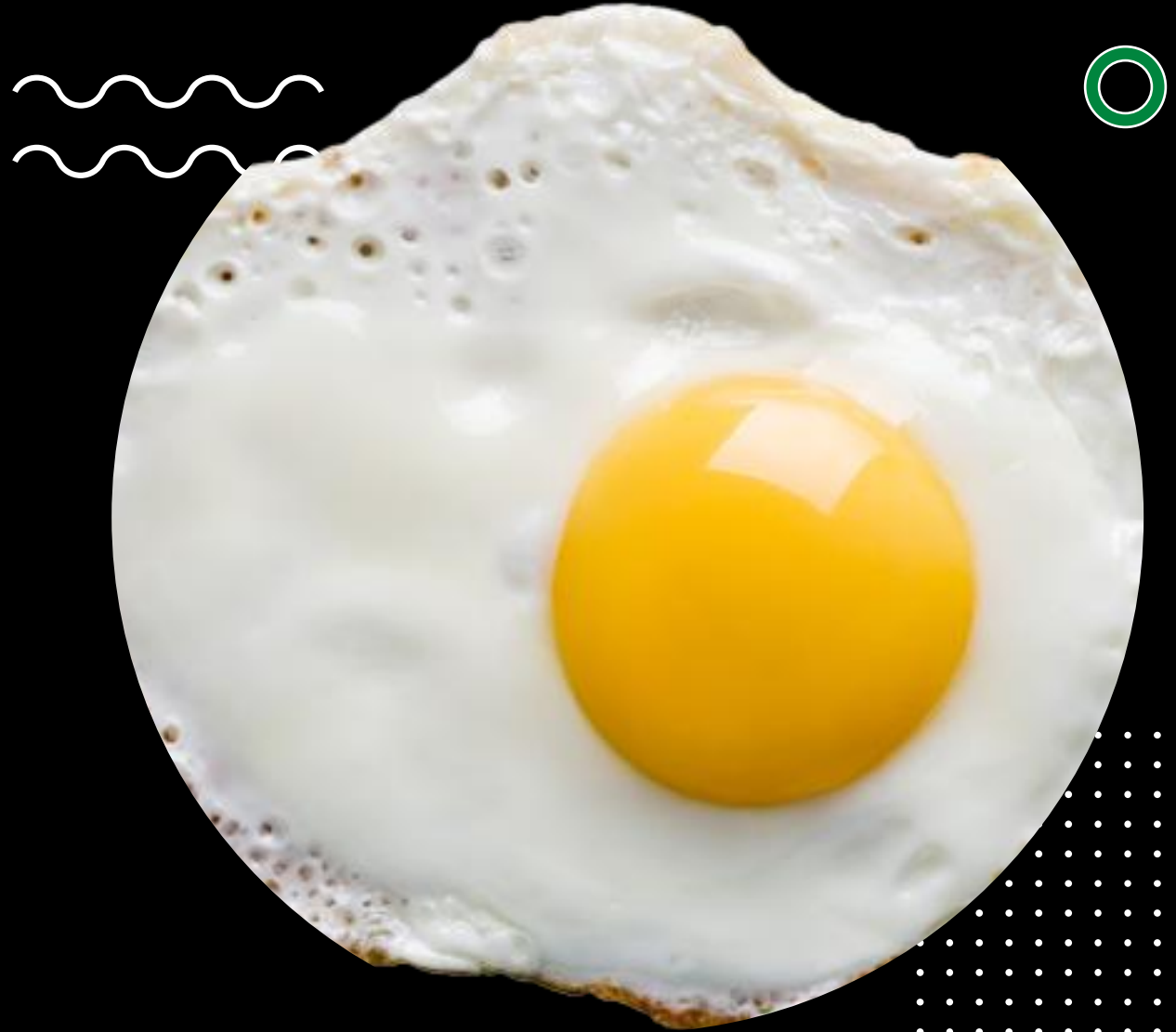


DATA & eggs

fueling faculty
insights on the core

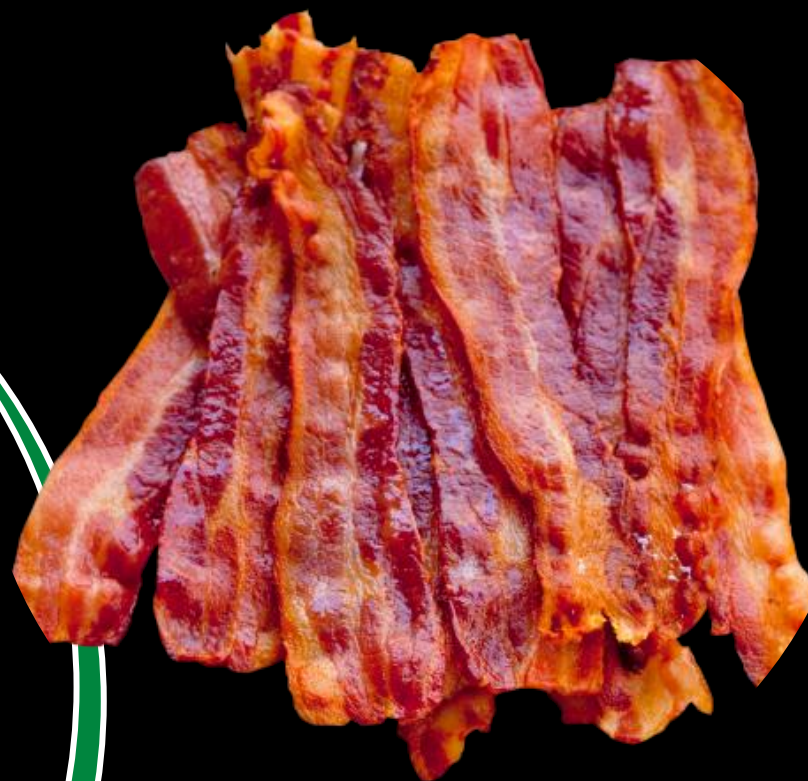


Goals

- Examine data from proprietary assessment (EPP)
- Discuss findings from two cycles of data with colleagues
- Offer suggestions to increase student learning related to core outcomes
- Consider proficiency goals for future benchmarking



Intros





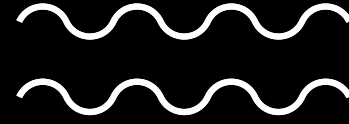
UNT Core Curriculum



- 204 courses across 44 departments
- Each course assigned to one of nine categories
 - Communication (6)
 - Mathematics (3)
 - Life & Physical Sciences (6)
 - American History (6)
 - Government/Political Science (6)
 - Creative Arts (3)
