Trinity Valley Community College
FY16 General Education Outcomes Review

January 2018

Table of Contents

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: Wendy Elmore (Chair), Donna Bennett, Chris Daley, Michael Harman, David McAnally, Bill Monds, Jan Osteen, James Reed, Marshall Reeves, Erica Richardson, Tina Rummel, Debra Smith, Kristin Spizzirri, and Kristen Stovall.

Evaluators were appointed for each LEAP to cover all of the College's eight general education goals and were directed to review the appropriateness of the outcomes from our FY16 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.

There has been measurable improvement in the quality of our outcomes from the review in FY14 to this review of FY16 outcomes. Empirical and Quantitative Skills had fewer poor quality, but also had fewer high quality outcomes. Social Responsibility had more high quality, but also had more poor quality outcomes.

Improved Evaluation Process -The General Education Outcomes used for this evaluation process were created prior to the start of the 2016-2017 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 - The evaluated LEAP(S) have been provided to the faculty that originated them. 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	
	#	#	%	#	%	#	%
Career Entry Skills - To demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation	93	43	46.2%	42	45.2%	8	8.6%
Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication	103	30	29.1%	64	62.1%	9	8.7%
Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	127	40	31.5%	73	57.5%	14	11.0%
Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	52	18	34.6%	33	63.5%	1	1.9%
Personal Responsibility - To include the ability to connect choices, actions and consequences to ethical decision making	28	6	21.4%	18	64.3%	4	14.3%
Social Responsibility - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities	35	7	20.0%	26	74.3%	2	5.7%
Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	47	19	40.4%	23	48.9%	5	10.6%
Technology - To demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation	28	12	42.9%	15	53.6%	1	3.6%
Totals	513	175	34.1%	294	57.3%	44	8.6%

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: Career Entry Skills

General Education Goal one is to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation:

Goal 1 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Accounting	2	1	
Automotive Technology		3	
Automotive Technology	2	1	
Business Management		2	
Computer Science	1	2	
Cosmetology	1	3	2
Criminal Justice	3		
Drafting	4		
Early Childhood Development		1	2
General Business	6	2	
Health Science	9		
Legal Assistant	3		
Mechanical Engineering Technology	2		
Medical/Nursing Assistant		4	
Physical Sciences		2	
Ranch Management	2	2	
TDCJ AC/Refrigeration		4	
TDCJ Automotive		1	
TDCJ Business Computing			1
TDCJ Carpentry			1
TDCJ Drafting		4	2
TDCJ Electronics		8	
TDCJ Horticulture	3		
TDCJ Masonry	1		
TDCJ Welding	1	1	
Welding	3	1	

General Education Goal 2: Communication Skills

General Education Goal two is to include effective development, interpretation and expression of ideas through written, oral and visual communication:

Goal 2 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Business Management		3	
Computer Science		1	
Cosmetology		2	4
Creative Arts	4	5	
Developmental Reading & Writing			2
Digital Photography	1	2	
Drafting		3	
General Business	3	1	

Goal 2 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Government		2	
Health Science	1	1	
History	2		1
Language, Philosophy, And Culture	2	12	
Learning Framework	1		
Life & Physical Sciences	12	9	
Mathematics		13	
Medical/Nursing Assistant		2	
Social & Behavioral Sciences	1	5	1
Speech	2		
TDCJ Business Computing			1
TDCJ Masonry	1		
TDCJ Welding		2	
Welding		1	

General Education Goal 3: Critical Thinking Skills

General Education Goal three is to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information:

Goal 3 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Accounting	2	1	
Automotive Technology		3	
Automotive Technology	2	1	
Business Management		1	
Computer Science	1	1	
Cosmetology			3
Creative Arts	4	3	
Criminal Justice	3		
Developmental Math	1	2	
Developmental Reading & Writing			1
Digital Photography	1	2	
Drafting	1	1	
Early Childhood Development			3
General Business	3	2	
Government		2	
Health Science		1	
History	2		1
Language, Philosophy, And Culture	2	13	1
Learning Framework	1		
Life & Physical Sciences	12	9	
Mathematics		13	
Medical/Nursing Assistant		4	
Ranch Management	2	3	
Social & Behavioral Sciences	1	5	1
Speech	1		
TDCJ Business Computing			1

