Texas A&M University-Corpus Christi

Detailed Assessment Report
2007-2008 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 AM 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. The discipline is included as part of the Core Curriculum.

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

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.
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. This discipline is included as part of the Core Curriculum.

### Detailed Assessment Report

#### 2007-2008 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. This discipline is included as part of the Core Curriculum.

**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:**

- Understand how science & technology affect lives

### Detailed Assessment Report

#### 2007-2008 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. This discipline is included as part of the Core Curriculum.

**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

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**Detailed Assessment Report**

**2007-2008 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)

**Documents:**

- Fall 2007 Core Curriculum Survey Frequencies
- Frequencies for FYLCP Writing, fall 2007

**Associations:**

**General Education or Core Curriculum:**

2 Writing

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment
Related Measures:

**M 1: 45 Hour Core Fall 2007 Survey**
45 Hour Core Curriculum Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**Achievement Target:**
80% of respondents will respond "yes" to the question - "Overall, did the core curriculum help you to develop competencies in writing?"

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**Findings (2007-2008) - Achievement Target: Met**
87% yes

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**M 3: FYLCP fall survey**
First Year Learning Communities Program Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

**Document:**
Frequencies from FYLCP Survey, fall 2007

**Achievement Target:**
80% of respondents enrolled in a linked English Composition course will respond "yes" to the question - "Overall, has the First Year Learning Communities Program (Triads and Tetrads) helped you improve your writing skills?"

**Document:**
Frequencies for FYLCP Writing, fall 2007

**Findings (2007-2008) - Achievement Target: Met**
92% yes

**Document:**
Frequencies for FYLCP Writing, fall 2007

**Findings (2006-2007) - Achievement Target: Met**
1. Writing: Fall 2006 - 72% (81% for students in composition); Spring 2007 - 75% (81% for students in composition)

**Related Action Plans:**
**Clarify expected performance level**
Will clarify the expected performance level for students in linked
composition courses
For more information, see the Action Plan Details section of this report.

O 2: Personal Values
Develop personal values for ethical behavior

Document:
Fall 2007 Core Curriculum Survey Frequencies

Associations:
General Education or Core Curriculum:
11 Develop personal values for ethical behavior

Related Measures:

M 1: 45 Hour Core Fall 2007 Survey
45 Hour Core Curriculum Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

Document:
Fall 2007 Core Curriculum Survey Frequencies

Achievement Target:
80% of respondents will respond "yes" to the question - "Overall, did the core curriculum help you to develop personal values for ethical behavior?"

Findings (2007-2008) - Achievement Target: Met
91% yes

O 3: Critical Thinking
Critical Thinking

Document:
Fall 2007 Core Curriculum Survey Frequencies

Associations:
General Education or Core Curriculum:
5 Critical Thinking

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 1: 45 Hour Core Fall 2007 Survey
45 Hour Core Curriculum Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

Document:
Fall 2007 Core Curriculum Survey Frequencies

Achievement Target:
80% of respondents will respond "yes" to the question - "Overall, did the core curriculum help you to develop competencies in critical thinking?"

Document:
Fall 2007 Core Curriculum Survey Frequencies

Findings (2007-2008) - Achievement Target: Met
92% yes

Document:
Fall 2007 Core Curriculum Survey Frequencies

O 4: Making connections between disciplines
Making connections between disciplines

Documents:
Fall 2007 Core Curriculum Survey Frequencies
Frequencies from FYLCP Survey, fall 2007

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

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 1: 45 Hour Core Fall 2007 Survey
45 Hour Core Curriculum Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

Document:
Fall 2007 Core Curriculum Survey Frequencies

Achievement Target:
80% of respondents will respond "yes" to the question - "Overall, did the core curriculum help you see connections among your courses?"

Document:
Fall 2007 Core Curriculum Survey Frequencies

Findings (2007-2008) - Achievement Target: Met
83% yes

Document:
Fall 2007 Core Curriculum Survey Frequencies

Related Action Plans:
Develop common themes across core curriculum
Will work with the UCCP Resource Group on developing common themes across the core curriculum courses
For more information, see the Action Plan Details section of this report.

**M 3: FYLCP fall survey**
First Year Learning Communities Program Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

**Document:**
Frequencies from FYLCP Survey, fall 2007

**Achievement Target:**
80% of respondents will respond "yes" to the question - "Overall, has the First Year Learning Communities Program (Triads and Tetrads) helped you see connections among your triad/tetrad courses?"

