

Introduction:

I started the position of District Assessment Director in July 2016 and it has been a busy year for the college and for assessment. Yavapai College's strategic actions with respect to student success have had a direct impact on outcomes assessment processes for General Education, Transfer and Occupational Programs, and Co-Curricular assessment. The strategic actions for 2016/17 were:

- Implementation of the Pathways initiative.
- Redesign of Academic Program Review.
- Development and dissemination of General Education assessment reports.
- Implementation of a student tracker plan to engage students from recruitment to completion.
- Evaluating a mandatory student orientation for first-time degree seeking students

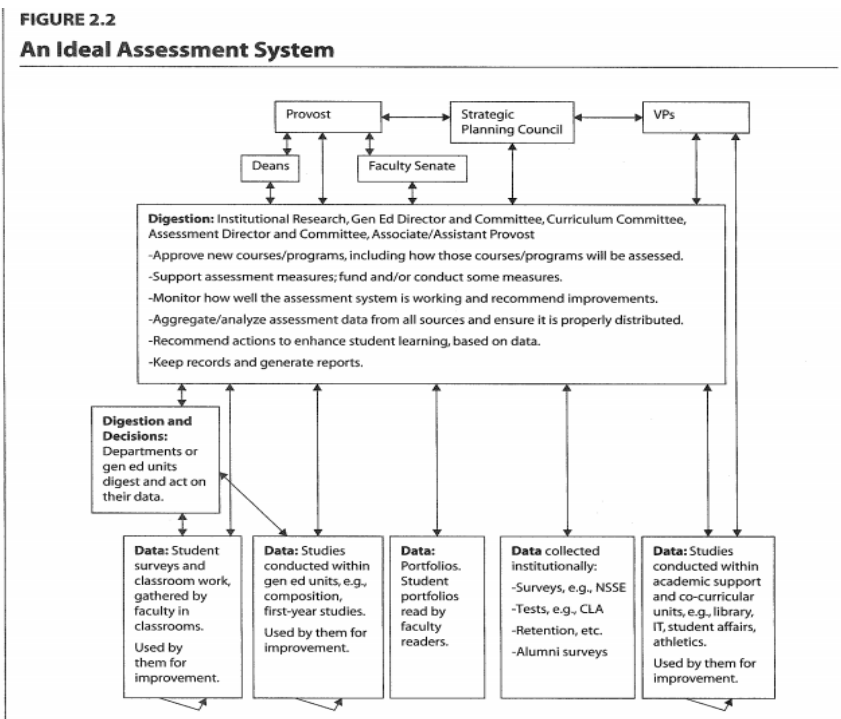
Yavapai College has undergone an organizational restructure effective July 2017. The strategic actions and re-organization have provided an opportunity to examine current practice and implementation plans for academic, occupational, and co-curricular programs and make improvements. The following report provides a summary of the year's activities in assessment: Analysis of current Outcomes Assessment and Program Review processes, General Education and Department outcomes assessment, Occupational and Transfer Program Assessment, and Co-Curricular Program Assessment.

An Ideal Assessment System Model and Analysis of Yavapai's Current Assessment System

One of the first activities this year was to analyze the current outcomes assessment system. The diagram below is considered a model of an ideal system presented in "Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education" by Barbara E. Walvoord (2010).

