



Student Learning Outcomes Assessment

GECCO Report

Diversity Awareness

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

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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
Diversity Awareness 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

Diversity Awareness Outcomes and Rubric

America is becoming a more diverse society, from the smallest towns to the demographic trends of the entire nation. It is impossible today to succeed without the skills necessary to cope with those changes. Therefore, in the fall of 2012, a new college General Education outcome was created: Diversity Awareness. This new category also addresses the AGEC Ethnic, Race and Gender Special Awareness requirement, for those earning an AGEC certificate or Associates degree. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

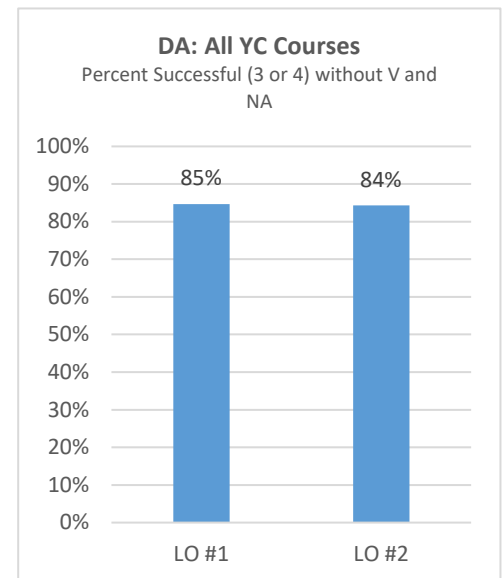
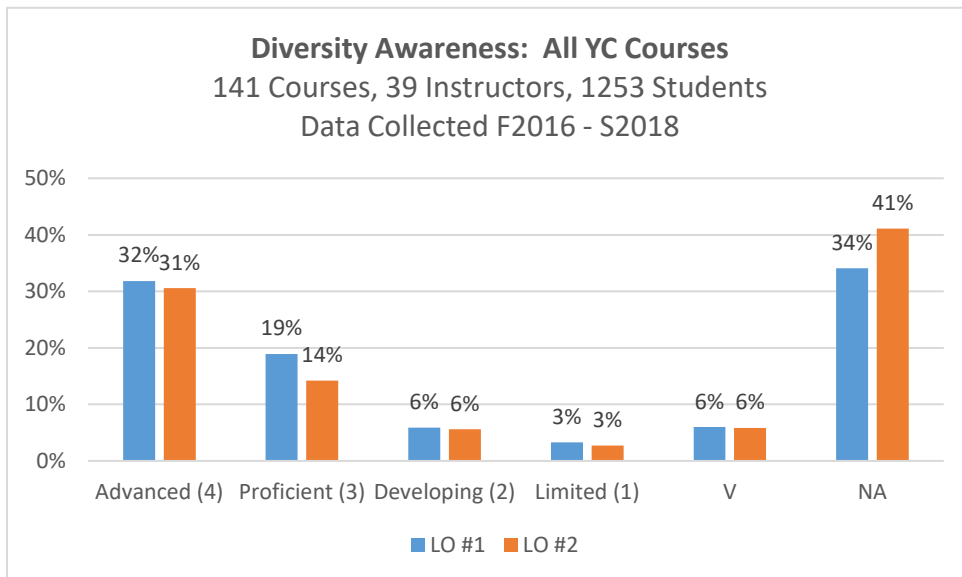
Diversity Awareness is both the skills and the knowledge necessary to live, work and participate in a global society.

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

- LO #1: Articulate the influence of worldviews on human behavior, perspectives and/or values.
- LO #2: Plan and/or manage interactions or analyses in a way that accommodates and incorporates differing worldviews.

