Student Learning Outcomes Assessment

GECCO Report
Digital Literacy

Data Report Created:

Assessment Director (Molly Beauchman)
Data Collected Fall 2017 – Fall 2018
Report Completed: February 2020

Analysis of Data Completed:

General Education Committee (Josh Schmidt Gen Ed Coordinator)
Analysis Submitted February 2020

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?

Digital Literacy Outcomes and Rubric

Student graduate today into an increasingly digitized world. Therefore, in the fall of 2012, a new college General Education outcome was created: Digital Literacy. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

Digital literacy is the ability to use digital technologies to find, evaluate, create, and communicate information. Digital literacy encompasses both cognitive and technical skills that give students the awareness, attitude, and aptitude to use digital tools to accomplish personal, professional and academic goals.
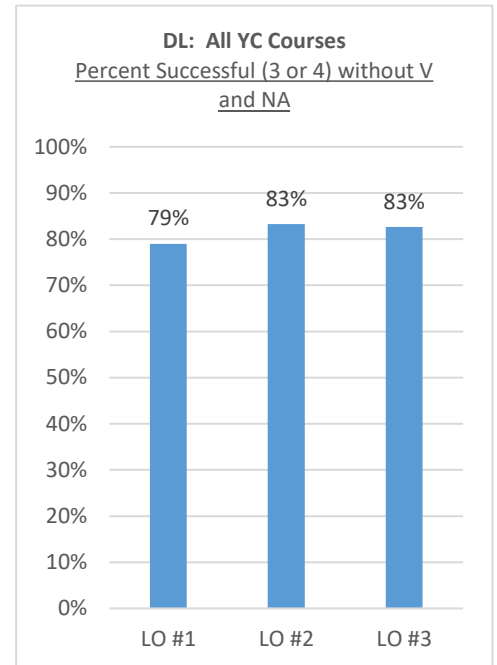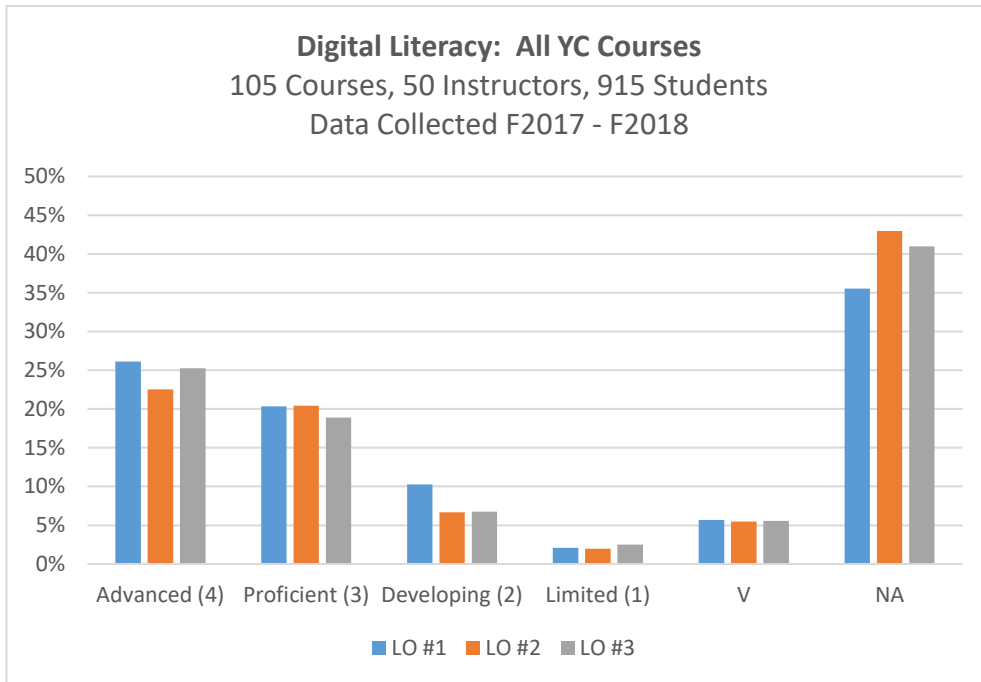
Students who graduate from Yavapai College with a degree or AGEC certificate will be able to:

LO #1: Access and evaluate information in the digital environment

LO #2: Create and produce in the digital environment

LO #3: Communicate and collaborate in the digital environment

LO #4: Adapt to changing and new technology.