FIGURE 2.2

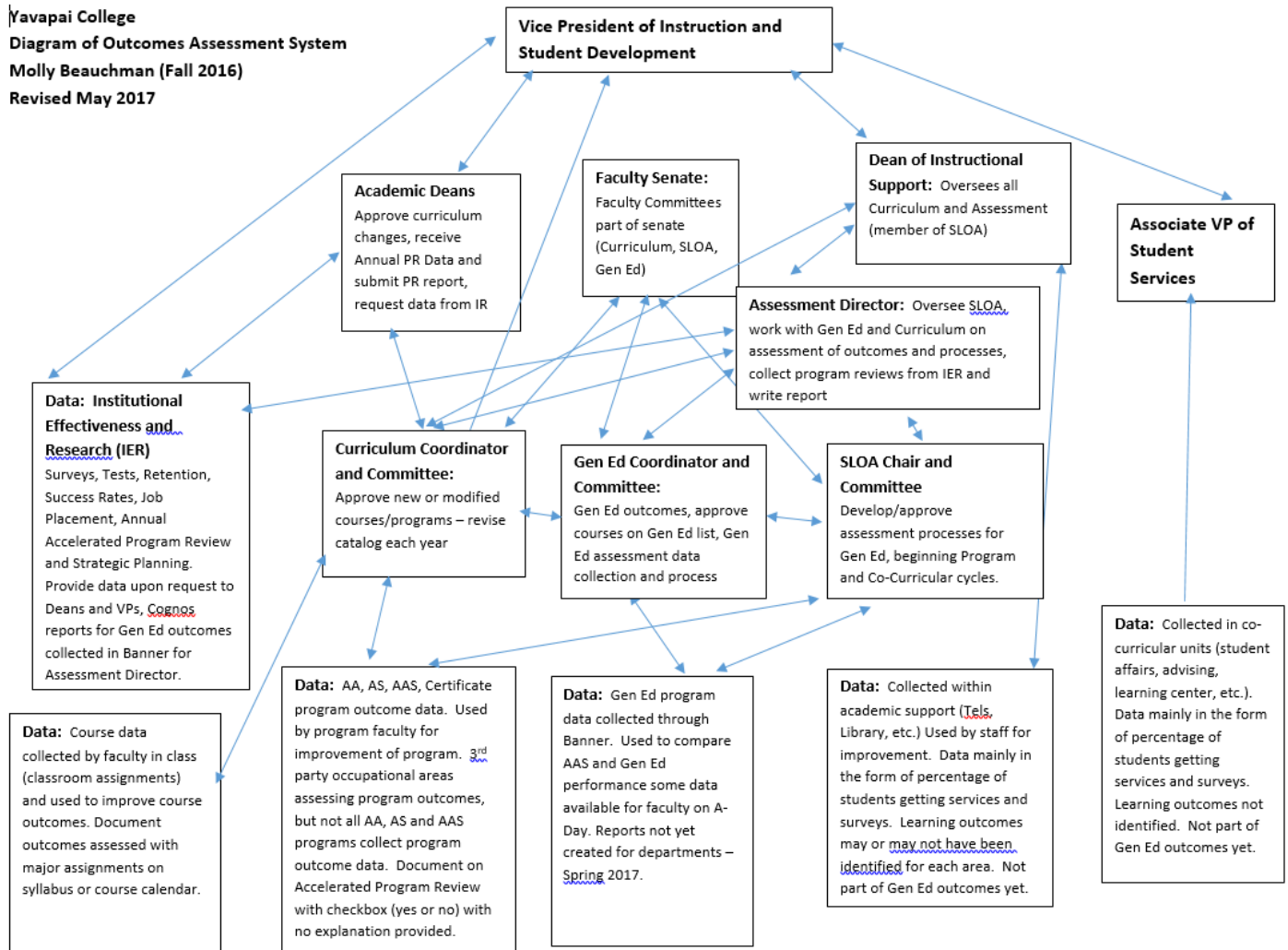
An Ideal Assessment System



- The ideal system shows three major components:
1. **Data:** Data are collected at the course, program, General Education, Co-curricular and institutional levels (shown at the bottom of the figure).
 2. **Digestion:** Data are aggregated, analyzed and distributed to appropriate audiences (represented in the middle of the figure).
 3. **Decisions:** Analyses of data are used for decisions, policies, planning and budgeting (represented in the upper level of the figure).

Below is a diagram of Yavapai College's outcomes assessment system for Fall

2016/Spring 2017 based on my perspective as a member of the SLOA Committee in previous years and research focusing on YC's assessment system. Information was gathered from the website, strategic plan, meetings with Institutional Effectiveness and Research personnel, academic Deans, and through membership of the SLOA, Curriculum, General Education, Pathways, and Strategic Enrollment Committees this year.



Conclusions based on the model above:

- We have learning outcomes assessment data collected at the course, program, and General Education levels and some co-curricular departments.
- IER collects and disseminates institutional and program review data and generates data on request for many different entities within the college.
- There is not a systematic institutional process to document how learning outcomes data at the course, academic program, and co-curricular levels is used to improve student learning.
- Student Development and Support departments collect information, but has not yet been included in YC institutional learning outcomes assessment (GECCO).
- There is not a central committee to look at all components of the assessment process (curriculum, outcomes assessment, IER data about enrollment trends, etc., general education outcomes, institutional surveys). Aggregating, interpreting, and disseminating data is a function of many different entities and inconsistencies are present in the type of data analyzed and a lack of integration of various sources of data. Decisions about planning, budgeting, and policies are based on a wide variety of data.

