



Student Learning Outcomes Assessment

GECCO Report

Creativity

Data Report:

Assessment Director (Molly Beauchman)

Data Collected Fall 2015 – Spring 2017

Report Completed: September 2017

Analysis of Data Completed:

Assessment Day (all faculty present contributed to the analysis)

Analysis Submitted September 2017

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General Education Outcomes Assessment Data Report Analysis Directions

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
Creativity Report all YC
Data Collected Fall 2015 - Spring 2017**

Student Learning Outcomes Assessment

Prepared by Molly Beauchman (Molly.Beauchman@yc.edu)
District Assessment Director (Summer 2017)

Creativity Outcomes and Rubric

The goal of General Education is, at its core, to develop flexibility and breadth in student thinking. Rather than being directed at a particular skill or career, General Education demands the application of ideas and skills across the curriculum and in new and unexpected situations. Therefore, in the fall of 2012, a new college General Education outcome was created: Creativity. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

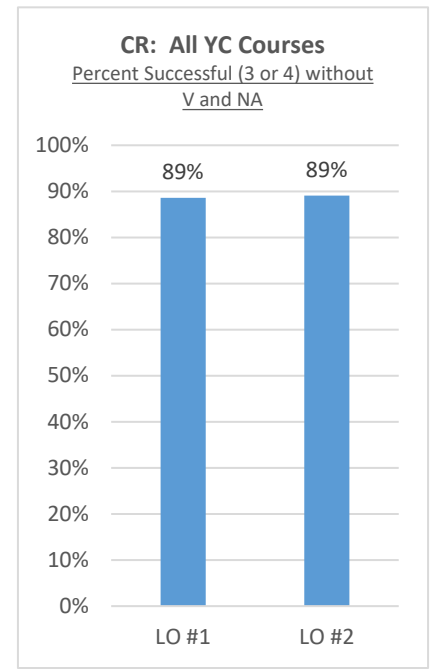
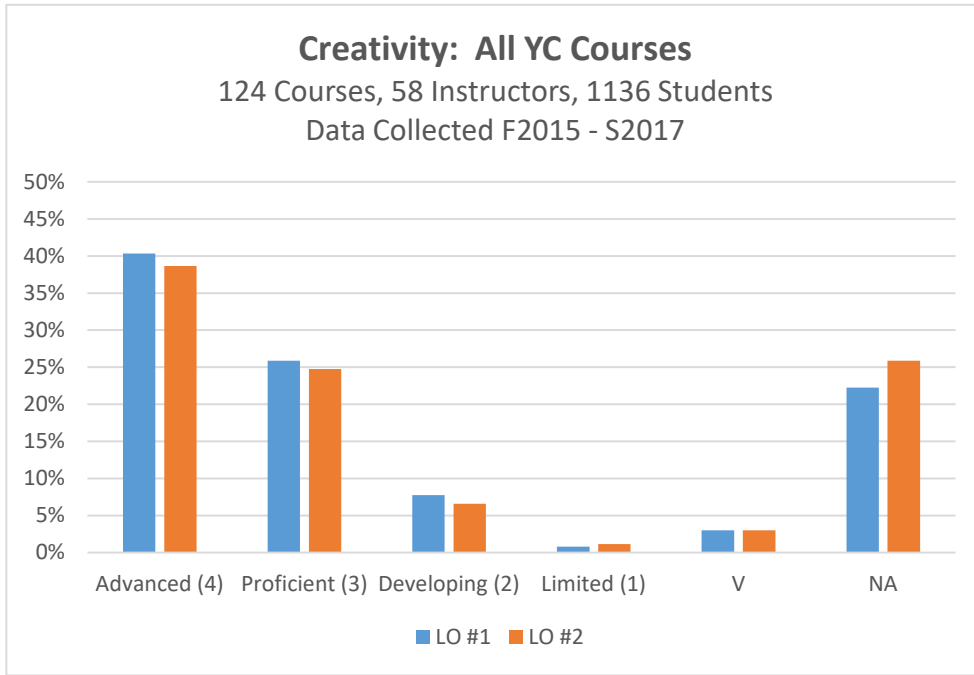
Creative thinking is both the capacity to combine or synthesize existing ideas, images or expertise in original ways and the experience of thinking, reacting and working in an imaginative way characterized by a high degree of innovation, divergent thinking and risk taking. (Taken from the AACU Value Rubric)

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

- LO #1: Formulate novel ideas and produce original work.
- LO #2: Actively participate in an open-ended process with uncertain outcomes.

