# TCC General Education Assessment Report

Fall 2022-Spring 2023

## OVERVIEW

### General Education Assessment (GEA) Plan

Each course offered at Tidewater Community College (TCC) develops students in one or more of the following core competencies: Civic Engagement, Critical Thinking, Professional Readiness, Quantitative Literacy, Scientific Literacy and Written Communication. Discipline faculty identify the competency or competencies supported by course content and the competencies are documented in the Official Course Outlines. Faculty members then incorporate course activities and assignments to facilitate student development for the selected competency learning outcomes as identified on the TCC General Education Competency Rubrics. TCC rubrics are adapted from the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. Rubrics, and other GEA tools, can be found on the GEARS (General Education Assessment Resource Center) website.

TCC measures student learning by assessing student work products (SWPs) completed in general education courses, which support the applicable competencies. In addition, TCC assesses assignment design in non-general education courses. This assessment determines the extent to which assignments prompt students to demonstrate the learning outcomes for the applicable competencies.

Civic Engagement and Professional Readiness competencies were assessed in the 2022-2023 academic year.

## CIVIC ENGAGEMENT

### Student Learning – Civic Engagement

The Office of Institutional Effectiveness provided a random sample of students to assess the civic engagement competency (n=280).  Of the students selected, faculty submitted student work products for 131 students (47%).  Student course withdrawals, students not submitting the competency assignment and faculty non-compliance contributed to the number of reviewed work products.

A breakdown of scores by academic plan/pathway, discipline, transfer v. career/technical programs, score frequency and assignment support are provided by OIE. This information will be shared and reviewed with Pathway Deans and discipline faculty during Fall 2023 pathway meetings and through professional development sessions offered by the Assessment Team during the Fall 2023 term.

The following chart identifies transfer program students by academic plan and discipline with average scores and the number of students who have met the 2.0 college benchmark.

# Civic Engagement Scores by Academic Plan and Discipline
## Transfer Program Students

| Assessment Category | Academic Plan* | Discipline | Students Assessed | N/A | Score >=2 | Average Score | Standard Deviation |
|---|---|---|---|---|---|---|---|
| Civic Knowledge | 213 Business Administration | PHI – Philosophy | 9 | . | 6 | 2.24 | 0.72 |
| | 246 Computer Science | PHI – Philosophy | 2 | . | 2 | 2.75 | 0.35 |
| | 560 Music | SSC – Social Science | 1 | . | 1 | 2.50 | . |
| | 648 Liberal Arts | PHI – Philosophy | 1 | 1 | . | . | . |
| | | SSC – Social Science | 1 | . | 1 | 2.33 | . |
| | 699 General Studies | PHI – Philosophy | 15 | 1 | 10 | 2.63 | 0.99 |
| | | PLS – Political Science | 3 | . | 2 | 2.33 | 0.67 |
| | | PSY – Psychology | 12 | . | 8 | 2.07 | 0.60 |
| | | SSC – Social Science | 12 | . | 8 | 2.49 | 1.07 |
| | 831 Engineering | PHI – Philosophy | 1 | . | . | 1.33 | . |
| | 880 Science | PHI – Philosophy | 5 | . | 3 | 2.30 | 1.44 |
| | | PSY – Psychology | 3 | . | 1 | 2.17 | 1.15 |
| | | SSC – Social Science | 1 | . | 1 | 3.33 | . |
| | 882 Social Sciences | PHI – Philosophy | 2 | . | 2 | 2.75 | 0.35 |
| | | PLS – Political Science | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 8 | . | 5 | 2.40 | 0.96 |
| | | SSC – Social Science | 3 | . | 2 | 1.83 | 0.29 |
| Civic Values | 213 Business Administration | PHI – Philosophy | 9 | . | 7 | 2.37 | 0.60 |
| | 246 Computer Science | PHI – Philosophy | 2 | . | 2 | 2.50 | 0.00 |
| | 560 Music | SSC – Social Science | 1 | . | 1 | 2.50 | . |
| | 648 Liberal Arts | PHI – Philosophy | 1 | 1 | . | . | . |
| | | SSC – Social Science | 1 | . | 1 | 2.33 | . |
| | 699 General Studies | PHI – Philosophy | 15 | 1 | 10 | 2.60 | 0.97 |
| | | PLS – Political Science | 3 | . | 2 | 2.50 | 0.93 |
| | | PSY – Psychology | 12 | . | 9 | 2.15 | 0.68 |
| | | SSC – Social Science | 12 | . | 8 | 2.44 | 1.03 |
| | 831 Engineering | PHI – Philosophy | 1 | . | . | 1.33 | . |
| | 880 Science | PHI – Philosophy | 5 | . | 3 | 2.20 | 1.40 |
| | | PSY – Psychology | 3 | . | 1 | 2.00 | 0.87 |
| | | SSC – Social Science | 1 | . | 1 | 3.00 | . |
| | 882 Social Sciences | PHI – Philosophy | 2 | . | 2 | 3.00 | 0.71 |
| | | PLS – Political Science | 1 | . | 1 | 3.50 | . |
| | | PSY – Psychology | 8 | . | 6 | 2.44 | 0.70 |
| | | SSC – Social Science | 3 | . | 2 | 1.94 | 0.42 |

The following chart identifies career/technical program students by academic plan and discipline with average scores and the number of students who have met the 2.0 college benchmark.

