



TEXAS TECH UNIVERSITY ANNUAL CORE CURRICULUM REPORT

2018-2019
ACADEMIC YEAR



TEXAS TECH UNIVERSITY

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TEXAS HIGHER EDUCATION COORDINATING BOARD

TEXAS CORE CURRICULUM

Statement of purpose

Through the Texas Core Curriculum (TCC), students gain a foundation of knowledge about human cultures and the physical and natural world, develop principles and social responsibility for living in a diverse world, and advance intellectual and practical skills essential for all learning.

Core objectives

Definitions for the six-core objective for the TCC are as follows:

- Critical Thinking Skills (CT)- creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills (COM)- effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)- manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)- ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)- intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)- ability to connect choices, actions, and consequences to ethical decision-making

Source: Texas Core Curriculum Application Guide, November 2015, Accessed from <http://www.tamusa.edu/provost/sacscoc/core-curriculum-assessment.html>

TEXAS TECH UNIVERSITY CORE CURRICULUM

CRITICAL THINKING SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Explanation of issues

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

Evidence

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

Student's position (perspective, thesis/hypothesis)

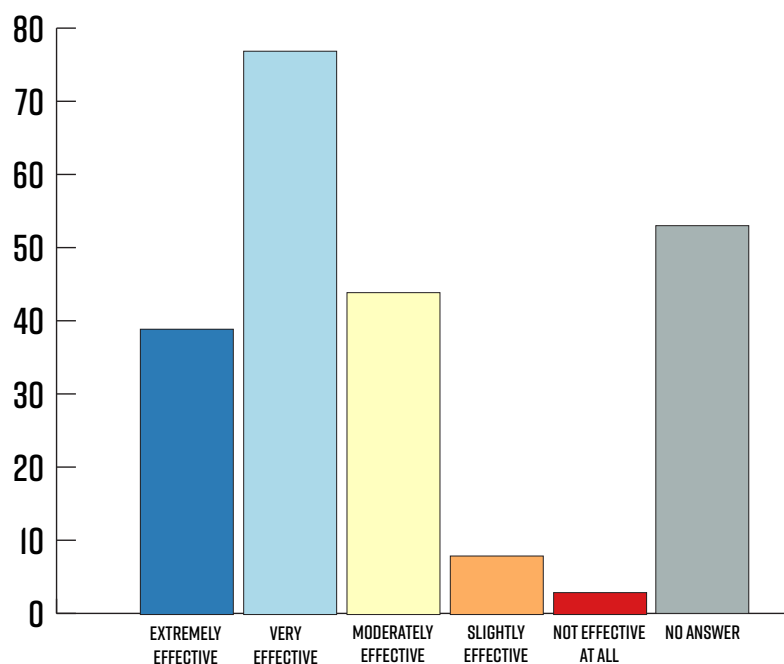
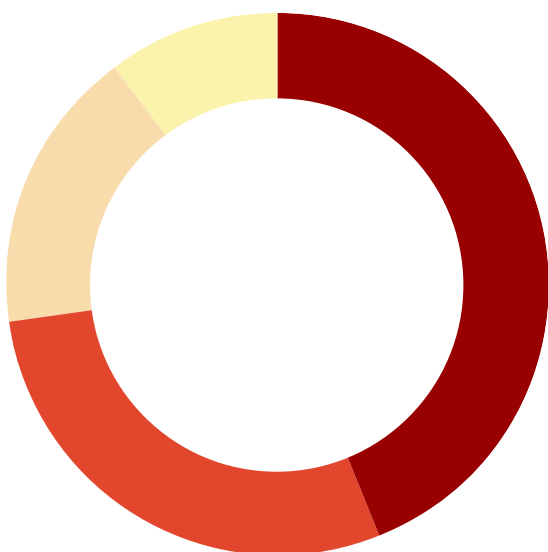
- Presents a position related to the issue or problem

Conclusions and related outcomes (implications and consequences)

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

Summary Data

- This graph represents the quality of work analyzed.



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

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

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

CRITERION:

Students will score a 3.0 on a 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Critical Thinking was 3.02. This includes results from 11,252 students. This is slightly higher from 2017-2018 (3.01).

Actions:

The average score of 3.0 is appropriate to the expectations and goals for this assessment and no action is recommended at this time.

Assessment Method (2)

NSSE:

Selected questions administered alternating years.

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

4b. Applying facts, theories, or methods to practical problems or new situations.

4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

4d. Evaluating a point of view, decision, or information source.

4e. Forming a point of view, decision, or information source.

CRITERION:

4b. Freshmen - 3.2 & Seniors - 3.2

4c. Freshmen - 3.2 & Seniors - 3.2

4d. Freshmen - 3.0 & Seniors - 3.0

4e. Freshmen - 3.0 & Seniors - 3.0

Results:

4b. Freshman students reported 2.9 while seniors reported 3.0, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 3.1.

4c. Freshman students reported 2.8 while seniors reported 3.0, demonstrating a gain of 0.2 over students' time at TTU. The senior report is equal to the national average of 3.0.

