

VC Core Curriculum Assessment Report, Academic Year 2017-2018

Purpose:

The VP of Instructional Services and the Director of Instructional Assessment oversaw the assessment of general education outcomes as mandated by the THECB. The Director of Instructional Assessment identified the core objectives to be assessed during the 2017-2018 academic year. These included Social Responsibility in Fall 2017, Communication in Spring 2018, and Critical Thinking in Summer 2018.

Method:

The Director of Instructional Assessment along with faculty leaders implemented an assessment model utilizing course assignments specifically designed to target the core objectives 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 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.

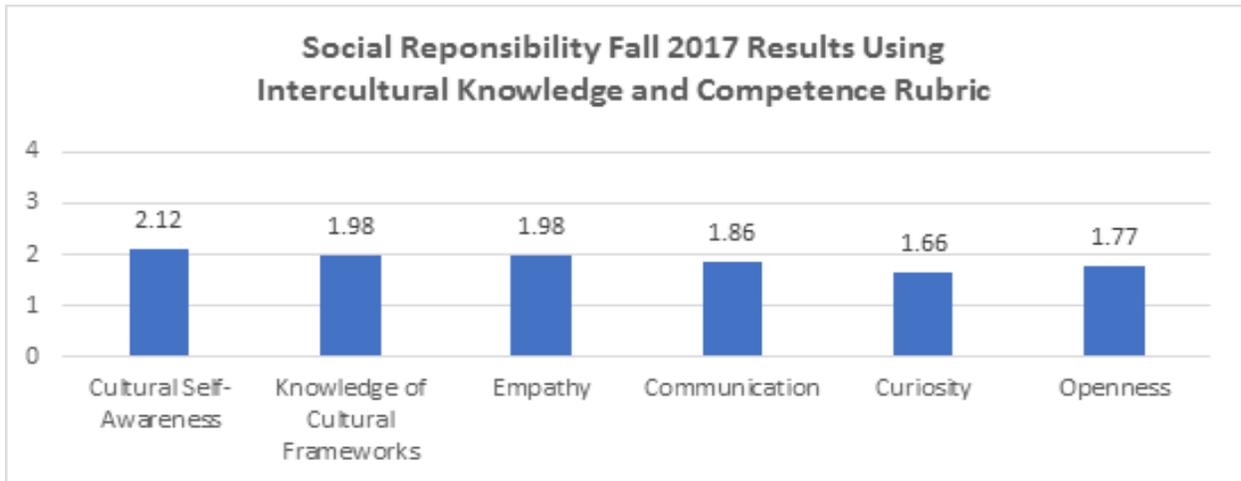
Results:

The tables below contain the results of the 2017 – 2018 academic year cycle of core objectives. The assessment of each core objective was based on an existing AAC&U LEAP VALUE rubric.

Vernon College has set a benchmark of 1.5 on a scale of 0 to 4, for attainment of core objectives.