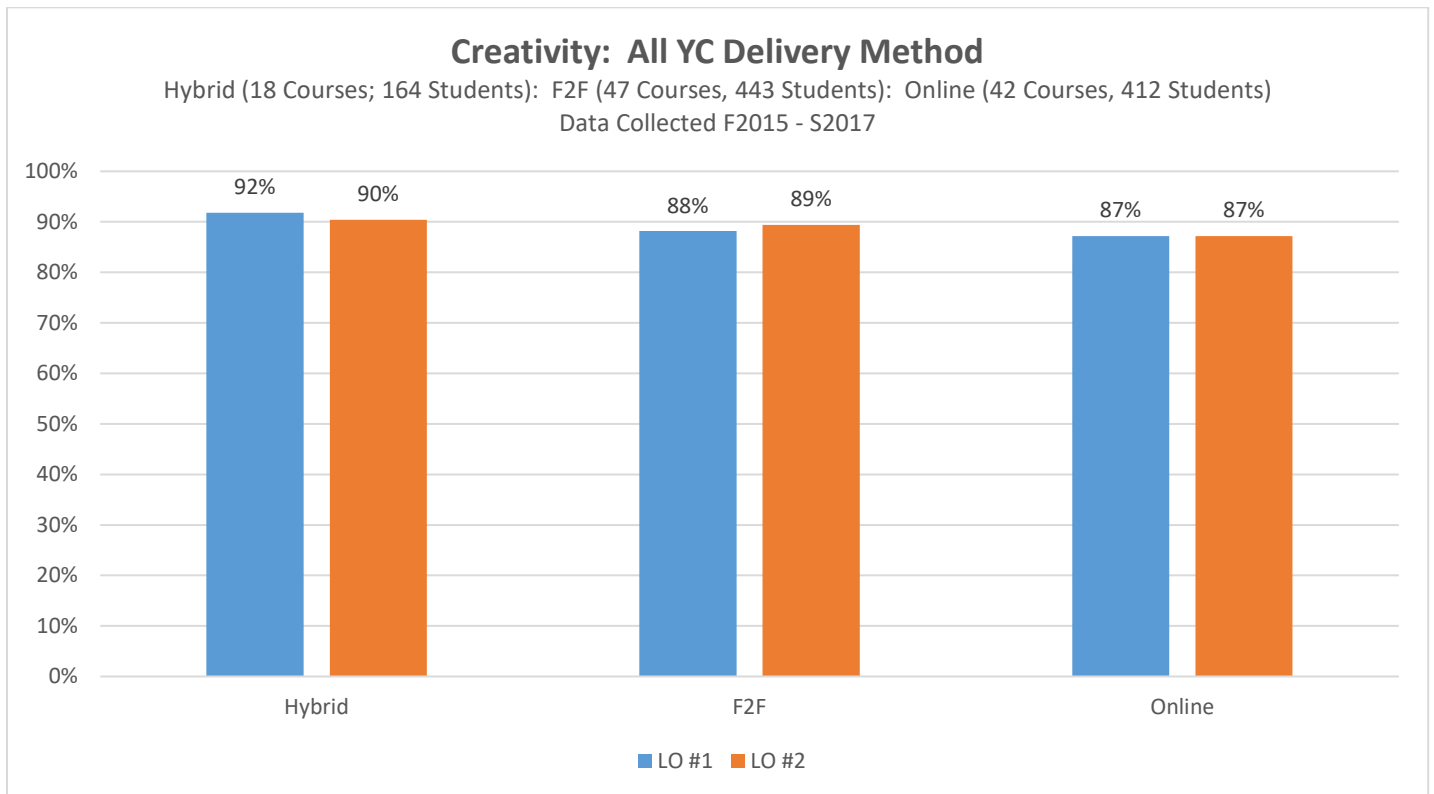
	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
LO #1 Synthesizes images, ideas, formats or products to create original work.	Extends a novel or unique idea, question, format or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel, innovative or unique question, format or product.	Reformulates a collection of available ideas, images or actions to produce work or complete an assignment.	Unable to synthesize ideas or images to produce original work.
LO #2 Participates in the creative process, taking risks and/or accepting an uncertain outcome	Embraces the creative process, actively seeks out and follows through on risky or innovative approaches to an assignment.	Participates in the creative process, incorporating new or unexpected approaches to an assignment.	Attempts to participate in the creative process, identifying or attempting alternative approaches to an assignment.	Does not participate in the creative process, simply repeating ideas or actions as taught.