	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
LO #1 Access and evaluate information in the digital environment.	Innovate, anticipate, access, and evaluate information in the digital environment.	Access and evaluate information in the digital environment.	Intermittently access and evaluate information in the digital environment.	Does not access and evaluate information in the digital environment.
LO #2 Create and produce in the digital environment.	Innovate, anticipate, create, and produce in the digital environment.	Create and produce in the digital environment.	Intermittently create and produce in the digital environment.	Does not create and produce in the digital environment.
LO #3 Communicate and collaborate in the digital environment.	Innovate, anticipate, communicate, and collaborate in the digital environment.	Communicate and collaborate in the digital environment.	Intermittently communicate and collaborate in the digital environment.	Does not communicate and collaborate in the digital environment.
LO #4 Adapt to changing and new technology.	Innovate, anticipate, and adapt to changing and new technology.	Adapt to changing and new technology.	Intermittently adapt to changing and new technology.	Does not adapt to changing and new technology.

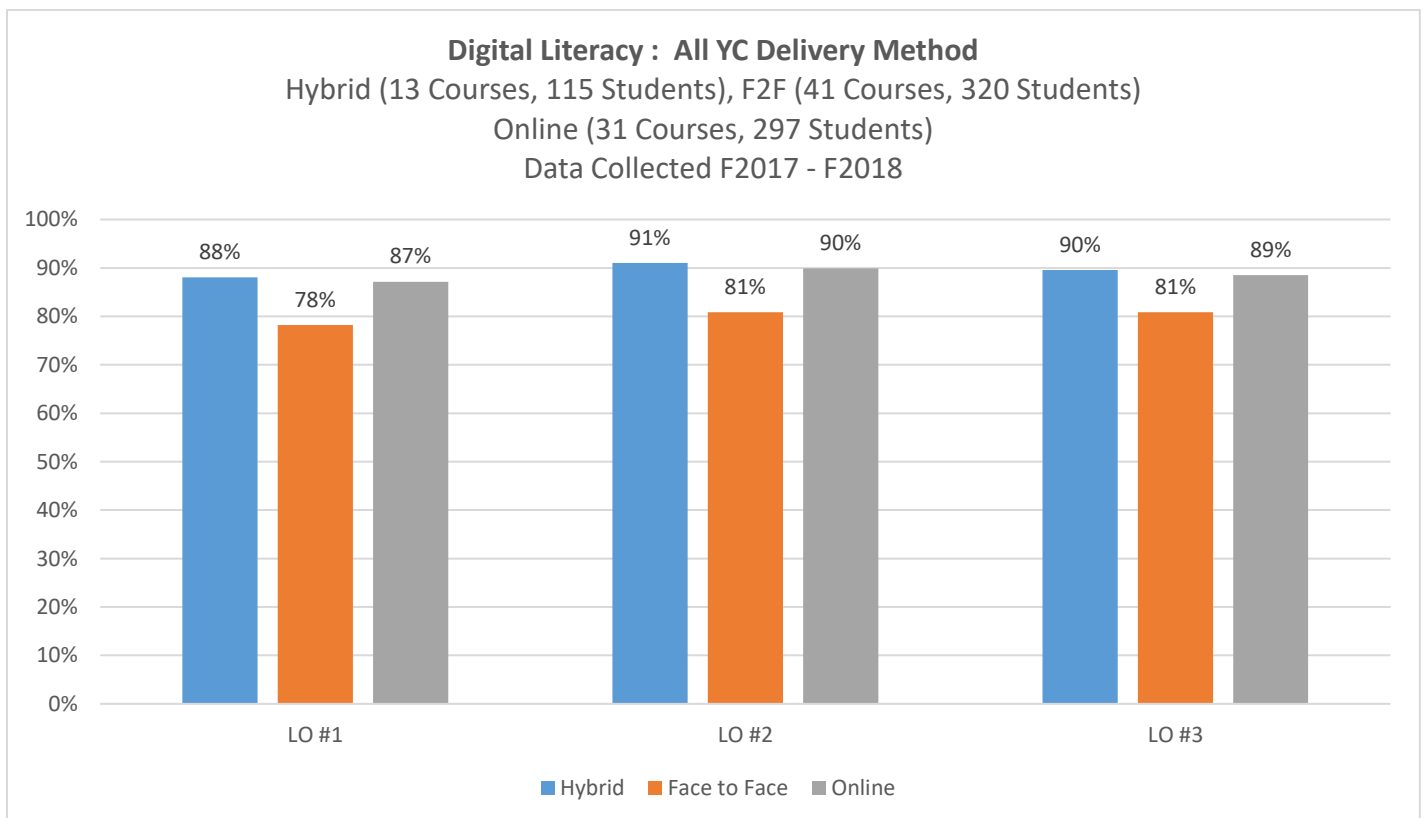NOTE: Data report contains information for LO #1, #2, and #3 only.

