

Angelo State University

Evaluation of the Core Curriculum

October 1, 2004

Angelo State University Evaluation of the Core Curriculum

This first evaluation of Angelo State University's core curriculum addresses the issues of compliance and effectiveness. The Coordinating Board requested that the following four issues be addressed.

1. The extent to which Angelo State's core curriculum is consistent with the elements of the core curriculum recommended by the Board;
2. The extent to which Angelo State's core curriculum is consistent with the *Texas Common Course Numbering System*;
3. The extent to which Angelo State's curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in *Core Curriculum: Assumptions and Defining Characteristics* adopted by the Board; and
4. The extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved (to be fully addressed in the 2009 evaluation).

Angelo State University has addressed all of these issues.

Purpose of Angelo State University's Core Curriculum

According to Angelo State University's Mission Statement,

*The University, through its programs, seeks:
to provide students with a basis for making sound decisions and mature judgments which depend upon an understanding of the social, scientific, literary, artistic, political, and philosophic traditions of many cultures;
to help each student reach maximum capability with respect to communication, effective reasoning, and analytical thinking, and to provide standards of physical and intellectual discipline which lead to optimal personal development and useful, responsible citizenship;
to educate students for living and working in a competitive global society*

Both the baccalaureate programs and the core curriculum program contribute to meeting these objectives. An important part of Angelo State University's degree programs is its core curriculum. The purpose of the core curriculum is to prepare students not only for their further education in their degree programs, but also to contribute to their competencies as educated persons to further their development in their personal lives, as professional persons, as members of their communities, and as citizens. In these capacities they must be able not only to have knowledge but also the ability to critically evaluate multiple points of view in all of these areas.

The goals specified in the Mission Statement are consistent with the ***THECB***

Perspectives in the Core Curriculum. The ***Core Curriculum: Assumptions and***

Defining Characteristics states that a core curriculum contains courses that help students to

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;

2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

The objectives identified above in the Angelo State University Mission Statement are consistent with the perspectives identified by the THECB.

Consistency with the Elements Recommended by THECB

The core curriculum at Angelo State University was approved by the Texas Higher Education Coordinating Board on May 19, 1999. The letter of approval, from Marshall A. Hill, states “that the general education core curriculum submitted for Angelo State University . . . meets the criteria for compliance with the mandates of SB 148 (75th Legislature) and for consistency with the statement, recommendations and rules issued by the Board regarding core curriculum.”

Consistency of the ASU Core Curriculum with the *Texas Common Course*

Numbering System

The Core Curriculum is almost entirely consistent with the Texas Common Course Numbering System (TCCNS). The twelve Angelo State University physical activity courses are in the number range 1101 to 1125 and 2101 and 2102. According to the

Lower-Division Academic Course Guide Manual (Revised Spring 2004 physical activities courses in the range of 1100 -1150 and 2100 – 2150 are not standardized in the TCCNS.

The *Angelo State University Bulletin 2003-2005* lists the equivalent two-year college courses, with the Texas Common Course Number, as part of the section on transfer (p. 52). Courses with the appropriate common course numbers are listed on the Texas Common Course Numbering System website (<http://ccn.tccns.org/tccns/>) and in the updated core curriculum and TCCNS equivalents provided in Appendix A.

The following matrices identify the THECB and institutionally designated component areas, their exemplary educational objectives, and the ASU core curriculum courses and their Texas Common Course Number equivalent. The first course identified in a matrix is the ASU course name and number while the second is the TCCNS course. For example in the first matrix the course listed as ENG 1301/ENGL 1301, ENG 1301 is the ASU core course while ENGL 1301 is the TCCNS course. In Appendix B each course in the ASU core curriculum is identified in a matrix with its exemplary educational elements. The academic departments which have core courses have identified how each core course addresses each exemplary element in its THECB or Institutionally Designated Component Area. This was achieved by identifying the course material presented to students along with required activities, e.g. writing papers, that allow students to meet the requirements stated in the Exemplary Educational Elements. It is possible for the University and its faculty to see how the exemplary educational elements are addressed. Because the University has identified how each of the core courses

addresses the exemplary educational elements in each core component, ASU is also addressing the competencies identified by the THECB. The degree of success in determining whether the University is achieving the goals of the core curriculum will be determined by developing a method of assessing the core.