Creativity: Results for all Yavapai College Students



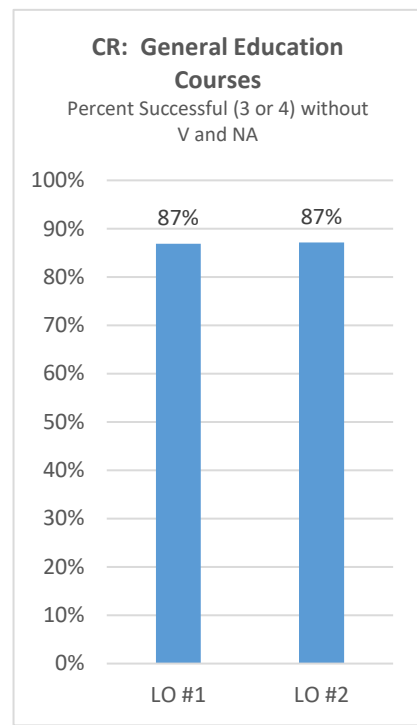
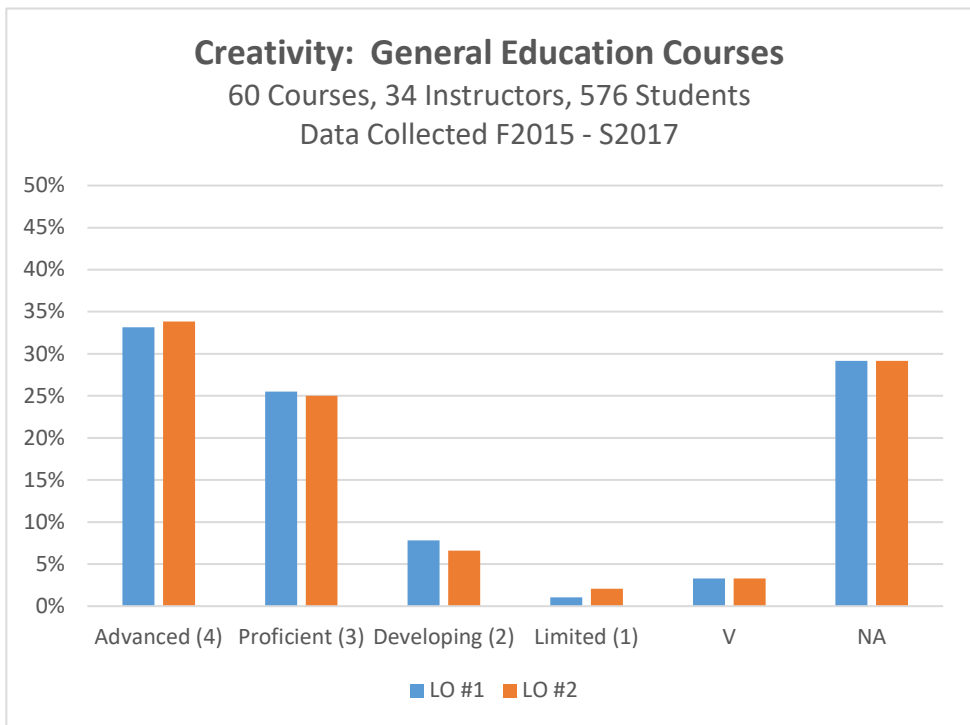
Creativity: Results for all Yavapai College Students by Delivery Method

