Detailed Assessment Report
2008-2009 Core- Art

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

The Art Department's Art and Society course establishes a working vocabulary for evaluating works of art in a variety of media. Objects are interpreted in terms of their specific historical contexts and the changing relationships between art and society.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Aesthetic Judgments
Upon completing this course students will demonstrate a depth of understanding regarding the ability to evaluate works of art using related terminology, concepts and historical significance of any given work.

Associations:

General Education or Core Curriculum:
12 Develop the ability to make aesthetic judgments

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: Evaluations of exhibitions and performances
Students are required to attend art exhibitions and related performances on and off campus and write evaluations using vocabulary and concepts learned during this course.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
85% of students will earn a B or better on their written evaluations that demonstrate their understanding of aesthetic judgement.

Findings (2008-2009) - Achievement Target: Met
Data indicates that 87% of the students enrolled in Art and Society sections for the Fall 2008 term scored a grade of B or higher on their final term paper. 85% scored a B or above on their written exhibition review assignments.

Details for Action Plans Established This Cycle

Graduate Teaching Assistantship Support
An additional 3 graduate teaching assistantships should be added in order to cover future Art and Society courses
( $36,000 annually dedicated to the delivery of these courses).

Priority: High
Target Date: 09/2009
Fall Term

Responsible Person/Group: Dean of Graduate School, Dean College of Liberal Arts, University Provost

Additional Resources Needed: office space, computer/teachnology
Budget Amount Requested: $36000

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
Assessment demonstrates that Art and Society courses are being effectively delivered by current adjunct instructors or teaching assistants due to the support and guidance by the full time departmental faculty members.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
No actions necessary at this time, however large sections of this course indicates a need to increase qualified instructors for future expansion.

Annual Reports

Executive Summary
The Art Department's Art and Society Core offering remains to be a highly popular course for non-art majors. These sections with large enrollments can pose a challenge to the instructors who are primarily adjuncts or graduate teaching assistants. Although teaching these large lecture based sections can be a daunting task, the courses have been successfully delivered as a result of direction from full time Art Department faculty members.

Public/Community Service
Does not apply.

Anticipated Challenges
As the enrollments grow at this institution, there will exist the need to increase the number of sections of this course that can be offered in each term. With a limited number of qualified individuals in the local pool of adjunct instructors, the number of graduate teaching
assistantships will need to be increased in order to successfully offer these additional sections.

Closing the Loop / Planned Actions
In order to accommodate future course demands, the number of graduate teaching assistantships must be increased. This requires action by the Dean of the Graduate School, College of Liberal Arts Dean and University provost.

Summary of Requested Resources
An additional 3 graduate teaching assistantships should be added in order to cover extra Art and Society courses ( $36,000 annually dedicated to the delivery of these courses).

Administrative Unit Accomplishments
Does not apply.

Teaching Results / Accomplishments
Assessment demonstrates that Art and Society courses are being effectively delivered by current adjunct instructors or teaching assistants due to the support and guidance by the full time departmental faculty members.

Research/Scholar Activity Accomplishment
Does not apply.

Detailed Assessment Report
2008-2009 Core- Astronomy

Mission/Purpose
The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Details for Action Plans Established This Cycle

Fine tune examinations
Presently, the course examinations do not give equal weight to established course outcomes. Future examinations will be improved so that better assessment of the learning outcomes can be measured.

- Priority: High
- Target Date: 04/2009
  This improvement will be implemented with the final examination of the spring 2009 course.

- Responsible Person/Group: Robert Benson
- Additional Resources Needed: None
- Budget Amount Requested: $0

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
Since the action plan was developed during the 2008/2009 academic year which is not complete, no assessment has yet been completed.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
Since the action plan was developed during the 2008/2009 academic year which is not complete, no assessment has yet been completed.

Detailed Assessment Report
2008-2009 Core- Biology

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: How Technology/Science Affects Lives

Associations:

General Education or Core Curriculum:

10 Understand how science & technology affect lives

Detailed Assessment Report
2008-2009 Core- Chemistry

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: How Technology/Science Affects Lives
Of the all scientific disciplines, chemistry is the most extensively connected to other fields of study. The disciplines that focus on living organisms and their interaction with the physical world rely heavily on chemistry. Engineers need to understand the chemical properties of the substances they work with in order to design biologically compatible implants for joint replacements, or to design roads, bridges, and buildings. We should also think about how chemistry affects our daily lives: the addition of iodine to table salt; the development of more effective drugs to treat diseases such as cancer, AIDS, and arthritis; the use of modern materials in engineering; and current efforts to control the problems of acid rain and global warming.

