



Student Learning Outcomes Assessment

GECCO Report

Information 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 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

Information Literacy Report:

Data Collected Fall 2017 - Fall 2018

Prepared by Molly Beauchman (Molly.Beauchman@yc.edu)

District Assessment Director (Summer 2019)

Student Learning Outcomes Assessment

Information Literacy Outcomes and Rubric

We live in the information age, awash with more data than at anytime in history. This makes the ability to find, evaluate and sort information crucial skills for both personal and professional success. Therefore, in the fall of 2012, the college General Education outcome Information Literacy was revised. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

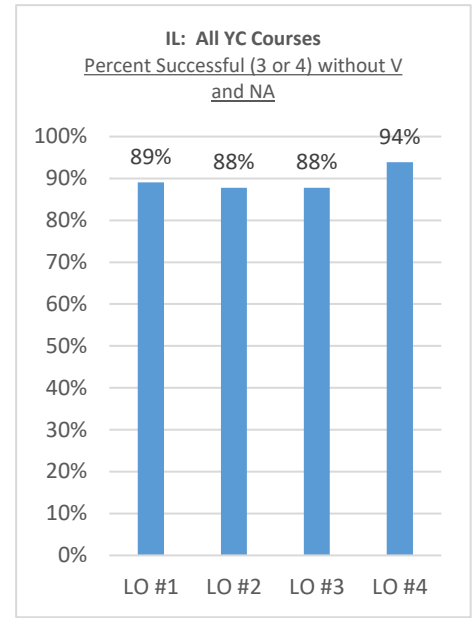
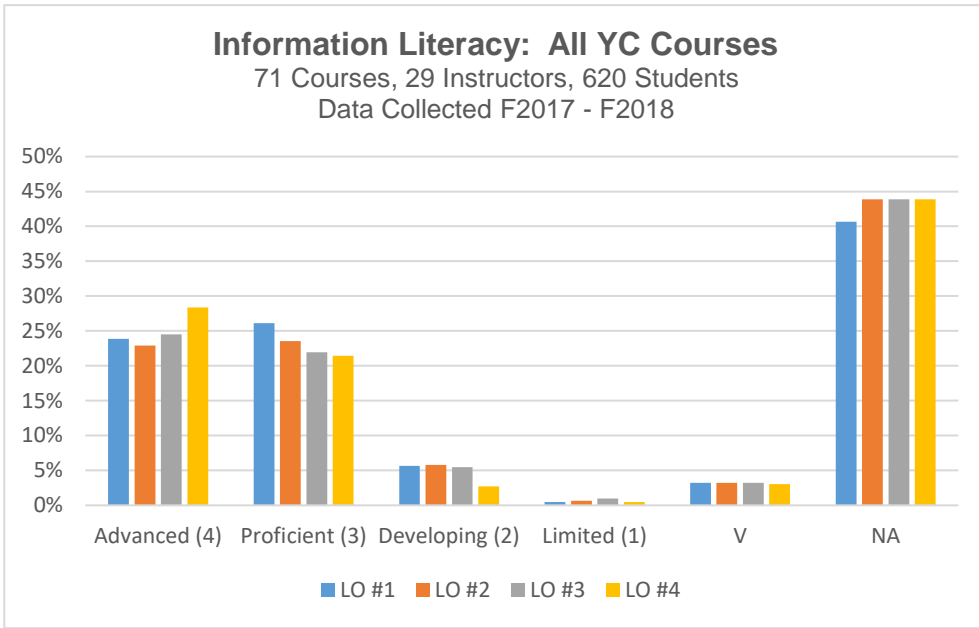
Information literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively and responsibly use and share that information for a specific project or purpose. (Taken from the AACU Value Rubric)

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

- LO #1: Determine the nature and extent of the information needed for a specific purpose;
- LO #2: Demonstrate effective research strategies to access appropriate information;
- LO #3: Evaluate information and sources critically;
- LO #4: Use information ethically and legally.

