

**Trinity Valley Community College
FY14 General Education Outcomes Review**



4 November, 2015

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EXECUTIVE SUMMARY

Trinity Valley Community College's (TVCC's) General Education Committee includes the following team members: Wendy Elmore (Chair), Bill Monds, Russell Self, Michael Harmon, James Reed, Kelly Driskell, Debra Smith, David McAnally, David Loper, Kristen Stovall, Donna Bennett, Erica Richardson, Chris Daley, and Tina Rummel.

Evaluators were assigned a set of outcomes from our FY14 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** – LEAP Outcome Plans that convincingly demonstrates 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** - LEAP Outcome Plans that appear to be related to the specific general education outcome listed, but the Outcome Statement, measurement method, discussion of results, or proposed changes are off target. Correction of the off target item would make this a High-Quality Outcome.

- Poor Quality** - A LEAP Outcome Plan that does 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. Modification or changing of the entire Outcome is needed.

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.

The General Education Outcomes used for this evaluation process were created prior to the start of the 2014-2015 schoolyear. Evaluations for this cycle used a [web-based system](#) that compiled results as they were entered by reviewers.

Opportunities for Improvement:

Built in Quality – The results of the evaluated LEAP(s) were quickly given into the hands of the departmental chairmen and the faculty that originated them. Training was held at the beginning of the review and a meeting was held to discuss questions and suggestions after each committee member had reviewed at least one LEAP.

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), Education Testing Service (ETS) Proficiency Test, 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	
	#	%	#	%	#	%	#	%
Communication Skills	73		18	24.7%	42	57.5%	13	17.8%
Critical Thinking Skills	85		17	20.0%	55	64.7%	13	15.3%
Empirical and Quantitative Skills	22		10	45.5%	8	36.4%	4	18.2%
Personal Responsibility	28		5	17.9%	21	75.0%	2	7.1%
Social Responsibility	15			0.0%	15	100.0%		0.0%
Teamwork	26			0.0%	14	53.8%	12	46.2%
Totals	249		50	20.1%	155	62.2%	44	17.7%

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: Communication Skills

General Education Goal one is to communicate clearly and effectively in both oral and written English, focusing on interpretation and expression of ideas through written, oral, and visual communication:

Communication Skills	19	42	12	73
Adult Education	1			1
Agriculture	1	1		2
Business & Office Administration		3		3
Child Development		1	3	4
Cosmetology		2		2
Criminal Justice		3		3
Drama		2		2
Economics		3		3
Education			4	4
English	7			7
Foreign Language	1			1
Humanities		1		1
Kinesiology		1		1
Legal Assistant		1	2	3
Management		3		3
Medical Office Technology		1	2	3
Nail Technology		1		1
Professional Education		1		1
Ranch Management		1		1
Spanish		5		5
TDCJ Auto Body		2		2
TDCJ Auto Mechanics	2	1		3
TDCJ Business Computer	2			2
TDCJ Computer Information Systems	3			3
TDCJ Drafting	1	3		4
TDCJ Electrical Technology Education		3		3
TDCJ Electronics			1	1
TDCJ Horticulture		3		3
Welding	1			1

General Education Goal 2: Critical Thinking Skills

General Education Goal two is to demonstrate qualitative and quantitative critical thinking skills, emphasizing creating thinking, innovation, inquiry, analysis, and evaluation of synthesis of information:

Critical Thinking Skills	17	55	13
Accounting		1	
Adult Education	2		
Agriculture		2	
Associate Degree Nursing	3		
Biology	1		
Chemistry	1		
Computer Science		3	
Cosmetology		3	
Criminal Justice		2	
Drafting Technology		2	
Drama		2	
Economics		8	
English		7	
Foreign Language			1
Horticulture		1	
Kinesiology		1	
Management	1		
Mathematics	1	2	
Nail Technology		1	
Physics	3		
Professional Education			1
Ranch Management		1	1
Spanish		5	1
TDCJ Air Conditioning/Refrigeration			2
TDCJ Auto Body	2	2	1
TDCJ Auto Mechanics			3
TDCJ Business Computer		2	1
TDCJ Computer Information Systems		1	
TDCJ Drafting	1	3	
TDCJ Electrical Technology Education		1	1
TDCJ Electronics		2	
TDCJ Horticulture		2	
TDCJ Masonry			1
Welding	2	1	

General Education Goal 3: Empirical Quantitative Reasoning

General Education Goal three is to understand mathematical information and utilize mathematical skills, including manipulation and analysis of numerical data or observable facts, resulting in informed conclusions:

Empirical and Quantitative Skills	10	11	1
Accounting		2	
Adult Education	1		
Criminal Justice			1
Drafting Technology		1	
Economics	2		
Mathematics	3		
Physics	1	1	
Professional Education		1	
TDCJ Auto Body		1	
TDCJ Auto Mechanics	3		
TDCJ Business Computer		1	
TDCJ Drafting		4	

General Education Goal 4: Personal Responsibility

General Education Goal four is to understand and appreciate cultural and ethnic diversity, identifying intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities:

Personal Responsibility	13	13	2
Child Development		4	
Cosmetology	3		
Criminal Justice		1	
Education		4	
English		2	
Humanities			1
Management	2		
Nail Technology	1		
Ranch Management		1	
TDCJ Air Conditioning/Refrigeration	3		
TDCJ Business Computer	1		
TDCJ Computer Information Systems	1		
TDCJ Horticulture	2	1	
TDCJ Masonry			1

General Education Goal 5: Social Responsibility

General Education Goal five is to improve basic understanding of political, economic, and social systems, developing an ability to connect choices, actions, and consequences to ethical decision making:

Social Responsibility	1	14	
Drama		1	
Economics	1		
English		4	
Foreign Language		1	
Humanities		1	
Management		1	
Spanish		5	
TDCJ Electronics		1	

General Education Goal 6: Teamwork

General Education Goal six is to develop skills and strategies to become an engaged learner, developing an ability to consider different points of view and to work effectively with others to support a shared purpose or goal:

Teamwork	12	14	
Agriculture		2	
Child Development		4	
Cosmetology			1
Criminal Justice			2
Drama		1	
Education		3	1
English			1
Management		2	
Ranch Management			1
TDCJ Air Conditioning/Refrigeration			4
TDCJ Electrical Technology Education			3
TDCJ Masonry			1

Findings

During the 2013 review period, TVCC underwent a major program review of general education outcomes during the core curriculum review required by the state of Texas. Therefore we did not feel a general education outcome review for 2012 LEAPs based on past learning outcomes would be beneficial. The core curriculum committee and the curriculum and instruction committee, along with seven divisions did a thorough review of what would be required in the new core and required core objectives. After this review, we determined that all core courses would have individual LEAPs and departments with no core courses would have a departmental LEAP. In this 2015 evaluation, we evaluated 249 outcomes with 20.1% rated as high quality, 62.2% rated as moderate quality, and 17.7%

rated as low quality. The committee determined that more training was needed for the creation of LEAPs. Dr. Wendy Elmore held a training session during the Fall 2015 Learning Day. More training will be provided in the future.