



Student Learning Outcomes Assessment

AGEC/GECCO Report

Written Communication

Data Report Created:

Assessment Director (Molly Beauchman)

Data Collected Fall 2013 – Summer 2015

Report Completed: April 2017

Analysis of Data Completed:

English Department (Joani Fisher and Laura Cline, Dept Chairs)

Analysis Submitted October 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?

Written Communication Outcomes and Rubric

Writing well is critical for success in college and beyond, and is therefore at the heart of Yavapai College’s General Education Program. All students who graduate with a degree from YC must develop their skills in written English, and therefore Written Communication is a key category in both the state-mandated AGEC requirements and the college’s own GECCO. In the Fall of 2012, the learning outcomes for this all-important category were revised. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012. Written communication is the ability to effectively develop, express and support ideas in written English.

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

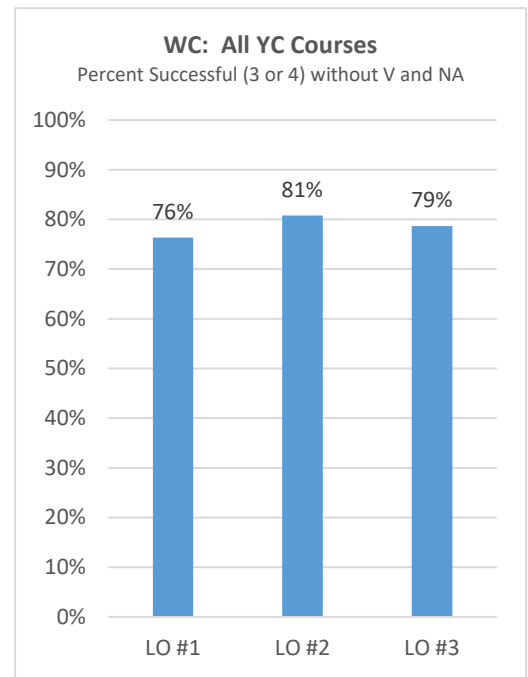
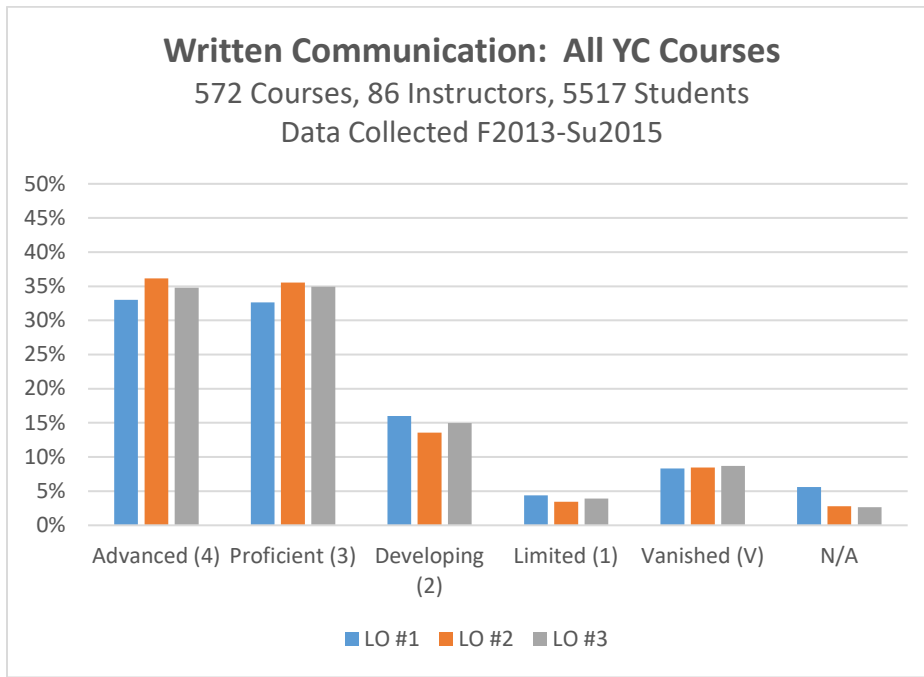
LO#1: Apply research methods and integrate, synthesize and document sources.

LO#2: Generate organized and logical writing that responds to the demands of a particular purpose and audience.

