

McMillen, Jeremy

From: McMillen, Jeremy
Sent: Thursday, August 24, 2006 12:18 PM
To: Williams, Ray; King, Jerry; Long, Nancy; Mayes, Wanda; Spurlock, Terry; Driskell, Kelly; Monds, Bill; Loper, David
Cc: Rummel, Tina
Subject: General Education Outcomes Review Team Charge, Responsibilities, and Timeline

MEMORANDUM

To: General Education Outcomes Review Team
From: Jeremy McMillen, Dean of Planning and Institutional Effectiveness
Date: August 24, 2006
RE: General Education Outcomes Review Team Charge, Responsibilities, and Timeline

I'm sending you the information on the charge to this team as we discussed last week.

Purpose: The purpose of this report is to provide a summary of how TVCC demonstrates that it evaluates general education outcomes in order to assure that it's graduates demonstrate competencies in general education. Summarizing a variety of measurements in order to determine where we stand is the starting point for determining how to communicate where we need to improve and where we are doing well as it relates to general education. This is the inauguration of a process that is to occur on an annual basis. The results of this report will be shared with the General Education Committee in early October.

Length: The total length of this report should not be longer than 5 pages

Due Date: September 29, 2006

Persons Responsible by General Education Outcome FY06:

Outcome Description	# of Outcomes	Person Responsible
Oral Communication	32	Kelly Driskell
Written Communication	88	Bill Monds
Reading Comprehension	138	Wanda Mayes
Computer Literacy	32	David Loper
Critical Thinking	151	Ray Williams
Mathematics	18	Nancy Long

Persons responsible by General Education Outcome FY07:

Outcome Description	# of Outcomes	Person Responsible
To communicate clearly and effectively in both oral and written English	95	Bill Monds
To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.	141	Wanda Mayes
To understand mathematical information and utilize mathematical skills.	28	Nancy Long
To demonstrate qualitative and quantitative critical thinking skills	115	Ray Williams
To understand and appreciate cultural and ethnic diversity.	9	Terry Spurlock
To utilize computer based technology in accessing information, solving problems, and communicating.	21	David Loper

9/6/2006

To recognize and evaluate artistic achievements in the visual and performing arts.	3	Kelly Driskell
To improve basic understanding of political, economic, and social systems	8	Terry Spurlock
To demonstrate knowledge of the physical universe and living systems.	6	Nancy Long
To develop skills and strategies to become an engaged learner.	22	Kay Pulley

Additionally, I'm attaching a copy of the form to use for assessing accomplishment of general education outcomes LEAPs for FY06. Remember, **the evaluation of FY06 outcomes is due by September 29th**. Respond to all elements of the attached form for that review (form name: GeneralEducationOutcomesSummaryFormFY06.doc).

A **review of the FY07 general education outcomes LEAPs will be due no later than November 15, 2006**. Respond to all elements of the attached form for that review (form name: GeneralEducationOutcomesSummaryFormFY07.doc).

If you have questions, please let me know.

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 Jeremy McMillen, EdD  
 Dean of Planning and Institutional Effectiveness  
 Trinity Valley Community College  
 100 Cardinal Drive  
 Liberal Arts Building Suite 116  
 Athens, TX 75751  
 Phone: 903.675.6313 Fax: 903.675.6381 Website: [www.tvcc.edu/opie](http://www.tvcc.edu/opie)  
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Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area .



Trinity Valley Community College General Education Outcomes Summary, 2006

General Education Outcome

<Write Entire Description of Outcome>

Chair of Review Team:

Data Analyzed

FY06 LEAPs Results
FY07 LEAPs Plans
CAAP XXXX Test
Graduating Student Survey

Committee Members of the Review Team:

<List all>

Date Report Submitted:

September 29, 2006

DATA QUALITY REVIEW - Learning Enhancement Annual Plans (LEAPs) Results

1. Quality of LEAPs Submitted.

High Quality – LEAPs Outcome and Results that convincingly demonstrate that we are measuring how well students engage in this specific learning outcome. (ex. Reading Pre- and Post- test in developmental reading courses measure specific outcomes related to reading skills). This outcome, measurement, the discussion of results, and proposed changes are on target, and there should be no changes.