**Civic Engagement Scores by Academic Plan and Discipline***
*Career & Technical Program Students*

| Assessment Category | Academic Plan** | Discipline | Students Assessed | N/A | Score >=2 | Average Score | Standard Deviation |
|---|---|---|---|---|---|---|---|
| Civic Knowledge | 042 HS Concurrent-HS credit only | PLS – Political Science | 1 | . | 1 | 2.33 | . |
| | | SSC – Social Science | 1 | . | 1 | 2.67 | . |
| | 146 Emergency Medical Services | PHI – Philosophy | 1 | . | 1 | 2.00 | . |
| | 151 Medical Laboratory Technology | PHI – Philosophy | 1 | . | 1 | 2.33 | . |
| | 172 Radiography | PHI – Philosophy | 1 | . | 1 | 3.50 | . |
| | 190 Health Sciences | PSY – Psychology | 1 | . | . | 1.00 | . |
| | 203 Accounting | PHI – Philosophy | 2 | . | 1 | 2.09 | 0.59 |
| | 221 Career Studies | PSY – Psychology | 2 | . | 2 | 2.25 | 0.35 |
| | 260 Paralegal Studies | PHI – Philosophy | 2 | . | 2 | 2.67 | 0.47 |
| | 298 Administrative Support Tech | PSY – Psychology | 1 | . | 1 | 2.00 | . |
| | 345 Cyber Security | PHI – Philosophy | 1 | . | 1 | 3.50 | . |
| | 400 Criminal Justice | PHI – Philosophy | 1 | . | 1 | 3.00 | . |
| | | PLS – Psychology | 8 | . | 6 | 2.76 | 0.98 |
| | 427 Fire Science Technology | PHI – Philosophy | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 1 | . | . | 1.00 | . |
| | 480 Human Services | PHI – Philosophy | 2 | . | 2 | 3.25 | 0.35 |
| | | PSY – Psychology | 12 | 1 | 7 | 2.11 | 1.03 |
| | 532 Studio Arts | PSY – Psychology | 1 | . | . | 1.50 | . |
| | | SSC – Social Science | 1 | . | 1 | 3.50 | . |
| | 636 Early Childhood Development | PSY – Psychology | 1 | . | 1 | 2.00 | . |
| | 746 Maritime Technologies | PLS – Political Science | 1 | . | . | 1.67 | . |
| | 775 Hospitality Management | PHI – Philosophy | 1 | . | 1 | 3.00 | . |
| | 841 Electrical Technology | PHI – Philosophy | 1 | 1 | . | . | . |
| | 909 Automotive Technology | PHI – Philosophy | 4 | . | 3 | 2.38 | 0.63 |
| | 956 Mechanical Engineering Technol | PSY – Psychology | 1 | . | 1 | 4.00 | . |
| | 963 Industrial Technology | PHI – Philosophy | 1 | . | . | 1.50 | . |
| Civic Values | 042 HS Concurrent-HS credit only | PLS – Political Science | 1 | . | 1 | 2.33 | . |
| | | SSC – Social Science | 1 | . | 1 | 2.33 | . |
| | 146 Emergency Medical Services | PHI – Philosophy | 1 | . | 1 | 2.50 | . |
| | 151 Medical Laboratory Technology | PHI – Philosophy | 1 | . | 1 | 2.00 | . |

| Assessment Category | Academic Plan** | Discipline | Students Assessed | Not Applicable | Score >=2 | Average Score | Standard Deviation |
|---|---|---|---|---|---|---|---|
| | 172 Radiography | PHI – Philosophy | 1 | . | 1 | 3.50 | . |
| | 190 Health Sciences | PSY – Psychology | 1 | . | . | 1.00 | . |
| | 203 Accounting | PHI – Philosophy | 2 | . | 1 | 2.34 | 0.94 |
| | 221 Career Studies | PSY – Psychology | 2 | . | 1 | 2.09 | 0.59 |
| | 260 Paralegal Studies | PHI – Philosophy | 2 | . | 2 | 2.84 | 0.23 |
| | 298 Administrative Support Tech | PSY – Psychology | 1 | . | 1 | 2.00 | . |
| | 345 Cyber Security | PHI – Philosophy | 1 | . | 1 | 4.00 | . |
| | 400 Criminal Justice | PHI – Philosophy | 1 | . | 1 | 3.50 | . |
| | | PLS – Political Science | 8 | . | 6 | 2.74 | 0.98 |
| | 427 Fire Science Technology | PHI – Philosophy | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 1 | . | . | 1.50 | . |
| | 480 Human Services | PHI – Philosophy | 2 | . | 2 | 3.25 | 0.35 |
| | | PSY – Psychology | 12 | 1 | 7 | 2.18 | 0.95 |
| | 532 Studio Arts | PSY – Psychology | 1 | . | . | 1.50 | . |
| | | SSC – Social Science | 1 | . | 1 | 3.50 | . |
| | 636 Early Childhood Development | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 746 Maritime Technologies | PLS – Political Science | 1 | . | . | 1.67 | . |
| | 775 Hospitality Management | PHI – Philosophy | 1 | . | 1 | 2.50 | . |
| | 841 Electrical Technology | PHI – Philosophy | 1 | 1 | . | . | . |
| | 909 Automotive Technology | PHI – Philosophy | 4 | . | 3 | 2.38 | 0.63 |
| | 956 Mechanical Engineering Technol | PSY – Psychology | 1 | . | 1 | 3.00 | . |
| | 963 Industrial Technology | PHI – Philosophy | 1 | . | 1 | 2.00 | . |

*Program-level results should be used with caution. Results at the program level may not be representative of actual program-level outcomes due to small sample sizes.