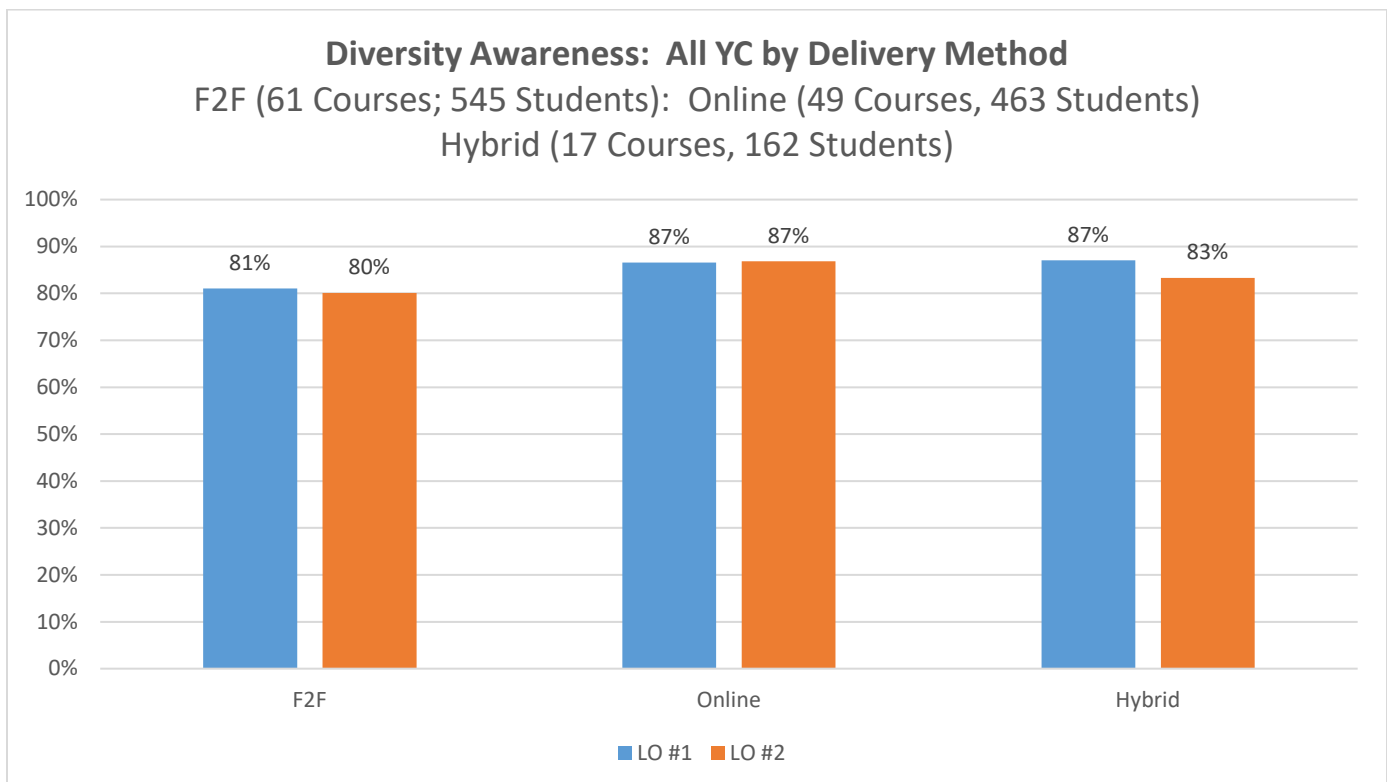
Learning Outcome	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
Articulate the influence of worldviews on human behavior, perspectives and /or values.	Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.	Articulates the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others.	Begins to identify own assumptions, judgments and/or biases about self and others.	Demonstrates little or no awareness of one's own assumptions, judgments and/or biases about self and others.
Incorporates differing worldviews in his/her interactions.	Consistently incorporates diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding.	Mostly incorporates diverse and multiple perspectives when working with members of one's own and other cultures and is able to negotiate a shared understanding.	Demonstrates skills to work with members of one's own and other cultures intermittently or in some limited contexts and can sometimes negotiate a shared understanding.	Demonstrates few skills in working with members of one's own and other cultures and is unable to negotiate a shared understanding.