ASU Core Course	THECB Component Areas and Exemplary Educational Objectives: <i>Communication</i>
ENG 1301/ENGL 1301 ENG 1302/ENGL 1302 COMM 2301/SPCH 1315	<i>The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.</i>
	To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation
	To understand the importance of specifying audience and purpose and to select appropriate communication choices
	To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication
	To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
	To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
	To develop the ability to research and write a documented paper and/or to give an oral presentation

<p style="text-align: center;">ASU Core Course</p> <p>MATH 1302/MATH 1314 MATH 1303/MATH 1316 MATH 1311 MATH 1312 MATH 1321/MATH 1348 MATH 1332/MATH 1332 MATH 2331/MATH 2313 MATH 2332/MATH 1314</p>	<p style="text-align: center;">THECB Component Areas and Exemplary Educational Objectives:</p> <p style="text-align: center;"><i>Mathematics</i></p> <p><i>The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.</i></p>
	To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations
	To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically
	To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments
	To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results
	To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them
	To recognize the limits of mathematical and statistical models
	To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines

<p style="text-align: center;">ASU Core Course</p> <p>Physical Activities courses do not have TCCN equivalents. PA 1111, PA 1112, PA 1113, PA 1114, PA 1115, PA 1116, PA 1117, PA 1118, PA 1119, PA 1120, PA 1125, PA 2101, Pa 2102</p>	<p style="text-align: center;">Angelo State University Institutionally Designated Option Exemplary Educational Objectives: <i>Physical Activity</i> <i>The objective of the physical activity component of the core curriculum is to enable students to apply the benefits of physical activity both while they are students and after they graduate.</i></p>
	<p>To improve current fitness levels and to promote lifetime fitness habits</p>
	<p>To introduce and develop fundamental skills to encourage lifetime participation in sport and fitness activities</p>
	<p>To provide opportunities for stress management through physical activity</p>

<p style="text-align: center;">ASU Core Course</p> <p>BIO 1410 BIO 1411 CHEM 1101/CHEM 1105 CHEM 1102/CHEM 1107 CHEM 1301/CHEM 1305 CHEM 1302/CHEM 1307 CHEM 1411/CHEM 1411 CHEM 1412/CHEM 1412 CHEM 2353 & CHEM 2153 GEOL 1401/GEOL 1403 GEOL 1402/GEOL 1404 PHY 1101/PHYS 1115 PHY 1102/PHYS 1117 PHY 1101/PHYS 1111 PHY 1102/PHYS 1112 PHY 1301/PHYS 1311 PHY 1302/PHYS 1312 PHY 1421/PHYS 1401 PHY 1422/PHYS 1402 PHY 1441/PHYS 2425 PHY 2442/PHYS 2426 P S 1101/PHYS 1115 P S 1102/PHYS 1117 P S 1301/PHYS 1315 P S 1302/PHYS 1317</p>	<p style="text-align: center;">THECB Component Areas and Exemplary Educational Objectives:</p> <p style="text-align: center;"><i>Natural Sciences</i></p> <p><i>The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.</i></p>
	<p>To understand and apply method and appropriate technology to the study of natural sciences</p>
	<p>To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing</p>
	<p>To identify and recognize the differences among competing scientific theories</p>
	<p>To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies</p>
	<p>To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture</p>

ASU Core Course	THECB Component Areas and Exemplary Educational Objectives:
ART 1301/ART 1301 ART 2301/ART 1303 ART 2302/ART1304 DRAM 1311/DRAM 1310 MUSI 1310 MUSI 1341/MUS 1346 MUSI 1342 MUSI 1375 ENG 2323/ENGL 2321 ENG 2324/ENGL 2326 ENG 2325/ENGL 2331 ENG 2329/ENGL 2341	Humanities and Visual and Performing Arts <i>The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.</i>
	To demonstrate awareness of the scope and variety of works in the arts and humanities
	To understand those works as expressions of individual and human values within an historical and social context
	To respond critically to works in the arts and humanities
	To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist
	To articulate an informed personal reaction to works in the arts and humanities
	To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
	To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences

