

# **DEL MAR COLLEGE**

## **Directions for Institutional Effectiveness Entity Assessment and Planning**

**Academic Year 2009-10**

Office of Institutional Effectiveness

## Table of Contents

Directions for Completion of Annual Assessment and Planning .....	1
Del Mar College Mission Statement.....	11
Del Mar College Strategic Plan 2009-2014 Goals and Objectives.....	12
Appendix I: Core Component Areas and Exemplary Educational Objectives .....	14
Appendix II: Intellectual Competencies .....	18
Appendix III: Perspectives.....	19

## **Directions for Completion of Annual Institutional Effectiveness Assessment and Planning**

Del Mar College utilizes WEAVEonline, a Web-based assessment management system, to enable instructional programs and administrative/educational support services entities to post and manage their annual assessment of objectives and student learning outcomes, identify action plans for the next academic year, and provide an annual report and analysis of the use of assessment. Access to WEAVEonline is available at <http://app.weaveonline.com/delmar/login.aspx>.

After a system administrator has added your name to the system, your email ID and the password that you select will allow you access to WEAVEonline. If you have any problems accessing the system, please contact the office of Institutional Research and Effectiveness at extension 1207. A detailed User's Guide that will assist you in navigating WEAVEonline is available at <http://www.delmar.edu/IRE/WEAVE/WEAVE4UserGuide.pdf>. Please call the same number to obtain the password for accessing that document.

The directions given here are provided to answer questions and to assist department and program planners step by step to develop well-written assessments and plans. The information and examples are presented to help you with the format, clarity, and consistency of your assessments and plans. Department and program planners must also consider the relevance of assessments and plans and the general mix of assessments and plans as they link to the College's Strategic Plan and Mission Statement.

When you access WEAVEonline, your first step will be to select a cycle. Cycles have been established for each academic year from 2006-07 through 2009-10. It is important that you open and work on the cycle you intend to update. For instance, if you wish to make changes to an existing outcome/objective or measure for the current cycle, then you should open the previous cycle and change the "Active Through" date to end in that year. Then, return to the current year and add the changed outcome/objective or measure. This will keep the information that you have entered for previous years intact.

Your second step will be to select an entity at the home page. Entities are the instructional programs and the administrative support services entities that are identified in WEAVEonline. Depending on your level of access within WEAVEonline, you may be able to choose only one entity (such as "Chemistry") or you may have more than one entity to maintain (such as "English" and "Developmental English"). Deans, vice presidents, and other supervisors have access to all entities within their chain-of-command.

Once you have selected your appropriate cycle and entity, you will begin working in WEAVEonline by entering information into each of the following sections from the drop-down menu under the Assessment bar located under the logo.

## **1. Mission/Purpose**

Enter the mission or purpose for the instructional program or the administrative/educational support services entity into the Mission/Purpose section. The mission statement for the entity is a capstone (visionary) statement on how the entity supports the College. The mission/purpose is a statement with which members of your entity concur. In general, the mission/purpose will not change from year to year, unless members of the entity confer and determine that revisions are needed. The mission/purpose statement already entered into WEAVEonline for a previous annual cycle will be rolled over into the subsequent year. However, you may always change any of the information that is rolled automatically, as the need arises before the cycle is archived. Generally, a cycle is archived one to two years after it has ended. For instance, 2006-07 was archived in the summer of 2009. Archiving will preserve the information from unintentional editing when “Established in Cycle” dates or “Active Through” dates are changed.

## **2. Outcomes/Objectives**

Each student learning outcome and program objective identified in the Instructional Program Review process or the Support Services Administrative Review process should be entered into WEAVEonline. All outcomes/objectives must be addressed or assessed and measured at least once during a five-year cycle. Student learning outcomes and program objectives already entered into WEAVEonline for a previous annual cycle will roll over for the subsequent year. Please note that there are spaces in the on-line form for both a short (50 characters) and a full (one paragraph) description of each outcome/objective. Please remember to enter both of these.