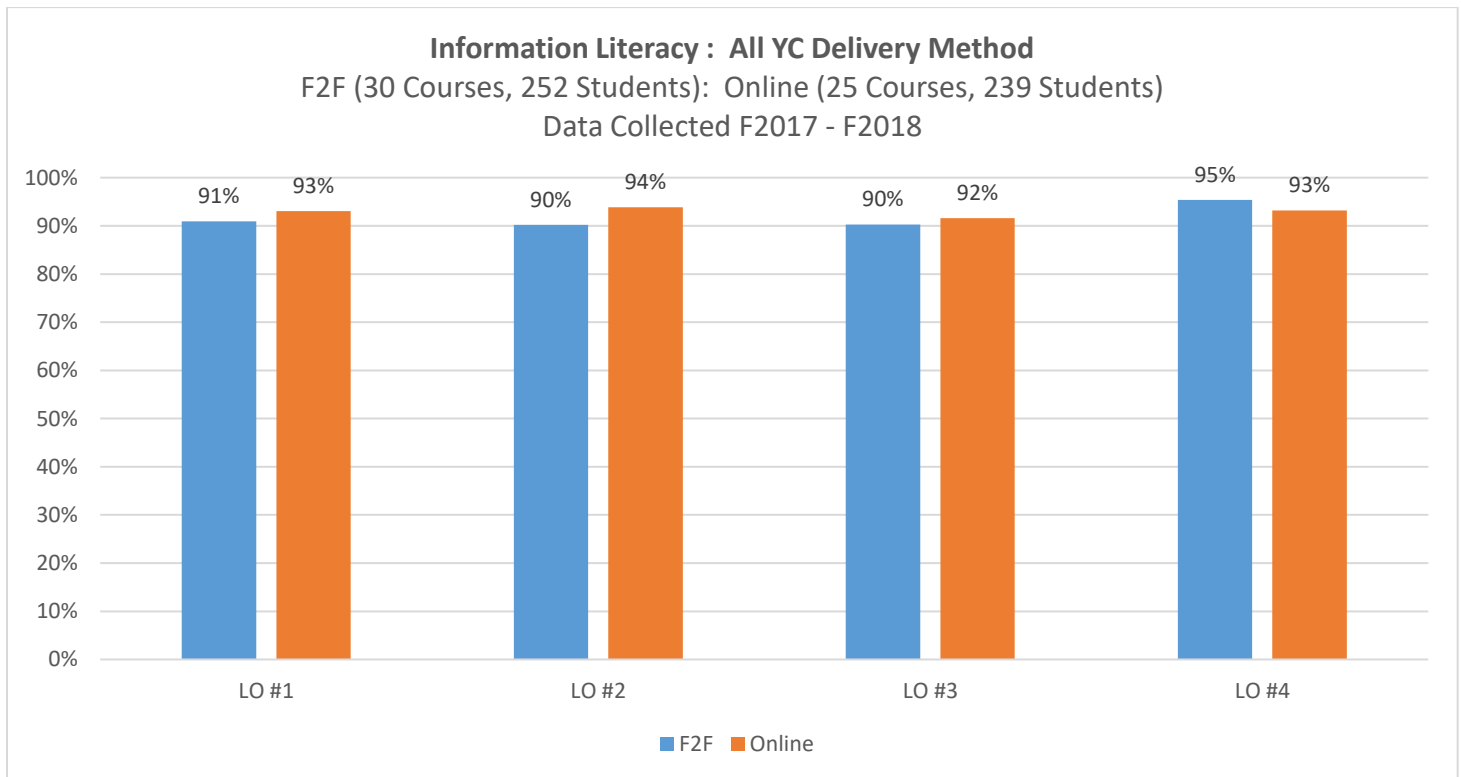
	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
LO #1 Determine the nature and extent of the information needed for a specific purpose	Consistently Determines the depth and scope of the project or assignment and identifies the best type of information to meet its requirements.	Determines the depth and scope of the project or assignment and identifies the type of information needed to meet its requirements.	Shows limited ability to determine the scope of the project or assignment and/or identifies the type of information needed to meet its requirements.	Unable to determine the depth and scope of the project or assignment and/or cannot identify the type of information needed to meet its requirements.
LO #2 Demonstrate effective research strategies to access appropriate information	Shows exceptional ability to determine appropriate information and applies the most appropriate research strategies.	Determines appropriate information and applies appropriate research strategies.	Shows limited ability to determine available information and/or begins to apply appropriate research strategies.	Unable to determine appropriate information and/or does not apply appropriate research strategies.
LO #3 Evaluate information and sources critically;	Shows exceptional ability to analyze sources and information and selects the most relevant and reliable material.	Analyzes sources and information to select relevant and reliable material.	Shows limited ability to select relevant and/or reliable material.	Unable to select relevant and reliable material.
LO #4 Use information ethically and legally.	Skillfully acknowledges sources and ensures the avoidance of plagiarism and copyright infringement.	Acknowledges sources in the appropriate manner for a particular purpose while avoiding plagiarism or copyright infringement.	Attempts to acknowledge sources and/or to avoid plagiarism and/or copyright infringement.	Does not acknowledge sources, plagiarizes or commits copyright infringement.