**Findings (2007-2008) - Achievement Target: Met**
89% yes

**Findings (2006-2007) - Achievement Target: Met**

**O 5: Developing multiple perspectives**
Developing multiple perspectives

**Documents:**
Fall 2007 Core Curriculum Survey Frequencies
Frequencies from FYLCP Survey, fall 2007

**Associations:**
General Education or Core Curriculum:
7 Establish broad & multiple perspectives

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

**Related Measures:**

**M 1: 45 Hour Core Fall 2007 Survey**
45 Hour Core Curriculum Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**Achievement Target:**
80% of respondents will respond "yes" to the question - "Overall, did the core curriculum help you establish broad and multiple perspectives on the
individual in relationship to the larger society and world in which you live?"

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**Findings (2007-2008) - Achievement Target: Met**
91% yes

**Document:**
Fall 2007 Core Curriculum Survey Frequencies

**M 2: First year Comp spring semester portfolios**
First year Composition spring semester portfolios

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

**Achievement Target:**
A random sample of portfolios will demonstrate that 80% of students will get a B or better on the appropriate portion of the portfolio based upon a rubric developed by the faculty review committee.

**M 3: FYLCP fall survey**
First Year Learning Communities Program Fall 2007 Student Survey

Source of Evidence: Student course evaluations on learning gains made

**Document:**
Frequencies from FYLCP Survey, fall 2007

**Achievement Target:**
80% of respondents will respond "yes" to the question - "Overall, has the First Year Learning Communities Program (Triads and Tetrads) helped you approach and understand issues from different perspectives?"

**Findings (2007-2008) - Achievement Target: Met**
92% yes

**Findings (2006-2007) - Achievement Target: Met**

**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.

**Documents:**
UCCP 2008-08 Travel
FY2010 Budget Presentation

**Strategic Plans:**
Texas A&M-Corpus Christi
  1.1 Provide excellent academic programs & instruction.
  1.2 Achieve targeted national prominence.
  1.3 Promote lifelong learning and global citizenship.
  1.4 Provide a supportive and safe campus environment

Related Measures:

M 4: Conference participation
Documentation of conference participation and scholarly activity related to the FYLCP.

Source of Evidence: Activity volume

Achievement Target:
Documentation will demonstrate that at least 5 FYLCP faculty/instructors will present at a conference related to the FYLCP.

Findings (2007-2008) - Achievement Target: Met
8 FYLCP faculty/instructors made presentations at conferences related to the FYLCP.

Findings (2006-2007) - Achievement Target: Met
16 FYLCP faculty/instructors made presentations at conferences related to the FYLCP.

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.

Documents:
UCCP 2008-08 Travel
FY2010 Budget Presentation

Strategic Plans:
Texas A&M-Corpus Christi
  1.1 Provide excellent academic programs & instruction.
  1.2 Achieve targeted national prominence.
  1.4 Provide a supportive and safe campus environment

Related Measures:

M 5: Funding for trips to conferences.
Funding for trips to conferences.

Achievement Target:
At least $1,000 will be spent to support faculty trips to conferences.

Findings (2007-2008) - Achievement Target: Met
$14,687.31 was spent to support faculty trips to conferences

Findings (2006-2007) - Achievement Target: Met
$10,907.54 spent to support faculty trips to conferences

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

Document:
FY2010 Budget Presentation
Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 6: Faculty development
Sponsorship of faculty development opportunities will be documented.

Achievement Target:
At least 4 faculty development events/workshops were be held each academic year.

Findings (2007-2008) - Achievement Target: Met
4 events were help in the 2007-07 academic year

Findings (2006-2007) - Achievement Target: Met
Nine events were held in the 2006-07 AY.

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

Document:
Frequencies from FYLCP Survey, fall 2007

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 3: FYLCP fall survey
First Year Learning Communities Program Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

Document:
Frequencies from FYLCP Survey, fall 2007

Achievement Target:
80% of respondents will respond "yes" to the question - Have the following professors/instructors in your learning community (Triad or Tetrad) provided opportunities for active learning?"