**Parent Program of student

*Civic Engagement Learning Outcomes*

On average, students met or exceeded the learning outcomes of Civic Knowledge and Civic Values (benchmark 2.0) with average scores of 2.39 and 2.42, respectively. The number of students meeting or exceeding the benchmark score was similar for both learning competencies, 70% for Civic Knowledge and 72% for Civic Values.
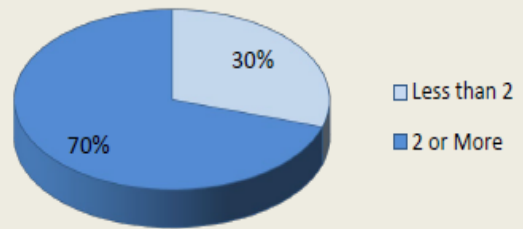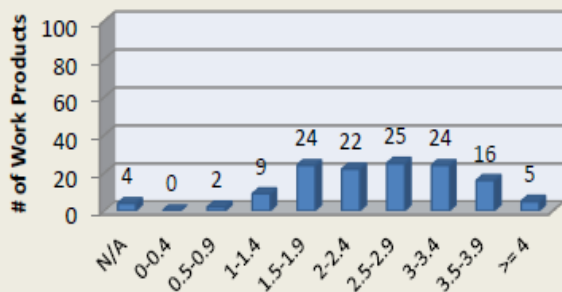
## Civic Knowledge

### Score Frequency
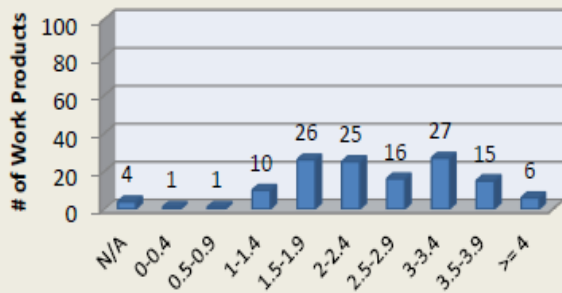


Rubric Score (n=127, Avg Score=2.39, Std Dev=0.87)
Transfer: n=78, Mean=2.37, Std Dev=0.87
Career & Technical: n=49, Mean=2.42, Std Dev=0.88

### Capstone Achievement %
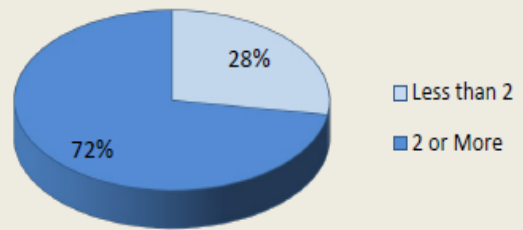


30% Less than 2
70% 2 or More

## Civic Values

### Score Frequency



Rubric Score (n=127, Avg Score=2.42, Std Dev=0.83)
Transfer: n=78, Mean=2.39, Std Dev=0.83
Career & Technical: n=49, Mean=2.46, Std Dev=0.83

### Capstone Achievement %



28% Less than 2
72% 2 or More

**Comparison of Transfer and Career/Technical Results - Civic Engagement**

As a community college, TCC is home to students planning to transfer to four-year institutions to continue their academic studies, as well as those enrolled in academic plans which prepare them for employment. A comparison of student learning between those enrolled in a transfer associate degree and those enrolled in a career/technical associate degree shows a slight but statistically insignificant difference between performance. Both groups exceeded the established benchmark of 2.0 for all outcomes; career/technical students performing slightly higher in both Civic Knowledge and Civic Values with mean scores of 2.42 and 2.46 (transfer mean scores of 2.37 and 2.39).

**Underrepresented Students – Civic Engagement**

Of the students assessed for Civic Engagement, 76% are considered underrepresented, defined as being a minority, age 25 or older, or receiving a Pell Grant. These students performed slightly better than those not in this subgroup with a mean score of 2.43 for both the Civic Knowledge and Civic Values learning competencies.

| | Rubric Description | | | | | |
|---|---|---|---|---|---|---|
| | Civic Knowledge | | | Civic Values | | |
| **Underrepresented Students** | **N** | **Mean** | **Std. Dev.** | **N** | **Mean** | **Std. Dev.** |
| Yes | 100 | 2.43 | 0.88 | 100 | 2.43 | 0.84 |
| No | 27 | 2.23 | 0.82 | 27 | 2.37 | 0.81 |

## PROFESSIONAL READINESS

**Student Learning – Professional Readiness**

The Office of Institutional Effectiveness provided a random sample of students to assess the civic engagement competency (n=127). Of the students selected, faculty submitted student work products for 70 students (55%). Student course withdrawals, students not submitting the competency assignment and faculty non-compliance contributed to the number of reviewed work products. The smaller sample size is also the result of the limited number of general education courses supporting the Professional Readiness competency.

A breakdown of scores by academic plan/pathway, discipline, transfer v. career/technical programs, score frequency and assignment support are provided by OIE. This information will be shared and reviewed with Pathway Deans and discipline faculty during Fall 2023 pathway meetings and through professional development sessions offered by the Assessment Team during the Fall 2023 term.

The following chart identifies transfer program students by academic plan and discipline with average scores and the number of students who have met the college 2.0 benchmark.

