First-Year Islanders

Quality Enhancement Plan

Texas A&M University-Corpus Christi

March 9-11, 2010

President Flavius Killebrew

Accreditation Liaison: Ms. Chris Shupala
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1. **First-Year Islanders (FYI) Executive Summary**

First-year, and particularly first-generation and Hispanic students, frequently need deliberate interventions to succeed in higher education. Given its population, and institutional data on first-year student challenges, Texas A&M University-Corpus Christi has committed to focus its First-Year Islanders (FYI) quality enhancement plan on the first-year academic experience.

To improve the retention and learning of first-year students, there are two parts of the First-Year Islanders Plan: (1) a student affairs/Center for Academic Student Achievement (CASA) partnership to transition students from high school to higher education, and (2) a faculty-directed initiative to redesign classes to improve student learning. As a result of the FYI, a greater percent of first-year students will use academic support services, demonstrate mastery of the Student Learning Outcomes of gateway courses, and achieve academic success in their first term in college, thereby increasing their chances of persisting toward a degree at Texas A&M University-Corpus Christi.

**Mission Statement**

Through its First-Year Islanders (FYI) plan, Texas A&M University-Corpus Christi will transform the academic experience of first-year students.

The First-Year Islanders plan will improve the learning experience of first-year students by:

- Transitioning first-year students to higher education learning through inaugural programs;
- Redesign of first-year courses accomplished in disciplinary-based faculty Communities of Practice (COP); and
- Creating professional learning communities (PLCs) focused on promoting first-year student learning through reflective practice.

### Inaugural Programs

#### Underprepared Students
- FYI Bridge
- Academic Success Achievement Plan (ASAP) contracts

#### All Students
- FYI Convocation
- FYI Welcome Event

### Course Redesign

#### All Students
- Redesign of first-year gateway courses: MATH 0398 and 0399; POLS 2305 and 2306; BIOL 1406 and 1407; HIST 1301 and 1302.
- COP formed in disciplines to design, implement, and assess redesign.

### Professional Learning Communities (PLCs)

#### All Students
- Topic-focused professional learning communities using methods of reflective practice.
- Faculty and staff interacting with FY students will be invited to participate.
2. First-Year Islanders Overview (Vision, Mission, and Goals)

The First-Year Islanders (FYI) program will improve the learning experience of first-year students at Texas A&M University-Corpus Christi (TAMUCC) through the creation of Inaugural Programs and the redesign of first-year gateway courses. Inaugural Programs (FYI Convocation, PLAYFAIR, and FYI Bridge) bring together academic affairs and student affairs to help students transition from high school, locate resources, and begin to acquire the contextual knowledge necessary for college success (Conley, 2007). Academic affairs will enact course redesign to improve first-year student learning in eight first-year classes in Math, Political Science, History, and Biology. The connected professional development programs for faculty (COP and PLCs) will strengthen faculty engagement in the scholarship of teaching, learning, and assessment across campus.

First-year, and particularly first-generation and Hispanic students, frequently need deliberate interventions to succeed in higher education (Kraemer (1997); Hernandez (2000); Nora (1993); and Padilla, Trevino, González, and Trevino (1997)). Given its population, and institutional data on first-year student challenges, Texas A&M University-Corpus Christi has committed to focus its First-Year Islanders quality enhancement plan on the first-year academic experience (Appendices V-VI show first time in college by ethnicity). To improve the retention and learning of first-year students, there are two parts of the First-Year Islanders Plan, the institution plans both to redesign coursework to improve the students’ learning in classes and to create transition programs to help students change their behaviors and attitudes.
As a result of the FYI, a greater percent of first-year students will use academic support services, demonstrate mastery of the Student Learning Outcomes (SLOs) of gateway courses, and achieve academic success in their first term in college, thereby increasing their chances of persisting toward a degree at Texas A&M University-Corpus Christi.

By implementing the First-Year Islanders Plan (FYI), Texas A&M-Corpus Christi pursues its mission of excellence, engagement, expansion, and effectiveness, particularly in undergraduate teaching and learning. The implementation of FYI will lead to improved student learning by combining a challenging academic experience with coordinated, deliberate support.

**Vision Statement**

The Texas A&M University-Corpus Christi First-Year Islanders (FYI) plan provides tailored academic challenge and centralized information and support for First-Year Islanders.

**Mission Statement**

Through its First-Year Islanders (FYI) plan, Texas A&M University-Corpus Christi will transform the academic experience of first-year students.

The First-Year Islanders plan will improve the learning experience of first-year students by:

- Transitioning first-year students to higher education learning through inaugural programs;
- Redesign of first-year courses accomplished in disciplinary-based faculty communities of practice (COP); and
• Creating professional learning communities (PLCs) focused on promoting first-year student learning through reflective practice.

**Inaugural Programs**

**All Students**
- FYI Convocation
- FYI Welcome Event

**Underprepared Students**
- FYI Bridge
- Academic Success Achievement Plan (ASAP) contracts

**Course Redesign**

**All Students**
- Redesign of first-year gateway courses: MATH 0398 and 0399; POLS 2305 and 2306; BIOL 1406 and 1407; HIST 1301 and 1302.
- COP formed in disciplines to design, implement, and assess redesign.

**Professional Learning Communities (PLCs)**

**All Students**
- Topic-focused professional learning communities using methods of reflective practice.
- Faculty and staff interacting with FY students will be invited to participate.

**First-Year Islanders Plan Goals**

• Celebrate First-Year Islanders.
• Create invigorated courses for First-Year Islanders.
• Enhance student learning in gateway courses.
• Increase student completion rates in developmental courses.
• Improve First-Year Islanders’ Grade Point Average (GPA) during their first term in college.
• Ease transition from high school to Texas A&M University-Corpus Christi.
• Foster reflective teaching practices among First-Year Islanders faculty (Schön, 1983).
• Increase the use of academic support services by FYI Bridge students.

**Inaugural Programs—FYI Convocation and PLAYFAIR**

For all first-time-in-college (FTIC), first-year students, Texas A&M University-Corpus Christi will hold FYI Convocation and an event called PLAYFAIR on the Tuesday before classes start. FYI Convocation will be mandated for all first-year students. The intent of
these two events is to welcome students, to create opportunities for students to meet faculty, and provide everyone involved with first-year students with a visible recognition of their importance to the institution and of the key life transition students are making.

FYI Convocation and PLAYFAIR are intended to contribute to the perception, on the part of First-Year Islanders, that college is different from high school, that they are welcome on the campus, and that they are important to the campus. These affective and belief goals may indirectly contribute to their success by leading to changes in behavior as well (college requires different behaviors than high school). We are framing much of our conversation about this shift on Conley’s work on College Readiness (Conley, 2007). The speakers at FYI Convocation, in addition to welcoming the incoming class, will address contextual knowledge.

**Inaugural Programs—The FYI Bridge**

Several factors hinder student learning by interfering with students’ ability to start the semester on a solid footing. The FYI Bridge will provide programming for students who do not meet normal admission requirements. The FYI Bridge will occur on the Monday before classes and will extend into the semester through CASA and Student Affairs programming, monitoring by AIM peer mentors, and frequent contact with TIDE peer mentors in First-Year Learning Communities Program (FYLCP) seminar courses.

FYI Bridge programming is guided by specific concerns seen by faculty and institutional data as impediments to student success. These include (1) financial aid issues and money management, (2) an understanding of basic needs to establish independent living, (3) academic resources and technology, (4) time management and stress management, (5) appropriate classes and academic plan, (6) lifestyle choices, including
alcohol and drug use, (7) university and faculty expectations of students, (8) academic and student support services, (9) interpersonal skills, and (10) social support services. The intention of the FYI Bridge experience is not to replace, but to supplement, the students’ Freshmen Orientation experience.

Prior to the third week of the fall semester, students that are admitted alternatively will be required to meet with a retention specialist from the Center for Academic Student Achievement (CASA) to sign an Academic Student Achievement Plan (ASAP). The ASAP may mandate participation in specific support programs, such as mentoring, tutoring, and Supplemental Instruction (SI). The ASAP contracts will include additional meetings between retention specialists and/or AIM peer mentors and students.

By implementing the FYI Bridge, Texas A&M-Corpus Christi hopes to change the behavior of students who do not meet regular admission requirements. Assessment of this Student Learning Outcome (SLO) will be based on the use of academic support services by FYI BRIDGE students, including number of visits, visits per student, and the number of contact hours. The goal of these programs is to reach the point where the percentage of FYI BRIDGE students using academic support services at CASA will be equal to or greater than percentage of all other first-year students. To measure the success of the FYI Bridge, CASA will track FYI BRIDGE students’ compliance with the ASAP contracts, student GPA, probation, and retention data.

**FYI Course Redesign**

First-Year Islanders struggle in many of the required core and developmental education courses, but average first-term GPAs are particularly low in Biology 1406/1407, History 1301/1302, Political Science 2305/2306, and in developmental Math 0398/0399. In
response, faculty in the disciplines have formed collaborative “communities of practice” (COP) (Lave & Wenger, 1991) to investigate, generate, and implement the redesign of these gateway courses to better meet the needs of all First-Year Islanders. The following actions have been completed to achieve a fully articulated five-year action plan for the FYI:

- All COP facilitators and many participants attended the full-day, student-learning workshop led by Dr. Emily Lardner,
- The History COP participants attended a full-day, History writing/learning workshop led by Dr. Keith Erekson,
- Every Community of Practice (COP) determined a common set of student learning outcomes for the gateway courses,
- Every COP agreed upon one common intervention/plan to implement for their course redesign,
- Every COP agreed upon one common method of assessing the student learning outcomes,
- Every COP agreed upon a schedule for universal implementation of the course redesign

**FYI Shift to Reflective Practice**

Two forms of faculty professional development will be used to improve student learning by promoting a shift toward “reflective practice” (Schön, 1983) among faculty teaching first-year students: Professional Learning Communities (PLCs) focused on topics related to first-year student learning, and disciplinary-based Communities of Practice (COP) (Lave & Wenger, 1991). The FYI program and the Center for Faculty Excellence (CFE)
will administer these professional development activities collaboratively (Appendices XII-XIII).

**Communities of Practice (COP)**

A faculty member in each of the identified disciplines will serve as the facilitator of the COP, guiding faculty teaching gateway courses toward reflective practice (Schön, 1983). COP will focus on strategies of classroom teaching and assessment of student learning. To that end, duties of the facilitator include: identifying members of the COP and gathering them together, researching current best practices in teaching first-year students in that discipline and current student learning in their courses (institutional data), sharing that research with members of the discipline, finding ways to incorporate those practices or make other data-driven changes in the gateway courses, assessing those changes, and making continuous data/reflection-driven adjustments to improve student learning.

The COP intervention helps Texas A&M-Corpus Christi pursue the FYI goals that students demonstrate mastery of the Student Learning Outcomes of gateway courses and achieve academic success in their first term in college. Assessment of this intervention will vary depending on the discipline, but will be based on the direct measure of course-level student learning outcomes for each course, using COP-created rubrics to evaluate embedded activities. Secondary data will be student GPA in these courses. Programmatic assessment of the COP will review the ways in which gateway courses are being designed and taught in deliberate, data-driven ways that are focused on student learning. Each COP will be provided with a budget for library materials, travel, consultants, and/or events related to its activities.

**Professional Learning Communities (PLCs)**
Texas A&M-Corpus Christi has committed to creating professional learning communities designed to promote first-year student learning through encouraging reflective practice of faculty and staff focusing on greater engagement with first-year students, as well as greater recognition and reward of teaching at the first-year level. This commitment is in response to student retention data, feedback from advanced students, and a survey of faculty. Topic-focused professional learning communities are an especially appropriate instrument for this commitment, in light of the maturity of our First-Year Learning Communities Program and Core Curriculum, and the current redesign of our Center for Faculty Excellence (Appendices XII-XIII).

Topic-focused, professional learning communities will be designed and facilitated by the FYI Director for faculty and staff interacting with first-year students with the goal of promoting better understanding of methods to best meet the needs of first-year students and create the environment and conditions most conducive to their learning. The PLCs will be assessed on the basis of faculty and staff knowledge of and participation in reflective practices, attitudes toward the program, and changes made to participants’ teaching. No direct measures of student learning will be made. Budget is provided for travel, consultants, and FYI special collection development.

First-Year Islanders Plan Authorship

By Fall 2010, Texas A&M University-Corpus Christi will have spent three years creating the FYI plan. Broad representation, data-driven processes, and centering the FYI plan in our campus history, mission, and Momentum 2015 ensured campus-wide approval and engagement. The members of the FYI Steering Committee wrote the plan. Most of these committee members have transitioned to our Implementation Committee and sub-committees, following through on enacting the plans we created.
FYI Committee Membership (Steering Committee and Implementation Committee)

Susan Wolff Murphy, FYI Director, Associate Professor, English, College of Liberal Arts
Mary Bantell, Associate Professor Nursing & Health Sciences, College of Nursing & Health Sciences
Adolfo Benavides, Professor of Economics and Associate Dean, College of Business
Kakali Bhattachrya, Assistant Professor, Educational Administration, College of Education
David Billeaux, Associate Vice President, Academic Affairs
Kent Byus, Professor of Marketing, College of Business
Margaret Dechant, Associate Vice President, Enrollment Management
Ann DeGaish, Associate Vice President & Dean of Students, Student Affairs
David Grise, Assistant Professional Track Faculty, Biology, College of Science & Technology
Bridgette Hardin, Associate Director for Institutional Effectiveness, Office of Planning & Institutional Effectiveness
Mark Hartlaub, Associate Professor, Psychology, College of Liberal Arts
Amanda Hill, Undergraduate student
J. Carlos Huerta, Professor, Political Science, College of Liberal Arts
Joseph Jozwiak, Chair of the Social Sciences, Associate Professor, Political Science, College of Liberal Arts
Yolanda Keys, Assistant Clinical Professor, Nursing & Health Sciences, College of Nursing & Health Sciences
Courtney Lee, Undergraduate student
Frank Lucido, Professor, Special Services and Associate Dean, College of Education
Sarah Lumpkins, Undergraduate student
Paul Meyer, Vice Provost for Academic Affairs
Peter Moore, Associate Professor, Humanities-History, College of Liberal Arts
Gerardo Moreno, Assistant Vice President for Student Success
Jim Needham, Dean, Community Outreach
Robert Nelsen, Associate Vice President for Academic Affairs
Nancy Nelson, Professor, Reading, College of Education
Erin Nuckols, Undergraduate student
Christine Shupala, Director, Library Services
Blair Sterba-Boatwright, Professor, Mathematics, College of Science & Technology
Sarah Sutton, Librarian, Serials and Electronic Resources, Bell Library
George Tintera, Associate Professor and Chair of Mathematics, College of Science & Technology
Robert Wooster, Professor, Humanities-History, College of Liberal Arts
3. Texas A&M University-Corpus Christi’s History, Mission and Goals

Institutional Vision and Mission

Texas A&M University Corpus Christi is a public, regional, four-year, Hispanic-Serving Institution with a history of focusing on teaching, service to the community, and access to education. These commitments are evident in the institution’s vision and mission statements.

Our Vision

Texas A&M University-Corpus Christi is committed to becoming one of the leading centers of higher education in the Gulf of Mexico region while serving the intellectual, cultural, social, environmental and economic needs of South Texas. As a result, Texas A&M-Corpus Christi will invigorate and strengthen the region and state through its educational programs, research initiatives and outreach efforts.

Our Mission

Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience. The university’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the
cultural border with Latin America provides a basis for gaining national and international prominence (http://www.tamucc.edu/about/vision.html).

**Momentum 2015 Imperatives**

In addition, TAMUCC is guided by our Momentum 2015 strategic plan, which centers on the 4Es of excellence, engagement, expansion, and effectiveness.

- **IMPERATIVE I:** Build and Sustain Academic Excellence and Competitive Programs
- **IMPERATIVE II:** Enhance a Culture of Discovery and Innovation
- **IMPERATIVE III:** Instill Global Perspectives into the Academic Life of the University
- **IMPERATIVE IV:** Establish Targeted Areas of State, Regional and National Recognition and Distinction
- **IMPERATIVE V:** Achieve Doctoral Comprehensive Status and Aspire to Emerging Research Designation
- **IMPERATIVE VI:** Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body
- **IMPERATIVE VII:** Recruit, Mentor and Retain a Diverse, Highly Qualified Faculty and Staff
- **IMPERATIVE VIII:** Design and Cultivate Initiatives to Increase Lifelong Alumni Involvement
- **IMPERATIVE IX:** Live, Learn and Work Together to Promote a Vibrant Coastal Bend Community
- **IMPERATIVE X:** Extend the Reach of the Island University
- **IMPERATIVE XI:** Preserve and Foster an Inviting Island Environment
IMPERATIVE XII: Establish a Culture of Assessment, Investment and Stewardship (http://www.tamucc.edu/momentum2015/momentum.pdf)

As an area that has already received national and state recognition, the First-Year Experience and First-Year Learning Communities Programs are examples of excellence the university seeks to maintain, as is identified in Imperative IV.

IMPERATIVE IV: Establish Targeted Areas of State, Regional and National Recognition and Distinction

As a Hispanic-Serving Institution with an overall Hispanic student enrollment of 38.94% and a Fall 2009 Hispanic first-year students enrollment of 44.8% (Web Factbook by Ethnicity; Appendices V-VI), TAMUCC continues to make every effort to diversify its student, faculty, and staff populations. However, serving a large number of first-generation college students who work and have family obligations, TAMUCC has failed to meet its goals of retention and graduation. This disturbing trend is the primary motivation behind TAMUCC’s quality enhancement plan topic.

IMPERATIVE VI: Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body

Several studies support the claim that all students, but particularly those who are first-generation and underrepresented (especially Latino), need to perceive that an institution is welcoming and inviting to students from diverse backgrounds in order to feel included and to be successful (Kraemer (1997); Hernandez (2000); Nora (1993); and Padilla, Trevino, González, and Trevino (1997)). TAMUCC seeks to improve the inclusiveness of our island environment by orienting all faculty, staff, librarians, and administrators to the importance of first-year student success. The campus hopes this orientation will lead our community to become more invested in and take stewardship of the First-Year Islander experience.
IMPERATIVE XI: Preserve and Foster an Inviting Island Environment

IMPERATIVE XII: Establish a Culture of Assessment, Investment and Stewardship

**A History of First-Year Student Programs at Texas A&M University-Corpus Christi**

The First-Year Islanders (FYI) topic fits TAMUCC due to its long history of attention paid to learning of undergraduate, and particularly first-year, student learning. Before the campus became a four-year institution in 1994, faculty constructed the First-Year Learning Communities Program (FYLCP), among other features of the core experience, based on the work of Alexander Astin regarding the “environmental elements” of general education programs and student success (keynote, annual meeting of the Association for General and Liberal Studies, Oct. 1991, cited in “Report”, 1992, p. 3).

The 1992 University Core Curriculum Program design included:

- The Triad (linked core course(s) + English composition)
- The Master Learner (senior faculty mentors for FY students)
- The Freshman Seminar (led by Master Learner, develop critical thinking)
- University Themes (focal point for Triads/Seminars) (“Report”, 1992, p. 3-4)

**First-Year Program Awards**

Excellence based on continuous reflection and revision led to the First Year Learning Communities Program receiving the Texas STAR Award in 2003.

Shortly thereafter, TAMUCC conducted a self-study and was named a Foundation of Excellence® for students in the first year of college in 2004. This activity led to a broader understanding of the first year experience and particularly how curricular and co-
curricular experiences contribute to first-year student learning. The Foundations of Excellence® project led to the formation of the First-Year Experience committee, co-chaired by Dr. Susan Wolff Murphy in Academic Affairs and Ms. Ann DeGaish in Student Affairs. Since that time, the FYE committee has facilitated communication across many additional units that work with first-year students, including Enrollment Management, CASA, the Library, and the Honors program. Recently added have been a professional advisor and Ms. Bailey Wilson, the Senior Scholastic Coordinator for Athletics.

**First-Year Program Challenges**

In spite of these recognitions, programs and structures, the campus has encountered increasing difficulty in retaining first-year students. Much of the retention problem is due to academic disqualification; however, students in the honors program also express dissatisfaction with the level of challenge and intellectual engagement in their first-year experience. Faculty and staff who work with and teach first-year students are not satisfied with students’ level of success, and feel that our efforts need continuous refinement if we are to continue to be a leader in learning communities and the first-year experience. Data was examined to identify challenges students face and these include:

- Low average first-term GPA in core classes (biology, history, political science) (Appendices I-IV)
- Low mathematics preparation and low levels of success in the algebra sequence (0398, 0399, and 1314) (Appendix VII)
- Lack of ability in reading, particular of textbooks; retrieval and use of information
- Higher than average numbers of hours spent at work off-campus (25% of FY students worked 11-30 hours/week, compared to 17% nationwide) and corresponding higher chance at academic probation (Appendix VIII)
• Uninformed and unrealistic academic expectations
• Seeming lack of motivation or engagement with coursework

These areas have been identified as needing attention by faculty feedback and the analysis of institutional data, tracking student performance in their first term in college for the past 10 years. The methods the institution used to decide our challenges and QEP topic, based on this data, is detailed in Section 4.

First-Year Islanders Quality Enhancement Plan

In order to both build on these strengths and address these challenges, the QEP Steering Committee decided to remake the First-Year Islanders (FYI) academic experience into one that is supportive, engaging, and challenging for all students.
4. Process Used to Develop the First-Year Islanders Plan

To develop the focus of its quality enhancement plan, TAMUCC followed a deliberate, data-driven, and inclusive process that demonstrated representation and engagement and was enriched by broad participation from staff, faculty, students, librarians, administrators, and others. This topic selection process occurred in three main phases: first, a period of free ranging, open campus conversations that originated from a review of some institutional data about undergraduate student success; second, a semester of focused discussion of the main proposals in Topic Selection committee meetings during which further data was reviewed and discussed; and third, a year-long process of identification of specific interventions, supported by task force subcommittees and further data analysis by the Planning and Institutional Effectiveness office in the QEP Steering Committee meetings.