Each student learning outcome or program objective added to the system will be numbered automatically. If you need to make changes to the numbering, click on the Reorder button.

As you enter outcomes/objectives, two date boxes will be available. The “Established in Cycle” box will automatically populate with the cycle date in which you are currently working when you add a new item. Normally, this date should never be changed once it has been created. The “Active through Cycle” box will automatically show “Keep Active” which means that the outcome/objective will roll forward when a new cycle is opened. If you wish to end an outcome/objective, you need to open the last cycle for which the outcome/objective will be applicable and select that year in the box. This will ensure that the outcome/objective will not appear in future years.

As each outcome/objective is entered into the Outcomes/Objectives section, a check box is available to designate whether the outcome is a student learning outcome. All instructional programs must have student learning outcomes, and administrative/educational support services entities should include student learning outcomes, where appropriate. Be sure to check the box “Yes” for all outcomes that are student learning outcomes. Administrative support services and instructional programs will also have program objectives (such as “increase the number of program graduates”), and the box should be checked “No” for those objectives.

## Sample Outcome/Objective for English:

**Outcomes/Objectives** (Numbers inside parentheses show related goals.)

+ Add   Expand All   Collapse All   Reorder

### Assessment Summary - Add Outcome/Objective

Established in Cycle: 2008-2009

Active through Cycle: Keep Active

Condensed Description: ( used in reports - 50 char. max. )  
Understand and demonstrate the writing process

Description: (Current content uses 0 of 400,000 available characters.)  
Understand and demonstrate the writing process through invention, organization, drafting, revision, editing, and presentation.

Design   HTML   Preview

Student Learning Outcome?  No  Yes

The General Education or Core Curriculum box contains the exemplary educational outcomes (EEOs), intellectual competencies, and perspectives identified by the Texas Higher Education Coordinating Board. If the student learning outcome being addressed relates to the College's General Education or Core Curriculum, this is the place to identify those links. Simply press the Add Associations button and choose all that apply from the annotated embedded list.

### General Education or Core Curriculum

+ Add Associations

### General Education or Core Curriculum

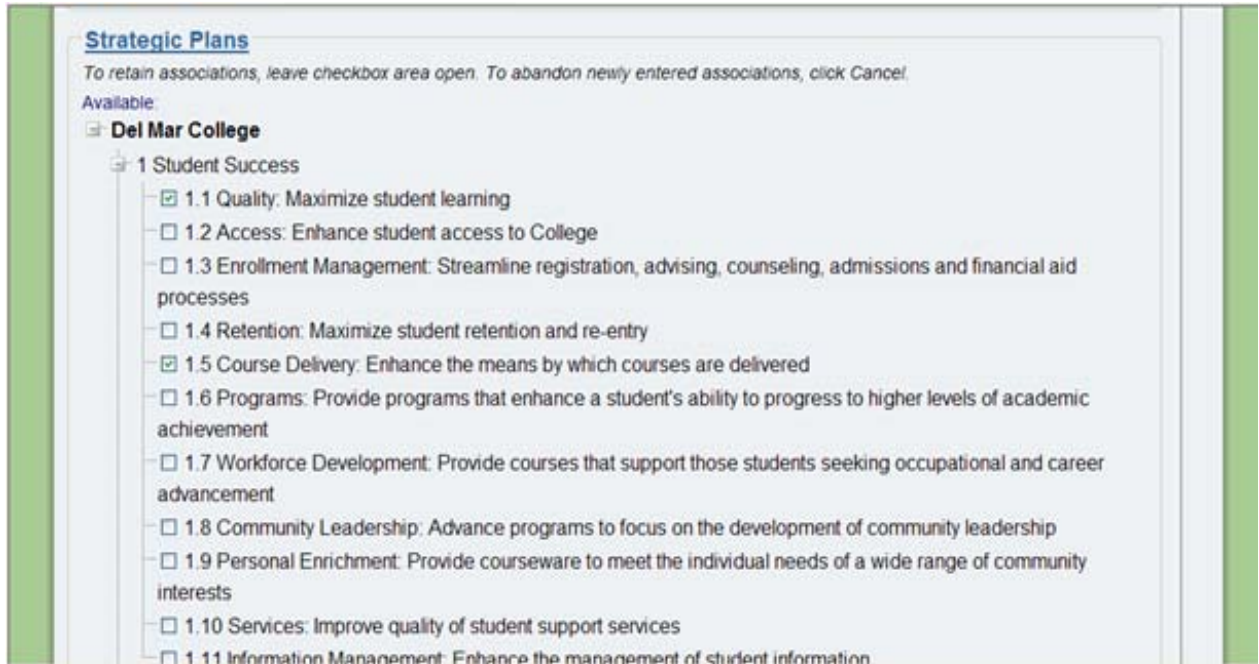
*To retain associations, leave checkbox area open. To abandon newly entered associations, click Cancel.*