### Professional Readiness Scores by Academic Plan and Discipline*
### Transfer Program Students

| Assessment Category | Academic Plan | Discipline | Students Assessed | Not Applicable | Score >=2 | Average Score | Standard Deviation |
|---|---|---|---|---|---|---|---|
| Preparedness | 213 Business Administration | PSY – Psychology | 3 | . | 2 | 2.50 | 0.93 |
| | 560 Music | MUS – Music | 6 | 5 | 1 | 2.00 | . |
| | 648 Liberal Arts | PSY – Psychology | 3 | . | 1 | 2.11 | 0.77 |
| | 699 General Studies | ENG – English | 5 | . | 4 | 2.53 | 0.79 |
| | | PSY – Psychology | 25 | . | 24 | 2.81 | 0.58 |
| | 831 Engineering | ENG – English | 2 | . | 2 | 2.59 | 0.12 |
| | 880 Science | ENG – English | 3 | . | 2 | 2.17 | 0.76 |
| | | PSY – Psychology | 4 | . | 4 | 2.79 | 0.57 |
| | 882 Social Sciences | MUS – Music | 1 | . | 1 | 2.50 | . |
| | | PSY – Psychology | 11 | . | 10 | 2.94 | 0.76 |
| Professionalism | 213 Business Administration | PSY – Psychology | 3 | . | 2 | 2.61 | 0.92 |
| | 560 Music | MUS – Music | 6 | 4 | 1 | 1.75 | 0.35 |
| | 648 Liberal Arts | PSY – Psychology | 3 | . | 2 | 2.11 | 0.51 |
| | 699 General Studies | ENG – English | 5 | . | 5 | 2.53 | 0.62 |
| | | PSY – Psychology | 25 | . | 24 | 2.89 | 0.62 |
| | 831 Engineering | ENG – English | 2 | . | 2 | 2.59 | 0.12 |
| | 880 Science | ENG – English | 3 | . | 3 | 2.44 | 0.51 |
| | | PSY – Psychology | 4 | . | 4 | 2.87 | 0.63 |
| | 882 Social Sciences | MUS – Music | 1 | . | 1 | 2.50 | . |
| | | PSY – Psychology | 11 | . | 11 | 2.94 | 0.66 |
| Collaboration | 213 Business Administration | PSY – Psychology | 3 | 1 | 2 | 2.92 | 0.83 |
| | 560 Music | MUS – Music | 6 | 4 | 2 | 2.00 | 0.00 |
| | 648 Liberal Arts | PSY – Psychology | 3 | . | 1 | 2.11 | 0.77 |
| | 699 General Studies | ENG – English | 5 | . | 4 | 2.40 | 0.69 |
| | | PSY – Psychology | 25 | . | 25 | 2.70 | 0.51 |
| | 831 Engineering | ENG – English | 2 | 1 | 1 | 2.67 | . |
| | 880 Science | ENG – English | 3 | . | 2 | 2.39 | 0.92 |
| | | PSY – Psychology | 4 | . | 4 | 2.71 | 0.67 |
| | 882 Social Sciences | MUS – Music | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 11 | . | 10 | 3.05 | 0.67 |

The following chart identifies career/technical program students by academic plan and discipline with average scores and the number of students who have met the 2.0 college benchmark.

*Professional Readiness Scores by Academic Plan and Discipline\**
*Career & Technical Program Students*

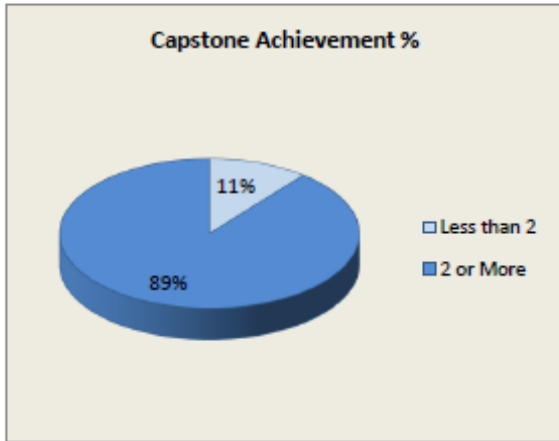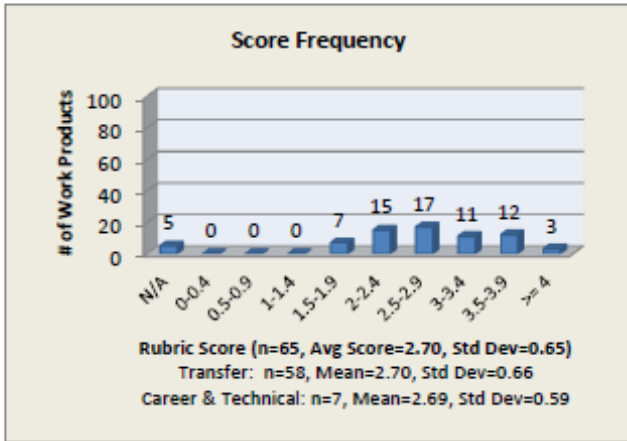| Assessment Category | Academic Plan** | Discipline | Students Assessed | N/A | Score >=2 | Average Score | Standard Deviation |
|---|---|---|---|---|---|---|---|
| Preparedness | 212 Management | PSY – Psychology | 1 | . | 1 | 2.50 | . |
| | 480 Human Services | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 514 Graphic Design | PSY – Psychology | 1 | . | 1 | 2.67 | . |
| | 532 Studio Arts | PSY – Psychology | 1 | . | 1 | 3.50 | . |
| | 640 ASL-English Interpretation | ENG – English | 1 | . | 1 | 2.33 | . |
| | | PSY – Psychology | 1 | . | 1 | 3.50 | . |
| | 981 Electronics Technology | ENG – English | 1 | . | 1 | 2.00 | . |
| Professionalism | 212 Management | PSY – Psychology | 1 | . | 1 | 2.50 | . |
| | 480 Human Services | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 514 Graphic Design | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 532 Studio Arts | PSY – Psychology | 1 | . | 1 | 2.50 | . |
| | 640 ASL-English Interpretation | ENG – English | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 1 | . | 1 | 3.50 | . |
| | 981 Electronics Technology | ENG – English | 1 | . | 1 | 2.00 | . |
| Collaboration | 212 Management | PSY – Psychology | 1 | . | 1 | 2.50 | . |
| | 480 Human Services | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 514 Graphic Design | PSY – Psychology | 1 | . | 1 | 2.33 | . |
| | 532 Studio Arts | PSY – Psychology | 1 | . | 1 | 2.50 | . |
| | 640 ASL-English Interpretation | ENG – English | 1 | . | 1 | 3.00 | . |
| | | PSY – Psychology | 1 | . | 1 | 3.50 | . |
| | 981 Electronics Technology | ENG – English | 1 | . | 1 | 2.50 | . |

