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| **PROGRAM NAME:**  General Education & AA/AS Degrees | **AUTHORING TEAM CONTACT: Jon Hardesty** |
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| GUIDELINESTime Frames1. Scope:

The time frame of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. 1. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)February 1st – Program Review Document due to Program Review Steering Committee1. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect dataYears 2 & 4 – Analyze data and findings, Update Action PlanYear 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action PlanLENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.**EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made. 1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
2. Examples of Evidence Statements:
3. Poor example: Core values are integrated into coursework. (Not verifiable)
4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION:**The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102). |

**Introduction/Preface**

[ ] **EXECUTIVE SUMMARY**

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**The Core Curriculum, as defined by the Texas Administrative Code, is the foundation of Collin College’s associate and baccalaureate degrees and its transfer pathways into baccalaureate university programs within Texas. As noted in Section 1, public institutions are charged with teaching competencies within the core curriculum that ensure students are introduced to a breadth of knowledge, while also serving as key learning outcomes for the Associate of Arts (AA) and Associate of Science (AS) in General Studies degrees. The purpose of this academic program review is to highlight areas of achievement, address and explore variations, and reflect on opportunities for improvement through college-wide collaboration and discussion that result in recommendations for continuous improvement.  Pursuant to the college’s mission and strategic plan, students completing the core curriculum meet the expectations and requirements of the Collin College’s Board of Trustees, the Texas Higher Education Coordinating Board (THECB), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Per THECB regulations, all core curriculum courses are required to teach three or four (three in the case of mathematics courses, four for all other foundational component areas of the core curriculum) of the six core objectives/skills defined by the THECB : Communication, Critical Thinking, Empirical and Quantitative, Personal Responsibility, Social Responsibility, and Teamwork. The process of students attaining acceptable levels of performance of these core objectives/skills through Core Curriculum courses is strongly aligned to the college’s mission and supports Priority 3 in the college’s 2020-2025 strategic plan to “Emphasize student achievement and streamline pathways to four-year colleges and universities.” This is fulfilled in significant part by the guaranteed transferability of earned semester credit hours (SCHs) within the core curriculum toward the core curriculum of any Texas public institution of higher education. This expectation is equally applicable to our dual-credit programs.  Data provided in Section 3 reveals that core completion certificate awards grew by 23.3% from academic year 2016–2017 through 2020–2021. Although there was a slight decrease in completions from academic year 2019–2020 to 2020–2021, multiple factors may have contributed to that shift. Despite this slight variation, the program review demonstrates the college’s ongoing commitment to meet student demand for transferable core course credits. Additionally, the data provided in Section 3 also shows that AA and AS degrees in General studies grew by 49.5% between 2016-2017 and 2020-2021. The largest contributor to this increase was the removal of the English Literature graduation requirement for the AA degree starting with the 2019-2020 academic year which provided an opportunity for more students to complete and receive an AA degree. An additional highlight of Section 3 is the data collected from graduates by the Institutional Research Office (IRO) in the survey titled “[Program Completers’ Perceptions of Learning Outcomes and Learning Support: 2017](http://inside.collin.edu/iro/reports/pdfs/CompleterSurvey2017.pdf).” The key aspect was the alignment of the questions to the skills acquired from the six core objectives taught in the college’s Core Curriculum courses. Feedback from the graduates revealed that in nearly every area of core competencies, with one exception, over 70% of the respondents indicated that the college’s programs *positively or greatly developed* their skills, thereby preparing them to meet future academic and professional challenges. Section 3 also includes an analysis of the racial and ethnic composition of core certificate completers. In all cases the composition of core completers by race and ethnicity are closely aligned to the overall composition of the Collin College student body. However, as detailed in Section 3, the college does note that there are individual groups that show lower rates of academic success at Collin College as defined by a broader measure of success that sums the proportion of students that graduate in a given year with the proportion of students that transfer to a four-year institution (i.e. a broadly defined success rate). In this case it is noted that black or African-American male students have a lower success rate (using this broader definition) than students of other races/ethnicities. Collin College has responded to this finding through the creation of the Persistence, Completion, and Graduation (PCG) Committee, which asked for volunteers to serve on a focus group for Black and African American male students. The initiative involved specific outreach and targeted support for this student population while simultaneously initiating the development of relationships and articulation agreements with Historically Black Colleges and Universities (HBCUs). It is recommended that the college consider additional outreach and support initiatives for at-risk populations to advance the college’s commitment to meeting the needs of all students and increase their core completion rates.  Section 4 addresses how the college meets the expectations of the state’s Strategic Plan for Higher Education (60X30TX) to ensure that all students are earning degrees or certificates that teach marketable teaching skills, many of which are strongly aligned to the core objectives taught in core curriculum courses. The core objectives are assessed and rated by assessment rubrics created by the Core Objective Assessment Team (COAT). The last assessment cycle, 2018–2021, revealed improvement in student achievement the three core objectives of quantitative and empirical, communication, and critical thinking competencies. The Teamwork core objective continued to rate very highly and for the first time one of the core objectives other than Teamwork met the college’s standard of performance with average scores of 3 out of 4 on all criteria for the empirical and quantitative core objective. Moving forward, it is recommended that greater focus be given to assessments measuring social and personal responsibility in order for the departments that administer this assessment to achieve comparable results. As explained in Section 5, the Core Curriculum is well managed. Average class sizes rarely exceed 36, as a result of the college’s efforts to keep classes purposely small in order to promote quality interaction between faculty and students. The college strives to maintain a 50/50 ratio of course contact hours taught by full- and part-time faculty, although this has been complicated by the college’s recent opening of four new campuses and centers, that has led to FT:PT ratios closer to 65:35 for many core curriculum disciplines. Section 5 goes on to examine data on core curriculum course completion (i.e. grades of A-F) and success rates (i.e. grades of A-C) in an effort to identify whether there are any curricular barriers to completion of the core curriculum or AA/AS degrees in General Studies. No course-completion rates within the Core Curriculum were less than 80%. Some courses within the Core Curriculum have success rates lower than 70%, and it is recommended that departments meet to discuss these findings. Specifically, the Math and Life and Physical Sciences Departments should explore the results of Tables 5A-1 through 5A-3, consider intervention and support measures and recommend additional interventions to increase student opportunities for success moving forward. Moreover, three core curriculum courses show patterns of low enrollment: BIOL 1415, DRAM 2362, and PHIL 2307. This program review suggests that these departments review whether the enrollment patterns merit continued inclusion of these courses in the Core Curriculum.Two initiatives are suggested in section 5 to improve management of the core curriculum. First is the identification of core courses in BIOL, CHEM, and MATH that have prerequisites in place that would have students completing the foundational component areas of the core that each of these courses are assigned to. This indicates that these courses may be required to assess the core objectives unnecessarily since all students getting to these courses have already met the indicated core requirements. Moreover, if carried out, decisions to remove these courses from the core curriculum would help to simplify the COAT core objective assessment process. Secondly, the graduation requirements for an AS degree at Collin College require students to complete a second Mathematics course (chosen from a list of allowable courses) as well as 8 SCH of life/physical science courses intended for science majors. While THECB regulations do require distinct differences in the requirements for the AS degree relative to the AA degree, there are trends in place at Collin College’s transfer partners relating to how students complete life/physical sciences courses that may impact the ability of reverse transfer students to complete an AS degree. The recommendation on this topic is to convene a group of faculty members from across the district to study these requirements and to consider whether the current degree requirements continue to serve Collin College’s students effectively.Section 6 reveals that the college’s communication efforts related to the Core Curriculum are robust, accurate, and up-to-date. Systems are in place to make changes to requirements and to relay those changes to all stakeholders (internal departments and students alike). Finally, the college utilizes student completion surveys to assess whether its communication about its programs is effective. Survey results suggest that the college is well within the range of its peer institutions, in terms of providing clear and reasonable information about its programs. Although opportunities always exist to improve student satisfaction on the college’s communication efforts, the consistent number of awards completed by students each year speaks to the college’s overall effectiveness in communicating the Core Curriculum’s requirements to all stakeholders.As explained in Section 7, the college continues to leverage and develop a variety of partnerships that create opportunities for students to achieve their educational goals. These include academic transfer programs (such as pre-admission partnerships, articulation agreements, and dual-credit programs), as well as community partnerships (such as Service Learning, Veterans Services, and the Small Business Development Center) that provide additional experiences and support for our core curriculum and AA/AS degree-seeking students. Other key opportunities include the university partnerships with five Texas universities to teach upper-division, undergraduate, and graduate classes at the Collin Higher Education Center. The expectations for this component of the program review clearly demonstrate that the college continuously works to provide students with diverse pathways for successful completion of AA and AS in General Studies, and opportunities to pursue baccalaureate degrees and graduate degrees. As detailed in Section 8 of the program review, the college creates and supports professional-development opportunities that bring value to our programs, students, and faculty members. In addition to providing funding to support faculty travel for professional development, the college also offers regular internal professional development opportunities for all faculty. In addition, the college’s COAT committee and leadership provides group and individual training sessions for faculty regarding core assessment methods and objectives. |

Section I. *Are We Doing the Right Things?*

[ ] **1. WHAT DOES OUR ACADEMIC PROGRAM DO?**
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of who the program serves*
* *Degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| [The Core Curriculum](https://www.collin.edu/academics/programs/Core_Academic.html) is the foundation both for Collin College associate and baccalaureate degrees and for transfer to baccalaureate programs at other state-supported institutions. The Core Curriculum is defined by the [Texas Administrative Code (Rule §4.23)](https://texreg.sos.state.tx.us/public/readtac%24ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=B&rl=Y) as “the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree.” The core curriculum is divided into eight foundational component areas, and students complete a set number of semester credit hours (SCH) in each area for a total of 42 SCH. The foundational component areas are: communication (6 SCH); mathematics (3 SCH); life and physical sciences (6 SCH); language, philosophy, and culture (3 SCH); creative arts (3 SCH); American history (6 SCH); government/political science (6 SCH); social and behavioral sciences (3 SCH); and the component area option (6 SCH) which at Collin College requires students to complete 3 SCH of Speech Communication coursework and 3 SCH of any core course not already used to satisfy a foundational component area. Additionally, a subset of the core curriculum totaling 15 SCH fulfills the General Education component of all Associate of Applied Sciences (AAS) degrees that prepare graduates for employment in specific occupations. At Collin College the general education component of AAS degrees requires students to complete 3 SCH of communication coursework (ENGL 1301-Composition I); 3 SCH of mathematics or life and physical sciences (at option of AAS program) coursework; 3 SCH of Language, Philosophy, Culture or Creative Arts coursework (at option of AAS program); 3 SCH of Social/Behavioral Sciences coursework (at option of AAS program); and 3 SCH of coursework drawn from any foundational component area of the core curriculum that is not used to fulfill one of the prior general education requirements (at option of the AAS program). The goal of the Core Curriculum and the General Education component of AAS degrees is to teach foundational academic/marketable skills that students will use during their associate and baccalaureate degree programs and during employment following graduation. For a list of specific courses in the core curriculum, please see the [Collin College CoreCurriculum Web Page](http://www.collin.edu/academics/programs/Core_Academic_old.html), and for a list of courses that fulfill the General Education Component of AAS degrees in workforce programs please see the [Collin College AAS General Education Web Page](https://www.collin.edu/academics/programs/AAS_GenEd.html). The Core Curriculum must also meet the Southern Association of College and Schools Commission on Colleges (SACSCOC) Principle of Accreditation 9.3 which outlines three requirements as shown in the [Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement](https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf) which states on p. 81-83):“The institution requires the successful completion of a general education component at the undergraduate level that:1. Is based on a coherent rationale.  (Coherent rationale can be found in THECB rule [4.28(b)(1)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28)
2. Is a substantial component of each undergraduate degree program. (At least 15 SCH for an AAS degree and at least 30 SCH for a baccalaureate degree.)  (This is met by the 42 SCH core curriculum defined in THECB rule 4.28 for baccalaureate degrees and in the [Guidelines for Instructional Programs in Workforce Education (GIPWE)](https://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/career-technical-education-workforce-initiatives/guidelines-for-instructional-programs-in-workforce-education-gipwe/) (p. 20) published by the THECB for AAS degree programs.)
3. Ensures breadth of knowledge with a distribution that includes at least one Social/Behavioral Sciences course, at least one mathematics/natural sciences course, and at least one Humanities/Fine Arts course.  (This is established by the set of foundational component areas in the 42 SCH core curriculum defined in THECB rule 4.28 for baccalaureate and transfer (AA/AS) degrees and in the GIPWE (again p 20) for workforce programs.)

The Associate of Arts (AA) and Associate of Science (AS) in General Studies degrees are the degrees granted by Collin College to the largest number of students each year (approximately 2,300 awards granted each year on average over the last five yers) , and they are designed for students planning to transfer to a baccalaureate degree program at a college or university. The AA and AS degrees are awarded to students who earn 60 SCH, including 42 SCH of Core Curriculum courses and 18 SCH of general studies electives to meet the lower division degree requirements in an intended major. (The AS degree requires specific courses in mathematics and in life and physical sciences, including 3 SCH of mathematics courses beyond the core curriculum requirement). Students must maintain a cumulative grade point average of at least 2.0 and earn a minimum of 25% of a degree (15 SCH for an AS or AA degree) in credit-bearing courses at Collin College in order to earn an AA or AS degree. |

[ ] **2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, pathways to 4-yr and from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

