

TEXARKANA COLLEGE PROPOSAL TO THE TEXAS HIGHER EDUCATION COORDINATING BOARD FOR THE CORE CURRICULUM REVISIONS TO BE IMPLEMENTED IN FALL 2015

Component I

Texarkana College Core Course Selection Process

A. Describe the institution's process for ensuring that each course aligns with the Foundational Component Area description and includes the required Core Objectives.

The Texarkana College course selection process is managed by the Core Curriculum Committee composed of the division deans and one full-time faculty member from each of the four major disciplines which include both academic and workforce areas: Science, Technology, Engineering, & Math; Liberal & Performing Arts; Health Sciences; and Workforce. The Vice President of Instruction and Director of Institutional Research and Effectiveness serves on the committee as well.

After reviewing the Core Objective definitions found in the Chapter 4 Rules from the Texas Higher Education Coordinating Board, the Core Curriculum Committee concluded that several important omissions were made when the TC "new" core was submitted in spring 2013. These additional applications follow the format established for the initial core curriculum revisions approved by the THECB for fall 2014.

The application form is composed of four parts.

Part I: Basic Course Information

Part II: A list of the THECB Course Objectives

Part III: A list of the Foundational Component Areas into which the course falls

Part IV: A list of the Student Learning Objectives for the course

In addition, a sample copy of the course syllabus and evaluation methods to assess successful completion of the Student Learning Objectives as well as the Core Objectives are included in the submission. Guidelines for core curriculum courses were posted on a website along with the course application form and other relevant information.

Completed submission packets were reviewed by division deans and program coordinators in each area. Documents were also submitted to the Director of Institutional

Research and Effectiveness for the review of the alignment of student learning outcomes and for appropriateness of assessment methods.

The final list of nine courses approved by the Core Curriculum Committee was submitted to the Academic Council (composed of Division Deans, Director of Enrollment Management, Registrar, Director of Admissions, Advising, and Financial Aid Director), which approved the courses on February 23, 2015; and the Texarkana College Board of Trustees February 24, 2015.

Documentation:

- Course Proposal Submission and Review Process
- Sample Core Curriculum Component Application
- Course Core Curriculum Applications
- Templates of Student Learning Outcomes Alignment Forms for each Core Component Area

Component II

Core Objective Assessment Plan

The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.

A. Describe the institution’s process to determine the appropriate level of attainment of each Core Objective.

During the 2011-2012 academic year, Texarkana College’s general Curriculum Committee decided that to best accommodate the Coordinating Board’s directions on revamping the Core Curriculum, it would be best to form a Core Curriculum Committee to work solely on the project. It became the responsibility of the Core Curriculum Committee to (1) establish the process for which the course submissions would be approved or rejected, (2) develop and/or approve assessment of student attainment of the Core Curriculum student learning objectives, and (3) approve levels of student performance that represent “mastery” of the core student learning objectives.

During the past five years, Texarkana College has been in the process of rewriting course level student learning objectives in order to comply with the Southern Association of College and Schools – Commission on Colleges guidelines. Faculty in each program of

study met and rewrote student learning outcomes and developed assessment methods for each course in their discipline. The student learning outcomes included all outcomes listed in the Academic Course Guide Manual (ACGM).

AAC&U Value Rubrics, which define expectations for college level learning, guided the development of specific learning outcomes for each competency and were used to assess student learning where appropriate. In spring 2013, the Core Curriculum Committee received feedback from the division chairs that almost all of the THECB Core Objectives were already being assessed in each core course through methods developed earlier. The most valuable data for assessing the Core Curriculum will come from an evaluation of student attainment at the core course level.

B. Describe the institution’s plan for assessment of each Core Objective. Include the following components of the institution’s assessment plan:

- **Assessment Methods – explain the methodology (institutional portfolios, embedded assessment, etc.), describe the measures (must include at least one direct measure), outline the frequency and timeline for assessment.**

THECB Core Objectives will be assessed at the core course level. Assessment will occur in a variety of contexts across core disciplines. Methods submitted by faculty include:

- Embedded exam questions, problems, and essays
- Written assignments, reflection pieces, and case studies
- Course projects, portfolios, and presentations
- Research and laboratory experiences
- Creative pieces and performances in the Arts
- End of course exams that cover course student learning objectives

The above methods facilitate direct assessment of student attainment of THECB Core Objectives.

