

## Fall 2010 Capstone Course Assessment Project

In the fall 2010 semester, Texas Tech University piloted a new assessment instrument for the different Core Curriculum areas. This assessment project focused on Capstone Courses to assist in the collection of data for our graduating seniors. Data was submitted for 10 Capstone Courses (298 students). Data was submitted for all Core Curriculum areas, although some areas were better represented than others. Representation ranged from information submitted from a single class for the areas of Mathematics, Natural Sciences, Technology and Applied Sciences and Visual and Performing Arts to six classes submitting information for the Communications area.

For this assessment, Capstone Course faculty were asked to use the following common rubric to assess their students' learning in relation to the Core Competency Statements for Texas Tech University's different Core Curriculum areas:

\_\_\_\_\_ *Number of students in my class whose performance in this area EXCEEDED Professional or Discipline-Specific Standards*

\_\_\_\_\_ *Number of students in my class whose performance in this area MET Professional or Discipline-Specific Standards*

\_\_\_\_\_ *Number of students in my class whose performance in this area DID NOT MEET Professional or Discipline-Specific Standards*

*N/A – The student learning in my course did not relate to this Core Competency Statement.*

	Communication	Mathematics	Natural Sciences	Technology & Applied Science	Visual & Performing Arts	Humanities	Social and Behavioral Sciences	Multicultural
<b>GERM 4305</b> <b>12 students</b>	EX: 3=25% MET: 9=75% DNM : 0=0%	N/A	N/A	N/A	N/A	EX: 8=67% MET: 4=33% DNM: 0	N/A	EX: 8=67% MET: 4=33% DNM: 0
<b>ART 4335</b> <b>13 students</b>	EX: 2 = 15% MET: 11=85% DNM : 0=0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>MGT 4380, ISQS 4349 &amp; ISQS 4385</b> <b>173 students</b>	EX: 154=89% MET: 15=8% DNM : 6=3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>ENGL 4374</b> <b>16 students</b>	EX: 16=100% MET: 0=0% DNM : 0=0%	N/A	N/A	N/A	N/A	EX: 0=0% MET: 16=100% DNM : 0=0%	N/A	N/A
<b>LARC 4507*</b> <b>29 students</b>	EX: 10=34% MET: 17=59% DNM : 2=7%	EX: 12=41% MET: 15=52% DNM : 2=7%	EX: 14=49% MET: 12=41% DNM : 3=10%	EX: 12=41% MET: 15=52% DNM : 2=7%	EX: 14=49% MET: 12=41% DNM : 3=10%	EX: 13=45% MET: 13=45% DNM : 3=10%	EX: 14=49% MET: 12=41% DNM : 3=10%	EX: 12=41% MET: 14 =49% DNM : 3=10%
<b>ENGL 4351</b> <b>19 students</b>	N/A	N/A	N/A	N/A	N/A	EX: 8=42% MET: 9=53=0% DNM : 1=5%	N/A	N/A
<b>CLAS 4300</b> <b>8 students</b>	EX: 2=25% MET: 6=75% DNM : 0=0%	N/A	N/A	N/A	N/A	N/A	EX: 4=50% MET: 4=50% DNM : 0=0%	EX: 4=50% MET: 4=50% DNM : 0=0%
<b>SOC 4395</b> <b>28 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	EX: 4=14% MET: 23=82% DNM : 1=4%	N/A

EX = Exceeded; MET = Met; DNM = Did not Meet

\* = Data from spring 2009 semester

## SUMMARY

The data indicates that student learning in all Core Curriculum areas is adequate. For all Core Curriculum areas, at least 90% of the students either met or exceeded professional or discipline-specific standards. Specific results are as follows:

Communications	Data was collected from 6 classes, representing 251 students.  <u>74%</u> EXCEEDED Professional or Discipline-Specific Standards <u>23%</u> MET Professional or Discipline-Specific Standards <u>3%</u> DID NOT MEET Professional or Discipline-Specific Standards
Mathematics	Data was collected from 1 class, representing 29 students.  <u>41%</u> EXCEEDED Professional or Discipline-Specific Standards <u>52%</u> MET Professional or Discipline-Specific Standards <u>7%</u> DID NOT MEET Professional or Discipline-Specific Standards
Natural Sciences	Data was collected from 1 class, representing 29 students.  <u>49%</u> EXCEEDED Professional or Discipline-Specific Standards <u>41%</u> MET Professional or Discipline-Specific Standards <u>10%</u> DID NOT MEET Professional or Discipline-Specific Standards

Technology and Applied Sciences	<p>Data was collected from 1 class, representing 29 students.</p> <p><u>41%</u> EXCEEDED Professional or Discipline-Specific Standards  <u>52%</u> MET Professional or Discipline-Specific Standards  <u>7%</u> DID NOT MEET Professional or Discipline-Specific Standards</p>
Visual and Performing Arts	<p>Data was collected from 1 class, representing 29 students.</p> <p><u>49%</u> EXCEEDED Professional or Discipline-Specific Standards  <u>41%</u> MET Professional or Discipline-Specific Standards  <u>10%</u> DID NOT MEET Professional or Discipline-Specific Standards</p>
Humanities	<p>Data was collected from 4 classes, representing 76 students.</p> <p><u>38%</u> EXCEEDED Professional or Discipline-Specific Standards  <u>57%</u> MET Professional or Discipline-Specific Standards  <u>5%</u> DID NOT MEET Professional or Discipline-Specific Standards</p>
Social and Behavioral Sciences	<p>Data was collected from 3 classes, representing 65 students.</p> <p><u>34%</u> EXCEEDED Professional or Discipline-Specific Standards  <u>60%</u> MET Professional or Discipline-Specific Standards  <u>6%</u> DID NOT MEET Professional or Discipline-Specific Standards</p>
Multicultural	<p>Data was collected from classes, 3 representing 49 students.</p> <p><u>49%</u> EXCEEDED Professional or Discipline-Specific Standards  <u>45%</u> MET Professional or Discipline-Specific Standards  <u>6%</u> DID NOT MEET Professional or Discipline-Specific Standards</p>