

**Trinity Valley Community College
FY18 General Education Outcomes Review**



January 2019

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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: Jan Bedford, Donna Bennett, Brad Burnett, Lisa Clark, Chris Daley, Donnie Fulford, Michael Harman, Jan Osteen, James Reed, Erica Richardson, Tina Rummel, Debra Smith, Kristin Spizzirri and Spencer Wagley.

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 FY18 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 Posttests 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 FY18 outcomes. From FY16 to FY 18 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 2017-2018 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 Educational Testing Service© (ETS) Proficiency Test, The 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.

Outcome Plan Quality							
General Education Goal Description	High Quality		Moderate Quality		Poor Quality		Total Count
	Count	Percent	Count	Percent	Count	Percent	
Career Entry Skills - To demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation	40	36.04%	60	54.05%	11	9.91%	111
Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication	61	55.96%	36	33.03%	12	11.01%	109
Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	61	48.03%	60	47.24%	6	4.72%	127
Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	26	50.00%	26	50.00%		0.00%	52
Personal Responsibility - To include the ability to connect choices, actions and consequences to ethical decision making	17	62.96%	8	29.63%	2	7.41%	27
Social Responsibility - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities	19	50.00%	18	47.37%	1	2.63%	38

Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	27	62.79%	12	27.91%	4	9.30%	43
Technology - To demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry level employment in a target occupation	6	17.65%	19	55.88%	9	26.47%	34
Grand Total	257	47.50%	239	44.18%	45	8.32%	541

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	
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	

Goal 3 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
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	

Goal 8 Departments	# High Quality Outcomes	# Moderate Quality Outcomes	# Poor Quality Outcomes
Speech	1		
TDCJ Business Computing			1
TDCJ Computer Info Systems	6	1	
TDCJ Drafting		6	

Findings

The following table shows the results of the 2017 review with the 2018 review. The percentage of high quality outcomes increased by 13.4% and the percentage of poor quality outcomes decreased by ½%.

General Education Goal Description	Total Outcomes		% High Quality Outcomes		% Moderate Quality Outcomes		% Poor Quality Outcomes	
	2017	2018	2017	2018	2017	2018	2017	2018
Career Entry Skills	93	111	46.2%	36.04%	45.2%	54.05	8.6%	9.91%
Communication Skills	103	109	29.1%	55.96%	62.1%	33.03	8.7%	11.01%
Critical Thinking Skills	127	127	31.5%	48.03%	57.5%	47.24	11.0%	4.72%
Empirical & Quantitative Skills	52	52	34.6%	50.00%	63.5%	50.00	1.9%	0.00%
Personal Responsibility	28	27	21.4%	62.96%	64.3%	29.63	14.3%	7.41%
Social Responsibility	35	38	20.0%	50.00%	74.3%	47..37	5.7%	2.63%
Teamwork	47	43	40.4%	62.79%	48.9%	27.91	10.6%	9.30%
Technology	28	34	42.9%	17.65%	53.6%	55.88	3.6%	26.47%
Totals	513	541	34.1%	47.50%	57.3%	44.18	8.6%	8.32%

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 2017-2018 educational outcomes can be [viewed online](#).

TVCC FY18 General Education Outcomes Review

Trinity Valley Community College General Education Outcomes Evaluation of Learning Enhancement Annual Plans (LEAPs)

Academic Year: Date Reviewed (MM/DD/YYYY): Lead Evaluator:

GenED Goal: Course (Prefix & Number): Program Name:

EVALUATION OF LEARNING CENTERED NATURE OF OUTCOME

1. Rate the degree to which this is a learning-centered outcome:

- Authentically learning-centered
- Somewhat learning-centered
- Not learning-centered

To be **authentically learning centered**, an outcome must include evidence that it fulfills three or more of the following: engages and changes the learner, assists the learner to collaborate, offers options for the learning process (as demonstrated through addressing more than one learning style), or provides ways to document learning.

To be a **somewhat learning centered**, an outcome must include evidence of at least one of the previously mentioned qualities.

To be rated as **not learning centered**, an outcome includes none of the previously mentioned qualities.

2. In your judgment, does this Outcome Plan **positively contribute** to the Pathway to Progress Quality Enhancement Plan?

- Does not contribute
- Contributes to Goal 1: Students will improve collegiate survival skills
- Contributes to Goal 2: Students will develop a strong connection to TVCC
- Contributes to both Goal 1 and Goal 2

DATA QUALITY REVIEW

3. Rate the quality of the Outcome Plan:

- High Quality
- Moderate Quality
- Poor Quality

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.

Note: We are not judging how well the planning unit achieved its listed assessment criteria (e.g. 50% of students will be able to write an argumentative essay). We are judging whether the criteria is a plausible way to measure the General Education related Outcome.

4. Rate the degree to which the Outcome is measurable with defined standards outlined:

- Clearly defined standards are outlined with numerical scores operationally defining student success with each assessment plan. Departmental targets are included that note the percentage of student successes hoped to be achieved.
- Departmental targets are included that note the percentage of student successes hoped to be achieved. Standards of scoring are not clearly defined or included.
- Ambiguous or lack of mention of departmental targets for indicated percentage of students' successes.

5. Rate how this Outcome is applicable to all learning settings (traditional, online, ITV, dual credit):

- Assessment plan can be implemented in any modality of course delivery
- Variety of assessment plans provided to cover various modalities of course delivery
- Inflexible assessment plans provided that cannot be incorporated in all modalities of course delivery
- N/A, the course being reviewed cannot be offered online

EVALUATION OF INSTITUTIONAL ACCOMPLISHMENT OF OUTCOMES

6. Rate the quality of the Outcome Plan Results:

- High Quality
- Moderate Quality
- Poor Quality

General Education Goals

- (1) Career Entry Skills - To demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation
- (2) Communication Skills - To include effective development, interpretation and expression of ideas through written, oral and visual communication
- (3) Critical Thinking Skills - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- (4) Empirical and Quantitative Skills - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- (5) Personal Responsibility - To include the ability to connect choices, actions and consequences to ethical decision-making
- (6) Social Responsibility - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities
- (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
- (8) Technology - To be able to utilize computer based technology in assessing information, solving problems, and communicating

High Quality: LEAP Outcome Results that convincingly demonstrate that the desired result listed in the plan is being met. Criteria include data collection, analysis, and evaluation for both distance and non-distance learning results and the inclusion of on-target changes where required.

Moderate Quality: LEAP Outcome Results that somewhat demonstrate that the desired result identified in the plan is being met. One or more of the items listed above is off target and requires modification.

Poor Quality: LEAP Outcome Results that clearly do not demonstrate that the desired result listed in the plan is being met. Modifying or changing the entire Outcome Results is required.

Note: We are judging how well the planning unit achieved its listed assessment criteria for this Outcome.

7. Why? What are the **strengths** in how this outcome contributes to the specific general education goal that you are evaluating?

8. Why? What are the **weaknesses** in how this outcome contributes to the specific general education goal that you are evaluating?