Since fall 2014, all required Core Objectives have been taught and assessed by all faculty members in all courses in the approved Core Curriculum. Each division gathers data on core achievement and reports it in the program reviews due at the end of each academic year. The Office of Research and Institutional Effectiveness correlates the data for the college as a whole. Campus-wide and division level meetings are held to discuss results and formulate strategies for areas that are deemed to be below par. These new proposed additions to the core would follow the same pattern.

AAC&U Value Rubrics provide the foundation for faculty-generated rubrics that will be used to assess student performance in each core course. To maintain consistency, courses

with multiple sections will use the same methods for assessment. Data will be collected each semester in all core courses for each Core Objective associated with the particular course. Each program coordinator is responsible for data collection, analysis, and reporting of results.

Data collected relative to program outcomes and general education competencies is analyzed annually within the discipline. Analysis of data collected for assessing student attainment of THECB Core Objectives will be an extension of the assessment process already in place at Texarkana College.

- **Criteria/Targets – explain the criteria and targets for the level of attainment of each Core Objective, include references to externally informed benchmarks.**

The AAC&U Value Rubrics provided guidance for determining the criteria distinguishing levels of attainment for each Core Objective. The Core Curriculum Committee modified the AAC&U rubrics from a 4 point scoring system to one that includes 5 points. Faculty wanted to include a score on each rubric that stated the student did not meet any of the expectations of the objective. Using the 5 point scale, a score equal to or greater than 3 was established by the Core Curriculum Committee to represent satisfactory attainment for each Core Objective. For each Core Objective, a success rate of 70% was set as the initial target (70% of students will score a 3 or higher).

- **Analysis – explain how the results of the assessment will be evaluated.**

The initial analysis of data, reporting of results, and identification of ways in which to improve student learning occur at the program level. Program coordinators will collect statistical data on each core course in their programs and report that data to the division dean in the form of a program review following the close of each academic year. Faculty in each program area meet at the beginning of each long semester to discuss data gathered at the end of the previous semester. Using this data, faculty will determine if any changes need to be made in the evaluation. Statistical data will be forwarded to the Director of Institutional Research and Effectiveness to be compiled into a campus-wide statistical analysis.

- **Actions and Follow-up – explain the process for improving student learning based on the assessment results.**

Each year the Core Curriculum Committee compiles a summary of assessment results and recommendations for the THECB Core Objectives for that academic year. The Core Curriculum Committee report includes the following information for each Core Objective:

- Summary of current results with relevant data tables
- Comparison of current results with previously collected data, including actions taken at the program level relative to student performance.
- Summary of improvements and successes
- Summary of problem areas and issues
- General recommendations for improving student learning

This report is submitted to the Vice President of Instruction for review and action. The VP of Instruction assumes responsibility for recommendations necessitating action at the college level and disseminates relevant information to the division deans who oversee any recommendations requiring action. Ultimately, targeted recommendations necessitating action will occur at the program level.

Documentation:

- Student Learning Outcomes Completed Alignment Forms for each Core course
- Critical Thinking Rubric
- Communication Skills Rubric
- Empirical and Quantitative Skills Rubric
- Teamwork Rubric
- Social Responsibility Rubric
- Personal Responsibility Rubric

Component III

Proposed Courses

A. Provide the course prefix, number, title, semester credit hours, component area, and Texas Common Course Number (TCCNS) equivalent (www.tccns.org), as applicable.

All Texarkana College courses follow the guidelines of the Academic Course Guide Manual (ACGM) in which all pre-approved courses are numbered to correspond to course designations of the Texas Common Course Numbering System (TCCNS).

Additions requested to the current TC Core Curriculum include:

Communication Foundational Component Area

- No changes requested

Mathematics Foundational Component Area

- Math 1325—Calculus for Business and Social Science

Life & Physical Sciences Foundational Component Area

- BIOL 2306—Environmental Biology
- CHEM 1419—Introductory Organic and Biochemistry

Language, Philosophy, & Culture Foundational Component Area

- ENGL 2322 British Literature I
- ENGL 2323 British Literature II
- ENGL 2341 Forms in Literature
- PHIL 2306 Introduction to Ethics
- SPAN 1411 Beginning Spanish I

Creative Arts Foundational Component Area

- No changes requested

American History Foundational Component Area

- No changes requested

Government/Political Science Foundational Component Area

- No changes requested

Social & Behavioral Sciences Foundational Component Area

- No changes requested

Component Area Option B

- PSYC 1300/ EDUC 1300 Learning Frameworks

B. Provide link(s) to specific documentation on how the students will demonstrate the Core Objectives, such as syllabi and other relevant material.

<https://tconline.texarkanacollege.edu/course/view.php?id=2955>