\*Program-level results should be used with caution.  Results at the program level may not be representative of actual program-level outcomes due to small sample sizes.
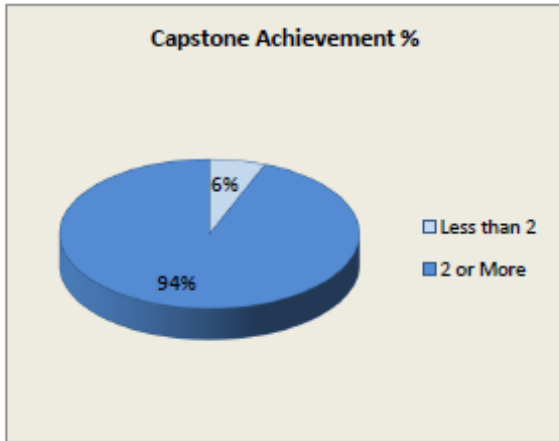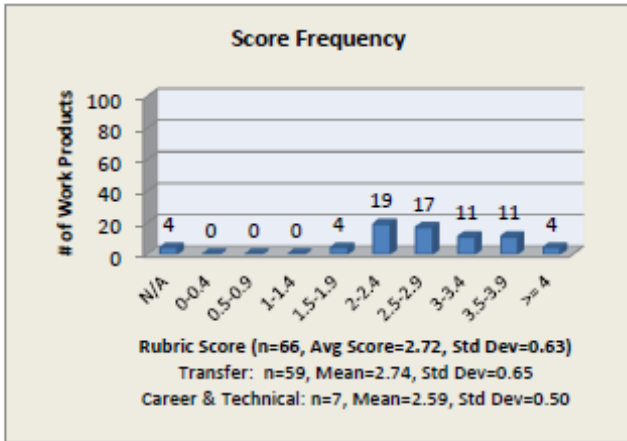\*\*Parent Program of student

On average, students met or exceeded the learning outcomes of Preparedness, Professionalism, and Collaboration (benchmark 2.0) with average scores of 2.70, 2.72, and 2.68, respectively. The number of students meeting or exceeding the benchmark scores were high across all three competencies with 89% for Preparedness, 94% for Professionalism and 92% for Collaboration.
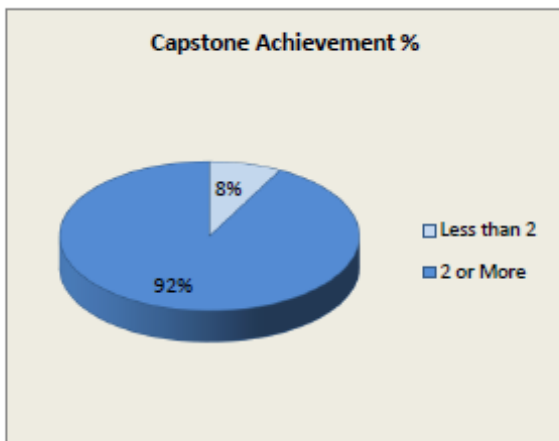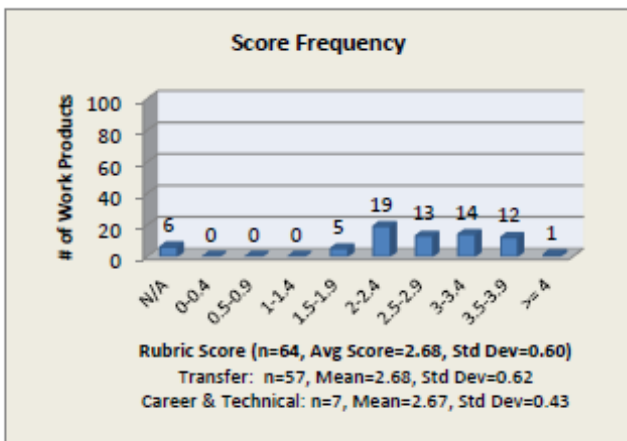
# Preparedness

## Score Frequency



| N/A | 0-0.4 | 0.5-0.9 | 1-1.4 | 1.5-1.9 | 2-2.4 | 2.5-2.9 | 3-3.4 | 3.5-3.9 | >=4 |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 0 | 0 | 0 | 7 | 15 | 17 | 11 | 12 | 3 |

Rubric Score (n=65, Avg Score=2.70, Std Dev=0.65)
Transfer: n=58, Mean=2.70, Std Dev=0.66
Career & Technical: n=7, Mean=2.69, Std Dev=0.59

## Capstone Achievement %



- Less than 2: 11%
- 2 or More: 89%

# Professionalism

## Score Frequency



| N/A | 0-0.4 | 0.5-0.9 | 1-1.4 | 1.5-1.9 | 2-2.4 | 2.5-2.9 | 3-3.4 | 3.5-3.9 | >=4 |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 0 | 0 | 0 | 4 | 19 | 17 | 11 | 11 | 4 |

Rubric Score (n=66, Avg Score=2.72, Std Dev=0.63)
Transfer: n=59, Mean=2.74, Std Dev=0.65
Career & Technical: n=7, Mean=2.59, Std Dev=0.50

## Capstone Achievement %



- Less than 2: 6%
- 2 or More: 94%

# Collaboration

## Score Frequency



| N/A | 0-0.4 | 0.5-0.9 | 1-1.4 | 1.5-1.9 | 2-2.4 | 2.5-2.9 | 3-3.4 | 3.5-3.9 | >=4 |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 0 | 0 | 0 | 5 | 19 | 13 | 14 | 12 | 1 |

Rubric Score (n=64, Avg Score=2.68, Std Dev=0.60)
Transfer: n=57, Mean=2.68, Std Dev=0.62
Career & Technical: n=7, Mean=2.67, Std Dev=0.43

## Capstone Achievement %



- Less than 2: 8%
- 2 or More: 92%

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## Comparison of Transfer and Career/Technical Results - Professional Readiness

As a community college, TCC is home to students planning to transfer to four-year institutions to continue their academic studies, as well as those enrolled in academic plans which prepare them for employment. A comparison of student learning between those enrolled in a transfer associate degree and those enrolled in a career/technical associate degree shows little difference in performance between transfer and non-transfer students. Both groups exceeded the established benchmark of 2.0 for all outcomes; career/technical students performed on par with their transfer student counterparts with scores of 2.69, 2.59, and 2.67. The greatest deviation, although not significantly different, was in Professionalism where those in transfer programs averaged 2.74 and those in non-transfer programs averaged 2.59.