ASU Core Course	Angelo State University Institutionally Designated Option Exemplary Educational Objectives:
ASCI 1351/AGRI 1309 COMM 2345, CS 1331 ED 2323 BCIS 1305/BCIS 1305 USTD 2323/COSC 1406	Computer Literacy <i>The objective of the computer literacy component of the core curriculum is to enable students to understand the technological environment in which we live and work.</i>
	To learn to use computer-based technology to communicate
	To learn to use computer-based technology to solve problems
	To learn to use computer-based technology to acquire information
	To use reliable methods to evaluate and learn new technologies as they become available

<p>ASU Core Course</p> <p>HIST 1301/HIST 1301 HIST 1302/HIST 1302 GOVT 2302/GOVT 2301 GOVT 2302/GOVT 2302 ECO 2300 ECO 2301/ECON 2301 ECO 2302/ECON 2301 GEOG 2301/GEOG 1301 PSY 1303/PSYC 2315 PSY 2301/PSYC 2301 PSY 2304 PSY 2305/PSYC 2305 SOC1 2301/SOCI 1301 SOC1 2303/SOCI 1306 SOC1 2305/SOCI 2326 SOC1 2307/SOCI 2326</p>	<p>THECB Component Areas and Exemplary Educational Objectives:</p> <p><i>Social and Behavioral Sciences</i></p> <p><i>The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.</i></p>
	<p>To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition</p>
	<p>To examine social institutions and processes across a range of historical periods, social structures, and cultures</p>
	<p>To use and critique alternative systems or theories</p>
	<p>To develop and communicate alternative explanations or solutions for contemporary social issues</p>
	<p>To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study</p>
	<p>To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights</p>
	<p>To understand the evolution and current role of the U.S. in the world</p>
	<p>To differentiate and analyze historical evidence (documentary and statistical) and differing points of view</p>
	<p>To recognize and apply reasonable criteria for the acceptability of historical evidence and social research</p>
	<p>To analyze, critically assess, and develop creative solutions to public policy problems</p>
	<p>To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy</p>
	<p>To identify and understand differences and commonalities within diverse cultures</p>

Consistency of the ASU Core Curriculum with the Elements in the *Core Curriculum: Assumptions and Defining Characteristics* adopted by the Board

The core curriculum at ASU is consistent with the elements expressed in *Core Curriculum: Assumptions and Defining Characteristics*. It was designed to include the component areas described in that document, and the intellectual competencies listed in that document as defined by the Exemplary Educational Elements. The University has four levels of determining which courses are consistent with the elements of the core curriculum. The first level is the academic departments which involve faculty and department heads in determining which of their courses are appropriate for inclusion in the core. The second level is the College Curriculum Committees that meet each academic year to examine their respective curricula. There is the University Core Curriculum Committee made up of members of the faculty who are involved in the development of the core and ways to evaluate the core curriculum and to assess it. Finally, there is a University Curriculum Committee that examines all proposed changes in the curriculum. The Provost and Vice President for Academic and Student Affairs is the administrative officer responsible for reviewing and approving curriculum changes that originate and are recommended by the various departments and recommended by the University level committees.

For this report each academic department which has core courses was asked to identify how each core course addresses each exemplary element in its THECB or Institutionally Designated Component Area. This was achieved by identifying the course material presented to students along with any required activities, e.g. writing papers, that allow students to meet the requirements stated in the Exemplary Educational Elements. There

are 83 core courses and at least one page is devoted to each course and how each one addresses each of the exemplary educational elements. These are located in *Appendix B–Core Courses and the Exemplary Educational Elements*.