LO#3: Use language effectively, precisely and according to the conventions of standard written English.

	Advanced Proficiency(4)	Proficiency(3)	Developing Proficiency(2)	Limited/ No Proficiency(1)
LO #1 Apply research methods and integrate, synthesize and document sources.	1. Skillfully integrates, synthesizes, and documents sources. 2. Uses the most appropriate research sources.	1. Adequately documents sources. 2. Integrates and synthesizes appropriate sources.	1. Identifies, but does not synthesize, sources. 2. Attempts to identify, use and document appropriate sources.	1. No sources/ documentation 2. Uses inappropriate sources 3. Plagiarizes
LO #2 Generate organized and logical writing that responds to the demands of a particular purpose and audience.	1. Exhibits strong awareness of audience and purpose. 2. Exhibits purposeful organization. 3. Displays high level/ sophisticated reasoning.	1. Exhibits awareness of audience and purpose. 2. Exhibits adequate organization 3. Displays reasoning.	1. Exhibits some awareness of purpose and/or audience. 2. Exhibits minimal organization. 3. Displays minimal reasoning.	1. Has no awareness of purpose and/or audience. 2. Lacks organization. 3. Illogical
LO #3 Use language effectively, precisely and according to the conventions of standard written English.	1. Uses language precisely/skillfully 2. Has few or no errors	1. Uses language effectively. 2. Has some errors that do not interfere with communication.	1. Attempts to use language effectively. 2. Has some errors that interfere with communication.	1. Uses language ineffectively. 2. Contains errors that preclude communication.