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| The Core Curriculum and the AA and AS General Studies degree programs are strongly aligned with the college mission statement. The stated purpose of the Core Curriculum as defined by the Texas Higher Education Coordinating Board in [Tx Admin Code §4.28(b)(1)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28) is that “…students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.” Specifically, the Core Curriculum (and the General Education Component of Associate of Applied Science degrees) is designed to teach six vitally important core objectives/skills (e.g., Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility Skills, and Teamwork Skills) that serve as foundational skills for further study at the baccalaureate level and for use in the workplace following graduation. **THECB Defined Core Objectives/Skills in the Core Curriculum:***Communication Skills* – to include effective development, interpretation, and expression of ideas through written, oral and visual communication.*Critical Thinking Skills* – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*Empirical and Quantitative Skills* – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.*Personal Responsibility Skills* – to include the ability to connect choices, actions, and consequences to ethical decision-making.*Social Responsibility Skills*- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.*Teamwork Skills* – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.Each course in the Collin College Core Curriculum is required to teach 4 core objectives/skills (3 in the case of the Mathematics foundational component area), and Collin College requires academic departments to demonstrate that the required core objectives are taught and assessed in courses that have been included in the Core Curriculum. The focus of nearly all coursework offered at Collin College is centered upon knowledge and skill acquisition, and the development of newly-acquired skills fulfills the objective of the first component of the College’s mission statement. The application of knowledge and skills to a variety of situations begins to change the way that students perceive and interact with the world outside of the classroom, addressing the second component of “strengthening character,” and the application of knowledge and skills to problems/situations the student likely has never encountered before strongly aligns with the third component of the mission statement to “challenge the intellect.” The success with which Collin College students attain knowledge and skills related to vitally important core curriculum learning objectives is determined through an institutional assessment process, and data on student attainment with regard to this assessment will be shown in Section 4 below. The Core Curriculum comprises 70% of the AA and AS General Studies degree programs (42 Core SCH/60 Total SCH), making it by far the largest focus of both degrees. Collin College utilizes General Studies degree programs to provide the opportunity for students having widely varying academic interests to complete a degree at the associates level easily and efficiently. The 18 SCH of electives beyond the core curriculum required to complete either an AA or AS degree in General Studies is chosen by the student to complete preparation for moving into upper division courses in the student’s intended major at a baccalaureate-degree granting institution. Given the large array of potential majors that Collin College’s student population pursues and the variety of institutions that students intend to transfer into, the use of a General Studies degree for most of Collin College’s AA and AS students greatly simplifies their pathway toward their academic goals.The 2020-2025 Strategic Plan for Collin College includes Priority 3 which states that Collin College will “Emphasize student achievement and streamline pathways to four-year colleges and universities.” The Core curriculum and the AA and AS General Studies degrees align strongly with this strategic priority by streamlining pathways for students in two ways. First, the completed Core Curriculum at Collin College is guaranteed to transfer to any state-funded university per THECB rules ([Tx. Admin Code §4.28(c)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28)) and “…must be substituted in transfer to any other Texas public institution of higher education for the receiving institution’s core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution.” For students that only complete a portion of the core curriculum prior to transfer, THECB rules ([Tx.Admin Code §4.28(e)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28)) require that “…a student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution must receive academic credit within the core curriculum of the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the core curriculum of the receiving institution.” As a result of these two THECB rules, students are assured that they can successfully transfer credits toward the core curriculum to any Texas public institution of higher education, greatly easing one of the challenges for transfer students. These same considerations also promote degree completion for students since completion of the Core Curriculum constitutes 70% of the AA and AS degree curricula in General Studies.Secondly, the ease of transferability of the Core Curriculum also plays a major role in encouraging students completing high school to pursue higher education through the earning of college credit and high school credit via the Dual Credit program. This is a set of [formal agreements](https://www.collin.edu/express/dualcredit/schools/index.html) that Collin College has with 16 independent school districts (covering 36 different high schools) and 10 private high schools in the college’s service area to provide dual credit courses to academically prepared students in grades 9-12. Through this series of partnerships, Collin College offers college-level coursework to high school students onsite at the various high schools, allowing students ready for college level course work to begin accumulating college credits while simultaneously completing high school graduation requirements. Per the THECB ([Tx. Admin. Code §4.85(a)(3)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=85)) “A college course offered for dual credit must be: (A) in the core curriculum of the public institution of higher education providing the credit; (B) a career and technical education course; or (C) a foreign language course.” While there are a few allowable exceptions to this rule, it is important to note that most students taking dual credit courses offered by Collin College are earning credits in core curriculum courses. These students can take advantage of the transferability of core curriculum courses noted earlier to ensure that any core courses successfully completed through dual credit offered by Collin College will be transferable to any Texas public institution of higher education. This assists dual credit students and their families by granting them the opportunity to earn college-level credit early in their academic careers, allowing students to successfully carry these credits forward into their future academic paths at public institutions in Texas while reducing time to college graduation and the overall cost of college attendance.As one example of this collection of benefits, Collin College’s dual credit partnership with Allen Independent School District and the University of North Texas is illustrative. Under this partnership, Allen High School students complete college-level courses offered by Collin College to fulfill requirements for high school graduation as well as requirements for an Associates degree at Collin College. Upon graduation from high school, students complete the remaining requirements for an Associates degree at Collin College following academic pathways that seamlessly transfer with guaranteed admission into specific baccalaureate programs at the University of North Texas. The result is an academic pathway for participating students that virtually eliminates the accumulation of excess hours and greatly reduces the cost of a four-year degree. AA in General Studies degree plans define the preponderance of the pathways available to students within this program. This entire approach is built upon the foundation of general transferability of the core curriculum among Texas public institutions of higher education.  |
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[ ] **3. Why we do the things we do: Program relationship to student demand**

Make a case with evidence to show that students want to enroll in the program. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, or ethnicity (compared to Collin College’s overall student demographic distribution <http://inside.collin.edu/iro/programreview/prfilehostpage.html>). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data file <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).

*Suggested/possible points to consider:*

* *The number of students who completed the award in each of the last 5 years.*
* *What is the enrollment pattern? Declining, flat, growing, or not exhibiting a stable pattern; please explain.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. Are there any specific supports for a diverse student population? If no actions are taken at the present, please develop and describe a plan to do so.*
* *Analyze the evidence you provide. What does it show about the program?*

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| In the five academic years from fall 2016 through summer 2021 the number of Core Completion certificates awarded by Collin College numbered 16,679, averaging approximately 3,300 core completion certificates each year. Moreover, as shown in Table 3-1 below, the yearly number of completers grew each year from 16-17 to 19-20 with a slight reduction in the pandemic-impacted year of 20-21.Table 3-1: Core Completion Certificate Completions from 2016-2021

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|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Core Certificate Awards | 2,934 | 3,130 | 3,328 | 3,669 | 3,618 |

-Data taken from the “Award Completions by Program” data found in the Program Review data portal compiled by the Collin College Institutional Research Office.Likewise in the same five-year period, the number of AA degrees and AS degrees in General Studies grew, albeit in a “lumpier” manner as shown in the Table 3-2 below. The most significant increase for the AA degree in General Studies took place in 2019-2020 when the longstanding degree requirement for an English Literature course was dropped from Collin College’s AA in General Studies degree plan since most four-year institutions no longer require a lower-division English literature course for most of the baccalaureate degrees they offer. The number of AA degree completers grew by over 58% from 2018-2019 to 2019-2020 because of that change. More broadly, in the five-year period from 2016-2017 to 2020-2021, the total number of AA and AS in General Studies degree completers grew by about 50% overall (from 1,987 in 2016-2017 to 2,970 in 2020-2021). The pandemic-impacted year of 2020-2021 showed modest decreases relative to 2019-2020. Table 3-2: AA and AS in General Studies Completions from 2016-2021

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| --- | --- | --- | --- | --- | --- |
|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Associate of Arts (AA) in General Studies | 1,125 | 960 | 1,175 | 1,860 | 1,819 |
| Associate of Science (AS) in General Studies  | 862 | 793 | 1,039 | 1,187 | 1,151 |
| Total: | 1,987 | 1,753 | 2,214 | 3,047 | 2,970 |

-Data taken from the “Award Completions by Program” data found in the Program Review data portal compiled by the Collin College Institutional Research Office.Regardless of the various forces at play in any given year, these numbers indicate a strong and growing student demand for these awards at Collin College. The outlook for the next five years is just as strong. While the impact of the COVID-19 pandemic has been felt by Collin College students in 2020-2021, as the effects of the pandemic continue to abate, the college expects that enrollment in core curriculum courses will continue to grow as the population of the college’s service area grows.The data in Table 3-3 below shows that the ratio of female to male students in core courses relative to the overall distribution of the Collin College student body.Table 3-3: Female-to-Male Ratios of Enrolled Core Curriculum Majors Compared to Collin College’s Overall Student Population

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Female:Male Ratios of Core Curr. Completers | 60:40 | 58:42 | 60:40 | 59:41 | 60:40 |
| Female:Male Ratios of Collin College Student Body | 55:45 | 56:44 | 56:44 | 57:43 | 57:43 |

-Data from the Collin College ZogoTech Data Warehouse System, January 12, 2021.The data in Table 3-3 show that the female: male ratio of core completers is closely aligned with the corresponding ratio within the Collin College student body. However, there is a consistent overrepresentation of females that have completed the core curriculum that is about five percentage points in 2016-2107 and that narrows to within 2 or 3 percentage points through academic year 2020-2021. The fact that women are completing the core curriculum at somewhat higher rates than men is consistent with what is seen at colleges and universities across the United States. Table 3-4 below shows the Distribution of Core Completers by Race each year, along with the corresponding distributions by race within the Collin College Student Body. Table 3-4: Distribution of Core Completers by Race each year and Comparison with Corresponding Distribution within the Collin College Student Body.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Race of Enrolled Student | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Core Curriculum Completers - Asian | 11% | 14% | 14% | 13% | 13% |
| Collin College Student Population - Asian | 13% | 13% | 13% | 13% | 14% |
| Core Curriculum Completers– Black or African American | 11% | 11% | 12% | 12% | 13% |
| Collin College Student Population – Black or African American | 13% | 13% | 13% | 13% | 12% |
| Core Curriculum Completers– White | 64% | 60% | 60% | 59% | 58% |
| Collin College Student Population - White | 61% | 61% | 59% | 59% | 58% |
| Core Curriculum Completers – Other | 14% | 14% | 15% | 15% | 16% |
| Collin College Student Population - Other | 13% | 14% | 15% | 15% | 16% |

-Note: Values rounded to the nearest percentage and may not sum to 100%. The category "Other" includes "American Indian - Alaska Native", "Multi-Race", "Native Hawaiian - Other Pacific Islander" and "Unknown."-Data from the Collin College ZogoTech Data Warehouse System, January 12, 2021. The distribution of core completers by race shows that the composition of the students completing the core curriculum very closely approximates the distribution by race within the Collin College student body as a whole. In every case except one, the distribution of core completers is within 1 or 2 percentage points of the distribution for all students. The one exception was the proportion of core completers for white students in 2016-2017 which was 3 percentage points higher than the corresponding value for the proportion of white students within the entire student body. In the following year, this difference narrowed to within 1 percentage point in 2017-2018 and has remained there through 2020-2021.Collin College has recently initiated an initiative to address the performance gap for Black or African American male students that is seen for a broader definition of institutional student success that is measured as the sum of the graduation rate and the transfer out rate in any given year. The PCG Committee led by Chief Student Success Officer Dr. Jay Corwin initiated a program for Black or African American male student volunteers to meet with Student and Enrollment Services staff routinely during the long semesters to gather information directly from these students about their experiences at Collin College and what could be done to make their experiences more fulfilling. This initiative is being led by VP of Student and Enrollment Services Dr. Albert Tezeno, and the meetings began to be implemented in the Fall of 2021.Finally, Table 3-5 shows the Distribution of Enrolled Core Majors by Ethnicity each year, along with the corresponding distributions within the Collin College student body.Table 3-5: Distribution of Core Completers by Ethnicity each Year and Comparison with the Corresponding Distribution Within the Collin College Student Body.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Ethnicity of Enrolled Student | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Core Curriculum Completers - Hispanic | 21% | 21% | 21% | 22% | 22% |
| Collin College Student Population – Hispanic | 20% | 20% | 20% | 21% | 21% |
| Core Curriculum Completers – Non-Hispanic | 77% | 76% | 74% | 72% | 71% |
| Collin College Student Population– Non-Hispanic | 76% | 74% | 73% | 71% | 70% |
| Core Curriculum Completers - Unknown | 2% | 3% | 5% | 6% | 7% |
| Collin College Student Population- Unknown | 4% | 5% | 7% | 8% | 9% |

-Note: Values rounded to the nearest percentage and may not sum to 100%.-Data from the Collin College ZogoTech Data Warehouse System, January 12, 2021. The data in Table 3-5 indicate that for the five-year period ending with academic year 2020-2021, the proportion of Hispanic students completing the core curriculum very closely parallels the proportion of Hispanic students within the entire Collin College student body.Overall demand for core curriculum courses has been strong over the last five years as demonstrated by the increasing numbers of core completion certificates and AA and AS degrees in General Studies. Given the growth in the population of the north Texas region, the enrollment of core curriculum courses is expected to continue growing in the next five-year period. |

### [ ] **4. Why WE DO THE THINGS WE DO: WHAT MARKETABLE SKILLS SHOULD STUDENTS HAVE AFTER COMPLETING OUR PROGRAM?**

**Make a case with evidence to show that the program teaches skills that are useful in the workplace.**

*Suggested/possible points to consider:*

* *What foundational skills and knowledge do employers say they want?*
* *Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Collin College’s mission statement reflects the importance of the development, application and mastery of skills for the students that attend the institution. This focus on skills and their use is foundational for employment success and aligns very strongly with universal employment skills that are sought by the business community. Moreover, this focus also aligns very strongly with the Texas Higher Education Strategic Plan [60x30TX](http://www.60x30tx.com/) which seeks to have at least 60 percent of Texans aged 25-34 in possession of a certificate or degree by 2030. One of the four key goals of this plan is to ensure that “…by 2030 all graduates of Texas institutions of higher education will have completed programs with identified marketable skills.” In the case of the core curriculum and the AA and AS degrees in General Studies, key marketable skills align very strongly with the six core objectives required to be taught by core curriculum courses (i.e. Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility skills, and Teamwork Skills).Nationally several data points highlight a few critical skills that businesses seek out in new employees that are strongly aligned with the core objectives noted above. A few representative examples include:1. In May 2019 Harvard Business School Online’s “Business Insights Blog” posted an article entitled “[10 important Business Skills Every Professional Needs](https://online.hbs.edu/blog/post/business-skills-every-professional-needs)” in which the following skills (and their associated rank) were included: Data Analysis Skills (2nd)-well aligned to the core objective of Empirical & Quantitative Skills; Negotiation Skills (4th) – well aligned to Communication and Critical Thinking Core objective skills; Business Management Skills(5th) and Leadership Skills (6th)-well aligned to Communication, Critical Thinking, Social Responsibility and Personal Responsibility core objectives; Effective Communication (7th) – well aligned to Communication core objective skills; Emotional Intelligence (8th)-well aligned to Social Responsibility, Personal Responsibility and Teamwork core objective skills.
2. Monster.com, a global employment website, lists a number of “soft” skills expected in the workplace in an article entitled “[Top Skills for Resume Success](https://www.monster.com/career-advice/article/top-resume-skills-list-0317).” In this article the focus is on assisting those seeking employment with methods of targeting the messages within their resumes to capture the attention of potential employers. In this article the author notes that, “Soft skills can be more difficult to quantify than hard skills, but that does not make them any less important.” Examples listed in this article include analytical thinking, verbal and written communication, and teamwork, all of which are strongly aligned with core objectives taught in core curriculum courses. This article goes on to note that “Employers look at your soft skills to get a feel for your personality and values, and what you might be like to work with on a daily basis. The appeal of strong soft skills is universal.”
3. In January of 2020, the National Association of Colleges and Employers (NACE) posted the article entitled “[Key Attributes Employers Want to See on Student Resumes](https://www.naceweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on-students-resumes/)” to the NACE website. In this article the author highlights the findings of a survey of potential employers to determine those attributes or skills that employers want to see in the resumes of recent college graduates. Among the top attributes most sought out by employers were:

