

**Trinity Valley Community College
FY10 General Education Outcomes Review**



21 August, 2012

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EXECUTIVE SUMMARY

Trinity Valley Community College's (TVCC's) General Education Evaluation Team, acting as a subcommittee of the curriculum and instruction committee included team members: Jerry King, Ella Faye Carlile, Kelly Driskell, Brad Elmore, Angela Gordon, Dosh King, Wanda Mayes, Bill Monds, Kay Pulley, and Marshall Reeves.

Evaluators were appointed for each of the College's 10 general education goals and were directed to review the appropriateness of the outcomes from our FY10 educational assessment plans. The outcomes are associated with one or more general education goals at creation. Review was duplicated in cases where an outcome was associated with more than one goal. Evaluators rated outcomes as high quality, moderate quality or poor quality, using the definitions below.

- High Quality** – Outcomes that convincingly demonstrate that we are measuring how well students engage in this specific learning outcome (e.g. Reading Pre and Post tests in developmental reading courses measure specific outcomes related to reading skills) a high quality outcome includes measurement, the discussion of results, and proposed changes.
- Moderate Quality** - Outcome and results would appear to be related to the specific general education outcome listed, but the outcome statement, measurement method, discussion of results, or proposed changes were off target.
- Poor Quality** - Outcome and results that 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 the outcome, which would require modification or changing of the entire outcome.

Evaluation of TVCC's General Education Outcomes Results Processes

Strengths:

TVCC is measuring student learning and continuing to share information in a way that appears to be leading to enhanced student learning.

Results of student learning outcomes are being shared to improve the outcome creation process.

The Learning Enhancement Annual Plan (LEAP) process is designed in a manner that creates significant faculty and departmental input.

There has been measurable improvement in the quality of our outcomes from initial review in FY08 to this review of FY10 outcomes.

Improved Evaluation Process -The General Education Outcomes used for this evaluation process were created prior to the start of the 2009-2010 school year. Evaluations for this cycle used a [web-based system](#) that compiled results as they were entered by reviewers.

Opportunities for Improvement:

Built in Quality - A major effort to get the evaluated LEAP(S) into the hands of the departmental chairmen and the faculty that originated them has been undertaken. Training has been held throughout the evaluation period as needed or requested. Future cycles will include more quality control at outcome creation in addition to post cycle review.

Other Data Sources

TVCC continues to use a variety of assessment instruments to help gather data to determine our success in meeting our General Education Outcomes. The Collegiate Assessment of Academic Proficiency (CAAP), Community College Survey of Student Engagement (CCSSE), and TVCC's Graduating Student Survey continue to be used as additional measurements. Our assessment populations are being expanded and multi-year data is yielding better comparisons since our benchmarking efforts in FY06.

Review Results:

The table below provides a ranking of the outcomes evaluated and shows how well the institution is writing outcomes related to a specific general education goal

General Education Goal Description	Total Outcomes	High Quality Outcomes		Moderate Quality Outcomes		Poor Quality Outcomes	
	#	#	%	#	%	#	%
To communicate clearly and effectively in both oral and written English	35	2	5.7%	33	94.3%	0	0%
To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.	47	40	85.1%	7	14.9%	0	0%
To understand mathematical information and utilize mathematical skills.	19	10	52.7%	2	10.5%	7	36.8%
To demonstrate qualitative and quantitative critical thinking skills	45	14	31.1%	28	62.2%	3	6.7%
To understand and appreciate cultural and ethnic diversity.	3	1	33.3%	2	66.7%	0	0%
To utilize computer based technology in accessing information, solving problems, and communicating.	16	6	37.4%	5	31.3%	5	31.3%
To recognize and evaluate artistic achievements in the visual and performing arts.	12	11	91.7%	1	8.3%	0	0%
To improve basic understanding of political, economic, and social systems	6	6	100%	0	0%	0	0%
To demonstrate knowledge of the physical universe and living systems.	11	5	45.5%	6	54.5%	0	0%
To develop skills and strategies to become an engaged learner.	42	36	85.7%	6	14.3%	0	0%
Totals	236	131	55.5%	90	38.1%	15	6.4%

GENERAL EDUCATION OUTCOME QUALITY BY DEPARTMENT

The following paragraphs and tables summarize quality of outcomes for each general education goal by submitting department.