Large Lecture Professor
Seminar Instructor

Findings (2007-2008) - Achievement Target: Met
92% yes, large lecture professor
97% yes, seminar instructor

**Findings (2006-2007) - Achievement Target: Met**

1. Writing: Fall 2006 - 72% (81% for students in composition); Spring 2007 - 75% (81% for students in composition)
3. Connections: Fall 2006 91%; Spring 2007 - 85%
4. Multiple perspectives: Fall 2006 88%; Spring 2007 - 87%
8. Active learning: Fall 2006 - First-Year Seminar 95%, large lecture professor 88%; Spring 2007 - First-Year Seminar 95%, large lecture professor 85%
9. Collaborative learning: Fall 2006 - 81%; Spring 2007 - 76%
10. Integrate course material: Fall 2006 - First-Year Seminar 93%, large lecture professor 88%; Spring 2007 - First-Year Seminar 93%, large lecture professor 85%

**O 10: Provide for collaborative learning**

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

**Document:**

Frequencies from FYLCP Survey, fall 2007

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

**Related Measures:**

**M 3: FYLCP fall survey**

First Year Learning Communities Program Fall 2007 Student Survey

Source of Evidence: Student course evaluations on learning gains made

**Document:**

Frequencies from FYLCP Survey, fall 2007

**Achievement Target:**

80% of respondents will respond "yes" to the question - "Overall, has the First Year Learning Communities Program (Triads and Tetrads) helped you improve your ability to learn in a group of students?"

**Findings (2007-2008) - Achievement Target: Met**

87% yes

**Findings (2006-2007) - Achievement Target: Met**

1. Writing: Fall 2006 - 72% (81% for students in composition); Spring 2007 - 75% (81% for students in composition)
3. Connections: Fall 2006 91%; Spring 2007 - 85%
4. Multiple perspectives: Fall 2006 88%; Spring 2007 - 87% 8. Active learning: Fall 2006 - First-Year Seminar 95%, large lecture professor 88%; Spring 2007 - First-Year Seminar 95%, large lecture professor 85%
9. Collaborative learning: Fall 2006 - 81%; Spring 2007 - 76%
10. Integrate course material: Fall 2006 - First-Year Seminar 93%, large lecture professor 88%; Spring 2007 - First-Year Seminar 93%, large lecture professor 85%

**Related Action Plans:**

**Consider revision of survey-collaborative learning**

Will consider revising survey question to get at one that more specifically asks students about collaborative learning.

For more information, see the *Action Plan Details* section of this report.
O 11: Integrate course material
Integrate course material in First Year Learning Community Program courses.

Document:
Frequencies from FYLCP Survey, fall 2007

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.4 Provide a supportive and safe campus environment

Related Measures:

M 3: FYLCP fall survey
First Year Learning Communities Program Fall 2007 Student Survey
Source of Evidence: Student course evaluations on learning gains made

Document:
Frequencies from FYLCP Survey, fall 2007

Achievement Target:
80% of respondents will respond "yes" to the question - Have the following professors/instructors in your learning community (Triad or Tetrad) related activities and assignments to course content (how well have the instructors linked assignments and activities to make an integrated learning community)?

Large Lecture Professor
Seminar Instructor

Findings (2007-2008) - Achievement Target: Met
92% yes, large lecture
96% yes, seminar instructor

Findings (2006-2007) - Achievement Target: Met

Details for Action Plans Established This Cycle

Clarify expected performance level
Will clarify the expected performance level for students in linked composition courses

Priority: Medium
Target Date: 02/2009
Fall 2007
Responsible Person/Group: Carlos Huerta

Consider revision of survey-collaborative learning
Will consider revising survey question to get at one that more specifically asks
students about collaborative learning

**Priority:** Medium

**Target Date:** 04/2008
Fall 2007

**Responsible Person/Group:** Carlos Huerta

**Develop common themes across core curriculum**
Will work with the UCCP Resource Group on developing common themes across the core curriculum courses

**Priority:** Medium

**Target Date:** 10/2009
Fall 2009

**Responsible Person/Group:** Carlos Huerta

## Analysis Answers

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**
The indirect measures from the Core Curriculum Survey and the First Year Learning communities Survey each yield positive results for the program with the indirect measures of student learning and the pedagogy findings. The university has gained national recognition for the Professional Ethics course and the initial student learning results from the course are very positive.