Written Communication: Results for all Yavapai College students

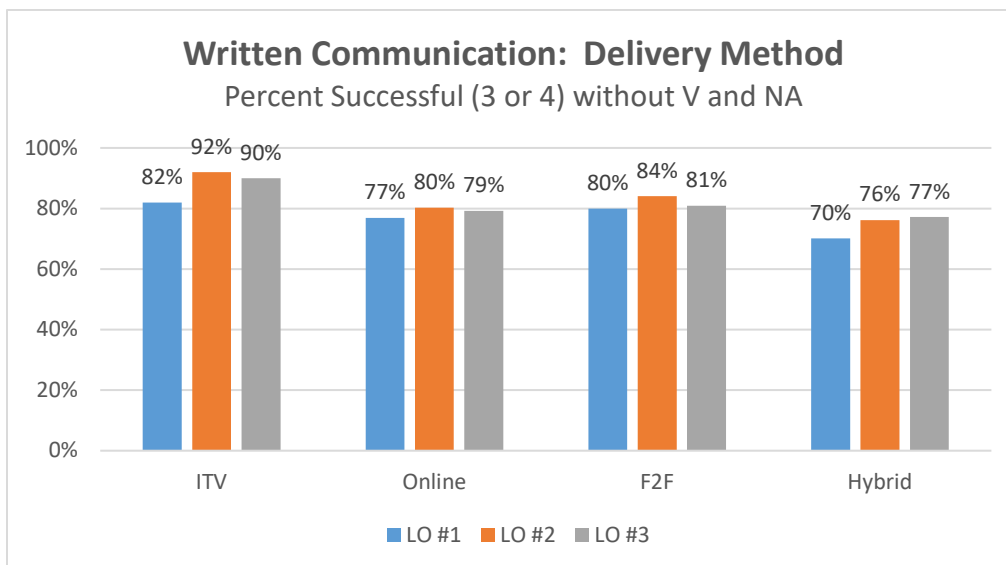


Other Comparisons: Percent Successful (3 or 4) not counting V or NA

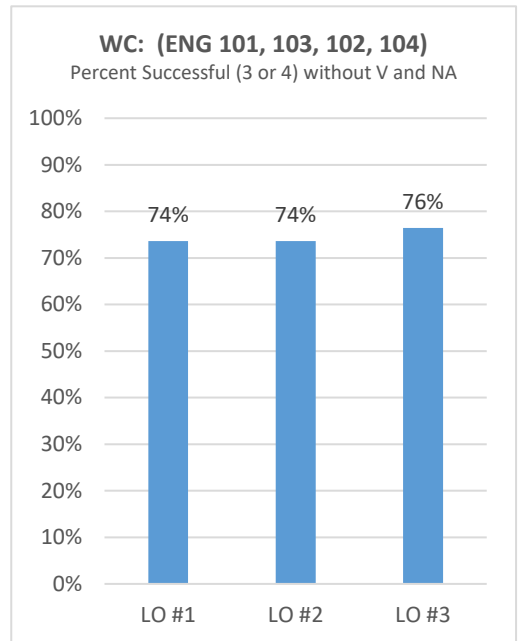
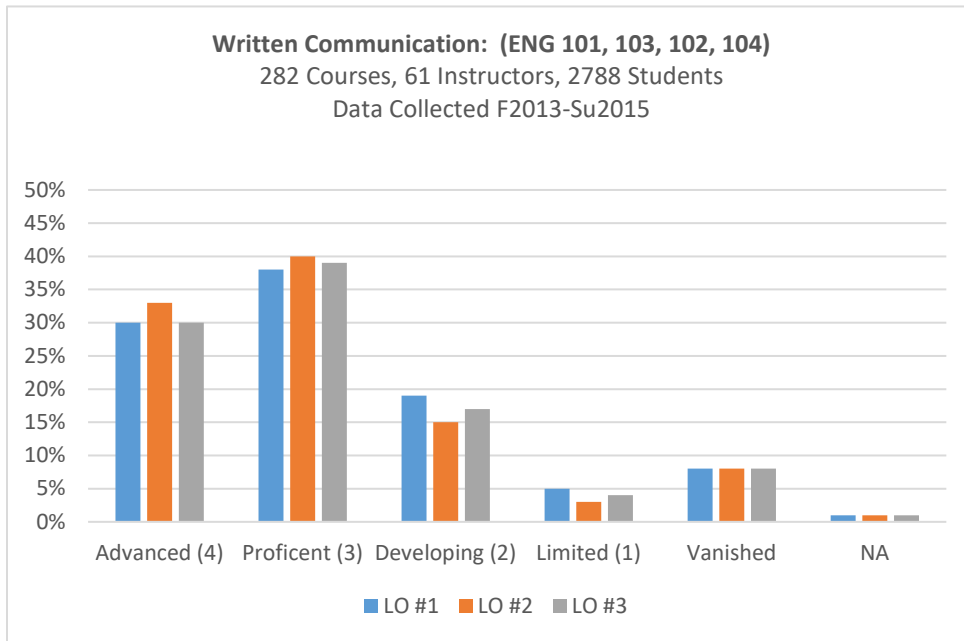
	Student*		Instructor*	
	Full Time	Part Time	Full Time	Adjunct
LO #1	74%	78%	72%	81%
LO #2	79%	82%	76%	86%
LO #3	76%	80%	74%	84%

*35% of students are full time and 65% are part time (5518 students)

