**Date:** 2012\_13 **Name of Administrative or Educational Support Unit**:: Texas Core Certificate

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**Mission:**

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| The academic TEXAS CORE Certificate at Collin College provides a foundational general education to prepare the student to transfer in pursuit of a baccalaureate at any Texas public institution. The curriculum is based on the 2014 Texas Core of 42 general education credits across eight disciplinary component areas with six core objectives: Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. This curriculum is approved by the Texas Higher Education Coordinating Board and is pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). |

**PART I: Might not change from year to year**

| A. Outcomes(s)  Results expected in this department/program | B. Measure(s)  The instrument or process used to measure results | C. Target(s) The level of success expected |
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| Critical Thinking Skills including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.   1. Identify a primary problem or thesis; 2. Gather, evaluate and analyze information relevant to a problem or thesis from multiple media and sources; 3. Consider a problem or thesis from multiple perspectives 4. Synthesize relevant information in creative and innovative ways to logically reach a solution or conclusion supported by the available evidence | COAT Critical Thinking Rubric  Collegiate Learning Assessment (CLA) Critical Thinking and Problem Solving component | Rubric - A rating of 3 on a 4-point scale  CLA - National average or above |
| Communication Skills including effective development, interpretation and expression of ideas through written, oral and visual communication.   1. Effectively develop, interpret and express ideas through written, oral and visual communication that is logical, mechanically correct, and appropriate to audience and purpose | COAT Communication Skills Rubric  Collegiate Learning Assessment (CLA), Written mechanics section | Rubric - A rating of 3 on a 4-point scale  CLA - National average or above |
| Empirical and Quantitative Skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.   * Manipulate and analyze numerical data or observable facts resulting in informed conclusions | COAT Empirical/Quantitative Skills Rubric  Collegiate Learning Assessment, Problem Solving section | Rubric - A rating of 3 on a 4-point scale  CLA - National average or above |
| Teamwork including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.   * Work effectively with others to support a shared purpose or goal while considering different points of view. | COAT Teamwork Rubric | Rubric - A rating of 3 on a 4-point scale |
| Personal Responsibility including the ability to connect choices, actions, and consequences to ethical decision-making.   * Connect choices, actions, and consequences to ethical decision-making. | COAT Personal Responsibility Rubric | Rubric - A rating of 3 on a 4-point scale |
| Social Responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.   * Explain the impact of an event that demonstrates a civic responsibility fulfilled or unfulfilled in context . * Analyze in situ the effectiveness of engagement in regional, national and global communities from a given disciplinary purpose. | COAT Social Responsibility Rubric | Rubric - A rating of 3 on a 4-point scale |

