Texas A&M University-Corpus Christi

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
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 ENGL 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 expectation 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**
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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