4d. Freshman students reported 2.7 while seniors reported 2.8, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 2.9.

4e. Freshman students reported 2.8 while seniors reported 2.8, demonstrating no gain over students' time at TTU. The senior report is slightly below the national average of 2.9.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

COMMUNICATION SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Context and purpose

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

Organization

- Logically structures the work

Content development

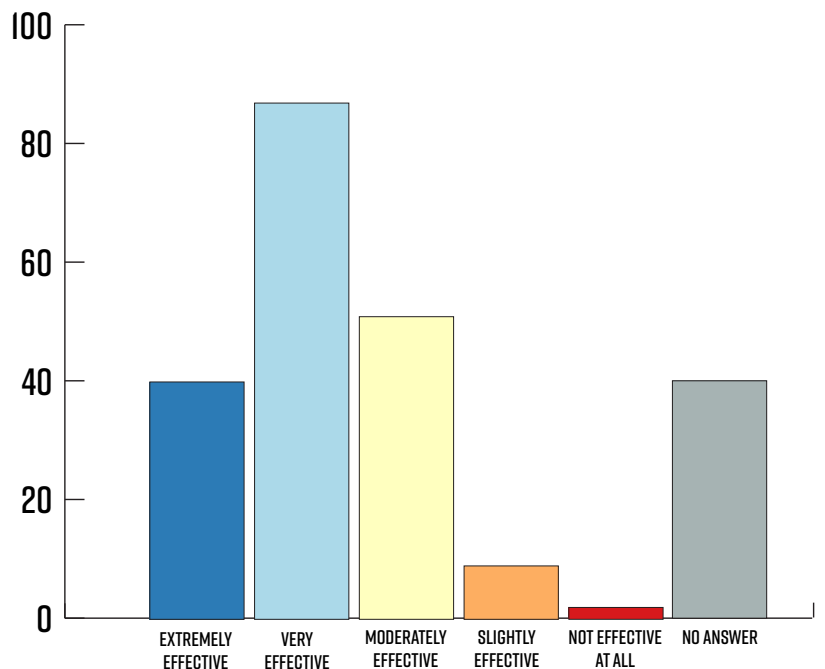
- Presents relevant information

Command of delivery

- Communicates the work to its intended audience

Summary Data

- This graph represents the quality of work analyzed.



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

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

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

CRITERION:

Students will score a 3.0 on a 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Communication was 3.13. This is slightly higher from 2017-2018 (3.00). This includes results from 33,304 students. The student count is significantly higher than previous reporting years as this number reflects students who are enrolled in more than one Core Curriculum course.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (2)

NSSE:

Selected questions administered alternating years.

1i. During the current school year, about how often have you given a course presentation?

4d. During the current school year, how much has your coursework emphasized evaluating a point of view, decision, or information source.

17b. How much has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?

CRITERION:

1i. Freshmen - 2.2 & Seniors - 2.8

4d. Freshmen - 2.8 & Seniors - 3.0

17b. Freshmen - 2.8 & Seniors - 3.0

Results:

1i. Freshman students reported 2.0 while seniors reported 2.6, demonstrating a gain of 0.6 over students' time at TTU. The senior report is slightly below the national average of 2.7.

4d. Freshman students reported 2.7 while seniors reported 2.8, demonstrating a gain of 0.1 over students' time at TTU. The senior report is slightly below the national average of 2.9.

17b. Freshman students reported 2.6 while seniors reported 2.9, demonstrating a gain of 0.3 over students' time at TTU. The senior report is at the national average of 2.9.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

EMPIRICAL & QUANTITATIVE SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Interpretation

