The results are shown in the following graph:

![Graph showing yes and no responses by females and males.]

Check the answer that most accurately describes the results shown in the graph:

- Females are less likely than males to buy the magazine.
- Males are less likely than female to buy the magazine.
- Males are more likely to buy the magazine.
- Females and males are equally likely to buy the magazine.
Natural Sciences

Natural Sciences investigate the phenomena of the physical world. The core curriculum requires you to have courses in the natural sciences. For example you could take a course in anthropology, astronomy, biology, etc.

How did you complete your core curriculum requirement in Natural Sciences? For example, this might include such classes at TTU as ASTR 1401, BIOL 1401/1402, CHEM 1305/1105, GEOL 1303/1101, or PHYS 1401. Please check all that apply.

- I took at least one natural science core curriculum class through dual credit in high school.
- I took at least one advanced placement natural science core curriculum class in high school.
- I took at least one CLEP exam for natural science core curriculum credit.
- I received transfer core curriculum natural science credit for at least one class that I took at another institution.
- I took all my core curriculum classes in natural science at Tech.
Did the class/classes you took outside of Tech in Natural Sciences count for credit for your core curriculum?

- Yes, at least one of them did.
- I don't know.

Which one?

- A dual credit class.
- An advancement placement class.
- A CLEP exam.
- A class I took at another institution.
- I don't know.

Please select the areas in which you had courses that meet the Natural Sciences Core Requirement. (Typically, you will meet the minimum requirement with two courses in one area or one course each in two areas. For the purpose of this survey, check only one or two areas.)

- Animal Science
- Anthropology
- Astronomy
- Atmospheric Science
- Biology
- Chemistry
- Food and Nutrition
- Geography
- Geology
- Honors Integrated Science
- Physics
- Plant and Soil Science
- Zoology
- Other

Are you a science major?

- Yes
- No
Which of the following is NOT a property that **defines** life?

- Metabolism
- Heredity
- Homeostasis
- Movement
- Cellular organization

The increased use of antibiotics in people and livestock is leading to:

- Increased mutation rates in bacteria
- Decreased mutation rates in bacteria
- Selection against antibiotic-resistant bacteria
- Selection for antibiotic-resistant bacteria
- Does not have effect on the evolution of bacteria

The oldest oceanic crust on Earth formed approximately 160 million years ago. In view of the fact that Earth is 4.6 billion years old, why is oceanic crust so young?

- Oceanic crust is continuously being destroyed by subduction.
- Oceanic crust first began to form 160 million years ago; before that no oceans existed.
- Older oceanic crust exists but has not been dated.
- There is no difference between oceanic and continental crust.
For the following paragraphs, select the terms that best complete the blanks in the sentences.

Sally, the scientist, visited her father who told her of a new product he is using to cure his baldness. Called “Bald Away,” it is an oil derived from a rare tropical tree and is very expensive. His doctor showed him a short film about the product where three men talked about the effectiveness of the oil and showed before and after pictures of their heads. Sally was worried that the so-called cure was really just an example of “Pseudoscience” because the only reason given to accept the conclusions was anecdotal evidence.

Sally decided to study the effectiveness of the oil to help her dad decide whether to purchase the product or not. She wrote down, “When following the directions on the bottle, use of the oil leads to improved hair growth on bald men after one week.” This statement serves as her hypothesis for the study. To conduct the experiment, she recruited fifty bald men and the 25 in Group A were given “Bald Away” and Group B was given another oil that she knew did not affect hair growth.

The fifty men served as her sample. Group B served as the control group.

In order to make her study more scientifically valid, she randomly determined which group each man was put into and made sure that some of them knew if they were using Bald Away or the other oil. In addition, she had an assistant keep track of which group each man was in so that she did not know either. Because the men did not know what product they were using and neither did she, it is called a double blind study and she reduced the bias in the experiment.

After a week, Sally met with each of the men and determined that 18 of them had increased hair growth. When her assistant told her which group each of the men was in, she found that 21 out of 25 using Bald Away had more hair and 2 out of 25 from the other group showed an increase. She concluded that her hypothesis was supported and prepared a journal article explaining the experiment and its implications.

She sent it to the Journal of Bald Studies and the editor sent it to three baldness experts to evaluate the study, a process called peer review. They concluded that the study was properly done and the results can be published.
Social and Behavioral Sciences

The core curriculum requires you to have courses in the social and behavioral sciences.

For example you could take courses in U.S. history, political science, and individual or group behavior.

How did you complete your core curriculum requirement in Social and Behavioral Sciences? For example, this might include such classes at TTU as ANTH 1301, COMS 1301, ECO 2301 PSY 1300, or SOC 1301. Please check all that apply.