Diversity Awareness: Results for all Yavapai College Students



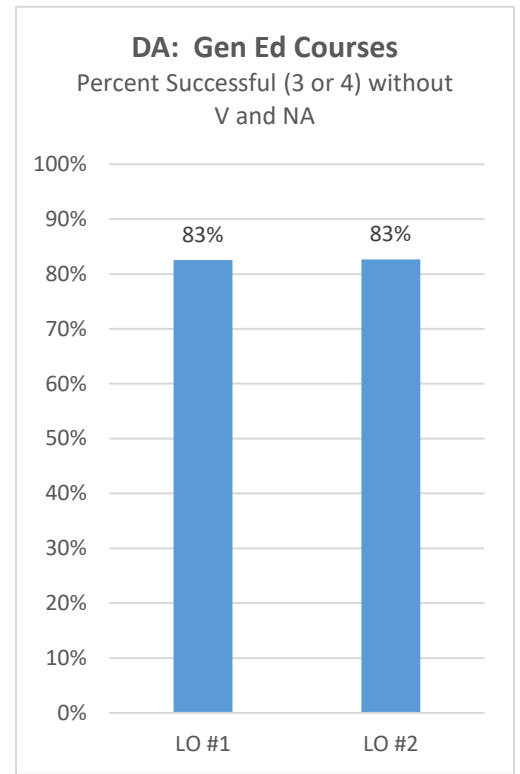
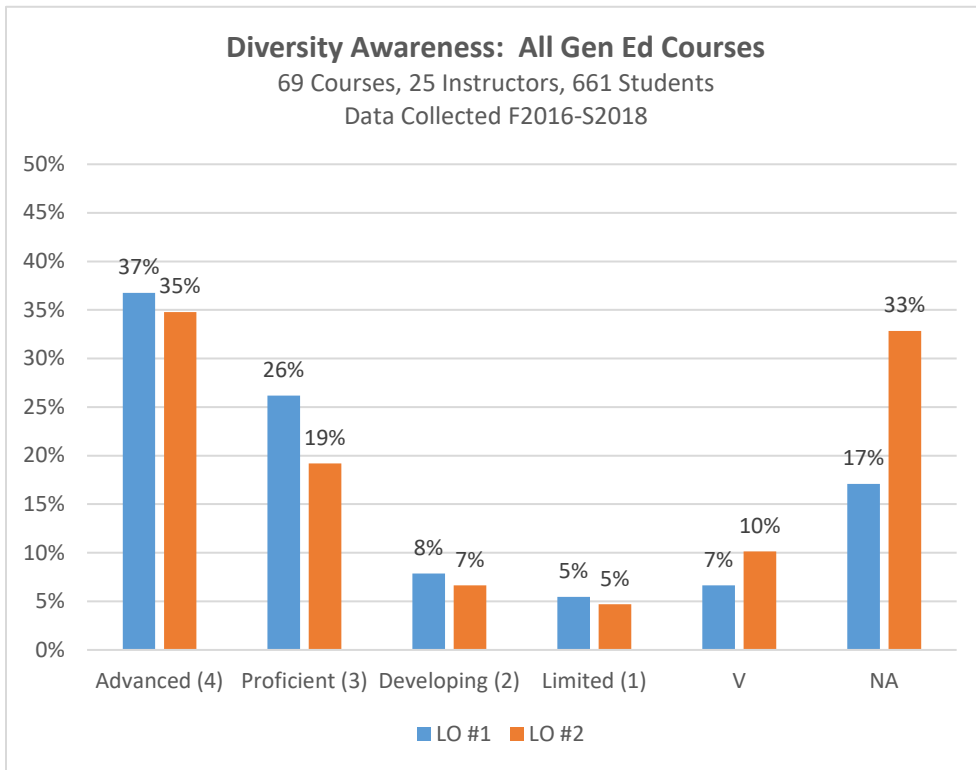
Diversity Awareness: Results for all YC Courses by Delivery Method