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

Representation

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

Calculation

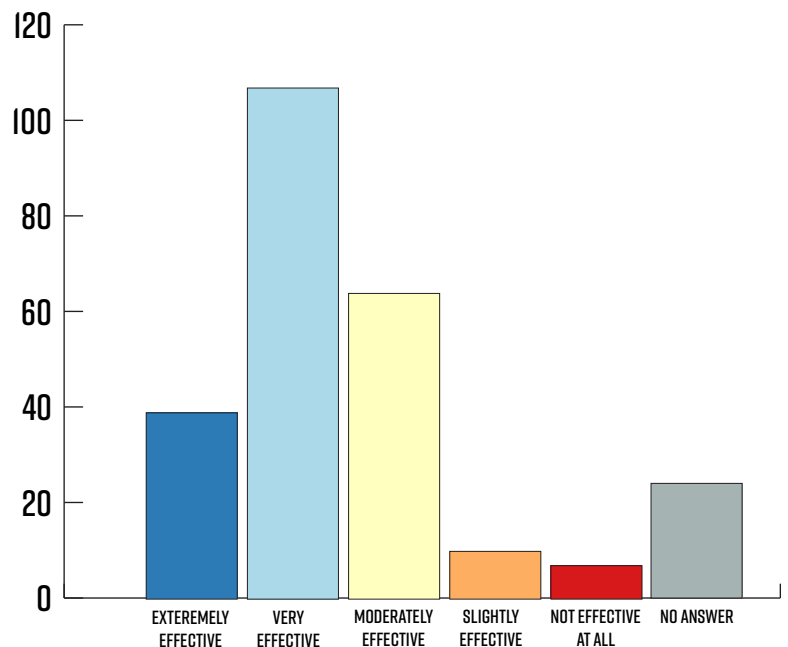
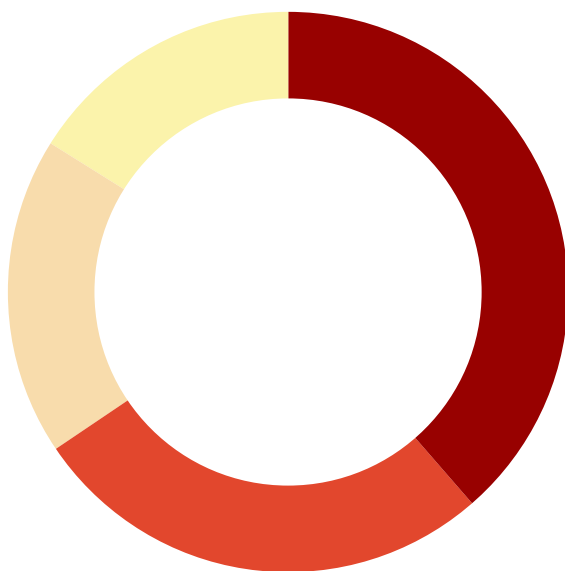
- Demonstrates a logical path to a correct answer

Use of Data

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

Summary Data

- This graph represents the quality of work analyzed.



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

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with EMPIRICAL AND QUANTITATIVE SKILLS: Mathematics, Life and Physical Sciences, Social and Behavioral Sciences, and (option) Mathematics and Logic.

CRITERION:

Students will score a 3.0 on a 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Empirical and Quantitative Skills was 2.85. This includes results from 15,997 students. This is slightly lower from 2017-2018 (3.00).

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (2)

NSSE:

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

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

6c. Evaluated what others have concluded from numerical information.

CRITERION:

6a. Freshmen - 2.6 & Seniors - 2.8

6b. Freshmen - 2.2 & Seniors - 2.6

6c. Freshmen - 2.4 & Seniors - 2.6

Results:

6a. Freshman students reported 2.6 while seniors reported 2.6, demonstrating neither a gain nor a loss over students' time at TTU. The senior report is equal to the national average.

6b. Freshman students reported 2.2 and seniors reported 2.3, demonstrating a 0.1 gain over students' time at TTU. The senior report is 0.1 lower than the national average.

6c. Freshman students reported 2.3 while seniors reported 2.4, demonstrating a 0.1 gain over students' time at TTU. The senior report is equal to the national average.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

TEAMWORK SKILLS

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Contributes to team meetings

- Actively works with the group

Individual contributions outside of team meetings

- Completes assigned tasks independently

Fosters constructive team climate

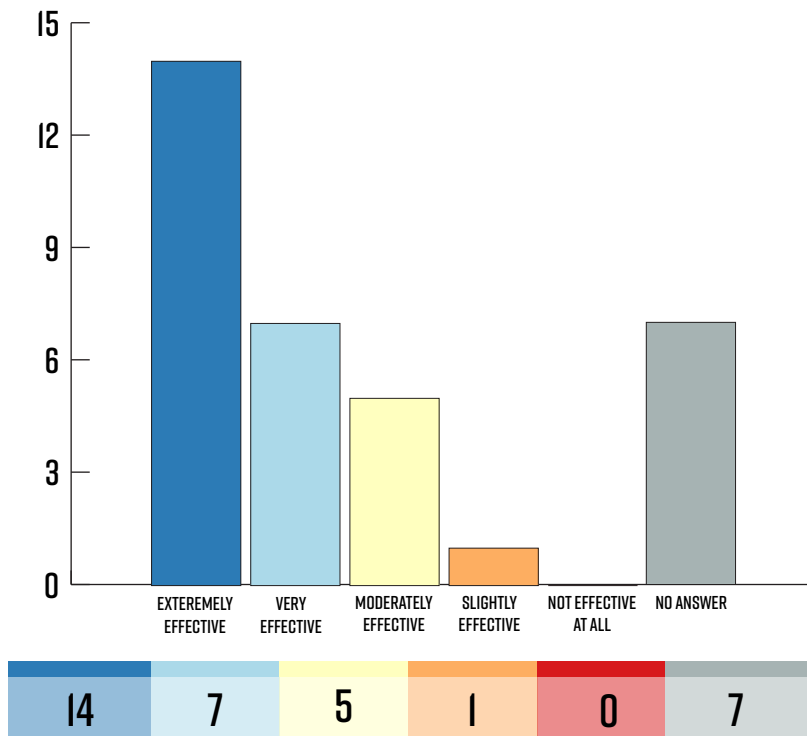
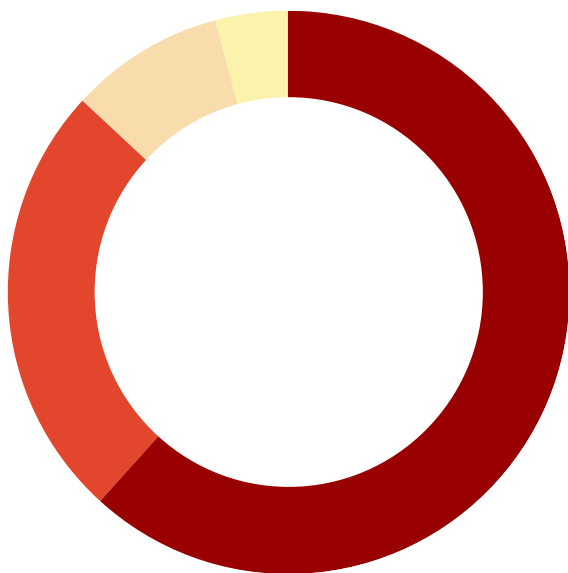
- Models behaviors appropriate to productive collaboration