Assessment System Goal for 2017/18 Program Review Process:

- Revise Yavapai College's assessment system to reflect a more efficient and consistent system of data collection.
- Identify the various programs in the occupational, academic and co-curricular areas.
- Create a process/cycle for Program Review for General Education, Department, Occupational and Transfer Programs and Co-Curricular programs.
- Create a Program Review committee to work together to aggregate, analyze, and disseminate data that can be used as a basis for decision-making.

The overarching goal is to combine learning outcomes assessment data and institutional and program data from IER to develop a program review process that will provide relevant and integrated data to all internal stakeholders (departments, occupational and academic programs, co-curricular programs) to make decisions about program improvement, policy and allocation of resources. Discussions about revising the program review process started in the Strategic Enrollment Committee in January 2017 and will continue through next year.

General Education Assessment

The General Education categories, learning outcomes, assessment cycle and process was developed by the General Education Coordinator during the 2012/2013 academic year. We have successfully collected data within the cycle from General Education and AAS Program courses each year. The following is a summary of assessment work in General Education this year.

Assessment Day: The morning session of Assessment Day (September 23rd) was facilitated by the SLOA, General Education, and Curriculum Committees. Groups A (Written Communication, Oral Communication, and Historic Perspectives) and B (Scientific Literacy, Quantitative Literacy, and Behavioral Science) met to review outcomes assessment data comparing outcome performance from AAS programs and General Education courses in the GECCO categories. Group C (Critical Thinking, Creativity, and Arts and Humanities) were starting their second year of data collection and met to discuss data collection processes. Group D (Diversity Awareness, Civic Engagement, and Social Sciences) met to review their rubric and prepare for data collection starting this year. Group E (Information Literacy and Digital Literacy) met to write their rubric and prepare for data collection next year. The afternoon session of Assessment Day was an introduction to the Pathways initiative and provided time for programs to meet and draft a sequence of courses for students that would best serve students and help them be successful.

Assessment Day Goal for 2017: The design of multiple sessions for General Education categories results in the General Education faculty able to attend their session, but the Associate of Applied Science faculty who assess General Education outcomes in multiple courses cannot attend each session, leaving few AAS faculty attending each session. The focus of the morning session is to have Gen Ed and Program faculty work together – next year there will be two sessions in the community room for all faculty; analysis of data from Critical Thinking and Creativity and planning to collect data for Information and Digital Literacy. After the whole group discussions on analysis and planning, breakout sessions will be held for each individual Gen Ed category to complete their work – Groups A and B above have reports to complete and submit, Group C will continue analysis of their data.

Other Gen Ed and Gen Ed Department Assessment Activities: The data provided on assessment day was at the institutional level. This Fall I worked with IER to develop a Cognos spreadsheet report that was used to create displays of the data showing student attainment of each outcome at the institution, AAS Program, and Gen Ed course levels. Data reports were created for the following Gen Ed categories and related departments: Quantitative Literacy (Mathematics), Scientific Literacy (Science), Written Communication (English), Oral Communication (Communication), Historical Perspectives (History), and Behavioral Science

(Psychology). I met with representatives from each department (chair, dean and/or attended a department meeting) in Spring 2017 to discuss ways to analyze the Gen Ed data and specific questions to consider. At this time, a department report form and directions (developed and approved by SLOA committee) was provided to document findings, recommended actions and resources or support needed for any improvements the department wanted to make based on the Gen Ed outcomes data. The report also asked departments to include other course data or activities they engaged in to support student success (strategic plan initiative). These reports are due on Assessment Day 2017.

General Education Department Goal for 2017/18: The report provided to the Departments contained outcomes assessment data only. The overarching goal is to include General Education and associated academic departments in the revised Program Review process along with Occupational and Transfer programs. Important institutional data such as retention, success rates, and transferability of coursework to the University will be provided to the departments.

General Education Program Goal for 2017/18 and 2018/19: As the General Education assessment cycle from 2012/13 is approaching data collection for the last categories (2018/19), it is time to work with the academic deans, department chairs, program directors, General Education Coordinator and committee, Curriculum Coordinator and committee, and SLOA Committee to develop a process to review the General Education assessment process as a whole. The process would include all faculty and staff who assess current GECCO outcomes and would include review of AGEC requirements and categories, GECCO (or institutional outcomes), and General Education components of the AAS Programs.

