



Temple College

Core Curriculum Evaluation Report

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1. Exemplary Educational Objectives Alignment of the Core Curriculum

Sample alignment documents

Sample 1

Area: Communication

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.

Course: English 1302 Composition II

Exemplary Educational Outcomes	Instructional Strategy	Assessment Criteria
1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Directed Readings in a variety of genres, Cooperative Learning in Discussion Groups, Lecture, Prompted Writing Assignments-prepared ,and on demand, Process Writing.	Participation, observation, graded essays, graded steps of process writing. Essay tests and objective tests on lecture, assigned readings, and group discussions.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.	Prompted writing assignment-prepared	Essay tests and graded essays.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	Prompted writing assignment-prepared using literary analysis and expositive writing. Self-expressive oral reports on authors and works.	Portfolios and graded essays, Graded oral reports.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Group Assignments. Cooperative Learning. Group Discussions of the literary elements of the various genres.	Participation and Observation
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Lecture, Directed Readings,	Objective tests, Observation. Participation
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.	Fully documented Research Paper using MLA style. Students are required to attend a Library orientation unit on on-line research.	Graded Research Paper. Graded individual steps on research process.

Sample 2

Area: Natural Sciences

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.

Course: BIOL 2401 Anatomy and Physiology I

Exemplary Educational Outcomes	Instructional Strategy	Assessment Methodology
1. To understand and apply method and appropriate technology to the study of natural sciences.	Anatomical lab authentic practice, lecture, directed readings, graphic organizers, computer assisted, group assignment	Instructor observation. Group and individual authentic assignments in evaluated via CAT, student portfolio, objective test and performance assessment.
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.	Lecture, directed readings, demonstration, guided practice	Informal instructor observation throughout process, performance assessment, student portfolio
3. To identify and recognize the differences among competing scientific theories.	Lecture, directed readings & computer assisted techniques	Objective test, CAT (CPS response system review and lecture interactive system)
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.	Graphic organizers, demonstration, lecture. Additional methods include but are not necessarily limited to: content imaging, demonstration, directed readings, problem based learning assignment	Objective test, CAT (CPS response system review and lecture interactive system)
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.	Graphic organizers, demonstration, lecture, content imaging, demonstration, directed readings, problem based learning assignment	Objective test, CAT (CPS response system review and lecture interactive system)

I. Communications: Exemplary Educational Objectives

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.

EEOs						TCCN Designation
01	02	03	04	05	06	
X	X	X	X	X		ENGL 1301 Composition I
X	X	X	X	X	X	ENGL 1302 Composition II
X	X	X		X	X	ENGL 2311 Technical and Business Writing
X	X	X	X	X	X	SPCH 1311 Introduction to Speech Communication
X	X	X	X	X	X	SPCH 1315 Public Speaking
X		X	X	X	X	SPCH 1318 Interpersonal Communication
X	X	X	X	X	X	SPCH 1321 Business and Professional Speaking
X	X	X	X	X	X	SPCH 2333 Discussion and Small Group Communication
						Exemplary Educational Objectives
						0106: To develop the ability to research and write a documented paper and/or to give an oral presentation
						0105: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
						0104: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
						0103: To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication
						0102: To understand the importance of specifying audience and purpose and to select appropriate communication choices
						0101: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation

II. Mathematics: Exemplary Educational Objectives

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

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X	X	X	X	X	MATH 1314 College Algebra
X	X	X	X	X	X	X	MATH 1316 Trigonometry
X	X	X	X	X	X	X	MATH 1324 Mathematics for Business and Social Sciences I
X	X	X	X	X	X	X	MATH 1325 Mathematics for Business and Social Sciences II
X	X	X	X	X	X	X	MATH 1332 Contemporary Mathematics I
X	X	X	X	X	X	X	MATH 1348 Analytic Geometry
X	X	X	X	X	X	X	MATH 2318 Linear Algebra
X	X	X	X	X	X	X	MATH 2320 Differential Equations
X	X	X	X	X	X	X	MATH 2342 Elementary Statistical Methods
X	X	X	X	X	X	X	MATH 2412 Pre-calculus Math
X	X	X	X	X	X	X	MATH 2413 Calculus I
X	X	X	X	X	X	X	MATH 2414 Calculus II
X	X	X	X	X	X	X	MATH 2415 Calculus III
							Exemplary Educational Objectives
							0207: To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines
							0206: To recognize the limitations of mathematical and statistical models
							0205: To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them
							0204: To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results
							0203: To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments
							0202: To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically
							0201: To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations

III. Natural Sciences: Exemplary Educational Objectives

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.

EEOs					TCCN Designation
01	02	03	04	05	
X	X	X	X	X	BIOL 1406 General Biology I
X	X	X	X	X	BIOL 1407 General Biology II
X	X	X	X	X	BIOL 1411 General Botany
X	X	X	X	X	BIOL 1413 General Zoology
X	X	X	X	X	BIOL 1424 Systematic Botany
					BIOL 2306 Environmental Biology (Formerly Plants and Man) (remove)
X	X	X	X	X	BIOL 2316 Genetics
X	X	X	X	X	BIOL 2401 Anatomy and Physiology I
X	X	X	X	X	BIOL 2402 Anatomy and Physiology II
X	X	X	X	X	BIOL 2404 Introduction to Anatomy and Physiology
X	X	X	X	X	BIOL 2421 Microbiology
X	X	X	X	X	BIOL 2428 Vertebrate Zoology
X	X	X	X	X	BIOL 2470 General Entomology
					CHEM 1104 Chemical Calculations (remove)
X	X				CHEM 1105 Introductory Chemistry I Laboratory
X	X			X	CHEM 1111 General Chemistry I Laboratory
X	X			X	CHEM 1112 General Chemistry II Laboratory
X	X		X	X	CHEM 1305 Introductory Chemistry I
X	X			X	CHEM 1311 General Chemistry I
X	X			X	CHEM 1312 General Chemistry II
X	X		X	X	CHEM 1407 Introductory Chemistry II
X	X		X	X	CHEM 1408 Introductory Chemistry II (Allied Health)
X	X			X	CHEM 2423 Organic Chemistry I
X	X			X	CHEM 2425 Organic Chemistry II
X	X				GEOL 1103 Physical Geology Laboratory
X	X	X	X	X	GEOL 1303 Physical Geology
					Exemplary Educational Objectives
					0305 - To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture
					0304 - To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
					0303 - To identify and recognize the differences among competing scientific theories
					0302 - 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
					0301 - To understand and apply method and appropriate technology to the study of natural sciences

III. Natural Sciences: Exemplary Educational Objectives

EEOs					TCCN Designation
01	02	03	04	05	
X	X			X	PHYS 1111 Introductory Astronomy Laboratory
X	X	X			PHYS 1311 Introductory Astronomy I
X	X			X	PHYS 1401 College Physics I
X	X			X	PHYS 1402 College Physics II
X	X		X	X	PHYS 1405 Elementary Physics I
X	X			X	PHYS 2425 University Physics I
X	X			X	PHYS 2426 University Physics II
X	X	X	X	X	ENVR 1301 Environmental Science I
X	X		X	X	ENVR 1101 Environmental Science I Lab
					Exemplary Educational Objectives
					0305 - To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture
					0304 - To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies
					0303 - To identify and recognize the differences among competing scientific theories
					0302 - 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
					0301 - To understand and apply method and appropriate technology to the study of natural sciences

IV. Humanities and Visual Arts: Exemplary Educational Objectives

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.