Responds to conflict

- Negotiates conflict

Summary Data

- This graph represents the quality of work analyzed.



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

61.72%	25.29%	8.91%	4.07%
ANSWERED THAT WORK IS COMPREHENSIVE	ANSWERED THAT WORK IS ADEQUATE	ANSWERED THAT WORK IS BASIC	ANSWERED THAT WORK IS INADEQUATE

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

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

CRITERION:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Communication was 3.39. This includes results from 668 students. This is slightly higher from 2017-2018 (3.32).

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (2)

NSSE:

Selected questions administered alternating years.

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

1g. Prepared for exams by discussing or working through course material with other students.

1h. Worked with other students on course projects or assignments.

CRITERION:

1g. Freshmen - 2.6 & Seniors - 2.6

1h. Freshmen - 2.6 & Seniors - 3.0

Results:

1g. Freshman students reported 2.6 and seniors reported 2.5, demonstrating a 0.1 loss over students' time at TTU. The senior report is equal to the national average of 2.5.

1h. Freshman students reported 2.6 while seniors reported 2.8, demonstrating a 0.2 gain over students' time at TTU. The senior report is slightly below the national average of 2.9.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

PERSONAL RESPONSIBILITY

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

Explanation: Personal Responsibility (PR) is defined by the Texas Higher Education Coordinating Board as encompassing the “ability to connect choices, actions, and consequences to ethical decision-making.”

CATEGORIES OF ASSESSMENT:

Ethical self-awareness

- Assesses own core beliefs and their origins

Ethical Issue Recognition

- Recognizes and responds to ethical issues

Application of ethical perspectives/concepts

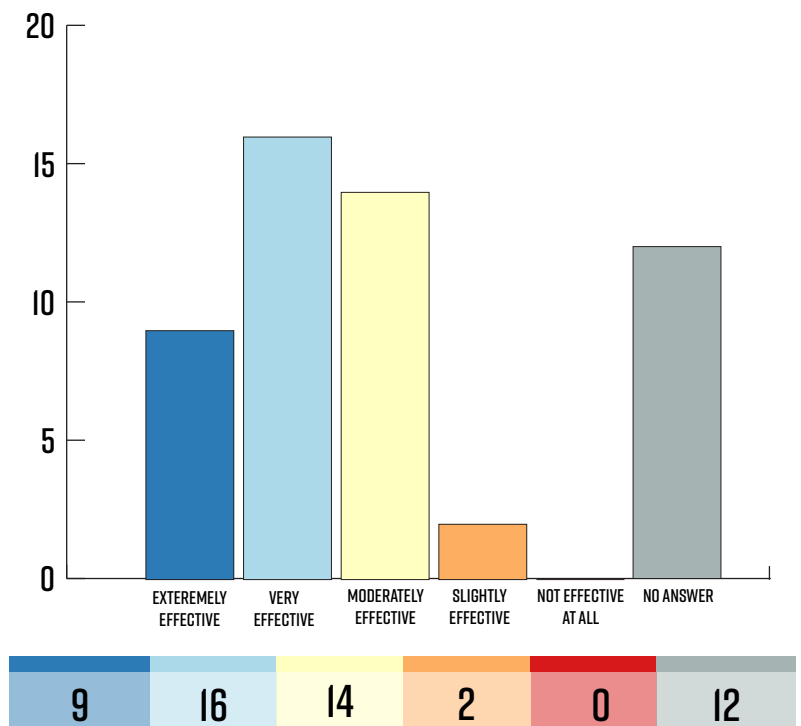
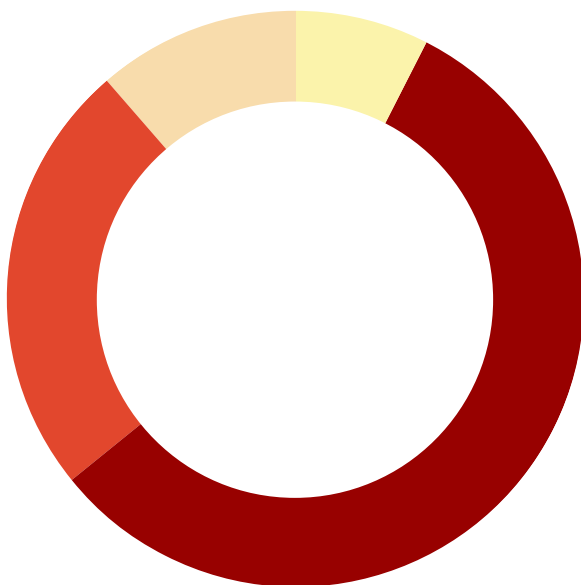
- Considers multiple ethical responses to a single question