**Associations:**

**General Education or Core Curriculum:**

- **10** Understand how science & technology affect lives

---

### Details for Action Plans Established This Cycle

#### Tutoring

**Priority:** High

**Tutoring & new non science major chemistry course**

There is a need to provide more tutoring for students and also students who are majoring in science should be separated from non-science majors. In Fall 2009 a new introductory chemistry course for non science majors, Introduction to General Chemistry will be offered. His class will focus more on chemistry concepts and less with less emphasis on math. Offering of this course should address the issue concerning non science majors. In addition, more funds should be allocated to hire supplemental instructors for general chemistry and possibly reduce the number of students in general chemistry classes so students will get more individual interactions with faculty.

**Priority:** High

**Target Date:** 09/2010

---

### Detailed Assessment Report

**2008-2009 Core Curriculum Program**

#### Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

#### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: Writing
Writing (please note: Objective is being absorbed into a broader 45-Hour Core Student Learning Outcome)

O 2: Personal Values
Develop personal values for ethical behavior

O 3: Critical Thinking
Critical Thinking

O 4: Making connections between disciplines
Making connections between disciplines

Associations:
General Education or Core Curriculum:
14 Understand the interrelationships of disciplines

O 5: Developing multiple perspectives
Developing multiple perspectives

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: Faculty Scholarly Activity
Promote and maintain the state and national reputation of the First-Year Learning Communities Program through conference participation and scholarly activities.

O 7: Provide support for research
Provide support for Faculty/Instructor scholarship of teaching and learning research in the core curriculum, learning community, and first year experience areas.

O 8: Promote faculty development
Promote faculty development for teaching and student learning in the core curriculum, learning community, and first-year experience areas.

O 9: Provide active learning environment
Provide First Year Learning Community Program students with an active learning environment.

O 10: Provide for collaborative learning
Provide First Year Learning Community Program students with an environment for collaborative learning.

O 11: Integrate course material
Integrate course material in First Year Learning Community Program courses.

Detailed Assessment Report
2008-2009 Core- Economics

Mission/Purpose
The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M
University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Documents:
Assessing Critical Thinking ECON 2302 01-26-09.doc
ECON 2301 Student Assessment Fall 2008-Lee.doc

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Critical Thinking

Documents:
Assessing Critical Thinking ECON 2302 01-26-09.doc
ECON 2301 Student Assessment Fall 2008-Lee.doc

Details for Action Plans Established This Cycle

Implement learning assessment outcome measurement
Implementation of learning assessment outcome measurement using agreed instruments for both principles of macroeconomics (ECON2301) and principles of microeconomics (ECON2302). This assessment should be implemented in fall 2008 and henceforth from this date onwards.

Documents:
ECON 2301 Student Assessment Fall 2008-Lee.doc
Assessing Critical Thinking ECON 2302 01-26-09.doc

Priority: Medium
Target Date: 12/2008
Responsible Person/Group: Economics Groups - FEDS, College of Business

Improvement of assessment scores
Our objective is to improve student assessment ratings to 70% in both principles of macroeconomics (ECON2301) and principles of microeconomics (ECON2302).

Documents:
Assessing Critical Thinking ECON 2302 01-26-09.doc
ECON 2301 Student Assessment Fall 2008-Lee.doc

Priority: Medium
Target Date: 06/2011
Improve learning outcomes
Responsible Person/Group: Economics Group - FEDS, College of Business

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
ECON2301: Students answered straight-forward questions mostly correctly, but had difficulties when applying the course material to more complex situations requiring more critical thinking. In this case, averages for the 2 sections assessed were 48% and 56%,
less than the 60% averages we anticipated.

ECON2302: Students clearly need more practice at application of the tools acquired in this course to problems requiring critical thinking. In this case correct responses varied between 45% and 100%.