EEOs							TCCN Designation
01	02	03	04	05	06	07	
X	X	X		X	X	X	HUMA 1301 Introduction to the Humanities I
X	X		X	X		X	HUMA 1302 Introduction to the Humanities II
X	X	X	X	X	X	X	ENGL 2322 British Literature I
X	X	X	X	X	X	X	ENGL 2323 British Literature II
X	X	X	X	X	X	X	ENGL 2327 American Literature I
X	X	X	X	X	X	X	ENGL 2328 American Literature II
X	X	X	X	X	X	X	ENGL 2332 World Literature I
X	X	X	X	X	X	X	ENGL 2333 World Literature II
							ENGL 2370 Literary Analysis (remove)
X	X	X	X	X	X	X	PHIL 1301 Introduction to Philosophy
X	X	X	X	X	X	X	PHIL 1304 Introduction to World Religions
X	X	X	X	X	X	X	PHIL 1316 History of Religions I
X	X	X	X	X	X	X	PHIL 1317 History of Religions II
X	X	X	X	X	X	X	PHIL 2306 Introduction to Ethics
X	X	X	X	X	X	X	PHIL 2307 Introduction to Social and Political Philosophy
X	X	X			X	X	HIST 2311 Western Civilization I
X	X	X			X	X	HIST 2312 Western Civilization II
X	X	X	X	X	X	X	ARTS 1301 Art Appreciation
X	X	X		X	X	X	ARTS 1303 Art History Survey I
X	X	X		X	X	X	ARTS 1304 Art History Survey II
X	X	X	X	X	X	X	ARTS 1311 Design I
X	X	X	X	X	X	X	ARTS 1312 Design II
X	X	X	X	X	X	X	ARTS 1316 Drawing I
X	X	X	X	X	X	X	ARTS1317 Drawing II
X	X	X	X	X	X	X	ARTS 2313 Design Communication I (Illustrator)
X	X	X	X	X	X	X	ARTS 2314 Design Communication II (Photoshop)
							Exemplary Educational Objectives
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: 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
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

IV. Humanities and Visual Arts: Exemplary Educational Objectives

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X	X	X	X	X	ARTS 2316 Painting I
X	X	X	X	X	X	X	ARTS 2317 Painting II
X	X	X	X	X	X	X	ARTS 2323 Drawing III
X	X	X	X	X	X	X	ARTS 2326 Sculpture I
X	X	X	X	X	X	X	ARTS 2333 Printmaking I
X	X	X	X	X	X	X	ARTS 2334 Printmaking II
X	X	X	X	X	X	X	ARTS 2346 Ceramics I
X	X	X	X	X	X	X	ARTS 2347 Ceramics II
X	X	X	X	X	X	X	ARTS 2348 Digital Art I
X	X	X	X	X	X	X	ARTS 2349 Digital Art II
X	X	X	X	X	X	X	ARTS 2356 Photography I
X	X	X	X	X	X	X	ARTS 2357 Photography II
			X				DRAM 1121 Theater Practicum II
X	X	X		X	X	X	DRAM 1310 Introduction to Theater
			X				DRAM 1330 Stagecraft
			X				DRAM 1341 Make-Up
			X				DRAM 1351 Acting I
			X				DRAM 1352 Acting II
			X				DRAM 2336 Voice for the Theater
X	X	X		X	X	X	DRAM 2363 History of Musical Theater
X	X	X		X		X	DRAM 2366 Development of the Motion Picture
			X				MUEN 1121, 22 Major Instrumental Ensembles
			X				MUEN 1132 – 40, 2131 Chamber Instrumental Ensembles
X	X	X	X	X	X	X	MUEN 1141, 43 Major Vocal Ensembles
			X				MUSI 1116 Elementary Sight Singing and Ear Training I
			X				MUSI 1117 Elementary Sight Singing and Ear Training II
X	X	X	X	X	X	X	MUSI 1159 Musical Theater I
			X				MUSI 1162 Vocal Diction
		X	X				MUSI 1171 Student Recital
			X				MUSI 1181 Piano Class I
			X				MUSI 1182 Piano Class II
X	X	X	X	X	X	X	MUSI 1258 Opera Workshop
			X				MUSI 1263 Jazz Styles and Improvisation
X		X					MUSI 1301 Fundamentals of Music
							Exemplary Educational Objectives
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: 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
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

IV. Humanities and Visual Arts: Exemplary Educational Objectives

EEOs							TCCN Designation
01	02	02	04	05	06	07	
X	X	X		X	X		MUSI 1306 Music Appreciation
X	X	X	X	X	X	X	MUSI 1308 Music Literature I
X	X	X	X	X	X	X	MUSI 1309 Music Literature II
X	X	X		X	X		MUSI 1310 American Music
	X		X				MUSI 1311 Music Theory I
	X		X				MUSI 1312 Music Theory II
			X				MUSI 2181 Piano Class III
			X				MUSI 2182 Piano Class IV
			X				MUSI 2116 Advanced Sight Singing and Ear Training I
			X				MUSI 2117 Advances Sight Singing and Ear Training II
	X		X				MUSI 2311 Music Theory III
	X		X				MUSI 2312 Music Theory IV
							Exemplary Educational Objectives
							0407: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
							0406: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
							0405: To articulate an informed personal reaction to works in the arts and humanities
							0404: 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
							0403: To respond critically to works in the arts and humanities
							0402: To understand those works as expressions of individual and human values within an historical and social context
							0401: To demonstrate awareness of the scope and variety of works in the arts and humanities