Evaluation of different ethical perspectives/concepts

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

Summary Data

- This graph represents the quality of work analyzed.



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

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

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

CRITERION:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Personal Responsibility was 3.00. This includes results from 2,835 students. This is slightly lower from 2017-2018 (3.04).

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (2)

NSSE:

Selected questions administered alternating years.

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

2d. Examined the strengths and weaknesses of your own views on a topic or issue.

2f. Learned something that changed the way you understand an issue or concept.

CRITERION:

2d. Freshmen - 2.8 & Seniors - 3.0

2f. Freshmen - 3.0 & Seniors - 3.2

Results:

2d. Freshman students reported 2.7 while seniors reported 2.7, demonstrating neither a loss nor gain over students' time at TTU. The senior report is less than the national average of 2.8.

2f. Freshman students reported 2.8 while seniors reported 2.8, demonstrating neither a loss nor gain over students' time at TTU. The senior report is less than the national average of 3.0.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

SOCIAL RESPONSIBILITY

TEXAS CORE CURRICULUM

General Education Objectives (Student Learning Outcomes)

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

CATEGORIES OF ASSESSMENT:

Cultural self-awareness

- Assesses own cultural identity

Verbal and nonverbal communication

- Identifies multiple cultural perspectives

Analysis of knowledge

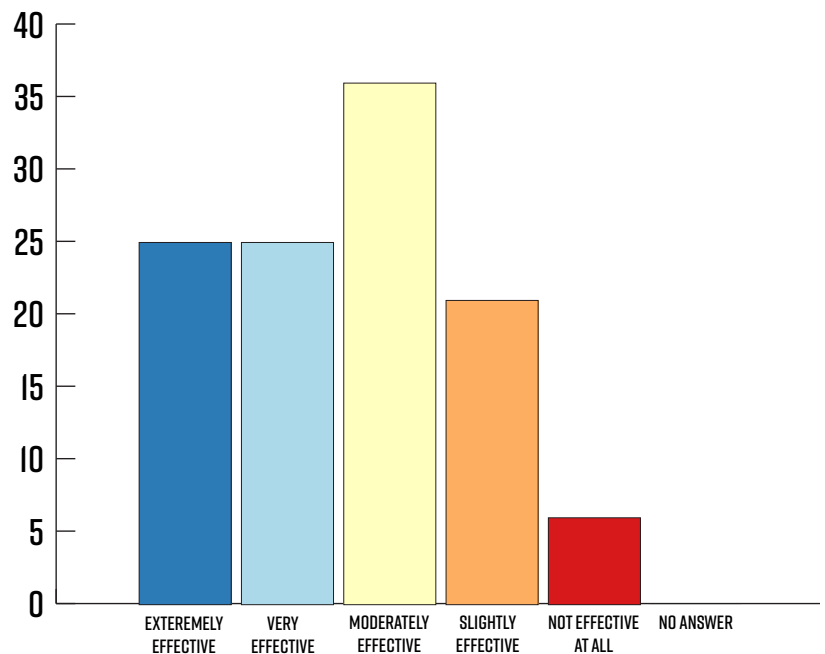
- Connects academic knowledge to civic engagement

Diversity of communities and cultures

- Applies multicultural perspectives to own attitudes and beliefs

Summary Data

- This graph represents the quality of work analyzed.



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

42.78%	28.12%	19.39%	9.71%
ANSWERED THAT WORK IS COMPREHENSIVE	ANSWERED THAT WORK IS ADEQUATE	ANSWERED THAT WORK IS BASIC	ANSWERED THAT WORK IS INADEQUATE

Assessment Method (1)

COURSE LEVEL ASSESSMENT:

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with SOCIAL RESPONSIBILITY: Written Communication, Creative Arts, American History, Government/Political Science, and (option) Oral Communication.

CRITERION:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed 0.35.

Results:

In 2018-2019, the mean student score for Social Responsibility was 2.82. This includes results from 12,304 students. This is lower from 2017-2018 (3.32).

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (2)

NSSE:

Selected questions administered alternating years.

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

2b. Connected your learning to societal problems or issues.

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

CRITERION:

2b. Freshmen - 2.6 & Seniors - 3.0

2e. Freshmen - 3.0 & Seniors - 3.2

Results:

2b. Freshman students reported 2.4 while seniors reported 2.6, demonstrating a gain of 0.2 over students' time at TTU. The senior report is less than the national average of 2.8.