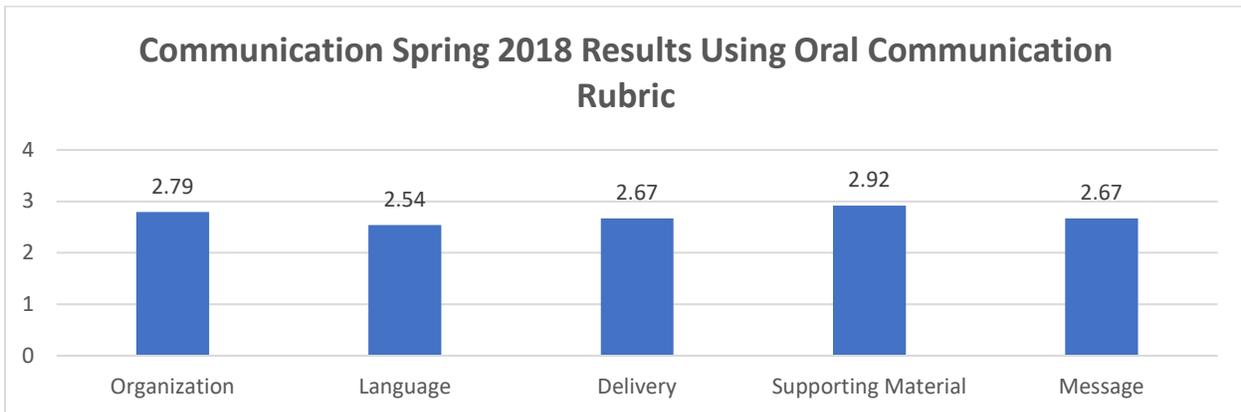
Fall 2017 – Social Responsibility

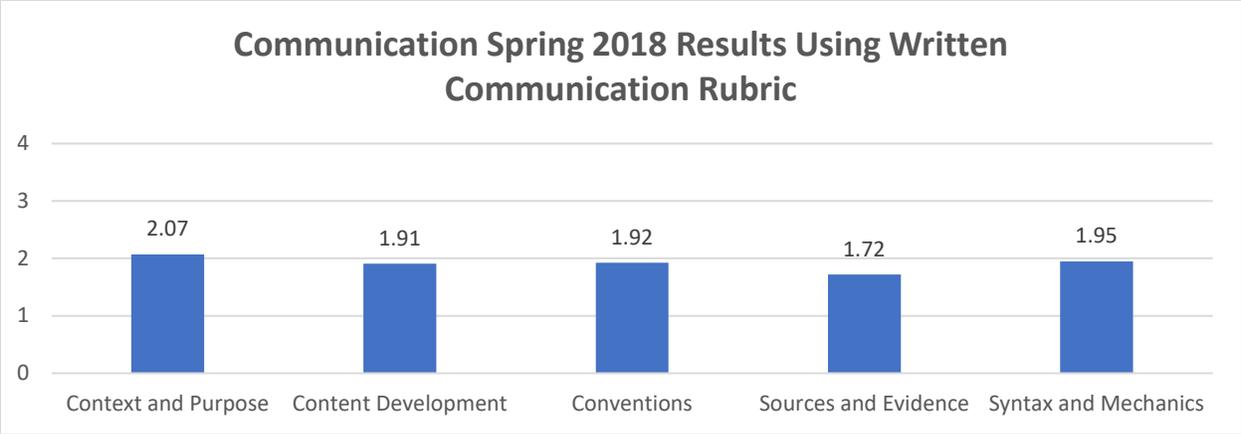
The assessment team assessed 107 signature assignments using the AAC&U *Teamwork* LEAP Value Rubric. Twenty-two assignments were not received, and 20 assignments were not readable/assessable. Student attainment was above the institutionally selected benchmark of 1.5 on all 6 categories assessed by the rubric.



Spring 2018 – Communication

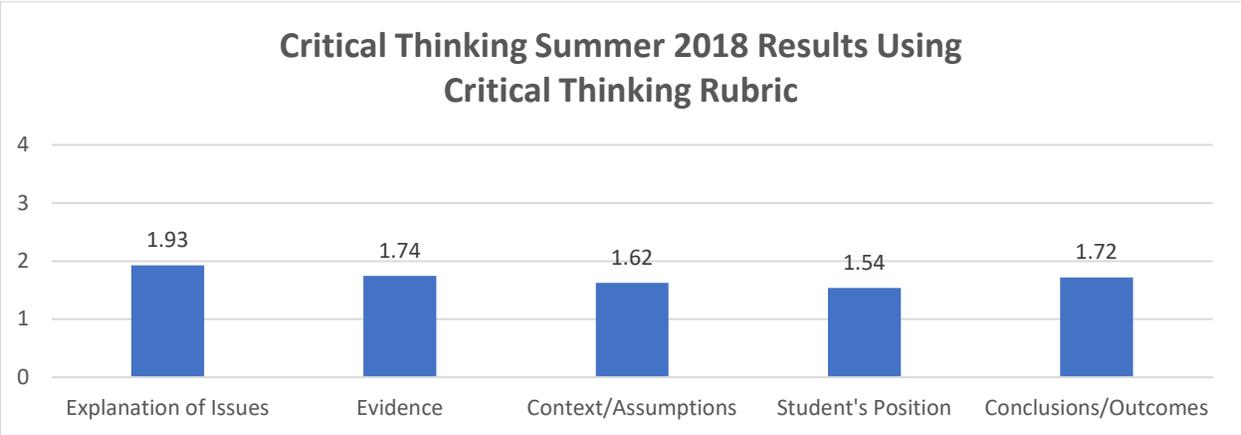
The assessment team assessed 240 signature assignments using the AAC&U *Oral Communication and Written Communication* LEAP Value Rubrics. Twelve assignments were not received. Student attainment was above the institutionally selected benchmark of 1.5 on all 5 categories assessed by the rubrics.





Summer 2018 – Critical Thinking

The assessment team assessed 101 signature assignments using the AAC&U *Critical Thinking* LEAP Value Rubric. Six assignments were not received, and 4 assignments were not readable/assessable. Student attainment was above the institutionally selected benchmark of 1.5 on all 6 categories assessed by the rubric.



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.