In the fall 2009 semester, the Implementation Committee began meeting, an assessment consultant visited campus, and the History 1301/1302 faculty piloted community of practice meetings. The Mathematics and Political Science community of practice facilitators began planning, and the FYI Director began collaborating with the Center for Faculty Excellence planning committee and staff. In each stage, the process has been transparent, inclusive, and demonstrates broad participation and agreement.

*Campus Conversations (Fall 2007)*
Texas A&M University-Corpus Christi’s quality enhancement plan topic selection process began with an invitation to share concerns and ideas with Provost Anantha Babbili in the fall semester of 2007. These preliminary events served to alert the campus to the existence of the QEP, to discuss how the QEP process should highlight strengths and address weaknesses of the campus, how this process must be supported by assessment of current student learning, to provide a forum for interested parties to present ideas, and to make these presentations public. Dr. David Billeaux, Associate VP, Academic Affairs, reminded attendees that recommendations for topics should be based in data-driven best practices derived from either current literature in teaching or learning or current assessment of the campus, or both. Dr. Billeaux shared some preliminary data regarding the decline of the percent of students being retained from first year to second year and the increase of first-year students on probation after their first term in college.

Provost Babbili and Faculty Renaissance Center Director Marsha Grace hosted three campus-wide discussions for the quality enhancement plan. These occurred at different times of day on Oct. 17th, 18th, and 19th, and were advertised with a flyer emailed to all faculty and student government officers from Dr. Billeaux on Oct. 9, 2007. Faculty and students who could not attend a QEP discussion were invited to email ideas. Meetings were well attended by faculty representing all the colleges, librarians, and students, and several topics were proposed in open discussion. In all conversations, campus community members showed interest and enthusiasm in the process and representation was broad. Various topics were proposed, based on faculty and staff perceptions of both the campus’s strengths (being a Hispanic Serving Institution) and needs (support for undergraduate research).
In addition to these three campus conversations, Dr. Billeaux held two sessions with student government, one session with the Staff Advisory Council, one with Faculty Senate, and one with the alumni group on campus. At these meetings, data regarding student retention and probation, and the proposed topics were shared. Feedback from these groups supported addressing the difficulties first-year students were having with academic success.

**Topic Selection Committee (Spring 2008)**

In Spring 2008 Provost Babbili took the next step in the process by nominating members to the Topic Selection Committee. An effort was made to ensure that this committee represented a balance from students, faculty, staff, student affairs, administrators, and librarians. Several members were selected because they had attended the conversations and demonstrated an interest in the QEP, while others were known for service and/or teaching excellence, so the committee membership achieved the campus goal of both representation and engagement.

The Topic Selection Committee reviewed the ideas from the campus community that seemed to have the most traction and addressed the assessment of student learning that had already been presented. The Committee used this review to determine a particular topic that the steering committee would refine and write the quality enhancement plan. The topic selection committee met five times. Members were briefed on the QEP function and purpose and the charge of the committee. Next, members received written proposals and viewed oral presentations of the key concepts identified during the fall, as well as data regarding first-year student success and retention. Representatives from each proposing department or program presented their proposals
to the topic selection committee. The proposals came from three of the five colleges and the library, providing broad representation of the university.

Presentation # 1: Suzzette Chopin (College of Science & Technology)  
Center for Undergraduate Excellence and Engagement (CUEE)

Presentation # 2: Marsha Grace (College of Education)  
Teaching Enhancement Fund

Presentation # 3: Susan Wolff Murphy (College of Liberal Arts)  
The First Year Experience Core Curriculum (UCCP) BEAMS Proposal

Presentation # 4: Joseph Loon (College of Science & Technology)  
Student Learning Paradigm Using Cutting Edge Technology

Presentation # 5: Sarah Sutton (Bell Library)  
Information Literacy Across the Curriculum

Dr. Billeaux charged the committee to consider all proposals, see if there was a common, preferred theme and try to find any problem/issue that would need to be addressed. The committee members were asked to rank their first and second choices. These votes were sent by email and tallied by an administrative assistant on April 11. This process served to ensure confidentiality of choice, equal representation in the choice, and lack of bias due to pressure from colleagues or other perceived political agenda.

The topic that earned the most votes was the First Year Experience. Much of this support arose from the fact that the campus had a long history of deliberate efforts at first-year student success and the disturbing trend of an increasing high rate of first-year student failure in the past several years.
In addition there was much support for a “theme,” arising out of other proposals (BEAMS, information literacy, and sustainability), to be attached to that FYE effort, as Dr. Billeaux described in his email of April 22:

At Friday’s meeting it was agreed that we would conduct a further vote by e-mail on preferences regarding a “theme” or “focus” for the First Year Experience. First, we were to indicate whether or not to recommend a “theme” or “focus” as part of the enhancements involved in a First Year Experience QEP. If we were to include such an enhancement, we were asked to choose from among BEAMS (Bringing Engagement and Access to Minority Students), Sustainability, or Information Literacy. (D. Billeaux, personal communication, April 22, 2008)

The results of this second vote were almost tied for BEAMS, Information Literacy, and Sustainability. However, Dr. Billeaux felt the group represented at the May 2 meeting was too small to decide which theme should go forward. After much discussion, the group reached consensus that it was not appropriate to recommend to the Provost any particular theme because it might limit the next QEP committee’s ability to create an effective plan, but that this committee should recommend at minimum that some sort of theme should be selected from the following three: BEAMS, Information Literacy, and Sustainability.

The three groups who submitted proposals for BEAMS, Information Literacy, and Sustainability were asked to write a short description of their themes so they could be included in a document for to the Provost and the next committee. This decision completed the work of the Topic Selection Committee and it was disbanded.

**QEP Steering Committee**
Now that the campus had a focus for the QEP, it moved into the third phase of
development, which was to establish the committee to create and write the plan itself. In
July, Dr. Billeaux asked Dr. Susan Wolff Murphy, Co-Director of the University Core
Curriculum with primary responsibility for the First-Year Learning Communities Program
and Coordinator of the First-Year Writing Program, to chair the QEP Steering
Committee. Given the chosen First Year Experience topic and her previous experience
with the Foundations of Excellence in the First College Year® project, Dr. Wolff Murphy
was well positioned to lead this effort. QEP Steering Committee members were chosen
to represent the campus, including the five colleges, library, programs serving first-year
students, and students.

The Steering Committee began by orienting committee members to the current
programs offered to first-year students at TAMUCC, which include: learning
communities, seminar courses, early alert monitoring, CSI inventories and AIM mentors,
Peer Advocates, and CTP programs. They were also informed of the timeline, tasks, and
responsibilities of Steering Committee, and they reviewed Texas A&M University-Corpus
Christi’s Mission Statement.

As committee members were educated, they identified strengths and weaknesses of
existing programs that the QEP could address, and members requested more data to
guide their discussions. Dr. Paul Orser, Associate Vice President For Planning and
Institutional Effectiveness, presented data on first-year student success and retention.
Since 2001, an increase in the numbers of students on probation after their first term
was noted, with a corresponding decrease in student retention from the first to second
year (Appendices I-II). In addition, first term probationary status dramatically correlated
to retention to the sophomore year (Appendix III).
Dr. Orser presented an analysis of factors contributing to student failure and identified challenges in math and science courses. Appendix VII is a table showing grade distribution in MATH 0398 and 0399, the developmental math courses, in fall semesters from 2000 to 2008 along with the percent of A-B-C grades. Because the grading system changed in Fall 2007 from A-B-C to DA-DB-DC, for ease of analysis we converted the new grades back into the old grading system to make the table less confusing. Currently, 56% of first-year students must enroll in at least one developmental math course, and of those, 55% earn grades of C or higher. The rest are D, F in progress, or drops. Even though the percent of incoming students testing into developmental math has declined since Fall 2000 (from 62% of the incoming cohort to 56%), faculty members still believe that these courses pose a barrier to student success (Appendix VII).

Using institutional data, Dr. Orser also pointed out that students placed into developmental reading had lower than average GPAs. However, the most predictive data of success in the first term of college at Texas A&M University-Corpus Christi was high school class rank.

These data led to presentations in response from the identified areas: math, core teaching, reading, and CASA. In addition, our student representative, Erin Nuckols, contributed the perspective that students need greater challenge, an argument supported by the Honors Director and First Year Experience researchers, Upcraft, Gardner, and Barefoot (2005), in Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College. The challenges and proposed solutions discussed during this process are provided in Table 1 (below).
### Table 1: Challenges and Solutions

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Challenges</th>
<th>Tentative Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gerardo Moreno, Assistant VP for Student Success Director, CASA</td>
<td>Students on academic probation.</td>
<td>Online tutoring, Supplemental Instruction Early Alert intervention ASAP</td>
</tr>
<tr>
<td>Dr. Blair Sterba-Boatwright, Department Chair, Math College of S&amp;T</td>
<td>Student failure in developmental and core math courses.</td>
<td>Placement, attendance, student attitudes, financial aid, books, and staffing</td>
</tr>
<tr>
<td>Dr. Nancy Nelson, Department Chair, Reading College of Education</td>
<td>Lack of retention of students placed into developmental reading courses.</td>
<td>Proposes changes to curriculum and placement in developmental reading.</td>
</tr>
<tr>
<td>Dr. Robert Wooster (History) Dr. J. Carlos Huerta (Political Science), Learning Community Faculty College of Liberal Arts</td>
<td>Staffing, managing large classes, students study time, student work schedules, books, communicating expectations and behaviors of college success to students.</td>
<td>Communicate expectations, ensure books are available, hire faculty, professional development of faculty teaching large courses in the core.</td>
</tr>
<tr>
<td>Ms. Erin Nuckols</td>
<td>Students need to be challenged and not treated like they are in high school.</td>
<td>Improve challenge of curriculum and behavior of students.</td>
</tr>
</tbody>
</table>

As it worked, the committee defined “TAMUCC first-year students” as students who were:

- First time in college
- First semester at TAMUCC
- Nontraditional in terms of work and family obligations
- Traditional in terms of age and coming from high school graduation
Mr. Joseph Doan began working on the SACS website in order to make the process more transparent and begin to communicate with the broader campus community. The Steering Committee approved a draft QEP Mission Statement, written by Adolfo Benavides, of the College of Business:

Through its Quality Enhancement Plan (QEP) Texas A & M University – Corpus Christi will transform the educational experience of its first year in college (FYC) students by supporting the unprepared to prepare, encouraging the prepared to advance, and inspiring the advanced to excel.

Our QEP will accomplish this by:
- Empowering students to reflect on their learning, to actively engage in the learning process, and develop the skills of life-long learners.
- Consolidating and coordinating the support services.
- Improving the learning environment of first-year students by training faculty to use promising best practices, provide opportunities for integrative/interdisciplinary understanding, and hire full-time faculty whenever possible.
- Providing bridges for the transition from high school to university.

After the mission statement was approved, the Steering Committee approved the First-Year Islanders (FYI) name/acronym for the quality enhancement plan. Kent Byus of the College of Business and Yolanda Keys of the College of Nursing tested this name with student focus groups and received a positive response.

In order to achieve the goal of a broad-based series of interventions to help first-year students, the Steering Committee was broken into task groups in order to research various interventions:
- Diagnostics/Placement mechanisms, such as CSI, BCSSE, LASSI, and math placement measures
- Bridge/transition programs
- Student support programs
- Improving teaching, particularly in large core classes
- Reading
- Math
- Work
- Parent/family networking

The Steering Committee began to map how these might contribute to a coordinated effort. In addition, the committee continued to gather information:

- Dr. Orser presented the Beginning College Survey of Student Engagement (BCSSE) measure of student behaviors and expectations of the Fall 2008 cohort of students to see how accurately it predicted student success.
- Dr. Byus presented data regarding the FYE from a student focus group. Students at that meeting expressed a desire for greater independence, but appreciation for mentors and lack of early exposure to support services. These students did not like the learning communities because they restricted their options for schedules.
- Dr. Huerta presented Tinto’s argument for basic skills learning communities and Central Missouri’s bridge/conditional admit programs, both presented at the National Learning Communities Conference.
- Dr. Wolff Murphy presented a timeline and renewed expectations after SACS meeting.
- Dr. Robert Nelsen reminded the Steering Committee that it needed to focus on student learning objectives and they will be recorded in the WEAVE software.
- Dr. Sterba-Boatwright presented a handout on math FYI programs.
• Dr. Byus talked to local business owners and there was support for a “FYI friendly” list of local employers, as well as development of a set of standards for employing students.

The result of these meetings and contributions from various on and off-campus resources is a set of interventions meant to highlight first-year students and faculty, enhance existing campus efforts, improve communication and reduce redundancy in programs, and in general to make the first-year academic experience of students at TAMUCC more challenging and more supportive. The focus of the QEP was narrowed and interventions related to student employers, academic advising, full-time seminar instructors, and other issues that had been discussed but were outside this narrowed focus were delegated to other offices and personnel. These resolutions were passed unanimously on February 26.

• Resolution: The QEP Steering Committee supports the proposal previously submitted by the Co-Directors of the Core Curriculum to hire full-time seminar instructors to support excellence in learning communities’ instruction.
• Resolution: The QEP Steering Committee recommends the university hire an additional math instructor to support excellence in first-year instruction.
• Resolution: The QEP Steering Committee recommends the university develop a family network to support first-year students.
• Resolution: The QEP Steering Committee recommends the university, perhaps the Community Outreach Office, develop a “student-friendly” environment by providing a list of student-friendly employers and a set of standards developed by the community for the students, and to integrate an element into the bridge program/basic skills learning communities.

As a result of the refined focus, the Steering Committee approved the revised FYI Mission Statement in May 2009.

Vision Statement
The Texas A&M University-Corpus Christi First-Year Islanders (FYI) Program provides tailored academic challenge and centralized information and support for First-Year Islanders.

Mission Statement
Through its First-Year Islanders (FYI) program, Texas A&M University-Corpus Christi will transform the academic experience of its first-year students by supporting the underprepared to prepare, encouraging the prepared to advance, and inspiring the advanced to excel.

The First-Year Islanders program will improve the learning experience of all first-year students by:

- Creating faculty “communities of practice” to discover and communicate best practices in teaching first-year students and guide curriculum redesign;
- Redesigning the curriculum of gateway courses, developmental education, and learning communities to meet the needs of all first-year students;
- Increasing supplemental instruction and tutoring support for gateway courses and developmental education;
- Establishing a more effective FYI experience for all first-year students.

By limiting the focus of the FYI to academic support, faculty professional development and course revision, the Steering Committee believed that the plan would have the greatest impact on the variables related to student success over which the institution has direct control. Faculty in the disciplines will receive support to focus on teaching in their discipline and indirectly feed broader conversations about teaching and learning. These interventions were arrived at in an intentional, inclusive process that represented many constituencies and encouraged cooperation.

In spring 2009, the Steering Committee encapsulated these interventions in an Executive Summary that was endorsed by various campus constituencies, including the Provost’s Council (March 24), Faculty Senate (April 17), and the First Year Experience Committee (April 21). It was shared with and received positive responses from the members of President’s Cabinet (April 6). The FYI PowerPoint presentation was
presented to the Student Government Association and was the subject of much
discussion (April 24).

SACS Vice President Dr. Gerald Lord visited TAMUCC in summer 2009. Upon
resumption of classes in Fall 2009, the Steering Committee met and discussed the
feedback it received from Dr. Lord. In response, our plan was again refined and focused
more narrowly to ensure that the resources allocated could support the initiatives
planned and the assessment necessary to measure the impact of those initiatives. At
the Steering Committee meeting on September 24, 2009, members approved a revised,
more focused, Mission Statement:

**Mission Statement**

Through its First-Year Islanders (FYI) plan, Texas A&M University-Corpus Christi
will transform the academic experience of its first-year students by supporting the
underprepared to prepare, encouraging the prepared to advance, and inspiring
the advanced to excel.

The First-Year Islanders plan will improve the learning experience of all first-year
students by:

- Transitioning first-year students to higher education learning through the FYI
  Bridge experience;
- Providing faculty development focused on first-year students; and
- Invigorating the content and teaching methods of first-year courses.
In the course of discussion and refinement, and as a result of a visit from assessment consultant Catherine Wehlburg on November 10, 2009, the mission was revised to its final form. In the process of these various events, however, the intent to remove barriers and better meet the academic needs of first-year students while maintaining academic rigor and excellence, in order to improve first-year student learning, has remained the focus of the First-Year Islanders quality enhancement plan since the Topic Selection Committee vote in May 2008.

5. First-Year Islanders Inaugural Programs

FYI Inaugural Programs includes the FYI Bridge, FYI Convocation, and PLAYFAIR. The FYI Bridge is designed for students who do not meet regular admission criteria, while the FYI Convocation and PLAYFAIR include all students. FYI Inaugural Programs, while directed by the FYI Program, is a collaborative effort between FYI, CASA (a part of Academic Affairs), and Student Affairs.

The Welcome Event and FYI Convocation are intended to contribute to the perception, on the part of First-Year Islanders, that college is different from high school, that they are welcome on the campus, and that they are important to the campus. Helping students to better understand the different expectations and circumstances of college, as well as assisting students in developing a greater sense that they belong in college by facilitating meaningful connections with peers and a greater appreciation for the culture and traditions of the institution will shape student behaviors in ways that provide a firmer foundation for academic success.
In addition, with the new FYI Bridge, Texas A&M-Corpus Christi hopes to change the behavior of students who do not meet regular admission requirements, especially in their awareness and use of university support services vital to academic success. Assessment of this Student Learning Outcome (SLO) will be measured by use of CASA’s academic support services by FYI BRIDGE students, including number of visits, visits per student, and the number of contact hours. The goal of these programs is to reach the point where the percentage of FYI BRIDGE students using academic support services at CASA will be equal to or greater than percentage of all other first-year students. Hopefully, this use of academic support services will translate to improved student learning, better grades, and retention of students. To measure the success of the FYI Bridge, CASA will track FYI BRIDGE students’ compliance with the ASAP contracts, student GPA, probation, and retention data.

5.a FYI Convocation and PLAYFAIR

In the afternoon on the day before classes start in the fall, Texas A&M University-Corpus Christi will host the FYI Convocation to formally induct the class into the institution. Many schools have adopted the practice of hosting convocation as a means of providing some formality to the transition from high school to college, to celebrate the cohort of students entering the institution, and to impress upon these students the value placed upon the first-year experience by the institution. At TAMUCC, convocation will be held in the Performing Arts Center, which is limited to approximately 1200 attendees. Given the restricted space, we are dividing convocation by colleges. The first will occur at 1pm and the second at 3pm.
First-Year Islanders have been instructed to attend. Faculty who teach in the First-Year Learning Communities Program, librarians and advisors who work with first-year students, and peer advocates have been invited to attend.

President Flavius Killebrew will welcome the incoming class and will introduce the speaker. The keynote speaker will either be a recipient of a teaching award or another faculty member chosen by convocation organizers. Faculty will be instructed to wear regalia. Dress for students will be casual. The class will be formally welcomed to the campus with a symbolic medallion and the reciting of an honor pledge.

PLAYFAIR is intended to provide a fun, social activity to help the First-Year Islanders develop friendships and a sense of belonging to the institution. Students will have a chance to meet peer mentors, seminar instructors, and first-year faculty. This event will occur the evening before classes start, immediately following convocation.

5.b FYI Bridge

The purpose of the bridge will be to “get students’ feet on the ground.” We will prioritize:

- Ensuring students have access to information on resources and support services to address basic needs, and that students know how to access them.
- Ensuring students have information on and understand financial aid, knowledge of available funding sources, realistic budget expectations/needs, payment plans, etc.
- Ensuring that each student has an appropriate schedule and academic plan.
- Ensuring books are available at the start of the semester in the bookstore and alternative payment options are made known (i.e. emergency book loan).
• Ensuring students are made aware of academic challenges/issues such as knowing location of classes, understanding syllabi, understanding the importance of attendance, faculty expectations, behavior in the classroom, time management, stress management, academic resources, important deadlines and higher education terminology.

• Discussing work commitments and expectations for college in terms of time and impact of work on academic performance.

Two hundred first-year students who are admitted from the bottom half of their high school class, are liable in reading, writing, and/or math, and/or have low high GPAs, will be enrolled in the FYI Bridge. The FYI Bridge will occur on the Monday before the beginning of the fall semester and will include various workshops and a discussion-facilitated lunch.

The bridge activities are guided by specific concerns seen by faculty and institutional data as impediment to student success. These include (1) financial aid issues and money management, (2) an understanding of basic needs to establish independent living, (3) academic resources and technology, (4) time management and stress management, (5) appropriate classes and academic plan, (6) lifestyle choices and alcohol and drugs use, (7) university and faculty expectations of students, (8) academic and student support services, (9) interpersonal skills, and (10) social support services.

The proposed non-credit bearing bridge experience will be comprised of both new and existing events, and use existing resources as well as require new resources. For example, student handbooks and calendars are currently distributed later in the
semester for all students; Students in the Bridge experience will receive their calendars at FYI Bridge.

The bridge schedule has been created by Ms. Ann DeGaish and Dr. Gerardo Moreno and supported by the FYI Program Specialist and the FYI Director. The FYI Program Specialist will work closely with many constituencies on campus responsible for the various events/sessions.