<indicate # and % of this quality, and discuss any observations you may have>

Moderate Quality – LEAPs Outcome and Results appear to be related to the specific general education outcome listed, but one of the following is off target, and modification to this would make this an acceptable outcome: outcome statement, measurement, the discussion of results, and proposed changes.

<indicate # and % of this quality, and discuss any observations you may have>

Poor Quality – LEAPs Outcomes and Results DO NOT appear to be related to the specific general education outcome listed, and/or the measurement DOES NOT clearly demonstrate how the institution is accomplishing this outcome. Two or more of the following are off-target and modification and/or changing the entire outcome is needed: outcome statement, measurement, the discussion of results, and proposed changes.

<indicate # and % of this quality, and discuss any observations you may have>

**Note – We are not judging how well the planning unit achieved it's Assessment Criteria listed (e.g. 50% of students were able to write an argumentative essay), only whether it is a plausible way to measure this General Education Outcome (assessing an argumentative essay using a rubric that identifies the key components of an essay and student strengths and weaknesses is an appropriate way to measure the general education outcome of writing).*

DATA QUALITY REVIEW - Other Relevant Data

2. Overall summary of the quality of data used to assess this general education outcome.

EVALUATION OF INSTITUTIONAL ACCOMPLISHMENT OF THIS OUTCOME

3. Overall Summary of accomplishments towards this general education outcome (citing measurements from LEAPs, the Graduating Student Survey, or other measures). With the data you have been given, write a convincing argument of how well TVCC is accomplishing this specific general education outcome.

**Note: You SHOULD look at how well the LEAPs met the Assessment Criteria.*

4. Overall Summary of Weaknesses in Measuring this General Education Outcome. With the data you have been given, write an argument of areas in need of improvement related to this specific general education outcome.

**Note: You SHOULD look at how well the LEAPs met the Assessment Criteria.*

SUGGESTIONS FOR IMPROVEMENT

5. Suggested improvements for the institutional accomplishment of this general education outcome. These may include changes in assessment at the course, program, or institutional level; curricular revisions; course and/or program review; suggestions for out of class enhancements; etc...



**Trinity Valley Community College
General Education Outcomes Summary, 2007**

General Education Outcome

<Write Entire Description of Outcome>

Chair of Review Team:

Data Analyzed

FY06 LEAPs Results
FY07 LEAPs Plans
CAAP XXXX Test
Graduating Student Survey

Committee Members of the Review Team:

<List all>

Date Report Submitted:

November 15, 2006

DATA QUALITY REVIEW - Learning Enhancement Annual Plans (LEAPs) Results

1. Quality of LEAPs Submitted.

High Quality – LEAPs Outcomes, Assessment Methods, and Assessment Criteria that convincingly describe that we are measuring how well students engage in this specific learning outcome. (ex. Reading Pre- and Post- test in developmental reading courses measure specific outcomes related to reading skills). These are on target, and there should be no changes.

<indicate # and % of this quality, and discuss any observations you may have>

Moderate Quality – The LEAPs appears to be related to the specific general education outcome listed, but one of the following is off target, and modification to this would make this an acceptable outcome: outcome statement, assessment method, or proposed assessment criteria.

<indicate # and % of this quality, and discuss any observations you may have>

Poor Quality – LEAPs DO NOT appear to be related to the specific general education outcome listed, and/or the measurement DOES NOT clearly demonstrate how the institution is accomplishing this outcome. Two or more of the following are off-target and modification and/or changing the entire outcome is needed: outcome statement, assessment method, or assessment criteria.

<indicate # and % of this quality, and discuss any observations you may have>

**Note – We are only judging whether it is a plausible way to measure this General Education Outcome (assessing an argumentative essay using a rubric that identifies the key components of an essay and student strengths and weaknesses is an appropriate way to measure the general education outcome of writing).*

EVALUATION OF PROMISE OF THE ACOMPLISHMENT OF THIS OUTCOME

3. Will this outcome yield results that will demonstrate that TVCC has accomplished this general education outcome.

4. Overall Summary of Weaknesses in the LEAPs measurement of this General Education Outcome.

SUGGESTIONS FOR IMPROVEMENT

5. Suggested improvements for the institutional accomplishment of this general education outcome. These may include changes in assessment at the course, program, or institutional level; curricular revisions; course and/or program review; suggestions for out of class enhancements; alternative assessment techniques (e.g. CLA instead of CAAP); etc...