Problem Solving Skills – Chosen by 91.2% of respondents – aligned to Critical Thinking core objectiveAbility to Work in a team – Chosen by 86.3% of respondents - aligned to Teamwork core objectiveStrong Work Ethic – Chosen by 80.4% of respondents – aligned to Personal Responsibility core objectiveAnalytical/Quantitative Skills – Chosen by 79.4% of respondents - aligned to Empirical and Quantitative core objectiveCommunication Skills – (Written) – Chosen by 77.5% of respondents - aligned to Communication core objectiveLeadership – Chosen by 72.5% of respondents – aligned to Social Responsibility and communication core objectivesCommunications Skills –(Verbal) – Chosen by 69.6% of respondents – aligned to Communication core objectiveEach of these are closely aligned with at least one of the six core objectives that are required to be taught in core curriculum courses and that are expected to be learned by students completing an AA or AS degree in General Studies.Overall these data points strongly suggest that the core objectives taught in core curriculum courses are strongly aligned with the marketable skills that employers want recent college graduates to possess. Collin College’s faculty teach the core objectives actively in all core curriculum courses, and the assessment process to determine how effectively Collin College teaches these skills to students at the institutional level is well designed and effectively implemented each year. The Core Objective Assessment Team (COAT) created and maintains assessment rubrics for the six core objectives. Academic departments utilize these rubrics to develop and administer assessments to students in their core curriculum courses. Each competency is assessed in a three-year cycle, and the institutional standard for acceptable performance on any rubric is a score of 3 on a 4-point scale. [During the last three-year cycle (2018-2021)](http://inside.collin.edu/tl/COAT.html) (please see links on right hand side for “Assessment Day Results” for 2018-2019, 2019-2020, and 2020-2021-link requires login to Cougarweb), the core objectives demonstrating the lowest levels of attainment were Personal Responsibility (avg. rubric score of 2.0 with 30-38% of students meeting the targeted level of acceptable performance on each criterion) and Social Responsibility (avg. rubric score of 2.3-2.5 with 41-50% of students meeting the targeted level of acceptable performance on each criterion). The core objectives demonstrating the highest levels of attainment were Teamwork (avg. rubric score of 3.6-3.9 with 91-98% of students meeting the targeted level of acceptable performance on each criterion) and Empirical and Quantitative reasoning (rubric score of 3.0 with 61-70% of students meeting the targeted level of acceptable performance on each criterion). The remaining core objectives of Communication (avg. rubric score of 2.7-2.9 with 58-69% of students meeting the targeted level of acceptable performance on each criterion) and Critical Thinking (avg. rubric score of 2.6-2.8 with 60-68% of students meeting the targeted level of acceptable performance on each criterion) fell in the middle, but both are approaching the overall level of acceptable performance. During the spring 2021 semester, COAT revised the explanatory wording of the Personal Responsibility rubric to help faculty develop better assignments for assessment, and COAT has communicated the results of the Social Responsibility assessment to discipline leads to address at departmental meetings. The longer term assessment results dating back to 2014-2015, the first year of the implementation of the new Texas Core Curriculum, is shown in **Appendix A**. Here we can see that for students with 30+ SCH of core curriculum hours we saw an initial baseline established during the initial effort to assess the core objectives in 2014-2015 and 2015-2016, a dip in the level of student attainment in 2016-2017 and 2017-2018, and then an increase in the most recent complete cycle during 2018-2019, 2019-2020, and 2020-2021 for the Communication, Critical Thinking and Empirical & Quantitative objectives. The teamwork objective has always seen very high scores for student attainment of the learning objective. Personal responsibility and Social Responsibility are the two learning objectives that have consistently provided the lowest average artifact scores, reflecting a general difficulty that faculty seem to be wrestling with in terms of how to effectively align learning activities to the scoring rubric. Conversations around these two rubrics and the associated assessment results are ongoing discussions within the COAT committee.**Finally, in 2017 Collin College’s Institutional Research Office surveyed program graduates about their perceptions of how well Collin College’s academic program met key, large-scale learning outcomes**. The resulting report entitled “[Program Completers’ Perceptions of Learning Outcomes and Learning Support: 2017](http://inside.collin.edu/iro/reports/pdfs/CompleterSurvey2017.pdf)” (must be logged in to Cougarweb) **summarized the results of the survey, including the responses to specific questions aligned to each of the six core objectives taught in core curriculum courses. The structure of the survey was designed to have students rate how effectively they perceived their learning experiences at Collin College developed or strengthened their knowledge, skills or abilities (KSA’s) related to a variety of learning outcomes, including the six core objectives on a four-point Likert scale. A score of 1 indicated that the completers felt that their learning experiences at Collin College had no effect on the indicated KSA’s and a score of 4 indicated that the completers felt that their learning experiences at Collin College greatly developed or strengthened the indicated KSA’s.** **In the case of Communication Skills, program completers responded to the following statements as shown in Table 4-1 below:****Table 4-1: Perceptions of Learning Outcomes: Texas Core Objective – Communication Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| **Effectively expresses ideas through written communication to specific audiences** | **3.8%** | **10.1%** | **35.0%** | **51.1%** | **3.33** | **626** |
| **Effectively expresses ideas through oral communication to specific audiences.** | **5.3%** | **11.4%** | **34.5%** | **48.8%** | **3.27** | **623** |
| **Effectively expresses ideas through visual communication to specific audiences.** | **5.3%** | **14.1%** | **33.9%** | **46.8%** | **3.22** | **626** |
| **Effective Discussion skills with specific audiences** | **4.8%** | **9.8%** | **31.8%** | **53.7%** | **3.34** | **315** |

**In the case of Critical Thinking Skills, program completers responded to the following statements as shown in Table 4-2 below:****Table 4-2: Perceptions of Learning Outcomes: Texas Core Objective – Critical Thinking Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| **Innovate and think creatively** | **3.7%** | **14.1%** | **36.9%** | **45.3%** | **3.24** | **623** |
| **Analyze and understand ideas and practical approaches to problems** | **4.7%** | **10.4%** | **34.0%** | **50.9%** | **3.31** | **385** |

In the case of Empirical and Quantitative Skills, program completers responded to the following statements as shown in Table 4-3 below:**Table 4-3: Perceptions of Learning Outcomes: Texas Core Objective – Empirical And Quantitative Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| Perform accurate calculations and explain their use in real-world problems. | 4.5% | 14.5% | 38.1% | 43.0% | 3.20 | 628 |
| Gather, organize, and evaluate evidence addressing a practical problem in a work or community setting. | 3.8% | 12.6% | 35.0% | 48.6% | 3.28 | 628 |
| Draw informed conclusions based on observable facts. | 3.7% | 12.8% | 34.2% | 49.3% | 3.29 | 625 |
| Identify alternate approaches to addressing a practical problem in a work or community setting. | 6.5% | 13.5% | 33.3% | 46.8% | 3.20 | 385 |
| Recognize and analyze observable facts. | 6.6% | 11.0% | 28.6% | 53.8% | 3.30 | 381 |
| Translate verbal problems into mathematical form, and accurately solve them. | 7.0% | 16.8% | 28.5% | 47.8% | 3.17 | 316 |
| Generate reasonable interpretations of numeric information, and understand calculations used to support them. | 6.6% | 11.7% | 33.1% | 48.6% | 3.24 | 317 |

In the case of Personal Responsibility Skills, program completers responded to the following statements as shown in Table 4-4 below:**Table 4-4 Perceptions of Learning Outcomes: Texas Core Objective – Personal Responsibility Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| **Connect choices, actions, and consequences to ethical decision making.** | **4.9%** | **10.5%** | **36.6%** | **47.9%** | **3.28** | **628** |
| **Apply ethical principles to social or personal problems** | **7.0%** | **11.7%** | **30.4%** | **51.0%** | **3.25** | **316** |

In the case of Social Responsibility Skills, program completers responded to the following statements as shown in Table 4-5 below:**Table 4-5 Perceptions of Learning Outcomes: Texas Core Objective – Social Responsibility Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| Describe how cultural perspectives could affect interpretations of a problem in arts, politics, or global relations. | 7.0% | 11.7% | 27.9% | 53.4% | 3.28 | 384 |
| Describe my own social and cultural background, including origins, assumptions, and ways of thinking. | 9.4% | 12.8% | 28.1% | 49.7% | 3.18 | 384 |
| Describe historical and contemporary positions on democratic values and practices, and present my position on a related problem. | 8.3% | 14.3% | 31.4% | 46.0% | 3.15 | 385 |
| Participate in local, regional, national, or global communities and gain insights into related social issues. | 12.0% | 18.7% | 30.1% | 39.2% | 2.97 | 385 |
| Understand and take positions on international, economic, environmental, or public health challenges. | 9.5% | 17.5% | 27.3% | 45.7% | 3.09 | 315 |
| Collaborate in developing and implementing and approach to a civic issue. | 9.2% | 19.7% | 28.6% | 42.5% | 3.04 | 315 |

Finally, in the case of Teamwork Skills, program completers responded to the following statements as shown in Table 4-6 below:**Table 4-6 Perceptions of Learning Outcomes: Texas Core Objective – Teamwork Skills Subscale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KSA Statement** | **Proportion Scoring 1** | **Proportion Scoring 2** | **Proportion Scoring 3** | **Proportion Scoring 4** | **Mean** | **Total Responses** |
| **Collaborate with others to produce work that draws on knowledge from at least two academic subjects.** | **6.4%** | **13.8%** | **30.3%** | **49.5%** | **3.23** | **624** |
| **Examine and discuss conflicting ideas on key issues within society.** | **4.4%** | **13.2%** | **33.4%** | **49.0%** | **3.27** | **386** |
| **Collaborate in developing and implementing an approach to a civic issue.** | **9.2%** | **19.7%** | **28.6%** | **42.5%** | **3.04** | **315** |

In every case with one exception, over 75% of graduates indicated that Collin College’s academic programs positively or greatly developed their skills in these areas with responses of 3 or 4 for the questions related to core curriculum skills. The only exception was the KSA statement “Participate in local, regional, national or global communities and gain insights into related social issues under the Social Responsibility subscale.” In this case, only 69.3% of students indicated that Collin College’s learning experiences positively or greatly developed their skills in this context. This may be a function of the fact that the question sets a high standard in asking whether students have *participated* in local, regional, national of global communities. This is a high threshold to meet for students that are largely in the age range of 18-30 (which represents the largest proportion of Collin College’s student body). Despite the high threshold, it is interesting to note that nearly 70% of students feel that Collin College has contributed positively to their ability to carry out this activity. Moreover, the relatively lower level of attainment for all survey questions in the Social Responsibility subscale is consistent with the results Collin College has observed in its assessment of student attainment of core objectives where Social Responsibility is one of the two core objectives where students demonstrate the lowest levels of success in meeting the college’s expectations for skill attainment.Overall, the survey of literature suggests that many of the key skills businesses seek out in recent college graduates are closely aligned with the core objectives taught in Core Curriculum courses and that make up key learning objectives in the AA and AS degrees in General Studies. Collin College’s core objective assessment results demonstrate that the majority of students demonstrate expected levels of student success in demonstrating acceptable levels of skill attainment in four of the six core objectives. (Personal Responsibility and Social Responsibility demonstrated the lowest levels of student attainment in the last complete assessment cycle.) Finally, a survey of program completers undertaken by the college shows that graduates of Collin College programs do feel that the college positively or greatly developed their skills related to the six core objectives. While there continues to be room for improvement in student attainment of the core objectives the evidence supports the conclusion that Collin College’s core curriculum and AA/AS degrees in General Studies do prepare students with the marketable skills that businesses expect of recent college graduates. |

Section II. *Are We Doing Things Right?*

### [ ] **5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?**

**A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion and transfer pathways.**

*Suggested/possible points to consider:*

* *FOS only: Given that FOS courses are defined by the state; what actionable barriers are seen?*
* *For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?*
* *For Core and FOS certificates: What steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?*
* *Program course retention and success rates: Attach the relevant information from the Program Review Data Set on the Institutional Research Office’s intranet page.*
* *Identify and discuss all courses that have a retention rate below 78% (Carl Perkins’ standard).*
* *Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There appear to be no significant curricular barriers to *completion* of the Core curriculum or the AA or AS degrees in General Studies. The data in Appendix B show grade distributions, success rates (i.e. proportion of registered students earning a grade of ‘C’ or better) and completion rates (i.e. proportion of students earning any performance grade between ‘A’ and ‘F’) for courses included in Collin College’s core curriculum, and the data reveal no core course with completion rates of less than 80%. This indicates that well over three quarters of students registering for core curriculum courses are completing those courses.Many universities require students to earn a grade of ‘C’ or better in a course in order for it to be transferable and applicable toward a particular major. If this is not a university requirement, it may be a requirement for application of transfer credit toward specific majors within a university (e.g., programs in the Schools of Business, Education, Engineering, or Science, etc.). In order to gauge how effectively students are establishing themselves for successful transfer, Collin College does measure Success rates (i.e. the proportion of students earning grades of ‘C’ or better) for students taking courses. From the perspective of success rates, there are a few areas where Collin College courses do exhibit challenges for students, and those will be outlined below.1. Mathematics – All four entry-level college mathematics courses (MATH 1314-College Algebra, MATH 1324-Mathematics for Business and Social Sciences, MATH-1332-Contemporary Mathematics, and MATH 1342-Elementary Statistical Methods) demonstrate 5-year average success rates of 60-63%. Additionally, six other mathematics courses have success rates of less than 70%: MATH 1316-Trigonometry, MATH 2413-Calculus I, MATH 2414-Calculus II, MATH 2305-Discrete Mathematics, MATH 1325 – Calculus for Business and Social Sciences, and MATH 2412-Precalculus Mathematics. (In the case of the latter two courses, the 5-year average success rates are only 59%.) This represents 10 of the 15 MATH courses that are included in the Collin College core curriculum as of the 2020-2021 academic year.