The published scholarship on the First Year Learning Communities Program will help maintain the program's national reputation.

**Document:** FY2010 Budget Presentation

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**
The plan for developing direct measures is encouraging, and will require additional attention. This is especially true for the Responsible Member of Society student learning outcome measured in the political science core curriculum courses.

## Annual Reports

### Executive Summary
The initial plan for assessing the 45-hour core curriculum was to assess a portion of the 14 core learning outcomes in a multi-year cycle. The expectation was that after several assessment cycles all 14 outcomes would be assessed.

The core assessment plan continues to evolve. In the 2007-08 cycle selected core disciplines provided direct measures of student learning to complement the indirect measures from the two surveys used by the UCCP.

The initiative of using the disciplines in the core curriculum was successful and in the 2008-09 cycle each discipline in the core curriculum will be responsible for assessing at least one core learning outcome. Hence, instead of assessing a few core outcomes each year in a rotating cycle, all 14 outcomes will be assessed in 2008-09.

Scholarly activity in the UCCP remained robust. The main area of research was in the
area of the First Year Learning Communities Program. The UCCP encourages research on the FYLCP so the university can maintain and enhance the national reputation of the FYLCP.

Finally, students report that the FYLCP is providing an environment for active and collaborative learning. In addition, the student survey data indicates the professors/instructors in the program are integrating the course material.

Documents:
   - Full Time Seminar Instructor Proposal
   - FY2010 Budget Presentation

Anticipated Challenges
A challenge facing the FYLCP is difficulty in staffing the seminar instructor positions. Many of the seminar instructors are first semester graduate students and adjuncts. The turnover rate is high and it is increasingly difficult to hire enough to teach all the sections. In the 2007-08 AY, several adjuncts are hired to teach more than two sections of seminar in one semester.

The seminar instructor is a key player in the promoting student success and retention. However, this key role is frequently staffed by some of the least experienced instructors on campus.

The national reputation of the FYLCP will be threatened unless there is a way to hire full time instructors to teach the seminars.

Furthermore, staffing issue are also a concern raised by English Composition. Too many of the composition courses are taught by adjuncts and graduate students.

Documents:
   - Full Time Seminar Instructor Proposal
   - FY2010 Budget Presentation

Closing the Loop / Planned Actions
The 45-hour core curriculum and FYLCP surveys were revised and piloted in spring 2008. Data from the revised surveys will be used in the 2007-08 cycle.

In 2007-08 all 14 core learning outcomes will be assessed. The plan of assessing 4 or 5 learning outcomes per year on a rotating basis has been abandoned.

Select core disciplines piloted an assessment plan for providing direct measures of student learning outcomes in 2007-08. The pilot project was successful, and the process will be undertaken by all core disciplines. Each core discipline will assess and provide direct student learning outcome measures for at least 1 of the 14 core learning outcomes in 2008-09.

Document:
   - FY2010 Budget Presentation

Summary of Requested Resources
The UCCP is requesting approximately $83,000 to add to current funds to hire 4 new full time seminar instructors, raise the pay of the existing 3 seminar instructors to $35,000, and provide a $250 raise per section taught for the graduate student and adjunct instructors.

The English Composition section details a request for full time composition instructors.

Documents:
Teaching Results / Accomplishments
Overwhelmingly the students in the FYLCP report that they are experiencing active and collaborative learning opportunities. In addition, they report the faculty in the learning communities are successfully integrating the courses and material.

Research/Scholar Activity Accomplishment
The following is a list of 2007-08 AY peer reviewed publications in the area of learning communities, core curriculum, or first year in college experience research:


"Developing Civic Engagement in General Education Political Science" By Juan Carlos Huerta and Joseph F. Jozwiak. *Journal of Political Science Education*. vol. 4, 2008.


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.

This discipline is included as part of the Core Curriculum.

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

O 1: Critical Thinking

Associations:

General Education or Core Curriculum:
5 Critical Thinking

Detailed Assessment Report
2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

Documents:

1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

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

Documents:

1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

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).

Documents:

1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

Related Action Plans:

Reinforcement of writing process.
Adopted new textbook and broadened sample of students for Fall 2008-Spring 2009.