General Education Goal 4: Empirical and Quantitative Skills

General Education Goal four is to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions:

Goal 4 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Accounting	1	2	
Developmental Math	3		
Learning Framework	1		
Life & Physical Sciences	12	9	
Mathematics		13	
Physical Sciences		3	
Ranch Management	1		
Social & Behavioral Sciences		4	1
TDCJ Electronics		2	

General Education Goal 5: Personal Responsibility

General Education Goal five is to include the ability to connect choices, actions and consequences to ethical decision making:

Goal 5 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Cosmetology			1
Criminal Justice		1	
Government		2	
History	2		1
Language, Philosophy, And Culture	1	12	2
Mechanical Engineering Technology		1	
Medical/Nursing Assistant		2	
Speech	2		
TDCJ Masonry	1		

General Education Goal 6: Social Responsibility

General Education Goal six is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities:

Goal 6 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Creative Arts	4	4	
Digital Photography	1	2	
Government		2	
History	1	1	1
Language, Philosophy, And Culture		10	
Learning Framework	1		
Medical/Nursing Assistant		1	
Social & Behavioral Sciences		6	1

General Education Goal 7: Teamwork

General Education Goal seven is to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal:

Goal 7 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Cosmetology			2
Creative Arts	4	5	
Digital Photography		1	
Health Science		1	
Language, Philosophy, And Culture		4	2
Life & Physical Sciences	12	9	
Medical/Nursing Assistant		1	
Social & Behavioral Sciences		2	
Speech	2		
TDCJ Business Computing			1
TDCJ Masonry	1		

General Education Goal 8: Technology

General Education goal eight is to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation:

Goal 8 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Automotive Technology	1	1	
Computer Science	2	1	
Cosmetology		1	
Drafting	1	1	
General Business	1		
Mechanical Engineering Technology		1	
Physical Sciences		3	
Speech	1		
TDCJ Business Computing			1
TDCJ Computer Info Systems	6	1	
TDCJ Drafting		6	

Findings

The following table shows the results of the 2015 review with the 2017 review. The percentage of high quality outcomes increased by 14% and the percentage of poor quality outcomes decreased by more than 50%. The general education goals align with those for the State of Texas with Career Entry Skills and Technology added by TVCC. Career Entry Skills and Technology were not included with the goals during 2014-2015.

General Education Goal Description	Total Outcomes		% High Quality Outcomes		% Moderate Quality Outcomes		% Poor Quality Outcomes	
	2015	2017	2015	2017	2015	2017	2015	2017
Career Entry Skills		93		46.2%		45.2%		8.6%

General Education Goal Description	Total Outcomes		% High Quality Outcomes		% Moderate Quality Outcomes		% Poor Quality Outcomes	
	2015	2017	2015	2017	2015	2017	2015	2017
Communication Skills	73	103	24.7%	29.1%	57.5%	62.1%	17.8%	8.7%
Critical Thinking Skills	85	127	20.0%	31.5%	64.7%	57.5%	15.3%	11.0%
Empirical and Quantitative Skills	22	52	45.5%	34.6%	36.4%	63.5%	18.2%	1.9%
Personal Responsibility	28	28	17.9%	21.4%	75.0%	64.3%	7.1%	14.3%
Social Responsibility	15	35	0.0%	20.0%	100.0%	74.3%	0.0%	5.7%
Teamwork	26	47	0.0%	40.4%	53.8%	48.9%	46.2%	10.6%
Technology		28		42.9%		53.6%		3.6%
Totals	249	513	20.1%	34.1%	62.2%	57.3%	17.7%	8.6%

The increase in the number of evaluated outcomes is a result of aligning LEAPs and outcomes with core courses for the programs. All academic core courses are evaluated as well as three courses for each workforce program. There is still room for improvement in the creation of outcomes and the documentation of the results. Many 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 2016-2017 educational outcomes can be [viewed online](#).