Mathematics is a notoriously challenging barrier for many students, and Collin College observes this in the context of the number of students choosing to defer taking their required college-level mathematics course late into their academic path, allowing considerable time to elapse between their last math course in high school and their first (and perhaps only) college-level math course. Additionally, careful examination of the patterns of success rates for many of the 10 courses that have success rates of less than 70% show that these success rates do not fluctuate to a significant degree over time. The success rates for the four college entry-level mathematics courses are shown in Table 5A-1 below.Table 5A-1: Success Rates for College Entry-Level Mathematics Courses from 16-17 through 20-21

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | MATH 1314  | MATH 1324  | MATH 1332  | MATH 1342  |
| 2016-2017 | 58% | 68% | 63% | 62% |
| 2017-2018 | 58% | 63% | 60% | 61% |
| 2018-2019 | 60% | 61% | 60% | 62% |
| 2019-2020 | 60% | 58% | 63% | 64% |
| 2020-2021 | 63% | 57% | 65% | 65% |
| 5-year Average | 60% | 61% | 62% | 63% |

The good news is that success rates in College Algebra (1314), Contemporary Math (1332), and Elementary Statistical Methods (1342) have been inching higher over the five year period, possibly reflecting the college-wide adoption of co-requisite developmental education courses for students not meeting college-level readiness upon admission. On a more pessimistic note, an alternative explanation could also be the impact of the move to significant online course delivery for large numbers of course sections taught in academic years 2019-2020 and 2020-2021 as a response to the COVID-19 pandemic. In the case of Math for Business and Social Sciences (1324), the drop in success rates from 2016-2017 to 2020-2021 was accompanied by an increase in enrollment of 91.9% (700 to 1343 registered students); however, the corresponding drop of 11 percentage points in the success rate in this course over this five-year period is discouraging and worthy of consideration by the math department. It should also be noted that all four of these courses have 5-year averages of 8-10% of enrolled students earning grades of ‘D’ which earns students credit toward award of a Core Completion Certificate or an AA or AS degree in General Studies at Collin College as long as the student has an overall grade point average of 2.0 at award completion. This indicates that the following proportions of students registered in each of the four introductory, college level MATH courses are earning credit toward graduation from Collin College: MATH 1314-College Algebra (69%), MATH 1324 (69%), MATH 1332 (72%), and MATH 1342 (71%). However, the corresponding situation for students intending to transfer into majors requiring significant quantitative skills is clearly more challenging.The remaining core curriculum mathematics courses all have prior prerequisite mathematics course requirements or higher assessment scores required for registration, unless the students have exemptions from being required to take the Texas Success Initiative (TSI) assessments. The success rates for these courses are shown in Table 5A-2 below.Table 5A-2: Other Core Curriculum Mathematics Courses with 5-year Success Rates of less than 70%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Academic Year | MATH 1316 | MATH 1325  | MATH 2412  | MATH 2413  | MATH 2414 | MATH 2305 |
| 2016-2017 | 61% | 60% | 60% | 61% | 58% | 57% |
| 2017-2018 | 63% | 56% | 58% | 58% | 61% | 61% |
| 2018-2019 | 57% | 56% | 58% | 60% | 60% | 50% |
| 2019-2020 | 68% | 60% | 62% | 64% | 69% | 74% |
| 2020-2021 | 63% | 67% | 60% | 62% | 62% | 75% |
| 5-year Average | 62% | 59% | 59% | 61% | 62% | 64% |

In these cases, trends are difficult to identify with year-to-year variations that are generally larger than observed in three of the four entry-level college courses in Table 5A-1. The reasons for greater variations in a number of these higher level courses could be a reflection of the lower enrollments seen in these courses relative to the large enrollment courses (i.e. MATH 1314 and 1342) that make up the entry-level courses. However, it is difficult to gauge the exact reasons for this observation without a much deeper dive into the characteristics of the students enrolling in each of these courses. MATH 1325-Calculus for Business and Social Sciences saw a reduction in student completions during 2017-2018 and 2018-2019 that has subsequently improved. The 67% success rate in this course for 2020-2021 does not appear to be a reflection of ongoing improvement when we consider that the success rate for this course in Fall 2021 was only 50%. MATH 2412-Precalculus Mathematics also shows a reduction in student success in 2017-2018 and 2018-2019 that appears to have been improving to a modest degree. Once again, the success rate for MATH 2412 in Fall 2021 was only 54%, indicating that this is also a course that the Math department should examine in some detail. It is important to note that Collin College makes a wide variety of resources available to students in the form of instructional support through the funding and staffing of Math labs within the [Anthony Peterson Centers for Academic Assistance](https://www.collin.edu/studentresources/tutoring/) on each of Collin College’s campuses. These facilities provide academically qualified mathematics tutors (in many cases full-time and part-time faculty members at Collin College) to assist students with challenges they may be having in their mathematically intensive courses. Additionally computer resources are provided in these facilities to allow students the opportunity to complete online homework assignments or guided practice in the presence of tutors that can help with answering questions, and the Math labs provide online availability of math tutors to assist students who may be taking courses at off-campus instructional sites or online with limited ability to come to campus for assistance. Additionally, average class sizes for all of the core curriculum math classes in the last five years have numbered 33 or fewer students to ensure that students have access to their instructors both within and outside of class. Finally the college also makes access to [NetTutor](https://www.collin.edu/studentresources/tutoring/What%20happens%20in%20a%20tutoring%20session.pdf) available to students free of charge. NetTutor is an online tutoring service that the college has contracted with to provide additional resources to students seeking assistance with a variety of courses, including mathematics at all levels.One additional point that should be made is that the Curriculum Advisory Board (CAB) is now asking any programs that come forward with curriculum changes why they may be recommending the scheduling of mathematics courses into the second year of the program (rather than the first year of the program) to encourage students to take any required mathematics courses early in the course sequences to help prevent students from facing the challenges of not having taken high school math courses closer to the time of the college-level course required for graduation.1. There are also five life and physical sciences courses that have success rates of less than 70%. Among these are the courses shown in Table 5A-3 with their corresponding 5-year success rates.

Table 5A-3-Life and Physical Sciences Courses with 5-year Average Success Rates of less than 70%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | BIOL 1406 | BIOL 1408 | BIOL 1414 | BIOL 2401 | GEOL 1447 |
| 2016-2017 | 64% | 71% | 67% | 70% | 69% |
| 2017-2018 | 62% | 67% | 69% | 70% | 63% |
| 2018-2019 | 59% | 70% | 74% | 68% | 77% |
| 2019-2020 | 63% | 71% | 64% | 72% | 64% |
| 2020-2021 | 56% | 59% | 47% | 63% | - |
| 5-year Average | 61% | 68% | 66% | 68% | 69% |

In these cases we see a number of courses that students typically take as their first science course in college. The good news is that most of these have 5-year average success rates just below 70%. BIOL 1406 – Biology for Science Majors I is one of the three particularly large enrollment courses on this list, and many students intending to pursue science or health sciences programs begin their basic sciences courses taking this course. This course proves challenging for students for several reasons, including the challenging reading level of the textbooks found in the course, the fact that foundational chemistry is taught very quickly at the beginning of this course, and the initial interaction students have with the practical components of laboratory work. The lowest success rate for this course was in 2020-2021 which may reflect a full year of the impact of the COVID-19 pandemic requiring a significant shift to online course delivery. BIOL 1408-Biology for Non-Science Majors I is the corresponding biology course intended for non-science majors completing their core curriculum science component. Again the challenges that students face are somewhat significant in this course, paralleling the challenges in BIOL 1406 but at a somewhat less detailed level. Again the lowest success rate was in 2020-2021, and this may reflect the impact of a full-year of COVID-19 operating for the students taking this course in that year. Without the impact of the 2020-2021 data, this course may have had a success rate of 70%. The last of the three large enrollment courses is BIOL 2401-Anatomy & Physiology I which saw a significant decrease in success rate for the 2020-2021 academic year. This is most likely due to a change in the prerequisite of this course that was instituted in the Fall of 2019 when BIOL 1406 was removed as a prerequisite so that Collin College’s workforce programs in the health sciences would be compliant with Texas Higher Education Coordinating Board Rules regarding the need for all course prerequisites to be included in the number of SCH’s required for a degree. At that time, the prerequisite for BIOL 2401 was changed to require meeting with an advisor to discuss appropriate academic preparation for the course. A key component of the advising includes an [A&P Readiness Assessment](https://www.collin.edu/department/biology/assessment.html) that was designed and implemented to help advise students on their prerequisite knowledge of the content needed to be successful in BIOL 2401. An option does exist for students to waive the advice they receive from advising staff regarding preparation to take BIOL 2401, and students choosing this option are required to sign a from indicating that they understand that they are making that decision against the advice of the college. Most students registering for BIOL 2401 in the 2019-2020 academic year met the BIOL 1406 prerequisite prior to registering for BIOL 2401 in that year, so the first full year of implementing the new prerequisite structure was only observed in 2020-2021. The reduction in success rate shown in the table was expected given the different level of preparation that was associated with the change in the prerequisite. It should be noted that many students decide to take BIOL 1406 prior to taking BIOL 2401 after the advising session to improve their chances of being successful in BIOL 2401, given that performance in this course can be so important toward a student’s future acceptance into Health Sciences programs.BIOL 1414 and GEOL 1447 are both modest enrollment courses (15-36 enrolled students each year in the case of BIOL 1414 and 11-39 enrolled students each year in the case of GEOL 1447). The low enrollments in these courses can result in highly variable success rates from year to year. Additionally, both these courses have significant proportions of enrolled students that earn grades of ‘D’ (Five-year average of 15% in BIOL 1414 and 17% in GEOL 1447), indicating that many students are earning credit toward completion of a core curriculum certificate or an AA or AS degree in general studies, despite not earning a grade of ‘C’.1. Table 5A-4 shows the results of the remaining core curriculum courses in a variety of foundational component areas of the core that also have success rates of less than 70%.

Table 5A-4: Other Core Courses with 5-Year Average Success Rates of less than 70%

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Year | MUSI1310 | DRAM2361 | HIST 2301 | ECON1301 | EDUC1100 | PSYC1100 | PHIL2307 | ANTH 2302 | ANTH 2346 | ANTH 2351 |
| 2016-2017 | 75% | 66% | 58% | 68% | - | 66% | - | 42% | 60% | 55% |
| 2017-2018 | 73% | 68% | 59% | 67% | - | 64% | - | 57% | 45% | 59% |
| 2018-2019 | 68% | 61% | 62% | 64% | - | 60% | 47% | 53% | 60% | 57% |
| 2019-2020 | 64% | 80% | 66% | 67% | - | 63% | - | 58% | 41% | 44% |
| 2020-2021 | 65% | 75% | 62% | 68% | 68% | - | - | 52% | 48% | 65% |
| 5-year Average | 68% | 69% | 61% | 67% | 68% | 63% | 47% | 52% | 50% | 56% |

MUSI 1310-American Music and DRAM 2361-History of Theater I are both courses that fulfill the Creative Arts foundational component area requirement of the core curriculum. DRAM 2361 is a moderate-enrollment course (60-136 enrolled students each year during the past five years) which has seen its success rates rise during the last two years. The question of whether this recent trend reflects an improvement in the performance of students taking this course or whether this recent trend may be a result of the impact of the move to online course delivery as a response to the COVID-19 pandemic is a question the theater department should consider. Alternatively, MUSI 1310 is a moderate enrollment course (265-555 enrolled students each year during the past five years) that has seen its success rates fall to their lowest levels in the last two years when the COVID-19 pandemic required a shift to significant online course delivery. However, in the case of MUSI 1310, enrollments had doubled in 2019-2020 and 2020-2021 relative to 2016-2017 which may also be impacting course success rates in the last two years. In both cases, relatively modest changes in student success would be needed to push five-year success rates to the 70% level in the future. HIST 2301-Texas History is a moderate enrollment course that fulfills the American History Foundational Component Area requirement of the core curriculum (719-765 enrolled students each year for the last five years). This course has overall success rates that are 14-20 percentage points lower than the corresponding rates for the more popular courses (HIST 1301 and HIST 1302) that fulfill this foundational component area, and it appears that this is due largely to considerably higher withdrawal rates (6-7% higher) and failure rates (7-9% higher) in HIST 2301 relative to the corresponding rates for HIST 1301 and 1302. While the success rates have been somewhat higher in this course more recently, the question of why there is such a wide gap between the success rate for this course and the success rate for the other two courses that fulfill this foundational component area deserves consideration by the History department. Additionally, it should be noted that the success rate for HIST 2301 in Fall 2021 fell to 56%, pointing to a need for consideration of the source of the challenges in this course by the HIST department.ECON 1301-Introduction to Economics is a moderate enrollment course (702-830 enrolled students each year for the last five years) that serves as a one-semester survey of Economics that is usually taught in a two-semester sequence. At Collin College this course is largely utilized as a general education requirement in Social and Behavioral Sciences for a number of workforce AAS-degree programs that typically look for students to learn some business background while pursuing their degree. ECON 1301 has a five-year success rate that is 14-17 percentage points lower than the corresponding five-year success rates in ECON 2301 and 2302 that comprise the traditional two-course sequence. Most of this difference arises from the 11-13 percentage point higher failure rate ECON 1301 than is found in either ECON 2301 and 2302. This is an issue that deserves consideration by the Economics department.EDUC 1100/PSYC 1100-Learning Frameworks is a 1 SCH version of a course that is also taught in a 3 SCH version (EDUC 1300/PSYC 1300). The course has traditionally been taught as a cross-listed course between the departments of Education and Psychology that is intended to serve as a course that introduces students entering Collin with reading/writing and mathematics assessment levels of less than college level to many of the skills needed to be successful in college related to self-regulation, critical thinking, learning theories and how to apply these concepts and the corresponding skills to situations that may arise in college study. Starting in 2020-2021 this course is now entirely offered under the EDUC rubric, but it is only the 1 SCH version that has success rates of less than 70%. (The 3 SCH version of Learning Frameworks taught by both the Education and Psychology departments had success rates of 70-73% during the same five-year period.). This may reflect the decreased amount of time available to students in the 1100 course combined with the fact that Collin College targeted the offering of EDUC/PSCY 1100/1300 to those students that had not assessed at college level in more than one area. It should be noted that the 1 SCH version of this course is offered, in part, to provide students with an opportunity to complete the core curriculum in exactly 42 SCH’s. (Only two 1 SCH courses are available in the core curriculum to serve this purpose, EDUC 1100 and KINE 1164.). The results shown here deserve consideration by the Education department.PHIL 2307-Introduction to Social and Political Philosophy is a course that ran only one time during this five-year period (during Fall 2018) with 19 students enrolled. Since the course ran only once, the results most likely reflect the performance of this single group of students rather than a systematic issue with the course itself. The bigger issue with respect to this course is the fact that it has only been offered once in the last five years, and an investigation back to the Fall of 2010 shows that it has only ever run four other times (in Spring 2015, Spring 2014, Spring 2012, and Spring 2011). With such limited schedules of offering the course, it is unlikely that this course will ever generate a significant following among the students. This is an issue for consideration by the Philosophy department.Finally, there are the three Anthropology courses that are included in the core curriculum in the Social and Behavioral Sciences foundational component area: ANTH 2302-Introduction to Archeology, ANTH 2346-General Anthropology, and ANTH 2351-Cultural Anthropology. All three of these courses have success rates of less than 60%, and in some individual years for specific courses fall below 50%. All three of these courses had moderate enrollment throughout the period from fall 2016 through summer 2021: ANTH 2301 with enrollments of 75-129 each year, ANTH 2346 with enrollments of 103-177 each year, and ANTH 2351 with enrollments of 120-201 each year. With success rates of 56% or less, it is entirely possible that students were aware of the challenges these courses presented. As a result, students may have chosen to take other courses that would fulfill this foundational component area of the core curriculum, potentially greatly reducing the number of students seeking to enroll in anthropology courses. It should be noted that the Anthropology department was made aware of the success rates in these courses, and in Fall 2021 the department took a different approach that resulted in success rates for all three courses that were in the 73-84% range, reflecting a highly significant positive impact to student success in these courses.d. Appendix C shows the grade distributions, completion rates, success rates and course GPAs for all courses offered by Collin College that are intended for transfer (i.e., those from the THECB’s Academic Course Guide Manual (ACGM)) that are not part of the core curriculum. For many students earning an AA or AS degree in General Studies, the courses in Appendix C are highly likely to comprise many (if not most) of the 18 SCH’s of electives required for the degree.Much like the case for the core curriculum courses, most of the courses in Appendix C have five-year average completion rates greater than 78%. In fact only four out of 223 courses (1.7%) in Appendix C have completion rates of 78% or less. Two of these are courses that appear twice in the list because of a change in rubric (from PHED to KINE) and these are PHED 1126-Self Defense and PHED 1131-Beginning Swimming. In the case of PHED 1126, the course has not run since the 2016-2017 academic year, so this course’s 78% completion rate reflects the results from three sections of this course that ran during that year for a total of 40 students. PHED 1131/KINE 1131 has been offered under both the PHED and the KINE rubrics, and when the results from all courses run during the 2016-2021 period are combined, this course has a completion rate of 86% and a success rate of 82%. The “low” completion and success rates of the PHED 1131 course run in 2016-2017 reflects the results of very low enrollment in that single year’s offerings of this course.The only other two courses with five-year completion rates of 78% or less are AGRI 2317-Intro to Agricultural Economics with a completion rate of 76% and GERM 1411-Beginning German I with a completion rate of 76%. AGRI 2317 is a new course at Collin College that was offered for the first time during the 2020-2021 academic year (one section each in Fall and Spring). In this case the low completion rate is probably a reflection of the fact that the course was new, but it is an issue that the Agriculture department should examine to determine why this course had a completion rate of less than 78%, particularly since the other two AGRI courses (also new to Collin College in 2020-2021) had completion rates of 89-90%. GERM 1411 is a course that has been offered at Collin College for many years that has a modest enrollment of between 30 and 40 students each academic year. While the 76% completion rate is below the 78% standard, it is within 2% of the standard and probably does not require considerable efforts on the part of faculty members to address. The reason for the low completion rate for this course is unknown, and the Foreign Languages department should examine the course to see why it has such a low completion rate relative to the completion rates for other first semester foreign language courses (Arabic I, Chinese I, French I, Japanese I, and Spanish I) that are in the 85-95% range.Overall it is clear that the vast majority of transferable courses offered by Collin College that are not in the core curriculum demonstrate acceptable completion rates in excess of 78%, demonstrating that more than three quarters of the students registering for these courses are completing them.1. Courses in Appendix C with five-year success rates of 70% or lower are somewhat more numerous and may reflect areas where students may encounter barriers to degree completion. Five of these courses are introductory foreign language courses as shown in Table 5A-5 below.