Available:

- 1 COMM: Understand/demonstrate writing and speaking
- 2 COMM: Understand importance of audience/purpose
- 3 COMM: Understand/apply modes of expression

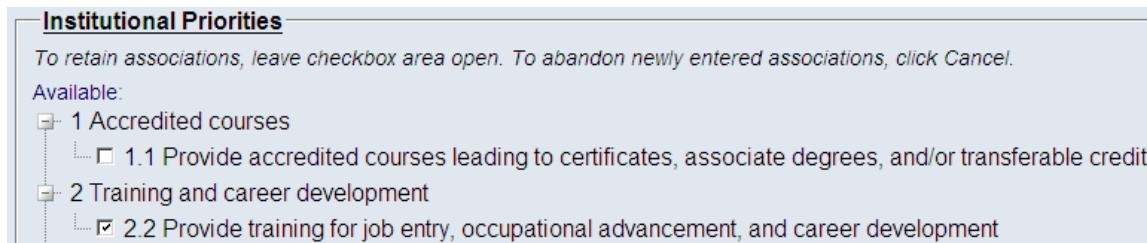
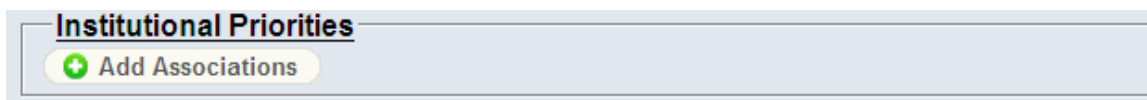
A complete list of EEOs, intellectual competencies, and perspectives is included as an appendix to this document for your reference. If an outcome does not relate to the General Education or Core Curriculum, leave the General Education or Core Curriculum box blank. You may choose any combination of Exemplary Educational Objectives for each General Education or Core Curriculum outcome/objective.

The next box allows the user to relate each outcome/objective to the College’s Strategic Plan.



Press the **Add Associations** button (or the **Edit Associations** button if you are changing an existing association) and choose all that apply from the embedded list.

You must also relate the outcome/objective to a portion of the College’s Mission Statement, by selecting from a list of “Institutional Priorities”:



It is very important to link **every** outcome/objective to **both** the College’s Strategic Plan and Mission Statement.

A space is provided in WEAVEonline to allow the program or entity to identify other relevant associations. Outcomes/objectives that are related to external accreditations/approvals or other relevant work of the unit should be noted therein.

### 3. Measures and Findings

In this section, you may add one or more measures that correspond to the outcome or objective addressed. Well-written measures describe the method or instrument you plan to use to measure the expected outcome. For example, you may be naming a specific exam, end-of-term evaluation process, or a survey that will be used. However, outcomes/objectives that address General Education/Core Curriculum components or student learning outcomes may not rely solely on surveys to measure results because surveys are an indirect measure of student learning outcomes. When used to measure SLOs, surveys must be combined with other, direct assessment methods, such as portfolios, exams, or capstone experiences. Other methods of measures for program objectives may include examining records or counting outputs (such as number of students, number of programs, number of employees) to see if targets were achieved. As with outcomes/objectives, each measure requires both a short and long description.