At this stage the linking of course material and activities allows the University to determine whether the exemplary educational elements and intellectual competencies are being addressed. Whether they are being met is the subject of the evaluation process being developed. This process is still in its experimental stage and is the subject of the next section.

Evaluation of the Core Curriculum: Preliminary Results

The core curriculum at Angelo State University has been assessed from two perspectives. Annual reports from the course-instructor survey, the IDEA System, can be used to assess whether students think they are achieving appropriate learning objectives for each facet of the core, both as generally defined by the Texas Higher Education Coordinating Board and as specifically applied at ASU.

Results of periodic administrations of the Academic Profile can be used to test actual achievement of skills and knowledge presented in the core, which correspond strongly to the categories defined by the THECB.

Both perspectives indicate that ASU students are slightly above average in their core achievement, though there are some areas that suggest ASU could improve.

For the past three fall semesters (2001-2003), IDEA reports on all areas of the core indicate that instructors agree on the objectives of core area courses and that students think they are achieving these objectives.

Two administrations of the Academic Profile have been made. One was not statistically valid because not enough students took it. The second administration of the Profile was much more robust. It indicated that ASU students perform at a level above the average for Masters' (Comprehensive) Colleges and Universities for each class represented in the testing sample. Non-transfers do better than transfers. A demographic indicator that confirms faculty impressions is that students do not finish the core before they begin upper division study. Three areas of potential weakness identified by the second profile are Critical Thinking, Humanities, and Natural Science.

The Core Assessment: IDEA

The THECB document *Core Curriculum: Assumptions and Defining Characteristics* (1998) lists five Core Components: Communication; Mathematics; Natural Sciences; Humanities and Visual and Performing Arts; and Social and Behavioral Sciences.

These core components contain some peculiarities that make assessment cumbersome. Only Mathematics contains courses from a single department. Some components are made up of courses that have a certain coherence and inherent relationship, such as Communication, Mathematics, and Natural Sciences. Others are quite disparate in methods, though the object of study may be similar. Thus Humanities and Visual and Performing Arts have as their object of study “works of imagination and thought.” However, literature classes have very different objectives from drawing or drama classes. Similarly, Social and Behavioral Sciences study “how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.” But the objectives of history and government classes, legislatively mandated and described quite particularly in the document, do not coincide with those of classes in behavioral sciences.

These disparities suggest that it would be useful to separate some of the core components into their constituent departmental classes for purposes of assessment. In that way, classes would not be evaluated by inappropriate standards, and individual departments could be identified if changes became necessary.

Accordingly, core assessment at Angelo State University separates the five THECB components into eight: Communication (consisting of English composition and introductory communication classes); Mathematics; Natural Sciences (consisting of freshman-level courses in biology, chemistry, physics, and physical science classes); Humanities (consisting of sophomore level literature classes); Visual and Performing

Arts (consisting of art, music, and drama classes); Social and Behavioral Sciences (consisting of psychology, sociology, economics, and geography classes); History (consisting of the legislatively mandated freshman level history sequence), and Government (consisting of the legislatively mandated sophomore government sequence). Two areas were allowed as Institutionally Designated Options: Computer Literacy (consisting of introductory classes in a variety of disciplines) and Physical Activity. Beginning in fall 2003, art and music courses that concentrate on the history of the discipline have been moved to the Humanities classification and away from Visual and Performing ARTS. These divisions make a non-intrusive assessment possible.

Every course taught in the university is evaluated annually by means of a course-instructor evaluation instrument from the IDEA Center in Manhattan, Kansas. Individual instructors are given the results for their classes. Summary reports can be derived for any group. These are routinely generated for departments, colleges, and the university as a whole. Evaluation depends on two factors: the identification by the instructor of the essential course objectives, and the assessment by the students of how well they perceive that course objectives were met.

For purposes of assessing the core, the group summary reports for the fall semester were analyzed for the three fall semesters of 2001, 2002, and 2003. The first year of the IDEA assessment, 1999, was excluded because many instructors were confused about the instrument and how their part of it was to be filled out. In 2000 the first valid assessment using the IDEA instrument was made. That year the IDEA Center did not provide

normed results for the assessment of the core curriculum since this was our baseline year. Beginning in the fall 2001 ASU’s core IDEA assessment could be compared to the IDEA norm. The comparison of ASU’s adjusted T scores for the fall 2001, fall 2002, and the fall 2003 are provided in the following table.