V. Social and Behavioral Sciences: Exemplary Educational Objectives

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

EEOs												TCCN Designation
01	02	03	04	05	06	07	08	09	10	11	12	
	X	X	X	X	X	X					X	HIST 1301 United States History I
	X	X	X	X	X	X					X	HIST 1302 United States History II
	X	X	X	X	X		X				X	HIST 2301 Texas History
X	X	X	X	X	X	X			X	X		GOVT 2301 American Government I
X	X	X	X	X	X	X			X	X		GOVT 2302 American Government II
X	X	X	X	X		X					X	ANTH 2301 Physical Anthropology
X	X	X	X	X							X	ANTH 2302 Intro to Archaeology
X	X	X	X	X			X	X	X	X	X	ANTH 2346 General Anthropology
X	X	X	X	X			X	X	X	X	X	ANTH 2351 Cultural Anthropology
X		X	X	X		X			X			ECON 2301 Principles of Macroeconomics
X		X	X	X		X			X			ECON 2302 Principles of Microeconomics
X	X	X	X	X	X	X	X	X	X	X	X	GEOG 1300 Principles of Geography
X	X	X	X	X			X	X	X	X	X	GEOG 1301 Physical Geography
												Exemplary Educational Objectives
												0512 - To identify and understand differences and commonalities within diverse cultures
												0511: 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
												0510: To analyze, critically assess, and develop creative solutions to public policy problems
												0509: To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
												0508: To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
												0507: To understand the evolution and current role of the U.S. in the world
												0506: 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
												0505: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
												0504: To develop and communicate alternative explanations or solutions for contemporary social issues
												0503: To use and critique alternative explanatory systems or theories
												0502: To examine social institutions and processes across a range of historical periods, social structures, and cultures
												0501: To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition

V. Social and Behavioral Sciences: Exemplary Educational Objectives

EEOs												TCCN Designation
01	02	02	04	05	06	07	08	09	10	11	12	
X		X	X				X		X		X	PSYC 2301 General Psychology
X		X	X				X	X			X	PSYC 2302 Applied Psychology
X		X	X				X	X			X	PSYC 2303 Intervention Techniques
X	X	X	X	X			X	X		X	X	PSYC 2308 Child Psychology
X	X	X	X	X			X	X		X	X	PSYC 2314 Lifespan Growth and Development
X		X	X				X	X		X	X	PSYC 2315 Psychology of Adjustment
X	X	X	X	X			X	X		X	X	PSYC 2319 Social Psychology
X	X	X	X	X				X		X	X	SOCI 1301 Introduction to Sociology
X	X	X	X	X				X	X	X	X	SOCI 1306 Social Problems
X	X	X	X	X				X	X	X	X	SOCI 2301 Marriage and the Family
X	X	X	X	X				X	X	X	X	SOCI 2320 Minority Studies II
X	X	X	X	X				X	X	X	X	SOCI 2336 Criminology
												Exemplary Educational Objectives
												0512 - To identify and understand differences and commonalities within diverse cultures
												0511: 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
												0510: To analyze, critically assess, and develop creative solutions to public policy problems
												0509: To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
												0508: To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
												0507: To understand the evolution and current role of the U.S. in the world
												0506: 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
												0505: To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
												0504: To develop and communicate alternative explanations or solutions for contemporary social issues
												0503: To use and critique alternative explanatory systems or theories
												0502: To examine social institutions and processes across a range of historical periods, social structures, and cultures
												0501: To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition

2. Purpose Statement

The Associate of Arts degree represents the first two years of college study towards a bachelor's degree. Fundamental to this study is the core curriculum. Comprising a total of 42 semester hours of credit, this core of courses is designed to help the student acquire important intellectual skills, develop an appreciation for the major systems of learning, and open his or her mind to significant aspects of other cultures.

The Temple College Core Curriculum was developed with the intention of providing a breadth and depth of knowledge that encourages lifelong learning; that facilitates professional preparation; that prepares students to function effectively in a diverse and democratic society; and that suggests a practical means for maintaining a healthy lifestyle.

The core curriculum is built on a series of basic intellectual competencies -- reading, writing, speaking, listening, critical thinking, and computer literacy – which are critical to the learning process in all disciplines. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. To that end, the Temple College core curriculum seeks to build on the student's prior knowledge and skills by fostering standards of competence appropriate to the course and discipline and by providing students with opportunities to practice and demonstrate these basic competencies.

Intellectual competence is but one aspect of what is regarded as a well educated individual. The core curriculum also seeks to reflect the perspectives commonly recognized as hallmarks of a liberal education and the habits of the mind of a lifelong learner. At Temple College, the core curriculum is designed to enable a student to:

- 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,
- 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,
- recognize the importance of maintaining health and wellness,
- understand how technology and science affects lives and to use technology knowingly,
- develop personal values for ethical behavior,
- develop the ability to make aesthetic judgments,
- use logical reasoning in problem solving,
- and integrate knowledge and understand the interrelationships of the scholarly disciplines.

Each content area contributes to the goals of the core curriculum by concentrating on educational objectives which define the scholarly disciplines. The outcomes which are specified for the discipline areas are intended to provide students with a perspective on their experience through an acquaintance with the subject matter and methodology of each discipline. They provide students with the opportunity to understand how these disciplines present varying views of the individual, society, and the world, and of appreciating the methods by which scholars in a given discipline organize and evaluate data. The perspectives acquired in these studies describe the potential, as well as the limitations, of each discipline in understanding the human experience.

Students completing Temple College's core curriculum are well prepared for the challenges of additional scholarly pursuits and can take their places as productive workers and citizens.

3. Addressing the Perspectives and Intellectual Competencies Throughout the Core Curriculum.

There are basic intellectual competencies that are essential to the learning process in any discipline. Therefore, a core-educated person should be expected to possess skills in the competencies of reading, writing, speaking, listening, and critical thinking. In addition to those which are traditionally associated with scholarly pursuits, it has become evident that our society also demands a level of computer literacy in order to fully participate in the educational process and in the world of work.

Traditionally, some of these intellectual competencies have been tied to specific courses required of all students during their first two years of college. This is especially true of reading and writing. Temple College has identified courses in which these competencies are developed as a defining element of the course.