The schedule will include the following:

1. Welcome by the Vice President for Student Affairs.
2. FYI Director presentation regarding expectations of college.
3. Five workshops led by professional staff and undergraduate peer mentors from CASA and TIDE focused on academic behaviors and wellness.
4. A peer-led, facilitated discussion at lunch designed to build comfort and familiarity and respond to particular questions/concerns the students may have.
5. Campus resources will be tied into every presentation and included in the FYI Bridge resource binder.
6. A closing session with the FYI Director.

The FYI Bridge experience will flow smoothly into the fall learning community experience. Sixty alternatively admitted students have been placed into Tetrad N, a learning community designed to help students enrolling in developmental coursework. The new structure of the FYI Bridge will enhance and coordinate these efforts to better meet the needs of these students.

5.c ASAP Contracts
Students who are admitted alternatively due to national test scores and high school class rank will be asked to sign a personalized Academic Student Achievement Plan (ASAP) contract with CASA. The ASAP will mandate enrollment in Tetrad N learning community sections, attendance at FYI Bridge, and participation in specific support programs, such as mentoring, tutoring, and supplemental instruction. As the semester progresses, students will be required to meet with a retention specialist and/or peer mentor at regular intervals. TAMUCC believes that by coordinating these interventions from first contact, students will see the retention specialists at CASA as an integrated part of their academic experience and will be more likely to use academic support services. An additional reinforcement of participation is support from CASA. Students will be told that if they get on scholastic suspension/probation, those who adhere to this agreement will receive a letter of support from CASA, while CASA will not support those who do not actively engage in the process.
6. Course Redesign through Communities of Practice (COP)

One of the goals of the FYI quality enhancement plan is to revise the gateway courses to improve student success and student learning. The detailed implementation plan shows the schedule of the course redesign, including the piloting phase, training of faculty, “universal implementation” of course redesign, and increases in resources to anticipate projected enrollments and costs.

Faculty agree that course redesign will be developed at the grassroots level, within each discipline. In order to achieve changes in a collaborative and reflective way, the Steering Committee turned to the literature on Communities of Practice (COP). Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 1998). Communities of Practice are a way of supporting teaching and learning through providing a systematic vocabulary for dialogue among those involved in the organization. The concept of COP
has become a major theme of faculty professional development research and practice. Advocates argue that COP can be a powerful catalyst for enabling faculty to improve their practice (Lieberman, 1996; Renyi, 1996).

Due to the different structures of the departments teaching the targeted courses at Texas A&M-Corpus Christi, there will be different structures and models of compensation for each COP; however, they will generally spend one year researching, discussing, and planning course redesign; two more years implementing these revisions and assessing student learning; and reach universal implementation of the course redesign within three years. At the end of the third year, these courses will be reviewed to see if mean GPAs for students in these courses who are in their first term in college show a statistically significant improvement over the baseline year. At that point, the cycle of revision, assessment, reflection, and revision can continue, evolve into a different form or, if appropriate, course redesign can move into another discipline.

The communities of practice in the disciplines will define, implement, and assess the course redesign on a staggered schedule. History and Math will implement and Political Science will pilot in Fall 2010. Biology will pilot in Fall 2011.

<table>
<thead>
<tr>
<th>Discipline and Gateway Courses</th>
<th>COP Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 1301 and 1302</td>
<td>Dr. Peter Moore, FYLCP faculty</td>
</tr>
<tr>
<td>Political Science 2305 and 2306</td>
<td>Dr. Joseph Jozwiak, FYLCP faculty and Department Chair</td>
</tr>
<tr>
<td>Math 0398 and 0399</td>
<td>Dr. George Tintera, Department Chair</td>
</tr>
<tr>
<td>Biology 1406 and 1407</td>
<td>Dr. Dave Grise, FYLCP faculty, and Dr. Rebekah Thomas, freestanding faculty</td>
</tr>
</tbody>
</table>

The COP-led course redesign is a grassroots effort and interventions have emerged from the discussions, readings, and data review completed by communities of practice.
In addition, communities of practice will consider particular goals related to first-year student success identified by members of the Steering Committee (Courtney Lee, Dr. Robert Wooster, Dr. Carlos Huerta, Dr. David Grise, Dr. Mark Hartlaub, and Dr. Blair Sterba-Boatwright) and campus assessment data presented by Dr. Orser. These goals include:

1. Instructors who teach courses applicable to first year in college students must be aware of “best practices” (i.e., opportunities to recover from first exam, etc.) models. These must be tailored to specific disciplinary needs, individual teaching strategies, and expected class sizes.
2. Instructors who teach courses applicable to first year in college students must have better knowledge of available and appropriate university support services.
3. Instructors who teach courses applicable to first year in college students must incorporate detailed information regarding university support services into their syllabi, instructional strategies, and course plans.
4. Instructors who teach courses applicable to first year in college students must be made aware of the striking decline in our retention rates, and of the factors that seem to be contributing to this deterioration. (R. Wooster, personal communication, January 20, 2009).

After the On-Site visit, the university hired two consultants (Keith Erekson, Director, Center for History Teaching & Learning at UTEP; and Emily Lardner, Co-Director, Washington Center for Improving Undergraduate Education) who were very successful at speeding the course redesign process along and moving faculty teams toward more informed, data-driven pedagogical changes. As a result of these consultant visits and the recommendations and suggestions of the On-Site Committee, these decisions have been approved for each course redesign:

- Expected student learning outcomes of the course redesign,
- Appropriate measures of student learning (RCR, p. 42),
- One common intervention/“best practice” for each course redesign, and
- Deadlines to implement the course redesign “universally across the discipline” (RCR, p. 42).
6.a Course Redesign Assessment

The COP intervention helps Texas A&M-Corpus Christi pursue the FYI goals that students demonstrate mastery of the Student Learning Outcomes of gateway courses and achieve academic success in their first term in college (Appendix XI). Assessment of the course redesign will be based on the direct measure of student learning outcomes for each course, using COP-created rubrics to evaluate embedded activities. Secondary data will be student GPA in these courses, numbers of students on probation in their second semester, and the retention of first-year students from first to second fall semester.

Baseline data for each COP has been gathered in 2009-2010 or will be gathered in 2010-2011. Each team is consulting with the FYI Director and FYI Assessment Committee regarding its method of assessment. Each team will provide data every semester to the FYI Office and enter it into WEAVE Online. Results that do not meet the goals will require an action plan. Interventions will be revised as necessary, based on the assessment data, and rolled out for universal application according to the implementation timeline (Appendix XIV: FYI Implementation Timeline).

In addition to direct measures of student learning, as a program the FYI will be assessed on the basis of participation and changes made to gateway courses.

6.b Course Redesign/COP Recognition

Disciplinary communities of practice participation and course revision shall be recognized as activities intended to improve teaching, as part of the tenure and promotion process and for merit consideration. In this way, their efforts will both be legitimized and rewarded (Wenger, 1998).
6.c Course Redesign Plans

The course redesign plans are listed below by discipline and course number.

6.c.i MATH 0398 and MATH 0399

Due to the faculty time constraints, rank, and numbers of faculty, the community of practice in Mathematics will use an online environment to facilitate its course redesign, rather than attempt to work face to face. Multiple communities may evolve to address the concerns and goals of each identified gateway course (0398, 0399, and 1314), and/or may extend to other core Mathematics offerings, given further data analysis.

Online Communities of Practice for Faculty Development

One function of an online community of practice would be to build capacity of, and provide incentives for, faculty to participate in a variety of faculty education and self-motivated professional activities from their workplace via the Internet. A common on-line community of practice infrastructure would enable faculty to become proficient with tools and social norms that they will use in teaching professional development activities through informal networking with colleagues, thereby reducing the burden on teaching professional development providers, increasing participation, and allowing providers to focus on their core competencies. A second role would be to build the capacity of offering via the Internet the kinds of faculty professional development experiences that reflect research based faculty professional development strategies (Schlager, Fusco, & Schank, 1998/1999; 2002).

Module Developmental Mathematics Courses
Alternative delivery methods for MATH 0398 and 0399 will be implemented in Fall 2010. The FYI Math Facilitator will coordinate these changes. Following a model developed at Jackson State University (Tennessee), each 0398 and 0399 course is divided into 12 modules (Frost, 2009). These courses are taught in a hybrid manner, with face-to-face class meetings scheduled in a computer lab, course materials available by web (in MyMathLab), and each student working individually. Tests will pass a student into the next module, and students will be able to complete their developmental work as quickly as they are capable. Peer Learning Assistants will be assigned to each section to help respond to students’ questions.

**Module MATH 0398/0399 in Tetrad N**

In Fall 2010, the First-Year Learning Communities Program (FYLCP) will offer the Tetrad N to 60 students based on class rank and test score, who are not international students. These students will be identified before summer orientation, will sign an ASAP contract and will attend the FYI Bridge. They will be enrolled in the Tetrad N, which will include ENGL 1301, UCCP 1101, HIST 1302, and a module version of MATH 0398/0399. George Tintera, the Department of Mathematics Chair, has committed to staffing 2 sections, one with 20 students and one with 40 students.

**Mathematics Placement Test**

Almost one quarter of Texas A&M University-Corpus Christi’s first-year students are placed into developmental Mathematics courses (MATH 0398 or MATH 0399) (Appendix VII). Even with this high number of students in developmental courses, faculty members believe the measure is not accurate and the method of placement needed to be revised.
The Department of Mathematics is identifying a new (nationally validated, commercial) placement test and will be piloting it with students, beginning in 2010 (for Fall 2010 admission). A letter from the Department will notify students of the test, which will be available online.

**Math COP Method and Participants**

The Math Facilitator will create collaborative communities of professional practice online. Due to its high reliance on adjuncts and their inability to meet face to face (many work full time as K-12 teachers during the day; others are unavailable in the evenings), Math will use an online environment (such as Moodle) and will pay faculty to participate in the FYI faculty development activities. The Mathematics COP has been allocated a $500 stipend for participants and funding for peer learning assistants. They plan to perform all their training online or locally, and are using grant money to support consultants in undergraduate learning.

**Student Learning Outcomes MATH 0398**

- Know and distinguish among basic representations of numbers and use them in applications
- Demonstrate knowledge of arithmetic properties of numbers and fractions and use them in applications
- Demonstrate knowledge of elementary topics in geometry and measurement and use them in applications
- Demonstrate knowledge and application of order of operations, exponents and polynomials
- Carry out elementary single step algebra problems
- Be familiar with sets of points on Cartesian graphs and sets of numbers on number lines and their use to represent mathematical situations
- Solve linear equations and inequalities
- Solve systems of equations
- Factor quadratic polynomials and other special forms
- Solve quadratic and polynomial equations by factoring and other means
- Know properties of and manipulate rational expressions as needed to solve problems, equations and applications.
Know properties of and manipulate roots and radicals and their applications as needed to solve problems, equations and applications.

The Student Learning Outcomes are now aligned to the modules of the course. The modules are listed below.

<table>
<thead>
<tr>
<th>Module</th>
<th>SLO Topic for which the student should be able to demonstrate facility with at a rate of 85% of questions on a posttest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Representations of numbers and applications</td>
</tr>
<tr>
<td>2</td>
<td>Arithmetic properties of numbers and fractions</td>
</tr>
<tr>
<td>3</td>
<td>Elementary topics in geometry and measurement</td>
</tr>
<tr>
<td>4</td>
<td>Order of operations, exponents and polynomials</td>
</tr>
<tr>
<td>5</td>
<td>Elementary single step algebra problems</td>
</tr>
<tr>
<td>6</td>
<td>Sets of points on Cartesian graphs and sets of numbers on number lines</td>
</tr>
<tr>
<td>7</td>
<td>Linear equations and inequalities</td>
</tr>
<tr>
<td>8</td>
<td>Systems of equations</td>
</tr>
<tr>
<td>9</td>
<td>Factoring of quadratic polynomials and special forms</td>
</tr>
<tr>
<td>10</td>
<td>Solving quadratic and polynomial equations</td>
</tr>
<tr>
<td>11</td>
<td>Rational expressions</td>
</tr>
<tr>
<td>12</td>
<td>Roots and Radicals and their applications</td>
</tr>
</tbody>
</table>

**Course Redesign**

The Mathematics COP is using “MyMathLab” (MML) course management software to convert all the department’s MATH 0398/0399 developmental education courses to one module course that will cover the material in both levels. The new course will be taught in computer labs, facilitated by an instructor and 3-4 peer learning assistants. In summer 2010, two faculty have received course releases to write the modules and design the course. Peer learning assistants will be trained in August.

**Assessment Measures**

Finishing a module is by passing a test on the specific objectives for that module. The test is a direct measure of those SLOs. Seventy percent of the students in MATH 0398 should finish at least 6 modules; seventy percent of the students in MATH 0399 should
finish all modules. Our achievement target is that the percent of students meeting the SLOs for MATH 0398 and MATH 0399 will increase. The percentage of students meeting or exceeding performance expectations in specific learning outcomes will increase by 3 percentage points in the first two years of implementation.

*Universal Implementation Timeline*

Year One (2010-2011): Piloted with 60 students (1 section of 20, 1 section of 40)
Year Two (2011-2012): Refined/expanded to 160 students (4 sections of 40)
Year Three (2013-2014): Universal implementation (510 students)

6.c.ii  **HIST 1301 and HIST 1302**

The History faculty hired Keith Erekson in May 2010 to help them understand first-year student learning in History courses and determine a common course redesign strategy. Dr. Erekson brought a wealth of information related to College Readiness (Conley), teaching writing in the discipline, and using writing to learn.

*Student Learning Outcomes for Essay-Writing Intervention for HIST 1301 and HIST 1302*

- **Expectations:** students should understand what makes up a successful essay, i.e., how to construct the essay, both generally and specifically:
  - Mastering the vocabulary that describes the elements of the essay (thesis, argument, evidence) and understanding what the rubric is asking them to do.
  - Understanding the vocabulary and elements of the specific essay question (what the question is asking them to do).
• **Process:** students should learn the steps required to prepare a successful essay (note-taking on lectures and reading, preparing an outline, individual and group study).

• **Strategies:** students should learn specific strategies for completing the essay during the timed exam.

**Course Redesign**

The History COP, which includes every History faculty member who teaches American History, has agreed to a pedagogical framework within which they have situated a common set of activities designed to improve students’ (1) college readiness skills, (2) disciplinary knowledge and practice, and (3) critical thinking and writing skills.

**Assessment Measures**

The percent of students meeting or exceeding goals in specific learning outcomes will increase by a total of 3 percentage points by the end of the second year of implementation.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master vocabulary of the rubric</td>
<td>Outline quiz</td>
</tr>
<tr>
<td></td>
<td>Practice question</td>
</tr>
<tr>
<td></td>
<td>Exam question</td>
</tr>
<tr>
<td></td>
<td>Focus group</td>
</tr>
<tr>
<td>Understand vocabulary and elements of the essay question</td>
<td>Outline quiz</td>
</tr>
<tr>
<td></td>
<td>Practice question</td>
</tr>
<tr>
<td></td>
<td>Exam question</td>
</tr>
<tr>
<td></td>
<td>Focus group</td>
</tr>
<tr>
<td>Understand process for preparing essay</td>
<td>Note-taking quizzes</td>
</tr>
<tr>
<td>Outline quiz</td>
<td>Focus group</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Learn strategies for completing essay</td>
<td>Focus group</td>
</tr>
</tbody>
</table>

**Universal Implementation Timeline**

Year One (2010-2011): Piloted in 2 sections in Fall 2010 and 2 sections in Spring 2011

Year Two (2011-2012): Universal implementation in the learning community sections of HIST 1301/1302.

Year Three (2013-2014): COP will consider revision of freestanding HIST 1301/1302 sections.

6.c.iii **POLS 2305 and POLS 2306**

The Political Science COP met in Spring 2010 and revised and reaffirmed the student learning outcomes for the gateway courses so they were measurable, specific to each course, and reflected the intend of faculty teaching the courses.

**Student Learning Outcomes POLS 2305**

- Recall basic facts related to the foundations of US national government.
- Describe key political concepts related to US institutions such as Congress, the Presidency, and the Judiciary.
- Demonstrate their understanding of key concepts relating to the US political behavior such as voting, elections and political parties, interest groups and the media.

**Student Learning Outcomes POLS 2306**

- Recall basic facts related to the foundations of the Texas state government.
Describe key political concepts related to US institutions such as the legislature, the governor, and the judiciary.

Demonstrate their understanding of key concepts relating to the political behavior in the state of Texas such as voting, elections and political parties.

Course Redesign

The Political Science COP, which includes every Political Science faculty member teaching in the First-Year Learning Communities Program, is redesigning these gateway courses to use the online resources at the publisher’s (Soomo) website to structure daily in- and-out-of-class low-stakes discussion and writing activities (quizzes, small group discussion questions, etc.) to encourage both attendance and in-class engagement and at-home, independent, continual engagement with the course content (in various media).

In terms of its expected outcomes, the Political Science faculty thinks that by encouraging attendance through in-class exercises, establishing a practice of engagement with the material outside the classroom, as well as developing reliable assessment practices, that it can positively influence student learning.

Assessment Measures

The POLS COP facilitator is working with the publisher, Soomo, to develop pre-test and post-test related to its material. If this cannot be developed in time for the fall semester, the POLS COP will use the Core POLS post-test already in place that, with some additions, can assess the revised SLOs.

Implementation Timeline

Year One (2010-2011): Piloted in one learning community section and one
freestanding section of POLS 2305 (350 students) in Fall 2010. Piloted in 2 learning community sections of POLS 2306 (350 students) in Spring 2011.

Year Two (2011-2012): Universal implementation in all four of the learning community sections (and as many large freestanding sections as possible) (700 students)

Year Three (2013-2014) Expansion to freestanding sections will be considered.

6.c.iv BIOL 1406 and BIOL 1407

The Biology COP, including six Biology faculty, including the Chair of Life Sciences, met in April and May, 2010. They revised the student learning outcomes for the gateway courses so they were distilled to 3-4 measurable goals that reflected what the faculty wanted students to learn in each course. Specific content for each course is now listed in a curriculum guide for faculty, rather than in the SLOs.

Student Learning Outcomes BIOL 1406

- Students will demonstrate comprehension of assigned readings.
- Students will recall facts and be able to describe and apply concepts related to evolutionary theory, cellular metabolism, and inheritance.
- Using the scientific method, students will formulate testable hypotheses, predict possible outcomes, conduct experiments to test hypotheses, and analyze and interpret experimental results.
- Students will distinguish between science and other ways of knowing.
**Student Learning Outcomes BIOL 1407**

- Students will demonstrate comprehension of assigned readings.
- Students will recall facts and be able to describe and apply concepts related to evolutionary theory, mechanisms of evolution, ecology, and the physiology of living organisms.
- Using the scientific method, students will formulate testable hypotheses, predict possible outcomes, conduct experiments to test hypotheses, and analyze and interpret experimental results.
- Students will use various methods to report findings and interpretations to their peers and instructor.

**Course Redesign**

Add instruction in active reading and reading comprehension specific to science in both learning community and freestanding sections of Biology 1406 and Biology 1407. In this learning goal, there is both a college readiness contextual skill (Conley) (the behavior of reading the textbook) as well as the reading comprehension skill (having the skills to read a textbook effectively). Both skills will be addressed in the intervention. Baseline data will be gathered in 2010-2011 to assess current student performance. In addition, Biology COP members will attend professional development (workshops or meetings) and a consultant will be brought to campus in Fall 2010 to facilitate the development of the course redesign and to refine the assessment method.

**Assessment Measures**

In 2010-2011, the Biology COP will design a common assessment tool to measure the impact of the active reading intervention on SLOs specified above. Baseline data is
established currently on a graded assignment being given in the learning community sections of Biology 1406 that depends upon reading and comprehending the textbook.

**Implementation Timeline**

Year One (2010-2011): Planning year (reading consultant visits; computer assistance for online implementation; faculty training; release time for trainers)

Year Two (2011-2012): Pilot course redesign in 3 sections of 1406 (1 in Fall, 2 in Spring). COP meetings during pilot to facilitate implementation. Retreats to "close the loop" at the end of the year.

Year Three (2013-2014): Revision of intervention if necessary. Universal implementation of all sections BIOL 1406/1407.

6.d On-Site Committee Suggestions re: Course Redesign

The new COP and PLCs being implemented build directly upon the expertise TAMUCC has with the FYLCP and assessment of student learning in that program and in the Core Curriculum. As the On-Site Committee pointed out, we can use our expertise to provide a template for successful implementation not only of the course redesign immediately ahead of us, but for the successful continuation of the COP and PLCs to support a long-term cultural shift in teaching and assessment of student learning across campus that begins with the experiences of first-year students.

The expertise that we have accumulated from 15 years of learning community administration (our FYLCP was established in 1994) will provide us a familiarity of practice to build upon. Given that our redesigned courses (except for Math 0398/0399)
are regularly taught in learning communities and almost every member of the COP has experienced teaching in a learning community, we will have an easier time using this template and implementing change. Faculty in our COP teams have already accepted some degree of loss of autonomy in their teaching (at least of these first-year courses), so coming to consensus regarding pedagogical strategies, assignments, student learning, and assessment is not as difficult as it might be at an institution that did not have our history or with faculty members who do not have the learning community experiences our faculty have had.

Based on the suggestions of the On-Site Committee, TAMUCC has developed a template for COP/PLC best practices (in 6.e).

**Deliverables, Timeline, Assessment**

Another suggestion of the On-Site Committee was that there would be deliverables, a timeline, and assessment methods for each COP. Each COP is delivering a course redesign for its gateway course. A timeline is provided in section three, and in the Appendix XIV: FYI Implementation Timeline. Assessment methods have been defined for those interventions being piloted in Fall 2010 and will be written during the planning year for Biology. The timeline provides one year for data collection and planning, piloting in a few sections in year one, and universal implementation usually in year two. Departments will be able to receive guidance on this process from the FYI Director and the CFE Director, should they wish to replicate this process for other courses.