2e. Freshman students reported 2.9 while seniors reported 2.9, demonstrating neither a gain or nor a loss over students' time at TTU. The senior report is less than the national average of 3.0.

Actions:

These results are consistent with TTU's expectations of its student population. No action is recommended.

Assessment Method (3)

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

CRITERION:

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

Results:

TechQuest is administered bi-annually and was not administered in the 2018-2019 academic year.

Actions:

TechQuest will be administered again in the 2019-2020 academic year.

Assessment Method (4)

ETS PROFICIENCY PROFILE:

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

CRITERION:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

Results:

The ETS Proficiency Profile had a small sample size this year of 38 respondents. Therefore, there are not enough data on which to report.

Actions:

TTU will identify criterion based on the data collected from the 2020-2021 administration.

MULTICULTURAL

TEXAS CORE CURRICULUM

Graduation Objectives

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

CATEGORIES OF ASSESSMENT:

Ethical self-awareness

- Assesses own core beliefs and their origins

Ethical Issue Recognition

- Recognizes and responds to ethical issues

Application of ethical perspectives/concepts

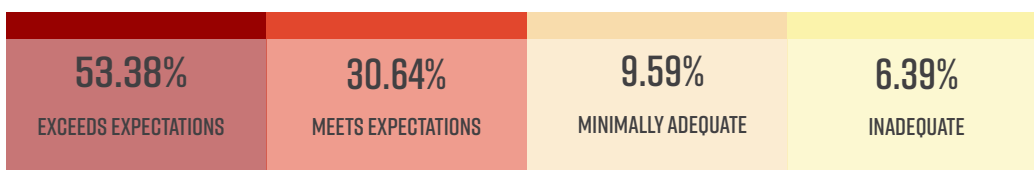
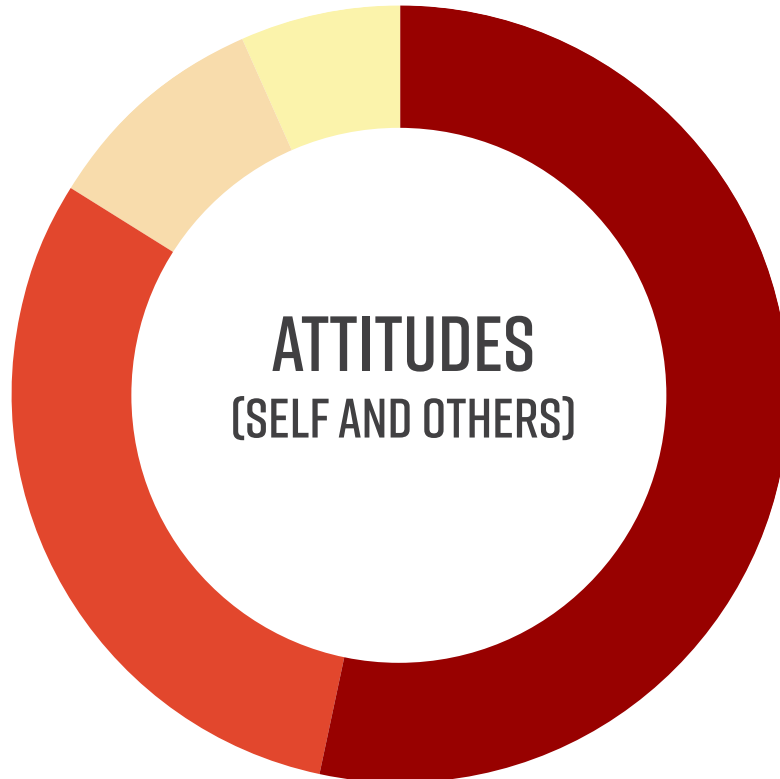
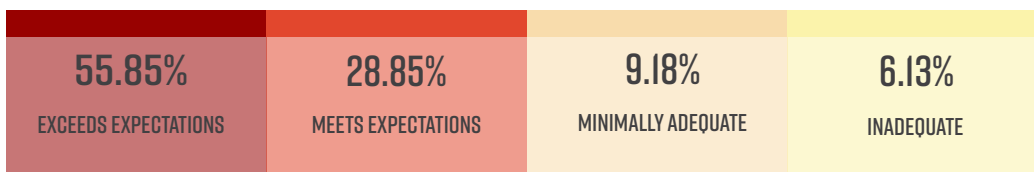
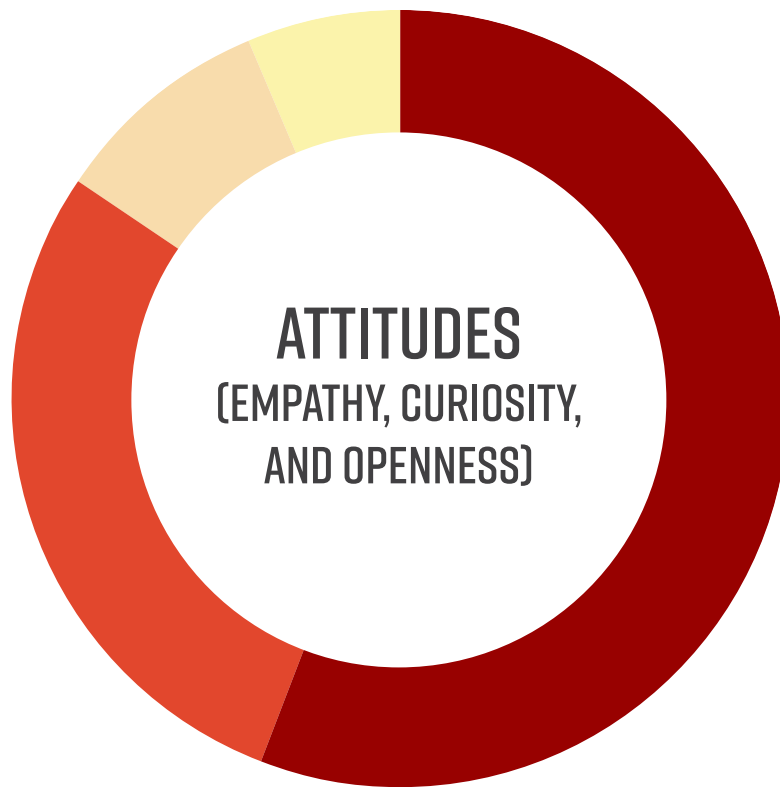
- Considers multiple ethical responses to a single question

