

VC Core Curriculum Assessment Report, Academic Year 2016-2017

Purpose:

The Dean of Instructional Services and the Coordinator for the Assessment of Student Learning oversaw the assessment of general education outcomes as mandated by the THECB. The Coordinator for the Assessment of Student Learning identified the core objectives to be assessed during the 2015-2016 academic year. These included Teamwork in Fall 2016, Empirical/Quantitative Reasoning in Spring 2017, and Personal Responsibility in Summer 2017.

Method:

The Coordinator for the Assessment of Student Learning 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. This allows 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 2016 – 2017 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 2016 – Teamwork

STUDENTS	FREQ	AVG
Under 16 cum. Hours	23	0.63
16 to 30 cum. Hours	22	0.58
31 to 45 cum. Hours	22	0.68
46 and over cum. Hours	23	0.73

The assessment team assessed 90 common signature assignments using the AAC&U *Teamwork* LEAP Value Rubric. Eight assignments were not received, and 8 assignments were not readable/assessable. The overall weighted average for Fall 2016 was 0.66 as compared to the institutionally selected benchmark of 1.5.

Spring 2017 – Empirical/Quantitative Reasoning

STUDENTS	FREQ	AVG
Under 16 cum. Hours	32	0.89
16 to 30 cum. Hours	22	1.20
31 to 45 cum. Hours	24	1.25
46 and over cum. Hours	27	1.43

The team assessed 105 common assignments using the AAC&U *Quantitative Reasoning* LEAP Value Rubric. Five assignments were deemed not readable/assessable. The overall weighted average for Spring 2017 was 1.17 as compared to the institutionally selected benchmark of 1.5.

Summer 2017 – Personal Responsibility

STUDENTS	FREQ	AVG
Under 16 cum. Hours	16	1.74
16 to 30 cum. Hours	16	1.71
31 to 45 cum. Hours	18	1.27
46 and over cum. Hours	22	1.83

The team assessed 72 common assignments using the AAC&U *Ethical Reasoning* LEAP Value rubric or a modified version of the AAC&U *Inquiry and Analysis* LEAP Value Rubric. Two assignments were not received, and 1 assignment was considered unusable. The overall weighted average for Summer 2017 was 1.64 as compared to the institutionally selected benchmark of 1.5.

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 will continue to be employed in future academic years. The Coordinator for the Assessment of Student Learning 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.