



Student Learning Outcomes Assessment

GECCO Report

Civic Engagement

Data Report:

Assessment Director (Molly Beauchman)

Data Collected Fall 2016 – Spring 2018

Report Completed: September 2018

Analysis of Data Completed:

Assessment Day (all faculty present contributed to the analysis)

Analysis Submitted September 2018

Table of Contents

Data Report Directions	3
Data Report	5
Outcomes and Rubric.....	5
Data Displays.....	6
All Yavapai Courses.....	6
Delivery Method (Online, F2F, ITV).....	6
All Associate of Applied Science Courses.....	7
All General Education Courses.....	8
Data Analysis	9

Please use the following guidelines when completing your department/discipline annual outcomes assessment report.

General Education Assessment Information

The General Education Core Curriculum Outcomes (GECCO) are assessed each semester using a common 4-point rubric and scores for a random sample of ten students are submitted through Banner. Scoring guidelines for assessing student attainment of GECCO outcomes are:

- **Advanced Proficiency (4):** This is highest level of proficiency that characterizes student attainment of the outcome as exceptional and above-and-beyond expectation. This is student work that “goes the extra mile”.
- **Proficiency (3):** This level represents a student who has submitted work that meets expectations. They have exhibited that they have attained every aspect of the outcome.
- **Developing Proficiency (2):** This level represents a student who is very close to meeting expectations, but is not yet able to demonstrate that they have attained all aspects of the outcome.
- **Limited or No Proficiency (1):** This is the lowest level of proficiency that describes student work that does not demonstrate understanding of the outcome. This does not describe the student who did not submit work.
- **Vanished (V):** Vanished is intended for students who are on your roster, but who did not complete the assignment/activity used to assess the outcome.
- **Not Applicable (NA):** This option is for Associate of Applied Science courses that do not incorporate a particular outcome(s) from a GECCO category in their course/program. AAS program courses are required to assess at least one outcome from each GECCO category.

NOTE: Courses on the General Education list may not assign NA for any outcome in the GECCO categories (all outcomes must be assessed).

General Education Data Report Description

The data report contains displays of data submitted for the General Education Core Curriculum Outcomes (GECCO) over a two-year period. The data is disaggregated and results are displayed in several ways:

- All Yavapai College courses combined (General Education and AAS Program)
- All Yavapai College courses combined by delivery method (F2F, Online, Hybrid, ITV)
- All General Education courses
- All Associate of Applied Science courses
- General Education courses by prefix and/or department/discipline

Analysis of Data and Displays of Data

When analyzing the data report, consider attainment of the outcomes for:

- all YC students.
- students in the AAS programs.
- students in the General Education program.
- students taking courses in your specific department/discipline.

How well are students attaining the desired outcomes?

What benchmark for success is reasonable for your data?

What percentage of students successful (scoring 3 or 4) would you consider acceptable?

Are there any trends in student attainment of the outcomes?

Describe in terms of the benchmarks how well students are doing.

Are there any outcomes or content areas where students score very high or very low?

What are possible reasons why students score very high or low on a particular outcome?

Discuss any changes in curriculum or instruction that may help students learn the desired information. If the possible reason is the assessment process itself, review and make improvements to the process.

Does the assessment process need to be revised?

Do the outcomes clearly state what you would like students to be able to do?

Does the rubric clearly define levels of attainment?

Does the course assignment or process used to assess the outcome need to be revised?

How will you communicate the outcomes and process to all faculty and students between now and the next collection cycle?

What actions or resources are needed to help students attain the outcome?

What adjustments or improvements are needed to improve curriculum or instruction?

What adjustments or improvements are needed to the assessment process so information is valid and reliable?

What resources are needed?