Digital Literacy: Results for all Yavapai College Students

Digital Literacy: All YC Courses
105 Courses, 50 Instructors, 915 Students
Data Collected F2017 - F2018

Legend: LO #1, LO #2, LO #3

DL: All YC Courses
Percent Successful (3 or 4) without V and NA

	LO #1	LO #2	LO #3
	79%	83%	83%

Digital Literacy: Results for all Yavapai College Students by Delivery Method
## NOTE: The graph represents Percent Successful (3 or 4) without V and NA

Digital Literacy : All YC Delivery Method
Hybrid (13 Courses, 115 Students), F2F (41 Courses, 320 Students)
Online (31 Courses, 297 Students)
Data Collected F2017 - F2018

	LO #1	LO #2	LO #3
Hybrid	88%	91%	90%
Face to Face	78%	81%	81%
Online	87%	90%	89%

Digital Literacy: Results for all General Education Courses

CHM151, CHM152, CHM236, CHM236L, ENG101, HUM101, MAT142, PSY/SOC230

Digital Literacy: Gen Ed Courses
47 Courses, 27 Instructors, 452 Students
Data Collected F2017 - F2018
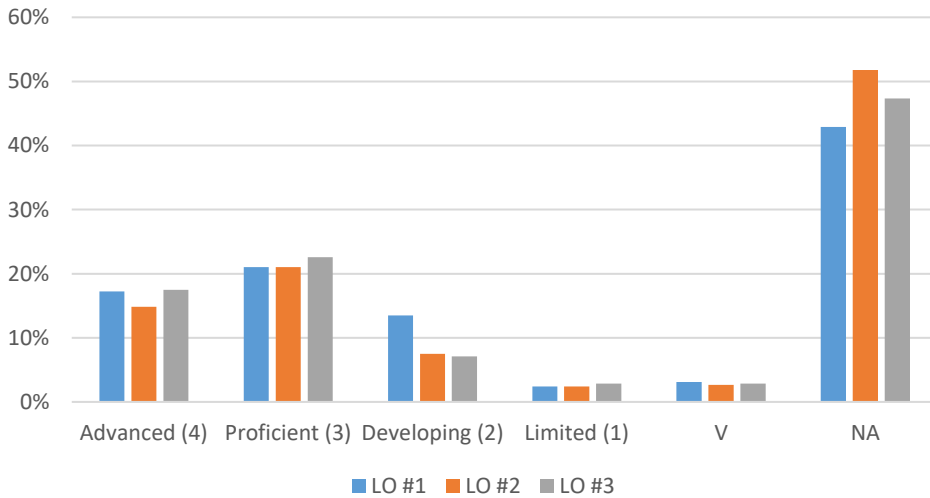
DL: Gen Ed Courses
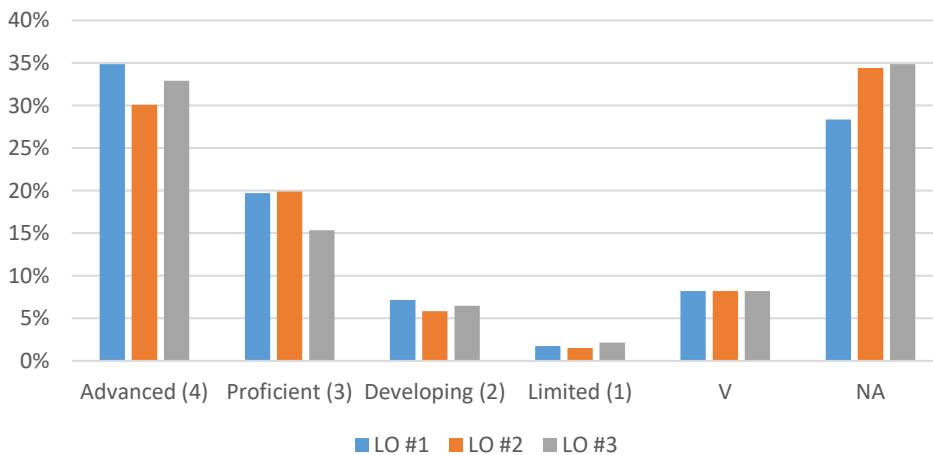Percent Successful (3 or 4) without V and NA
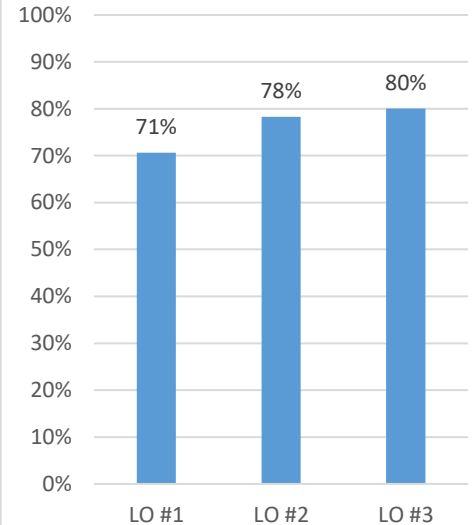
# Digital Literacy: Results for all Associate of Applied Science Program Courses