Information Literacy: Results for all Yavapai College Students (Academic Courses)



Information Literacy: Results for all Yavapai College Students by Delivery Method

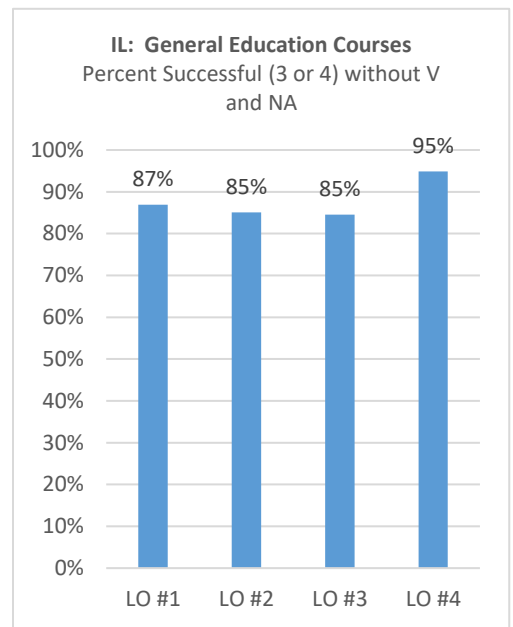
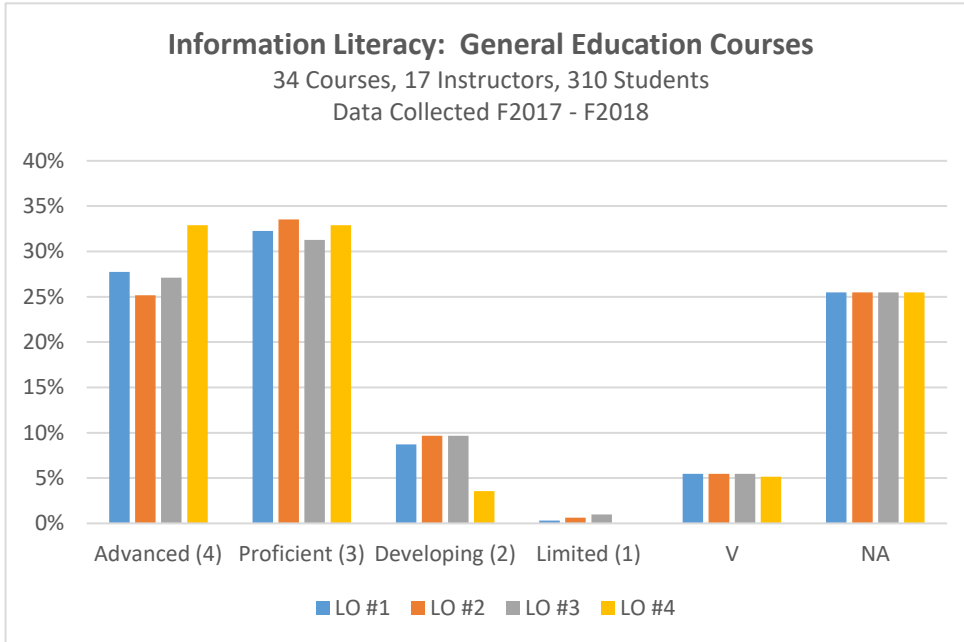
NOTE: The graph represents Percent Successful (3 or 4) without V and NA



