

Tracking Cougar Curriculum



Nov/Dec 2013

AN ADVANCE LOOK AT PERSONAL & SOCIAL RESPONSIBILITY RESULTS

Texas General Education Core Objectives

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility

Foundational Component Areas

(with credit hours)

- American History (6)
- Communication (6)
- Creative Arts (3)
- Government / Political Science (6)
- Language, Philosophy & Culture (3)
- Life and Physical Sciences (6)
- Mathematics (3)
- Social and Behavioral Sciences (3)
- Component Area Option [distributed across the components] (6)

Many of you participated in the 2012-13 Core Assessment pilot test of the rubrics developed by COAT. Results were reported to COAT in August and will be widely shared during January Departmental meetings as part of continuous improvement deliberations. For those of you who want to reflect on these results in advance, they are presented below. Initial assessment results such as these are typically used as benchmarks for improvement.

The rubrics designed by COAT faculty are works in progress and are revised by COAT with each use until the inter-rater reliability increases to 85% or higher. Each rubric uses a 4-point rating scale to classify the observed behaviors. The rubrics are designed to reflect the level of expertise expected of students at four

different points in their education.

Level 1 = pre-college or Developmental

Level 2 = college entry

Level 3 = Associate degree

Level 4 = Bachelor's degree

During the 2012-2013 pilot of the Personal and Social Responsibility rubrics, faculty rated 197 student works for Personal Responsibility and 198 student works for Social Responsibility. The highest validity is attached to results measuring outcomes for which the inter-rater reliability is also highest.

For Social Responsibility, Intercultural Competence had sufficient inter-rater reliability to consider the ratings credible. 52% of the rated student work received a 3 or a 4, indicating that it was judged at the desired Associate level or higher. Similarly, for Civic Responsibility,

58% of the student work was rated at the Associate level or higher. For Personal Responsibility, the highest inter-rater reliability was lower than desired at 77% for Ethical Choice. Of the student work in this category, 55% was given a rating of 3 or 4. Any of these elements would be appropriate to target for improvement.

Teamwork and Empirical/Quantitative Skills rubrics were also tested during the 2012-2013 pilot with useful results. COAT determined that the assessment process would best be served by use of a protocol in conjunction with the Teamwork rubric. For the Empirical/Quantitative Skills, it was determined that assignment alignment would be critical to achieving data that could be used for improvement.

Social Responsibility						
N=197 papers	Inter-rater Reliability	Rating				Met Standard
Categories		1	2	3	4	
Intercultural Competence	95%	19%	30%	30%	22%	52%
Civic Responsibility	82%	16%	26%	33%	25%	58%
Global Engagement	66%	22%	24%	28%	27%	55%
Overall	81%					

Personal Responsibility						
N=198 papers	Inter-rater Reliability	Rating				Met Standard
Categories		1	2	3	4	
Choices	77%	17%	28%	37%	18%	55%
Actions	68%	15%	24%	42%	18%	60%
Consequences	72%	22%	25%	36%	17%	53%
Overall	72%					