Here are examples of short versions of some appropriate measures:

- a. Pre- and post-semester exams
- b. Student achievement portfolio
- c. Embedded questions analyzed by rubrics
- d. Student satisfaction survey
- e. Employer satisfaction survey
- f. Licensure exam
- g. Capstone course completion
- h. Number of clients served (support services)
- i. Student focus group

Each measure will be linked back to one or more outcome/objectives. There is a table built into WEAVEonline that asks users to indicate the **type** of measure that is deemed most appropriate for a given outcome or objective—e.g. Academic (instructional) or Administrative (support services). Instructional measures are further classified as **direct** or **indirect** measures. Measures for SLOs will be chosen from the Academic Direct or Academic Indirect list. Measures for program objectives will be chosen from the Administrative Measures list.

## Measures & Findings (Numbers inside parentheses show related outcomes/objectives.)

Add

Expand All

Collapse All

Reorder

### Academic Direct Measures:

- Academic direct
- Capstone Assign
- Comprehensives
- Internship Eval
- Licensure Exam
- Performance
- Portfolio
- Pre/Post Test
- Presentation
- Project
- Standard. Test
- Thesis/Project
- Video/Audiotape
- Written Assign.
- Writing Exam

### Academic Indirect Indicators:

- Acad. indirect
- Advisory Board
- Alumni Survey
- Benchmarking
- Curriculum
- Employer Survey
- Exit Interviews
- Focus Groups
- Graduate Accept
- Honors/Awards
- Placement Data
- Satisfaction
- School Perform
- Student Evals
- Transfer Accep

### Administrative Measures:

- Administrative
- Activity Volume
- Benchmarking
- Climate/Environ
- Discussions
- Doc. Analysis
- Efficiency
- Evaluations
- Existing Data
- External Report
- Focus Groups
- Gov't Standards
- Prof. Standards
- Satisfaction
- Service Quality

### Condensed Description: ( used in reports - 50 char. max. )

Sample

### Description: (Current content uses 0 of 250,000 available characters.)

Sample

### Select Related Outcomes/Objectives:

- 1: Understand and demonstrate the writing process
- 2: Understand audience, purpose, and modes.
- 3: Participation in groups

Select one or more outcomes/objectives from the list of saved outcomes. Remember that an outcome may have one or more measures, and a measure may be applied to more than one outcome.

It is also essential to enter an **Achievement Target** (expected result) for each measure. Use clear and explicit language with action verbs when writing an achievement target/expected result. A well-written achievement target will include a decision criterion, so that at the end of the year when assessment is performed, if the results of XX amount have not been achieved, then areas of improvement will be identified when developing an action plan.



Here are some examples of measurable **Achievement Targets**:

- At the end of each term, 75 percent of Speech 1301 students will be able to research a topic and deliver a PowerPoint presentation about their findings with a grade of 80% or better.
- At the end of the semester, 70 percent of ENGL 0307 students will be able to write a 400- to 500-word, multi-paragraph essay in response to a short reading that demonstrates the understanding of the writing process, as determined through the criteria established on a rubric designed by the faculty.
- Ninety percent of all faculty and students surveyed in the discipline will rate classroom facilitation and delivery of course content as four or better on a 1-to-5 scale with five being highest.
- Ninety percent of employers surveyed will rate the training services provided as good or excellent.
- Twenty percent of GED graduates will enroll in college developmental, credit, or vocational courses within one year of having been awarded a GED certificate.
- Ninety percent of students enrolled in the program during this academic year will be retained through the following spring.
- Fewer than 50 percent of students each semester will be placed on probation for absenteeism, and the reduced absenteeism will yield a successful completion rate of 90 percent for the program.
- The fall-to-spring retention rate for students enrolled in the program will increase by five percentage points.
- At least 80 percent of students sampled on exit from the Counseling Office will indicate that services were satisfactory.