Table 5A-5: Non-Core Curriculum ACGM Foreign Language Courses with Success Rates of less than 70%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | FREN 1411 | GERM 1411 | RUSS 1411 | RUSS 1412 | SGNL 1401 |
| 2016-2017 | 62% | 62% | 55% | 60% | 65% |
| 2017-2018 | 59% | 51% | 56% | 80% | 60% |
| 2018-2019 | 64% | 64% | 64% | 89% | 64% |
| 2019-2020 | 65% | 69% | 47% | 33% | 64% |
| 2020-2021 | 63% | 55% | - | - | 58% |
| 5-year Average | 63% | 60% | 56% | 69% | 62% |

FREN 1411-Beginning French I (177-256 students per year over the last five years) and SGNL 1401-Beginning ASL I (163-197 enrollments per year over the last five years) are moderate enrollment courses. GERM 1411-Beginning German I (29-37 enrollments per year over the last five years) and RUSS 1411-Beginning Russian I (19-34 enrolled students per year in the first four years of the most recent five year period-no sections made in the 2020-2021 academic year) are modest enrollment courses, and RUSS 1412-Beginning Russian II is a low enrollment course (6-10 enrollments per year in the first four years of the most recent five year period-no sections made in the 2020-2021 academic year). The reasons for success rates in these first semester Beginning language courses being consistently lower than 70% may be due to the challenges associated with learning a foreign language (e.g. learning new grammar structures, new vocabulary and finding opportunities to practice new language skills outside of class). In the last five years, the only beginning foreign language course offered by Collin College in which the success rate is 70% or higher is Beginning Spanish I (893-1134 enrollments each year for the past five years) which had a five-year success rate of 76%, possibly reflecting the fact that Spanish is a language that is spoken by significant numbers of people in north Texas, providing students opportunities to practice their language skills easily or that students with prior knowledge of Spanish are taking this language simply due to prior familiarity. In the case of FREN and GERM, the success rates in the second semester of the beginning courses are 75% and 88%, respectively, indicating that with continued practice and persistence, Collin College students are able to successfully complete the second semester beginning courses at acceptable rates. The Beginning Russian courses (RUSS 1411 and 1412) have seen student enrollment eliminated in 2020-2021, potentially reflecting the very low success rates (generally less than 60%) in the first course or the impact of the COVID-19 pandemic on students choosing to take these courses. Ultimately, the very low success rates that arose in 2019-2020 and the fact that no courses made in 2020-2021 are certainly issues that the Foreign Languages department should consider in the coming year.1. The remaining courses that arise from the ACGM, but that are not core curriculum courses fall into three or four different categories and have success rates shown in Table 5A-6.

Table 5A-6: Additional Non-Core Curriculum ACGM Courses with Success Rates of Less Than 70%

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Year | ACCT 2301 | AGRI 1419 | AGRI 2317 | ANTH 2301 | CHEM 1409 | COSC 1315 | COSC 1420 | GOVT 2311 | PSYC 2330 | SOCI 2319 | TECA 1311 |
| 2016-2017 | 58% | - | - | 56% | - | 71% | - | - | - | 66% | 60% |
| 2017-2018 | 62% | - | - | 44% | - | 72% | - | 67% | - | 77% | 72% |
| 2018-2019 | 63% | - | - | 52% | 37% | 69% | 64% | 60% | - | 62% | 67% |
| 2019-2020 | 72% | - | - | 63% | 55% | 67% | 59% | 64% | - | 62% | 65% |
| 2020-2021 | 74% | 67% | 24% | 92% | 80% | 67% | 73% | 63% | 63% | 65% | 71% |
| 5-year Average | 66% | 67% | 24% | 60% | 62% | 69% | 65% | 63% | 63% | 67% | 67% |

In the case of ACCT 2301-Principles of Financial Accounting (1,692-1,908 enrollments each year), ANTH 2301-Physical Anthropology (27-55 enrollments each year) and CHEM 1409-General Chemistry for Engineering Majors (37-51 enrollments each year) the success rates have shown a pattern of increasing success rates for 3-5 years. In the case of ACCT 2301, the accounting department instituted departmental tutoring on the major campuses for the ACCT courses during this period and this appears to have made a significant positive impact to student success. In the case of CHEM 1409, the college began offering this course during the 2018-2019 academic year, and after a bit of a challenge in getting familiar with how to best approach the teaching of the course, the chemistry department has now seen success rates increase with rising enrollments. And in the case of ANTH 2301, it appears that the department’s recent efforts to improve student success rates in all ANTH courses appeared in this course a little earlier (i.e., in Spring 2021) which carried forward into Fall of 2021 when success rates were 76%, considerably better than the success rates seen in the 2016-2020 period. Finally, COSC 1420-C Programming is a course the college adopted for the implementation of the Electrical Engineering Field of Study Curriculum. This course was first taught for 36 students in 2018-2019 with a success rate of 64% which dropped to 59% in 2019-2020 and then increased to 73% in 2020-2021 for an overall three-year average success rate of 65%. While the trend over time generally appears to be improving, it will be important to see if this continues during 2021-2022. (For Fall 2021, 71 students registered for COSC 1420 and the success rate was 79% indicating that the trend toward acceptable success rates has continued.)AGRI 1419-Introductory Animal Science, AGRI 2317-Intro to Agricultural Economics, and PSYC 2330-Biological Psychology are all low to modest enrollment courses (9, 34 and 19 enrolled students, respectively) that were run for the first time during the 2020-2021 academic year. During the initial effort at teaching a course, there may be a learning curve for the instructor teaching the course, and it is not unexpected to see some challenges when teaching a curriculum for the first time. The AGRI courses are both components of the AAS degree in Urban Sustainable Agriculture; however, since these courses are both ACGM courses they are intended for transfer into four-year baccalaureate programs either as degree requirements for a bachelor’s degree or as electives for an associate degree. PSYC 2330 is a required course in the Psychology Field of Study that Collin College recently adopted. In the cases of AGRI 1419 and PSYC 2330 the success rates of 67% and 63% respectively probably reflect the challenges associated with offering a course for the first time. Both departments should monitor the success rates in these courses over the next few years to see if familiarity with the curriculum on the part of the faculty teaching them will result in better student performance. Alternatively, the success rate in AGRI 2317 is extraordinarily poor, and the data reveal that the largest contributing factor to this was a 50% failure rate (accompanied by a 24% withdrawal rate) from this course. This is clearly a course that the Agriculture department must monitor very closely when it is taught again since continued success rates of less than 50% may drive students away from Collin’s agriculture programs. (AGRI 2317 was not offered in Fall 2021, so there is no additional data draw additional conclusions from.) That leaves four courses in Table 5A-6 to discuss: COSC 1315-Introduction to Computer Programming, GOVT 2311-Mexican American Politics, SOCI 2319-Minority Studies, and TECA 1311-Educating Young Children. All four of these are courses that Collin College has taught for four or five consecutive academic years. COSC 1315 is an introductory programming course of moderate enrollment (373-505 enrolled students each academic year) that is used in several AAS degree programs (i.e., the Information System and Database Development tracks of Computer Systems, Geospatial Information Systems, and Web and Mobile Development) and related certificates to introduce students in these technical programs to a key foundational skill. This course has seen success rates above 70% when enrollments were higher, and the lowest success rates observed in 2019-2020 and in 2020-2021 (67% in both years) coincided with the lowest enrollment years, perhaps reflecting an impact of the pandemic on the performance of students in this course. GOVT 2311 is a modest-to-moderate enrollment course (38-48 enrollments each year) and SOCI 2319 is a moderate enrollment course (85-141 enrollments each year), both of which largely serve as elective credits toward the AA or AS degree in General Studies. In the case of GOVT 2311 the five-year average success rate of 63% is the lowest success rate of all GOVT courses offered at Collin College (by about 10 percentage points). This appears to be driven largely by a 21% failure rate in GOVT 2311 that is considerably higher than the failure rates in any other moderate or high enrollment GOVT courses offered at Collin College (i.e., the failure rates in GOVT 2304, 2305 and 2306 are 8-13%). Likewise, SOCI 2319’s five-year average success rate of 67% is the lowest success rate of all SOCI courses offered at Collin College, although only by about 3% points below the 70% level bring identified in this program review. TECA 1311 is a required course in the AAS degree in Early Childhood Education (a workforce program). Over the last five years the success rate in this course has fluctuated between 60% and 72%. The lowest success rate recorded in 2016-2017 was accompanied by a relatively high 40% F/W rate, and in every year since then the combined F/W rate has hovered in the 26-32% range, indicating that this course may be on the verge of reaching the 70% level for a five-year success rate in the near future.1. Finally, there are a set of six music courses intended for AA Music Field of Study (or Music Field of Study Certificate) majors or AAS Commercial Music majors with success rates of less than 70%. The success rates over the last five years for these courses is shown in Table 5A-7 below.

Table 5A-7: ACGM Music Courses with Success Rates of Less Than 70%

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| --- | --- | --- | --- | --- | --- | --- |
| Academic Year | MUSI 1116 | MUSI 1117 | MUSI 1182 | MUSI 1183 | MUSI 1192 | MUSI 1303 |
| 2016-2017 | 62% | 77% | 76% | 74% | 58% | 58% |
| 2017-2018 | 66% | 55% | 54% | 79% | 66% | 68% |
| 2018-2019 | 71% | 65% | 78% | 56% | 71% | 69% |
| 2019-2020 | 78% | 70% | 63% | 56% | 60% | 60% |
| 2020-2021 | 63% | 70% | 57% | 56% | 58% | 58% |
| 5-year Average | 68% | 67% | 66% | 64% | 64% | 63% |

 MUSI 1116-Sight Singing & Ear Training I and MUSI 1117-Sight Singing & Ear Training II are moderate and modest enrollment courses, respectively (with annual enrollments of 60-85 for MUSI 1116 and 20-37 for MUSI 1117), that are required courses for the Music Field of Study Curriculum. (MUSI 1116 is also required in the AAS degree in Commercial Music.) These courses serve as the first two courses in a four course sequence to teach students how to read music and sing music by sight as well as how to develop pitch accuracy and rhythmical skills. In both cases success rates from year to year jump around a bit from the mid 50% range to the high 70% range with little in the way of patterns to be discerned. Overall, both of these courses have five-year success rates that are just below 70%, and may meet that mark in any given year with a particularly strong group of students. MUSI 1182 – Piano Class II is a modest enrollment course (14-30 enrollments each year) that is the second course in a four course sequence recommended for all students that intend to pursue a major in music at the baccalaureate level. The purpose of the entire four-course sequence is to develop keyboard technique and increasingly complex musical skills on the piano in preparation for piano barrier exams at four-year institutions. Additionally, these courses may be used as electives in the AAS program in Commercial Music. MUSI 1182 has the lowest success rate of all four of the Piano Class courses by 7 percentage points relative to MUSI 1181 – Piano Class I (which has a success rate of 73%). In the case of MUSI 1182, annual success rates vary between 54% and 78% with no pattern emerging related to enrollment. MUSI 1183-Voice Class is a modest-to-moderate enrollment course (18-61 students each year) designed to provide training in the fundamentals of singing for those having no prior voice training. The course may serve as an elective in the AAS program in Commercial Music or it may serve as an elective for students pursuing training in musical theater. Here the data show that success rates were quite high (74-79%) during the first two years of the five-year period under consideration in this program review, but in each of the last three years the success rates have fallen to 56% with decreasing enrollments, possibly reflecting an impact from the COVID pandemic. MUSI 1192-Guitar Class is a modest-to-moderate enrollment course (26-113 annual enrollments over the last five years) designed to provide class instruction in fundamental guitar playing, and it serves as an elective option in the AAS in Commercial Music program. This course is yet another example of a course with success rates over the last five years that ranges from 58-71% with no pattern that seems to be related to enrollment. Finally, MUSI 1303-Fundamentals of Music is an introductory course in Music Theory that is required for students completing the AAS in Commercial Music. This course is a moderate enrollment course (with annual enrollments of 191-245 students enrolled each year) with success rates that again range from 58-69% over the five-year period that is the subject of this review with no obvious pattern related to enrollment. It is interesting to note that the courses in Table 5A-7 are all introductory or near introductory courses for students near the beginning of their studies in Music or in the AAS program in Commercial Music. Success rates that in many cases dip below 60% can have surprisingly negative impacts on the number of students through either of these pathways to a degree in music. The Music department should examine what might be happening in these courses to drive success rates so far below 70% to help better prepare students to reach their academic goals. |
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**B. Show evidence that the state standard for award completion has been met.**

**Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers: 16,679 Core Curriculum Certificates and 11,971 AA and AS degrees for a total of 28,650 awards of both types. in the last five years.
If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—a student who has received an award.

