General Education Assessment Plan

(Effective Fall 2021, Updated 1/20/2023, Revised Spring 2025)

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Overview of General Education at Yavapai College

Purpose Statement

General Education (GE) is the core and foundation of the American educational experience, defining a set of values, skills, and ideas that give a sense of coherence and connectedness to the learning process. Yavapai College (YC) recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society.

YC's GE program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

The AGEC

The Arizona General Education Curriculum (AGEC) is an integral part of a state-wide system designed to ensure that students graduating from any Arizona community college with the intention of transferring to a state university will have experience in and familiarity with the ideas, values, and practices of the different disciplines that make up a liberal arts education.

All public universities and community colleges in Arizona have agreed to the AGEC, a general education core that requires students to complete a certain number of credits in the following categories: Written and Oral Communication, Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Institutions in the Americas, and Natural Sciences.

If a student does not complete the AGEC before transferring, the same transfer status may not be granted by an Arizona public university as is given to those who have completed the AGEC. Failing to complete the AGEC will result in having courses evaluated on a course-by-course basis by the transfer university.

The AGEC Categories

The AGEC is comprised of six distinct categories: Written Communication, Quantitative Reasoning, Natural Sciences, Arts and Humanities, Social and Behavioral Sciences, Institutions in the Americas, and Oral Communication (optional). Since YC's GE program is aligned to the AGEC, in order to be included in one of the GE categories, faculty must demonstrate that the course outcomes align with the AGEC category criteria defined by AZ Transfer.

Written & Oral Communication

- **Written Communication:** Writing well is critical for success in college and beyond. First-year composition courses develop students' skills in rhetorical analysis, critical thinking, information literacy, argument, and the process of writing academic papers. Courses focus on the composition of academic writing, analysis of texts, and writing as an iterative process.
- **Oral Communication:** College graduates who have successfully taken courses in the Communication discipline have the knowledge and skills employers need. When responding to a recent National Association of Colleges and Employers (NACE) Job Outlook Survey, employers identified the ability to verbally communicate with others inside and outside the organization and the ability to create and/or edit written documents as among the top ten skills they seek when hiring new college graduates. Graduates who take Communication courses bring these critical skills to the workplace, demonstrating strong verbal, and , nonverbal, skills, as well as

considerable expertise in speaking well in front of small and large audiences. Additionally, Communication scholars appreciate how communication cuts across contexts and situations; it is the relational and collaborative force that constructs the social world. Finally, students who take courses in the discipline embrace a deep commitment to ethical and civically productive communication. These courses bring these values to students via coursework that reinforces the ethical imperative of good communication.

2. Quantitative Literacy

Modern society is run by numbers, from statistics to computer algorithms to news reporting on government budgets. Mathematics is the science of problem-solving and provides the tools for understanding our world and trying to solve its problems. Students who study mathematics develop competency and comfort working with numerical data, and they can apply the critical thinking and problem-solving skills they develop to many endeavors. Mathematics also requires imagination, necessitating abstract and formalized thought on the one hand, and creativity and intuition on the other. All people, in every trade and profession, use mathematics in their personal and professional lives, and these skills are of unquestionable value to society. Mathematics is thus a crucial part of any general education curriculum.

3. Natural Sciences

Scientific literacy is critical for sound decisions on scientifically infused issues, such as immunizations, disease processes, climate change, and more. Understanding basic science concepts, such as the ability to utilize the scientific method, is critical for many areas of life. It also includes the understanding that "science" is not an encyclopedic collection of facts. Rather, it is a process of exploration that embraces curiosity, inquiry, testing, and communication to reduce uncertainty about nature. Absent understanding of scientific concepts and of the nature of science, science and pseudoscience are difficult to distinguish, and normal scientific disagreements may be misinterpreted as ideological or political disputes. The goal of the natural sciences requirement at YC is to instill understanding of basic science content and of the nature of science in every degree-seeking graduate.