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

Documents:
1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

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

Documents:
1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

Findings (2007-2008) - Achievement Target: Partially Met
Teachers were asked to assess a sample of 5 students (1, 6, 12, 18, and24) 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)

Documents:
1301 Science Rubric
1301 rubric
ENGL 1302 rubric
ENGL 1302 science rubric

Details for Action Plans Established This Cycle

Reinforcement of writing process.
Adopted new textbook and broadened sample of students for Fall 2008-Spring 2009.

Priority: High
Target Date: 09/2008
Fall semester 2008-2009

Responsible Person/Group: Susan Wolff Murphy

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?
The outcome of EEO #5 on argument showed that students in our program learn how to make an argument, using critical thinking, problem solving, and technical skills.
What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
Continued attention must be paid to teaching the writing process and critical thinking, etc., in ENGL 1301.

Annual Reports

Executive Summary
English composition I and II are well aligned with state standards as well as national standards for the teaching of writing. The courses help students learn technology, critical literacy, information literacy, research skills, argument, critical thinking and problem solving, as well as ask students to become more familiar with the discourse community of the university.

Anticipated Challenges
Numbers of tenure-track and full-time faculty fell due to demands from the major and service/administration reassignments.

Closing the Loop / Planned Actions
The English Department therefore requests four full-time instructor positions, which will
1) increase the stability of writing program instruction,
2) improve the quality of the first-year experience and thereby improve success / retention rates in first-year courses,
3) help to assure quality in the Western literature classes even without tenure-line faculty teaching these classes.

In addition to these benefits to the quality of our courses and award-winning first-year program, there are clear benefits to the teachers of first-year and Western literature program.
1) Instructors will have time and security to develop their courses.
2) Instructors will be compensated appropriately in terms of salary and benefits for their expertise and contribution to the core program and English department.
3) Instructors will have a stake in the ongoing development and delivery of an effective core experience by assuming limited service, advising, and curricular responsibilities.

Summary of Requested Resources
Seven full-time instructors of writing and sophomore literature. 3 are already employed full time in the first year program. However, the salary for these positions is close to $30,000, when a comparable salary for a PhD-holding instructorship in CLA is close to $40,000. We propose that we increase the salary for all three positions to a competitive salary of $38,000 per year. Currently, two additional instructors/adjuncts teach sophomore literature.
3 x 8,000 = $24,000
4 x 38,000 = 152,000

Teaching Results / Accomplishments
In Fall 2007, 82% of teaching evals and in spring 2008, 79% of teaching evals were over the college expecation of 4.0 out of a 5.0 scale.

Research/Scholar Activity Accomplishment
52% of non-tenure-line FYWP teachers presented at regional or national professional
meetings, supported by FYWP and CORE funds.

**Detailed Assessment Report**  
**2007-2008 Core- English 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.

This discipline is included as part of the Core Curriculum.

**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).

**Associations:**

**General Education or Core Curriculum:**
1. Reading

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**Detailed Assessment Report**  
**2007-2008 Core- Environmental Science**

**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.

This discipline is included as part of the Core Curriculum.

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

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

**Document:**  
Fall07 Sum08 ESCI 1401 Lab Exercise Carbon Game STUDENT SCORES

**Associations:**

**General Education or Core Curriculum:**
10. Understand how science & technology affect lives
Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: ESCI 1401 Lab The Carbon and Climate Problem
Students strategize means to stabilize C emissions through conservation and efficiency, nuclear energy, fossil fuel strategies, and renewables and biostorage.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students in ESCI 1401 will earn score of 80 or higher on in-class lab activity Carbon Wedge Game, which requires some background research prior to coming to lab.

Findings (2007-2008) - Achievement Target: Met
For Fall 07 Carbon Games 89% made a score of 80% or higher.
For Sum 08, 100% made score of 80% or higher.

Document:
Fall07 Sum08 ESCI 1401 Lab Exercise Carbon Game STUDENT SCORES

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 (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.

Document:
Fall07 ESCI 1401 001 - FINAL EXAM SCORES

M 3: ESCI 1402 In class closed book comprehensive exam.
In class comprehensive exam for ESCI 1402 contains a significant number of questions relating science and technology to human impacts.

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

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

Findings (2007-2008) - Achievement Target: Met
In Spring 2008 a total of 62/62 or 100% of students earned scores of 70% or higher on the in class comprehensive final exam.

