**CS 3.3.1.1 Institutional Effectiveness: Educational Programs**

4. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: *(Comprehensive Standard 3.3.1)*

3.3.1.1 educational programs, to include student learning outcomes

- [X] Compliance  
- [ ] Non-Compliance

**NARRATIVE**

Collin College identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of improvement based on analysis of results in educational programs, to include student learning outcomes. The College has a long history of conducting regular program assessment. In response to revisions to SACSCOC institutional effectiveness expectations, Collin College developed a process to assess general education student learning outcomes at the course level in 2004-05. Using course-level student learning outcomes (SLO) as a foundation, the program review process evaluates program-level student learning outcomes and establishes continuous improvement plans for academic and workforce education programs.

Collin College conducts a three-year, staggered cycle of comprehensive program review of the general education core curriculum and technical/workforce programs with the purpose of improving student learning. The last review of the general education core was in 2008-2009; workforce education programs were last assessed in 2009-2010. The process for each differs as described below.
GENERAL EDUCATION CORE CURRICULUM

Collin College provides a general education core curriculum and additional academic courses that meet lower-division requirements for bachelor’s degrees. Collin College’s general education core curriculum includes courses in the liberal arts, humanities, sciences, and political, social, and cultural history, which is required of all undergraduate academic degrees in Texas and complies with Texas Education Code section 61.821-31. Each area of the core curriculum contributes to student learning outcomes identified as basic intellectual competencies and exemplary learning objectives as required by the Texas Higher Education Coordinating Board (THECB).

Assessment of the General Education Core Curriculum

Assessment of the general education core curriculum begins at the course level. Each core course has faculty-developed common student learning outcomes (SLO). SLOs are reviewed by the faculty-led Curriculum Advisory Board (CAB) to determine their appropriateness for and contributions to the intended program outcomes. Generic (master) syllabi include CAB-approved SLOs that are required for every section of an academic course taught at Collin College, regardless of location or teaching modality. Generic syllabi and individual faculty syllabi for all courses are available to the public on the Collin College Web site. The following list of courses provides a sample of generic syllabi with common student learning outcomes for courses across the core curriculum.

ARTS1301 - Art Appreciation
BIOL1406 - General Biology I
ENGL1301 - Composition/Rhetoric I
ENGL2322 - British Literature I
GOVT2302 - American Government II
HIST1301 - U.S. History I
MATH1314 - College Algebra
Discipline-Level Assessment of Student Learning Outcomes

Annually, faculty in each discipline of the core curriculum assess course-level student learning outcomes and create continuous improvement plans (CIP) based on these data. The CIP targets a student learning outcome and includes an instructional plan to improve the targeted outcome with a description of how the learning outcome will be assessed in all course sections. Throughout the academic year, discipline faculty implement the improvement strategies, assess students and measure the extent to which students demonstrate competency in the targeted learning outcome.

A designated faculty member in each discipline collects and analyzes a sample of course-level assessment data that represents time of day, modality (face-to-face, online, blended and hybrid), on-site and off-site. The assessment data provides evidence of the implementation strategies’ effectiveness and the extent to which students meet the expected SLO. Faculty discuss the data at their fall discipline meeting (BIOL, MATH, PHED) and use the analysis for developing the next annual CIP.

Examples of continuous improvement plans include:

- Art
- Economics
- English
- Geology
- Philosophy
- Psychology

Institutional Assessment of General Education

Assessing general education as a program at Collin College began in 2002. The triennial process to assess general education most recently occurred in 2008-09. The
program-level assessment process begins with establishing a Core Curriculum Assessment Group (CCAG), comprised of faculty from each core discipline. CCAG assesses Collin’s student learning outcomes and success indicators within general education core curriculum (e.g. ECON, GEOL, MUSI). The data are then used to evaluate student learning outcomes among courses within a core area. CCAG then reviews success of core completers including performance at transfer universities and on the Collegiate Learning Assessment. Finally, CCAG responds to the extent to which the general education outcomes align with SACSCOC and THECB expectations and concludes with a plan to strengthen the core curriculum over the next three years.