6.e COP Template of Best Practices From FYLCP Experience

- *Participants in each COP will participate in team-building activities.*
• COP will have some opportunity to “break the ice” and build relationships as a team (scheduling more time for retreats, creating ice breakers, purchasing meals for COP/teaching teams, schedule regular meetings during the semester as well as at the beginning and the end of each semester to share all kinds of information: pedagogical strategies, classroom management, student “early alert” tracking, etc.).

• “Closing the loop” with student learning data from the previous year(s) prefaces any course revision/planning work for the next iteration (of a learning community or class).

  o Use student success data to identify formats (LC/non-LC; large lecture/small lecture) of the course that seem to have more difficulty than others (if any) (e.g.; HIST 1301 and HIST 1302),

  o Use previous class grades/assignments and/or Core assessment data to identify student learning outcomes with which the students are struggling, and

  o Share the student data with the COP participants and discuss (Retreat data review).

• Common Student Learning Outcomes will be shared and defined.

  o Faculty must agree upon meaningful shared SLOs for each course or learning community (“shared learning outcomes” are defined by LC teams in the retreats using poster-sized post-it notes & other heuristics),

  o SLOs should be reviewed on a regular basis to see how appropriate they are (FYLCP teams revisit every year),

  o Baseline data will be gathered on the student performance in this SLO during the planning year (or spring semester) to establish a baseline for the course revision.
• **Course revision will be informed by local data as well as scholarship in teaching and learning.**
  
  o FYLCP retreats and best practice events are strengthened by deliberate review of key points in LC scholarship and new research on first-year students,
  
  o Resources are spent to send faculty to national conferences on teaching, learning, and assessment applicable to or focused on first-year students,
  
  o FYLCP faculty are encouraged to perform, present, and/or publish research on teaching, learning, and assessment. Resources are provided for travel and research expenses.

• **A majority of the members of the COP will decide the course revisions to be implemented, and members will implement the changes in their classes.**
  
  o One or more changes to the course will be agreed upon and provided to the FYI Director in writing by the end of the first year.
  
  o The COP will identify which section(s) of the course will pilot the revisions and how quickly the revisions can be expanded to other sections of the course.
  
  o COP members agree to give up some measure of autonomy in their teaching to enact the decisions of the COP to pursue the goal of improving student learning in these gateway courses.

• **If it does not already exist, a common assessment measure will be created by the COP to directly measure the targeted SLO in the revised courses.**
  
  o In LC retreats & LC meetings following, LC teams define the shared assignment, the rubric, and hash out how student enactment of that assignment is “successful” or “not successful”—this can be a generative
process for following years, leading to the evolution/refinement of the assignment, rubric/measure, course(s), and SLO.

- In Core assessment, the common rubric is refined as faculty use it & provide feedback to the disciplinary leaders (e.g.; criteria for writing in 1301/1302), which leads to discussion & focus on student learning rather than other issues. There needs to be a reporting/refining/closing the loop function.

- **As course revisions are implemented, COP must meet to discuss the implementation of revisions, unforeseen challenges and/or successes, and maintain a common vision of the revisions, SLOs, assignments & measures.**
  - LC teams frequently must revise/discuss the shared assignment & its assessment due to elements that arise in actual implementation, questions from students, etc.

- **The COP and the COP facilitator or COP Team will serve as the “hub” for reporting assessment data to the FYI Director, to the COP (and disciplinary faculty), & maintaining a record on WEAVE for the university.**
  - Each semester, LC and Core assessment data is entered by the LC and/or disciplinary leader. This data is shared with appropriate groups when they are convened to plan for the next iteration of the LC or next academic year (for a discipline). These groups may involve different faculty, but the same LC (Triad E or Triad F).

- **The COP facilitator will ensure that experiences and decisions are documented in meeting notes or minutes.**
  - “Closing the Loop” is an important part of the assessment process and will be required for keeping records of the Course Redesign.
implementation. The FYCLP practices this manner of recording minutes for these kinds of meetings each term for each learning community. Notes are gathered by each team and emailed to the Core Directors, who review it and enter the data into WEAVE Online for the FYLCP.

6.f FYI Shift to Reflective Practice

Two forms of faculty professional development will be used to improve student learning by promoting a shift toward “reflective practice” (Schön, 1983) among faculty teaching first-year students: Professional Learning Communities (PLCs) focused on topics related to first-year student learning, and disciplinary-based Communities of Practice (COP) (Lave & Wenger, 1991). Donald A. Schön (1987) argues for the value of professional knowledge gained by “reflection in action,” that thinking that occurs when a professional “responds to the unexpected or anomalous by restructuring some of her strategies of action, theories of phenomena, or ways of framing the problem; and she invents on-the-spot experiments to put her new understandings to the test” (p. 35). The two forms of professional development, PLCs and COP, have been chosen because the context-specific, generative, and extended nature of these two forms of professional learning communities has been shown to “provide a fundamentally different and promising way to think about how teachers can deepen their practice and improve their craft in support of student learning” (Lieberman & Miller, 2008, p. 2).

6.g Center for Faculty Excellence (CFE)

In terms of the organizational structure of the institution, the FYI activities are serving as a means to reinvent the CFE into a center focused on an integrated mission of faculty development and student learning assessment, or assessment in service to faculty development, so that our PLCs and COP will model and guide the use of assessment
data to promote changes to teaching practices with first-year students. As the CFE gets established, the Director could then implement other forms of campus-wide professional development (a newsletter, email tips, workshops, mini conferences, etc.) that focus on student learning more broadly. Even before this occurs, change in faculty attitudes and practices will impact a greater variety of students than just our first-year cohort; the FYI Committee recognizes that faculty are likely to apply the lessons learned in all their teaching, so the impact of the FYI activities will be felt more broadly than simply in first-year, core classes.

6.h  Professional Learning Communities (PLCs)
Per the On-Site Committee’s suggestion, the PLC intervention has been postponed to Year 2, when our CFE Director will be in place and the course redesigns will be well underway. PLCs will be one mechanism to extend the reflective practices of the COP to the broader campus community, to apply the model of the COP into disciplines not currently identified as having problematic gateway courses. PLCs will be collaboratively developed by the FYI Director, CFE Director, and faculty members with expertise in appropriate areas. Following the model of the University of Louisville, we will create a faculty learning community that is “hybrid due to being (1) structured and (2) one semester in duration” (Ross and Bays, 2009). The PLCs will be structured around a syllabus and readings. Criteria for participation will be (1) teaching first-year students, (2) interest in the topic, (3) interest in improving student learning. Outcomes will be “Professionals working with first-year students will be more reflective and informed in their practices” (QEP, p.56). This outcome will be directly assessed by an assigned written reflective activity for participants to complete to demonstrate knowledge of reflective practice, and indirectly through a survey regarding the usefulness of the PLC and the changes they intend to make in their practices as a result of the PLC activities. A
programmatic assessment will be based on the number and extent to which PLC participants make evidence-based changes in their practices based on the PLC activities, and whether the number of participants making changes increases over time.

The FYI Director, working in collaboration with the CFE Director, will create one to four topic-focused, professional learning communities per year (the number will increase on a staged basis). The use of learning communities to promote professional development focused on teaching was recommended by our faculty development/assessment consultant, Dr. Catherine Wehlburg, and is based on the work of Milton Cox, among others, who argues that, “creating a faculty learning community program is one approach that engages community in the cause of student and faculty learning and of transforming our institutions of higher education into learning organizations (Cox, 2001)” (Cox, 2004, p. 5). As a mechanism of campus cultural change, the faculty (or professional) learning community is more effective than separated, individual workshops in effecting change in faculty practice, which is the goal of this intervention. Cox defines the faculty learning community (FLC) as an extended, interdisciplinary collaboration:

[A]n FLC [is] a cross-disciplinary faculty and staff group of six to fifteen members (eight to twelve members is the recommended size) who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building. (Cox, 2004, p. 8)

The topics will be identified by faculty as areas of concern or interest, and will focus on teaching first-year students. FLCs have been shown to change campus culture, encourage reflection, promote faculty interest in undergraduate teaching and learning, and encourage the scholarship of teaching and learning (Cox, 2004, p. 10). Evidence
that FLCs improve student learning will be gathered from faculty participants, possibly in the form of surveys or reflective activities (Cox, 2004, p. 11). Cox also provides evidence that FLCs have led to changes in curriculum and helped train new faculty members in quality teaching (2004, p. 12, 17). We have decided to include professional staff, thus adopting the name, “Professional Learning Communities (PLCs)” rather than “Faculty Learning Communities (FLCs).”

Faculty and staff interacting with FY students will be expected to participate in the first semester; after the first semester, participants will self-nominate and/or be invited. The Provost will communicate that faculty and staff interacting with first-year students will be encouraged to participate in either a COP or a PLC, and that participation will be considered in faculty’s annual activity reports as contributing toward teaching improvement. Further reward structures may be considered, such as providing certificates for numbers of hours of participation or changes made to practice.

Budget will be provided for travel, catering, consultants, and FYI special collection development. These events will have use of the FYI office and meeting space and the administrative support of the FYI Program Specialist, and will receive support from the Center for Faculty Excellence as well.

6.i Communication of the Scholarship of Teaching and Learning
The COP and PLC participants and FYI Events leaders, presenters, and facilitators will be invited to participate in a Best Practices for First-Year Learning Conference, starting in Spring 2012. TAMUCC is modeling this conference on the TAMU Assessment Conference, which is a very successful regional conference that attracts participants from across the region. There is a great deal of interest in first-year student success, and
our region is particularly well suited for research questions pertaining to first-generation
and Latino/a student success research. We believe the assessment data and teaching
and learning research the QEP will generate will be valuable to share not only with our
campus, but with other colleagues both in the region and nationally. Del Mar College, the
community college located in Corpus Christi, is undergoing SACS accreditation review
this year as well, and they will serve as an excellent partner in this conference.

7. FYI Assessment and Desired Student Learning Outcomes

The purpose of the FYI is to improve the academic experience of first-year students at
TAMUCC. This improvement will take the form of the institutionally supported yet
grassroots approach to teaching and learning professional development in our
“communities of practice” for the “gateway course” disciplines; topic-based, professional
learning communities; and the creation of the FYI Bridge Experience. As a result of the
FYI, a greater percent of first-year students will use academic support services,
demonstrate mastery of the Student Learning Outcomes of gateway courses (Appendix
XI), and achieve academic success in their first term in college, thereby increasing their chances of persisting toward a degree at Texas A&M University-Corpus Christi.

**Purpose of the Assessment**

The purpose of measuring FYI student learning outcomes and process assessment is to provide evidence of the value of the efforts being made as well as to provide feedback for the continuous improvement of the program (Cuseo, 2001).

**Data Collection Intervals**

We will be collecting data at the beginning of the college year to create a multidimensional database (Swing, cited in Cuseo, 2001). Data collected will be used to validate currently used risk assessment and placement practices and evaluate the success of various post-enrollment success interventions.

We will collect data during each semester in the first year. Additionally, data will be collected at the end of the sophomore year or the conclusion of the core experience (in the Core Capstone course), and upon graduation.

**Data Collected**

Data from the student information system will be exported to SPSS as a cohort dataset, paying attention to admission status, high school class rank, Texas Higher Education Assessment (THEA) scores (mandated for development education placement), and the new math placement test scores. The College Student Inventory (currently being administered at orientation by CASA) will be administered. Forms of assessment used to collect indirect measure of student learning will include the National Survey Student Engagement (NSSE), the First-Year Learning Communities Program Survey and the University Core Curriculum Survey.
Defining the FYI Experience

Given the diversity of students, majors, and student credit hours when entering the university, the majority of students will be impacted by the FYI activities within one year of entry, but many will either complete it more quickly or less quickly than the average.

FYI Population

The FYI plan focuses on the cohort of full-time, first-year students admitted after high school graduation with less than 30 hours of college credit. Those “first time in college” (FTIC) students who enter as sophomores or above will not be enrolled in the gateway courses, learning communities, or developmental courses that are the focus of this plan. None or very few of the FTIC students who enter with more than 30 hours will fail the THEA placement exam to be admitted provisionally or admitted Texas Success Initiative (TSI)-liable, and require math, reading, or writing developmental education. Dual-credit students enrolled in learning community and gateway courses may be part of the population studied. The population of dual-credit students is about 5% of the current, 2009-2010 first-year cohort, and is not expected to increase dramatically in the future.

7.a  First-Year Islanders Plan Student Learning Outcomes

Texas A&M-Corpus Christi hopes that this renewed investment in the academic experience of first-year students will lead to several student learning outcomes (Appendix XI). Student learning outcomes “should refer normally to competencies or attainment levels reached by students on completion of an academic program” (Ewell, 2004).

Texas A&M-Corpus Christi used average first-term GPA to determine which courses present the most challenge to students and designated these “gateway courses”: 
Course-based student learning outcomes have been defined for each gateway course (Appendix XI). These student learning outcomes will be measured directly with the use of embedded classroom activities that will be reviewed with a common rubric by the COP or a designated team of faculty. Baseline data for each COP has been gathered in 2009-2010 or will be gathered in 2010-2011. To ensure appropriate methods, each COP is required to have its method of assessment approved by the FYI Assessment Committee. Each COP will provide data every semester to the FYI Office, which will record it in WEAVE Online. Results that do not meet the goals will require an action plan directed at the revision of the interventions, ensuring that the assessment process will form a constructive loop and will serve student learning. COP facilitators will report the results to the FYI Director and will guide “closing the loop” discussions to lead to continuous improvement.

**Outcome 1:** Improved student learning in MATH 0398 and MATH 0399.

**Measure:** Embedded activities used to directly measure course-based student learning outcomes in MATH 0398 and MATH 0399.

**Outcome 2:** Improved student learning in HIST 1301 and HIST 1302.

**Measure:** Embedded activities used to directly measure course-based student learning outcomes in HIST 1301 and HIST 1302.

**Outcome 3:** Improved student learning in POLS 2305 and POLS 2306.
Measure: Embedded activities used to directly measure course-based student learning outcomes in POLS 2305 and POLS 2306.

Outcome 4: Improved student learning in BIOL 1406 and BIOL 1407.
Measure: Embedded activities used to directly measure course-based student learning outcomes in BIOL 1406 and BIOL 1407.

Outcome 5: Use of academic support services at CASA.
Measure: Card swipes/use records of CASA and retention specialist conferences.

Indirect measures of student learning will include monitoring the average GPA of students in the gateway courses, the numbers of first-term students on probation, and the retention of students from the first to second fall semester.

FYI Student Learning Outcomes Assessment charts are provided in 7.b to show the procedures being implemented, the measurement instruments or methods being used, and the achievement targets for each outcome. Similar charts for the assessment of programs being created to support the improvement of student learning are provided in 7.c.
## 7.b FYI Assessment of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome 1: Improved student learning in MATH 0398 and 0399</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
</tr>
<tr>
<td>The percent of students meeting the SLOs for MATH 0398 and MATH 0399 will increase.</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Outcome 2: Improved student learning in HIST 1301 and HIST 1302.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Procedures/ Intervention</th>
<th>Measurement Instruments/ Methods</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pursuing this goal should lead to the outcome that…</strong></td>
<td>To meet this outcome…</td>
<td>To measure this outcome the FYI assessment team will use the following measures…</td>
<td>As a sign of success, our target across the life of the project will be…</td>
</tr>
<tr>
<td>The percent of students meeting the SLOs for HIST 1301 and HIST 1302 will increase.</td>
<td>History 1301/1302 will use a pedagogical framework within which faculty have situated a common set of activities designed to improve students’ (1) college readiness skills, (2) disciplinary knowledge and practice, and (3) critical thinking and writing skills.</td>
<td><strong>Direct</strong> Course-embedded instruments to measure performance in course-based student learning outcomes.</td>
<td>The percent of students meeting or exceeding goals in specific learning outcomes will increase by a total of 3 percentage points by the end of the second year of implementation.</td>
</tr>
<tr>
<td>The average GPA of first-year students in HIST 1301 and HIST 1302 will increase.</td>
<td>History 1302 will be the lecture course for the Tetrad N in Fall 2010.</td>
<td><strong>Indirect</strong> Report on average GPA of first-year students in HIST 1301 and HIST 1302.</td>
<td>The percent of students earning a C or better in HIST 1301/1302 will increase by a total of 3 percentage points by the end of the second year of implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis will include a comparison of data on the success (SLOs and GPA) of similar students in “regular” and Tetrad N learning communities.</td>
<td>Tetrad N students will demonstrate improved SLO and GPA success over similarly qualified students.</td>
</tr>
<tr>
<td>Outcome 3: Improved student learning in POLS 2305 and POLS 2306.</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Procedures/ Intervention</strong></td>
<td><strong>Measurement Instruments/ Methods</strong></td>
<td><strong>Achievement Target</strong></td>
</tr>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
<td>To meet this outcome…</td>
<td>To measure this outcome the FYI assessment team will use the following measures …</td>
<td>As a sign of success, our target across the life of the project will be…</td>
</tr>
<tr>
<td>The percent of students meeting the SLOs for POLS 2305 and POLS 2306 will increase.</td>
<td>Use the online resources at the publisher’s (Soomo) website to structure daily in- and-out-of-class low-stakes discussion and writing activities (quizzes, small group discussion questions, etc.) to encourage both attendance and in-class engagement and at-home, independent, continual engagement with the course content (in various media).</td>
<td>Direct Course-embedded instruments to measure performance in course-based student learning outcomes.</td>
<td>The percent of students meeting or exceeding goals in specific learning outcomes will increase by a total of 3 percentage points by the end of the second year of implementation.</td>
</tr>
<tr>
<td>The average GPA of first-year students in POLS 2305 and POLS 2306 will increase.</td>
<td></td>
<td>Indirect Report on average GPA of first-year students in POLS 2305 and POLS 2306.</td>
<td>The percent of students earning a C or better in POLS 2305/2306 will increase by a total of 3 percentage points by the end of the second year of implementation.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Procedures/Intervention</td>
<td>Measurement Instruments/Methods</td>
<td>Achievement Target</td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

**Pursuing this goal should lead to the outcome that…**

To meet this outcome…

To measure this outcome the FYI assessment team will use the following measures…

As a sign of success, our target across the life of the project will be…

---

**The percent of students meeting the SLOs for BIOL 1406 and BIOL 1407 will increase.**

The average GPA of first-year students in BIOL 1406 and BIOL 1407 will increase.

Add instruction in active reading and reading comprehension specific to science to the instruction in BIOL 1406 AND 1407, both in learning communities and freestanding courses.

The Biology COP will implement course revisions in Fall 2011.

**Direct**

Course-embedded instruments to measure performance in course-based student learning outcomes.

**Indirect**

Report on average GPA of first-year students in BIOL 1406 and BIOL 1407.

The percent of students meeting or exceeding goals in specific learning outcomes will increase by a total of 3 percentage points by the end of the second year of implementation.

The percent of students earning a C or better in BIOL 1406/1407 will increase by a total of 3 percentage points by the end of the second year of implementation.
<table>
<thead>
<tr>
<th>Outcome 5: Use of academic support services at CASA.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
</tr>
<tr>
<td>FYI Bridge students will use academic support services at CASA, including peer mentors, tutoring, and supplemental instruction.</td>
</tr>
</tbody>
</table>
# Assessment of FYI Program

## Outcome 1: Inaugural Programs

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Procedures/ Intervention</th>
<th>Measurement Instruments/ Methods</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
<td>To meet this outcome…</td>
<td>To measure this outcome the FYI assessment team will use the following measures…</td>
<td>As a sign of success, our target across the life of the project will be…</td>
</tr>
<tr>
<td>Students will comply with the terms of their ASAP Contract.</td>
<td>TAMUCC will create Inaugural Programs: the FYI Convocation and the FYI Bridge. Students will meet with the retention specialist previous to or during the first 3 weeks of the semester and sign the ASAP contract. The contract will specify mandatory activities, including the FYI Bridge, FYI convocation, and possibly SI, tutoring, etc. Students will meet with their peer mentor or retention specialist multiple times during the semester.</td>
<td>Review reports on FYI BRIDGE student midterm grades and final grades. Review report on student GPA in first term in college. Review report on the percent of students on probation at the end of their first term in college.</td>
<td>70% of students will comply with terms of their ASAP contract, based on reports to retention specialists. Average FYI BRIDGE student GPA will be 2.0. The percent of students on probation at the end of their first term in college will decrease. Fall to Fall retention of first-year FYI BRIDGE students will increase. Establish baseline and improve each year.</td>
</tr>
<tr>
<td>Student GPA will increase. Percent of students on probation at the end of their first term of college will decrease. Fall to Fall retention of first-year FYI BRIDGE students will improve.</td>
<td></td>
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</tr>
<tr>
<td>Outcome 2: Professional Learning Communities (PLCs)</td>
<td></td>
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<td></td>
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<td>-----------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Procedures/Intervention</strong></td>
<td><strong>Measurement Instruments/Methods</strong></td>
<td><strong>Achievement Target</strong></td>
</tr>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
<td>To meet this outcome…</td>
<td>To measure this outcome the FYI assessment team will use the following measures…</td>
<td>As a sign of success, our target across the life of the project will be…</td>
</tr>
<tr>
<td>Professionals working with first-year students will be more reflective and informed in their practices.</td>
<td>Professionals working with first-year students will be invited to participate in professional learning communities focused on identified topics. Participants will learn about an issue through scholarship, experts, and discussion. Participants will make changes to their practices based on their participation in the learning communities.</td>
<td>Track participants attending learning community meetings. PLC leader will create written reflective activities for participants to complete to demonstrate knowledge of reflective practice. Participants will be surveyed regarding the usefulness of the PLC and the changes they intend to make in their practices as a result of the PLC activities.</td>
<td>PLCs will pursue a topic for one year with active participation of at least ten people. Participants will make evidence-based changes in their practices based on the learning community activities in first year, with increasing numbers of participants making changes over time.</td>
</tr>
</tbody>
</table>
## Outcome 3: Communities of Practice (COP)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Procedures/ Intervention</th>
<th>Measurement Instruments/ Methods</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuing this goal should lead to the outcome that…</td>
<td>To meet this outcome…</td>
<td>To measure this outcome the FYI assessment team will use the following measures…</td>
<td>As a sign of success, our target across the life of the project will be…</td>
</tr>
</tbody>
</table>

Gateway courses will be designed and taught in ways that are deliberate, data-driven, and focused on student learning.