The competency of writing is defined as is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. The core courses targeted to develop these competencies at Temple College are ENGL 1301: Composition I, ENGL 1302: Composition II, and ENGL 2311: Technical and Business Writing. In addition to these courses, the faculty has identified courses in which writing is reinforced through specific assignments. These assignments may be short, discipline specific writing exercises such as literary analyses and scientific lab reports, or they may be formal documented research assignments. The courses are identified in the college catalog with a designation of W in the course description. The courses include BIOL 1406, 1407, 1411, 1413, 1424, 2316, 2401, 2402, 2428, 2470, CHEM 1311, 1312, 1407, 1408, 2423, 2425, PHYS 1401, 1402, 1405, 2425, 2426, HUMA 1301, 1302, HIST 2301, 2311, 2312, ARTS 1301, 1303, 1304, DRAM 1310, 1352, 2336, MUSI 1162, MUSI 1308, 1309, and SOCI 1301, 1306, 2301, 2320, 2336.

These courses, which represent a variety of disciplines and four of the five core areas, give students a familiarity with the writing process as used in various disciplines and for various audiences. They introduce students to different types of written communication. In addition to the traditional styles of writing associated with communication and liberal studies courses, such as essays, critical analyses, and formal research papers, students are also asked to engage in formal discipline specific styles of writing such as laboratory reports and case studies. Faculty engages student learning through writing informal papers such as response essays in humanities and visual and performing art courses and observation records in the lab sciences.

The intellectual competency of reading is reinforced through the curriculum by offering students an opportunity to analyze printed materials and through instruction in methods for analyzing the subject matter of individual disciplines. As with writing, the Temple College faculty has identified reading intensive courses in the catalog. These courses are too numerous to mention individually but include the disciplines of English, Biology, Chemistry, Physics, Humanities, Visual Arts, Drama, Music, History, Government, Psychology, and Sociology.

Traditionally, reading in an educational setting revolves around textbooks, journals, and literary works. Faculty identified assignments related to these types of reading along with more specialized reading such as finding information in tables and graphs, interpreting business reports, and analyzing laboratory reports and case studies. Other reading skills reported by the faculty included reading to find specific information, reading for procedural knowledge, and reading for pleasure.

Speaking is defined as 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. Three hours of the core area of communication must be selected from four speech courses. The speech requirement ensures that all core completers have formal training in communicating orally for multiple purposes and audiences. In addition to the speech requirement, the faculty has identified activities in other core courses in which speech communication is developed through formal oral presentations of research projects. Other examples given of assignments which develop and reinforce students' ability to communicate orally were discussion groups, group reports from cooperative learning assignments, oral critiques of works of art, and peer tutoring.

Listening at the college level refers to the ability to analyze and interpret various forms of spoken communication. Defined in this manner, the skill of listening manifests itself through a student's ability to respond to new situations using the knowledge and abilities acquired through course work in the separate disciplines. Aside from the obvious skill of listening as it relates to class lectures, instructors gave examples of promoting this skill through various means. Student responses to and critiques of peer presentations was one method cited often. The philosophy department reported instruction in active listening techniques. The western civilization classes reported on providing students with the opportunities to listen to recordings of famous speeches and the music department gave the examples of students learning to translate the director's verbal clues to affect the performance of a work in regard to mood. Another example given was successfully following verbal directions, especially in laboratory settings. Student to student interaction through small group discussion and cooperative learning was mentioned as a way of students developing listening skills in a low risk environment.

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. Critical thinking is addressed formally through many courses in the core curriculum. The quantitative skills are developed through the mathematics area. The natural sciences provide a context for applying both quantitative and qualitative skills to problem solving. The scientific method introduces students to a formal problem solving method which can form a scaffold for higher order thinking in the social and behavioral sciences. Each discipline in turn has specific formal methodologies for analyzing and evaluating information.

Specific problem solving and critical thinking techniques taught in formal settings included direct instruction in inductive and deductive reasoning, literary and critical analyses, linear sequencing, and graph analysis. Techniques cited by faculty as aids to develop critical thinking skills included using graphic organizers and performing compare/contrast activities.

Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students develop 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. The Temple College core curriculum was designed with an emphasis on computing across the curriculum. Evaluating the core for this competency not only required documenting the use of technology in the classroom, but also required course content addressing the social impact of technology.

Aside from the use of computer technology in the classroom, Temple College has embraced the use of technology and has a certain expectation that students will come with a degree of computer literacy. The college catalog and schedule is web based. Web registration is available and required for self-advising students. All students are provided with email addresses

and college notifications are sent by email. Students have access to their personal records via the college website. Developmental math classes are taught in a computer lab and a writing lab is provided for all students. The college provides assistance to students through manned open computer labs and help is available to new students during registration.

The most often cited uses of technology across the curriculum were requiring students to use word processing for formal papers and requiring students to use the internet for research. The internet was also cited as a tool for accessing content information for many classes. Direct instruction in performing internet searches and in using the internet as a research tool is provided through the composition classes. Other disciplines require specific internet sites for students to use in the course of their work. Many of these sites are provided as supplements to required textbooks. The natural sciences have students use computers for data gathering, for simulations, and for maintaining data in spreadsheets. The geography classes use geographical information systems in class projects. Art, music, and mathematics all report the use of interactive computer programs available to students. There are specific art classes available to students which teach specific graphic software packages. The use of presentation software by students in class presentations was also reported by faculty.

In order to evaluate the extent to which each of the intellectual competencies was addressed in the core curriculum, the faculty of Temple College was asked to identify sample content and/or instructional activities for each of the courses comprising the core. The results of the study were compiled on a matrix to determine if there was a breadth of coverage. Depth of coverage was evaluated through a review of the written responses of the faculty. This matrix, along with the alignment of the exemplary educational objectives with course content, became the framework for the development of the student assessment plan. Once it was ascertained that

he core addressed each of the objectives and competencies with sufficient breadth and depth, the student assessment plan set out to explore ways to develop benchmarks for evaluating student outcomes.

In a similar fashion, the faculty members were asked to identify specific content or instructional activities which demonstrated that the disciplinary courses were developed to promote outcomes related to establishing the identified perspectives as well as the basic concepts of the discipline. The faculty provided examples of content and instructional activities from each course. The findings were compiled into a matrix of courses for evaluation. The matrix illustrated the breadth of teaching designed to enable students to attain the goals outlined in the broad perspectives. The depth of instruction is illustrated in the short narrative descriptions provided by the instructors.