**General Education Outcomes Assessment
Civic Engagement Report all YC
Data Collected Fall 2016 - Spring 2018**

Prepared by Molly Beauchman (Molly.Beauchman@yc.edu)
District Assessment Director (Summer 2018)

Student Learning Outcomes Assessment

Civic Engagement Outcomes and Rubric

Community colleges are part of the foundation of the American civic system, a place where anyone who wants to can engage in larger debates of civic life. Yavapai College takes its responsibility to be an active and effective catalyst for this kind of engagement. Therefore, in the fall of 2012, a new college General Education outcome was created: Civic Engagement. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

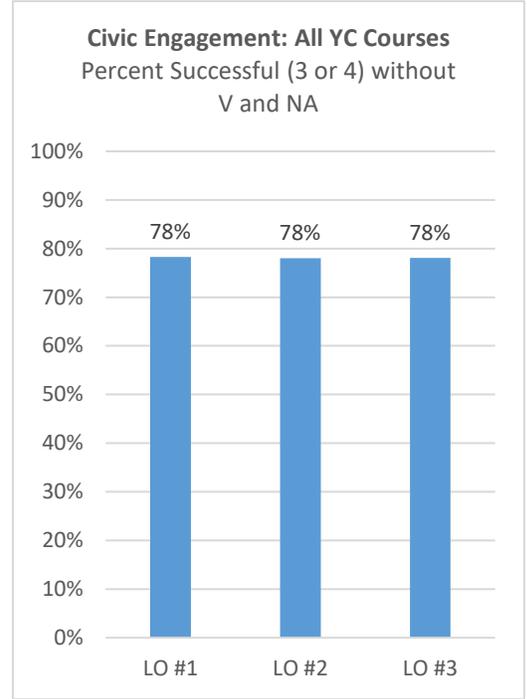
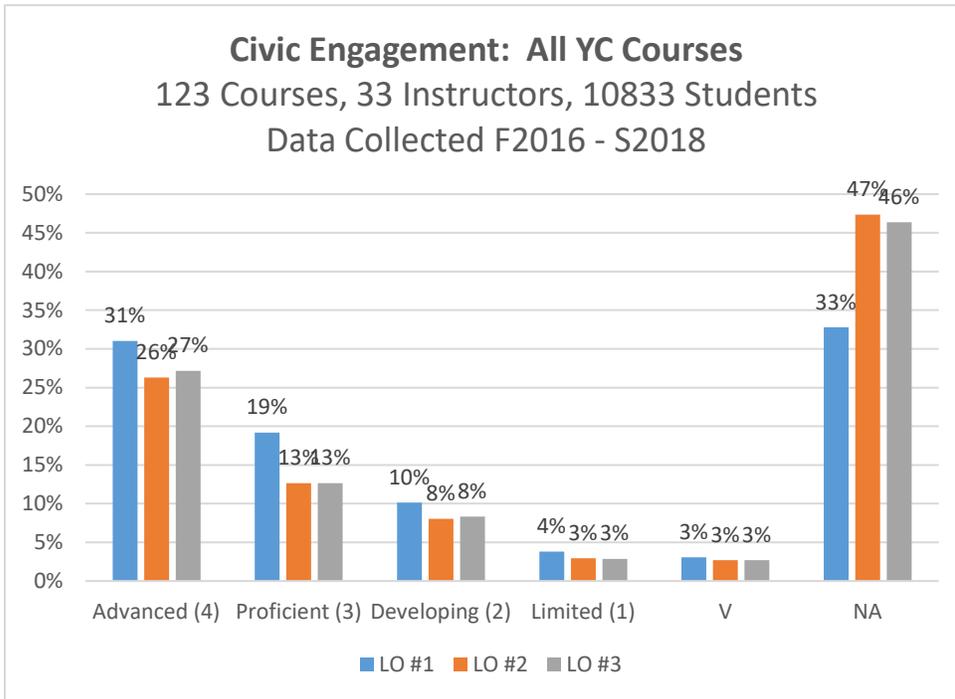
Civic engagement is a combination of skills, knowledge, values and motivations related to participation in a community with the aim of promoting the common good.

Students who graduate from Yavapai College with a degree or AGECE certificate will be able to:

- LO #1: Explain the evolving influences of social, economic, cultural, historical and/or political contexts of one's communities
- LO #2: Demonstrate skills of active citizenship
- LO #3: Relate individual motivations, values and ethics to effective participation in one's communities