**Documents:**  
ECON 2301 Student Assessment Fall 2008-Lee.doc  
Assessing Critical Thinking ECON 2302 01-26-09.doc

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

As a result, we will undertake these steps to improve the development of critical thinking as students learn economic concepts in ECON 2301 and 23022:

* Use more examples in class of ways in which we can apply the concepts
  * Design and administer in-class quizzes that require students to apply the concepts
  * Assign more end-of-chapter exercises that require students to apply the concepts
  * Monitor student success rates on these questions, to ascertain whether these steps are effective in improving student performance on critical-thinking types of questions

**Documents:**  
ECON 2301 Student Assessment Fall 2008-Lee.doc  
Assessing Critical Thinking ECON 2302 01-26-09.doc

**Annual Reports**

**Executive Summary**

Instruments to assess student learning outcomes were administered in 2 sections of both ECON2301 (Principles of Macroeconomics) and ECON2302 (Principles of Microeconomics) - the core courses in economics - in fall 2008 for the first time. This gives a total of 4 sections from core courses in economics where assessments were conducted.

The instruments for ECON2301 and ECON2302 were different, accounting for the different material presented in these two courses, but both consisted of a number of multiple choice questions that were selected by the instructors to reflect critical thinking as applied to economic problems and issues.

The results did not meet with our expectations, but this implies that the critical thinking elements of our courses need to be emphasized more in teaching the material, and additional exercises and examples need to be given to the students to allow them to better grasp these key aspects in the two courses.
**Anticipated Challenges**
We anticipate that class numbers for both ECON2301 (Principles of Macroeconomics) and ECON2302 (Principles of Microeconomics) will increase in future years. This presents a challenge to the instructors of these courses to present the material in an accessible way to even larger classes than we currently have in these sections.

**Closing the Loop / Planned Actions**
We will implement measures to improve the development of critical thinking as applied to the concepts presented in both ECON 2301 and 2302 by:
* Using more examples in class of ways in which we can apply the concepts
* Designing and administering in-class quizzes that require students to apply the concepts
* Assigning more end-of-chapter exercises that require students to apply the concepts
* Monitoring student success rates on these questions, to ascertain whether these steps are effective in improving student performance on critical-thinking types of questions

---

**Detailed Assessment Report**
**2008-2009 Core- English Composition**

**Mission/Purpose**
The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Writing**
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.

EEO #1: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

EEO #5: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

**Associations:**

**General Education or Core Curriculum:**

2 Writing

**Related Measures:**

**M 1: Use of the writing process**
In Portfolio 3, Students use the writing process to write a researched essay. (EEO #1)

Excellent: Demonstrates global revision & editing; invention/outlining; final is correctly documented & formatted. Good: Demonstrates WP, but doesn't use all aspects and/or doesn't present a polished essay. Poor: Does not use the writing process, does not present a correctly documented or formatted essay.
Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
90% of students will demonstrate "excellent" or "good" facility with the writing process.

Findings (2008-2009) - Achievement Target: Partially Met
In Fall 08 and Spring 09, teachers sampled students (1,6,12,18,24) in 50 classes of 1301/1302 and ranked their achievement of EEO #1.

Fall 08:
Of a total sample of 179 students in 1301, 77% of students achieved a measure of "excellent" or "good." Of a total sample of 53 students in 1302, 83% of students achieved a measure of "excellent" or "good."

Spring 09:
Of a total sample of 39 students in 1301, 51% achieved a measure of "excellent" or "good." Of a total sample of 158 students in 1302, 91% of students achieved a measure of "excellent" or "good."

Findings (2007-2008) - Achievement Target: Partially Met
Teachers were asked to assess a sample of 5 students (1, 6, 12, 18, and 24) in 13 courses of 1301/1302 from Fall 2007-Spring 2008. Data was provided for 56 students out of the approximate total of 325 students. 62% of students in 1301 and 71% of students in 1302 demonstrated "excellent" or "good" use of the writing process (EEO #1).

Related Action Plans:
Revise criteria to measure 1301
At best practices in Aug. 2009, decide new criteria to better measure learning of the writing process for 1301.
For more information, see the Action Plan Details section of this report.