☐ I took an individual and group behavior core curriculum class through dual credit in high school.
☐ I took an advanced placement social and behavioral sciences core curriculum class in high school.
☐ I took a CLEP exam for social and behavioral sciences core curriculum credit.
☐ I received transfer core curriculum social and behavioral sciences credit for a class that I took at another institution.
☐ I took my core curriculum class in social and behavioral sciences at Tech.
Did the class/classes you took outside of Tech in Social and Behavioral Sciences count for credit for your core curriculum?

☐ Yes, at least one of them did.
☐ I don't know.

Back  Next
Researchers asked mothers of toddlers to estimate how many hours a week the toddlers had spent watching *Smarter Babies* videos when they were babies. The researchers then counted the number of words the toddlers used during a one-hour play session with their mothers in the lab. The researchers found that the toddlers who had watched more hours of *Smarter Babies* videos had smaller vocabularies than those toddlers who had watched fewer hours of the videos. The researchers urge the government to ban the sale of *Smarter Babies* videos.

- We can"t be sure the mothers" recollections of how much time the babies spent watching videos is accurate.
- Because the study was conducted in a lab, the toddlers may have behaved differently than they would have at home.
- The design of the study doesn"t allow us to be sure the videos caused the difference in vocabulary.
- There is nothing wrong with this.

A developmental psychologist conducted a longitudinal study of moral development using a randomly selected group of 200 boys beginning at age 8 and continuing through age 14. The findings showed that there are identifiable stages of development occurring across the age periods studied. In the publication of the results, the psychologist named the stages and concluded that they represent the stages of typical moral development for all children, ages 8-14.

What is wrong with this conclusion?
- The sample included only boys and the results may not generalize to girls.
- The sample is too small to draw conclusions.
- It is difficult to draw conclusions about developmental changes from a longitudinal study.
- The names assigned to the stages are arbitrary and may not have the same meaning to children from different cultures.

To determine voter attitudes, a political candidate hires a market research team. The market research team calls 100 randomly selected households in the candidate"s district, and asks them, "Would you be willing to pay a little more each year so that the government can help poor, starving, abused children?" The vast majority of those called - 95% -- said "yes". Based on these results, the political candidate reported in her next speech that "95% of my constituents are in favor of raising taxes to support social services."

What is wrong with this?
- Only 95% of those surveyed, not 95% of her constituents, said they supported raising taxes to support social services.
- The question itself was biased.
- The sample is biased because it isn"t representative of her constituents.
- The sample is too small.
You read that researchers studying the effects of divorce on children found that children raised in single-parent homes are more likely to get into trouble at school than children raised by two parents. The researchers conclude that children from single-parent families should be considered at-risk for problems in school.

What, if anything, is wrong with this conclusion?

- The design of the research doesn’t allow us to conclude that single-parent families and school problems are related.
- Not all children from single-parent families have problems in school; therefore, the research conclusions are invalid.
- Other research indicates that other factors, such as low socioeconomic status, contribute to problems in school, so divorced parents aren’t an important risk factor.
- None of the above is a valid criticism of this conclusion.

Justin has a 2-month old daughter. She often cries when he puts her down for a nap. Recently he’s noticed that if he goes in about 5 minutes after she starts crying and pats her on the tummy 3 times, she stops crying. He suspects that these three pats are the secret to getting her to sleep.

Which of the following would be the LEAST effective way to test this hypothesis the next time he puts her down for a nap?

- Immediately after putting her down for a nap, he should pat her on her tummy 3 times.
- He should just wait 5 minutes (without going in to pat her on the tummy).
- He should wait 5 minutes and pat her on the tummy 3 times to see if it keeps working.
- He should wait 5 minutes and then go in and stand next to her.
Compared to the US Constitution, the Texas Constitution . . .

- is much longer.
- is much shorter.
- is much less specific.
- has been amended less.

The Texas Legislature meets . . .

- twice a year.
- once every two years.
- every year.
- year round.

Which of the following political actors would have the most influence setting the national policy agenda when that actor’s office is up for election?

- The President
- Senators
- Representatives (Members of the House of Representatives)
- Judges (State and Local)

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

- The two houses have unequal power.
- The two houses have equal power.
- The two houses have no power.
- The two houses have supreme power.

The chief policy making and administrative officer of the County Commission is referred to as the . . .

- County Judge
- Commissioners Court
- County Boss
- County Surveyor
To submit your responses be sure to **click** the **FINISH** button at the bottom of the page.

In appreciation for submission of this assessment, we will randomly draw the names of four students who complete the Online Senior Assessment to receive an award of $1,000 toward tuition and fees for Spring 2013. If you are graduating this spring, the award will be applied retroactively to your Spring 2013 account. Award recipients will be notified by e-mail by April 15, 2013. Clicking the **FINISH** button will lead you to the drawing registration page.

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