Faculty teaching the gateway courses will participate in Communities of Practice.

COP will consider both the strategies of teaching (classroom practice) and assessment (e.g.; rubrics, norming & assessing student learning).

COP will be guided by the scholarship of reflective practice and institutional data.

COP will turn in a report at the end of the academic year detailing faculty participation, changes made to gateway courses, and rubrics for assessment of those changes, based on the SLOs for the course (when appropriate).

Faculty will make evidence-based changes in their courses in the first year of COP implementation.

COP will complete assessment of these changes and reflect upon the assessments, making continuous improvements to the courses, and building a culture of reflective practice.
8. FYI Implementation Timeline and Five-Year Budget

8.a Implementation Timeline

The five-year implementation timeline was expanded from half a page to an eight-page grid that outlines a template of activities to structure universal implementation of course redesign and other interventions (Appendix XIV: FYI Implementation Timeline). This revised timeline provides a detailed plan of how initiatives will be implemented. Consultants brought in after the SACS On-Site visit were able to help each Community of Practice agree upon a set of common factors that satisfy the concerns of the On-Site Committee (Appendix XV: Agendas for Lardner and Erekson).

Summer 2009

- FYI draft plan reviewed by Dr. Gerald Lord during campus visit (June 15, 2009)
- History community of practice leader (Dr. Peter Moore) paid first stipend to investigate data on student success in history “gateway” classes (Appendices IX-X)
- FYI Director attends SACSCOC 2009 Summer Institute (Houston, TX) (July 19-22, 2009)

2009-2010 Year Zero

- FYI Program Specialist, Ms. Sara Chapa, hired (November 2009).
- FYI office and faculty workspace requested.
- $22,365.00 awarded for furnishings, paint, and carpet.
- Librarian Sarah Sutton begins work on FYI Special Collection.
• Assessment Consultant Catherine Wehlburg visits campus (November 10, 2009).

• FYI Implementation Committee and subcommittees (FYI Bridge, FYI Teaching & Learning, FYI Special Collection, and FYI Assessment) identified.

• FYI Steering and Implementation Committee members review the revised QEP.

• Dr. Gerardo Moreno and Ms. Ann DeGaish, supported by Sara Chapa, begin organizing the 2010 Inaugural Programs.

• MATH Department Chair, Dr. George Tintera, becomes the Math COP facilitator.

• Social Science Chair, Dr. Joseph Jozwiak, becomes the POLS COP facilitator.

• MATH faculty attend NCAD to learn about module algebra courses.

• Baseline of student learning measured in HIST 1301.

• FYI Plan mailed to SACS COC (January 2010).

• On-Site Committee visit March 9-11, 2010.

• CFE space renovated, lab moved, opened to faculty.

• Keith Erekson, consultant for HIST course redesign, visits May 18, 2010.

• Emily Lardner, consultant for all COP, visits May 24, 2010.

• Stella Doyungan sent to teaching Biology conference in San Diego, CA.

**Summer 2010**

• FYI Bridge/Tetrad N students will be identified and enrolled.

• Tetrad N planning retreats (throughout summer)

• MATH finalizes module 0398/0399 courses, staff preparation, and hiring of peer learning assistants.

• HIST, POLS, BIOL facilitators paid for summer preparation of course redesigns.

• Response Report and revised FYI Report mailed to SACS COC (August 11, 2010)
2010-2011 Year One

- FYI Bridge (August 23, 2010) for 200 students.
- FYI Convocation and PLAYFAIR (August 24, 2010) for 1500-1700 students.
- Tetrad N with HIST lecture and MATH modules enrolls 60 students.
- Moore and Song will pilot course redesign in History.
- Friedriches and Tintera will teach redesigned Math 0398 course.
- MATH COP (online) will be implemented. Participants eligible for travel/resource funding ($500).
- BIOL/POLS will bring consultants to campus to finalize course redesign.
- Tetrad N building (January 2011) for Fall 2011; planning for inaugural programs.
- Revised courses offered in Mathematics and History, assessment completed, all COP reports due May 15, 2011.
- Deadline for course redesign plans for POLS and BIOL.

Summer 2011

- PLC development by FYI Director and CFE Director.
- All assessment reports due to FYI Director for 2010-2011 academic year.
- Assessment retreats/closing the loop for Math/History in May 2011.
- Tetrad retreats (May/August 2011).
- Finalize planning for BIOL/POLS.

2011-2012 Year Two
• Tetrad N enrolls 80 students. Module courses

• HIST and MATH COP in year two of implementation.

• POLS and BIOL COP in year one of implementation.

• FYI Bridge and Inaugural Programs continued/expanded.

• Professional Learning Communities implemented.

• Tetrad N building (January 2012) for Fall 2012. Consider adding READ 0399.

• Assessment reports/retreats held in May 2012.

**Summer 2012**

• HIST and MATH to review student GPA data to check “gateway” status. New gateway courses identified or new interventions in HIST and MATH.

• BIOL and POLS prepare for year two.

**2012-2013 Year Three**

• POLS and BIOL in year two.

• Two disciplines in planning, or HIST/MATH continued.

• FYI Bridge Committee will consider addition of a January bridge for Year 4.

• Recruit FYI Bridge Coordinator (tentative) for Year 4.

• PLC topics continued. Build a culture of faculty development linked to assessment. Connect to new faculty orientation and performance review.

• Assessment reports/retreats in May 2013.

• Best Practices Conference to share lessons learned/assessment data.
**Summer 2013**

- Half-way MILESTONE check-up; FYI Committee to review progress.
- BIOL and POLS to review student GPA data to check “gateway” status. New gateway courses identified or continue with BIOL and POLS.

**2013-2014 Year Four**

- Two new “gateway” course redesigns pilot year.
- Two new “gateway” course redesigns planning year.
- Possible January Bridge and hire Bridge Coordinator.
- Expand PLCs to all teaching & learning (on CFE budget).
- Tetrad N building (January 2014) for Fall 2014.
- Professional Learning Communities continued. Faculty/staff invited, track participation. Build network of “developed” faculty and staff.
- Facilitators will facilitate curricular changes & assessment in each discipline.
- Best Practices Conference to share lessons learned/assessment data.

**Summer 2014**

- FYI Committee to review progress.
- Facilitators will write assessment report and share with faculty in disciplinary communities of practice.
- Facilitators will receive summer stipend (summer I or summer II) from FYI budget.
- Facilitators will submit their annual assessment report to the FYI Director.
2014-2015 Year Five

- PLCs and COP continued. Expand to all teaching & learning (CFE budget).
- FYI Bridge and Inaugural Programs continued.
- Plan for Impact Report.
- Tetrad N building (January 2015) for Fall 2015.
- Inaugural Programs planning for Fall 2015 (Welcome Event, Convocation, FYI Bridge).
- PLCs and COP continued.
- Prepare Impact Report.

Summer 2015

- FYI Committee to review progress.
- Facilitators will write assessment report and share with COP.
- Facilitators will receive summer stipend (summer I or summer II).
- Facilitators will submit their annual assessment report to the FYI Director.
- Final assessment reports are compiled and analyzed
- Submit Impact Report to SACSCOC.

8.b FYI Budget

All parts of the FYI budget have been expanded to ensure the lasting impact of this program. After the SACS On-Site visit, the FYI budget was increased by $897,514.90 to a total five-year budget of $1,955,336.96, including in-kind contributions. A summary
budget is shown below in Figure 1, and the expanded summary budget can be found in Appendix XVI: FYI Budget Summary.

### Figure 1. FYI Budget Overview

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</thead>
<tbody>
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<td>Salaries/Benefits</td>
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<td>In-Kind Salaries</td>
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<td>98,330.57</td>
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<td>88,848.98</td>
<td>91,495.25</td>
<td>94,220.91</td>
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<td>M&amp;O</td>
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<tr>
<td>Course Redesign</td>
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<td>Inaugural Programs</td>
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<td>10,468.98</td>
<td>11,539.13</td>
<td>13,790.83</td>
<td>13,885.29</td>
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<td>Assessment</td>
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<td>6,000.00</td>
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<td>Promo/Marketing</td>
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<td>0</td>
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<td>In-Kind Materials</td>
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<td>4,340.00</td>
<td>4,602.50</td>
<td>4,618.50</td>
<td>4,881.00</td>
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<td>Capitol Allocation</td>
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<tr>
<td>Total</td>
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<td>315,450.08</td>
<td>306,738.62</td>
<td>346,804.58</td>
<td>349,313.10</td>
<td>356,679.20</td>
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<tr>
<td>Five-Year Total</td>
<td>1,955,336.96</td>
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</tr>
</tbody>
</table>

A response to each of the seven concerns of the On-Site Committee is listed below.

**8.b.i Faculty Training Funds**

The institution has ensured that our budget for faculty training is ample by front-loading the expenses of educating faculty (Figure 2). For each course redesign, approximately $7000-$8000 has been allocated in year 1-2 and $2250 per year in subsequent years for training expenses such as consultants, travel, software, retreats, and other forms of faculty development (Figure 2, lines 4-7).

### Figure 2. Course Redesign/Faculty Development Overview

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Salaries (in-kind)</td>
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<td>30,900.00</td>
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<td>32,781.81</td>
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<td>2,250.00</td>
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<td>2,250.00</td>
<td>2,250.00</td>
</tr>
<tr>
<td>Biology COP</td>
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<td>7,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
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<tr>
<td>Political Science COP</td>
<td>8,250.00</td>
<td>7,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
</tr>
<tr>
<td>Math COP</td>
<td>8,250.00</td>
<td>7,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
<td>2,250.00</td>
</tr>
<tr>
<td>Professional LCs</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
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<td>FYI Library Funds</td>
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<td>3,000.00</td>
<td>3,000.00</td>
<td>3,000.00</td>
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</tr>
</tbody>
</table>
Salaries include release time for faculty and stipends for training (Figure 2, Line 2). The CFE Director hire and the FYI library and the Professional Learning Community (PLC) funds will continue our ability to buy resources and integrate faculty development communities into our Center for Faculty Excellence (CFE) to support long-term and broadly dispersed improvement in teaching and learning on our campus (Figure 2, Lines 3, 8, 9). Bringing in Emily Lardner, an expert on undergraduate education, to hold a workshop for all the course redesign groups together expedited our planning and gave us the College Readiness framework around which to form our discussions of first-year student learning (Conley, 2007). An expanded version of this budget can be found in Appendix XVII: Course Redesign Budget.

8.b.ii Faculty Release Time

Release time to achieve course redesign has been doubled to ensure the success of the redesign process (Figure 2, Line 2; Appendix XVII: Course Redesign Budget, lines 3-6). Each Community of Practice is using this time in ways that is most efficient for it:

- Math: Two faculty have written a course manual and designed the new course.
- History: A seminar instructor and history faculty member are researching teaching and learning in History and preparing the new History course for the “Tetrad N” learning community.
- Biology: Two faculty are performing data analysis of student learning in Biology and studying the teaching of reading in science in preparation for the planning year of the BIOL course redesign,
- Political Science: One faculty member attended two days of workshops and is
studying student success data to prepare for the planning year of the Political Science course redesign. Release time for two faculty has been budgeted for FY 2011.

8.b.iii Institutionalization of Pedagogical Changes

A third-year deadline for universal implementation of each course redesign has been approved, and the costs for each discipline to reach that end point have been allocated (Appendix XVII: Course Redesign Budget). Costs of training new faculty, supporting new assessment practices, and hiring consultants have been included. Training expenses are reflected in release time, materials, travel, library, and shared catering/consultants (Appendix XVII: Course Redesign Budget). For assessment, see Appendix XVI: FYI Budget Summary, lines 51-52 for materials and 72-73 for in-kind salaries and materials). Consultant funds are allocated to each COP (Appendix XVII: Course Redesign Budget, lines 12, 20, 27, and 34) and $6,000 is set aside in years 3, 4, and 5 for additional gateway courses that may be identified through analysis of student data for course redesign (Appendix XVII: Course Redesign Budget, lines 43-44).

8.b.iv Indirect costs or in-kind contributions associated with the QEP

In-kind contributions have been added to each budget to more accurately reflect the institution's commitment to the FYI Program (Figure 1 above and Appendix XVI: FYI Budget Summary, lines 63-73). In-kind contributions that support the course redesign and faculty development intervention include the support for assessment provided by the Office for Institutional Planning and Effectiveness and support for faculty development provided by the CFE. Support provided by the Office for Institutional Planning and Effectiveness includes .5 FTE of staff time per year, or about $30,000, plus $2,000 of departmental operating expenses per year for in-house instrument design,
administration, and evaluation (Appendix XVI: FYI Budget Summary, lines 72-73). Support from the Center for Faculty Excellence is .5 FTE of the CFE Director, or about $30,000 (Appendix XVI: FYI Budget Summary, line 63).

Student Affairs and the Center for Academic Student Achievement (CASA) have identified and solidified commitments to in-kind contributions and percent of staff time devoted to the FYI Bridge and FYI Events, including the time of the TIDE and AIM peer mentors (Appendix XVIII: FYI Events Budget, line 17; Appendix XIX: FYI Bridge Budget, lines 17-20). These budgets have been increased to take into account the projected increases for enrollment, inflation, staffing, and salary for the five years of implementation. Estimates for Student Affairs staff time for the FYI Bridge is reduced after two years, given the expectation that once programming is designed, implementation will be less time-consuming (Figure 4, line 2). In-kind materials for these events are also identified (Appendix XVIII: FYI Events Budget, lines 17-19; Appendix XIX: FYI Bridge Budget, lines 16-22). In-kind budgets are below, in Figures 3-4, and are included in the complete budget sheets in Appendices XVIII-XIX.

**Figure 3. FYI Events In-Kind Contributions**

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<thead>
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<tbody>
<tr>
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<td>7,931.29</td>
<td>8,169.23</td>
<td>8,414.30</td>
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<tr>
<td>Wristbands</td>
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<td>Sign Language Interpreter</td>
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**Figure 4. FYI Bridge In-Kind Contributions**

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<td>Student Affairs Staff</td>
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8.b.v Give-away and Promotional Items

In response to the visiting committee’s concern that “funds spent on give-aways will not result in improved performance by students; therefore, these funds should be spent more effectively,” the institution has restricted our purchase of “give-aways” to the FYI medallions for all students and the water bottles and academic planners for the bridge students (Figures 3-4). We believe the medallions are a necessary symbol to assist students in recognizing the shift to a new educational environment that will require new behaviors and skills (to be reinforced by the convocation speakers). The academic planners, which contain the student code of conduct, time management guides, lists of support services, and other useful information, will facilitate students’ contextual knowledge and skills (Conley, 2007); they are being integrated into the FYI Bridge workshops. Water bottles and tote bags are leftover promotional items; we will replenish the water bottles in 2014.

8.b.vi Assessment Budget

Recognizing that assessment is a vital piece of the QEP’s success, both the budgeted and in-kind parts of the FYI Assessment budget have been expanded (Appendix XVI: FYI Budget Summary, lines 51-52 for materials and 72-73 for in-kind salaries and materials). In-kind support provided by the Office for Institutional Planning and Effectiveness includes .5 FTE of staff time per year, or about $30,000, plus $2,000 of departmental operating expenses per year for in-house instrument design,
administration, and evaluation (Appendix XVI: FYI Budget Summary, lines 72-73). One method of measuring student success behaviors will be the continued use of the combination of the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE), as a comparison of planned and completed behaviors. As an existing part of our campus-wide assessment plan, these BCSSE/NSSE costs are included in the budget of the Office for Planning and Institutional Effectiveness.

8.b.vii Personnel and Budget in PIE and CFE for the QEP

A new analyst position has been added to the Planning and Institutional Effectiveness Office and the CFE is hiring a Director this summer (Appendix XX: Job Ad for CFE Director). The Planning and Institutional Effectiveness Office budget will be supplemented by the FYI Assessment budget (Appendix XVI: FYI Budget Summary, lines 51-52 for materials). The budget of the CFE will be supplemented by the FYI PLC budget (Figure 2, $5000 per year for consultants, materials, and travel).
9. FYI Organizational Structure

TAMUCC has clarified and connected the organizational structure of the QEP to provide the support and commensurate authority for the successful implementation and sustainability of the project. The institution has created several collaborative connections to avoid the appearance of silos.

Reporting Lines

The organizational chart has been discussed at several levels and revised to demonstrate the functional and interdepartmental connections and clear structures of authority (Appendix XXI: FYI Organizational Chart). To demonstrate the close relationship to the authority of President Killebrew, the green boxes in the FYI Organizational Chart show how the reporting lines link the FYI Director to the administrative structure.

Collaborating Units

From the beginning, the FYI project has invoked good collaboration between academic affairs and student affairs. To avoid silos on the organizational chart, connections among the various units contributing to the FYI are made more explicit. Commitments of staff to the FYI have been confirmed with the various administrative units.
In contrast to reporting lines, light grey boxes also show the heads of collaborating units: the University Core Curriculum Programs Director (Dr. Carlos Huerta), the Center for Faculty Excellence Director (TBD), the Vice President for Student Affairs (Dr. Eliot Chenaux), and the Assistant Vice-President for Student Success (Dr. Gerardo Moreno). The listings for the “Core Director” and “CFE Director” on the Organizational Chart indicate the vital collaborative work we will be doing to share, implement and assess the course redesign and learning associated with the FYI with the FYLCP and CFE.

**Committees**

FYI Committees are shown in purple. The FYI Steering Committee is now the FYI Advisory Committee. The Assessment Sub-committee oversees assessment of the FYI in all programs. The FYI Events and FYI Bridge Committees are implementing the Inaugural Programs. Committee membership lists are included in Appendices XXII, XXIII, XXIV, and XXV.

**Programs**

Course redesign and faculty development activities (labeled “Course Redesign Communities of Practice” and “Professional Learning Communities”) are shown in dark blue and will be collaborative efforts between the FYI, CFE, and UCCP program directors. Implementing course redesign innovations are the four Communities of Practice in History, Biology, Math, and Political Science, listed in light blue. Expanded professional development, which will include both faculty and staff participants, is listed below “Professional Learning Communities,” also in light blue.

The staff, faculty, administrators, and peer mentors implementing the FYI Bridge, FYI
Convocation, and PLAYFAIR activities are shown in yellow.

9.a FYI Design
The FYI Steering Committee is being revised into an FYI Advisory Committee, which will provide support for the FYI Director. The membership will be reviewed annually. The committee will oversee the program’s adherence to the FYI implementation plan and will approve data-driven revisions, etc., as we progress through the five years of implementation. In addition, the FYI Events Committee, the FYI Bridge Committee, and the COP will continue to use student data to guide the design of their interventions. The FYI Assessment Sub-committee will contribute greatly to the design of the assessment methods and review of the data. The CFE Director will take the lead in the design of the PLCs. The design of the FYI will be a living process that will evolve over time, but that will be guided by our mission statement, the university’s mission, and data.

9.b FYI Implementation
All the individuals and groups on the organizational chart will help to implement the FYI plan; the COP will implement course redesign, the FYI Events committee the FYI Convocation and PLAYFAIR, and the FYI Bridge committee the FYI Bridge. The FYI Director will implement the assessment of the plan, and the CFE Director will take the lead in implementing the PLCs. FYI Advisory Committee members may be asked to provide service, such as reading annual reports, reviewing budget requests, serving on search committees, and/or other administrative tasks that arise.

9.c FYI Assessment
The vital importance of assessment to the success of the QEP is indicated by its central position on the organizational chart. The FYI Director, supported by the Planning and
Institutional Effectiveness Office and the FYI Assessment Sub-committee, will lead the assessment of the FYI, ensuring the data is gathered, entered into WEAVE Online on schedule, and reviewed as a part of planning for the next term/next year’s teaching, with the focus on using the data to make improvements when they are necessary. She will disseminate assessment data to the university community and administration. She will also work to help faculty integrate the gathering of student learning data into their professional lives, as a resource for publication, self-reflection, and improvement of teaching.

9.d Authority to Effectively Implement and Sustain the QEP
To facilitate communication, the FYI Director consults regularly with President’s Cabinet, whose membership includes the President, Provost, Vice President for Student Affairs, and the Associate Vice President for Planning and Institutional Effectiveness, among others (Appendix XXVI: President’s Cabinet).