M 2: Development of a researched argument
In Portfolio 3, Students develop an argument, demonstrating proficiency in critical thinking, problem solving, and technical proficiency. (EEO #5). Excellent: Argument is complex, considers multiple perspectives, and/or proposes a solution to a problem, and is proficient in academic English and documentation style. Good: Argument is sufficient, considers at least 2 perspectives/claims; and is proficient in academic English and documentation style. Poor: Argument is not sufficient, does not solve a problem, and/or is not proficient in academic English or documentation style.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
80% of students will demonstrate a "excellent" or "good" ability to develop an argument, demonstrating critical thinking, problem solving, and technical proficiency.

Findings (2008-2009) - Achievement Target: Partially Met
In Fall 2008 and Spring 2009, teachers were asked to assess a sample of 5 students (1, 6, 12, 18, and 24) in English 1301/1302. In Fall 2008, data was provided for 234 students. 76% of students in 1301 and 70% of students in 1302 demonstrated "excellent" or "good" ability to develop an argument, demonstrating proficiency in critical thinking, problem solving, and technical proficiency. (EEO #5)

In spring 2009, data was provided for 196 students. Of the 38 students in 1301, 50% demonstrated "excellent" or "good" ability to develop an argument. Of the 158 students in 1302, 91% demonstrated "excellent" or "good" ability to develop an argument.

Findings (2007-2008) - Achievement Target: Partially Met
Teachers were asked to assess a sample of 5 students (1, 6, 12, 18, and 24) in 13 courses of 1301/1302 from Fall 2007-Spring 2008. Data was provided for 56 students out of the approximate total of 325 students. 62% of students in 1301 and 94% of students in 1302 demonstrated "excellent" or "good" ability to develop an argument, demonstrating proficiency in critical thinking, problem solving, and technical proficiency. (EEO #5)

**Related Action Plans:**

**Argument**
We will change the EEO measure to more appropriate assess the learning in 1301. A group of writing faculty will decide criteria for 1301 at the Aug. 2009 best practices meeting.
For more information, see the *Action Plan Details* section of this report.

### Details for Action Plans Established This Cycle

**Argument**
We will change the EEO measure to more appropriate assess the learning in 1301. A group of writing faculty will decide criteria for 1301 at the Aug. 2009 best practices meeting.

- **Priority:** High
- **Target Date:** 09/2008
  - Fall 2009
- **Responsible Person/Group:** Susan Wolff Murphy
- **Additional Resources Needed:** 0
- **Budget Amount Requested:** $0

**Revise criteria to measure 1301**
At best practices in Aug. 2009, decide new criteria to better measure learning of the writing process for 1301.

- **Priority:** High
- **Target Date:** 08/2009
- **Responsible Person/Group:** Susan Wolff Murphy

### Analysis Answers

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**
By the end of English 1302, most students have met both objectives (EEO #1-using process and EEO #5-developing an argument), which in general demonstrates that our course sequence is successful in helping students learn and practice these skills.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**
At the end of 1301 in fall and especially in spring, when students are off-sequence, achievement in both areas (demonstrating the writing process and developing an argument) is only demonstrated by 50-75% of students. Those who are off-sequence are very likely to fail to demonstrate these skills (50% don't). While this might seem appropriate given the halfway point in our sequence of writing courses, this result indicates that our measure might be inappropriate and should be redefined to more accurately represent the learning achieved in the first semester of writing instruction.
Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Reading
Students will respond critically and creatively to the class readings in their Core literature classes (English 2332, 2333, 2334, 2335).

Document: 233x Assessment Rubric - 2008

Associations:
General Education or Core Curriculum:
1 Reading

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
It appears that the goals for Exemplary Objectives 3 and 4 were met across the range of Core Literature classes in English for both Fall 2008 and Spring 2009.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
No specific deficiencies were identified.

Annual Reports

Executive Summary
The English Core Literature courses are meeting the Student Learning Outcomes for Exemplary Objectives 3 and 4.
**Mission/Purpose**

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

---

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: How Technology/Science Affects Lives**

**Related Measures:**

**M 2: ESCI 1401 in class closed book comprehensive exam.**
This exam included a significant number of questions relating science and technology to human impact.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**
70% of students will earn an exam score of 70% or better on the comprehensive exam.