As one would expect, certain core areas provided more experiences relating to the perspectives than others. A review of the contributions of each core area follows:

1. 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
 - The core areas of communication, humanities and the visual and performing arts, and social and behavioral sciences gave examples of instructional activities such as lectures, directed readings, class discussions, guest lectures, and research. In many cases, the identified perspective is embedded in the very definition of the courses making up those core areas.
2. 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

- This perspective was addressed extensively in the social and behavioral sciences, the humanities courses, and the visual and performing art lecture courses. The applied music courses, drama, and PE instructors noted the importance of students transferring the concept of team member to the larger society. Instructors addressed this concept through lectures, group discussions, assigned readings, guest lecturers, case histories, and class projects.
3. Recognize the importance of maintaining health and wellness
- Because the college believed this was an often neglected attributed of a well educated person, the core curriculum committee designated Physical Education and Health as a locally designated area of the core. In addition to the required PE credits, the concept of maintaining good health was addressed in biology, humanities, art, philosophy, and psychology courses. Humanities, philosophy, and psychology treated the perspective as a unit of scholarly study while the biology and art classes stressed the idea of safety as related to the particular discipline and the music classes stressed the importance of health to performance.
4. Develop a capacity to use knowledge of how technology and science affect their lives
- Knowledge of technology and science was emphasized throughout the curriculum primarily through the use of computers and specialized equipment in the classroom. Within the behavioral and social sciences, the instructors of US history, economics, anthropology, geography, and psychology treated it as a topic of study.

5. Develop personal values for ethical behavior

- This perspective was addressed primarily through discussions of academic integrity and copyright issues. The sociology, philosophy, and history classes taught the concept as a unit of study through directed readings and class discussions. The psychology department focused on professional codes of ethics.

6. Develop the ability to make aesthetic judgments

- Three credit semester hours are required in the core in the visual and performing arts. In addition to the fine arts credit, the concept of aesthetics was identified in courses within the philosophy, psychology, humanities, anthropology, and English courses. In these courses, the discussion of aesthetics was generally explored as they related to various cultures and historic periods.

7. Use logical reasoning in problem solving

- Problem solving was addressed throughout the core through direct instruction in logical reasoning and problem solving techniques and through case studies and simulations.

8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

- The faculty gave examples of units of instruction which highlighted the interrelation of the specific discipline with other scholarly disciplines. The most common instructional strategies were lecture and directed readings.

NOTE: A numerical summary of the breadth of coverage is found in section 5.

Sample alignment document

Course: Biol-1406 General Biology-I

<i>Intellectual Competencies</i>	<i>Sample content or instructional activity</i>
READING: the ability to analyze and interpret a variety of printed materials -- books, articles, and documents	Diverse reading assignments include textbook, online outlines (pdf), lab book. Students are expected to cover and integrate these materials.
WRITING: the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience	Exams often include extensive essay materials describing various chemical, biological topics
SPEAKING: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience	Classroom discussion, class participation strongly encouraged
LISTENING: the ability to analyze and interpret various forms of spoken communication	Lecture materials, classroom discussion (student-student, student instructor), multimedia materials often incorporated into lecture
CRITICAL THINKING: methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies	Classroom discussion and exam questions both foster integration of ideas to reach new solutions
COMPUTER LITERACY: the ability to use computer-based technology in communicating, solving problems, and acquiring information. Understand of the limits, problems, and possibilities associated with the use of technology	Students utilize web based and CD archived study materials
<i>Perspectives</i>	
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	Topics include characterization of living organisms based on their characteristics. Making students aware of the Scientific Method and experimental protocols.
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	Examples cited in lecture/discussions often include true life and environmental situations
Recognize the importance of maintaining health and wellness	Discussions include homeostasis and how deviations from a homeostatic condition might affect wellness. A basic discussion of chemistry and biomolecules draws students' attention to such topics as nutrition and metabolism. Discussions on genetics, cell division, and gene exchange foster an understanding of general health and well-being of the individual. Further, topics such as population growth and regulation, human evolution, community interactions and the influence of humans on the ecosystem promote an understanding of the health/wellness of the planet as a whole.
Develop a capacity to use knowledge of how technology and science affect their lives	Students gain an appreciation for the scientific method and are encouraged to develop a logic based thinking methodology
Develop personal values for ethical behavior	Class policy explains expectations that work done will be that of the student. Students are encouraged to research assignments but then to synthesize information rather than plagiarize.
Develop the ability to make aesthetic judgments	
Use logical reasoning in problem solving	Extensive classroom discussions foster the synthesis of varied key components into the broader overall topic of the day. Similar situations occur regularly during review and exams.
Integrate knowledge and understand the interrelationships of the scholarly disciplines	Many students in this course are part of a larger curriculum destined to bring them into science related fields. As a result many transfer into other departmental courses. Materials/topics of several courses dovetail and build upon one another.

4. Processes and Procedures for Evaluating the Core Curriculum

The evaluation processes and procedures involved the instructional departments responsible for the content areas of the core curriculum, the Curriculum Committee, the Educational Services office which is headed by the Vice President of Educational Services who serves as the chief academic instructional officer for the college, and by the Institutional Effectiveness office.

Initially, the core curriculum was developed through a committee composed of faculty representatives from instructional departments of Art, Communications, Humanities, Math, Physical Education and Health, Science, and Social Science. The initial charge of the committee was to make recommendations for the major components of the College's core curriculum including rationales and explanations regarding the goals, components, and objectives of the core. The recommendations were reviewed by the Instructional Council, the President, and eventually approved by the board of trustees.

Subsequent changes to the core curriculum were submitted to the Curriculum Committee for review and approval. Additions and deletions were then sent to the THECB for review. In general, these reviews occurred annually reflecting departmental and programmatic changes. The committee is charged with approving additions to the core curriculum which meets the stated purpose and rationale of the initial plan. The curriculum committee is also charged with monitoring and coordinating the logistics of maintaining an up to date list of appropriate courses.

Due to the departure of the Chief Instructional Officer, the more specific course content evaluation was delayed. The process began in earnest during the spring semester of 2003. Those responsible for the formal evaluation process were:

- VP of Educational Services
- Director of Institutional Effectiveness, Research, and Planning
- Director of the Division of Enrollment Management
- Three Academic Division Directors
- Academic Department Chairs and key faculty

The Office of Institutional Effectiveness researched examples of formats appropriate to the task of identifying the instructional and assessment methodologies utilized by the instructors. Examples were presented the Educational Services division. The committee members were provided with a white paper outlining the statutory requirements, the focus of the evaluation, and the issues which needed to be addressed. A Copy of the *Assumption and Defining Characteristics* was provided to each committee member. The group was instructed in the process of completing the evaluation forms. Under the guidance of division directors and department heads, the faculty reviewed each course listed in the core curriculum. The results of the course evaluations were reported to the Office of Institutional Effectiveness in mid September and the result of this stage of the evaluation process is reflected in the tables of the exemplary educational objectives on a course to course basis.