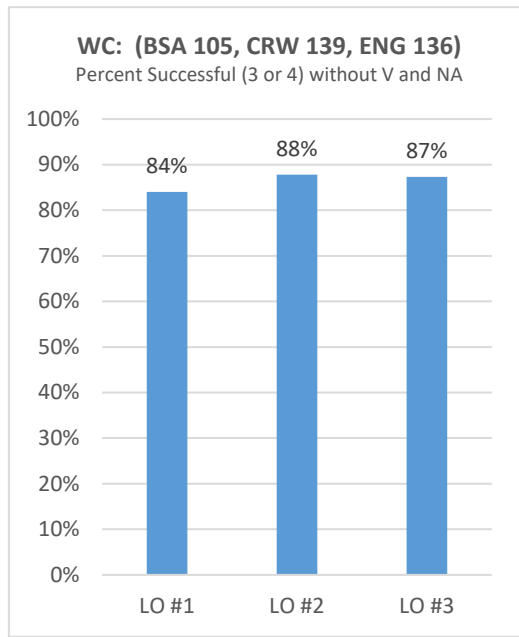
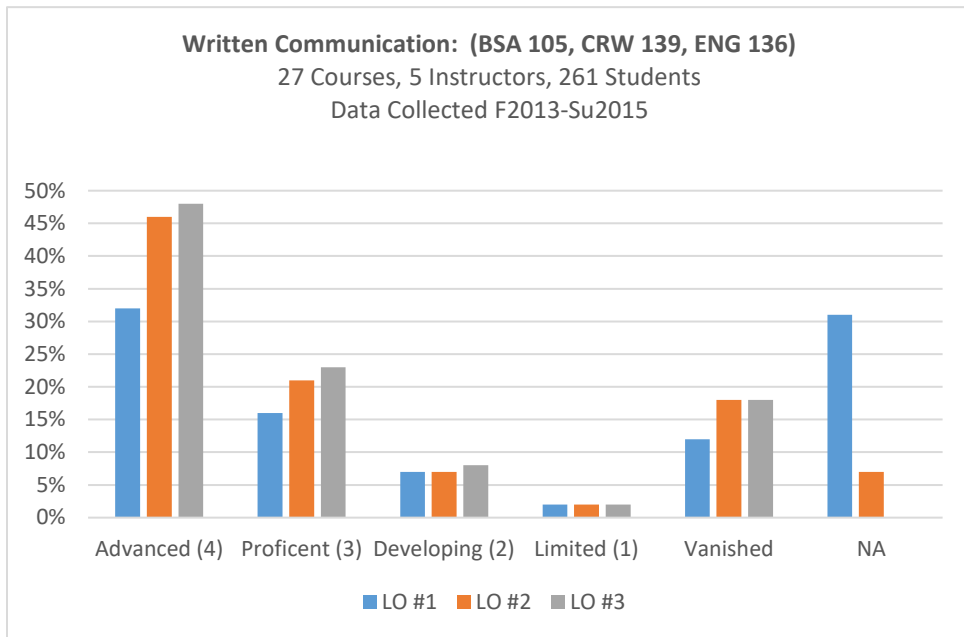
*47% of faculty are full time and 53% are part time (86 instructors)



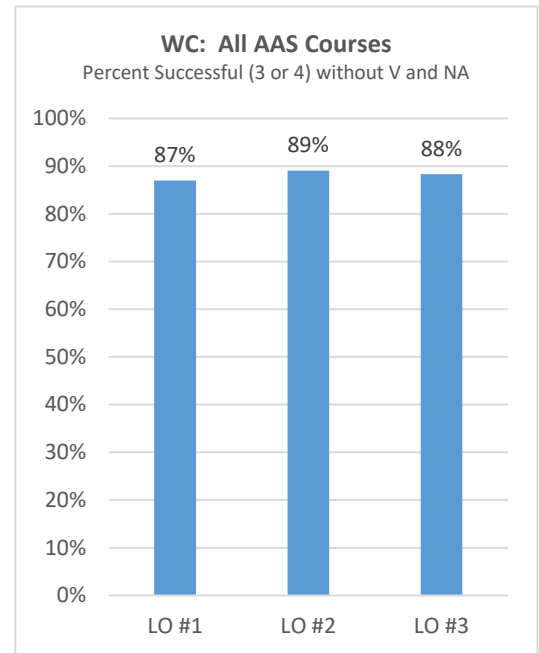
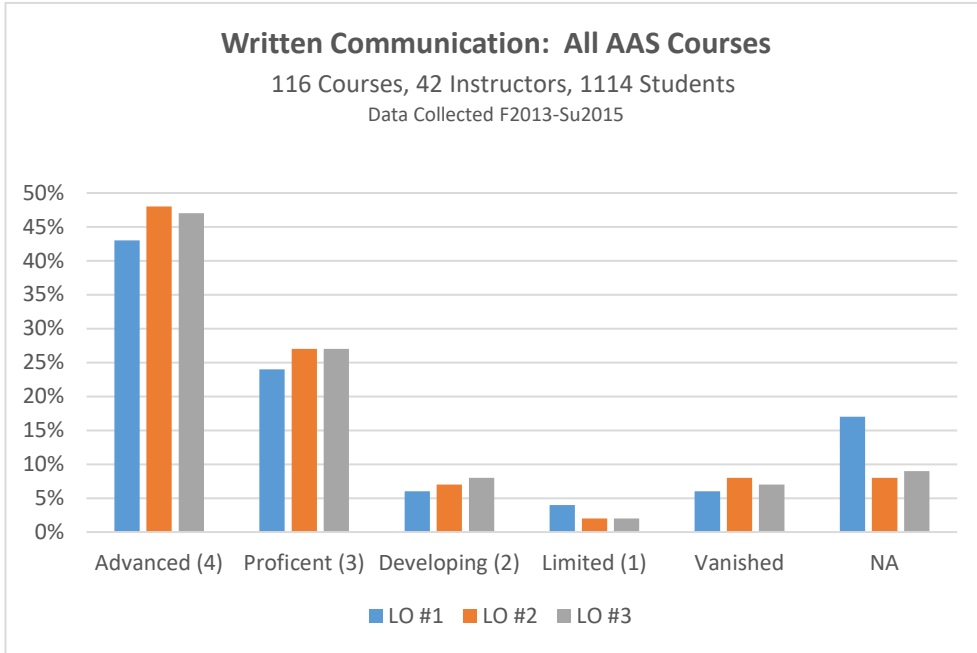
Written Communication: Gen Ed Transfer Composition Courses (ENG 101, 103, 102, 104)