**Findings (2008-2009) - Achievement Target: Met**
In Fall 2008 a total of 150/183 or 82% of the students earned scores of 70% or higher on the final comprehensive exam.

**Document:**
[Fall08_ESCI 1401 001 - FINAL EXAM SCORES](http://app.weaveonline.com/report.aspx)

**Findings (2007-2008) - Achievement Target: Met**
In Fall 2007 a total of 163/198 or 82% of the students earned scores of 70% or higher on the final comprehensive exam.

---

**Detailed Assessment Report**

**2008-2009 Core- Film**

**Mission/Purpose**

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

---

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Aesthetic Judgments**
Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
Assessment showed 100% success after several students were given the chance to revise and resubmit their essays.

---

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: How Technology/Science Affects Lives

Details for Action Plans Established This Cycle

Separation of science and non-science majors
The Geology program proposes to separate science from non-science majors to better serve each of these groups. The class for non-science majors will cover more basic
concepts without going in depth into complex details. In an effort to make this a 3 SCH course, it will not have a lab section.

Priority: High

Target Date: 09/2010

Implement non-science major Introductory Geology course

Responsible Person/Group: Geology Program

Additional Resources Needed: Hands-on classroom material to compensate for loss of lab section.

Budget Amount Requested: $1000

Annual Reports

Research/Scholar Activity Accomplishment

Workshop participation: Teaching Introductory Geoscience Courses in the 21st Century (On the Cutting Edge - Professional Development for Geoscience Faculty; San Francisco, December 2008)

Detailed Assessment Report

2008-2009 Core- History

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Broad and Multiple Perspectives

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

Associations:

General Education or Core Curriculum:

7 Establish broad & multiple perspectives

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

In the Fall 2008 semester, over three-fourths of our U.S. history survey students scored C or better on this measure. In Spring 2009, almost 90% scored C or higher. Over the course of the 2008-09 academic year, the History area exceeded its performance goal and is doing a satisfactory job of teaching broad and multiple perspectives. Students
performed significantly higher on formal or take-home assignments in both semesters, suggesting that they learn better when given more time to prepare, exchange ideas, and get feedback on drafts from their instructors.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

With some exceptions, students in two groups scored well below the average in the Fall 2008 semester (though they still exceeded the 60% goal): 1) large lecture First Year Learning Communities; and 2) courses taught by adjunct instructors, prompting the History area to monitor these groups in the Spring 2009 semester. However, these patterns did not persist in the Spring. Indeed, students in the three largest classes scored slightly higher on average than students in the smaller, free-standing classes. Likewise, there was no statistically significant difference between students in adjunct-taught versus professor-taught courses in the Spring. Nevertheless, the History area will continue to monitor these classes in the coming academic year.

Annual Reports

Executive Summary

The history area assesses the core’s effectiveness in achieving learning outcome 7: “To establish broad and multiple perspectives on the individual in relationship to the larger society in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.” This learning outcome relates in particular to two of the core’s Exemplary Educational Objectives: EEO #3, to use and critique alternative explanatory systems or theories; and EEO #12, to identify and understand differences and commonalities within diverse cultures.

History developed the following measure for assessing Learning Outcome 7:

Students will answer an essay question or write a formal paper that demonstrates broad and multiple perspectives by either a) critically evaluating a position or theory; or b) incorporating diverse perspectives on a problem or development.

The achievement target for this measure is that at least 60% of students will score 70 (C) or better on the question or essay.

This goal was met by every History class in the core during the 2008-09 academic year. Overall, 83.16% of students scored 70 or higher on this measure, with a range of 60% to 98.3%.

Detailed Assessment Report

2008-2009 Core- Math

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing
a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

<table>
<thead>
<tr>
<th>Number</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>O 1</td>
<td>Computer Literacy</td>
</tr>
<tr>
<td>O 2</td>
<td>Logical Reasoning for Problem Solving</td>
</tr>
</tbody>
</table>

#### Details for Action Plans Established This Cycle

**Hire additional Instructors**

The Department plans increased emphasis on MATH 0398-0399-1314 in the coming years as a part of the University's QEP. Additional instructor lines permit better faculty development and more creative teaching than would corresponding adjuncts. We are requesting one additional Instructor line for AY 09-10, a second for AY 10-11.