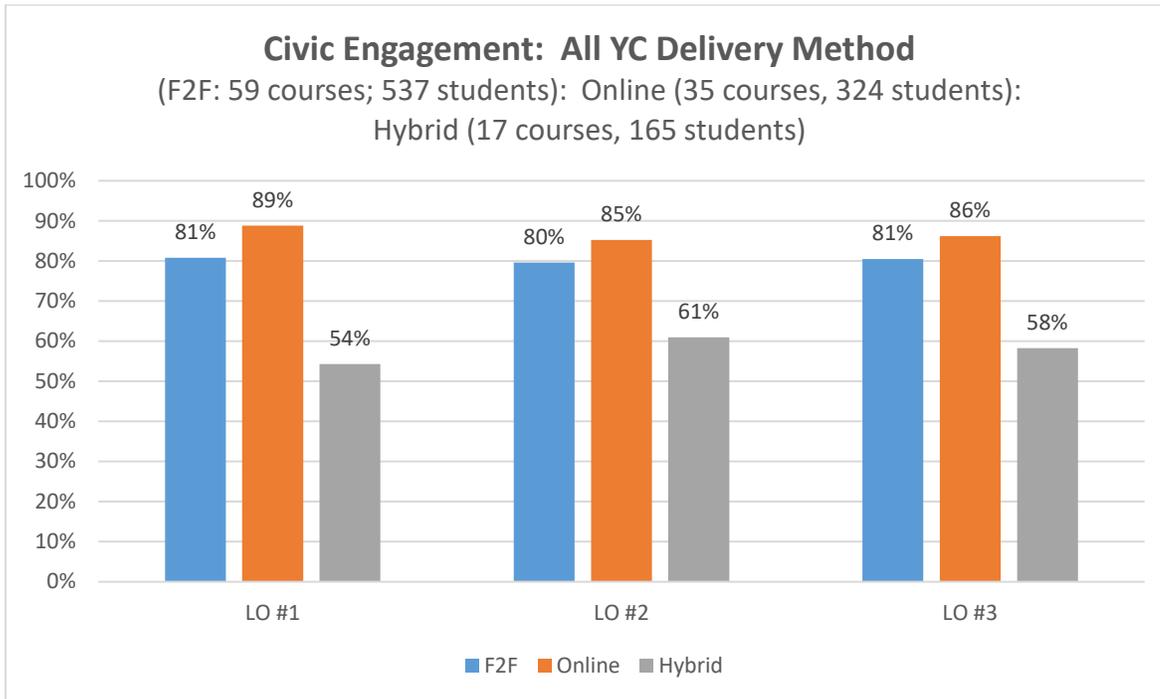
Learning Outcomes	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
Explain the evolving influences of social, economic, cultural, historical and/or political contexts of one's communities.	Elaborates on the social, economic, cultural, historical and/or political contexts of one's own community.	Describes the social, economic, cultural, historical and/or political contexts of one's own community.	Considers the social, economic, cultural, historical and/or political contexts of one's own community.	Begins to consider the social, economic, cultural, historical and/or political contexts of one's own community.
Demonstrate skills of active citizenship	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to an ongoing commitment to community engagement.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing commitment to community engagement.	Provides some evidence of experience in civic engagement activities as generated from expectations or course requirements, without a sense of community engagement.	Provides little or no evidence of experience in civic engagement activities and does not connect experiences to civic identity.
Relate individual motivations, values and ethics to effective participation in one's communities	Connects and extends personal motivations, values and ethics to community engagement and to one's own participation in civic life.	Connects personal motivations, values and ethics to community engagement and to one's emerging participation in civic life.	Beginning to connect personal motivations, values and ethics to opportunities for community engagement.	Beginning to identify personal motivations, values and ethics to community engagement.

