

Tracking Cougar Curriculum



October 2014

COAT GETS TO THE HEART OF THE CORE LEARNING OBJECTIVES

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)

Critical thinking skills, a learning objective at the heart of every core course, is defined by the Texas Higher Education Coordinating Board to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information. Collin College uses two measures of critical thinking to see how well students have attained this goal. The first measure is a faculty designed critical thinking rubric. The second is the Collegiate Learning Assessment Plus (CLA Plus), a commercial instrument that provides an external norm by which we can see how well Collin College students think critically compared to students in other two-year colleges.

The Collin College critical thinking rubric was used to measure student achievement in both the 2012-13 and the 2013-14 academic years. However, the percentage of student work that met the standard dropped in all categories. Students who attained the standard of 3 (Associate Level) or 4 (Baccalaureate Level) for the 2013-14 academic year ranged from a high of 55% for Thesis Identification to a low of 37% for Conclusion. Closing the Loop discipline activities planned in 2013-14 focused on improving student Presentation and Conclusion.

The drop in percentages of student work meeting the standard could result from a variety of causes, both internal and external to the institution. In 2015-2016, critical thinking will again be assessed. Implementing improvement activities, sharing the critical thinking rubric with students and using the rubric to provide feedback on assignments are some ways that faculty can build awareness of critical thinking and reinforce the desired behaviors.

For more information about the 2013-14 assessment results, go to CougarWeb>MyWorkplace>Intranet Links>Institutional Effectiveness>Core Objectives Assessment Team (COAT).

CAB ACTIONS

The following degrees were reduced to 60 SCHs through course revisions and/or deletions:

- Animation
- AA with MUS FOS
- AS with Computer Science FOS
- AS with Engineering FOS
- Computer Systems
- Digital Video
- Emergency Medical Services Professions
- Fire Academy - Basic Firefighter Certification
- Fire Science (Officer)
- Geospatial Information Science
- Graphic Design
- Hospitality & Food Service Management
- Interpreter Preparation Program/Deaf
- Photography, Commercial

Other program actions:

- Culinary Arts, new certificate, course revisions
- Health Information Management, Course revision
- Nursing FOS –deactivated; 12 course terminations

ACADEMIC YEAR 2012-13 vs. 2013-14 CRITICAL THINKING SUBSCORE DISTRIBUTIONS

| 2013-14 N = 201 Student Papers 2012-13 N = 224 Student Papers | INTER-RATER RELIABILITY | | RATING | | | | MET STANDARD | |
|--|-------------------------|---------|--------|-----|-----|-----|--------------|---------|
| | 2013-14 | 2012-13 | 1 | 2 | 3 | 4 | 2013-14 | 2012-13 |
| CATEGORIES: | | | | | | | | |
| INNOVATION/CREATIVITY | 76% | 77/73%* | 18% | 41% | 37% | 4% | 41% | 55/53%* |
| EXPLORATION | 94% | 81% | 12% | 39% | 42% | 7% | 49% | 61% |
| IDENTIFICATION | 83% | 77% | 11% | 34% | 44% | 11% | 55% | 63% |
| PRESENTATION | 83% | 81% | 18% | 45% | 32% | 5% | 37% | 42% |
| CONCLUSION | 83% | 79% | 19% | 39% | 33% | 8% | 41% | 45% |
| OVERALL | 84% | 75% | | | | | | |

*Innovation and Creativity categories were combined in the 2013-14 Critical Thinking rubric.