- **Priority:** High
- **Target Date:** 09/2009
- **Responsible Person/Group:** Department Chair
- **Budget Amount Requested:** $128700

**Reconcile MATH 1324 Assignments**

Faculty teaching MATH 1324 will develop more consistent assessment of Computer Literacy in this course.

- **Priority:** Medium
- **Target Date:** 04/2009
- **Responsible Person/Group:** Faculty teaching MATH 1324
- **Budget Amount Requested:** $0

---

### Detailed Assessment Report

#### 2008-2009 Core- Music

**Mission/Purpose**

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

The University is an accredited institutional member of the National Association of Schools of Music (NASM). Among the Standards for Accreditation, Section III.P are these statements: "Institutions that train professional musicians have responsibilities for addressing issues of music in general education. NASM expects member institutions to make significant commitments to these efforts in both human and material resources. The
following should be pursued as appropriate to institutional objectives, resources, and locale. ...The institution should provide non-major students with opportunities to develop awareness and understanding of music as an integral part of the liberal education and the human experience.” NASM Handbook 2007-2008, 2nd edition.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Aesthetic Judgments
To assist non-music majors to develop their capacity for making aesthetic judgments.

**Associations:**

**General Education or Core Curriculum:**
12 Develop the ability to make aesthetic judgments

**Strategic Plans:**

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.3 Promote lifelong learning and global citizenship.

**Related Measures:**

**M 1: Objective content exam**
Instructors of different sections of MUSI 1306 all use objective written exams to assess students' mastery of factual material. Typically, these exams will provide 60-70% of the final course grade.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Achievement Target:**
The achievement target is that 85% of the students will score an overall average of 80% or better on the MUSI 1306 written examinations.

**Findings (2008-2009) - Achievement Target: Met**
During this assessment period (Fall 2008), 302 students completed the MUSI 1306 core component. A total of 227 students achieved an average score of objective measures. This was 91.7% achievement.

Established by Sammy Logsdon on 1/19/2009

**Findings (2007-2008) - Achievement Target: Met**
During this assessment period, 302 students completed the MUSI 1306 core component. A total of 227 students achieved an average score of objective measures. This was 91.7% achievement.

O 2: Develop ability to make aesthetic judgments
To assist students develop their capacity to make aesthetic judgments.

**Associations:**

**General Education or Core Curriculum:**
12 Develop the ability to make aesthetic judgments

**Strategic Plans:**

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.3 Promote lifelong learning and global citizenship.

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

During this assessment period--Fall 1998--the measures employed to assess growth in the ability of students to make aesthetic judgments indicate that this growth is occurring. The measurement of this ability is difficult because we are working with the development of attitudes and values. Objective examination score show that students generally acquired a significant proportion of the factual material in the course. An actual growth in both the willingness and the ability to make aesthetic judgments appears to have occurred, although some uncertainty will always be present.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

We will need to give attention to the rigor of the subjective testing. The very high proportion of students attaining superior marks indicates that the examination series may not be sufficiently challenging.

Annual Reports

Closing the Loop / Planned Actions

Planned actions relative to this core component consist of closely monitoring testing results and continuing to challenge students to take advantage of the rich musical environment of the campus.

Summary of Requested Resources

No new resources are required. The greatest weakness in that regard is that we must now rely upon adjunct faculty for almost 100% of the teaching for this course.

Detailed Assessment Report

2008-2009 Core Philosophy

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Personal Values

Develop personal values for ethical behavior.

Related Measures:

M 2: Ethics Questions

Four questions from several sections of PHIL 3340 Professional ethics exams are used to measure whether students are able to acquire an understanding of a variety of ethical theories, principles, and concepts, and of their use in ethical reasoning (EEO#1). These results demonstrate an ability to develop personal values for ethical behavior. The four questions are:
True of False -- If Cultural Relativism is true then we would be able to decide whether our actions are right or wrong merely by consulting the standards of our society.

True of False -- Psychological Egoism is the view that that person ought to pursue his or her own interests exclusively.

According to the “slippery slope” argument in the Tracy Latimer case.