 - Language, Philosophy & Culture (3)
 - Social & Behavioral Sciences (3)
 - Option Areas A & B (6)

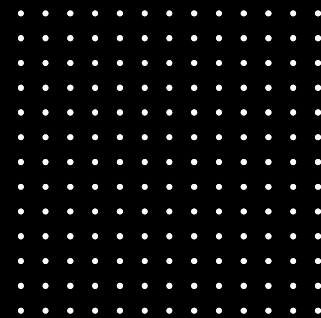


UNT Core Curriculum



Help students “develop important and fundamental skills that will help them be successful in all their classes and will prepare them for their lives after college.”

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility



About the EPP

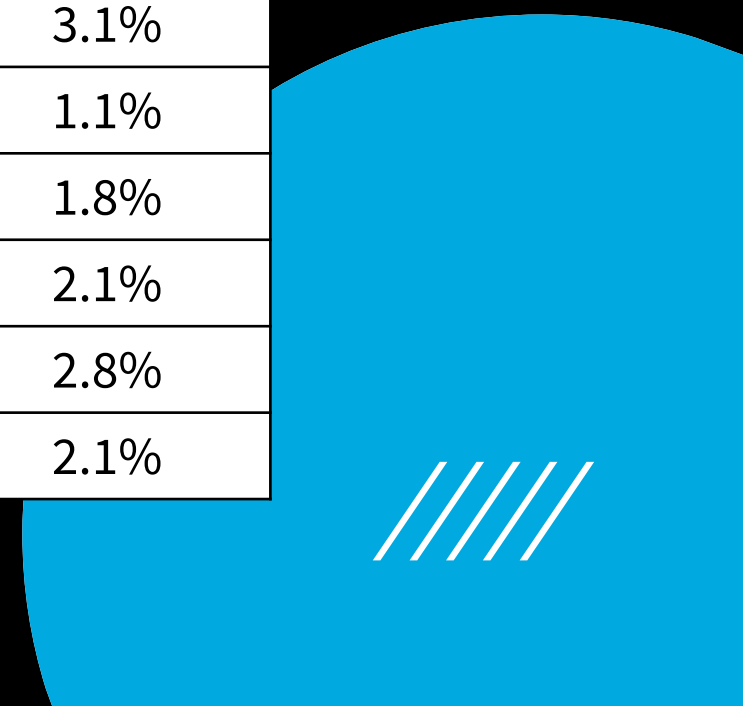
- Developed by ETS
- 36 items aligned to UNT core
 - Skills: Reading, writing, math, and critical thinking
 - Context: humanities, social sciences, and natural sciences
- Given to 100+ UNT freshmen and seniors each year
- Benchmarks to universities nationwide