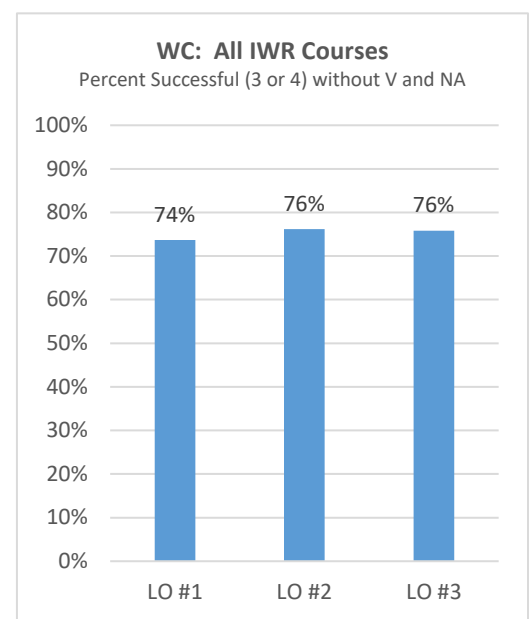
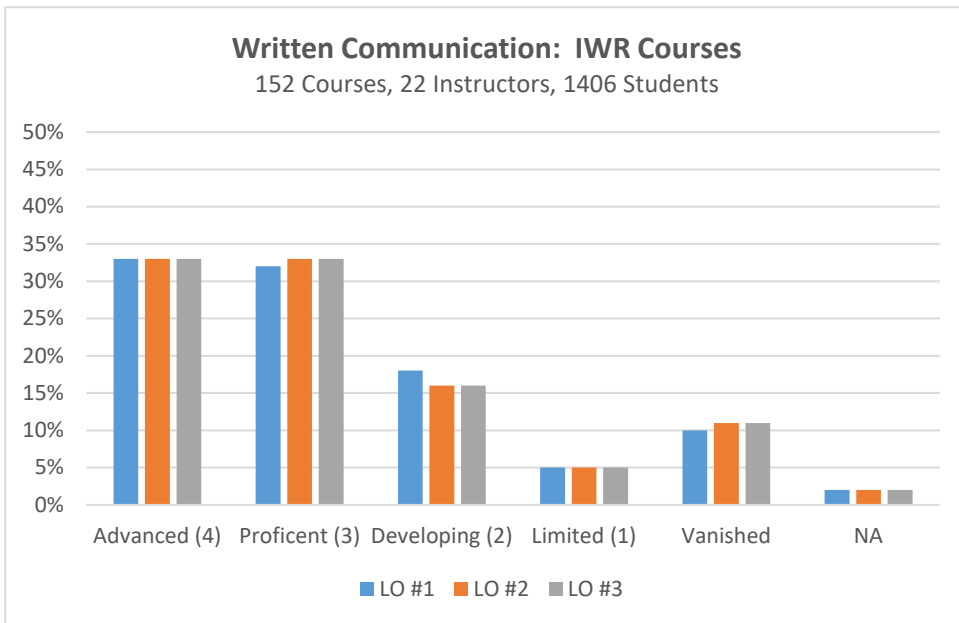
Written Communication: Gen Ed AAS Composition Courses (BSA 105, CRW 139, ENG 136)