IDEA STUDENT COURSE EVALUATIONS
 Progress on Relevant Objectives
 Adjusted T scores

Core Component	Fall 2001	Fall 2002	Fall 2003
Communication	53	54	55
Mathematics	55	53	54
Performing Arts	55	52	47
English	55	51	54
Government	51	53	50
History	55	54	53
Natural Sciences	47	53	54
Social Sciences	55	54	55
Computer Literacy	54	51	55
Physical Activity	50	45	43
Science for Majors	NA	NA	53

According to the IDEA Center, the nationally normed T score is a standardized value that is computed from the IDEA data base for the same courses as those identified by ASU. The adjusted T scores have a mean of 51 and a standard deviation of 10. Thus any ASU Core Component with a T score of 51 is equal to the national average. An ASU T score of less than 51 will be less than the national average, while an ASU T score that is greater than 51 will be above the national average.

What the T scores show is that ASU students agree that they made progress on the essential and important course objectives (IDEA’s “Relevant Objectives”) identified by the faculty in almost every case. In addition, their perceptions that they are learning the faculty identified course

objectives exceeds the national average for all Core components except for Physical Activities in fall 2002 and 2003, the performing Arts in the fall of 2003, and in the Natural Science in fall 2001. The interpretation of the T scores is that there is an above the national average relationship between the faculty identified relevant course objectives and students' perception of what they are learning.

Communication

ASU's IDEA T scores in communication are above the national average and have increased continuously since fall 2001.

Computer Literacy

Considering that courses from seven departments make up this core element, there is remarkable agreement among the faculty on objectives, although those have changed slightly. ASU's IDEA T scores in computer literacy are above the national average and were higher in fall 2003 than in fall 2001.

Humanities (English component)

All courses in this component were sophomore literature courses from the English department until Fall 2003. Agreement among the faculty is very strong for the first goal, appreciate intellectual activity. The others vary from year to year, and agreement is not as consistent. ASU's IDEA T scores in English are above the national average but do not show a pattern.

Government

The courses in this sequence are mandated by the State. Generally, the faculty do not seem to agree strongly about the objectives of these courses. ASU's IDEA T scores in government are above the national average but do not show a pattern.

History

There is considerable disagreement among the faculty about the purposes of the courses; the faculty-identified objectives vary from year to year and include only "gain factual knowledge" as a consistently important objective. ASU's IDEA T scores in history are above the national average but have declined continuously since fall 2001. This situation will be watched to see if it continues.

Mathematics

There is consistent agreement among the faculty about the important course objectives. ASU's IDEA T scores in mathematics are above the national average but do not show a pattern.

Natural Science

There is consistent disagreement among the faculty about important course objectives. ASU's IDEA T scores in natural science have been above the national average except in the fall of 2001 and have shown a continuous increase.

Social Science

Although this component is made up of courses from four different disciplines, there is usually close agreement among the faculty about important course objectives. ASU's IDEA T scores in the social sciences are above the national average but do not show a pattern.

Visual and Performing Arts

The faculty do not always agree on essential objectives. It is likely that this problem stems from the incompatibility of types of courses included in the component.

Performance courses demand different objectives from history of art or history of music courses. In the interests of consistency, art and music history courses have been moved to the humanities component and out of visual and performing arts. ASU's IDEA T scores in the visual and performing arts were above the national average in the fall 2001 and 2002 evaluations but fell below the national average in 2003. In addition the T scores have declined continuously since 2001.

Physical Activity

There is consistent disagreement among the faculty about important objectives. ASU's IDEA T scores in physical activity were above the national average only in 2001 and have declined continuously since 2001.

