

Tracking Cougar Curriculum



February 2018

PROVOST SUPPORTS LEARNING ASSESSMENT

In August 2017, Provost Jon Hardesty led Collin College in closing the annual feedback loop for General Education/ Core Curriculum assessment. Provost Hardesty invited Discipline Leads to spotlight Communication Skills and Critical Thinking in their disciplines. By sharing the COAT rubric for a Core Objective and explaining how it relates to a particular assignment, faculty can help students recognize and strengthen their skills in these core objectives.

At the Discipline Leads meeting in January, Provost Hardesty asked Discipline Leads to further refine the feedback loop for 2018 by surveying faculty in their discipline with the questions below. Survey results may be sent to Academic_Services@collin.edu.

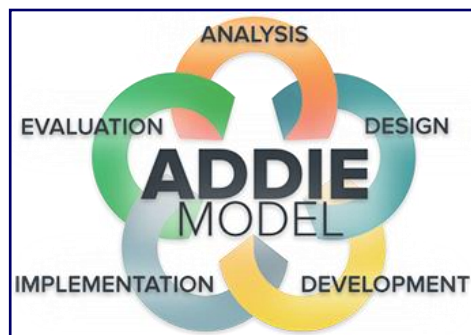
- How did faculty members implement the action plan to highlight the importance of Communication and Critical Thinking Skills in their courses?
- How did students respond to the Critical Thinking and Communication rubrics?
- Did students understand the point of the rubrics?
- Do you think it improved the quality of student work in the courses you taught?

Don't forget to ask your students their opinions about the impact of these activities and relay that information, along with the survey responses, to your discipline lead. If you tweaked the activity to get a better outcome, include your innovation in your report. These responses will impact the next steps.

IT IS UP TO US

About 25 years ago, a seismic shift occurred in the expectations for evaluation in higher education. Now, all regional accreditors, including the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), require that every accredited institution identify its learning outcomes, assess those outcomes to determine the extent to which they are attained, and use the resulting information to improve the next cycle of learning. Today, institutions and instructors are expected to tie student performance on assessments to attainment of the course outcomes.

Assessment data is expected to be useful by showing instructors which competencies their students most often fail to attain. Assessment data can also demonstrate a consistent pattern of barriers to learning which may be addressed through one or more instructional strategies. Reliance on aggregate data, such as a single composite grade or test score, does not provide this kind of information. Although regional accreditors expect all higher education institutions to evaluate learning using disaggregated data, they leave it up to the institution to decide what the data elements should be.



EVALUATING YOUR PROGRAM

The final phase of the ADDIE Model for instructional design is **EVALUATION**.

The primary purpose of the evaluation phase is to ensure that the stated goals and objectives were met. Although the evaluation phase is listed last, it is not solely completed at the end of the program. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for specific criterion-related referenced items and providing opportunities for feedback. Both should be used during the program.

Instructional design is an iterative process and the ADDIE **EVALUATION** phase highlights this fact.

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 and Culture (3)
- Life & Physical Sciences (6)
- Mathematics (3)
- Social & Behavioral Sciences (3)
- Component Area Option [distributed across the components] (6)