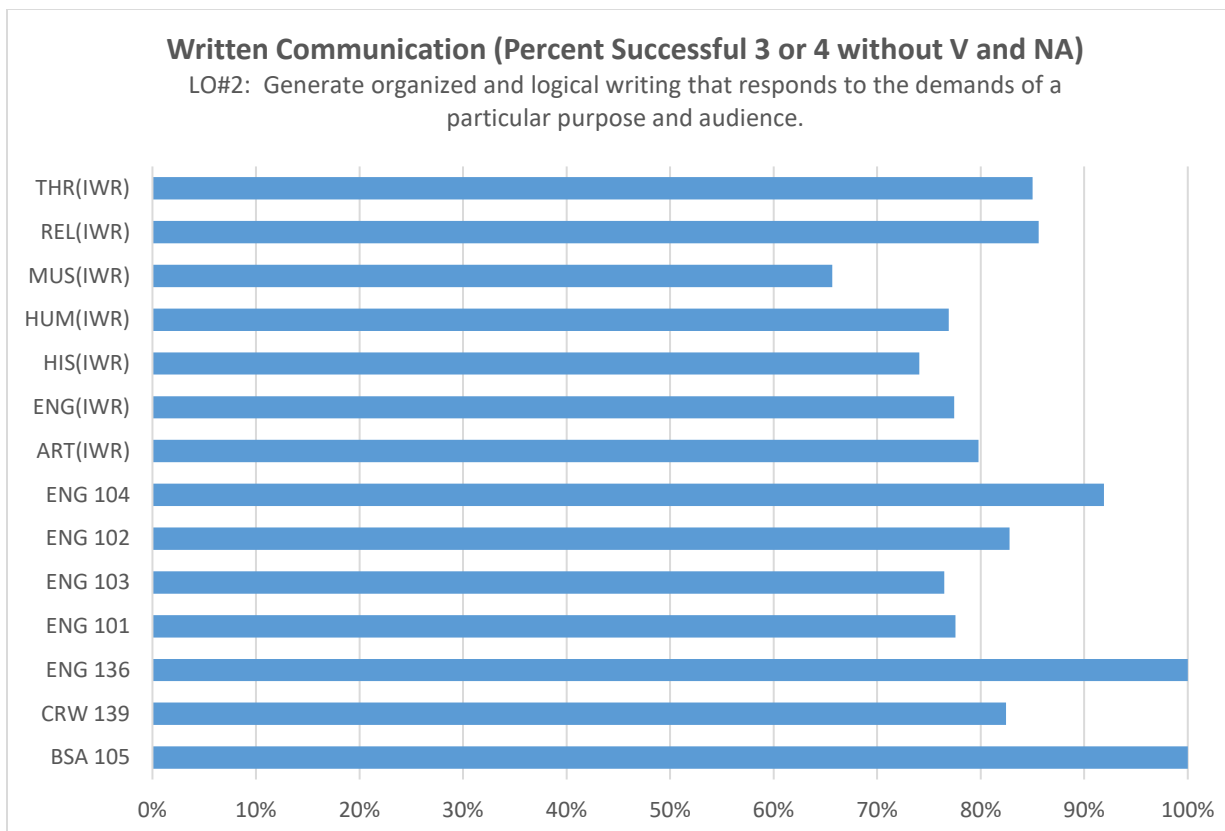
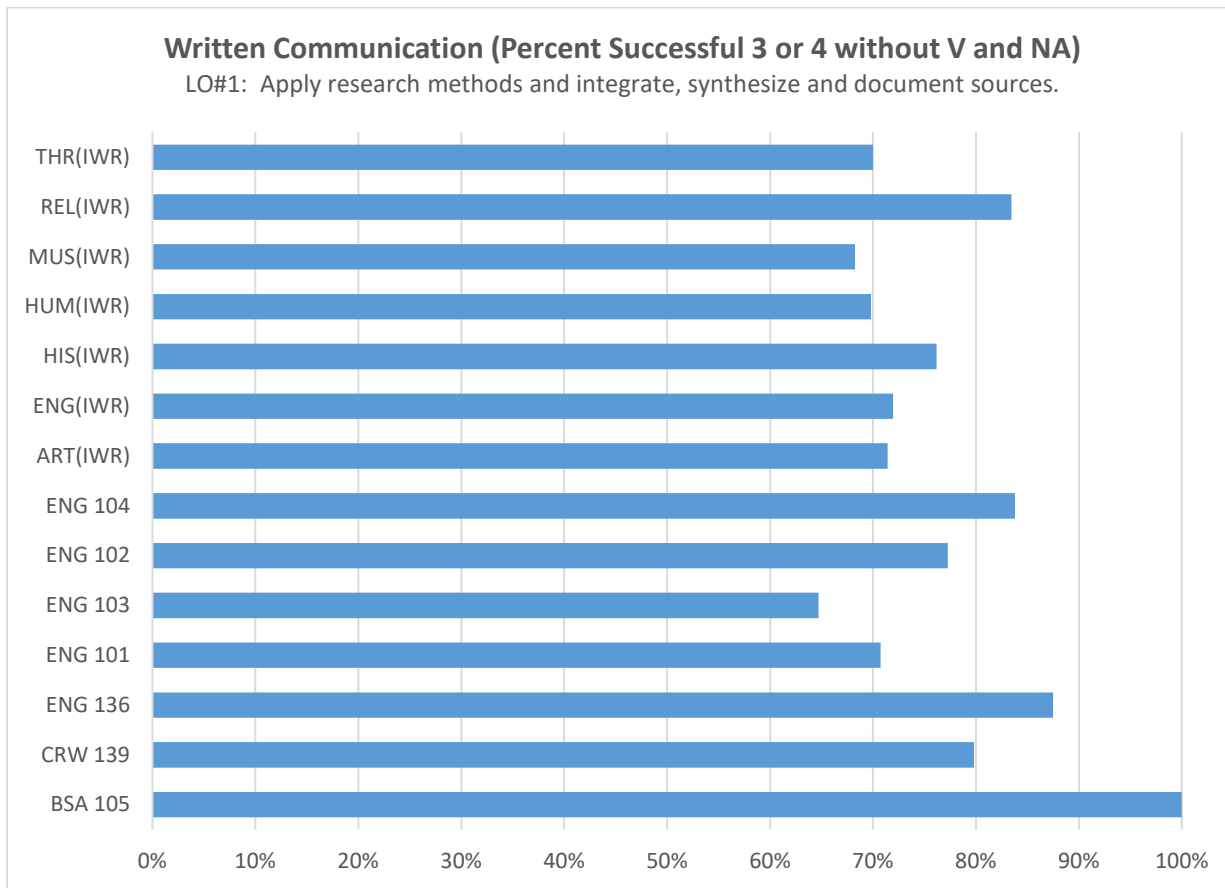
Written Communication: Associate of Applied Science Courses