### Example for English:

**Condensed Description:** ( used in reports - 50 char. max. )  
ENGL 1301: Open-topic, out-of-class essay

**Description:** (Current content uses 707 of 250,000 available characters.)

A random selection of English 1301 essays will be collected during the spring semester. Assigned any time during the last third of semester, the essays will be a multi-paragraph, expository prose, written out of class, typed/word-processed, and constituting two-four pages of text on an open topic. Assessment will look for student skill in expression through writing, the analysis and critical evaluation of ideas, arguments, and points of view, an understanding of the writing processes of invention, organization, drafting, revision, editing and presentation (COMM 1), and awareness of the importance of specifying audience and purpose through selection of appropriate communication choices (COMM 2).

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**Select Related Outcomes/Objectives:**

- 1: Understand and demonstrate the writing process
- 2: Understand audience, purpose, and modes.
- 4: Understand principles of thought and argument

Edit Relationships

**Established in Cycle:** 2007-2008

**Active through Cycle:** Keep Active

**Entry Status:**  Draft /  In-progress  Final

**Editing Log:** (500 char. max.)

#### 4. Findings

At the end of the assessment period, **Findings** will be entered in order to document the actual results of the measure(s) for each outcome/objective. A brief but thorough description of the results will be entered into the **Findings** text box. Also, as part of the assessment process, the Achievement Target must be categorized as **Met**, **Partially Met**, or **Not Met**.

Achievement Target:  Met  Partially Met  Not Met (If less than Met, develop an action plan to improve future results.)

**The answer to this question will determine what additional actions need to be planned and carried out to ensure program improvement.**

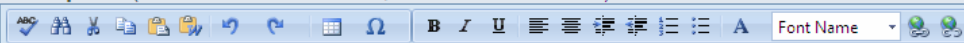
#### 5. Action Plan

If it is determined that target level achievement was anything less than “Met,” further action must be documented in an **Action Plan**. Even if an achievement target was met, the program or service unit may analyze the findings and determine that an action plan is needed to make further improvements. The following is an example for English Composition:

Status:

Condensed Description: ( used in reports - 50 char. max. )

Description: (Current content uses 0 of 20,000 available characters.)



A: Emphasize to students the desirability and benefits of active collaboration outside of class

B: Emphasize the importance of setting rules at the start of a project to ensure that efforts are purposeful and that all members equitably contribute

C: Underscore the importance (as indicated by 97% of students) for faculty to be actively involved during group projects in class, ideally

Target Date for Full Implementation: Month:  (mm) Year:  (yyyy)

Target Date Description: (500 char. max.)

Priority:

Responsible Person/Group: (500 char. max.)

## 6. Analysis

After completing the Action Plan, a summary analysis should be entered to answer the stated question or questions:

### Analysis for Sample English

**Analysis Questions**

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

We identified an effective method for identifying what constitutes good group participation and discovered that successful students tend to form groups (whether formal or informal) outside of the classroom as a means of social and pedagogical support. This, in turn, gives rise to the "intangible" concept of extending the idea of "learning" and "pedagogy" to beyond the classroom and to focus on ways in which we can help our students feel a strong sense of camaraderie and belonging within their respective departments (major areas).

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

Sophomore literature instruction needs to focus more on making connections between the literature/author(s) studied and application to contemporary society.

There is still, it appears, a sense of "obligation" in relation to assessment, rather than seeing it as an integral and cyclical part of what we do. On reflection, I think it is important (critically so) for the Chair to attend the course committee meetings and help the chairs of those committees steer assessment. It is too easy to fall into old habits otherwise.

Use the analysis to project how you will use your assessment findings. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) stresses that the substance, relevance, and use of evaluation procedures are much more important than the specific evaluation methods employed. Institutions must ensure that the results of evaluation are used to improve educational programs, services, and operations. All previous steps in the planning and evaluation process must culminate in a commitment to use the evaluation results. Describe what steps will be taken or what changes will be made if the expected results are achieved or not achieved.