NOTE: The graph represents Percent Successful (3 or 4) without V and NA



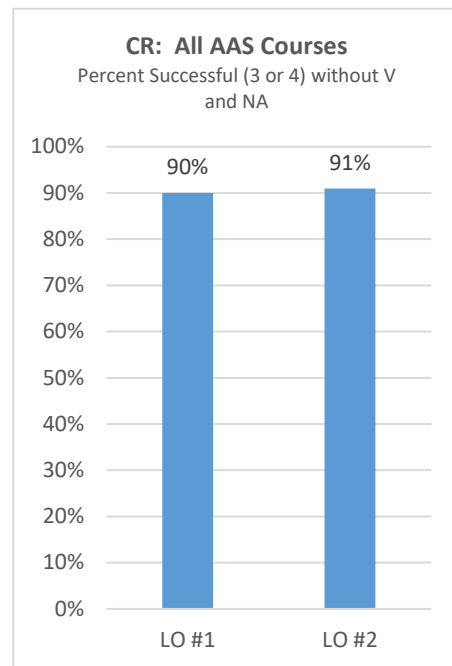
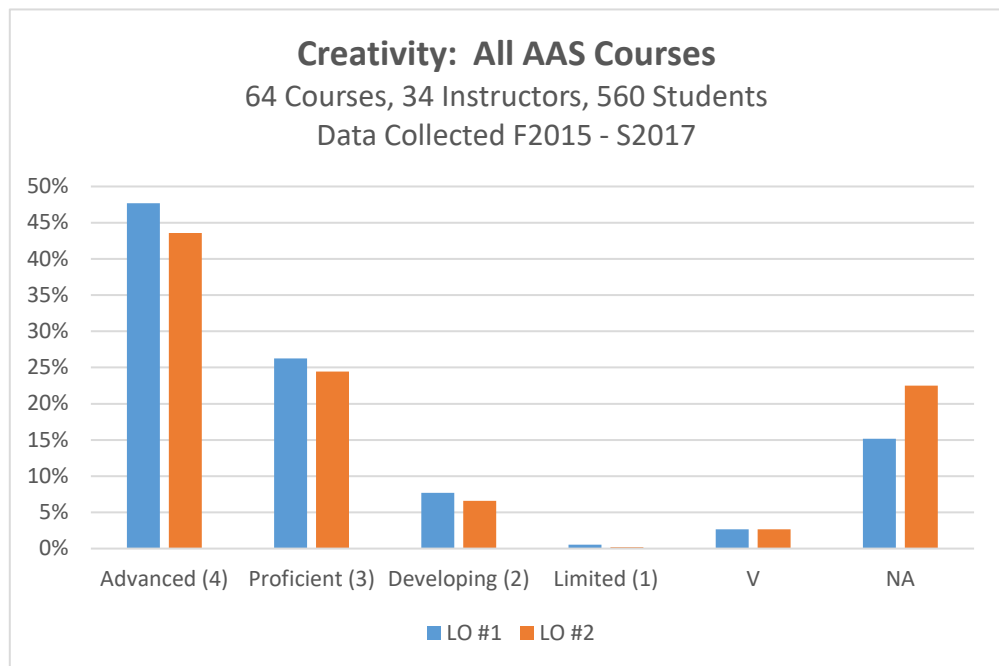
Creativity: Results for all General Education Courses:

AHS 230, AJS 123, ART 201, BIO 201, BSA 118, CHM 151, COM 131, CRW 139, EDU 210, ENG 140, GEO 103, GEO 210, HUM 101, HUM 243, MAT 220, PHI 103, PHI 105, PHI 110, PHI 122, PHI 204, PSY 234, SOC 101



Creativity: Results for all Associate of Applied Science Program Courses:

ACC231, AGS264, AHS295, ART112, AUT109, AVT200, AVT220, BSA111, CNC202, CNT170, CNT294, CSA110, CSA126, ECN235, EDU239, ELT115, FSC135, GST250, HIM295, LAW296, MGT111, NSG231, PSY262, RAD240, VEN195E, VGD152



Report Year	Fall 2017
Academic Department/Discipline	All disciplines
Contact Person (include email)	Molly.Beauchman@yc.edu (compiled faculty responses)
Date Submitted	September 2017

How well are students attaining the desired outcomes? Trends?

Faculty who submitted data for the two Creativity learning outcomes scored their students' attainment of the outcomes as successful (scored 3 or 4) at least 87% of the time (all students, General Education students only and AAS students only). Attainment of outcomes by delivery method also showed students' attainment of the outcomes at least 87% (lowest was online with 87% for each outcome and highest was hybrid with 92% and 90% for each outcome).

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

1. Creativity is difficult to assess in AAS courses (all GECCO outcomes).

- **Remind faculty the difference between GECCO and AGECEC:** Based on responses, it seems that there is a misconception that the GECCO categories apply to General Education courses only. The AGECEC outcomes are General Education specific and focus on content taught in the corresponding General Education departments. The GECCO categories are our Yavapai College institutional outcomes that are intended to be taught/reinforced in all student experiences including: General Education courses, Associate's Degree courses, activities and experiences outside of class (co-curricular activities, Student Development, Student Support). The GECCO outcomes were selected based on results of a survey administered to faculty in 2012/2013.

2. Comments about the rubric.

High number of 4's reserved for students who perform over and above expectations.

The rubric is not specific enough to define each outcome.

Lots of NA scores.

- **Descriptive (analytic) rubrics are accepted practice to define outcomes.** All rubrics were developed by interested faculty who attended sessions in previous Assessment Day work sessions led by specific faculty members. Resources given to faculty included AAC&U Value rubrics that are valid and reliable. During previous Assessment Days, there were several sessions going on at once regarding GECCO assessment so it was not possible for Associate's Degree faculty to attend each session to get information or provide feedback about each of the rubrics. This year's Assessment day format was adjusted to make sure all faculty had access to information about the upcoming GECCO categories and rubric (Digital and Information Literacy), select courses to assess them in, and plan activities and assignments for assessment.

3. Adjunct faculty may not be assessing at all or inconsistent with full time faculty (NA or scoring high).

- Designated leaders (Deans, Associate Deans, Program Directors, Department Chairs, lead faculty) are responsible for adjunct participation and providing information about assessment processes.