9.e Personnel
The institution has dramatically increased the numbers of personnel committed to the direction and implementation of the QEP. 1.25 FTE has been committed to the direction of the QEP to provide a focused administrative presence. Two new positions have been created, and several administrators, including the Vice Provost and three Vice Presidents, are directly involved in implementing the QEP. A total of 59 faculty, administrators, staff, and students are involved in the design; implementation and assessment of the FYI project. Evidence of this commitment is shown in the budgeted and in-kind salaries in Appendix XVI: FYI Budget Summary, the revised organizational structure in Appendix XXI: FYI Organizational Chart, and the committee lists for FYI Assessment, FYI Events, and the FYI Bridge in Appendices XXV, XXII, and XXIII.
9.e.i  QEP Director’s Workload

Susan Wolff Murphy has given up her position and responsibilities as University Core Curriculum Co-Director (including the supervision of the FYLCP) and responsibility for the Center for Faculty Excellence (CFE). As of August 9, 2010, she will devote .75 FTE to the direction of the FYI. She will remain Coordinator of the First-Year Writing Program (FYWP) for .25 FTE, a level of FTE that has been appropriate for several years.

9.e.ii  Total FTE Dedicated to the Direction of the QEP

The institution has devoted 1.25 FTE to the direction of the FYI. The Director will dedicate .75 FTE to the direction of the QEP. In addition, the institution is in the process of hiring a CFE Director who will provide an additional .50 FTE to the direction of the FYI (Appendix XX: Job Ad for CFE Director). This professional staff member with a faculty background will direct plans for faculty development, such as events and resources to support course redesign and the COP and PLCs, while the FYI Director will supervise the whole and focus on assessment of the FYI. In this role as FYI Assistant Director, the CFE Director will report to the FYI Director.

9.e.iii  Total FTE to Implement and Sustain the QEP

In-Kind FTE Dedicated to FYI Leadership

Both the FYI Director and CFE Director will report to Associate Vice President for Academic Affairs, David Billeaux, who will provide administrative authority to keep the FYI on track. Not only is Dr. Billeaux continuing to serve on the FYI Advisory Committee and connect the FYI to the Provost’s Office, but also he is participating in the Political Science COP and teaching a gateway course in Fall 2010.

As he has previous convocation experience, Vice Provost Paul Meyer serves on the FYI
Events Committee to provide expertise with the convocation planning and implementation. He continues to provide assessment expertise to the COP on an informal basis, and serves on the FYI Advisory Committee.

Our Interim Provost Dr. Ted Guffy is being briefed on FYI implementation as a member of the President’s Cabinet. He receives updates as Chair of Provost’s Council as well. Provost Guffy has been enthusiastic in his support of the FYI program. As we begin our search for a new provost, the FYI Director has been invited to participate in the search process and provide input to the search firm, a step that signifies the importance of the FYI to the campus as a whole, and specifically to the leadership of Academic Affairs.

**Student Affairs/Academic Affairs Collaboration**

Total FTE devoted to the direction of the QEP will be 1.25 FTE in Academic Affairs. In addition to this commitment, leadership of the Inaugural Programs links Academic Affairs (and Support Services, which is a part of Academic Affairs) with Student Affairs in meaningful and permanent ways. The chairs are providing the leadership for these initiatives and making sure their staff are designing appropriate programming, fulfilling commitments, and meeting deadlines to ensure a quality FYI Inaugural Programs experience.

Two committees are directing the implementation of the Inaugural Programs (Appendix XXI: FYI Organizational Chart). The FYI Events Committee, co-chaired by Ms. Lisa Perez, Director, University Center & Student Activities, and Ms. Jo Anna Franke, Director, Career Services, is implementing the plans for the FYI Convocation and PLAYFAIR. The FYI Bridge Committee, co-chaired by Ann DeGaish, Associate Vice
President & Dean of Students, Student Affairs, and the Assistant Vice President for Student Success, Dr. Gerardo Moreno, is implementing the plans for the FYI Bridge.

Susan Wolff Murphy, the FYI Director, is a member of both of these committees. A list of committee members has been provided in Appendix XVIII: FYI Events Committee Membership and Appendix XIX: FYI Bridge Committee Membership.

**In-Kind Contributions of Professional Staff Time in Student Affairs and CASA**

Professional staff and the peer mentors in Student Affairs and CASA are being relied upon to design the FYI Bridge presentations, make arrangements, design websites, register students, provide staff orientation, and perform other responsibilities. (For evidence of these commitments, see budgets in Appendices XVI-XIX, committee membership lists in Appendices XXII-XXV, and the implementation timeline in Appendix XIV).

**The Office for Planning and Institutional Effectiveness**

The PIE Office is hiring an Assessment Analyst to support campus-wide assessment efforts. The addition of a full-time staff member to this office will assist in its ability to support the FYI Director and FYI Assessment Committee in the continuing assessment of the FYI.

**FYI Program Specialist (Sara Chapa)**

To support the FYI administrators and committee chairs, Sara Chapa is the 1.0 FTE FYI Program Specialist (Appendix XVI: FYI Budget Summary, lines 6 and 16). A full-time staff member devoted only to the FYI, Ms. Chapa maintains the budgets, pays
consultants, makes travel arrangements, reserves rooms, orders materials, and facilitates all the work of the program. Sara acts as a hub for communication among students, parents, and various program administrators. She oversaw the establishment, remodeling, and furnishing of the FYI office in Library 218. After the FYI Bridge and FYI Events programming is designed, Ms. Chapa will become responsible for ensuring that it runs smoothly, year after year.

## 10. Glossary of Terms

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<th>Term</th>
<th>Description</th>
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<td><strong>AIM</strong></td>
<td>Academic Intervention Mentors (p. 5). Undergraduate peer mentors working for CASA who meet with students to check on their progress, encourage use of academic support services, and improve student retention.</td>
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<td><strong>BCSSE</strong></td>
<td>Beginning College Survey of Student Engagement (p. 27). A NSSE instrument to survey first-year students at the beginning of the first term that could be connected to grade point average and NSSE results.</td>
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<td><strong>CASA</strong></td>
<td>Center for Academic Student Achievement (p. 1). Previously the Tutoring and Learning Center (TLC).</td>
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<td><strong>CFE</strong></td>
<td>Center for Faculty Excellence (p. 7). Previously the Faculty Renaissance Center (FRC).</td>
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<tr>
<td><strong>COP</strong></td>
<td>Communities of Practice (p. 1). At Texas A&amp;M University-Corpus Christi, COP are comprised of faculty who teach the gateway courses in History, Political Science, Mathematics, and Biology.</td>
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<td><strong>FTIC</strong></td>
<td>First Time in College (p. 4). A classification of students entering the institution for the first time.</td>
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<td><strong>FYI</strong></td>
<td>First-Year Islanders Program (p. 1). The QEP for TAMU-CC. First-Year Islanders are the cohorts of first-year students admitted after high school</td>
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graduation with less than 30 hours of college credit and enrolled full-time at Texas A&M-Corpus Christi. Secondly, the cohort of dual-credit students enrolled part-time in the First-Year Learning Communities Program. First-Year Islanders, while “traditional” in age, are “nontraditional” in terms of the numbers of hours they work. Many are first-generation and 37% are Latino/a.

FYI Bridge  First-Year Islanders Bridge (p. 1). Name changed in Summer 2010 from WAVE Bridge to FYI Bridge to provide cohesiveness to the various FYI programs and prevent confusion caused by the term, “WAVE.” A partnership between Student Affairs and CASA, the FYI Bridge provides interventions for students who do not meet normal admission requirements.

FYI Convocation  First-Year Islanders Convocation (p. 1). Inaugurated August 24, 2010, FYI Convocation is an event to welcome the incoming cohort of First-Year Islanders. First-Year Islanders will receive a FYI Medallion and will recite a conduct pledge.

FYLCP  First-Year Learning Communities Program (p. 5). Since 1994, Texas A&M University-Corpus Christi has enrolled all first-year, full-time students in linked “clusters” of core courses called Triads and Tetrads, or Learning Communities. Typically, these link a writing course (ENGL 1301/1302) + a seminar course (UCCP 1101/1102) + one or more large lecture, core courses (POLS 2305, HIST 1301, or BIOL 1406, among others).

GPA:  Grade Point Average (p. 4).

PLAYFAIR  PLAYFAIR (p. 1) is the private company hired to conduct a set of games to help students meet their peers, interact in a non-threatening, fun
environment, and become more comfortable at the institution. PLAYFAIR will occur the evening of August 24th.

**PLC(s)** Professional Learning Communities (p. 1). Based on the work of Milton Cox (2004) and Ross and Bays (2009), the PLCs at Texas A&M University-Corpus Christi will be formally structured, semester/year-long programs to enhance teaching and learning. Membership will be 10-12 faculty and professional staff from a variety of areas (Cox, 2004, p. 10).

**NSSE** National Survey Student Engagement (p. 61).

**SLO(s)** Student Learning Outcomes (p. 2).

**Tetrad N** (p. 35). At Texas A&M University Corpus Christi, we label our learning communities “Triad” or “Tetrad” plus a letter. Upon the request of the teaching team to match these naming conventions and to prevent confusion, the name for this learning community was changed to “Tetrad N” from “The WAVE” Learning Community in summer 2010. Modeled on the work of Vincent Tinto (2008) and “college readiness” by Conley (2007). Tetrad N is designed to assist our most at-risk students. Courses linked will include History, Math, English, and Seminar.

**WAVE Bridge** (now FYI Bridge).

**WAVE Learning Community** (now Tetrad N).

**WEAVE** (p. 27). WEAVE Online assessment software.
References


“Report and Recommendations of the Faculty Core Curriculum Committee to the Faculty of Corpus Christi State University”. (Summer 1992).


First-time Freshman Academic Performance in First Fall Term (1994 through 2008)

Major change in academic probation percent begins in Fall 2001
First-time Freshman
One Year Retention Rate by Entry Year Begins Downward
Trend with the 2001 Freshman Class

II. First Time Freshman One Year Retention Rate by Entry Year Begins Downward Trend with 2001 Freshman Class
First-time Freshman One Year Retention Rate by Academic Standing in first Fall Term

- Good Standing (GPA above 2.0)
- Probation (GPA below 2.0)

3 in 4 chance of returning next year

1 in 4 chance of returning next year
### First-time Freshman First-term GPA by Course: Fall 1996 - Fall 2008

(Yellow is aggregate group GPA between 2.1 and 2.5, Red is aggregate group GPA below 2.0)

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<td>202</td>
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<td>2.61</td>
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<td>2.23</td>
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<td>102</td>
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<td>80</td>
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<td>167</td>
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<td>167</td>
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<td>2.63</td>
<td>2.45</td>
<td>3.12</td>
<td>2.75</td>
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<td>2.49</td>
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<td>2.07</td>
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<td>1119</td>
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<td>Total Aggregate Course GPA</td>
<td>2.64</td>
<td>2.83</td>
<td>2.71</td>
<td>1.79</td>
<td>2.17</td>
<td>2.55</td>
<td>2.66</td>
<td>2.59</td>
<td>2.42</td>
<td>2.32</td>
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First-time, Full-time Freshman Students by Ethnicity Percentage

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<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 2000</th>
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<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
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<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<tr>
<td>7 Not Reported</td>
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<td>4</td>
<td>16</td>
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<td>13</td>
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<td>25</td>
<td>31</td>
<td>24</td>
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<tr>
<td>6 International</td>
<td>9</td>
<td>159</td>
<td>158</td>
<td>174</td>
<td>234</td>
<td>262</td>
<td>292</td>
<td>333</td>
<td>295</td>
<td>389</td>
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<td>524</td>
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<tr>
<td>5 Nat Amer</td>
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<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>11</td>
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<td>7</td>
<td>10</td>
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<tr>
<td>4 Asian</td>
<td>250</td>
<td>272</td>
<td>302</td>
<td>275</td>
<td>319</td>
<td>432</td>
<td>490</td>
<td>658</td>
<td>630</td>
<td>635</td>
<td>604</td>
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<td>333</td>
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<td>389</td>
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<td>1 White</td>
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<td>8</td>
<td>11</td>
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V. First-time in College (FTIC) by Ethnicity Percentage
MATH 0398 and 0399 Grade Distribution
Fall 2000 through Fall 2008

<table>
<thead>
<tr>
<th>Term</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>DF</th>
<th>DI</th>
<th>DIP</th>
<th>I</th>
<th>IP</th>
<th>W</th>
<th>Grand Total</th>
<th>Percent A,B,C</th>
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<td>Fall 2000</td>
<td>64</td>
<td>70</td>
<td>75</td>
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<td>4</td>
<td>86</td>
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<td>336</td>
<td>62%</td>
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<tr>
<td>Fall 2001</td>
<td>33</td>
<td>70</td>
<td>116</td>
<td>5</td>
<td>17</td>
<td>113</td>
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<td>389</td>
<td>56%</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Fall 2002</td>
<td>26</td>
<td>72</td>
<td>94</td>
<td>8</td>
<td>11</td>
<td>132</td>
<td>21</td>
<td>364</td>
<td>53%</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2003</td>
<td>27</td>
<td>74</td>
<td>94</td>
<td>7</td>
<td>1</td>
<td>188</td>
<td>19</td>
<td>310</td>
<td>63%</td>
<td></td>
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<tr>
<td>Fall 2004</td>
<td>28</td>
<td>75</td>
<td>105</td>
<td>1</td>
<td>30</td>
<td>167</td>
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<td>336</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fall 2005</td>
<td>35</td>
<td>66</td>
<td>115</td>
<td>2</td>
<td>63</td>
<td>175</td>
<td>21</td>
<td>378</td>
<td>57%</td>
<td></td>
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<tr>
<td>Fall 2006</td>
<td>27</td>
<td>79</td>
<td>93</td>
<td>40</td>
<td></td>
<td>115</td>
<td>27</td>
<td>381</td>
<td>52%</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2007</td>
<td>40</td>
<td>91</td>
<td>86</td>
<td>1</td>
<td>13</td>
<td>118</td>
<td>13</td>
<td>379</td>
<td>57%</td>
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<tr>
<td>Fall 2008</td>
<td>33</td>
<td>89</td>
<td>108</td>
<td>61</td>
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<td>2</td>
<td>29</td>
<td>410</td>
<td>56%</td>
<td></td>
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</table>
NSSE 2009 Results

(Engagement): Hours per week working for pay OFF campus
History Area Meeting
August 19, 2009

IMPROVING STUDENT PERFORMANCE IN THE U.S. HISTORY SURVEY
What is driving this trend?

• Probably a combination of all of these factors, plus...
• It’s all Moore’s fault? Probably, though a look at the numbers course by course shows a more general problem
• This analysis based on percentage of students making D’s and F’s in U.S. survey from 2001-2009, course by course
Student Performance in U.S. History Survey: Some patterns

- Huge disparity in student performance in classes taught by adjuncts vs. tenure-line instructors
- HIST 1302 performs better than 1301, but a clear trend toward poorer performance in both
- In general, FYP courses perform better than free-standing courses taught by tenure-line instructors
- Class size does not seem to be a factor, though history survey enrollments have increased since 2004 and especially since 2006
- Do individual instructors make a difference?
  - Some significant differences in failure rates between tenure-line faculty
  - Despite these differences, almost every tenure-line instructor has seen rising failure rates over time
U.S. History Survey Course Failure Rates, AY 2001-02 to AY 2008-09

Percent of D’s and F’s, tenure line vs. adjunct instructors

Adjuncts
Tenure Line
U.S. History Survey Course Failure Rates, AY 2001-02 to AY 2008-09

Percent of D’s and F’s by course and overall
U.S. History Survey Course Failure Rates, AY 2001-02 to AY 2008-09

Comparison of FYLCP courses to free-standing courses taught by tenure-line instructors
Comparison of FYLCP U.S. History Survey Course Failure Rates to TAMU-CC Retention Rates, AY 2001-2008
Background

- University concerns about retention of first-year students
- Retention is adversely affected by bad grades (GPA closely associated with retention rates)
- Increasing failure rates across the core classes, in almost every discipline
- If we don’t address this problem ourselves, someone will try to fix it for us
- QEP approach: let each discipline address their own classes internally
Background

- University concerns about retention of first-year students
- Retention is adversely affected by bad grades (GPA closely associated with retention rates)
- Increasing failure rates across the core classes, in almost every discipline
- If we don’t address this problem ourselves, someone will try to fix it for us
- QEP approach: let each discipline address their own classes internally
Percent of First-Time, First-Term Freshman Scoring D’s or F’s in Select Core Classes, 2003-2007

![Bar chart showing the percent of first-time, first-term freshmen scoring D's or F's in select core classes from 2003 to 2007. The chart includes bars for ART1301, BIOL1406, CHEM131, COMM135, ENGL1301, HIST1301, MATH1399, POLS2205, PSYC2201, and SOCI1301.]
First-time Freshman GPA in Select Core Courses, 2001-2008
U.S. History Survey Failure Rates compared with TAMU-CC Retention Rates
Percent of Students making D or F compared with percent of first-year students not returning in subsequent year
What is driving this?
Factors beyond our control

- **Lower admission standards?** Test scores constant.
- **Student readiness and No Child Left Behind**
  - Has high-stakes testing left students unprepared for critical thinking work?
  - Correspondence, but no data linking the two.
- **Shift in emphasis from teaching to research?**
- **Other factors beyond our control**
  - Younger students
    - In 2001, 32% were over 25
    - In 2008, 14% were over 25
  - Working students
    - 70% of TAMU-CC freshmen plan to work
    - 30% of freshmen nationally plan to work
  - Growing enrollments, larger classes
  - High school experiences and expectations
High School Experiences and College Expectations

- Araiza’s study: most area high school students...
  - Want to succeed and expect to go to college
  - Studied minimally, crammed for tests
  - Did very little outside reading
  - Homework only 1-2 times/week, usually completed at school
  - Teachers taught toward TAKS, relied heavily on worksheets
  - Bottom line: typical students succeeded with minimal effort, developed few independent study habits
High School Experiences and College Expectations

• **BCSSE:** most incoming TAMU-CC students expect. . .
  - To get B+ average
  - To work harder academically than in HS, though the bar is very low on this
    • Three-fourths spent ten or fewer hours per week studying
    • Over half spent less than five hours per week studying
    • Half reported few or very few assigned readings and short papers in HS
    • Three-fourths plan to spend 20 hours or less studying per week in college
Enrollment in U.S. History Survey Course, 2001-2008
What We Can Do

- **Today**
  - Make bringing up survey grades a priority
  - Set a goal
  - Develop and agree to an action plan
- **First day of class**
  - Place textbooks on reserve
  - Establish expectations clearly
- **This semester**
  - Compare notes and explore solutions in brown bag lunch sessions
  - Try to diagnose student deficiencies more precisely
  - Make better use of academic support services
- **Long term**
  - More study?
  - Attend conferences and/or visit programs at comparable schools to see what works, what doesn’t?
  - Other?
- **The cost of doing nothing**
  - More students fail, drop out, or have to repeat courses
  - Lose triads to other disciplines? We are big investors in first-year program, we benefit from it, we need to do our part to make it work
  - Someone else telling us how to run our program?
Report on Internal Assessment of Student Performance in U.S. History Survey Classes
Dr. Peter N. Moore and History area faculty
September 14, 2009

During the 2009 Summer II session, Dr. Moore received one course release to conduct research on student performance in the U.S. History survey courses. These are core courses which capture a very large share of first-time first-year students and which have been identified as “barrier courses” because of low student performance. This Summer II assessment is the initial phase of an ongoing evaluation by the History area. It consisted of three steps: 1) determine if the growing failure rate is a general phenomenon among History faculty or the result of one or two instructors; 2) discuss the problem and the findings with the area faculty; and 3) develop a plan to address the problem.

To determine the role of specific instructors in the high failure rate, Dr. Moore compiled grade distributions from all HIST 1301 and 1302 classes taught between AY 2001-02 and AY 2008-09. In general, the data show that failure rates began rising dramatically in 2004-05 and that this increase is a general trend among tenure-line History faculty (adjuncts have a significantly lower failure rate). Interestingly, courses in the first-year program, which consist entirely of first-time first-year students, typically perform better than the more mixed free-standing courses taught by tenure-line instructors (FYP classes had lower failure rates in five out of the seven years studied). There is also a remarkable correlation between failure rates in these FYP courses and the retention rate at the university; although retention is significantly higher than the failure rate, both follow the same trajectory. These findings are spelled out in detail in the accompanying report.

At its meeting on August 19, the history area discussed this report and agreed to make this problem a high priority in the coming year. Beginning in the Fall semester, we will meet regularly in brown bag lunch sessions to discuss best practices, student preparedness, and student vs. faculty expectations. We are considering offering the HIST 1301 triads in the Spring instead of the Fall semester, because students tend to perform better in HIST 1302. We are taking steps to close the “grading gap” between adjuncts and tenure-line instructors. Dr. Moore also agreed to continue exploring this problem by attending conferences or visiting other comparable universities to determine what practices work best when teaching history to first-year students.
Appendix XI: Student Learning Outcomes

Student Learning Outcomes MATH 0398
- Know and distinguish among basic representations of numbers and use them in applications
- Demonstrate knowledge of arithmetic properties of numbers and fractions and use them in applications
- Demonstrate knowledge of elementary topics in geometry and measurement and use them in applications
- Demonstrate knowledge and application of order of operations, exponents and polynomials
- Carry out elementary single step algebra problems
- Be familiar with sets of points on Cartesian graphs and sets of numbers on number lines and their use to represent mathematical situations
- Solve linear equations and inequalities
- Solve systems of equations
- Factor quadratic polynomials and other special forms
- Solve quadratic and polynomial equations by factoring and other means
- Know properties of and manipulate rational expressions as needed to solve problems, equations and applications.
- Know properties of and manipulate roots and radicals and their applications as needed to solve problems, equations and applications.