Civic Engagement: Results for all Yavapai College Students



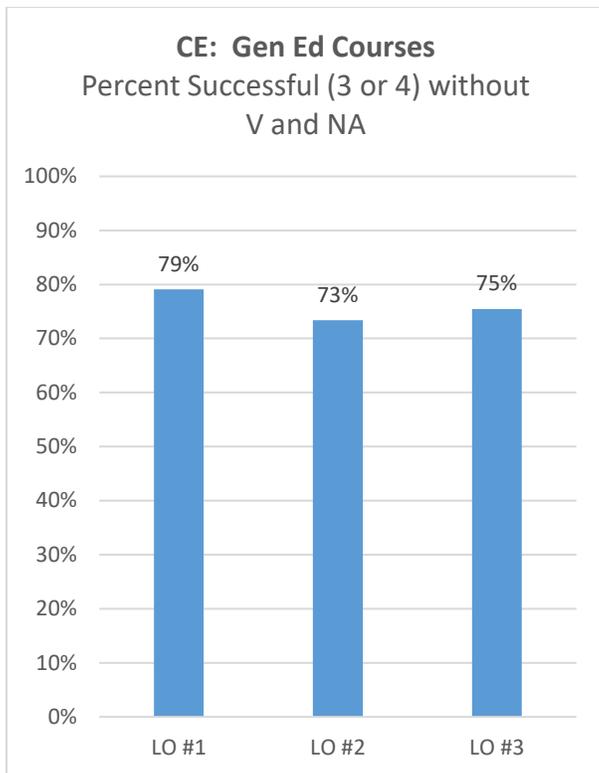
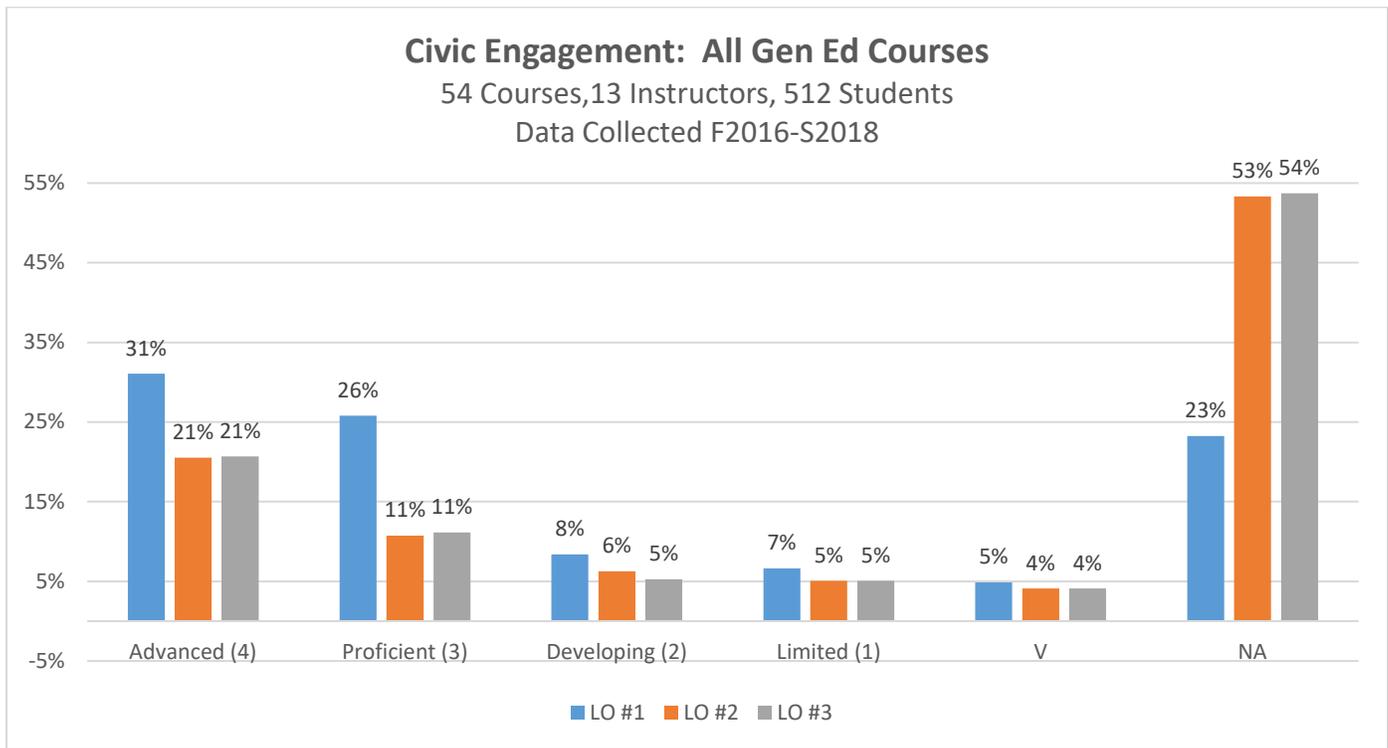
Civic Engagement: Results for all YC Courses by Delivery Method