## Underrepresented Students – Professional Readiness

Of the students assessed for Professional Readiness, 69% are considered underrepresented, defined as being a minority, age 25 or older, or receiving a Pell Grant. These students performed similarly with no significant differences.

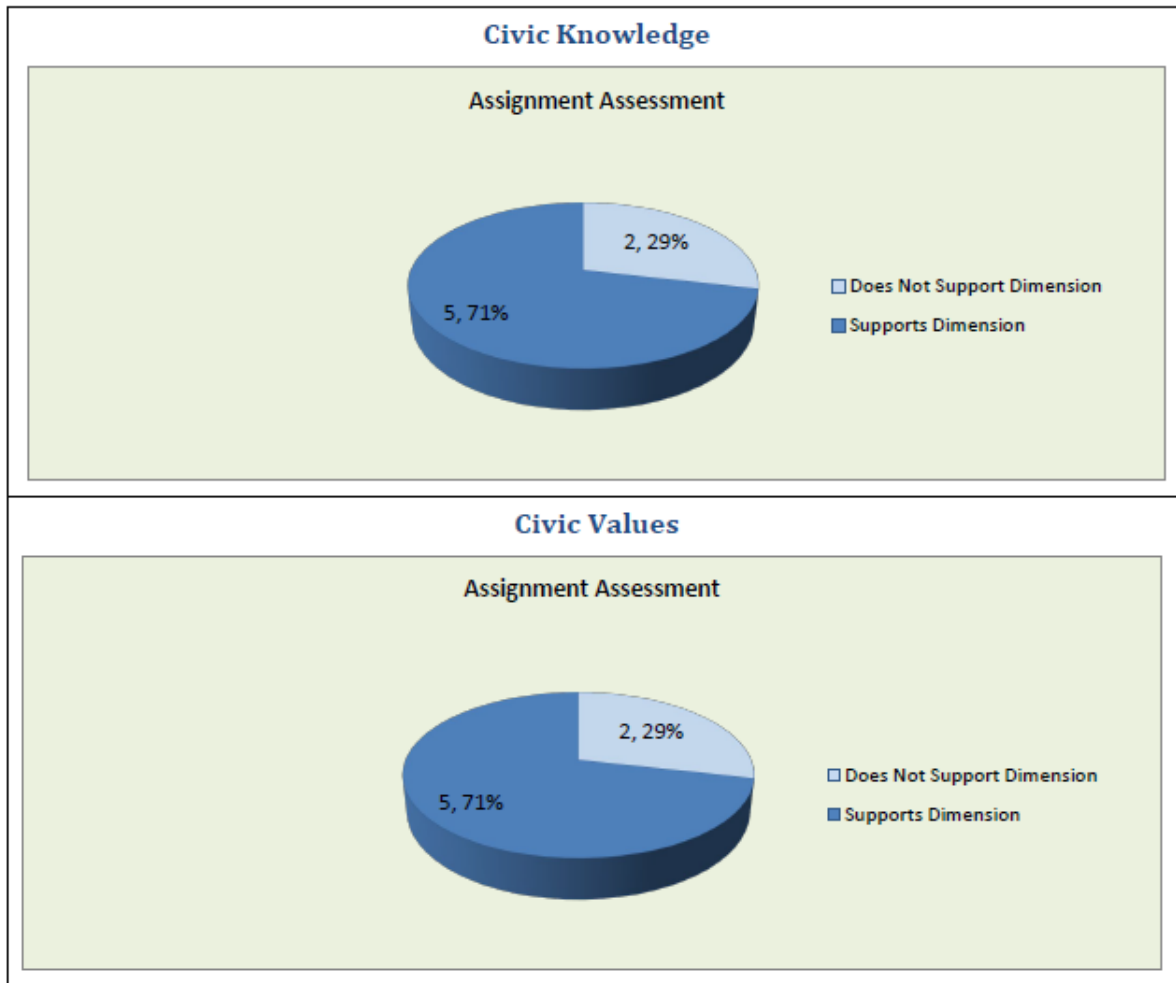| | Rubric Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Preparedness | | | Professionalism | | | Collaboration | | |
| Underrepresented Students | N | Mean | Std. Dev. | N | Mean | Std. Dev. | N | Mean | Std. Dev. |
| Yes | 48 | 2.67 | 0.70 | 49 | 2.71 | 0.66 | 47 | 2.63 | 0.64 |
| No | 17 | 2.77 | 0.50 | 17 | 2.75 | 0.56 | 17 | 2.81 | 0.46 |

## ASSIGNMENT DESIGN

In addition to reviewing student learning in general education courses, assessment at TCC also includes a review of assignments in career/technical programs. While this is not a SCHEV requirement, all TCC courses identify general education competencies on Official Course Outlines, including those not designated as general education. Review of assignments designed to support these competencies provides an opportunity for support of career/technical program faculty as they also work to enhance student learning.

The Office of Institutional Effectiveness provides a small random sample of these courses and assessors review the assignment design to determine whether it supports or does not support the competency learning outcome. This information will be shared and reviewed with Pathway Deans and discipline faculty during Fall 2023 pathway meetings and through professional development sessions offered by the Assessment Team during the Fall 2023 term.