Student Learning Outcomes for Essay-Writing Intervention for HIST 1301 and HIST 1302
- **Expectations:** students should understand what makes up a successful essay, i.e., how to construct the essay, both generally and specifically:
  - Mastering the vocabulary that describes the elements of the essay (thesis, argument, evidence) and understanding what the rubric is asking them to do.
  - Understanding the vocabulary and elements of the specific essay question (what the question is asking them to do).
- **Process:** students should learn the steps required to prepare a successful essay (note-taking on lectures and reading, preparing an outline, individual and group study).
- **Strategies:** students should learn specific strategies for completing the essay during the timed exam.

Student Learning Outcomes POLS 2305
- Recall basic facts related to the foundations of US national government.
- Describe key political concepts related to US institutions such as Congress, the Presidency, and the Judiciary.
- Demonstrate their understanding of key concepts relating to the US political behavior such as voting, elections and political parties, interest groups and the media.

Student Learning Outcomes POLS 2306
- Recall basic facts related to the foundations of the Texas state government.
• Describe key political concepts related to US institutions such as the legislature, the governor, and the judiciary.
• Demonstrate their understanding of key concepts relating to the political behavior in the state of Texas such as voting, elections and political parties.

**Student Learning Outcomes BIOL 1406**
• Students will demonstrate comprehension of assigned readings.
• Students will recall facts and be able to describe and apply concepts related to evolutionary theory, cellular metabolism, and inheritance.
• Using the scientific method, students will formulate testable hypotheses, predict possible outcomes, conduct experiments to test hypotheses, and analyze and interpret experimental results.
• Students will distinguish between science and other ways of knowing.

**Student Learning Outcomes BIOL 1407**
• Students will demonstrate comprehension of assigned readings.
• Students will recall facts and be able to describe and apply concepts related to evolutionary theory, mechanisms of evolution, ecology, and the physiology of living organisms.
• Using the scientific method, students will formulate testable hypotheses, predict possible outcomes, conduct experiments to test hypotheses, and analyze and interpret experimental results.
• Students will use various methods to report findings and interpretations to their peers and instructor.
Mission Statement of the Center for Faculty Excellence

Texas A&M University-Corpus Christi

The mission of the Center for Faculty Excellence (CFE) is to promote a community of continuous professional and personal growth and development to create a successful, student-centered learning and research environment through collaboration and innovation. In supporting faculty development, ultimately, we help retain students and help them achieve success in their academic lives.

The Center provides professional development opportunities primarily in the areas of teaching and learning, but also in research and service, when appropriate and resources are available. The Center does this by sponsoring workshops, discussions, Webinars, “brown bags,” teleconferences, talks, etc., on a variety of teaching, learning, and technology topics. Whenever possible, the Center will collaborate with other units, such as the Instructional Technology and Distance Education Committee, the First Year Experience Group, the Office of Research and Graduate Studies, Community Outreach, and the Women’s Center, in co-sponsoring events and activities pertinent to faculty development.

The Center for Faculty Excellence achieves its mission by:

- Providing, on a regular basis and upon request, instructional support for Distance Learning, such as training in the use of the university’s learning management system, student response system, presentation tools, and other educational and administrative tools.
- Promoting appropriate pedagogical integration of technology in face to face, blended, and fully online classes, such as in the use of Web 2.0 tools in teaching.
- Encouraging mentorship among faculty, including peer observation and assessment of classroom teaching, upon request, and faculty mentoring of Teaching Assistants, Graduate Assistants, and undergraduate research students.
- Supporting the development of faculty communities of practice around disciplinary interests, such as in the Quality Enhancement Plan, First Year Islanders (FYI), to improve teaching and learning, especially in the “barrier courses,” the Teaching Excellence Committee, and the Qualitative Research Enhancement Committee.
- Offering “hands-on” Grants Writing Workshops.
- Sponsoring and promoting diversity-focused activities, especially in support of our status as a Hispanic Serving Institution (HSI).
- Developing faculty ability to engage a diverse student body with different learning styles.
- Promoting social networking among faculty by sponsoring activities such as the ongoing ballroom dance series and the Annual Holiday Gala.


Center for Faculty Excellence
Texas A&M University-Corpus Christi
Operating Procedures

Center for Faculty Excellence Advisory Committee Structure and Responsibilities

The Center for Faculty Excellence Advisory Committee assists the Center Office in providing a faculty-driven agenda where programs and activities are a direct response to faculty needs and requests.

Each college and the library will have one representative serving on the committee for staggered three-year terms. One representative from each of these functional areas will also serve on the committee—Faculty Senate, First Year Experience, the Office of Research and Graduate Studies, the Instructional Technology and Distance Education Committee, the Office of International Education, and Community Outreach.

Each year, the committee will elect a Chair-Elect from among its members. A member is eligible to become Chair after serving one year on the committee. The Center encourages the formation of faculty communities of practice, such as for Qualitative Research Enhancement and the Teaching Excellence Group. Ad hoc committees will be named, as needed. Secretarial responsibilities will be provided, when possible, by the Executive Assistant to the Associate VP for Academic Affairs or designate.

The entire committee helps in providing information to the Educational Technologist for a semi-annual newsletter, which will be distributed electronically to keep the university community up-to-date with activities of the Center.

Comments and suggestions on how the Center can best support the needs of faculty may be sent to Center Staff at 825-5758.

The way to the students is through the faculty. In supporting faculty development, ultimately, we help our students achieve success in their academic lives.
<table>
<thead>
<tr>
<th>Year 1 2010-2011</th>
<th>Year 2 2011-2012</th>
<th>Year 3 2012-2013</th>
<th>Year 4 2013-2014</th>
<th>Year 5 2014-2015</th>
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<td>Inaugural Programs</td>
<td>Implementation Year 1</td>
<td>Implementation Year 2</td>
<td>Implementation Year 3</td>
<td>Implementation Year 4</td>
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<tr>
<td>FYI Bridge initiated. (200 students).</td>
<td>FYI Bridge (200 students).</td>
<td>FYI Bridge (225 students).</td>
<td>FYI Bridge (225 students).</td>
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<tr>
<td>5 workshops of 40 students each.</td>
<td>5 workshops of 40 students each.</td>
<td>10 workshops of 22.5 students each.</td>
<td>10 workshops of 22.5 students each.</td>
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<tr>
<td>FYI Bridge Committee + 11 presenters.</td>
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<td>FYI Bridge Committee + 22 workshop leaders.</td>
<td>FYI Bridge Committee + 22 workshop leaders.</td>
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<td>(1 day + 3 workshops during semester)</td>
<td>(1 day + 3 workshops during semester)</td>
<td>(1 day + 3 workshops during semester)</td>
<td>(1 day + 3 workshops during semester)</td>
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</tr>
<tr>
<td>Inaugural Programs</td>
<td>Implementation Year 1</td>
<td>Implementation Year 2</td>
<td>Implementation Year 3</td>
<td>Implementation Year 4</td>
</tr>
<tr>
<td>FYI Convocation</td>
<td>Implementation Year 1</td>
<td>Implementation Year 2</td>
<td>Implementation Year 3</td>
<td>Implementation Year 4</td>
</tr>
<tr>
<td>Convocation initiated. (1500 FTIC students, 2 sessions of approx. 750)</td>
<td>Convocation. (1500 FTIC students, 2 sessions of approx. 750)</td>
<td>Convocation (1500 FTIC students, 2 sessions of approx. 750)</td>
<td>Convocation (1600 FTIC students, 2 sessions of approx. 800)</td>
<td></td>
</tr>
<tr>
<td>FYI Events Committee + Student Affairs Staff + TIDE Mentors.</td>
<td>FYI Events Committee + Student Affairs Staff.</td>
<td>FYI Events Committee + Student Affairs Staff.</td>
<td>FYI Events Committee + Student Affairs Staff.</td>
<td></td>
</tr>
<tr>
<td>Please note: Some of the convocation budget is spent in the previous FY.</td>
<td>Please note: The bridge budget is spent in the previous FY; so the expenses for Year 1 implementation show in FY10 (Year 0 on budget sheets).</td>
<td>Please note: The bridge budget is spent in the previous FY; so the expenses for Year 1 implementation show in FY10 (Year 0 on budget sheets).</td>
<td>Please note: The bridge budget is spent in the previous FY; so the expenses for Year 1 implementation show in FY10 (Year 0 on budget sheets).</td>
<td>Please note: The bridge budget is spent in the previous FY; so the expenses for Year 1 implementation show in FY10 (Year 0 on budget sheets).</td>
</tr>
</tbody>
</table>

Inaugural Programs:
- FYI Bridge programming organized on the wellness wheel—alternating academic and life/wellness topics.

Administered by FYI, CASA, and Student Affairs.

Please note: The bridge budget is spent in the previous FY; so the expenses for Year 1 implementation show in FY10 (Year 0 on budget sheets).
<table>
<thead>
<tr>
<th>Inaugural Programs</th>
<th>Implementation Year 1</th>
<th>Implementation Year 2</th>
<th>Implementation Year 3</th>
<th>Implementation Year 4</th>
<th>Implementation Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAYFAIR</td>
<td>PLAYFAIR initiated.</td>
<td>PLAYFAIR (1500 students).</td>
<td>PLAYFAIR (1500 students).</td>
<td>PLAYFAIR (1600 students).</td>
<td>PLAYFAIR (1600 students).</td>
</tr>
<tr>
<td></td>
<td>(1500 students).</td>
<td>FYI Events Committee + Student Affairs Staff + TIDE Mentors.</td>
<td>FYI Events Committee + Student Affairs Staff + TIDE Mentors.</td>
<td>FYI Events Committee + Student Affairs Staff + TIDE Mentors.</td>
<td>FYI Events Committee + Student Affairs Staff + TIDE Mentors.</td>
</tr>
<tr>
<td>Tetrad N</td>
<td>Tetrad N created by FYLCP staff: links module MATH 0398/0399 + ENGL1301 + ENGL 0099 + HIST 1302 + UCCP 1101.</td>
<td>Tetrad N created by FYLCP staff: links module MATH 0398/0399 + ENGL1301 + ENGL 0099 + HIST 1302 + UCCP 1101.</td>
<td>Tetrad N created by FYLCP staff: links module MATH 0398/0399 + ENGL1301 + ENGL 0099 + HIST 1302 + UCCP 1101.</td>
<td>Tetrad N created by FYLCP staff: links module MATH 0398/0399 + ENGL1301 + ENGL 0099 + HIST 1302 + UCCP 1101.</td>
<td>Tetrad N created by FYLCP staff: links module MATH 0398/0399 + ENGL1301 + ENGL 0099 + HIST 1302 + UCCP 1101.</td>
</tr>
<tr>
<td></td>
<td>Tetrad N enrolls 60 students Fall.</td>
<td>Consider adding reading 0399 to FYI LC.</td>
<td>Consider adding reading 0399 to FYI LC.</td>
<td>Consider adding reading 0399 to FYI LC.</td>
<td>Consider adding reading 0399 to FYI LC.</td>
</tr>
<tr>
<td></td>
<td>Planning retreat: May 2011 to review 2010-2011 data &amp; discuss strategies for supporting reading, writing, and math.</td>
<td>FYI LC enrolls 80 students.</td>
<td>FYI LC enrolls 80 students.</td>
<td>FYI LC enrolls 80 students.</td>
<td>FYI LC enrolls 80 students.</td>
</tr>
<tr>
<td>Year</td>
<td>Implementation Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------</td>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 COP facilitator will create &amp; lead online COP in reflecting on implementation of MATH course redesign. Will provide assessment data &amp; report at the end of the year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 faculty will be trained to teach module version.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 students hired &amp; trained to be peer learning assistants in Fall/Spring module classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 students will be enrolled in the module 0398/0399 in Fall 2010.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 students will be enrolled in the module 0398/0399 in Spring 2011.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module courses of 20 and 40.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 COP facilitator will create &amp; lead online COP in reflecting on implementation of MATH course redesign. Will provide assessment data &amp; report at the end of the year.</td>
</tr>
<tr>
<td></td>
<td>3 additional faculty will be trained to teach module version (cohort = 5 faculty)</td>
</tr>
<tr>
<td></td>
<td>16 students hired &amp; trained to be peer learning assistants in Fall/Spring module classes.</td>
</tr>
<tr>
<td></td>
<td>160 students will be enrolled in the module 0398/0399 in Fall 2010.</td>
</tr>
<tr>
<td></td>
<td>160 students will be enrolled in the module 0398/0399 in Spring 2011.</td>
</tr>
<tr>
<td></td>
<td>Module courses of 40.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 COP facilitator will create &amp; lead online COP in reflecting on implementation of MATH course redesign. Will provide assessment data &amp; report at the end of the year.</td>
</tr>
<tr>
<td></td>
<td>Remaining faculty will be trained to teach module version. Universal Implementation.</td>
</tr>
<tr>
<td></td>
<td>25 students hired &amp; trained to be peer learning assistants in Fall/Spring module classes.</td>
</tr>
<tr>
<td></td>
<td>Best Practices Conference to share lessons learned /assessment data.</td>
</tr>
<tr>
<td></td>
<td>500 students will be enrolled in the module 0398/0399 in Fall 2010.</td>
</tr>
<tr>
<td></td>
<td>500 students will be enrolled in the module 0398/0399 in Spring 2011.</td>
</tr>
<tr>
<td></td>
<td>Module courses of 40.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 COP facilitator will create &amp; lead online COP in reflecting on MATH 0398/0399. Will provide assessment data &amp; report at the end of the year.</td>
</tr>
<tr>
<td></td>
<td>COP will consider redesign of MATH1314, or refining module course.</td>
</tr>
<tr>
<td></td>
<td>A COP retreat will be held to review/orient new faculty (if necessary).</td>
</tr>
<tr>
<td></td>
<td>25 students hired &amp; trained to be peer learning assistants in Fall/Spring module classes.</td>
</tr>
<tr>
<td></td>
<td>500 students will be enrolled in the module 0398/0399 in Fall 2010.</td>
</tr>
<tr>
<td></td>
<td>Up to 500 students will be enrolled in the module 0398/0399 in Spring 2011.</td>
</tr>
<tr>
<td></td>
<td>Module courses of 40.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 COP facilitator will create &amp; lead online COP in reflecting on MATH 0398/0399. Will provide assessment data &amp; report at the end of the year.</td>
</tr>
<tr>
<td></td>
<td>COP will consider redesign of MATH1314, or refining module course.</td>
</tr>
<tr>
<td></td>
<td>A COP retreat will be held to review/orient new faculty (if necessary).</td>
</tr>
<tr>
<td></td>
<td>25 students hired &amp; trained to be peer learning assistants in Fall/Spring module classes.</td>
</tr>
<tr>
<td></td>
<td>500 students will be enrolled in the module 0398/0399 in Fall 2010.</td>
</tr>
<tr>
<td></td>
<td>Up to 500 students will be enrolled in the module 0398/0399 in Spring 2011.</td>
</tr>
<tr>
<td></td>
<td>Module courses of 40.</td>
</tr>
<tr>
<td>Course Revision</td>
<td>Implementation Year 1</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>HIST 1301/1302</td>
<td>1 COP facilitator will lead COP in reflecting on the implementation of writing-related instruction in HIST 1301 and HIST 1302. COP facilitator will provide assessment data &amp; report at the end of the year.</td>
</tr>
<tr>
<td></td>
<td>2 faculty will implement in Fall 1301/1302, 2 faculty will implement in Spring 1301/1302. Modified courses enroll a total of 400 FY students each semester. (Total annual may count repeat enrollment, as students are required to take both HIST1301 and HIST1302). Consultant visit to assess program.</td>
</tr>
</tbody>
</table>

A pedagogical framework within which they have situated a common set of activities designed to improve students’ (1) college readiness skills, (2) disciplinary knowledge and practice, and (3) critical thinking and writing skills.
<table>
<thead>
<tr>
<th>POLS 2305/2306 Course revision</th>
<th>Planning Year</th>
<th>Implementation Year 1</th>
<th>Implementation Year 2</th>
<th>Implementation Year 3</th>
<th>Implementation Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the online resources at the publisher's (Soomo) website to structure daily in- and out-of-class low-stakes discussion and writing activities (quizzes, small group discussion questions, etc.) to encourage both attendance and in-class engagement and at-home, independent, continual engagement with the course content (in various media).</td>
<td>1 COP facilitator will lead COP in investigating current student learning in POLS 2305/2306. Piloted in one learning community section and one freestanding section of POLS 2305 (350 students) in Fall 2010. Piloted in 2 learning community sections of POLS 2306 (350 students) in Spring 2011. Consultant visit.</td>
<td>1 COP facilitator will lead COP in reflecting on the implementation. COP facilitator will provide assessment data and report at the end of the year. Consultant visit. Universal implementation in all four of the learning community sections (and as many large freestanding sections as possible) (700 students). (Total annual enrollment may repeat, as students are required to take both POLS 2305 and POLS 2306).</td>
<td>1 COP facilitator will lead COP in reflecting on the implementation. COP facilitator will provide assessment data and report at the end of the year. A COP retreat will be held to review/orient new faculty (if necessary). Expansion to freestanding sections will be considered. Best Practices Conference to share lessons learned /assessment data.</td>
<td>1 COP facilitator will lead COP in reflecting on the implementation. COP facilitator will provide assessment data and report at the end of the year. A COP retreat will be held to review/orient new faculty (if necessary). Best Practices Conference to share lessons learned /assessment data.</td>
<td>1 COP facilitator will lead COP in reflecting on the implementation. COP facilitator will provide assessment data and report at the end of the year. A COP retreat will be held to review/orient new faculty (if necessary). Best Practices Conference to share lessons learned /assessment data.</td>
</tr>
<tr>
<td>BIOL 1406/1407 Course Redesign/Revision</td>
<td>Planning Year (AY 2010-11)</td>
<td>Implementation Year 1 (AY 2011-12)</td>
<td>Implementation Year 2 (AY 2012-13)</td>
<td>Implementation Year 3 (AY 2013-14)</td>
<td>Implementation Year 4 (AY 2014-15)</td>
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<tr>
<td><strong>Add instruction in active reading and reading comprehension specific to science.</strong></td>
<td>COP facilitator team will lead COP in investigating current student performance in BIOL 1406 and 1407.</td>
<td>Pilot reading instruction &amp; intervention in BIOL 1406 (both in learning community sections and in freestanding sections).</td>
<td>Review and modify reading method(s) and intervention(s) in BIOL 1406; begin development of similar method(s) &amp; intervention(s) for BIOL 1407.</td>
<td>Continue to review and modify reading method(s) &amp; intervention(s) in BIOL 1406; pilot reading instruction &amp; intervention in BIOL 1407 (both in learning community sections and in freestanding sections);</td>
<td>Review and modify reading method(s) &amp; intervention(s) in BIOL 1406 and BIOL 1407.</td>
</tr>
<tr>
<td><strong>1.</strong> Read current student learning outcomes (SLOs) and write revised SLOs for BIOL 1406 and BIOL 1407 to ensure commonality across sections.</td>
<td><strong>1.</strong> COP facilitator team will educate two biology faculty and two seminar instructors on the reading method(s) &amp; intervention(s).</td>
<td><strong>1.</strong> A Biology COP retreat will be held to review and revise the pilot reading method(s) &amp; intervention(s) of the previous year, and to orient new faculty (if necessary).</td>
<td><strong>1.</strong> A Biology COP retreat will be held to review and revise the method(s) &amp; intervention(s) of the previous year, and to orient new faculty (if necessary).</td>
<td><strong>1.</strong> A Biology COP retreat will be held to review and revise the method(s) &amp; intervention(s) of the previous year, and to orient new faculty (if necessary).</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Use the SLOs to develop a measurement schedule (i.e., which assignments measure which SLOs).</td>
<td><strong>2.</strong> For 1406: in fall, implement method(s) &amp; intervention(s) in one lecture section; in spring, in two lecture sections.</td>
<td><strong>2.</strong> For 1406: in fall, implement in three lecture sections; in spring, implement in all lecture sections.</td>
<td><strong>2.</strong> For 1406: in fall, implement in all lecture sections; in spring, implement in all lecture sections.</td>
<td><strong>2.</strong> For 1406: in fall, implement in three lecture sections; in spring, implement in all lecture sections.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Develop a method and/or rubric (if applicable) that uses student performance on the measurement schedule assignments to assess baseline student performance for the SLOs. First-year biology instructors have already identified an inability to actively read science-based literature as a key factor causing students to struggle in these courses, and have chosen this as the SLO (listed in both BIOL 1406 and BIOL 1407) on which to focus the COP. Therefore, it is</td>
<td><strong>3.</strong> COP facilitator team will lead COP in reflecting on the implementation of reading methods and the intervention(s). COP facilitator will provide assessment data and report at the end of the year.</td>
<td><strong>3.</strong> COP facilitator team will lead COP in reflecting on the success of the method(s) &amp; intervention(s). COP facilitator will provide assessment data and report at the end of the year. During this process, the method(s) &amp; intervention(s) for BIOL 1407 will be developed.</td>
<td><strong>3.</strong> COP facilitator team will lead COP in reflecting on the success of the method(s) &amp; intervention(s). COP facilitator will provide assessment data and report at the end of the year.</td>
<td><strong>3.</strong> COP facilitator team will lead COP in reflecting on the success of the method(s) &amp; intervention(s). COP facilitator will provide assessment data and report at the end of the year.</td>
<td></td>
</tr>
<tr>
<td><strong>Modified courses enroll a total of 600 FY students each semester.</strong></td>
<td>Modified courses enroll a total of 600 FY students each semester.</td>
<td>Modified courses enroll a total of 600 FY students each semester.</td>
<td>Modified courses enroll a total of 600 FY students each semester.</td>
<td>Modified courses enroll a total of 600 FY students each semester.</td>
<td><strong>Modified courses enroll a total of 600 FY students each semester.</strong></td>
</tr>
</tbody>
</table>
especially important to establish a baseline of student performance in reading comprehension.