NOTE: The graph represents Percent Successful (3 or 4), not including V and NA



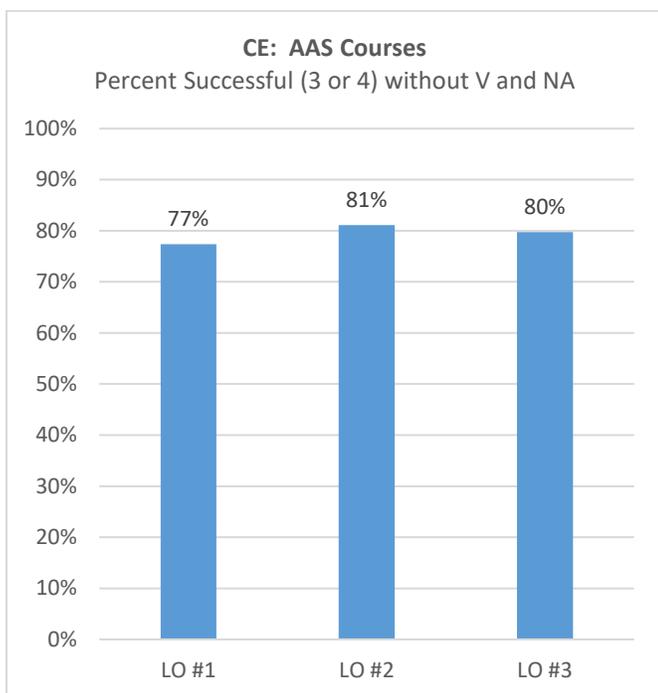
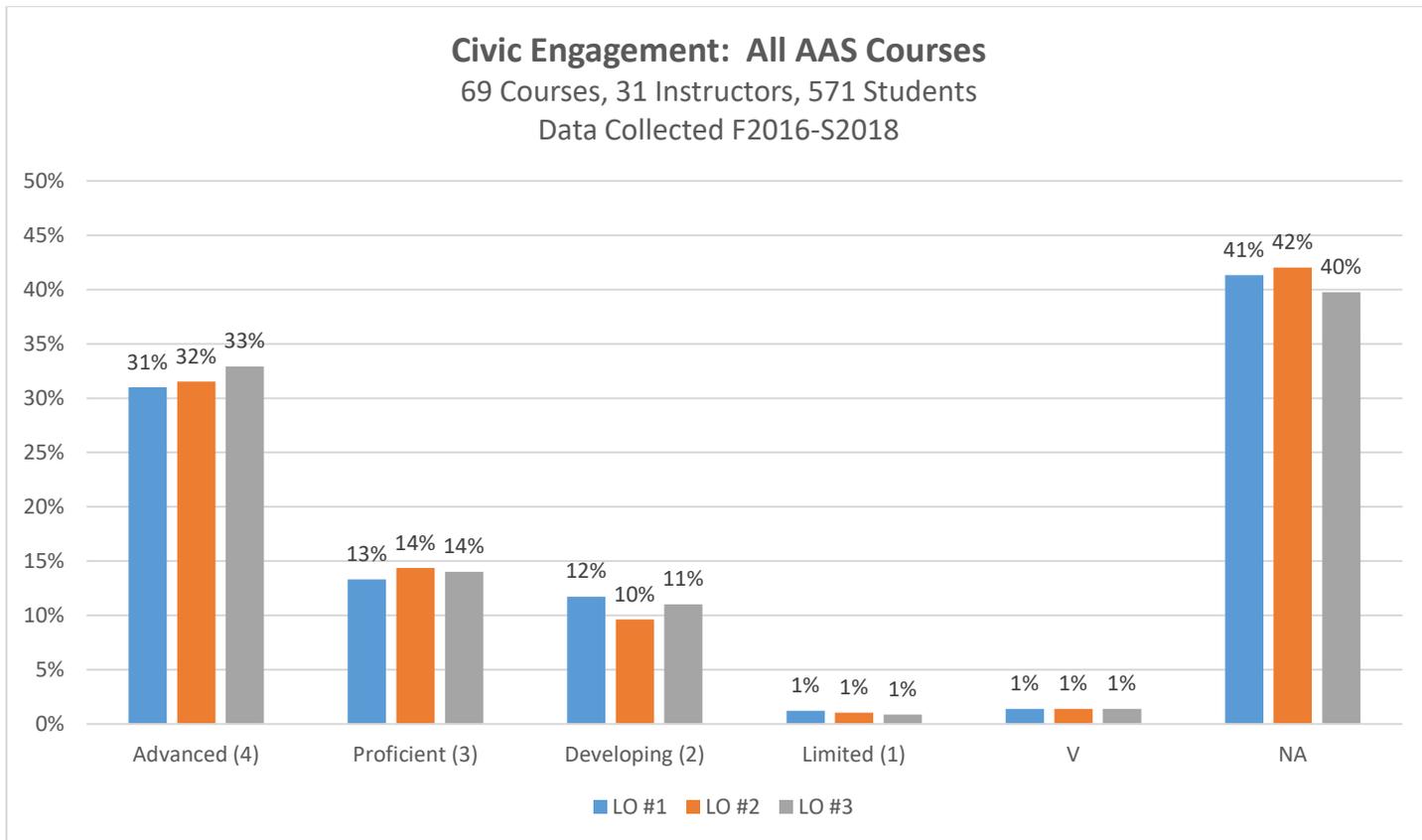
Civic Engagement: Results for all General Education Courses

