

To: Dana Young - President
From: E. Alves – Vice President of Academic Affairs
Date: August 5, 2020

RE: Accreditation Update

David Koehler, Accreditation Liaison Officer, and I have spent a significant amount of time analyzing assessment data, as well as survey data in an effort to inform academic and learning-support planning and practices to continuously improve student learning outcomes. As you are aware, this is an area in which NWCCU has stated that TVCC is out of compliance, and has thus recommended documented usage of the results of our assessment efforts.

The data we have analyzed includes our Institutional Learning (General Education) Outcomes Assessment Results (); the 2019-20 End of the Year Student survey results (EYSS); the CCCSE COVID 19 Survey; Program Outcomes Mapping; and the 2019-20 Completers Survey. We will review the findings from our analyses at the August 12th, 2020 Administrative Team Retreat. David has already shared some of this data with everyone on the Administrative team, to review prior to the meeting. At the meeting, the administration is expected to make draft recommendations for continuous improvement to learning-support planning and practices, which will then be vetted by faculty and staff before adoption as official institutional strategies.

In order to get TVCC in compliance, we will need the support of all Administrative team members, as well as the campus community.

It is important that every team member reviews the data. NWCCU is asking that we use the data to “to inform academic and learning-support planning and practices to continuously improve student learning outcomes.” We must document what we are doing and what data drives decisions.

On Wednesday, David and I will update the team on NWCCU findings and discuss the information above and the Mission Fulfillment report.

I wanted you to know, that this is the missing link between non-compliance and fulfillment of this NWCCU recommendation.

I have outlined the next steps in Academics, based on the NWCCU decision.

For Academics, analysis of this data suggests the following areas should be the focus of TVCC efforts to improve student learning outcomes.

General Education Outcomes /Institutional Learning Outcomes (ILO):

The Institutional Effectiveness Committee met to discuss ILO’s during the 2019-20 school year, as well as review the data, available from 2018-19. The main take away from those discussions were two main concerns.

Number of assessments obtained and the concern for continual faculty training to help ensure inner rater reliability, in order to ensure accurate data.

For the 2019-20 year, a goal was set of 1400 assessments in Quantitative Reasoning. Quantitative Reasoning was selected based on the fact the data showed the lowest scores and a low number of assessments. The result was an increase to 1199 assessments, slightly below our institutional goal, but a significant increase from the prior year.

In the Spring, we conducted a “virtual” faculty wide training/webinar to provide a greater understanding of the best practices for teaching Quantitative Reasoning, led by nationally known scientist Dr. Esther Wilder from CUNY. This Summer, Dr. Weber and Nicole Baird are working to develop training that can be administered to anyone, independent of the need to create a formal training group.

Next Steps:

To continue to improve student learning outcomes, as mentioned above, General Education Assessment data was analyzed.

The review revealed a significant decrease in the overall score for Critical Thinking (CT). Based on this data, a goal will be set for 1400 assessments in Critical Thinking during the 2020-21 year. This goal was selected based on the decrease in 2-year completers’ average scores, as well as the overall scores for all assessments. During the 2019-20 year, the Completer’s scores dipped from approximately 3.1 to 2.8, the lowest score for all 2-year completers.

To continue to our momentum from last year’s efforts to improve student learning outcomes in Quantitative Reasoning, we analyzed the assessment results through our equity lenses, (i.e., looking at Underrepresented students of color, economically disadvantaged students and first-generation students), and found that the data suggests that the greatest area of need is to improve the assessment results of Underrepresented students of color.

As such, I will reach out to obtain a cohort of 6-8 faculty, willing to take specific training that improves teaching and learning for Underrepresented students of color. We will ask the faculty to train in Fall, implement strategies (and provide some documentation on the strategies implemented) during Winter term, and report out the results in the Spring, identifying those strategies that were effective and can be used by all to improve all student learning outcomes.

Program and Course level Outcomes:

During the 2019-20 school year, we made significant progress in reviewing all Program Learning Outcomes. All Program outcomes were reviewed and all courses within the program were mapped to the appropriate Program Outcome. This data has some gaps that need to be addressed to ensure student learning outcomes are still appropriate and relevant.

Next Steps:

In 2020-21, TVCC faculty will be asked to ensure that all Program Outcomes are placed on the syllabi, of the final course needed to fulfill that Program Outcome. In addition, during Advisory Board meetings, faculty will be asked to begin the process of reviewing the existing Program Outcomes and the courses affiliated with those outcomes, to ensure they are still appropriate and relevant to the program.

This will help to ensure course level outcomes are reviewed and adjusted as needed.

I wanted you to provide you a preview. We will need your support to make this happen.

cc: File