Document:
Spring08 ESCI 1402 001 - FINAL EXAM SCORES

M 4: ESCI 1402 Honors Lab Assignment Inconvenient Truth
Lab assignment is a study of Al Gore's film Inconvenient Truth and the impact of industrial society on our environment.

Source of Evidence: Project, either individual or group
Achievement Target:
80% of students will earn a score of 85% or better on Inconvenient Truth assignment.

Findings (2007-2008) - Achievement Target: Met
In Spring 2008 9/11 (82%) earned score of 85% or better on assignment.

Document:
Spring08 ESCI 1402 Honors - INCONVENIENT TRUTH SCORES

M 5: ESCI 1402 Honors Lab Personal Energy Consumption

Lab assignment is a study of how our personal lifestyle shapes energy usage

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students will earn a score of 85% or better on Personal Energy Consumption assignment.

Findings (2007-2008) - Achievement Target: Met
In Spring 2008 11/11 (100%) earned score of 85% or better on assignment.

Document:
Spring08 ESCI 1402 Honors - PERSONAL ENERGY CONSUMPTION SCORES

Annual Reports

Executive Summary
ESCI 1401 was taught in Fall 07 and again in Summer 08. ESCI 1402 and ESCI 1402 Honors were taught only in Spring 08. All teaching goals were met. Thus no specific actions are planned to enhance the degree to which goals are met. Greatest challenge will be identifying appropriate faculty members to teach the ESCI Core (non-Honors) courses ESCI 1401 and ESCI 1402 in 2008-09.

Public/Community Service
Data not collected.

Anticipated Challenges
Due to the proliferation of new programs and reduced teaching loads of many science faculty members, it will be a continuing challenge to find instructors for ESCI 1401 and ESCI 1402, who can relate well to non-science students in the Core and enhance students' chances of academic success. The faculty member who created and taught ESCI 1402 Honors in 2007-08 is committed to teaching it again in 2008-09 and Honors students can generally be expected to be more experienced learners, so a faculty shortage for this course is not anticipated in 2008-09.

Closing the Loop / Planned Actions
As all teaching goals were met, no actions are planned.

Summary of Requested Resources
No additional resources are requested at this time, although in new few years addition of an ESCI instructor may be considered for request to address the particular teaching needs of ESCI 1401 and ESCI 1402 core classes, which engage a large number of non-science majors while preparing ESCI majors for further education in ESCI.

Administrative Unit Accomplishments
None to report.

**Teaching Results / Accomplishments**
ESCI 1401 was taught in Fall 07 and again in Summer 08. ESCI 1402 and ESCI 1402 Honors were taught only in Spring 08.

**Research/Scholar Activity Accomplishment**
Data not collected by this unit.

**Detailed Assessment Report**
**2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

**O 1: Aesthetic Judgments**

**Associations:**

**General Education or Core Curriculum:**

12 Develop the ability to make aesthetic judgments

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**Detailed Assessment Report**
**2007-2008 Core- FYLCP**

**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.

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**Detailed Assessment Report**
**2007-2008 Core- Geology**

**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.

This discipline is included as part of the Core Curriculum.

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

<table>
<thead>
<tr>
<th>O 1: How Technology/Science Affects Lives</th>
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</thead>
<tbody>
<tr>
<td><strong>Associations:</strong></td>
</tr>
<tr>
<td>General Education or Core Curriculum:</td>
</tr>
<tr>
<td>10 Understand how science &amp; technology affect lives</td>
</tr>
</tbody>
</table>

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### Detailed Assessment Report

**2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

<table>
<thead>
<tr>
<th>O 1: Broad and Multiple Perspectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Associations:</strong></td>
</tr>
<tr>
<td>General Education or Core Curriculum:</td>
</tr>
<tr>
<td>7 Establish broad &amp; multiple perspectives</td>
</tr>
</tbody>
</table>

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### Detailed Assessment Report

**2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

O 1: Computer Literacy

Associations:
General Education or Core Curriculum:
6 Computer Literacy

O 2: Logical Reasoning for Problem Solving

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

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
This item will not be evaluated in the 2007-2008 cycle.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
This item will not be evaluated in the 2007-2008 cycle.

Annual Reports

Executive Summary
This item will not be evaluated in the 2007-2008 cycle.

Public/Community Service
This item will not be evaluated in the 2007-2008 cycle.