Written Communication Intensive Writing Courses (IWR)

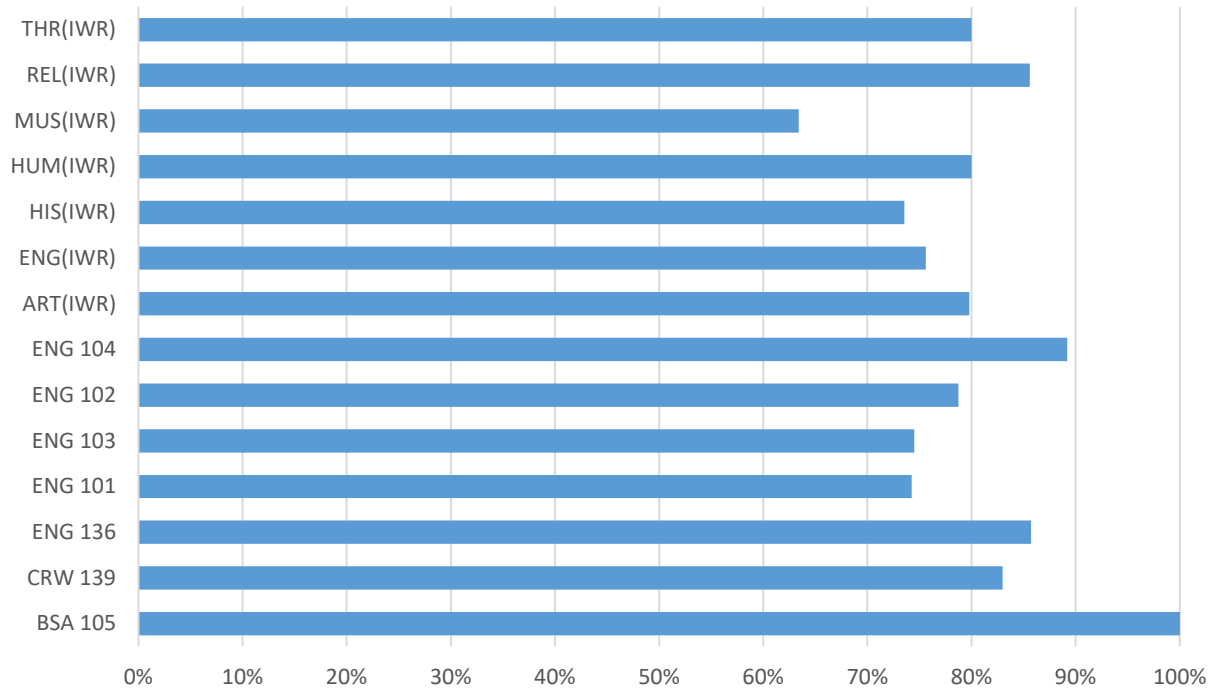


Written Communication Outcome Performance by Course (IWR Prefix is Combined)



Written Communication (Percent Successful 3 or 4 without V and NA)

LO#3: Use language effectively, precisely and according to the conventions of standard written English.



Report Year	2016/2017 (submit September 2017)
Academic Department/Discipline	English (Written Communication)
Contact Person (include email)	Joani. Fisher@yc.edu ; Laura.Cline@yc.edu
Date Submitted	September 2017

How well are students attaining the desired outcomes?

After assessing our courses and courses in other areas using the written communication outcomes for the GECCO, the English department came to several conclusions and made resultant recommendations. We set our benchmark at 70% success (meaning students attain a level of 3 or 4 in all categories of the rubric).

Are there any trends in student attainment of the outcomes?

What are possible reasons why students score very high or low on a particular outcome?

We looked at data from our ENG courses in different modalities, writing intensive courses across the curriculum, and AAS program courses designated as written communication courses for the GECCO. In all courses across those categories, students attained the benchmark success rate on all outcomes. Scores in ENG prefix composition courses were slightly lower than scores in AAS courses and nearly identical to IWR designated courses. IWR courses only scored slightly higher on one rubric item (LO #2). We would expect to see some small improvement in students in IWR courses since ENG 101 is a prerequisite for those courses. We noticed several trends in the AAS courses that were assessed. There was more N/A reporting in those courses, which could indicate that students don't require attainment of those outcomes to write proficiently in those programs. We also noticed that one course in particular, BSA 105, was reporting a 100% success rate for students on all outcomes assessed. This course was not only the designated WC course in some degree programs but appeared on the list of written communication options for all AAS students. The high scores seemed unlikely, and so the ENG department approached the BUS department about the learning outcomes in that course and determined that it was not meeting the requirements to remain on the Written Communication list for AAS degrees.

There were also several individual courses that did not meet the 70% benchmark (ENG 103 and MUS prefix IWR courses). Because these represent a very small sample of the whole (few sections of these courses are offered each semester), and the numbers are close to the benchmark (~65%), we concluded that the scores are likely representative of the students sampled and not of the courses themselves.

Scores varied somewhat between different modalities, but not significantly. ITV courses scored higher, likely because of the small number of those courses offered and resultant smaller sample pools.

Does the assessment process need to be revised?

Doing this initial assessment of writing courses across the curriculum showed that students are achieving the outcomes that the department values. We as a department still value these writing outcomes and will continue to use them to compare the success of students in our individual courses.

Additional Department Activities or Initiatives the Support Student Learning and Success, Retention, or Recruitment

- English instructors spend office hours in the learning center.
- Course shells created for ENG 101 and ENG 102 to standardize contact hours, content and rigor.
- Norming sessions are held during faculty development days.
- Professional development days are held to discuss issues in the field (includes Dual Enrollment)
- Verification of instructor contact hours
- Pathways/English concentration to recruit majors and facilitate transfer. Classes guarantee do students can transfer as juniors.