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| See Tables 3-1 and 3-2 in Question 3 above for detailed numbers for each of the last five years. The data indicate that Collin College is NOT below the state standard for Core Curriculum Completion Certificates or for AA or AS degrees. Given the significant numbers of Core Completion Certificates and AA or AS degrees in General Studies awarded by the college, a target that more appropriately reflects the number of awards made should be established in lieu of the state standard of 25 completers over the last five years. Examination of growth rates in Core Completion Certificates in the period from 2016-2017 through 2020-2021 in Table 3-1 shows these growing at a rate of approximately 5.38% per year which is slightly higher than the growth rate in credit student headcount at Collin College of 3.9%. With Collin’s efforts to continue to drive students toward completion of a degree or certificate, it is reasonable to assume a growth rate of 5% per year in Core Curriculum completions over the next five-year period (from 2021-2022 through 2025-2026) resulting in a target of approximately 4,600 Core Curriculum Certificates being awarded in the 25-26 academic year. In the case of AA and AS degrees in General Studies, the annualized growth rate for the award of both degrees from 2016-2017 through 2020-2021 was 10.57% which was significantly impacted by the change in the graduation requirement for the AA degree for the 2019-2020 academic year (and associated efforts by Student and Enrollment Services to identify completers). However, because this was a one-time event, a correspondingly large impact is unlikely to be repeated in the future. Once again if we were to assume a growth rate of 5% per year in the number of students completing AA and AS degrees in General Studies, somewhat above the 3.9% rate of growth in credit student headcount at Collin to reflect efforts to drive students toward completion, would result in approximately 3,790 AA and AS degrees being awarded in the 2025-2026 academic year. |

**C. For any required program courses where there is a pattern of low enrollment (averaging fewer than 15 students), explain your plan to grow enrollment.**

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| Core courses with average enrollments of less than 15 students in each year of the last five years include BIOL 1415-Introduction to Biotechnology II (with an average of 6.6 enrolled students each year), DRAM-2362-History of Theater II (with an average of 3.8 enrolled students each year), and PHIL 2307-Introduction to Social and Political Philosophy (with an average of 3.8 enrollments each year over the last five years). All three of these courses represent examples of core curriculum courses that do not generate significant enrollment from being included in the core curriculum, and each of the responsible departments should carefully consider whether these courses should continue to be included in the core curriculum to assist with simplifying the core curriculum assessment process at Collin College. Moreover, a decision to remove these courses from the core curriculum would allow the faculty members to focus their efforts on the teaching of the discipline specific content when the course do run.In the case of BIOL 1415, the course has had one section run in each year in the last five years with enrollments of 6, 8, 4, 8, and 7 enrolled students, requiring exceptions to run from the Campus Provost in each year. Clearly being included in the core curriculum is not helping to drive enrollment to this course, and with so few students registering for this course each year, the Biology department should seriously consider whether student demand is sufficient to continue offering this course as a core curriculum course. Students pursuing advanced training in Biotechnology at the baccalaureate level are expected to take more additional science courses that meet the core curriculum requirements for Life/Physical Sciences, so there are ample opportunities for students to complete their core curriculum requirements in the sciences in other ways.In the case of DRAM 2362, the course has only had a single section run in each of academic years 2016-2017 and 2017-2018, and in the last three years it appears that the course has not even been offered. Prior to the most recent five-year period, the course has traditionally only been run as a single section in the spring semesters of 2009, 2010, 2011, 2012, 2013, 2015, and 2016. This raises the question of whether this course has sufficient student demand to continue being offered for core course credit to fulfill the Creative Arts component of the Core curriculum. (Three other DRAM courses are offered with considerably higher enrollments that fulfill this same component of the core curriculum.) As a result the theater department should seriously consider whether DRAM 2362 should continue to be offered as a core course at Collin College.In the case of PHIL 2307, the course has only successfully run one time in the last five years (in fall 2018), and prior to this period it has only run four other times at Collin College since fall 2010. Most recently it was offered in Fall 2019 but did not make, and prior to the course offering in fall 2018, the last time the course ran was in Spring of 2015 as one component of a learning community with a GOVT course. (The last time the course ran with 15 or more students prior to fall 2018 was in the Spring semester of 2012.) Given the large number of courses available for students to take to complete their Language, Philosophy, and Culture requirement within the core curriculum at Collin College, the question of whether this course has sufficient demand from students to continue being included in Collin College’s core curriculum is worth being seriously considered by the Philosophy department.In each of these three cases, the departments will be asked to consider whether to continue offering these courses for core curriculum credit, and if the decision is to continue offering them as core courses, a written plan for how to enhance enrollment for each of these courses will be required. |

**D. Make a case with evidence that the program is well-managed.**

*Suggested/possible points to consider**(Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* Average class size
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean by program students?*

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| The Collin College core curriculum is well-managed. A wide array of courses are made available to students to complete their core curriculum requirements, allowing students to fulfill basic foundational educational requirements with courses that can fulfill both core requirements and major requirements when the student transfers to a four-year institution. Average class sizes for core curriculum courses are shown in Appendix D and there we can see that the largest average class sizes have never gotten larger than about 36 students for the largest enrollment courses (ENGL 1301/1302, GOVT 2305/2306, HIST 1301/1302, MATH 1314, PSYC 2301) in the five-year period from 2016-2021. This is the result of a conscious effort by Collin College to keep class sizes reasonably small to encourage effective communication and interaction between students and faculty members. The numbers in red in Appendix D represent courses that have average course sections sizes of less than 15, but it should be noted that in most cases in Appendix D, average class sizes of these magnitudes are found for courses in the life and physical sciences. Since Collin College does not award grades to students in separate courses for the science labs, there are always two enrollments for every student in a life/physical sciences course (one for lecture and one for lab) that is included in the core curriculum, so the number of students divided by the number of sections will give a value that is incorrect by a factor of approximately two. (It is not exactly two because there are situations where lecture section enrollments are not always exactly equivalent to lab section enrollments for a variety of reasons; however, in the aggregate it is safe to assume that the science courses have section enrollments that are approximately twice what are seen in Appendix D.)With respect to contact hours taught by full-time vs. part-time faculty members, Collin College has a goal of seeking to have roughly 50% of contact hours taught by full-time faculty and 50% of contact hours taught by part-time faculty in the aggregate across the district. Table 5D-1 below shows the global districtwide FT:PT contact hour ration over the last five years with a few key core curriculum rubrics included for comparison purposes.Table 5D-1: Ratios of Contact Hours Taught at Collin College by FT and PT Faculty Members

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fall Term | District FT:PT  | ENGL FT:PT | BIOL FT:PT | GOVT FT:PT  | HIST FT:PT | MATH FT:PT | ART FT:PT | HUMA FT:PT | SPCH FT:PT |
| Fall 2016 | 54:46 | 59:41 | 52:48 | 47:53 | 52:43 | 49:51 | 52:48 | 70:30 | 58:42 |
| Fall 2017 | 53:47 | 58:42 | 52:48 | 45:55 | 52:48 | 48:52 | 41:59 | 74:26 | 54:46 |
| Fall 2018 | 54:46 | 57:43 | 54:46 | 51:49 | 51:49 | 58:42 | 53:47 | 68:32 | 55:45 |
| Fall 2019 | 57:43 | 63:37 | 55:45 | 58:42 | 49:51 | 64:36 | 59:41 | 71:29 | 50:50 |
| Fall 2020 | 63:37 | 70:30 | 61:39 | 62:38 | 62:38 | 74:26 | 61:39 | 70:30 | 60:40 |

With the recent opening of four new campuses and centers across the service area, Collin College expanded the number of FT faculty to anticipate the needs of these new campuses, and it has resulted in FT:PT ratios that are considerably higher than 50:50 both at the districtwide level and within individual departments. As can be clearly seen in the table, Collin College has made a significant commitment to maintain sufficient full-time faculty to teach more than 50% of the contact hours taught in most disciplines at the College.Success rates of less than 70% were identified in section 5A above and will not be addressed further in this section.Grade distributions for core curriculum courses are shown in Appendix B and grade distributions for ACGM courses that are not included in the core curriculum are shown in Appendix C. Grade distributions were indirectly addressed in the context of the discussion of success rates and completion rates in section 5A above. Generally, courses in the life/physical sciences and in mathematics have lower average grades awarded to students than in the courses found in other foundational component areas of the curriculum. This is a pattern that is [observed](https://educatedquest.com/why-are-stem-classes-so-hard/) at other colleges and [universities](https://www.michigandaily.com/news/grade-distribution-shows-differences-student-achievement-level/). Significant changes in grade distributions are rarely seen from year to year in large enrollment courses (e.g., ENGL 1301/1302, GOVT 2305/2306, HIST 1301/1302, MATH 1314/1342, etc.) where the number of students and the “law of large numbers” helps to anchor the results close to the five-year average distributions. Courses with modest or low enrollment (i.e., fewer than 50 registered students in a year) tend to be the courses where the widest variations in grade distributions tend to be found because the numbers of enrolled students are so low that individual outlier results can significantly change the distributions from year to year.The most recent Student Satisfaction Survey (completed in 2017) that included specific questions about the experiences students had with the core curriculum was discussed in section 4 above and will not be addressed further in this section. Finally there are two additional topics that relate to the management of the core curriculum and the AS degree in General Studies. First, is the presence within two foundational component areas of courses that have prerequisites that must be passed prior to enrollment that would already fulfill the core requirements for the foundational component area. One example of this is BIOL 2421-Microbiology for Science Majors. In order to register for BIOL 2421, students must have already completed BIOL 1406-General Biology for Science Majors I, CHEM 1407-General Biology for Science Majors II, and CHEM 1411-General Chemistry I. All three of these prerequisite courses to BIOL 2421 are themselves core courses in the Life and Physical Sciences, so students registering for BIOL 2421 have already completed the core curriculum requirements for Life and Physical Sciences foundational component area. As a result BIOL 2421 continuing to be included in the core curriculum is unnecessarily redundant, and the question of whether this course should continue to be included in the core curriculum is worthy of consideration by the Biology department. A similar situation exists for CHEM 2423-Organic Chemistry I and CHEM 2425-Organic Chemistry II, which are also included in the Life and Physical Sciences foundational component area of the core curriculum. Since CHEM 2423 requires completion of both CHEM 1411-General Chemistry I and CHEM 1412-General Chemistry II, students registering for CHEM 2423 (and by extension CHEM 2425) have met the core curriculum requirement prior to registering for these courses, and as a result the presence of CHEM 2423 and 2425 in the core curriculum is a redundancy within the core curriculum that deserves to eb considered by the chemistry department. The same situation exists in the mathematics foundational component area where MATH 2414-Calculus II, MATH 2415-Calculus III, MATH 2305-Discrete Mathematics, MATH 2318-Linear Algebra, and MATH 2320-Differential Equations all require completion of Calculus I or Calculus II as prerequisite courses, and students registering for these courses have already met the core curriculum requirement for the mathematics foundational component area when registering for these courses.. Once again this sets up an unnecessary redundancy within the core curriculum that deserves to be considered by the mathematics department. Should these departments decide to remove these courses from the core curriculum, the COAT assessment procedure would no longer be required to include in the rotation of courses for core assessment, simplifying the assessment process by not requiring specialists from within these departments serve as assessors of the artifacts generated in these courses, and the department faculty teaching these courses would no longer be required to create core assessment artifacts to be used in these higher level science and mathematics courses that are typically constrained in time for content coverage. Additionally, given that all of these courses have demand from students pursuing baccalaureate degrees that require these courses as lower division requirements (or their equivalent if taught at the upper-division level at specific universities) such a decision should have little to no impact on enrollment since students are not typically taking these courses solely for core curriculum reasons.Secondly, in relation to the AS degree in General Studies, there are two degree requirements that must be met for a student to complete the AS degree in addition to earning 60 SCH of credit that include 42 SCH of Core Curriculum courses. These two degree requirements include a second Mathematics course (beyond core requirements and chosen from a list of MATH courses that includes those that might be necessary for students pursuing math or science majors of various types), and 8 SCH of life or physical sciences courses that are chosen from among those intended for science majors. (In the case of the science courses, these can be courses that fulfill both the core curriculum requirements in the life and physical sciences foundational component area as well as the degree requirements.) An issue has arisen in the last few years of students transferring to Collin College from Universities that offer science labs with separate course numbers from science lectures, and where the lab courses are not required to be taken concurrently with the lecture. This results in students transferring into Collin College 3 or 6 SCH of coursework labelled as meeting the Life and Physical Sciences Foundational Component Area of the core curriculum at the University which Collin College MUST accept and apply toward that foundational component area as required by THECB Regulation ([Tx. Admin Code §4.28(e)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28)). The challenge with the current degree requirement for the AS degree is that a transfer student with only 6 or 7 SCH of core curriculum courses (e.g., perhaps 6 SCH in Transfer or 3 SCH in transfer plus 4 SCH taken at Collin College), would require the student to take an additional science course at Collin to qualify for graduation with an AS degree. Since this could prove to be a challenge for student intending to pursue a major other than in the life and physical sciences, this could prove to be a concern. If the degree requirement were to be changed to require 6-8 SCH of Life and Physical Sciences (from the same list of courses that Collin currently utilizes to meet this requirement), it would allow Collin College to grant an AS degree to the student. Consideration of the positive and negative impacts from such a proposal is recommended to be considered by the science, math, engineering, and computer science faculty to address this potential issue for transfer students.Overall, Collin College’s commitment to providing quality education is seen clearly in how well it manages its core curriculum. |