## 7. Annual Report

At the end of each assessment cycle, an **Annual Report** may be written to summarize the results of each assessment. This optional section is designed to help describe how each assessment fits into the overall purpose and progress of the unit. The Annual Report includes a structured form that addresses—where applicable—the unit's contributions to the College, program highlights, teaching activities, research and scholarly activities, public/community service, international activities, and challenges that have been identified through the assessment process. Unit managers should use their own judgment in deciding how best to address each of these topics when composing the Annual Report.

## Sample Annual Report for Distance Learning

### Annual Report Profile 2007-2008 Distance Learning

#### Executive Summary

Student retention in online courses improved 4% from fall 2007 to fall 2008. This increase may be attributed to new initiatives that target online students such as the READI assessment instrument and the Smarthinking 24/7 Web-based live tutoring service.

The Web-based classroom continued to be a popular supplement to seat-based courses in FY2008. A total of 23 faculty requested access to WebCT course services during the year. Of these faculty, 65% used WebCT to enhance their seat-based courses, 30% used WebCT to teach totally online courses, and 4% used WebCT to teach using a hybrid delivery method.

#### Contributions to the Institution

Retention is of critical importance to the institution. Traditionally, students enrolling in online courses are at much higher risk of dropping out when compared to their seat-based counterparts. There are indicators that steps taken during FY2008 are having a positive effect on the high dropout rates of our online students. This means higher completion rates that could lead to higher graduation numbers.

#### Highlights

- 4% increase in completion rates for online courses;
- 23 faculty using WebCT, with 65% enhancing and 30% teaching totally online

#### Challenges

Retention continues to plague online courses, with dropout rates over 20%. Initiatives are being devised that target at-risk students. Such initiatives include the use of a distance learning retention specialist, greater use of the READI assessment instrument, and stronger marketing of the Smarthinking Web-based tutoring service.

## **Del Mar College Mission**

***Del Mar College is dedicated to providing educational opportunities for students to achieve their dreams.***

### **Del Mar College Statement of Purpose**

Del Mar College is dedicated to providing access to educational opportunities for all persons without regard to race, color, sex, age, religion, national origin, or disability. The College affirms that student learning is its highest priority. By encouraging and supporting continuing excellence in instruction and institutional support services at reasonable student cost, the College will fulfill its mission within the limitations of its physical and financial resources.

Specifically, the College has the following seven purposes:

- To provide fully accredited occupational, academic and pre-professional courses leading to certificates, associate degrees, and/or the first two years of transferable credit toward baccalaureate degrees.
- To provide opportunities to train for economic independence; and to prepare for job entry, occupational advancement, and career development.
- To provide developmental, adult literacy, and basic skills instruction to help entering students to perform successfully in their chosen academic or occupational fields of study.
- To provide student support services, including a continuing program of counseling and guidance, to assist students in achieving their individual educational goals.
- To provide opportunities for lifelong learning in occupational and avocational pursuits, personal enrichment, and general education based on a liberal arts curriculum.
- To provide opportunities to increase intellectual capacities; to develop aesthetic awareness; to expand the dimensions of personal, social, ethical, and cultural development; and to develop civic responsibility and qualities essential to good citizenship.
- To provide educational activities for workforce and economic development, and for community and academic initiatives in cooperation with area independent school districts, other institutions of higher education, area industries, and area military bases; and to encourage and provide cultural activities, both independent of, and in cooperation with, organizations and groups in the community.

Del Mar College is a comprehensive community college with two primary campuses located in Corpus Christi, Texas. Del Mar College is supported by local taxes, appropriations by the Texas Legislature, tuition and fees, and gifts and grants.