**PART II: For academic year (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)  Results expected in this department/program | D. Action Plan Years 5 & 2  Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan  Years 1 & 3  Implement the action plan and collect data | F. Data Results Summary  Years 2 & 4  Summarize the data collected | G. Findings  Years 2 & 4  What does data say about outcome? |
| --- | --- | --- | --- | --- |
| Critical Thinking Skills including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.   1. Identify a primary problem or thesis; 2. Gather, evaluate and analyze information relevant to a problem or thesis from multiple media and sources; 3. Consider a problem or thesis from multiple perspectives 4. Synthesize relevant information in creative and innovative ways to logically reach a solution or conclusion supported by the available evidence |  | Implement instructional activities and assessment. | Critical Thinking Average Rubric Ratings:  (Standard is 3 on 4 pt scale)   * Creativity 2.5 * Innovation 2.5 * Exploration 2.6 * Thesis/Problem Identification: 2.7 * Presentation: 2.3 * Conclusion: 2.4   CLA:  Collin Effect size:   * Performance tasks – 0.71 vs 0.41 Nat’l Mean * Make an Argument analytical writing – 0.47 vs 0.32 Nat’l Mean, and * Critique an Argument analytical writing – 0.92 vs 0.48 Nat’l Mean. | Rubric findings- Students are developing critical thinking competencies but fall short of associate level standards. Weakest areas are presentation and conclusion.  CLA findings- Students are weakest when they must develop an argument using empirical and quantitative material in an assigned subject to reach & support reasoned conclusions. Student strength is in critiquing an argument using cultural norms, and personal experience to support their opinions.  Historically, course outcomes echo the CLA: Students are weakest when they must develop an argument using empirical and quantitative material in an assigned subject to reach & support reasoned conclusions |
| Communication Skills including effective development, interpretation and expression of ideas through written, oral and visual communication.   * Effectively develop, interpret and express ideas through written, oral and visual communication that is logical, mechanically correct, and appropriate to audience and purpose. | COAT disseminated the Critical Thinking findings at the beginning of Fall 2013 and asked discipline faculty to devise instructional activities to address the Rubric and CLA findings. Documented activities were submitted to their Deans and COAT. | Implement instructional activities and assessment. | Written Communication Rubric results:  Context/Purpose– 2.7  Content– 2.8  Organization/Thesis– 2.7  Sources/Evidence- 2.5  Syntax/Mechanics- 2.5  Oral Communication Rubric results:  Specific Skills-2.8  Content- 3.1  Sources/Evidence- 3.0  Organization- 3.0  Audience- 3.0  2011/12 CLA:  Overall Writing Effectiveness -  Collin 2.8 vs Natl 3.1  Overall Writing Mechanics –  Collin 3.1 vs Natl 3.2  Breakdown by task  Performance Task  Collin 2.7vs.Natl 2.9  Make An Argument  Collin 3.4 vs Natl. 3.2  Critique An Argument  Collin 3.2 vs Natl 2.9  Mechanics-  Performance Task  Collin 3.0 vs .Natl 3.4  Make An Argument  Collin 3.7 vs Natl. 3.2  Critique An Argument  Collin 3.7 vs Natl 3.5 | Rubric findings –  Standards not met.  Sources/Evidence and Mechanics are the weakest areas and align with the CLA written communication results.  CLA Written Communication Findings: Standard not met. Collin students are below the national mean.  Given hypothetical but realistic situations, Collin students are weak in writing effectiveness and mechanics when asked to defend arguments in Performance tasks although they surpass the national mean in Critiquing and Making Arguments that rely on cultural reference, current events and personal opinions. They fall short of the national mean when Collin students are asked use multiple sources and derive data from tables and figures to suggest a course of action to resolve conflicting or competing strategies with a rationale for the decision, including why it is likely to be better than the alternative approaches, distinguishing emotional opinions from fact, deal with inadequate, ambiguous, and/or conflicting information, spot deception and holes in the arguments made by others, recognize irrelevant information, identify missing information that could help resolve issues, and weigh, organize, and synthesize information from multiple sources.  These findings support the Empirical and Quantitative Skills course outcome findings. |
| Empirical and Quantitative Skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.   * Manipulate and analyze numerical data or observable facts resulting in informed conclusions |  | Implement instructional activities and assessment. | Empirical & Quantitative Rubric results – The pilot process did not generate assessment data and the student work was remanded to the science and math faculty to assess and make process recommendations to COAT.  CLA results -  Collin Effect size:   * Performance tasks – 0.71 vs 0.41 Nat’l Mean * Make an Argument analytical writing – 0.47 vs 0.32 Nat’l Mean, and * Critique an Argument analytical writing – 0.92 vs 0.48 Nat’l Mean. | Rubric findings-  No findings institutionally reported yet.  CLA findings- Historically, course outcomes echo the CLA. Students are weakest when they must develop an argument using empirical and quantitative material in an assigned subject to reach & support reasoned conclusions. |
| Teamwork including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.   * Work effectively with others to support a shared purpose or goal while considering different points of view. |  | Implement instructional activities and assessment. | Teamwork Rubric results-  Students met standard of 3 or above in all categories, using peer ratings.  Meeting Contributions- 94%  Assignment Completion- 90%  Individual Management – 93%  Fosters Team Climate- 93%  Conflict Resolution- 86%  : | Rubric findings-  The weakest area was Conflict Resolution, but that was a robust 86% of students meeting the standard of 3 or above.  A protocol is being developed to ensure that all students are given the same set of instructions prior to doing peer rating. COAT discussed the lack of differentiation shown by the ratings. Some instructors provided team member ratings during the pilot and these ratings were somewhat lower than the peer ratings, but students still performed well. The peer process will be repeated with a protocol. |
| Personal Responsibility including the ability to connect choices, actions, and consequences to ethical decision-making.   * Connect choices, actions, and consequences to ethical decision-making. |  | Implement instructional activities and assessment. | Personal Responsibility Rubric results -   * Choices – 55% met the standard of 3 or higher * Actions—60% met standard * Consequences—55% met standard | Rubric findings-  Tying Consequences to choices and actions is the students weakest area. In addition, the lower inter-rater reliability for this rubric indicates the levels of observable behaviors need to be further differentiated.. |
| Social Responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.   * Explain the impact of an event that demonstrates a civic responsibility fulfilled or unfulfilled in context . * Analyze in situ the effectiveness of engagement in regional, national and global communities from a given disciplinary purpose. |  | Implement instructional activities and assessment. | Social Responsibility Rubric results-   * Intercultural Competence -52% met standard of 3 or higher * Civic Responsibility – 58% met standard * Global Engagement – 55% met standard | Rubric findings-  Intercultural Competence is weakest area although all 3 areas need improvement. |