General Education Goal 1: Communications

General Education Goal one is to communicate clearly and effectively in both oral and written English. The following table evaluates this goal by department submitting outcomes:

Goal 1 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology		2	
Business and Marketing		1	
Child Development		3	
Communications		1	
Cosmetology		2	
Criminal Justice		3	
Developmental Writing		1	
Drama and Theater		1	
Economics		2	
Education		4	
English		5	
Geography		3	
History		1	
Horticulture		1	
Music	1		
Speech	1		
TDCJ Electronics		3	

General Education Goal 2: Reading

General Education Goal two is to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials. The following table evaluates this goal by department submitting outcomes:

Goal 2 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology	1		
Business Management	3		
Cosmetology	3		
Criminal Justice	3		
Developmental Math	1		
Developmental Reading	2		
Developmental Writing	1	2	
Drafting	1	1	
Economics	1	2	
English	3	1	
Geography	3		
History	1	2	
Horticulture	3		
Mathematics	1		
Medical Office Technology	1		
Philosophy	1		
Physical Science	1		
Psychology	2		
TDCJ Business Computing	4		
TDCJ Electronics	3		

General Education Goal 3: Math

General Education Goal three is to understand mathematical information and utilize mathematical skills. The following table evaluates this goal by department submitting outcomes:

Goal 3 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Business and Office Administration	1		
Computer Science		1	
Developmental Math	3		
Economics		1	
Mathematics	3		
Physical Sciences	1		
Ranch Management	2		1
TDCJ Drafting			3
TDCJ Electronics			3

General Education Goal 4: Critical Thinking

General Education Goal four is to demonstrate qualitative and quantitative critical thinking skills. The following table evaluates this goal by department submitting outcomes:

Goal 4 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Associate Degree Nursing	1		
Biology	3		
Chemistry	1		
Cosmetology		3	
Criminal Justice		4	
Developmental Math	3		
Economics		1	
English	2		
Geography		2	
Mathematics	3		
Philosophy		1	
Physical Sciences	1	3	
Psychology		1	
Ranch Management		2	
Sociology		1	
TDCJ AC/Refrigeration		2	
TDCJ Auto Body		2	
TDCJ Auto Mechanics		2	
TDCJ Drafting		1	
TDCJ Horticulture		1	
TDCJ Masonry		2	
Welding			3

General Education Goal 5: Cultural and Ethnic Diversity

General Education Goal five is to understand and appreciate cultural and ethnic diversity. The following table evaluates this goal by department submitting outcomes:

Goal 5 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Drama and Theater		1	
English	1		
Foreign Language		1	

General Education Goal 6: Computing Skills

General Education Goal six is to utilize computer based technology in accessing information, solving problems, and communicating. The following table evaluates this goal by department submitting outcomes:

Goal 6 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology			1
Communications		1	
Computer Science		2	1
Drafting	1		
TDCJ Business Computing	3		
TDCJ Computer Info Systems	2	1	
TDCJ Drafting			2
TDCJ Horticulture	1	1	

General Education Goal 7: Fine Arts

General Education Goal seven is to recognize and evaluate artistic achievements in the visual and performing arts. The following table evaluates this goal by department submitting outcomes:

Goal 7 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Communications	1		
Drama and Theater	2	1	
Fine Arts	3		
Humanities	1		
Music	4		

General Education Goal 8: Social Sciences

General Education goal eight is to improve basic understanding of political, economic, and social systems. The following table evaluates this goal by department submitting outcomes:

Goal 8 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Economics	2		
Government	1		
History	3		

General Education Goal 9: Science

General Education Goal nine is to demonstrate knowledge of the physical universe and living systems. The following table evaluates this goal by department submitting outcomes:

Goal 9 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology		1	
Biology	3		
Chemistry	1		
Physical Sciences	1	2	
TDCJ Horticulture		3	

General Education Goal 10: Engaged Learning

General Education Goal ten is to develop skills and strategies to become an engaged learner. The following table evaluates this goal by department submitting outcomes:

Goal 10 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology	1		
Business and Marketing	5	1	
Business Management	2		
Child Development	3		
Cosmetology	1		
Developmental Writing	3		
Education	3		
English	1		
Foreign Language	2		
History		1	
Humanities	1		
Legal Assistant	1		
Medical Office Technology	3		
Philosophy	1		
Ranch Management	2	1	
TDCJ Drafting		3	
TDCJ Masonry	2		
TDCJ AC/Refrigeration	2		

Findings

In 2008 there were 366 outcomes evaluated. Of that total, 49.73% were rated as high quality, 34.43% were rated as moderate quality, and 15.85% were rated as low quality. In this 2010 evaluation we have improved our ratings. We evaluated 236 outcomes with 55.5% rated as high quality, 38.14% rated as moderate quality, and 6.36% rated as low quality. The reduction in number of evaluated outcome is a result of better educating outcome creators about associating outcomes with general education goals that are not clearly addressed in the outcome. There is still room for improvement in this area. Most of

the outcomes rated as poor were because they were associated with a general education goal that was not addressed in the outcome, even if it was in the classroom. Contents of all 2011 educational outcomes can be [viewed online](#).

Based on 2 cycles of general education outcome evaluation, review for future cycles will begin at submission to ensure that outcomes adequately cover general education goals with which they are associated. Additionally, core general education goals will change for the 2014 cycle to align with new Texas Higher Education Coordinating Board requirements.