*Adopted by the Del Mar College Board of Regents, July 13, 2004, and reaffirmed on September 8, 2009.*

# Del Mar College

## Strategic Plan Goals and Objectives 2009-2014

### GOAL 1 – Student Success

**Assure access and educational excellence for all students.**

- Objective 1.1 **Quality:** Maximize student learning
- Objective 1.2 **Access:** Enhance student access to College
- Objective 1.3 **Enrollment Management:** Streamline registration, advising, counseling, admissions and financial aid processes
- Objective 1.4 **Retention:** Maximize student retention and re-entry
- Objective 1.5 **Course Delivery:** Enhance the means by which courses are delivered
- Objective 1.6 **Programs:** Provide programs that enhance a student's ability to progress to higher levels of academic achievement
- Objective 1.7 **Workforce Development:** Provide courses that support those students seeking occupational and career advancement
- Objective 1.8 **Community Leadership:** Advance programs to focus on the development of community leadership
- Objective 1.9 **Personal Enrichment:** Provide courseware to meet the individual needs of a wide range of community interests
- Objective 1.10 **Services:** Improve quality of student support services
- Objective 1.11 **Information Management:** Enhance the management of student information

### GOAL 2 – Operational Resources

**Enhance infrastructure, funding and financial capabilities.**

- Objective 2.1 **Budget:** Assure fiscal responsibility connected to the planning process
- Objective 2.2 **Facilities:** Integrate facility-wide planning process
- Objective 2.3 **Technology:** Expand web-based functions and activities
- Objective 2.4 **Data Management:** Enhance financial and personnel data management
- Objective 2.5 **Operations:** Coordinate institution-wide planning
- Objective 2.6 **Going Green:** Assure a proactive stance and constructive programs related to the protection of the environment

### GOAL 3 – Professional Capabilities and Procedural Improvements

**Expand knowledge, skills and abilities of personnel.**

- Objective 3.1 **Instruction:** Enhance quality of instruction
- Objective 3.2 **Leadership:** Expand leadership skills of all cadres at DMC
- Objective 3.3 **Performance:** Monitor and maximize the performance of all employees

- Objective 3.4 **Planning:** Maximize system-wide planning protocols and resulting intercommunication
- Objective 3.5 **Personnel:** Improve the hiring process to accelerate/enhance recruitment
- Objective 3.6 **Compensation:** Review the effectiveness of the compensation process
- Objective 3.7 **Professional Improvement:** Assure a high standard of capability of all personnel

## **GOAL 4 – External Partnerships**

### **Strengthen alliances.**

- Objective 4.1 **Educational Institutions:** Improve linkages with current and potential allies
- Objective 4.2 **Government:** Enhance interaction with all related government agencies
- Objective 4.3 **Communities:** Reinvigorate regional relationships
- Objective 4.4 **Workforce:** Expand relationships with business/industries/military leaders
- Objective 4.5 **Capabilities:** Influence the development of advanced skills within community leadership
- Objective 4.6 **School Relations:** Enhance the working relations with area schools

## **GOAL 5 – Positioning**

### **Strengthen the overall positive image of the College.**

- Objective 5.1 **Marketing Plan:** Enhance branding and marketing plan
- Objective 5.2 **Student Recruitment:** Stimulate the enrollment of new students
- Objective 5.3 **Communications:** Maximize internal/external communication efforts
- Objective 5.4 **Market Segmentation:** Differentiate marketing based on targeted client groups and programs
- Objective 5.5 **Influence:** Shift public perception as to the value of education
- Objective 5.6 **Media:** Positively champion the College throughout the media

## **GOAL 6 – Governance**

### **Cultivate relationships among all constituencies.**

- Objective 6.1 **Mission:** Review and/or revise College Mission Statement
- Objective 6.2 **Board of Regents:** Facilitate Board level information and communication
- Objective 6.3 **Foundation:** Support the mission of the Del Mar College Foundation
- Objective 6.4 **Alumni:** Expand alumni program
- Objective 6.5 **Resources:** Optimize the range of funding sources
- Objective 6.6 **Policies:** Expand, maintain and support policy development for all College operations

## Appendix I

### CORE COMPONENTS AND RELATED EXEMPLARY EDUCATIONAL OBJECTIVES

In designing and implementing a core curriculum of at least 42 semester credit hours, each Texas college and university should select and/or develop courses which satisfy exemplary educational objectives specified for each component area. The following exemplary educational objectives should be used as basic guidelines for selected component areas. Exemplary educational objectives become the basis for faculty and institutional assessment of core components.