[ ] **6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| The college communicates the content of the core curriculum (and the related General Education Component of AAS degrees) via the use of the [*Collin College Catalog*](http://www.collin.edu/academics/catalog.html) (specifically pp 49-50 of the 2021-2022 Catalog) and the corresponding Website which can be found at the following URL: <http://www.collin.edu/academics/programs/Core_Academic.html>. Both resources are available to current and prospective students on the Collin College website 24 hours a day, seven days a week. The 42-SCH core curriculum is a required component of the AA and AS degrees in General Studies and is the entire requirement for the Core Completion Certificate that Collin College awards to students that achieve core-complete status at Collin College. As a result the core curriculum courses that comprise individual awards are indicated in the recommended course sequences that are published in the Collin College Catalog for every award granted by Collin College, including the [AA](http://www.collin.edu/academics/programs/AA_Gen%20Studies.html) and [AS](http://www.collin.edu/academics/programs/AS_Gen%20Studies.html) degrees in General Studies. Responsibility for maintaining the accuracy of the information provided in the *Catalog* and on the associated website lies with the Curriculum Office. Per [Texas Administrative Code §4.31(2)(A)](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=31) “An institution of higher education may request changes to its core curriculum annually. One comprehensive request may be submitted each academic year, on a schedule that suits the institution’s needs.” Should any changes to the core curriculum be recommended to administration by the Curriculum Advisory Board (CAB), the faculty peer review committee required by board policy [EFA(LOCAL)](https://pol.tasb.org/Policy/Download/304?filename=EFA(LOCAL).pdf) to review proposed courses and program additions, deletions, or revisions to the college’s core curriculum, the proposed changes are considered for approval by the college’s academic leadership team. Any changes approved by the academic leadership team are then forwarded back to the Curriculum Office and that office’s staff updates the *Collin College Catalog* for the next academic year as well as the core curriculum website. Since changes to the core curriculum can only be made with the Texas higher Education Coordinating Board once each year, Collin College only approves changes to the core curriculum to begin in fall semesters to provide ample time to communicate any approved changes with all stakeholders, including academic advisors, faculty, etc. to ensure that current and prospective students have the most up to date information available as they make decisions about course registration. Additionally, the Curriculum Office also works with the Student Information System administrators to ensure that accurate information is always reflected in CougarCompass, the degree auditing software that students have available 24 hours a day 7 days each week to monitor their own progress toward degree or certificate completion.Collin College’s webpages highlighting the degrees, certificates, and areas of study that students can pursue while enrolled are the most heavily visited sites on the college’s webpage. Any concerns that students may have about the requirements for completing core curriculum courses or an AA or AS degree in general studies are relayed to the Curriculum Office or the Office of the Vice President of Academic Affairs in the form of questions or in the form of general feedback that is used to evaluate whether the information provided in these various sources needs to be changed.Finally the college has undertaken surveys of student completers, such as the [Program Completers’ Perceptions of Learning Outcomes and Learning Support: 2017](http://inside.collin.edu/iro/reports/pdfs/CompleterSurvey2017.pdf) discussed in section 4 in which students completing degrees and certificates have been asked about how well they felt key learning outcomes of the core curriculum prepared them for subsequent success in their continued academic endeavors or in the workplace. Additionally, every two years the college asks students to provide answers to the Noel-Levitz Student Satisfaction Inventory to provide the college feedback to understand and monitor what matters most to its students and how satisfied they are with various aspects of their educational experience. (The most recent results for the Spring 2020 survey can be found [here](http://inside.collin.edu/iro/noellevitz.html)-must be logged into Cougarweb.) One item in the Noel-Levitz survey related to the how well Collin College communicates with students about the requirements of its academic programs (core curriculum and the AA and AS degrees in General Studies) is an item that reads “Program requirements are clear and reasonable.” Survey respondents are asked indicate the level of importance they placed on this specific educational experience/activity/service and to indicate the degree of satisfaction they experienced with the same experience/activity/service. For both importance and satisfaction, students provide their ratings using a 7-point Likert-type scale where a score of 7 represents the most positive ratings and a score of 1 represents the most negative ratings. In Spring 2020 Collin students assigned an average importance score of 6.49 and an average satisfaction score of 5.85 to this specific experience/activity/service. The corresponding scores for peer community colleges across the United States was an average importance score of 6.40 and an average satisfaction score of 5.82. Thus, Collin College appears to be doing about as well as its peer institutions when it comes to student perceptions of how well the college is meeting is obligation to make this information available in a clear and reasonable fashion. Unfortunately, for both Collin College and for our peer institutions there is a gap between the very high importance students place on this item (6.49 on a 7pt scale) and the somewhat lower (although still positive) satisfaction (5.85 on a 7pt scale) they place on this item, reflecting that there is more that Collin could be doing to meet this student expectation.Overall, the success of the communication Collin College provides about the requirements for completing the core curriculum and the AA and AS degrees in General Studies is born out by the number of students that complete these awards each year (approximately 6,600 awards each year-3600 core completion certificates and 3,000 AA and AS degrees in General Studies). This number of annual successful completions is the result of clear communication with students from a variety of stakeholders across the institution (faculty, academic affairs staff, student and enrollment services staff, etc.). Successful communication on this scale is not easy and ensuring that the most accurate information is available when changes do get made to the awards that are the subject of this review is a constant challenge that Collin College’s people strive to achieve on a daily basis. |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Collin College Academic Calendars | <http://www.collin.edu/calendars/>  | 11/17/21 | [x] Current[x] Accurate[x] Relevant[x] Available | Student and Enrollment Services Office Staff |
| Collin College Catalog | The Collin College Catalog includes details about the general education core, fields of study, associate of arts and associates of science programs. The most recent Catalog and any Addenda can be accessed at: <https://www.collin.edu/academics/catalog.html>  | 12/17/2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Curriculum Office Staff |
| Collin College Core Curriculum Website | <https://www.collin.edu/academics/programs/Core_Academic.html>  | 1/12/2022 | [x] Current[x] Accurate[x] Relevant[x] Available | Curriculum Office Staff |
| Collin College AA General Studies Degree Website | <https://www.collin.edu/academics/programs/AA_Page.html>  | 8/26/2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Currciulum Office Staff |
| Collin College AS General Studies Degree Website | <https://www.collin.edu/academics/programs/AS_Page.html>  | 8/26/2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Curriculum Office Staff |
| Collin College Tuition and Fees Website | <https://www.collin.edu/bursar/tuition.html>  | 4/21/2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Bursar’s Office Staff |
| Collin College TransferU Website | <https://www.collin.edu/transferu/>  | 10/25/2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Office of Academic Partnerships Staff |

[ ] **7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| Collin College effectively leverages and maintains a variety of partnerships with multiple Texas universities. The Core curriculum and the AA and AS degrees in General Studies provide students with foundational courses that allow successful transfers. These partnerships smooth the transition process for students and provide students with a multitude of undergraduate and graduate program choices. The partnerships include: 1. Pre-admission partnerships: Collin has pre-admission partnership with ten universities including Baylor University, Texas Tech University, The University of Texas at Dallas, the University of North Texas and Southern Methodist University. Students may apply to be pre-admitted to partner universities as early as their first semester at Collin College. Benefits vary by university but may include application fee waivers, access to university advisors, and admission to university events. [Students may visit Transfer U Pre-Admission Partnerships website to see all the universities and benefits.](https://www.collin.edu/transferu/Pre-admnProg.html)
2. Transfer Partnerships through Articulation Agreements: Collin has transfer partnerships by articulation agreements with nineteen universities located within and outside of Texas. Articulation agreements have been signed for specific academic programs with Midwestern State University, Stephen F. Austin State University, Tarleton State University, Texas A&M University at Commerce, Texas tech University, Texas Woman’s University, the University of North Texas, the University of Texas at Dallas, Texas Wesleyan University, Abilene Christian University, Amberton University, Franklin University(Ohio), Southeastern Oklahoma State University, University of North Texas-Frisco, University of Texas at Arlington, University of Texas at Tyler, Waldorf University, and Western Governor’s University. [Students may find the full list of transfer partnerships through articulation agreements on the Transfer U website](http://www.collin.edu/transferu/). The website provides a complete list of Transfer partners.
3. Transfer Partnerships with a variety of institutions through less formalized channels than formal articulation agreements take advantage of statewide regulations (e.g., transferability of Academic Course Guide Manual (ACGM) courses among state-supported institutions in Texas) to ease transfer are also available. Because these regulations make transferability much easier among state-supported institutions, a number of private institutions are able to make evaluation of ACGM courses on a wholesale level for all students of Texas public colleges and universities. This typically results in the creation of Transfer Guides to assist with smooth transfer from one institution to another. A list of Universities from across the state of Texas and from across the United States that have transfer guides that incorporate evaluation of courses from Collin College can be found [here](http://www.collin.edu/transferu/TranGde.html). (Just click on the name of the university of interest.)
4. Our three largest transfer partners for FY2020 were UT Dallas (3,339 transfers), the UNT (2,267 transfers), and Texas A&M University (832 transfers). [Here is a link to the District Transfer statistics.](http://www.collin.edu/aboutus/statistics/index.html)Also see the table for more information about these three programs.

Collin College maintains the Dual/Concurrent Credit Enrollment program with forty-seven high schools in north Texas. This cooperative partnership between school districts and Collin College enables high school students to earn college credits while completing the requirements for high school graduation. Participating school districts include Plano, McKinney, and Frisco Independent School Districts. Students may earn a variety of AA degrees in Science, Technology, or Health Sciences. Participating private institutions include John Paul II High School and Heritage Christian Academy. A complete list of participating school can be found on the [Dual/Concurrent Credit Enrollment web page.](https://www.collin.edu/express/dualcredit/schools/index.html)Collin College partnered with five Texas universities to teach upper-division undergraduate and graduate courses at Collin Higher Education Center in McKinney. Because of these arrangements, students may finish their bachelor’s or master’s degrees with Texas A&M University at Commerce, Texas Tech, Texas Women’s University, University of North Texas, and the University of Texas at Dallas in Collin County. Detailed information can be found [at the CHEC degree website.](https://www.collin.edu/chec/index.html)Collin College’s Service Learning project partners with over 1,000 organizations to provide service learning opportunities for Collin College students in a variety of classes. In the Fall of 2020 and Spring of 2021, General Education Collin College students contributed 11,082 hours to community service with organizations like All Community Outreach, the Boys and Girls Clubs, the City of McKinney, Community Garden Kitchens, and the SPCA of Texas. Collin College Nursing students average over 4,000 service hours a semester with organizations like the Community Health Clinic in McKinney, the Samaritan Inn, Golden Grace, Minni’s Food Pantry, and Feed My Starving Children. [Here is a link for a complete listing of service learning partners.](https://www.collin.edu/academics/servicelearning/14%2015%20Community%20Partner%20List.pdf) The Collin College Veterans Services Offices partner with several external organizations to ensure a smooth transition from military service to the college classroom. Our newest partner is the Meals for Vets programs, together we'll provide financially struggling student veterans with healthy meals on campus daily.   In addition, the VSO partners with Hope for Heroes, Veterans Center of North Texas, Steven A. Cohen clinic, and the Military Peer Network. A full list of partners can be found on the VSO [website.](https://www.collin.edu/studentresources/veteransresources/)As a community leader, Collin College partners with the State of Texas and the U.S. Small Business Administration to operate The Collin Small Business Development Center. From July 2020 to July 2021, Collin College has assisted 596 business clients, offered 283 training events, and helped local businesses access $23,000,000 in capital. |

 **Partnership Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration, if any. | How is it Valuable to the Program? |
| University of Texas at Dallas  | Transfer Partner  | 5 years | \*The 2019 pathway for Business Administration advises students in earning an AA Business Field of Study. They then enter UTD as a Junior and complete two years of undergrad to earn their BA/BS in General Business. Thus, the core program establishes a foundation for students to earn their BA/BS. (A university-wide agreement is in progress as of November 2021.) |
| University of North Texas  | Transfer Partner | 5 years | There are multiple pathways for students in Business through UNT. Pathways include (but are not limited to): Hospitality Management, Digital Retailing, Accounting, Finance, and Marketing. STEM pathways include Electrical Engineering. The core program establishes a foundation for students to earn their BA/BS and enter the university as a Junior. (A university-wide agreement is in progress as of November 2021.) |
| Texas A&M University | Transfer Partner | 5 years | Students have a guided pathway for BS Kinesiology & Sports Studies. The core provides a foundation for the degree. Students earn an AA in Kinesiology and enter the program as a Junior. |
| Texas A&M Commerce | Transfer Partner | 5 years | The agreement establishes that AA, AS, and AAT degrees earned at Collin will transfer as a block for guaranteed admission. This allows students to enter their programs as Juniors. Students may also qualify for scholarships at TAMU-C. |
| Plano ISD | Major ISD partner | N/A | Students earn AA, AS, AAS, AAS in Health Sciences, or AAT degrees. |
| Allen ISD & UNT | Major ISD Partner | 5 years (through 2025)  | Students can earn an AA or AS degree (including AA with Business Field of Study) while completing High School and the Allen Technical Campus of Collin College and then be admitted into one of eight different degree programs at UNT for those students meeting UNT’s admission standards. The available degree programs at UNT under this agreement include: Finance, Marketing, Organizational Behavior/HR Management, Accounting, Business Computer Information Systems, Logistics and Supply Chain Management, Home Furnishings Merchandising, Merchandising, and Hospitality Management.  |

[ ] **8. What professional developmental opportunities add value to your program?**

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| Professional development opportunities for full-time faculty members teaching in the transfer disciplines that comprise the core curriculum and largely make up the coursework taken to complete AA and AS degrees in General Studies are broadly available and well-supported by the college. Each year Collin College allocates approximately $250,000 in the annual budgeting process to support full-time faculty travel in pursuit of professional development. Full-time faculty members may apply for funds to support travel to professional conferences throughout the continental United States, and there are opportunities to seek funds to support international travel in limited circumstances. Because these are so broad-based and numerous it would be impossible to highlight them all for the hundreds of full-time faculty members that teach the disciplines in the core curriculum or in the AA and AS degrees. Because of this those professional development opportunities that are sponsored by Collin College directly prior to the beginning of each long semester will be focus of this narrative.Prior to the start of each fall and spring semester Collin College hosts a faculty professional development conference for both full-time *and* part-time faculty. In some years invited speakers are brought into the college to accompany a program of sessions put on by Collin faculty for Collin faculty, and in other years the agenda is completely composed of internal presentations by faculty for faculty. Table 8-1 shows a number of key topics and/or conference agendas by semester for the last three or four years, covering most of the period of this review.**Table 8- Faculty Professional Development Conference Topics and Agendas/Flyers by Term**

|  |  |  |
| --- | --- | --- |
| **Semester** | **Topic/Theme** | **Agendas/Flyers** |
| Spring 2022 | 1. Sustaining Academic Excellence Through Assessment
2. “Powerful Teaching: Unleash the Science of Learning,” by Dr. Pooja Agarwal
3. Live Q&A with Dr. Pooja Agarwal
 | 1. [Conference Agenda](https://collincollege620.sharepoint.com/sites/TheCenterforTeachingLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents%2FSpring%2022%20FD%20Conference%2FSpring%2022%20Conference%20Program%2C%20final%2Epdf&parent=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents%2FSpring%2022%20FD%20Conference&p=true)
 |
| Fall 2021 | Fall Readiness | [Conference Agenda](https://collincollege620.sharepoint.com/sites/TheCenterforTeachingLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents%2FFall%202021%20Faculty%20Development%20Day%20Agenda%2C%20Final%2Epdf&parent=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents&p=true) |
| Spring 2021 | Teaching and Learning Through Change | [Conference Agenda](https://collincollege620.sharepoint.com/sites/TheCenterforTeachingLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents%2FSpring%2021%20FD%20Conference%2FSpring%202021%20Conference%20program%2C%20sans%20links%2Epdf&parent=%2Fsites%2FTheCenterforTeachingLearning%2FShared%20Documents%2FSpring%2021%20FD%20Conference&p=true) |
| Fall 2020 | N/A – not held due to COVID | N/A – not held due to COVID |
| Spring 2020 | 1. Sharing Our Expertise
2. Adjunct Faculty Conference
 | 1. [Conference Agenda](http://inside.collin.edu/tl/FacDev%20Spring2020.pdf)
2. [Adjunct Faculty Conference Agenda](http://inside.collin.edu/tl/Adj%20Fac%20Conference%20Feb%2020%20program.pdf)
 |
| Fall 2019 | “Civil Rights and Accommodation for the Classroom” by Paul Grossman, J.D. | [Flyer](http://inside.collin.edu/tl/Fall%202019%20Fac%20Dev%20Program%20flyer.pdf) |
| Spring 2019 | Sharing Our Expertise | [Conference Agenda](http://inside.collin.edu/tl/Spring%202019%20Fac%20Dev%20Conf%20booklet.pdf) |
| Fall 2018 | “Academic Effectiveness” by Dr. Loraine Phillips | [Flyer](http://inside.collin.edu/tl/Fall%202018%20Save%20the%20Date%20Flyer.pdf) |