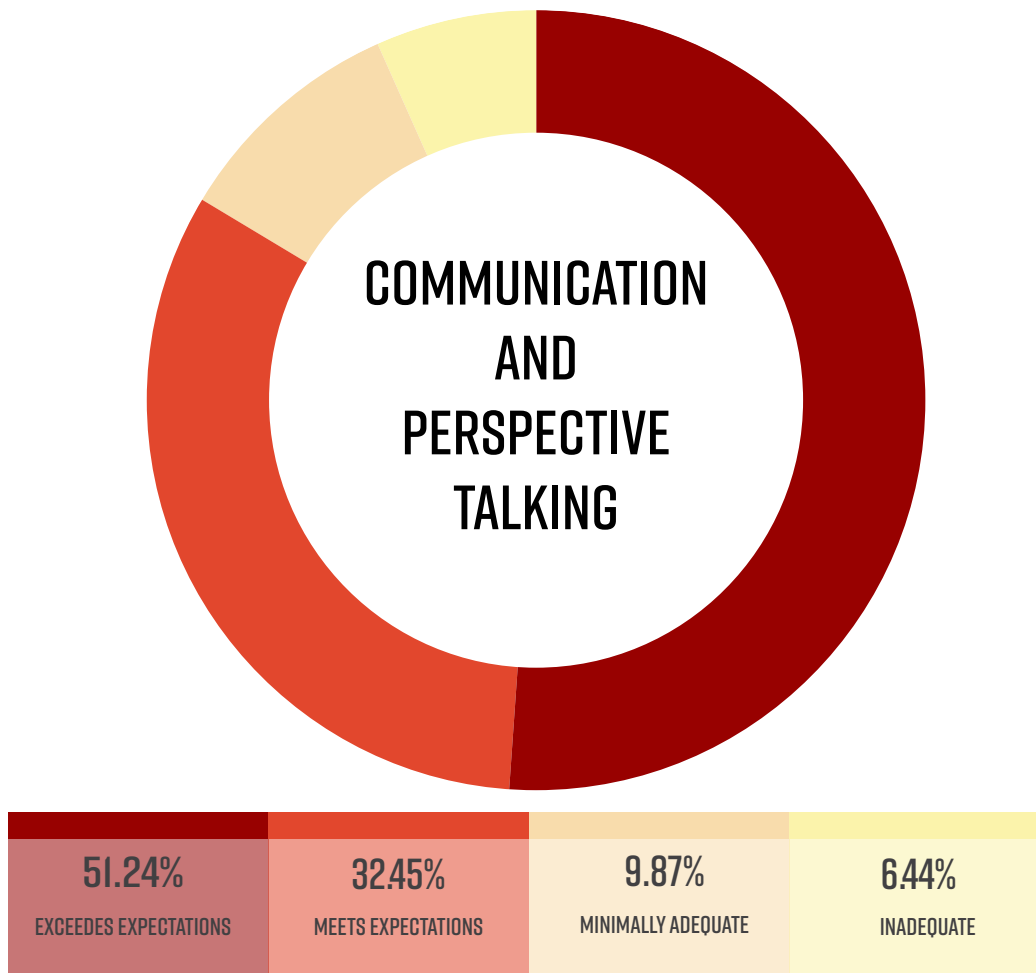
Evaluation of different ethical perspectives/concepts

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

Summary Data

The Core Curriculum Rubrics are underway to mirror the rest of the Core Report. At this time the summary data is represented in the graphs below. Starting 2019-2020 Multicultural will be uniform to the other sections of this report rated on a 1 - 4 scale. At this time, based off of results, the Multicultural data shows majority meets or exceeds expectations.