Core Assessment: The Academic Profile

The Academic Profile from Educational Testing Service was the first instrument that the University attempted to use to assess the core. Its comparative data reports produce skill-dimension sub-scores (Critical Thinking, Reading, Writing, and Mathematics) and context-based sub-scores (Humanities, Social Sciences, Natural Sciences). These are grouped by class (that is, the point in their academic careers at which the students are tested) and by type of institution. Angelo State University belongs to the group Master's (Comprehensive) Colleges and Universities I and II. A list of participating institutions is available for each class. The sub-scores correspond to some of the THECB categories and to some of the THECB Intellectual Competencies.

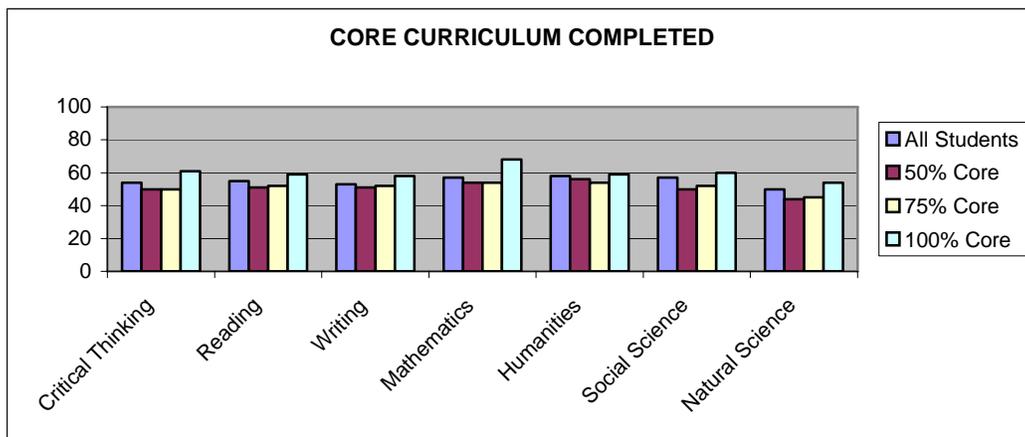
The test was first administered in the fall of 1997 with plans for the results to be used as baseline data. However, too few students (59 of 441 eligible) took the test for this to be useful for this purpose. In addition there were too few students for the test to be used for any evaluation purpose.

The Academic Profile was administered again in the spring of 2002. This time, instructors of 9:30 Tuesday/Thursday sections of junior and senior level courses were asked to administer the test without announcing it in advance. The assumption was that students in these courses were likely to have finished the core. As it happened, this assumption was only partially correct. Of the 543 students tested, less than half of the students (200) had completed most or all of their core courses; a larger number (265) had

completed about 75%. Only 61 had completed less than half. Of the 543, 247 were seniors, 213 juniors, 70 sophomores, and 9 freshmen. This robust sample provided quite a bit of information about students' enrollment habits in the core.

Percent Completed

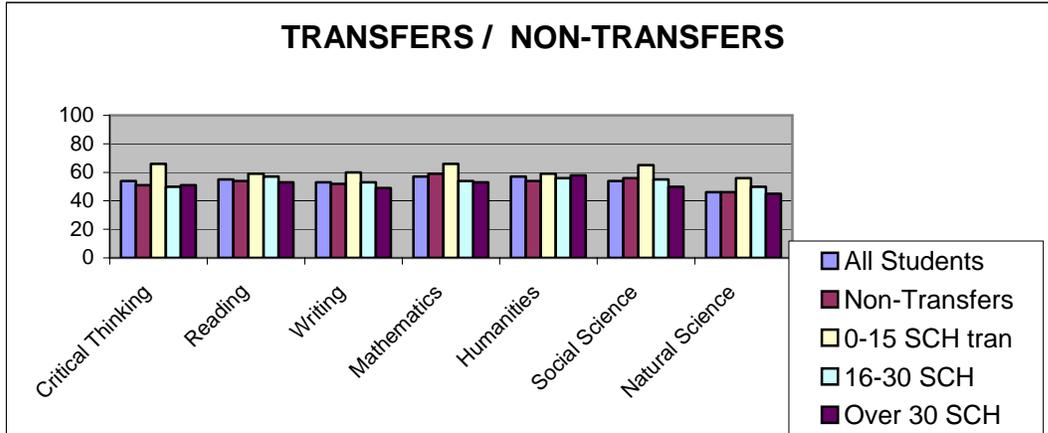
Those who had completed more of the core did better on the test. The exception was in Humanities, where those who had completed 75% of the core did not do as well as those who had completed 50%; in Critical Thinking, these groups were nearly equal. It should be noted, however, that only 43 students had completed just 50% of the core.