22-23 EPP Overall Results

	Freshmen N=99	Seniors N=102	Change
TOTAL (400-500)	442.8	453.0	2.3%
Critical Thinking (100-130)	111.4	114.3	2.6%
Reading (100-130)	116.0	119.6	3.1%
Writing (100-130)	113.8	115.1	1.1%
Mathematics (100-130)	115.1	117.2	1.8%
Humanities (100-130)	114.9	117.3	2.1%
Social Sciences (100-130)	112.9	116.0	2.8%
Natural Sciences (100-130)	114.7	117.1	2.1%





22-23 EPP UNT vs. National

	National Scaled Score (98 institutions)	UNT Scaled Score	UNT Percentile
TOTAL (400-500)	439.4	453.0	90 th
Critical Thinking (100-130)	110.7	114.3	91 st
Reading (100-130)	116.2	119.6	85 th
Writing (100-130)	113.1	115.1	85 th
Mathematics (100-130)	112.5	117.2	93 rd
Humanities (100-130)	114.6	117.3	87 th
Social Sciences (100-130)	112.7	116.0	91 st
Natural Sciences (100-130)	114.2	117.1	90 th





Analysis



Sub-Area	skill	Percent Correct		Change
		Freshmen N=101	Seniors N=140	
Reading	Discern purpose of a reference (CT2)	57.6%	82.6%	25.0
	Meaning in context (CT3)	36.4%	56.5%	20.1
	Synthesize material (CT4)	70.6%	67.4%	-3.2

What can we say about this data?

- What strengths/weaknesses do entering freshmen demonstrate?
- What strengths/weaknesses do graduating seniors demonstrate?
- What areas of growth are the strongest? Are of concern?





Use for Improvement



Sub-Area	Skill	Percent Correct		Change
		Freshmen N=101	Seniors N=140	
Reading	Discern purpose of a reference (CT2)	57.6%	82.6%	25.0
	Meaning in context (CT3)	36.4%	56.5%	20.1
	Synthesize material (CT4)	70.6%	67.4%	-3.2

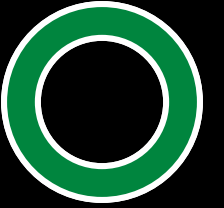
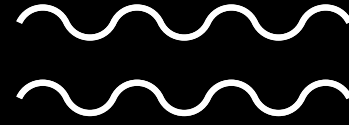
What can we do with this data?

- What would be good goals for future administrations (proposed benchmarks)?
- What interventions might improve student learning and help to meet these goals (recommendations & unit involved)?



At Your Table

- Freshman to Senior item analysis – 21-22, 22-23
- Freshman item analysis over time
- Senior item analysis over time
- Category proficiency by ethnicity
- Worksheet



Questions to Consider



- What observations can you make from the data about UNT students? About subgroups of students? About performance on core outcomes?
- What interventions (small or large) would help to improve areas of weakness or continue to strengthen areas of strength (across all disciplines)? What specifically can your department/course do?
- What are some goals for areas of weakness that we can use to benchmark future data?



THANK YOU

we appreciate your
support of UNT
students and their core
skills

how'd we do?



Data & Eggs 2023: Recommendations from EPP

Observation from the Data	Proposed Benchmark	Recommendation	Involved Unit
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____



To what degree has your understanding increased related to . . .

	To a Great Extent	Somewhat	Very Little	Not at All
the UNT Core Curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the process of analyzing student learning data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using data to plan for improvements in student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to use anything that emerged from today . . .

	Definitely	Probably	Probably Not	Definitely Not
while working with colleagues in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
while teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in future course development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of the workshop did you enjoy, if any?

- ☐ Having dedicated time to focus on improving student learning
- ☐ Working with colleagues from different departments
- ☐ Eating a Verde breakfast

Any other comments or suggestions for our next Data & . . . ?