Additionally Collin College’s Core Objectives Assessment Team (COAT) provides sessions at professional Development conferences to continue to inform faculty Collin College faculty about the methods and objectives of the core curriculum assessment process. Additionally the members of COAT provide their services to assist faculty who are looking to develop core curriculum assessments that are well aligned to the scoring rubrics for the core objectives. |

**Provide a List of professional development activities employees have participated in since the last program review.**

 **Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
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 \*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

[ ] **9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*
* *If you plan to include new or renovated facilities or replacement of equipment in your Continuous Improvement Plan, be sure to provide qualitative and/or quantitative data evidence of the need in this section.*

|  |
| --- |
| N/A |

**Facilities Resources Table\*\***

|  |  |  |  |
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| Significant Pieces of Equipment | Description (i.e. Special Characteristics) | Meets Needs (Y or N):Current For Next 5 Years | Analysis of Equipment Utilization |
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**Equipment/Technology Table ($5,000 or more) \*\***

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| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, justify needed equipment or budget change |
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**Financial Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Source of Funds(i.e. college budget, grant, etc.) | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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Section III.Continuous Improvement Plan (CIP)

[ ] **10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each award-issuing program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
	2. **Overall improvements to your program**

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| Over the period from 2016-2017 through 2020-2021 Collin College has utilized Continuous Improvement Plans for the core curriculum to drive improvement in student attainment of core learning objectives as indicated by the core curriculum assessment process. In 2016-2017 the focus of the effort was to utilize the data from the core assessment process implemented by the Core Objective Assessment Team to drive improvement in the attainment of core curriculum learning outcomes. Collin College carried this out by inviting an outside speaker, Dr. Lorraine Phillips, the Associate Provost of Academic Effectiveness at Georgia Tech University, and the former chair of LEAP Texas to come to Collin College in fall 2016 to speak on the importance of effective alignment of assignments to the rubrics used to assess student work. Faculty took the information presented by Dr. Phillips and made efforts to better align learning activities used to assess the core objectives. These efforts resulted in improvements in average artifact scores for four of the six core objectives in 2016-2017 through 202-2021 with one core objective (Empirical & Quantitative) resulting in all criteria meeting the college’s targeted level of attainment in the 2018-2019 (i.e., 3.0 out of 4.0) and significant improvements being seen in 2019-2020, and in 2020-2021 for Communication, Critical Thinking, and Social Responsibility. The average score obtained by students on all criteria for the Teamwork objective remained at high levels, and the Personal Responsibility objective was the sole objective not to see improvement in the most recent cycle of core assessment. This effort was continued with the most recent CIP, implemented in 2020-2021, in which training sessions were held for the discipline leads and additional faculty members in each department with courses in the core curriculum to continue to drive understanding of how faculty can design core assessment assignments that are well aligned to the rubrics.Additionally, in the context of the AA and the AS degrees, Collin College implemented a change in the degree requirements for an Associate of Arts degree in 2019-2020 to remove the requirement for students to complete an English Literature course. This change was made to reflect the fact that very few majors at universities require an English Literature course. At Collin College, the implementation of this change allowed for a nearly 60% improvement in the award of AA degrees in 2019-2020, reflecting the fact that students were no longer required by Collin College to complete a course that was not required in their baccalaureate degree programs and allowing Collin College to utilize the arrangements we have with our university partners more effectively to retroactively award AA degrees via “reverse transfer” procedures. This was combined with a concerted effort by Collin College’s Student and Enrollment Services team to seek out students that had completed all requirements for a degree after successfully transferring to universities. |

**\*Please attach previous CIP Tables in the appendix**

[ ] **11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

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| The strengths of Collin College’s core curriculum and AA & AS degree programs are centered upon the broad transferability of the core curriculum between/among state-supported institutions in Texas and the broad array of student goals and that can be encompassed within the AA &AS degrees in General Studies. Together these programs create a framework for many thousands of students to begin their pursuits within higher education. We see this in the 28,650 Core Curriculum certificates, AA and AS degrees that Collin College has awarded in the period from fall 2016 through the summer of 2021. Weaknesses of these two critical programs are fundamentally centered upon the challenge of these programs being so broad that very few faculty members or administrators feel a sense of “ownership” of these programs, and as a result it can be very difficult to generate a real sense of understanding just how important the foundational learning objectives (i.e., the core objectives) are to the success of students in their future educational endeavors and graduates in their future occupational endeavors. Effectively, many faculty and administrators feel “disconnected” from the learning objectives of these two key programs because the learning objectives are so foundational that they are not explicitly taught in the disciplines that faculty and administrators are trained within. As a result, it can seem that the learning objectives of these programs are “in addition to” the discipline-specific learning objectives faculty and administrators learned in graduate school rather than the foundational learning objectives upon which all the discipline-specific objectives are built upon.For the next Continuous Improvement Plan, Collin College’s faculty will continue to bring forward ideas to share the importance of the core curriculum learning objectives and the professional skills necessary to ensure that faculty are well prepared to teach and to assess for these learning objectives within their courses. This effort will build upon the strengths of the core curriculum and the AA and AS degree programs (i.e., namely the central role the core curriculum plays in preparing students for future success in higher education and in the various occupations that graduates pursue) and the reach of these programs to positively impact the lives of students/graduates in an effort to address the challenges of getting faculty to see the value of teaching and effectively assessing the core learning objectives. |

[ ]  **12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

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| Over the next two years, Collin College will continue to provide opportunities for faculty members:1. to learn how to effectively assess the core learning objectives through appropriate alignment of core objective assessment activities to the rubrics that the COAT team has created and continues to utilize to assess core learning objectives
2. to examine the role that certain courses within the core curriculum play in the core when the prerequisites a student must complete to get to these courses has already fulfilled the core curriculum requirements for a particular foundational component area, and
3. to examine the Collin College degree requirements for the Associate of Science degree, to ensure that the degree requirements are consistent with THECB regulations and with the goals of Collin College and its faculty, particularly with respect to the ability to grant such degrees in reverse transfer given the recent trend away from universities requiring that natural sciences courses require concurrent enrollment in laboratory sections/courses.
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**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcomes**Results expected in this unit(e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**Instrument(s)/process(es) used to measure results(e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**Level of success expected(e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Students will demonstrate attainment of core learning objectives at a level consistent with college goals on the core curriculum assessment process implemented by COAT. | Learning activities designed by departments or individual faculty members to measure student attainment of core objectives within their core courses using rubrics for Communication, Critical Thinking, Empirical & Quantitative, Personal responsibility, Social responsibility, and Teamwork designed by COAT. | Institutionally, students with 30+ SCH’s of core curriculum credits will demonstrate an average artifact score of 3 (on a 4-point scale) in the core learning objectives of Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility Skills, and Teamwork Skills. |
| Implement faculty initiatives within the Biology, Chemistry and Math departments to consider removing courses from the core curriculum that have prerequisites that meet foundational component area requirements to simplify the core curriculum.  | Committees within each of the three departments will be called together to discuss the idea of removing courses meeting the condition outlined in “expected Outcomes” (i.e. BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425) from the core curriculum. | A recommendation from each of these three departments (BIOL, CHEM, and MATH) will be developed supporting either: a) keeping each of the selected courses in the core curriculum with a justification or b) removing each of the selected courses from the core curriculum with a justification. |
| Implement a faculty initiative that includes representatives from BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and related disciplines to examine the graduation requirements for the Associate of Science degree. | A committee with representatives from each of the impacted academic departments will be convened to study the degree requirements for Collin College’s AS degree. | A recommendation from this committee will be developed to either a) leave the current AS degree requirements in place or b) recommend changes to the AS degree requirements. |
| Departments with courses having five-year average success rates of less than 70% will examine the sources of these success rates within their departments to generate ideas to share amongst full-time and part-time faculty on how to address the curricular challenges these courses present for students. | Departmental faculty committees will study the indicated outcomes and the associated curricula to generate ideas for addressing the curricular challenges impacting students. | Recommendations to be shared among faculty within each department about how to best to address the curricular challenges that exist for students within each discipline will be developed and shared with full-time and part-time faculty members.  |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
**E. Results Summary** - Summarize the information and data collected in year 1.
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

 **Table 2. CIP Outcomes 1, 2, 3 & 4**

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| 1. **Outcome #1** Students will demonstrate attainment of core learning objectives at a level consistent with college goals on the core curriculum assessment process implemented by COAT.
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| 1. **Measure (Outcome #1)**

Learning activities designed by departments or individual faculty members to measure student attainment of core objectives within their core courses using rubrics for Communication, Critical Thinking, Empirical & Quantitative, Personal responsibility, Social responsibility, and Teamwork designed by COAT. | 1. **Target (Outcome #1)**

Institutionally, students with 30+ SCH’s of core curriculum credits will demonstrate an average artifact score of 3 (on a 4-point scale) in the core learning objectives of Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility Skills, and Teamwork Skills. |
| 1. **Action Plan (Outcome #1)**

Design a year of events for faculty (and potentially students) focusing upon three aspects of improving the teaching and assessment of core objectives: a) Continue offering COAT training sessions for faculty in all core curriculum disciplines on how to align learning activities to the rubrics used to assess core objectives. Work with the Center for Teaching and Learning to generalize this training to provide professional development to full-time and part-time faculty on how to put these same principles in use to create examinations/learning activities within their courses that assess learning outcomes (i.e. both core objectives and course level learning objectives) through the effective use of backward design principles and curriculum mapping for course development. b) Invite outside speakers from the local business community (or the academic community beyond Collin College) to speak to students and faculty at Collin College campuses about the role that core objectives play in the post graduate employment environment.c) Undertake a survey of current students with 30+ SCH of completed core curriculum coursework to determine how well they perceive instruction at Collin College has helped them to learn the core objectives (and associated knowledge, skills and abilities) and how well those experiences have helped the students to learn how to apply them to their activities within and outside of the classroom. The goal is for 70% of students to indicate that instruction at Collin College has positively impacted their knowledge/skills of the core objectives and their ability to apply that knowledge toward their own lives.  |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**
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| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
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| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
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**Table 2. CIP Outcomes 1, 2, 3 & 4 (continued)**

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| 1. **Outcome #2** Implement faculty initiatives within the Biology, Chemistry and Math departments to consider removing courses from the core curriculum that have prerequisites that meet foundational component area requirements to simplify the core curriculum.
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| 1. **Measure (Outcome #2)**

Committees within each of the three departments will be called together to discuss the idea of removing courses meeting the condition outlined in “expected Outcomes” (i.e. BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425) from the core curriculum. | 1. **Target (Outcome #2)**

A recommendation from each of these three departments (BIOL, CHEM, and MATH) will be developed supporting either: a) keeping each of the selected courses in the core curriculum with a justification or b) removing each of the selected courses from the core curriculum with a justification. |
| 1. **Action Plan (Outcome #2)**

Convene committees within each of the Biology, Math, and Chemistry departments to discuss the possibility to removing certain courses from Collin College’s core curriculum that have prerequisites that already have students meeting foundational component area requirements of the core curriculum. (Specifically the following courses should be topic of discussions by these committees: BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425.) Recommendations to keep these courses or to remove these courses in the Collin College Core Curriculum should be developed and provided with rationales for the recommendations.  |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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**Table 2. CIP Outcomes 1, 2, 3 & 4 (continued)**

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| 1. **Outcome #3** Implement a faculty initiative that includes representatives from BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and related disciplines to examine the graduation requirements for the Associate of Science degree.
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| 1. **Measure (Outcome #3)**

A committee with representatives from each of the impacted academic departments will be convened to study the degree requirements for Collin College’s AS degree. | 1. **Target (Outcome #3)**

A recommendation from this committee will be developed to either a) leave the current AS degree requirements in place or b) recommend changes to the AS degree requirements. |
| 1. **Action Plan (Outcome #3)**

Convene a committee composed of representatives of BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and any other impacted disciplines, to study in detail the current degree requirements for Collin College’s Associate of Science in General Studies and any required regulations in the context of current curricular practices at state supported institutions of higher education to develop a recommendation with justification to a) leave the current graduation requirements in place, or b) to change the graduation requirements.  |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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**Table 2. CIP Outcomes 1, 2, 3 & 4 (continued)**

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| 1. **Outcome #4** Departments with courses having five-year average success rates of less than 70% will examine the sources of these success rates within their departments to generate ideas to share amongst full-time and part-time faculty on how to address the curricular challenges these courses present for students.
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| 1. **Measure (Outcome #4)**

Departmental faculty committees will study the indicated outcomes and the associated curricula to generate ideas for addressing the curricular challenges impacting students. | 1. **Target (Outcome #4)**

Recommendations to be shared among faculty within each department about how to best to address the curricular challenges that exist for students within each discipline will be developed and shared with full-time and part-time faculty members.  |
| 1. **Action Plan (Outcome #4)**

The departments identified in this program review with courses having five-year success rates of less than 70% will be provided the data noted in this program review and will be expected to convene a study of the indicated courses to look for those curricular elements where students need additional assistance to improve their performance in the course(s). Department faculty will then be expected to collect and make available to faculty (FT and PT) strategies for addressing these topics when they next teach that course. A report documenting these activites will be expected from each department and will be turned into the office of the Vice President of Academic Affairs.  |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
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**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**
* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.
1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**