ART200, ART201, GEO101, GEO102, HIS201, HIS205, HIS231, HIS232, SPA201, SPA202



Civic Engagement: Results for all Associate of Applied Science Program Courses

ACC296, AGS280, AHS295, AJS290, ART131, AUT100, AUT135, AVT260, BSA102, CNT110, ECE240, ECN236, ELT130, EMA110, FSC105, GST200, HIM290, IPT261, IPT295, LAW296, NSG235, RAD100, VEN102, VGD180



Report Year	Fall 2018
Academic Department/Discipline	All disciplines
Contact Person (include email)	Molly.Beauchman@yc.edu (compiled faculty responses)
Date Submitted	September 2018

How well are students attaining the desired outcomes? Trends?

All Yavapai College faculty who submitted data for the two Diversity Awareness outcomes scored their students' attainment of the outcomes as successful (scored 3 or 4) 78% for all three Learning Outcomes, which is slightly below the benchmark of 80%.

Both General Education and AAS faculty scored student attainment of LO#1 slightly lower than the benchmark (on each outcome than the AAS faculty for each learning outcome. AAS faculty scored LO#2 and LO#3 above the benchmark, but General Education faculty scored students lower than the benchmark for the two outcomes. (LO#2: Demonstrate skills of active citizenship; LO#3: Relate individual motivations, values and ethics to effective participation in one's communities). Comments from General Education faculty addressing the scores below the benchmark include: possibly the wrong courses were selected for assessment and did not incorporated civic engagement activities in the course, some faculty did not understand the process, outcomes, or rubric.

The students in the hybrid courses scored below the benchmark in all outcomes and the F2F and online students scored above the benchmark in all outcomes. Looking at the data, there were only a few hybrid courses taught, so probably should not be included in the analysis due to the small number of students assessed (n=20).

The most surprising trend was the number of General Education faculty who scored "Not Applicable" for the outcomes (LO#1 was 23%, LO#2 Was 53% and LO#3 was 54%).

What are possible reasons why students score very high or low on a particular outcome? Does the assessment process need to be revised?

Comments regarding high proportion of NA responses in both Gen Ed and AAS courses.

AAS Faculty Responses (NOTE: AAS faculty do have the option of selecting NA, but are asked to assess at least one of the outcomes).

- Civic Engagement outcomes as written are not applicable to AAS courses. Suggestions were to revise outcomes to reflect a more general definition of civic engagement that would be applicable to a broader range of courses and programs.
- AAS faculty assess too many GECCO outcomes each semester (4 per semester).

General Education Faculty Responses

- Outcomes are difficult to assess unless specific assignments are targeted toward the outcomes.
- Clarification about assessment process is needed with information/sample assignments.

Revision to Assessment Process

The GECCO outcome assessment cycle ending this year (2018-19). Yavapai College is making the following modification to the process based on faculty feedback the last few years. Instead of 10 General Education outcomes that are assessed in associate's degree programs only, there will be 3 to 5 Institutional Outcomes assessed in all areas of the college that serve the students (degree and certificate programs, academic departments, student services and community education). During Spring 2018 and Fall 2018, faculty and staff in all areas will provide information and feedback that will be used to create the new Institutional Outcome categories.