In addition to aligning the courses in the core curriculum with the exemplary educational objectives, the faculty identified methods by which the intellectual competencies and the broad perspectives were being addressed by the core. The evaluation focused on collecting sample content and instructional strategies which focused on each of the competencies and perspectives. The findings were translated to a matrix for a graphic representation of the depth and breadth to which each competency and perspective was addresses.

As a result of the evaluation process, the standing curriculum committee appointed a subcommittee to investigate how to maintain the process of evaluation. Initial discussions have focused on a formal process for identifying new courses for possible inclusion and on developing

an annual review of existing courses. The review of existing courses will follow a shortened version of the formal evaluation process and will serve to enable the more formal process to proceed with greater depth. The subcommittee envisions a documentation process which will be incorporated into the standard operating procedures of the curriculum committee and which will provide a foundation for student assessment. The plan for evaluating student outcomes details the process and timeline for a more comprehensive plan of assessment.

The initial description of a plan for the assessment of student outcomes was provided by the Office of VP of Educational Services.

5. Evaluation Results: Improving the Core Curriculum

The conclusions drawn from the evaluation activity can be divided into two categories: logistics and quality.

Logistics

It became evident early on that the college needed to formalize a process for monitoring and reviewing the core curriculum. Initially the committee charged with developing the core was an ad hoc committee. The responsibility of monitoring changes and approving additions was given to the standing curriculum committee. While the committee did approve additions and deletions as the need occurred, there was no formal process for periodic review.

The committee has appointed a standing subcommittee to be responsible for monitoring the core on a regular basis and to develop a process for periodic evaluation by core areas. A documentation procedure will be developed built on the curricular alignment work completed by the academic departments. The documentation will include, but not be limited to, a dated cover page indicating the course title and approval number as it appears in the ACGM with references to the ACGM by page or a hard copy of the actual page, the course syllabus, the EEO alignment document, the competencies and perspectives alignment document, the core area matrix, and possible documentation developed by the assessment team. Initial discussions also suggested a revision to the format for syllabi.

The student assessment team as outlined in the assessment plan will also serve as a standing subcommittee to the curriculum committee. Each sub-committee will be chaired by a member of the curriculum committee while additional sub-committee members will be appointed to represent stakeholder departments.

In addition to developing a process for review, the core curriculum sub-committee will monitor other changes involving courses which make up the core. Examples of changes found and made are as follows:

- Courses no longer taught by the department still appear on the approved list of courses
- Name or numbering changes appearing in the Lower Division course Guide Manual which not paralleled at the local level
- Changes in CIP codes in the ACGM not reflected in local documentation
- Changes approved by the curriculum committee which not forwarded to the THECB for approval for inclusion in the college's core.

Quality

Review of the tables and supporting documents provided by the departments revealed potential content gaps in the core curriculum. As departments go through the course review process, these areas will be addressed. The process will result in curriculum revision or reconsideration of including particular courses in the core. The documentation process envisioned should make it easier to evaluate instructional gaps. A sample of the Intellectual Competencies and Broad Perspectives alignment document is found at the end of this section 3. The resulting matrix appears at the end of this section.

The evaluation process also raised concerns about the inclusion of particular courses in the core. Some of those concerns dealt with the limited availability of the courses to all students and the limited focus of some of the courses. Other concerns were raised about the large number of courses approved in some areas, many with prerequisites which should prevent students from taking the course without first completing the credit requirement for that area thus eliminating the need to include the course in the core. Those courses will be the first to go through the Curriculum Committee's review process.

A summary of issues and concerns to be addressed are:

- Discussion of appropriateness of MUSI 1171
- Discussion of 4th level 1 hour art and applied music classes
- Rationale for inclusion of SOCI 2320 Minority Studies II
- Rationale for inclusion MUSI 2311 Music Theory III and MUSI 2312 Music Theory IV
- Potential curriculum review for all 1 hour sequential applied music courses to expand instruction with a view toward enhancing development in the broad perspectives
- Clarification for faculty of the definition of ‘listening’ as a competency
- Clarification for faculty of “develop personal values for ethical behavior”

Percent of courses identifying appropriate instructional strategies or content examples for each of the Competencies

1. Writing	94%
2. Reading	82%
3. Speaking	72%
4. Listening	55% (did not include “listen to lectures” as a + response)
5. Critical Thinking	89%
6. Computer Literacy	77%

Percent of courses identifying appropriate instructional strategies or content examples for each of the Perspectives

7. Living in a Diverse World	65%
8. Member of society	53%
9. Health and Wellness	34%
10. Technology and Science	64%
11. Ethical Behavior	62%
12. Aesthetic Judgments	37%
13. Problem Solving	75%
14. Interrelationships of Disciplines	70%

Review of the alignment documents also revealed instructional and assessment strategies which may be considered as best practices. Dissemination of these ideas through a variety of means to faculty is being considered. Options discussed are articles in the staff bulletin, presentations to the faculty council, stand alone workshops during the week before the beginning of each regular semester, and presentations in a “strategic conversation” format.

TCCN		W	R	S	L	CT	CL	P1	P2	P3	P4	P5	P6	P7	P8
01	ENGL-1301	X	X	X	X	X	X	X			X	X		X	X
01	ENGL-1302	X	X	X	X	X	X	X			X	X	X	X	
01	ENGL-2311	X	X	X	X	X	X	X			X	X		X	X
01	SPCH-1311	X	X	X	X	X	X	X	X			X		X	X
01	SPCH-1315	X	X	X	X	X	X	X	X			X		X	X
01	SPCH-1318	X	X	X	X	X	X	X	X			X		X	X
01	SPCH-1321	X	X	X	X	X	X	X				X		X	X
01	SPCH-2333	X	X	X	X	X	X	X				X		X	X
02	MATH-1314	X	X	X	X	X	X				X			X	
02	MATH-1316	X	X	X	X	X	X				X			X	
02	MATH-1324	X	X	X	X	X	X				X			X	
02	MATH-1325	X	X	X	X	X	X				X			X	
02	MATH-1332	X	X	X	X	X	X				X			X	
02	MATH-1342	DELE													
02	MATH-1348	X	X	X	X	X	X				X			X	
02	MATH-2318	X	X	X	X	X	X				X			X	
02	MATH-2320	X	X	X	X	X	X				X			X	
02	MATH-2342	X	X	X	X	X	X				X			X	
02	MATH-2412	X	X	X	X	X	X				X			X	
02	MATH-2413	X	X	X	X	X	X				X			X	
02	MATH-2414	X	X	X	X	X	X				X			X	
02	MATH-2415	X	X	X	X	X	X				X			X	
03	BIOL-1406	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-1407	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-1411	X	X	X	X	X	X	X	X		X	X		X	X
03	BIOL-1413	X	X	X	X	X	X	X	X		X	X		X	X
03	BIOL-1424	X	X	X	X	X	X	X	X		X	X		X	X
03	BIOL-2316	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-2401	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-2402	X	X	X	X	X	X	X	X	X	X	X		X	X