Academic and Occupational Program Outcomes Assessment

Pathways: The focus of this year in academic and program assessment was the implementation of Pathways. A sub-committee of the Pathways committee (Assessment Director, Curriculum Coordinator and Committee Chair, Faculty Senate President, Academic Dean, General Education Coordinator) planned and facilitated professional development workshops for program faculty to review their current program sequence of courses and create a sequence that would be ideal for student success. The workshops were held during Spring Convocation week with each academic program in the Areas of Study with the goal of finalizing the ideal course sequence work that began on Assessment Day. The ideal sequence of courses will then be displayed on the YC website in two formats; a sequential list of courses and requirements to complete a particular program and a visual pathway depicting the order in which to take courses and complete requirements for full or part time students.

Program Outcomes Assessment Goal for 2017/18: The implementation of Pathways resulted in program faculty, curriculum and assessment committee members to examine program outcomes, course outcomes and how the courses in a program align with program outcomes. The SLOA and Curriculum committee found that many of the programs had program and course outcomes that were not aligned and in some cases had not been reviewed for several years. The first goal for Program Assessment is to: develop a process that systematically reviews (as part of a new program review process) each program's mission, program and course outcomes for alignment with the aid of a curriculum map (using a checklist for outcomes and curriculum map modified by the SLOA and Curriculum Committees). The second goal is to incorporate a program outcomes assessment plan into the program review cycle to provide information about student learning as well as IER data such as enrollments and success rates. Part of the Pathways implementation is to identify benchmark and gateway courses in each program that are important for student success. The program pathways need to be completed, benchmarks identified, and outcomes reviewed before implementing a program outcomes assessment plan.

Co-Curricular Program Assessment (Student Development and Student Support)

This year, the Dean of Student Development initiated the process to begin planning outcomes assessment in the Student Development Divisions. In Fall 2016, the directors of each of the Student Development divisions

met and revised their mission statement and completed an exercise to select the GECCO Outcomes, Strategic Initiatives and Yavapai College goals that aligned with their division. In Spring 2017, the Dean of Student Development worked with the divisions to select overall goals for Student Development and start the assessment process with GECCO outcomes. The decision was made to focus in Information Literacy, which starts data collection for academic programs next year.

Co-Curricular Program Assessment Goals Summer 2017: During Summer 2017, meet with Student Development in a 3-hour workshop to incorporate the GECCO outcomes for Information and Digital Literacy into each department. In the workshop, we will identify the outcomes in each category that relate to each division within Student Development, create learning outcomes that specific to each division, and create an assessment plan to collect data. Other activities planned for the summer include finalizing an assessment cycle for student development and working with the first group to develop outcomes and an assessment plan for data collection (extended to 2017/18). The second goal is to meet with the remaining co-curricular departments (Library, TeLs, Computer Commons) to develop a mission statement, learning outcomes for Information and Digital Literacy and an assessment plan for next year.

Other Assessment Activities in 2016/17

Conference Presentations:

“Now That We Have Data....” at the Association of American Colleges and Universities (AAC&U) Conference: General Education and Assessment; Design Thinking for Student Learning; February 23-25 in Phoenix, AZ. The poster presentation focused on the assessment process, data collected from Associate of Applied Science and General Education courses, visual display of data and report of findings using Quantitative Literacy as an example. Co-Presenters (Molly Beauchman (Assessment Director), Suzanne Waldenberger (Gen Ed Coordinator)).

“Assessing Quantitative Literacy” at the 2017 Arizona Assessment Conference; Friday, April 7th at Mesa Community College. Presentation focused on the Quantitative Literacy rubric, course assessment and samples of student work from online and face to face College Algebra courses. Co-Presenters (Andrea Schaben (Mathematics Professor), Molly Beauchman (Assessment Director))

Professional Goal for Summer 2017: Write an “Assessment in Practice” article for the National Institute of Learning Outcomes Assessment newsletter based on the AAC&U Presentation above. Co-Author Suzanne Waldenberger (General Education Coordinator)

Additional Goals for Summer/Fall 2017:

1. Revise Division Assessment Canvas spaces to reflect the new Schools created in the reorganization.
2. Develop or revise materials and resources for learning outcomes assessment (creating outcomes, curriculum maps, rubrics) and post on the SLOA website.
3. Work with the SEM subcommittee on creating a proposed cycle for program review and start working on outcomes assessment with the programs identified as first in the cycle.
4. Prepare data reports for General Education outcomes for all programs who submitted data (catch up with the data collection from the previous year).