Since it is difficult to define exemplary educational objectives for a core curriculum outside of some framework of the general areas of content, the objectives and outcomes described below are suggested as those that meet the intent of Senate Bill 148. The outcomes for student learning provide both guidelines for instruction and a profile of students as they complete each component of a core curriculum. Although these component areas could easily be "translated" directly into disciplinary or departmental terms, it is not necessary to restrict the areas to one or a few departments. These objectives could be met in a number of differing course configurations, including multi-disciplinary courses.

Colleges and universities across the state have specific missions and different roles and scope. The way in which colleges and universities achieve these outcomes will thus vary. These outlines are not intended in any way to impose restrictions on the creativity of the classroom instructor or to dictate pedagogical methods. The emergent profile of the students, however, will presumably have common characteristics insofar as they achieve the specified outcomes. A core curriculum experience will prepare them to learn effectively through the rest of their college years so that they carry these aptitudes for learning into their life careers.

#### **I. COMMUNICATION** (**COMM**: composition, speech, modern language)

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.

##### Exemplary Educational Objectives

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
6. To develop the ability to research and write a documented paper and/or to give an oral presentation



## **II. MATHEMATICS (MATH)**

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

### Exemplary Educational Objectives

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines

## **III. NATURAL SCIENCES (NSCI)**

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

### Exemplary Educational Objectives

1. To understand and apply method and appropriate technology to the study of natural sciences
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing
3. To identify and recognize the differences among competing scientific theories
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture

#### **IV. HUMANITIES AND VISUAL AND PERFORMING ARTS (HVPA)**

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

##### Exemplary Educational Objectives

1. To demonstrate awareness of the scope and variety of works in the arts and humanities
2. To understand those works as expressions of individual and human values within an historical and social context
3. To respond critically to works in the arts and humanities
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist
5. To articulate an informed personal reaction to works in the arts and humanities
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences

#### **V. SOCIAL AND BEHAVIORAL SCIENCES (SOCI)**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

##### Exemplary Educational Objectives

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures
3. To use and critique alternative explanatory systems or theories
4. To develop and communicate alternative explanations or solutions for contemporary social issues
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
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
7. To understand the evolution and current role of the U.S. in the world

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
10. To analyze, critically assess, and develop creative solutions to public policy problems
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy
12. To identify and understand differences and commonalities within diverse cultures

## **VI. INSTITUTIONALLY DESIGNATED OPTION (KINE)**

An institution may wish to include in its core curriculum courses that address exemplary educational objectives not covered in the preceding broad discipline categories. Such courses may include computer literacy, **kinesiology**, health/wellness, interdisciplinary or linked courses, or other courses that address a specific institutional role and mission.

### Exemplary Educational Objectives

1. To understand the effects of movement on the human body
2. To know and exhibit the behaviors involved in a wellness lifestyle
3. To demonstrate the skills necessary to promote participation in lifetime physical activities
4. To understand and apply the basic principles involved in a healthy lifestyle
5. To develop a clear understanding of, and commitment to, the personal values of honesty, fair play, teamwork, and civility
6. To articulate an informed personal reaction to the aesthetics involved in human movement

### Appendix II: Intellectual Competencies

<b>Reading</b>	Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
<b>Writing</b>	Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a <i>sine qua non</i> in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
<b>Speaking</b>	Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.
<b>Listening</b>	Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
<b>Critical Thinking</b>	Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.
<b>Computer Literacy</b>	Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

### Appendix III: Perspectives

<b>P1</b>	Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world
<b>P2</b>	Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society
<b>P3</b>	Recognize the importance of maintaining health and wellness
<b>P4</b>	Develop a capacity to use knowledge of how technology and science affect their lives
<b>P5</b>	Develop personal values for ethical behavior
<b>P6</b>	Develop the ability to make aesthetic judgments
<b>P7</b>	Use logical reasoning in problem solving
<b>P8</b>	Integrate knowledge and understand the interrelationships of the scholarly disciplines