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03	BIOL-2404	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-2421	X	X	X	X	X	X	X	X	X	X	X		X	X
03	BIOL-2428	X	X	X	X	X	X	X	X		X	X		X	X
03	BIOL-2470	X	X	X	X	X	X	X	X		X	X		X	X
03	ENVR-1101	X	X			X	X							X	X
03	ENVR-1301	X				X	X	X	X		X			X	X
03	CHEM-1105	X	X			X						X			
03	CHEM-1111	X	X			X	X							X	
03	CHEM-1112	X	X			X	X					X		X	
03	CHEM-1305	X				X	X							X	X
03	CHEM-1311	X	X			X	X					X		X	X
03	CHEM-1312	X	X			X	X					X		X	X
03	CHEM-1407	X	X			X	X				X			X	X
03	CHEM-1408	X	X			X	X				X			X	X
03	CHEM-2423	X	X			X	X							X	X
03	CHEM-2425	X	X			X	X							X	X
03	GEOL-1103	X	X			X	X								
03	GEOL-1303	X	X			X	X		X		X				X
03	PHYS-1111	X	X			X									
03	PHYS-1311	X				X									
03	PHYS-1401	X	X			X	X					X		X	X
03	PHYS-1402	X	X			X	X					X		X	X
03	PHYS-1405	X	X			X	X				X				X
03	PHYS-2425	X	X			X	X					X		X	X
03	PHYS-2426	X	X			X	X							X	X
04	ENGL-2322	X	X	X	X	X	X	X				X	X	X	
04	ENGL-2323	X	X	X	X	X	X	X				X	X	X	
04	ENGL-2327	X	X	X	X	X	X	X				X	X	X	
04	ENGL-2328	X	X	X	X	X	X	X				X	X	X	
04	ENGL-2332	X	X	X	X	X	X	X				X	X	X	
04	ENGL-2333	X	X	X	X	X	X	X				X	X	X	

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04	ENGL-2370	DELE													
04	HIST-2311	X	X		X	X	X	X	X		X	X			X
04	HIST-2312	X	X		X	X	X	X	X		X	X			X
04	HUMA-1301	X	X	X		X	X	X	X	X	X	X	X	X	X
04	HUMA-1302	X	X	X		X	X	X	X	X	X		X	X	X
04	PHIL-1301	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	PHIL-1304	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	PHIL-1316	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	PHIL-1317	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	PHIL 2307	X	X	X	X	X	X	X	X	X	X	X	X	X	X
04	PHIL 2306	X	X	X	X	X	X	X	X	X	X	X	X	X	X
05	ARTS-1301	X	X	X	X	X	X	X	X		X	X	X	X	X
05	ARTS-1303	X	X	X		X	X	X	X		X	X	X	X	X
05	ARTS-1304	X	X	X		X	X	X	X		X	X	X	X	X
05	ARTS-1311	X		X		X	X	X	X		X	X	X	X	X
05	ARTS-1312	X	X	X		X	X	X	X	X	X	X	X	X	X
05	ARTS-1316	X		X		X		X	X		X	X	X	X	X
05	ARTS-1317	X		X		X		X	X		X	X	X	X	X
05	ARTS-2313	X	X	X		X	X	X	X		X	X	X	X	X
05	ARTS-2314	X	X	X		X	X	X	X		X	X	X	X	X
05	ARTS-2316	X	X	X		X		X	X	X	X	X	X	X	X
05	ARTS-2317	X	X	X		X		X	X	X	X	X	X	X	X
05	ARTS-2323	X		X		X		X	X		X	X	X	X	X
05	ARTS-2326	X		X		X		X	X	X	X	X	X	X	X
05	ARTS-2327	X		X		X		X	X	X	X	X	X	X	X
05	ARTS-2333	X		X		X		X	X	X	X	X	X	X	X
05	ARTS-2334	X		X		X		X	X	X	X	X	X	X	X
05	ARTS-2346	X	X	X		X	X	X	X	X	X	X	X	X	X
05	ARTS-2347	X	X	X		X	X	X	X	X	X	X	X	X	X
05	ARTS-2348	X	X	X		X	X	X	X		X	X	X	X	X
05	ARTS-2349	X	X	X		X	X	X	X		X	X	X	X	X

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05	ARTS-2356	X		X		X	X	X	X	X	X	X	X	X	X
05	ARTS-2357	X		X		X	X	X	X	X	X	X	X	X	X
05	DRAM-1121	X	X	X	X							X			X
05	DRAM-1310	X	X		X	X		X				X	X		X
05	DRAM-1330	X	X		X										
05	DRAM-1341	X	X												X
05	DRAM-1351	X	X	X	X							X			X
05	DRAM-1352	X	X	X	X							X			X
05	DRAM-2336	X	X	X	X										
05	DRAM-2363	X	X	X		X			X					X	
05	DRAM-2366	X	X	X		X		X	X		X		X		X
05	MUEN-1116					X	X			X					
05	MUEN-1117					X	X			X					
05	MUEN-1121,22				X			X					X		
05	MUEN-1132-40, 2131				X			X					X		
05	MUEN-1141		X	X	X	X		X		X		X	X		X
05	MUEN-1142, 43	X		X	X	X		X	X	X		X	X	X	X
05	MUSI-1162	X	X												X
05	MUSI-1171													X	
05	MUSI-1181								X						
05	MUSI-1182								X						
05	MUSI-1258	X	X	X	X			X	X	X	X	X	X	X	X
05	MUSI-1263	X								X				X	
05	MUSI-1301	X	X	X											
05	MUSI-1306	X	X	X		X	X	X	X		X		X		
05	MUSI-1308	X	X	X		X	X	X	X				X		X
05	MUSI-1309	X	X	X		X	X	X	X	X	X		X		X
05	MUSI-1310	X	X	X				X			X		X		X
05	MUSI-1311	X				X	X						X	X	