4. Design interventions to improve student performance in areas where assessment indicates that students are struggling—especially the focus on reading.

5. Two BIOL faculty and two seminar instructors will attend one or more meetings, workshops, seminars, etc. to become better educated in methods & intervention to improve students' ability to actively read and comprehend science-based literature.

6. A specialist on teaching active reading or reading of science-based literature will be contacted to act as a consultant and a campus visit will be scheduled in Fall 2010 or Spring 2011. This will expand the existing expertise in science education and reading, and help the COP design instruction in active reading particularly in non-fiction, science-based literature.
<table>
<thead>
<tr>
<th>Professional Learning Communities</th>
<th>Implementation Year 1</th>
<th>Implementation Year 2</th>
<th>Implementation Year 3</th>
<th>Implementation Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY Seminar Coordinator will research teaching reading in the disciplines &amp; integrate 3 activities or lessons into FY seminar (summer stipend, travel and/or consultant?).</td>
<td>Reading initiative in FYS courses continued. Lesson learned and training rubric applied to PLC design. Reading PLC initiated by FYI Director. PLC will review literature on teaching reading in the disciplines &amp; data from seminar activities. PLC will determine reading interventions and method of assessment.</td>
<td>Continue FYI topics; expand to all teaching &amp; learning (CFE budget).</td>
<td>Continue FYI topics; expand to all teaching &amp; learning (CFE budget).</td>
<td></td>
</tr>
<tr>
<td>Assessment method designed w/assistance from FYI Assessment committee.</td>
<td>Track participation of faculty/staff. Participants will initiate reading interventions in their classes and jobs, when applicable.</td>
<td>FYI will build a network of “developed” faculty and staff. Connect FYI professional development to new faculty orientation and/or performance review.</td>
<td></td>
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</tr>
<tr>
<td>FYSI training for 7 full-time seminar instructors (led by Rita Sperry, provide incentives (books?) &amp; food).</td>
<td>FYI will build a network of “developed” faculty and staff. Connect FYI professional development to new faculty orientation and/or performance review.</td>
<td></td>
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</tr>
<tr>
<td>FYSI training incorporated into Fall 2010 “best practices” meeting (August).</td>
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<tr>
<td>FYSI follow-up meetings to track implementation of reading instruction (Rita Sperry—FYLCP meetings).</td>
<td></td>
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<tr>
<td>Assessment of reading activities collected &amp; reported to FYI Director.</td>
<td></td>
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</tbody>
</table>
Itinerary
Dr. Keith Erekson
History Community of Practice Workshop
Texas A & M University-Corpus Christi
May 18, 2010

➢ Monday, May 17th

6:00 p.m. Arrives at Corpus Christi Airport
Dr. Peter Moore will pick up Dr. Keith Erekson

7:00 p.m. Dinner
Dr. P. Moore

➢ Tuesday, May 18th History COP workshop Tejas 106 B

8:30 a.m. Breakfast and Introductions

8:45 a.m. (1) Intervening to Improve Student Writing
Homework: Each participant should bring to the workshop a prompt used in an in-class essay question. The prompt should be typed, double-spaced, and in 14-point font; it should not contain the name of its creator.

Morning Break

12:00 p.m. Lunch

12:45 p.m. (2) Addressing the Big Challenges in the History Survey Course
Homework: Before the workshop, each participant should read chapter 3 in Sam Wineburg, Historical Thinking and Other Unnatural Acts (Temple University Press, 2001).

Afternoon Break

3:30 p.m. End
Itinerary
Dr. Emily Lardner
Texas A & M University-Corpus Christi
May 23-25, 2010

➤ **Sunday, May 23**

4:25 p.m. Arrives at Corpus Christi Airport

*Dr. J. Carlos Huerta will pick up Dr. Emily Lardner*

5:30 p.m. Dinner

*Dr. J. Carlos Huerta
Rita Sperry*

➤ **Monday, May 24**

**First Year Islander Faculty Development**

8:30 a.m. Breakfast – Tejas 106 A

9-10:00 a.m. Methods of Faculty Development/Leading a PLC or COP - Tejas 106 A

*Dr’s. Joe Jozwiak, Peter Moore, George Tintera, Susan Wolff Murphy, J. Carlos Huerta, and BIOL facilitator team*

10:00 a.m. -1:00 p.m. First-Year Learning & Intentionality Workshop - Tejas 106 A

(lunch included)

*COP Facilitators, COP members, WAVE bridge committee, and PIE representative*

1:15-2:00 p.m. POLS COP - Tejas 106 A

2-3:30 p.m. WAVE Learning Community Team - Tejas 106 A

Best Practices for a basic skills LC

4-5:00 p.m. FYI Debrief with Leadership - Tejas 106 A

5:00 pm. Depart campus for hotel
First Year Learning Communities Program Self Study

Tuesday, May 25th

7:30 a.m. Breakfast with Dr. Paul Meyer at Omni Bayfront

9-9:50 a.m. Meeting with UCCP Co-Directors - Tejas 106 A

- Dr. J. Carlos Huerta, Co-Director Core Curriculum Programs
- Dr. Susan Wolff-Murphy, Co-Director Core Curriculum Programs
- Steve Schwerin, Program Coordinator Core Curriculum Programs

10-10:50 a.m. Student Affairs and CASA - Tejas 106 A

11-11:50 a.m. FYLCP Students - Tejas 106 A

12-2:00 p.m. Lunch Meeting with FYLCP Faculty - UC Bayview Rm 320

2-3:00 pm Work time - Tejas 106 A

3:00 p.m. Overview Meeting - Tejas 106 A

- Dr. J. Carlos Huerta
- Dr. Susan Wolff-Murphy

4:00 p.m. Preliminary Report Meeting – Corpus Christi Hall, President’s Office

- Dr. Ted Guffy
- Dr. David Billeaux
- Dr. Paul Meyer

5:00 p.m. Dinner

- Dr. David Billeaux
- Dr. Susan Wolff-Murphy
# First Year Islanders Budget (DRAFT)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries</strong> (3% merit increase annually)</td>
<td>FY 2010</td>
<td>FY 2011</td>
<td>FY 2012</td>
<td>FY 2013</td>
<td>FY 2014</td>
<td>FY 2015</td>
</tr>
<tr>
<td>Director 75%</td>
<td>$39,938.25</td>
<td>$41,136.40</td>
<td>$42,370.49</td>
<td>$43,614.60</td>
<td>$44,850.85</td>
<td>$46,299.38</td>
</tr>
<tr>
<td>Director Summer 50%</td>
<td>$9,466.66</td>
<td>$9,750.66</td>
<td>$10,043.18</td>
<td>$10,334.47</td>
<td>$10,625.81</td>
<td>$10,974.95</td>
</tr>
<tr>
<td>Program Specialist</td>
<td>$28,000.00</td>
<td>$28,480.00</td>
<td>$29,765.30</td>
<td>$31,059.36</td>
<td>$32,354.25</td>
<td>$33,659.65</td>
</tr>
<tr>
<td>HSFT COP (release time for facilitator + research assistant)</td>
<td>$7,397.83</td>
<td>$7,619.76</td>
<td>$7,848.35</td>
<td>$8,081.81</td>
<td>$8,316.32</td>
<td>$8,576.11</td>
</tr>
<tr>
<td>BIGL COP (release time for 2 facilitators)</td>
<td>$9,075.58</td>
<td>$9,347.85</td>
<td>$9,628.28</td>
<td>$9,917.13</td>
<td>$10,214.65</td>
<td>$10,521.08</td>
</tr>
<tr>
<td>Factor for COP facilitator in 2010; release 2011-2015</td>
<td>$3,000.00</td>
<td>$10,000.00</td>
<td>$10,250.00</td>
<td>$10,609.00</td>
<td>$10,932.27</td>
<td>$11,255.09</td>
</tr>
<tr>
<td>MATH COP (adjunct pay for J faculty)</td>
<td>$5,000.00</td>
<td>$5,150.00</td>
<td>$5,304.50</td>
<td>$5,463.64</td>
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<td><strong>$101,878.32</strong></td>
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<td><strong>$130,715.01</strong></td>
<td><strong>$155,026.01</strong></td>
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<td><strong>$172,252.16</strong></td>
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<td><strong>Benefits</strong> (3% merit raise annually)</td>
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<td>Director 50% (2.5% increase annually)</td>
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<td>Benefits (3% merit raise annually)</td>
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<td>Salaries</td>
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<td>Lee Plaza set-up fees (physical plant)</td>
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<td>$30,000.00</td>
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<td>Lee Plaza set-up fees (physical plant)</td>
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¹ Due to price break, 5000 medallions purchased in FY 2010 to be distributed as follows: FY10-1500, FY11-1500, FY12-1500 & FY13-500.
² Next purchase will be in FY13 for an additional 5000 medallions.
³ Ann DeGaish, Stephanie Box, JoAnna Franke, Lisa Perez. Adding possible 3.0 merit raises per year.
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<td>1</td>
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<td>FY 10 (Year 0)</td>
<td>FY 11 (Year 1)</td>
<td>FY 12 (Year 2)</td>
<td>FY 13 (Year 3)</td>
<td>FY 14 (Year 4)</td>
<td>FY 15 (Year 5)</td>
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<td>Number of Students</td>
<td>200</td>
<td>200</td>
<td>225</td>
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<td>250</td>
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<td>3</td>
<td>15 Extra materials</td>
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<td>4</td>
<td>Lunch Facilitators + 6 Admin</td>
<td>48</td>
<td>48</td>
<td>51</td>
<td>51</td>
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<tr>
<td>5</td>
<td>FYI Bridge Budget</td>
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<tr>
<td>6</td>
<td>Materials for presenters</td>
<td>$329.61</td>
<td>$329.61</td>
<td>$412.01</td>
<td>$412.01</td>
<td>$494.42</td>
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<td>7</td>
<td>Materials for Resource Binders ($.1/pg, 50 pages)</td>
<td>$1,075.00</td>
<td>$1,075.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
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<td>8</td>
<td>Binders ($2.35 ea)</td>
<td>$505.25</td>
<td>$505.25</td>
<td>$564.00</td>
<td>$564.00</td>
<td>$622.75</td>
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<tr>
<td>9</td>
<td>FYI water bottles (800 remaining for FYI Bridge)</td>
<td>$6,525.00</td>
<td>$9,414.86</td>
<td>$6,654.86</td>
<td>$7,725.01</td>
<td>$7,725.01</td>
<td>$9,801.17</td>
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<tr>
<td>10</td>
<td>FYI bags (400 tote bags left for FYI Bridge)</td>
<td>$980.00</td>
<td>$3,750.00</td>
<td>$995.00</td>
<td>$995.00</td>
<td>$995.00</td>
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<tr>
<td>11</td>
<td>FYI water bottles (800 remaining for FYI Bridge)</td>
<td>$995.00</td>
<td>$995.00</td>
<td>$995.00</td>
<td>$995.00</td>
<td>$995.00</td>
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<tr>
<td>12</td>
<td>Food</td>
<td>$3,750.00</td>
<td>$3,750.00</td>
<td>$4,554.00</td>
<td>$4,554.00</td>
<td>$5,814.00</td>
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<td>13</td>
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<td>$3,750.00</td>
<td>$9,414.86</td>
<td>$6,654.86</td>
<td>$7,725.01</td>
<td>$7,725.01</td>
<td>$9,801.17</td>
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<td>14</td>
<td>In-kind FYI Bridge Budget</td>
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<td>15</td>
<td>Planners w/Educational Materials ($4.50 ea)</td>
<td>$900.00</td>
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<td>$1,012.50</td>
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<td>17</td>
<td>Bridge, moved to FYI budget in 2011</td>
<td>$995.00</td>
<td>$995.00</td>
<td>$995.00</td>
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<tr>
<td>18</td>
<td>TIDE Mentors ($9/8.5 hours, 13 for FYI Bridge)</td>
<td>$19,587.00</td>
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<td>$10,389.92</td>
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<td>19</td>
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<tr>
<td>20</td>
<td>Food</td>
<td>$3,750.00</td>
<td>$3,750.00</td>
<td>$3,750.00</td>
<td>$3,750.00</td>
<td>$3,750.00</td>
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<tr>
<td>21</td>
<td>Welcome Packs ($6.00 ea)</td>
<td>$1,290.00</td>
<td>$1,290.00</td>
<td>$1,290.00</td>
<td>$1,290.00</td>
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<td>22</td>
<td>Total In-kind Budget</td>
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<td>$17,744.00</td>
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<td>$44,992.86</td>
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</table>

¹ Food cost: $15 y0-y1; $16.5 y2-y3; $19 y4-y5 (yr10 will be in-kind)
² Ann DeGaish, Tori Amason, and Claudia Ayala. Adding possible 3.0 merit raises per year.
³ Gerardo Moreno, Jason Dubose, John Fortiscue, and Colin Bohne. Adding possible 3.0 merit raises each year.
JOB AD FOR CFE DIRECTOR

Texas A&M University-Corpus Christi
Director, Center for Faculty Excellence

Applications are sought for a Director to lead the Center for Faculty Excellence (CFE) at Texas A&M University-Corpus Christi (TAMUCC). The CFE seeks to promote faculty development generally, with an emphasis on teaching excellence in both traditional and on-line course delivery. The CFE promotes a culture of learning through a wide array of faculty-driven programs and collaborative partnerships with other units on campus.

Duties and Responsibilities: The position is a full-time, 12-month position with a faculty tenure-track appointment in the appropriate academic department and will teach up to two courses per year in his/her academic discipline. The Director of the CFE will have primary responsibility for the design and implementation of faculty development in support of undergraduate and graduate student learning and assessment. The Director will contribute substantially to the delivery and evaluation of programs that support the development of TAMUCC faculty. In consultation with CFE Advisory Committee, the Director will design and implement programs for campus-wide support for distance education, online/hybrid learning, and classroom-based pedagogies. A major part of the role of the Director will be to implement the faculty development elements of the First-Year Islanders (FYI) Program, (the university’s Quality Enhancement Plan). The Director will collaborate on the development of Professional Learning Communities focused on first year student learning for faculty and staff and the assessment of student learning outcomes. The Director will manage and coordinate day-to-day operations and the promotion of the CFE, assess programmatic outcomes, and represent the CFE to its constituents.

Qualifications: Preferred characteristics of the ideal candidate will include an earned Ph.D. or Ed.D. and five years of faculty experience with demonstrated expertise in teaching; ability to work independently and collaboratively with diverse constituencies and engage faculty; experience in management of programs supporting distance education, online/hybrid learning, teaching with technology, and classroom-based pedagogies, including budget management, outcomes assessment, and staff supervision. A candidate with a record of awards or other recognition for teaching excellence with previous leadership in the area of teaching excellence is preferred.

Instructions: Candidates must apply and submit application documents online at https://islanderjobs.tamucc.edu (search postings). Please submit a cover letter stating interest, experience, and perspectives about faculty development as well as a brief statement of teaching philosophy; a current curriculum vitae; and contact information for five references. Materials received by July 16th, 2010 will be assured full consideration. Contact Dr. David Billeaux, Associate VP for Academic Affairs, david.billeaux@tamucc.edu for further information.

Texas A&M – Corpus Christi: Texas A&M University is situated on an island in Corpus Christi Bay and serves a diverse population of approximately 10,000 students. A member of the Texas A&M University System and a federally designated Hispanic Serving Institution, the University is committed to becoming one of the leading centers of higher education in the Gulf region, while also serving the intellectual, cultural, social, environmental, and economic needs of South Texas. Through dedication to excellence in teaching, research, creative activity and service in a supportive multicultural learning environment, the University prepares students for lifelong learning and responsible citizenship in the global community. For more information please see our website at http://www.tamucc.edu. Texas A&M Corpus Christi is an Equal Opportunity/Affirmative Action Employer committed to diversity.
FYI Events Committee

Convocation, co-chair, Ms. Lisa Perez, Director, University Center & Student Activities
Convocation, co-chair, Ms. Jo Anna Franke, Director, Career Services
PLAYFAIR chair, Ms. Stephanie Box, Assistant Director, University Center & Student Activities
Ms. Kim Rottet, Assistant Director, Recreational Sports
Ms. Randa Faseler Schell, Director, Women's Center
Ms. Stacy Havrda, ICARE liaison, Student Affairs
Ms. Ann DeGaish, Associate Vice President & Dean of Students, Student Affairs
Dr. Paul Meyer, Vice Provost, Academic Affairs
Dr. Susan Wolff Murphy, FYI Director
Ms. Sara Chapa, FYI Program Coordinator
FYI Bridge Committee

Dr. Susan Wolff Murphy, FYI Director
Dr. Gerry Moreno, Assistant Vice President for Student Success
Ms. Ann DeGaish, Associate Vice President & Dean of Students, Student Affairs
Mr. Jason Dubose, Assistant Director, Center for Academic Student Achievement
Ms. Claudia Ayala, Assistant Director, University Counseling Center
Ms. Tori Amason, Coordinator, University Center & Student Activities

Bridge Presenters

Dr. Eliot Chenaux, Vice President, Student Affairs
Dr. Susan Wolff Murphy, FYI Director
Dr. Gerry Moreno, Assistant Vice President for Student Success
Ms. Ann DeGaish, Associate Vice President & Dean of Students, Student Affairs
Ms. Claudia Ayala, University Counselor, University Counseling Center
Ms. Tori Amason, Coordinator, University Center & Student Activities
Dr. Theresa Sharpe, Associate Director, University Counseling Center
Ms. Stacy Havrda, ICARE Liaison, Student Affairs
Ms. Annise Richard, Coordinator, Camden Miramar
Ms. Suzanne Bonds, University Counselor, University Counseling Center
Ms. Lindsey Keller, Coordinator, Recreational Sports
Ms. Randa Faseler Schell, Director, Women’s Center
Mr. James Leyton, Academic Insight Mentor, Center for Academic Student Achievement
Ms. Marlina Ismanto, Academic Insight Mentor, Center for Academic Student Achievement
Mr. Sergio Angel, Academic Insight Mentor, Center for Academic Student Achievement
Ms. Claudia Akinsipe, Academic Insight Mentor, Center for Academic Student Achievement
FYI Advisory Committee (August 3, 2010)

Susan Wolff Murphy, Chair, FYI Director, Associate Professor, English, College of Liberal Arts

Mary Bantell, Associate Professor Nursing & Health Sciences, College of Nursing & Health Sciences

David Billeaux, Associate Vice President, Academic Affairs

Kent Byus, Professor of Marketing, College of Business

Margaret Dechant, Associate Vice President, Enrollment Management

Ann DeGaish, Associate Vice President & Dean of Students, Student Affairs

David Grise, Assistant Professional Track Faculty, Biology, College of Science & Technology

Bridgette Hardin, Associate Director for Institutional Effectiveness, Office of Planning & Institutional Effectiveness

Mark Hartlaub, Associate Professor, Psychology, College of Liberal Arts

Joseph Jozwiak, Chair of the Social Sciences, Associate Professor, Political Science, College of Liberal Arts

Yolanda Keys, Assistant Clinical Professor, Nursing & Health Sciences, College of Nursing & Health Sciences

Frank Lucido, Professor, Special Services and Associate Dean, College of Education

Sarah Lumpkins, Undergraduate student

Paul Meyer, Vice Provost for Academic Affairs

Peter Moore, Associate Professor, Humanities-History, College of Liberal Arts

Gerardo Moreno, Assistant Vice President for Student Success

Jim Needham, Dean, Community Outreach

Christine Shupala, Director, Library Services

Blair Sterba-Boatwright, Professor, Mathematics, College of Science & Technology
Sarah Sutton, Librarian, Serials and Electronic Resources, Bell Library

George Tintera, Associate Professor and Chair of Mathematics, College of Science & Technology

Robert Wooster, Professor, Humanities-History, College of Liberal Arts
FYI Assessment Committee

Dr. Susan Wolff Murphy, FYI Director

Dr. Gerardo Moreno, Assistant Vice President for Student Success

Dr. Paul Orser, Associate Vice President for Planning & Effectiveness

Dr. Bridgette Hardin, Associate Director for Institutional Effectiveness

Dr. Tim Klaus, College of Business

Dr. Amanda Drum, Student Affairs

Dr. JoAnn Canales, Associate Dean Of Graduate Studies

Dr. Mark Hartluab, Chair, Psychology

Dr. Mary Bantell, Nursing and Health Sciences
President’s Cabinet

**Purpose or Function:** President’s Cabinet advises the President on matters pertaining to the overall operations of the University including strategic planning, policy development, budget actions, personnel, space allocations and other administrative actions.

**Membership:** The President, Provost and Vice President for Academic Affairs, Executive Vice President for Finance and Administration, Vice President for Institutional Advancement, Vice President for Student Affairs, Associate Vice President for Planning and Inst. Effectiveness, and others appointed by the President.

**Chair:** President of the University

**Responsible University Official:** President

<table>
<thead>
<tr>
<th>Name</th>
<th>Reason for Membership</th>
<th>Term, if applicable</th>
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<tbody>
<tr>
<td>Killebrew, Flavius</td>
<td>President</td>
<td></td>
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<tr>
<td>Chair</td>
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<tr>
<td>Guffy, Ted</td>
<td>Interim Provost and VP for Academic Affairs</td>
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<tr>
<td>Nelsen, Jody</td>
<td>Exec. VP for Finance and Administration</td>
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<td>Hill, S. Trent</td>
<td>VP for Institutional Advancement</td>
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<td>Chenaux, Eliot</td>
<td>VP for Student Affairs</td>
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<tr>
<td>Orser, Paul</td>
<td>Assoc. VP-Planning &amp; Inst. Effectiveness</td>
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<tr>
<td>Sherwood, Mary</td>
<td>Chief of Staff</td>
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