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



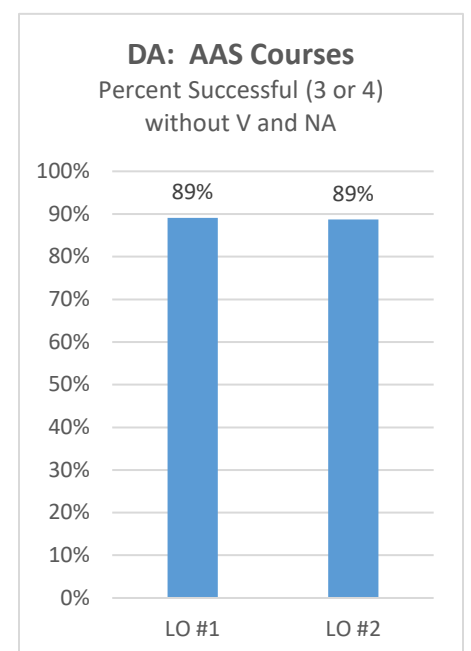
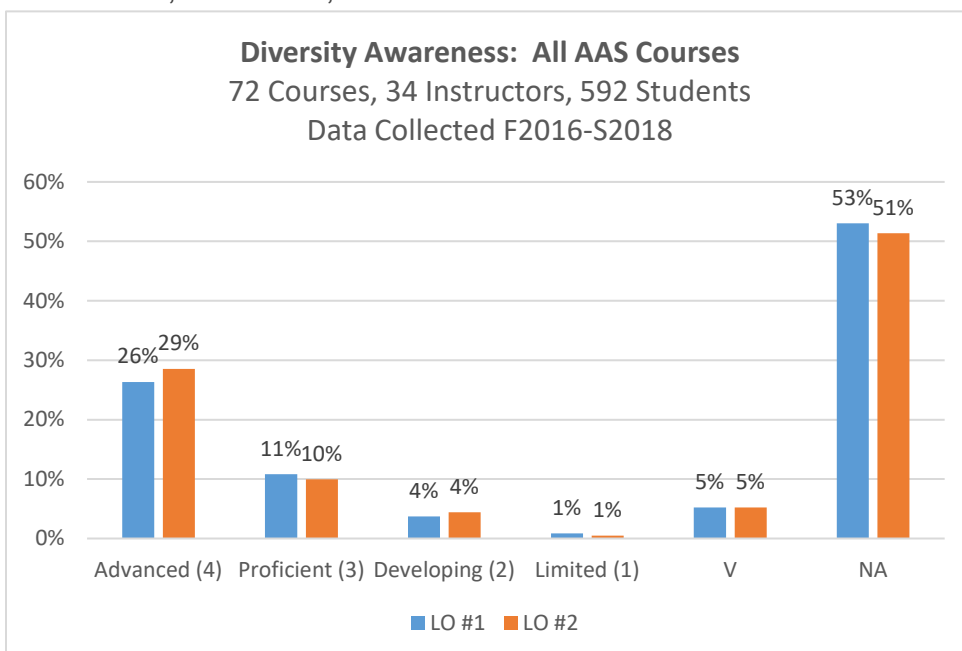
Diversity Awareness: Results for all General Education Courses

ANT102, ANT214, ART200, ART201, ENG217, ENG237, ENG240, ENG241, HIS201, HIS205, HIS231, HIS232, HUM241, HUM260, PSY277, SOC101, SOC142, SOC250, SPA201, SPA202



Diversity Awareness: Results for all Associate of Applied Science Program Courses

AGS102, AHS120, AHS295, AJS212, AUT108, AUT135, AVT216, AVT260, CNT100, CNT110, CSA126, EDU210, ELT130, ELT295, HIM173, IPT160, IPT295, LAW296, NSG233, RAD100, UAS100, VEN195V, VGD252



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) 85% for LO#1 and 84% for LO#2. General Education faculty scored lower on each outcome than the AAS faculty, but both scores were above the benchmark of 80%. (LO#1 and LO#2: Gen Ed 83% and AAS 89%). Attainment of outcomes by delivery method also showed students' attainment of the outcomes at least 89% (lowest was F2F with 81% and 80% for each outcome and highest was online with 87% for each outcome).

The most surprising trend was the number of General Education faculty who scored "Not Applicable" for the outcomes (LO#1 was 17% and LO#2 Was 33%).

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).

- Diversity Awareness is difficult to assess in AAS courses as defined in the outcomes. Suggestions were to revise outcomes to reflect a more general definition of diversity awareness 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 – need to be more general or clearly defined and applicable to 100 and 200-level courses.
- Clarification about assessment process is needed each year especially for adjuncts.

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.