A. it was morally permissible to kill Tracy since her physical disabilities were only going to get progressively worse and she would thus be in increasing pain.
B. it was morally impermissible for Robert Latimer to kill Tracy since his actions lead to a general disrespect for the law.
C. it was morally impermissible for Robert Latimer to kill Tracy since his actions lead to a cheapening of life, thus putting at risk all those with disabilities.
D. none of the above.

Kant’s Categorical Imperative, or what he regards as the supreme principle of morality, is expressed as follows.

A. act only according to that maxim by which you can at the same time will that it should become a universal law.
B. do not lie.
C. act only according to that maxim by which you can will that it be desired by all people.
D. A and C above.
E. all of the above.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
The average % correct on the aggregated results for the two items will equal or exceed 70% correct.

Findings (2007-2008) - Achievement Target: Met
87% -- average % correct on the aggregated results for the two items in spring 2008.
85% -- average % correct on the aggregated results for the two items in summer 2008.

O 2: Logical Reasoning for Problem Solving

Related Measures:

M 1: Logic Questions
Two questions from several sections of PHIL 3340 Professional ethics exams are used to measure whether students are able to acquire an understanding of a variety of ethical theories, principles, and concepts, and of their use in ethical reasoning (EEO#1). These results demonstrate an ability to use logical reasoning for problem solving. The two questions are:

A sound argument is one that is valid and contains only true premises.

True False

A valid argument:

1. has all true premises and a true conclusion.
2. has a fairly high degree of probability of being true.
3. is one that if the premises are true then the conclusion must be true.
4. none of the above.

The results for the two items are aggregated across sections.
Source of Evidence: Performance (recital, exhibit, science project)

**Achievement Target:**
The average % correct on the aggregated results for the two items will equal or exceed 70% correct.

**Findings (2007-2008) - Achievement Target: Met**
88% -- average % correct on the aggregated results for the two items in spring 2008.

### Detailed Assessment Report

**2008-2009 Core- Physics**

#### Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

#### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

**O 1: Computer Literacy**

The laboratory part of core physics courses employ the computer as (1) a computational tool, and (2) as a data gathering tool using electronic sensors connected to the computer. Students are required to gather experimental data using sensors such as the ultrasonic ranger, photogate, and microphone, with the data flowing into the computer through a laboratory interface box. Students learn how to configure the data analysis software to receive data from the different sensors, port the data to a spreadsheet, and analyze the data on the spreadsheet. Spreadsheet work involves using algebraic, statistical, and trigonometric formulas, graphing, and obtaining the equation of best fit to the plotted data. In addition students are required to write their lab reports using a word processor and produce hard copies. Also, quizzes are administered and graded using an internet based quiz program, and the students are required to learn how to download the quizzes and upload their answers.

**Associations:**

**General Education or Core Curriculum:**

6 Computer Literacy

**O 2: Logical Reasoning for Problem Solving**

The laws of physics are postulates from which logical deductions can be made regarding the progress of processes, e.g., the path a projectile will have or the electric charge that will be stored on a capacitor at a future point in time. The input for such predictions are our knowledge of the present and the laws of physics. In the core physics courses this aspect of deducing the future course of events is emphasized, with particular stress on using the physical laws as part of the set of premises of reasoning and the predictions as conclusions obtained from those premises by logical deduction. Inductive reasoning is the staple of laboratory exercises where measurements on physical systems are made repeatedly to determine the degree of fit between theoretical predictions and actual observations. Another component of physics education is problem solving where the task is to find a solution to a given physical problem using the laws of physics. Such problem
solving involves transforming the essentials of the problem into the symbolic language of mathematics, manipulating the variables, arriving at mathematical solutions, and interpreting them in physical terms.

**Associations:**

**General Education or Core Curriculum:**
13 Use logical reasoning in problem solving

### Details for Action Plans Established This Cycle

**Individualized instruction by lab instructors**

The lab instructors will require that members of a lab group rotate their roles in different experiments so that each student gets to record data on the computer and perform spreadsheet-based analysis at least 4 times during the semester. For each experiment the lab instructors check students' work done on the computers, and ensure that students have learned the computer skills essential for that experiment.