Transfers / Native Students

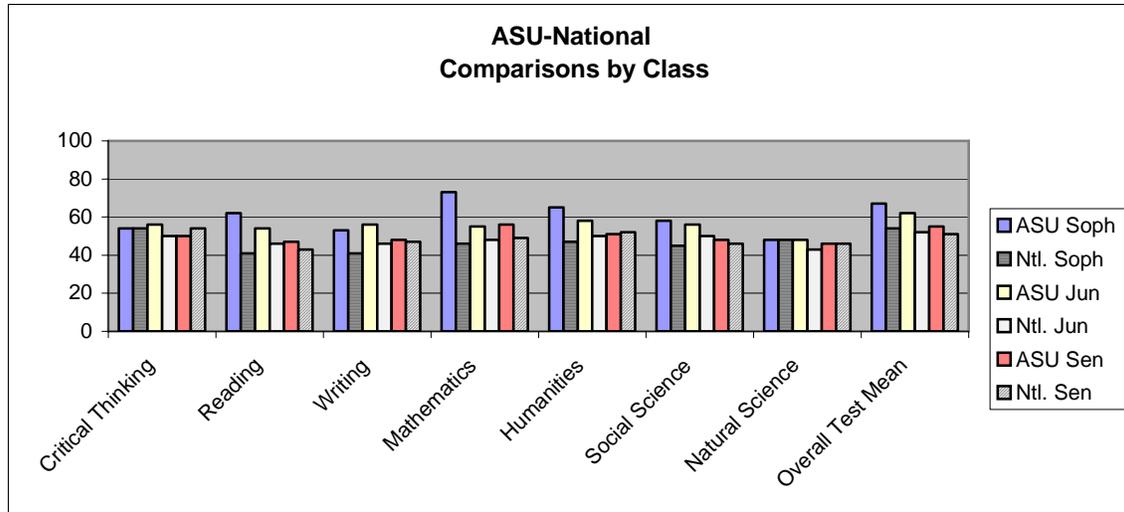
Scores of non-transfer students tended to be higher than those of transfer students with one significant exception: students who had transferred in less than 16 hours made higher scores than non-transfers and than the average of the entire group of test-takers. The reason is that CLEP scores are considered transfer hours, and students who tested out of

classes are included in this category even if they had not attended another school. They would tend to be better prepared than their classmates. Transfers in other categories made higher scores than non-transfers in Reading, Humanities, and Natural Science.



Sub-Scores by Class

The comparative data table does not include a table for all students; tables are defined by class. The comparison by class shows that ASU students tend to do better than their counterparts at other Masters' Comprehensive Colleges and Universities, sometimes significantly so. Only seniors' scores for Critical Thinking and Humanities were lower; sophomores' for Critical Thinking and for Natural Science were virtually identical; seniors' for Natural Science were virtually identical.



Because of the cost of the Academic Profile, the University will decide in the next year if the Profile should be used and if so, what sort of cycle, annual, biannual, etc. would be the most useful.

Future Assessments

This year the University Core Curriculum Committee will be engaged in developing the method of assessment of the core that the University will use for the report to the THECB in 2009. The intent of the assessment system will be to identify areas in the core in which the University is performing well and those areas in which it needs to improve. Thus the assessment system which is finally adopted should allow the University to improve the core curriculum so that it addresses the exemplary educational elements through a closer alignment of what is being taught so that the competencies and perspectives needed by students will be enhanced. The system will provide feedback to departments which have core curriculum courses so that improvements can be made.