Anticipated Challenges
This item will not be evaluated in the 2007-2008 cycle.

Closing the Loop / Planned Actions
This item will not be evaluated in the 2007-2008 cycle.

Summary of Requested Resources
This item will not be evaluated in the 2007-2008 cycle.

Administrative Unit Accomplishments
This item will not be evaluated in the 2007-2008 cycle.

Teaching Results / Accomplishments
This item will not be evaluated in the 2007-2008 cycle.

**Research/Scholar Activity Accomplishment**

This item will not be evaluated in the 2007-2008 cycle.

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**Detailed Assessment Report**

*2007-2008 Core- Music*

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**Mission/Purpose**

The mission of the Department of Music is to assist students in the development of their aural, aesthetic, and analytical capacities in music.

This discipline is included as part of the Core Curriculum:
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.

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**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 (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.

**Related Action Plans:**

**Review grade distributions**
Given the significant over run of the achievement level, the music faculty will review the grade distributions for this course component of the core program. The review will examine grading procedures, techniques, and examination instruments to verify that an appropriate mastery level is being implemented.
For more information, see the *Action Plan Details* section of this report.

**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.

**Details for Action Plans Established This Cycle**

**Increasing awareness**
Instructors of the MUSI 1306 course will continue to seek a greater variety of affective responses from students relative to their live music experiences.

**Priority:** Low

**Target Date:** 12/2009

**Responsible Person/Group:** MUSI 1306 teaching faculty and music department chair

**Additional Resources Needed:** none

**Budget Amount Requested:** $0

**Review grade distributions**
Given the significant over run of the achievement level, the music faculty will review the grade distributions for this course component of the core program. The review will examine grading procedures, techniques, and examination instruments to verify that an appropriate mastery level is being implemented.

**Priority:** Medium

**Target Date:** 12/2009
The close of the fall semester 2009 will provide two grading periods to analyze this phenomenon.
Responsible Person/Group: Department chair and MUSI 1306 instructors
Additional Resources Needed: None
Budget Amount Requested: $0

Detailed Assessment Report
2007-2008 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.

This discipline is included as part of the Core Curriculum.

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.

Associations:
General Education or Core Curriculum:
11 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)

Documents:
- Professional Ethics Exam
- Professional Ethics Exam
- Professional Ethics Final Exam
- Professional Ethics Exam

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

Document: Professional Ethics Context for Measures

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.

Documents:
- Professional Ethics Exam Item Results
- Professional Ethics Context for Measures
- Professional Ethics Calculations

O 2: Logical Reasoning for Problem Solving

Associations:
- General Education or Core Curriculum:
  13 Use logical reasoning in 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)

Documents:
- Professional Ethics Exam
- Professional Ethics Exam
- Professional Ethics Final Exam
- Professional Ethics Exam

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

Document:
- Professional Ethics Context for Measures

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

Documents:
- Professional Ethics Exam Item Results
- Professional Ethics Context for Measures
- Professional Ethics Calculations

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The assessments represent an initial attempt to assess logical reasoning and ethical behavior. These findings suggest the program is achieving the learning outcomes.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The continued attention is in the form of developing new measures for both logical thinking and personal values for ethical behavior. This initial analysis in the 2007-08 academic year yielded positive results for a more rigorous assessment.

Annual Reports

Executive Summary
Personal values for ethical behavior and logical reasoning assessments were conducted on an experimental basis in Professional Ethics. The goal was to determine if it was possible to provide direct measures for core learning outcomes by assessing specific courses in the core curriculum.

The results from this initial assessment are encouraging. A more rigorous assessment will be conducted in the 2008-09 cycle.

Closing the Loop / Planned Actions
The plan for 2008-09 is to conduct a more comprehensive assessment in Professional Ethics.
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.

This discipline is included as part of the Core Curriculum.

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:
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.

This discipline is included as part of the Core Curriculum.

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.

Associations:

General Education or Core Curriculum:

8 Understand how to be responsible member of society

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

Documents:

POLS 2305 Post Test
POLS 2306 Post Test

Achievement Target:

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

Findings (2007-2008) - Achievement Target: Not Met
Related Action Plans:

Post Survey Item Analysis

The political science professors will examine the post-test questions and select items that more accurately connect with the criteria in 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).