**Priority:** Medium  
**Target Date:** 01/2009  
**Beginning month for action plan initiation**  
**Responsible Person/Group:** Mirley Balasubramanya

**Individualized Instruction in the laboratory**

**Priority:** High

**Tutoring and Supplemental Instruction**

Physics is a notorious barrier course for many college students including science majors, as the literature suggests. It needs a one-on-one instruction to a significant extent for students to learn it effectively. The action plan is to recommend hiring two supplemental instructors, one each for Physics I and Physics II, regardless of the enrollments in these courses.

**Priority:** High  
**Target Date:** 01/2009  
**Beginning of hire of Supplemental Instructors**  
**Responsible Person/Group:** Mirley Balasubramanya + Gerardo Moreno  
**Additional Resources Needed:** 2 Supplemental Instructors for Physics  
**Budget Amount Requested:** $16000

### Analysis Answers

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The logical reasoning skills of students show a strong improvement as a result of completing introductory courses in physics.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

The computing skills for physics need further improvement, and this will be a priority item for attention for physics laboratory instructors. The problem-solving skills of students also need substantial improvement, and the physics faculty strongly recommend hiring additional supplemental instructors for more one-on-one learner-teacher interactions.
Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Responsible Member of Society

The political science program will assess "Responsible Member of Society" by assessing the Social and Behavioral Sciences EEO#6:

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.

Related Measures:

M 1: Political Science Core Class Post Tests

The political science program has developed a new strategy for US Government and Politics (POLS 2305) and State and Local Politics (POLS 2306) For this assessment, selected items from the post test scores in the courses are used. These items reflect aspects of what it means to be a "responsible member of society." The questions assess knowledge of the origins and evolution of U.S. and Texas political systems, the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

Data entered on 1/29/09 reflect the Fall 2008 post-test data.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Achievement Target:
The achievement target is a mean post-test score of 70% or higher on the selected items.

Findings (2008-2009) - Achievement Target: Not Met

On the 2305 post-test seven items were used. On only one of the areas were the objectives met. The scores were: 81%, 52%, 26%, 68%, 43%, 66% and 58%.

One the 2306 post-test four items were used. None of the items met the objectives: The scores were: 29%, 68%, 50%, 41%.

Findings (2007-2008) - Achievement Target: Not Met

POLS 2305
57% – Spring 2008

POLS 2306
Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Health and Wellness

Details for Action Plans Established This Cycle

Include a specific chapter on Health Psychology

The text chosen for General Psychology did not include a specific chapter on Health Psychology. When choosing a next text for the course, instructors will be required to included Health Psychology as a topic area reinforced by a text chapter.

Priority: High
Target Date: 09/2009
Fall Semester, 2009
Responsible Person/Group: Dr. Stan Lewin
**Associations:**

**General Education or Core Curriculum:**

3 Speaking

**Strategic Plans:**

**Texas A&M-Corpus Christi**

1.1 Provide excellent academic programs & instruction.

**O 2: Listening**

Objective: To develop students' ability to analyze and interpret various forms of spoken communication.

Objective: To develop students' ability to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

---

**Detailed Assessment Report**

**2008-2009 Core- Sociology**

**Mission/Purpose**

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Health and Wellness**

**O 2: How Technology/Science Affects Lives**

---

**Detailed Assessment Report**

**2008-2009 Core- Spanish Literature**

**Mission/Purpose**

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Reading

Detailed Assessment Report
2008-2009 Core- Theatre

Mission/Purpose

The University Core Curriculum Programs develop, implement and evaluate undergraduate academic and academic-support programs that establish a foundation for general education, provide lifelong learning skills and support the attainment of academic and career goals. The First-Year Learning Communities Program at Texas A&M University-Corpus Christi immerses students in an active learning environment, providing a context to integrate curricular content, to develop skills, and to develop a sense of academic community.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Aesthetic Judgments
The Art of the Theatre core student will score 70% or higher on the post test administered at the end of the semester

Document:
Art of the Theatre post test

Associations:
General Education or Core Curriculum:
12 Develop the ability to make aesthetic judgments

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Details for Action Plans Established This Cycle

no action plan needed

Priority: High

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The students tested found that they were able to recognize Theatre as an art form and articulate an informed personal reaction to the work.

Document:
Art of the Theatre post test results

What specifically did your assessments show regarding any outcomes/objectives that
will require continued attention?
   No change anticipated for spring '09.