

VC Core Curriculum Assessment Report, Academic Year 2014-2015

Purpose:

The Core Objective Assessment Subcommittee of Academic Council oversaw the assessment of general education outcomes as mandated by the THECB. The Core Objective Subcommittee identified the core objectives to be assessed during the 2014-2015 academic year. These included Empirical/Quantitative Reasoning in Fall 2014, Personal Responsibility in Spring 2015, and Teamwork in Summer 2015.

Method:

The Core Objective Subcommittee along with faculty leaders implemented an assessment model utilizing common course assignments and the AAC&U LEAP rubrics for use in assessment of the THECB identified core objectives. The rubrics were selected by departmental faculty to align with course level common assignments developed by faculty teaching core curriculum courses. A random sample of common assignments was collected each semester and teams of faculty assessed the level of student attainment of the core objective.

Sampling Method:

A random yet representative sample of student work was desired for assessment of the core objectives. The sampling frame for core objective assessment consisted of all students registered for a course in the core curriculum. A target sample size of approximately 10% of students registered in core courses has been a guideline for each semester. Although this percentage is fairly high, it does allow for a sufficient sample size after accounting for nonresponse, missing or unusable assessments.

The sampling design employed was a multi-stage stratified random sample. To achieve a representative sample, the sampling frame was split into strata, or categories, over several stages. A stratified design allows for the target population to be classified by various criteria ensuring a representative sample across those criteria. The initial stratification was based on cumulative hours earned at Vernon College. The four categories were: 0 to 15 cumulative hours, 16 to 30 cumulative hours, 31 to 45 cumulative hours, and over 45 cumulative hours. In the second stage, the initial four strata were then categorized by modality: face-to-face, itv, or internet/hybrid courses. A third stage of stratification was then applied to face-to-face courses based on location: CCC, Vernon, or high school. A final stage of stratification was applied using course designations with the sample of students then taken from the final stage strata using a random number generator.

Results:

The tables below contain the results of the 2014 – 2015 academic year cycle of core objectives. The assessment of each core objective was based on an existing or modified LEAP value rubric. Vernon College has set a benchmark of 1.5 on a scale of 0 to 4, for attainment of core objectives.

Fall 2014 – Empirical/Quantitative Reasoning

| STUDENTS | FREQ | AVG |
|------------------------|------|------|
| Under 16 cum. Hours | 41 | 0.75 |
| 16 to 30 cum. Hours | 21 | 0.98 |
| 31 to 45 cum. Hours | 14 | 0.90 |
| 46 and over cum. Hours | 19 | 1.11 |

The team assessed 95 common signature assignments using the Quantitative Literacy Leap rubric. Two assignments were not received, and two assignments were not readable. The overall weighted average for Fall 2014 was 0.90.

Spring 2015 – Personal Responsibility

| STUDENTS | FREQ | AVG |
|------------------------|------|------|
| Under 16 cum. Hours | 22 | 0.62 |
| 16 to 30 cum. Hours | 25 | 0.62 |
| 31 to 45 cum. Hours | 31 | 0.62 |
| 46 and over cum. Hours | 29 | 0.46 |

The team assessed 101 common assignments using a modified version of the Ethical Reasoning Leap Rubric. Six assignments from KINE were assessed using the Lifelong Learning LEAP value rubric. Twenty assignments were not received. The overall weighted average for Spring 2015 was 0.58.

Summer 2015 – Teamwork

| STUDENTS | FREQ | AVG |
|------------------------|------|------|
| Under 16 cum. Hours | 2 | 0.84 |
| 16 to 30 cum. Hours | 11 | 1.32 |
| 31 to 45 cum. Hours | 12 | 0.89 |
| 46 and over cum. Hours | 12 | 0.93 |

The team assessed 37 common signature assignments using the Teamwork LEAP value rubric. Eleven assignments were not received, and 13 assignments were considered unusable. The overall weighted average for Summer 2015 was 1.03.

Use of Results:

Core Objective assessment results were presented to faculty, the Academic Council and the College Effectiveness committee. Faculty drafted departmental and discipline specific responses to the results. Individual faculty members will address the perceived shortcomings indicated in the departmental response through improvements in course content, pedagogical delivery of content, and the course based common assignments. These improvements will be designed to improve student learning and attainment of core objectives. Improvement efforts will be documented by individual faculty members on the End of Semester Course Reviews which are completed at the conclusion of each semester.

Continued Assessment:

The present model of assessment, implemented by the Core Objective Assessment Subcommittee, will continue to be employed in future academic years. The committee will continue to oversee the rotation of the identified core objectives in order to provide two full sets of data every four years, which aligns with the data needs for THECB and SACSCOC reporting and the documentation of Institutional Effectiveness.