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05	MUSI-1312	X				X	X						X	X	
05	MUSI-2116					X	X			X					
05	MUSI-2117					X	X			X					
60	HIST-1301	X	X		X	X	X	X			X				X
60	HIST-1302	X	X		X	X	X	X			X				X
60	HIST-2301	X	X	X	X	X	X	X						X	X
70	GOVT-2301	X	X	X	X	X	X	X	X			X			X
70	GOVT-2302	X	X	X	X	X	X	X	X			X			X
80	ANTH-2301	X	X	X	X	X	X	X		X	X	X	X	X	X
80	ANTH-2302	X	X	X		X	X	X	X		X	X	X	X	X
80	ANTH-2346	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	ANTH 2351	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	ECON-2301	X	X	X	X	X	X	X	X		X			X	X
80	ECON-2302	X	X	X	X	X	X	X	X		X			X	X
80	GEOG-1300	X	X	X	X	X	X	X	X		X	X		X	X
80	GEOG-1301	X	X	X	X	X	X	X	X	X	X	X		X	X
80	PSYC-2301	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2302	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2303	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2308	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2314	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2315	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	PSYC-2319	X	X	X	X	X	X	X	X	X	X	X	X	X	X
80	SOCI-1301	X	X	X	X	X	X	X	X			X		X	X
80	SOCI-1306	X	X	X	X	X	X	X	X			X		X	X
80	SOCI-2301	X	X	X		X	X	X	X			X		X	X
80	SOCI-2320	X	X	X		X	X	X	X			X		X	X
80	SOCI-2336	X	X	X	X	X	X	X	X		X	X		X	X
09	PHED-1304	X							X	X					
09	PHED-1111	X		X	X	X		X	X	X		X			

6. Evaluating Student Outcomes 2004-2009

Background

Like many institutions of higher education, Temple College is in the formative stages of implementing assessment of student learning. However, the College is fully committed to this effort, and the attached document reflects not only the intention, but specific plans which demonstrate our full commitment to this effort – for the 2004-05 academic year – and beyond.

Narrative

The attached plan addresses the need to accomplish the following:

- provide a leadership foundation among the faculty to support assessment activities,
- initiate communication activities and orient instructional leadership (i.e., department chairs, division directors) with the principles of assessment,
- initiate “in house” assessment training activities for faculty and department chairs introducing the ‘levels’ of assessment necessary to support a comprehensive assessment effort (i.e., classroom assessment techniques, course assessment, departmental and/or program assessment, and degree-level assessment)
- provide an organizational context for assessment of student learning activities, including the appointment of a college-wide assessment team
- complete and adopt a comprehensive assessment plan which will outline assessment goals and activities for the next six years (2004 – 2010)
- identify and outline necessary resources to support assessment activities

Our activities will include:

- Faculty participation in the annual AAHE Assessment Conference (October, 2004)
- The development of an assessment website

- A college-wide Strategic Conversation focusing on assessment of student learning
- Demonstrated implementation of the first level of assessment (classroom assessment techniques) not later than Spring, 2005
- Review and/or revision of the college mission values statements, including the development of appropriate ‘over-arching’ learning statements to support degree-level assessment
- Preparation of Assessment Team charter and designation of membership
- The completion of a comprehensive assessment plan, the draft of which shall be reviewed by faculty members, and finalized by the assessment team not later than Spring, 2005.
- Identification of necessary budgetary support to supplement goals and activities of the assessment plan.

Assessment of Student Learning Activities
("Planning to Plan")

Goal:	Objective:	Measures of Success (including timeline)	Responsible Parties
Fully implement college-wide assessment of student learning (prior to development of the self-study in Spring, 2008 and re-accreditation in 2010)	<ul style="list-style-type: none"> • Provide a leadership foundation among the faculty to support assessment activities 	<ul style="list-style-type: none"> • Secure funding to support AAHE assessment conference travel for at least one faculty member from each instructional division (Fall, 2004) 	VPES CEO
	<ul style="list-style-type: none"> • Initiate communication activities to introduce and orient instructional leaders (i.e., division directors and department chairs) to assessment of student learning 	<ul style="list-style-type: none"> • Assessment Update and/or activity at every ESC meeting (Fall, 2004 and Spring, 2005) • Create TC assessment website (Spring, 2005) • Hold at least one Strategic Conversation to address assessment planning (Spring, 2005) 	VPES
	<ul style="list-style-type: none"> • Initiate "in house" assessment training activities for faculty and department chairs introducing the following critical elements:¹ <ul style="list-style-type: none"> ○ Classroom Assessment Techniques (2004-05) ○ Course Assessment (2005-06) ○ Department/Program Assessment (2006-07) ○ Degree-Level Assessment (2007-08) 	<ul style="list-style-type: none"> • During 2004-05, each member of the faculty will demonstrate a knowledge of CATS and will have completed at least one CAT (documented) 	VPES Division Director Department Chairs TASL Coordinator Faculty

¹ The implementation of these activities is cumulative. Although we begin with classroom assessment activities (in 2004-05), in subsequent years, each level is continuous and the next appropriate level of assessment activity is added. Thus, by 2007-08, we will be fully engaged in assessment at all of the appropriate levels. By 2010, we will have completed two full assessment cycles.

	<ul style="list-style-type: none"> • Provide organizational context for assessment of student learning activities (i.e., complete ‘ground work’ for assessment plan) 	<ul style="list-style-type: none"> • With college faculty and staff), review existing college mission and/or value statements (Fall, 2004) • In consultation with faculty, develop “over-arching” learning goals (Fall, 2004) • Recommend revisions of mission and/or values statements and “over-arching learning goals to college leadership and board of trustees (Fall, 2004) • Prepare team charter for Assessment Team (roles and responsibilities, membership, budget, and goals) (Fall, 2004) • Invite membership/hold first meeting (Jan., 2005) 	<p>CEO VPES Division Directors Department Chairs Faculty</p>
	<ul style="list-style-type: none"> • In consultation with faculty, assessment committee, department chairs and division directors, adopt comprehensive assessment plan (2004-2010) 	<ul style="list-style-type: none"> • Complete DRAFT of assessment plan (Spring, 2005) • Prepare/Present DRAFT to assessment committee for recommendations (Spring, 2005) • Present DRAFT to college-wide community (faculty and/or staff) for recommendations (Spring, 2005) • Incorporate suggested revisions and revise plan as necessary (according to input) (Spring, 2005) • Finalize and return to assessment committee for final approval (Spring, 2005) 	<p>VPES Division Directors Assessment Committee Department Chairs TASL Coordinator</p>
	<ul style="list-style-type: none"> • In cooperation with Executive Council, identify and outline annual budget for assessment activities 	<ul style="list-style-type: none"> • Review expenses from 2004-05 academic year (Summer, 2005) • Review assessment goals in completed assessment plan and forecast funding need (Summer, 2005) 	<p>VPES TASL Coordinator</p>

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