Information Literacy: Results for all General Education Courses:

AGS103, CHM151, CHM152, CHM236, CHM236 Lab, EDU210, ENG102, MAT167, MUS240, PSY230

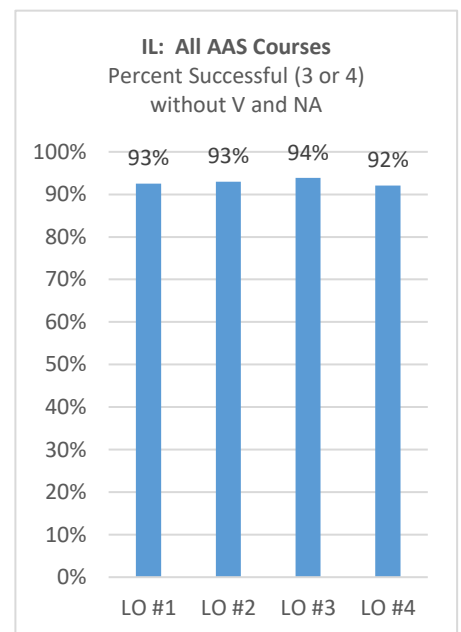
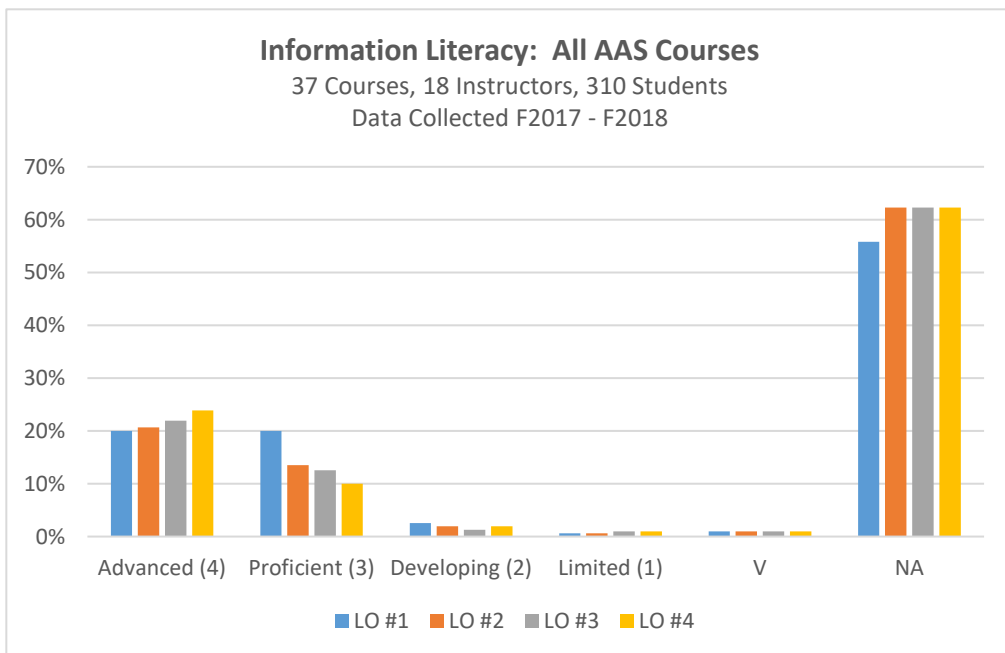
NOTE: CHM151 Entered NA for all outcomes



Information Literacy: Results for all Associate of Applied Science Program Courses

ART137, 283, AUT100, 126, BSA102, CSA281, 294, ECE270, ECN236, ELT130, 161, GST200, HIM240, LAW100, NSG232, VGD180

NOTE: ART283, AUT100, AUT126, BSA102, ELT130, ELT161, LAW100 Entered NA for all outcomes



Report Year	2017/18 (submit February 2020)
Academic Department/Discipline	Information 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 45% of courses that were supposed to address information 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 45% submitted not applicable, of the remaining categories 40% selected advanced or proficient in satisfying information literacy only leaving less than 10% that were either developing or limited.

Suggested Actions: Information 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.