REVISED ASSESSMENT PLAN 2019-2020

CRITICAL THINKING SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES):

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

COURSE LEVEL ASSESSMENT:

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

Criterion:

Students will score a 3.0 on a 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

4b. Applying facts, theories, or methods to practical problems or new situations.

4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

4d. Evaluating a point of view, decision, or information source.

4e. Forming a point of view, decision, or information source.

Criterion:

4b. Freshmen - 3.2 & Seniors - 3.2

4c. Freshmen - 3.2 & Seniors - 3.2

4d. Freshmen - 3.0 & Seniors - 3.0

4e. Freshmen - 3.0 & Seniors - 3.0

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

Criterion:

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

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

COMMUNICATION SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES)

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

COURSE LEVEL ASSESSMENT:

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

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

1i. During the current school year, about how often have you given a course presentation?

4d. During the current school year, how much has your coursework emphasized evaluating a point of view, decision, or information source.

17b. How much has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?

Criterion:

1i. Freshmen - 2.2 & Seniors - 2.8

4d. Freshmen - 2.8 & Seniors - 3.0

17b. Freshmen - 2.8 & Seniors - 3.0

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

Criterion:

1. FCAs contributing to Communication will report 0.5 mean score improvement.

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

EMPIRICAL & QUANTITATIVE SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES)

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

COURSE LEVEL ASSESSMENT:

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with EMPIRICAL & QUANTITATIVE SKILLS: Mathematics, Life and Physical Sciences, Social and Behavioral Sciences, and (option) Mathematics and Logic.

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

6c. Evaluated what others have concluded from numerical information.

Criterion:

6a. Freshmen - 2.6 & Seniors - 2.8

6b. Freshmen - 2.2 & Seniors - 2.6

6c. Freshmen - 2.4 & Seniors - 2.6

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

Criterion:

1. FCAs contributing to Empirical & Quantitative will report 0.5 mean score improvement.

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

TEAMWORK SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES)

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

COURSE LEVEL ASSESSMENT:

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

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

1g. Prepared for exams by discussing or working through course material with other students.

1h. Worked with other students on course projects or assignments.

Criterion:

1g. Freshmen - 2.6 & Seniors - 2.6

1h. Freshmen - 2.6 & Seniors - 3.0

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

Criterion:

1. FCAs contributing to Teamwork will report 0.5 mean score improvement.

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

SOCIAL RESPONSIBILITY SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES)

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

COURSE LEVEL ASSESSMENT:

Instructors of Record (IOR) will submit rubric evaluations for a designated assignment to be analyzed by the Core Curriculum Committee (CCC). The following component areas are associated with SOCIAL RESPONSIBILITY: Written Communication, Creative Arts, American History, Government/Political Science, and (option) Oral Communication.

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

2b. Connected your learning to societal problems or issues.

2e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.

Criterion:

2b. Freshmen - 2.6 & Seniors - 3.0

2e. Freshmen - 3.0 & Seniors - 3.2

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board’s (THECB) Core Curriculum requirements, between a student’s first year and completion of college. TechQuest is administered alternating years.

Criterion:

1. FCAs contributing to Social Responsibility will report 0.5 mean score improvement.

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

PERSONAL RESPONSIBILITY SKILLS

GENERAL EDUCATION OBJECTIVES (STUDENT LEARNING OUTCOMES)

Explanation: Personal Responsibility (PR) is defined by the Texas Higher Education Coordinating Board as encompassing the “ability to connect choices, actions, and consequences to ethical decision-making.”

COURSE LEVEL ASSESSMENT:

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

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

2d. Examined the strengths and weaknesses of your own views on a topic or issue.

2f. Learned something that changed the way you understand an issue or concept.

Criterion:

2d. Freshmen - 2.8 & Seniors - 3.0

2f. Freshmen - 3.0 & Seniors - 3.2

TECHQUEST:

TechQuest is a locally developed instrument designed to measure student learning in Foundational Component Areas (FCA) and general Student Learning Outcome objectives, as identified by the Texas Higher Education Coordinating Board's (THECB) Core Curriculum requirements, between a student's first year and completion of college. TechQuest is administered alternating years.

Criterion:

1. FCAs contributing to Social Responsibility will report 0.5 mean score improvement.

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

ETS PROFICIENCY PROFILE:

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

Criterion:

Due to the ETS Proficiency Profile being in its pilot year, a meaningful baseline for student performance is still being identified.

GRADUATION OBJECTIVES

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

COURSE LEVEL ASSESSMENT:

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

Criterion:

Students will score a 3.0 on the 4.0 scale with a standard deviation not to exceed .35.

NSSE:

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

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

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

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

Criterion:

2c. To Be Determined

2e. To Be Determined

TECHQUEST:

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

Criterion:

1. To Be Determined