AHS100, ART132, ART139, ART231, AUT108, AVT104, AVT115, CNT100, CSA110, CSA126, ECE202, EGR102, ELT221, GST100, IPT120, LAW102, MUS231, VSG235, RAD250, UAS115, VEN100, VGD121

NOTE: ART132, AUT108, MUS231, VEN100 Entered NA for all outcomes

Digital Literacy: AAS Courses
57 Courses, 31 Instructors, 462 Students
Data Collected F2017 - F2018

DL: AAS Courses
Percent Successful (3 or 4) without V and NA
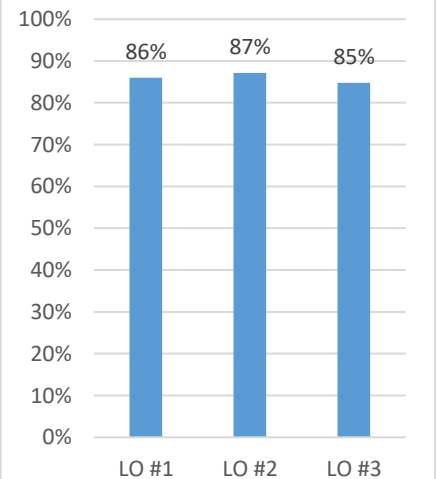
Report Year	**2017/18 (submit February 2020)**
Academic Department/Discipline	Digital Literacy (Gen Ed Committee)
Contact Person (include email)	Josh.Schmidt@yc.edu
Date Submitted	February 2020

Assessment Findings: Upon analysis of the collected data there are a few issues to address. First roughly 40% of courses that were supposed to address digital literacy checked not applicable. Second the face to face courses that were offered in these areas were roughly 10 points below online and hybrid. This may need to be investigated further at a later date. Although roughly 40% submitted not applicable, of the remaining categories more than 40% selected advanced or proficient in satisfying information literacy only leaving less than 15% that were either developing or limited. Also there were four learning outcomes but only 3 had data collected on them. Learning outcome number four did not have any data reported what so ever.

Suggested Actions: Digital literacy is no longer an AGEC requirement within the GECCO model and is being moved to fall within general education institutional learning outcomes (ILO's). The college has moved away from the old GECCO model and is currently working on a new one to replace it that will include institutional learning outcomes. Revision of the general education learning outcomes is currently underway and will more than likely align with AACU standards. In addition, the general education committee of Yavapai College is looking at a possibility of adding digital literacy as an AGEC category within many of the AGEC programs. This will need further investigation and analysis of what other institutions are doing with new and upcoming trends within the fields of digital literacy and technology.