Not all of the items on the post-test connect with the EEO. Hence, the mean score from the items connected to the EEO will be used in Fall 2008.

For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

Post Survey Item Analysis

The political science professors will examine the post-test questions and select items that more accurately connect with the criteria in 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).

Not all of the items on the post-test connect with the EEO. Hence, the mean score from the items connected to the EEO will be used in Fall 2008.

**Priority:** Medium

**Target Date:** 02/2009

This date will allow enough time to include this in the core entry following the fall 2008 semester.

**Responsible Person/Group:** Joe Jozwiak

Analysis Answers

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

Assessments do not reveal strengths or progress.

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

The assessment instrument asks questions over topics that all professors do not address. Hence, the professors will need to meet and agree on key concepts all will emphasize.

Annual Reports

**Executive Summary**

The Political Science Program was part a core curriculum assessment plan for 2007-
08. In this plan, examples of core assessment were drawn from select disciplines. Political Science was one of the disciplines selected in an effort to provide direct measures of student learning.

The idea is to test the viability of asking the disciplines in the to core to each assess at least one core learning outcome.

A major challenge the program faced in 2007-08 was a staffing shortage. Based on a Program Review, the political science program was able to hire 2 full time instructors beginning in the 2005-06 academic year to address a severe faculty shortfall. However, by fall 2007 that was down to 1 full time instructor. The staffing shortage strained the resources of the program and the ability to deliver both core curriculum courses and upper division courses for majors.

**Anticipated Challenges**
A challenge facing the program in 2008-09 is meeting the demands of the core curriculum and the political science major. Political Science hired an additional tenure track professor for the 2008-09 AY. The challenge will be working through the process of developing a new faculty member.

**Closing the Loop / Planned Actions**
The 2007-08 assessment did not yield encouraging results. For the fall 2008 assessment the faculty will select specific questions from the post tests and only use those that most directly support EEO#6.

**Summary of Requested Resources**
Functioning technology in the classrooms where large sections of POLS 2305 and POLS 2306 are taught (especially CI 138, CI 113).

Finalizing the hiring of a new tenure track line to begin in fall 2009.

**Research/Scholar Activity Accomplishment**
The following articles examining the political science core courses at A&M-Corpus Christi were published during the 2007-08 AY in the peer reviewed *Journal of Political Science Education*:


"Developing Civic Engagement in General Education Political Science" By Juan Carlos Huerta and Joseph F. Jozwiak. *Journal of Political Science Education*. vol. 4, 2008.

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**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.

This discipline is included as part of the Core Curriculum.

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

<table>
<thead>
<tr>
<th>O 1: Health and Wellness</th>
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<tbody>
<tr>
<td><strong>Associations:</strong></td>
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<tr>
<td>General Education or Core Curriculum:</td>
</tr>
<tr>
<td>9 Recognize the importance of health &amp; wellness</td>
</tr>
</tbody>
</table>

### Detailed Assessment Report

**2007-2008 Core- Public Speaking**

#### 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.

This discipline is included as part of the Core Curriculum.

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

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</tr>
<tr>
<td>3 Speaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O 2: Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> To develop students’ ability to analyze and interpret various forms of spoken communication.</td>
</tr>
<tr>
<td><strong>Objective:</strong> To develop students’ ability to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.</td>
</tr>
<tr>
<td><strong>Associations:</strong></td>
</tr>
<tr>
<td>General Education or Core Curriculum:</td>
</tr>
<tr>
<td>4 Listening</td>
</tr>
</tbody>
</table>
Detailed Assessment Report  
2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

O 1: Health and Wellness

Associations:

General Education or Core Curriculum:

9 Recognize the importance of health & wellness

O 2: How Technology/Science Affects Lives

Associations:

General Education or Core Curriculum:

10 Understand how science & technology affect lives

Detailed Assessment Report  
2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

O 1: Reading

Associations:

General Education or Core Curriculum:
## Detailed Assessment Report
### 2007-2008 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.

This discipline is included as part of the Core Curriculum.

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

<table>
<thead>
<tr>
<th>O 1: Aesthetic Judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Art of the Theatre core student will score 70% or higher on the post test administered at the end of the semester</td>
</tr>
</tbody>
</table>

**Associations:**

**General Education or Core Curriculum:**

12 Develop the ability to make aesthetic judgments