In addition to planning for improved student learning outcomes, CCAG members also recommend improvements to the general education assessment process. These recommendations are received by an institutional Assessment Team, comprised of administrators and faculty, who review the college-wide data, facilitate, monitor responses and disseminate recommendations at the institutional level.

WORKFORCE EDUCATION PROGRAMS

Each Collin College workforce education program determines program-level student learning outcomes based on knowledge and skills identified by business and industry advisory committees, program experts, and related professional organizations. Workforce education faculty assess program-level SLOs and develop CIPs annually. Every three years, workforce education programs conduct a program-level review.

Assessment of Workforce Education Outcomes

The most recent triennial institution-wide assessment of workforce education programs was during the 2009-2010 academic year. Program chairs or faculty
representatives for each workforce program review student success indicators (DHYG, HITT), program-level outcome statements (ENGR, FIRS), compliance with SACSCOC and THECB expectations (BIOT, CULA) and their annual improvement plans (see below). Like the general education disciplines, workforce faculty annually identify a program-level student learning outcome to target for improvement, establish actions to improve the targeted outcome and determine how the learning outcome is assessed. Throughout the academic year, workforce program faculty implement improvement strategies, assess students and measure the extent to which students demonstrate competency in the learning outcome. Examples of continuous improvement plans for workforce education programs include:

- 3-D Animation/Game Art
- Child Development
- Computer-Aided Drafting and Design
- Fire Science
- Real Estate
- Respiratory Care

**Texas Workforce Program Assessment**

In addition to the college review of workforce education programs, the Texas Higher Education Coordinating Board (THECB) mandates workforce program compliance with performance indicators. Programs are reviewed every four years in a Desk Review. The THECB Desk Review examines four categories of accountability measures: participation, success, excellence and institutional efficiencies and effectiveness. The College reviews performance data for all programs and submits an improvement plan or terminates programs not in compliance.

The THECB conducted its most recent Desk Review in December 2008. A response to the Desk Review includes specific actions the College will take to improve
program success indicators. The THECB approved Collin College’s 2008 response to the THECB Desk Review in March 2009.

DISTRICT-WIDE INSTITUTIONAL EFFECTIVENESS AND STRATEGIC PLANNING

Collin College’s Board of Trustees adopts goals for a three-year strategic plan based on data and input from administrators, staff, faculty and community members. Data from a variety of sources including student surveys, THECB reports, reports from the National Community College Benchmark Project and IPEDS identify measures needing improvement. Town hall meetings and various focus groups provide the community an opportunity to voice recommendations and provide input for the College’s future direction. Measureable data and community input help shape three-year goals and annual objectives, which the Board approves.

Collin College’s three-year strategic plan includes goals and objectives expected to improve institutional student success outcomes such as student persistence, graduation rate, transfer rate and course retention. Major College divisions create annual plans documenting actions that will contribute to the accomplishment of College goals and objectives. Goal 1 of the 2008-09 District Strategic Plan Year-End Report and Goal 1 of the 2009-10 District Strategic Plan Mid-Year Report provide evidence of Collin College’s actions and results focused on improving student outcomes.

DISTANCE COURSE COMPARABILITY

Collin College’s Online Advisory Board (OAB), comprised of experienced online faculty representatives, is responsible for evaluating course design to ensure that online courses:

- Meet the same standards of quality and rigor as defined for onsite courses;
• Meet accreditation requirements;
• Include expected learning outcomes equivalent to onsite courses;
• Contain course content that is coherent and complete;
• Provide for appropriate interaction between faculty and students and among students;
• Use technology appropriately to meet the objectives of the course; and
• Provide students with clear, complete and timely information on the curriculum, course requirements and nature of faculty/student interaction.

The OAB evaluates the instructional design of new and existing distance learning courses, as well as those with a significant online component, that have been approved by the Curriculum Advisory Board. The OAB faculty membership reviews existing distance learning courses (online, blended and hybrid) cyclically. New courses are reviewed and approved prior to the instructor offering the course online for the first time.

The OAB’s Assessment Form and Rubric is adapted from “The Quality Matters”™ program sponsored by MarylandOnline and supported in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. OAB course review follows an established process and maintains results in the Distance Learning Course Approval Inventory.