In Fall 2022, 12 courses were identified for civic engagement assignment design review and
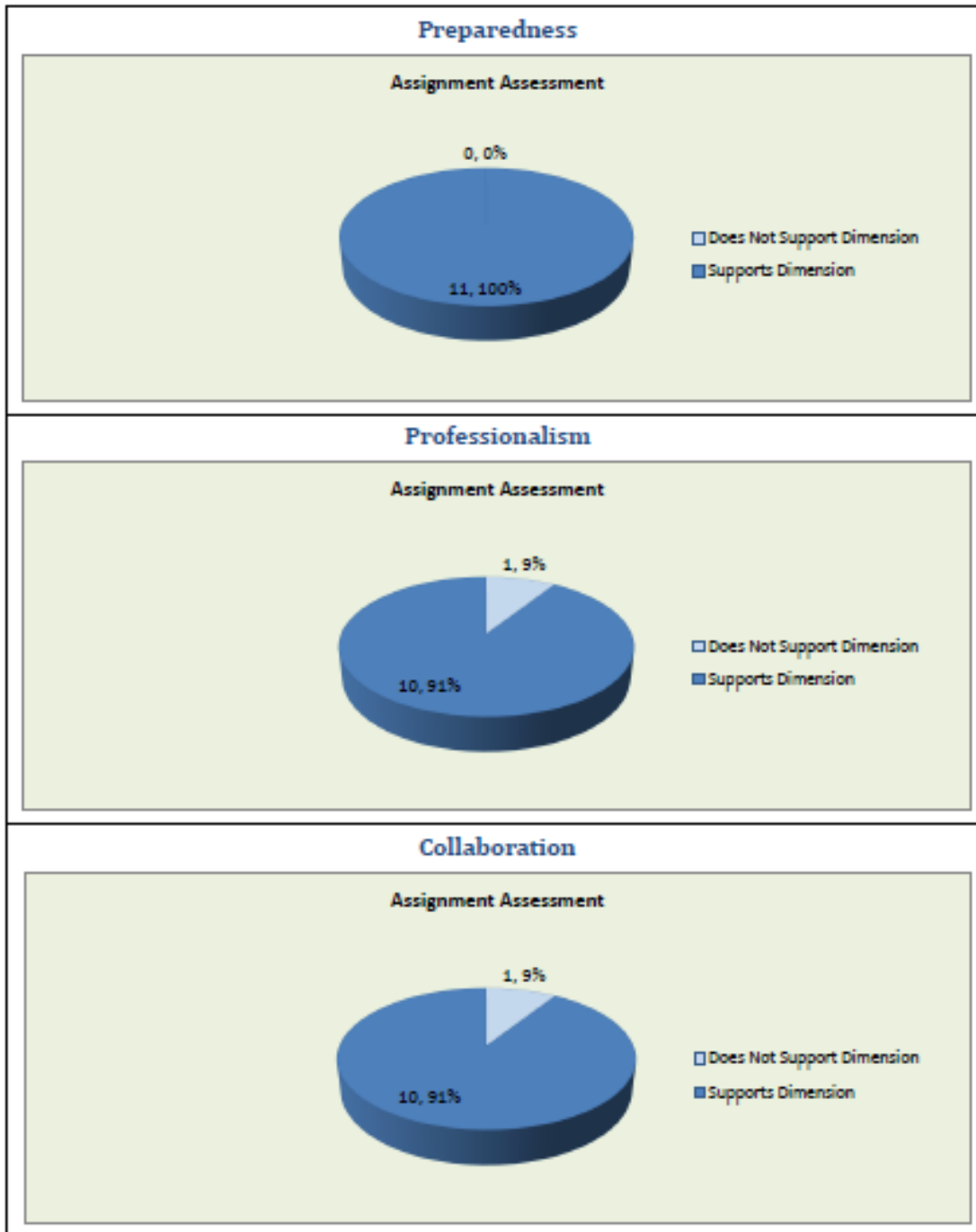
seven assignments were received. In Spring 2023, 13 courses were identified for assignment design review and 11 assignments were submitted.

## Civic Engagement Fall 2022 Assignment Design Results

### Civic Knowledge

**Assignment Assessment**



- 2, 29% — Does Not Support Dimension
- 5, 71% — Supports Dimension

### Civic Values

**Assignment Assessment**



- 2, 29% — Does Not Support Dimension
- 5, 71% — Supports Dimension

* These graphs represent the number of Civic Engagement samples received (7) and the percentage with which assessors felt the assignment supported or did not support the learning outcome dimensions (5 assessors or 71% felt assignments supported Civic Knowledge, while 2 assessors or 29% did not feel like the assignment supported Civic Knowledge)

# Professional Readiness Spring 2023 Assignment Design Results

## Preparedness

**Assignment Assessment**

0, 0%

11, 100%

☐ Does Not Support Dimension
■ Supports Dimension

## Professionalism

**Assignment Assessment**

1, 9%

10, 91%

☐ Does Not Support Dimension
■ Supports Dimension

## Collaboration

**Assignment Assessment**

1, 9%

10, 91%

☐ Does Not Support Dimension
■ Supports Dimension

\* These graphs represent the number of Professional Readiness samples received (11) and the percentage with which assessors felt the assignment supported or did not support the learning outcome dimensions (ex. 10 assessors or 91% felt the assignment supported Professionalism but one assessors or 9% did not believe the assignment supported Professionalism).

## SUMMARY

Student learning in general education is influenced by faculty and staff across the College. Individuals from Academic Affairs, Student Affairs, Institutional Effectiveness, Governance, Libraries, full and adjunct teaching faculty, and students all contribute to the general education assessment process.

*GEA Leadership*
This year, GEA leadership participated in the following:
- GEA presentation at New Faculty Orientation
- One-on-one meetings with faculty to provide an overview of the GEA process
- One-on-one meetings with faculty to discuss assignment design
- Assessment scorer training held individually for new and returning scorers
- Participation in college governance committees

Assessment scorers are essential to the success of the GEA program. This year, 14 staff and faculty served as scorers in fall 2022 and 13 served as scorers in spring 2023. Assessment scorers come from many areas of the college and include full and adjunct faculty, academic advisors, librarians and student services deans and staff.

Many individuals assist in the general education assessment process including representatives from Institutional Effectiveness and Academic Affairs. The goal is to promote best practices in assessment and effectively communicate assessment activities college wide. These individuals work together to support SACSCOC accreditation standards, SCHEV requirements, VCCS reporting, and specialized accreditation efforts.

*Governance Committees*
Shared governance is a priority at TCC and governance committees play an important part in the general education assessment process.

The General Education Committee's goal (GEC) is to improve the quality and relevance of the general education curriculum. During the 2022-2023 academic year, the GEC reviewed Humanities/ Communication course work to verify satisfaction of core competencies and transferability. The GEC initiated intentional dialogue with discipline faculty and pathway deans reviewing course syllabi and an assignment supporting general education core competencies. This is an important process as these assignments can then be used if the course is selected for participation in the GEA process.

The Instruction Committee (IC) makes recommendations on instructional matters that impact the college's mission and is responsible for reviewing General Education Competency Rubrics each year. In 2022-2023, the committee revised and published the Scientific Literacy rubric

utilizing feedback from pathway deans and faculty to guide their efforts.

A subcommittee with representatives from the General Education, Instruction and Curriculum committees was formed to address ongoing changes coming out of TransferVA work. The charge of this committee was to develop and propose a new general education model that better aligns with Transfer Virginia and the College's General Education Assessment Plan. Changes to the organization of the Humanities general education electives were recommended and adopted by all three committees.

# TIDEWATER COMMUNITY COLLEGE
### From here, go anywhere.™

# Association of American Colleges and Universities

## CIVIC ENGAGEMENT RUBRIC

## DEFINITION

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

## FRAMING LANGUAGE

This rubric is designed to evaluate the students' knowledge of and ability to engage in civic life.

## GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Knowledge:** Includes facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. (TCC Faculty)

- **Civic Values:** Principles and standards for, and informed judgments about, the well-being of social groups and political communities. (TCC Faculty)

- **Evaluates:** To judge or calculate the quality, importance, amount, or value of something. (Cambridge English Dictionary)

- **Analyze**: To break down a concept into its parts and using those parts to support inferences. (TCC Faculty)

- **Relate:** To make or showing a connection between. (TCC Faculty)

- **Describe:** To give an account in words of (someone or something), including all the relevant characteristics, qualities, or events. (TCC Faculty)

- **Equity:** An environment in which policies, practices, and beliefs are grounded in the principle of fairness and that acknowledges structural racism, gender disparities, and systemic poverty while honoring the diversity of humanity. (TCC Innovate - 2026)

# CIVIC ENGAGEMENT VALUE RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Civic Knowledge** | Evaluates the impact of knowledge (facts, theories, etc.) in one's own academic study/field/discipline to civic life. | Analyzes relevant connections between knowledge (facts, theories, etc.) of one's own academic study/field/discipline and civic life. | Relates knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic life. | Begins to describe a connection of knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic life but does not demonstrate a clear understanding of the connection. |
| **Civic Values** * (included but not limited to freedom, integrity, accountability, perseverance, justice, equity, tolerance, etc.) | Evaluates the impact of civic values in one's own academic study/field/discipline to civic life. | Analyzes relevant connections between civic values in one's own academic study/field/discipline and civic life. | Relates civic values from one's own academic study/field/discipline to civic life. | Begins to describe a connection of civic values from one's own academic study/field/discipline to civic life but does not demonstrate a clear understanding of the connection. |

# PROFESSIONAL READINESS

## DEFINITION

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the work place and pursuit of further education.

## FRAMING LANGUAGE

This rubric is designed to evaluate the students' knowledge and ability to demonstrate an appropriate demeanor and engage in this behavior.

## GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Evaluates:** To judge or calculate the quality, importance, amount, or value of something. (Cambridge English Dictionary)

- **Analyze:** To break down a concept into its parts and use those parts to support inferences. (TCC Faculty)

- **Describe:** To give an account in words of someone or something, including all the relevant characteristics, qualities, or events. (TCC Faculty)

- **Define:** To determine or identify the essential qualities or meaning of a concept. (Merriam-Webster Dictionary)

- **Skills:** An ability to do an activity or job well, especially because one has practiced it. (Cambridge English Dictionary)

- **Strength**: A positive quality that makes one more effective. (Cambridge English Dictionary)

- **Knowledge:** Includes facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. (TCC Faculty)

# PROFESSIONAL READINESS RUBRIC

**for more information contact value@aacu.org**

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Preparedness**<br><br>Preparation needed for entry into a career or continuation of educational plans through classroom activities, co/ops, internships, etc. | Evaluates skills, strengths, knowledge, and experiences relevant to the career or continuation of the student's educational plan in relation to targeted goals or outcomes. | Analyzes individual skills, strengths, knowledge, and experiences relevant to the student's specific career choice or continuation of the educational plan; connects them to targeted goals or outcomes.  . | Describes skills, strengths, knowledge, and experiences necessary to pursue opportunities for entry into a career field or the continuation of an educational plan; identifies some goals or outcomes.  . | Defines skills, strengths, knowledge, and experiences related to general career options or continuation of an educational plan. |
| **Professionalism**<br><br>Behaviors relevant to the workplace or in pursuit of continued education through classroom activities, co/ops, internships, etc. | Evaluates individual behaviors relevant to the successful transition to workplace or continued education resulting in self-identified behavioral changes. | Analyzes personal application of individual behaviors relevant to the workplace or in pursuit of continued education but does not self-identify areas of perceived growth or change. | Describes the value of individual behaviors relevant to the workplace or in pursuit of continued education. | Defines the individual behaviors relevant to the workplace or in pursuit of an educational plan related to general career options or continuation of an educational plan. |
| **Collaboration**<br><br>The importance of working collaboratively with others to achieve a common goal in a diverse and inclusive professional or continued educational environment through classroom activities, co/ops, internships, etc. | Evaluates the importance of building and maintaining collaborative relationships and self-identifies areas of perceived growth or change. | Analyzes personal responsibility in building relationships for collaborative outcomes whether transitioning into the student's intended career or continued education but does not self-identify areas of perceived growth or change. | Describes methods of collaborative endeavors important in building relationships in the workplace or continued education. | Defines necessary skills and/or best practices for collaborating with others in the workplace or in pursuit of continued education related to general career options or continuation of an educational plan. |