4. Arts and Humanities

The field commonly designated as "arts and humanities" is the multifaceted study of how the human experience is documented and processed. Humanistic inquiry addresses the nature of thinking and knowledge, the understanding of morality and ethics, and the creation and exploration of the aesthetic experience. Philosophy, art, religion, literature, music, theater, history, and language are all ways in which students can explore their connections to the world around them, deepening their appreciation of human diversity while recognizing the ultimate connections between all human beings. The disciplines that make up the Arts and Humanities are a traditional, accepted, and essential part of YC's GE program, providing critical support for the college's wider educational goals. Study in the humanities encourages reflection on what it means to be human through traditional methods of inquiry – dialogue, historical and logical analysis, critical interpretation, and scholarly investigation. By sparking discussion on the most fundamental experiences of humankind, these disciplines offer methods and models for addressing ambiguity, paradox, and the ineffable.

5. Social and Behavioral Sciences

The social and behavioral sciences address the interaction between the individual and society, individuals and their environments, and relationships between individuals within social groups. Comprised of sociology, psychology, anthropology, economics, political science, geography, and law, the social sciences approach the

study of human interaction in a disciplined and systematic way, using scientific methods of inquiry to generate empirical knowledge about human behavior. Courses in the social and behavioral sciences allow students to develop an understanding of cultural diversity and the complexities of living in a multicultural, globalized society.

6. Institutions in the Americas

Courses in this category examine the diverse institutions, histories, and cultures of peoples within the Americas, particularly focusing on the development and function of governmental, legal, and civic structures. Emphasis is placed on how these institutions have been shaped by Indigenous, colonial, and post-colonial experiences, and how they continue to impact social and political life today. Students explore themes such as American constitutional democracy, Indigenous governance systems, civic engagement, public policy, and the effects of colonialism and social movements. Courses in this category include analysis of documentary evidence, examination of multiple perspectives, and articulation of informed, ethical positions on institutional issues affecting the Americas.

By adhering to the state's AGEC policies, YC is meeting its stated goal of ensuring that GE students can matriculate and succeed in a baccalaureate program at a college or university.

Competencies

In addition to aligning to the AGEC, each course students take at YC to fulfill their GE requirements develops students in one or more of the following GE competencies: communication, scientific literacy, quantitative literacy, critical thinking, and diversity awareness. Each of these competencies aligns with our GE Program Learning Outcomes (PLOs), the AGEC categories, and YC's Institutional Learning Outcomes (ILOs): communication, critical thinking, and social responsibility.

As courses are proposed for the GE curriculum, faculty must align course outcomes with both AGEC criteria and our GE competency rubric outcomes to demonstrate that the course meets the criteria to be included in the YC GE program. Faculty members incorporate course activities and assignments to facilitate students' development of the applicable learning outcomes for that competency, as identified on the YC GE Competency Rubrics (Appendix A). The resulting Student Work Products (SWPs) are selected at random and assessed on a four-year schedule.

Learning Outcomes

YC provides competency-based learning outcomes across a five-point scale as described on the YC GE Rubrics (Appendix A). The YC GE Rubrics are based on Learning Outcomes developed by YC faculty to describe what students will gain from each category of the GE curriculum. These outcomes are aligned with the state AGEC Criteria, as well as with our ILOs.

YC GE Outcomes Alignment

Our **YC GE Alignment Chart** demonstrates how our GE competencies align with our ILOs, our GE PLOs, and the AGEC criteria.

Faculty use the **Course Outcome Alignment Sheets** to demonstrate alignment to the AGEC Criteria, YC GE Competencies, and other YC GE Criteria.

General Education Assessment

YC measures student learning by assessing SWPs completed in GE courses that support applicable competencies using the YC GE Rubrics. This work is assessed by faculty in the classroom, by departments in SLOA review, by the GE Program Director in Program Review, and by faculty work groups in GE assessment.

Assessment Methods

Sample Identification

The Institutional Effectiveness & Research team (IER) identifies a random, stratified sample of students from YC's GE courses in the fall and/or spring semester that support the competency under study as indicated on the GE course alignment sheets. The sample includes courses offered in a variety of modalities (traditional, hybrid, online, etc). The sample includes students who are expected to complete an AGEC, Associate's degree, or Bachelor's degree at YC in that academic year, as determined by their credit hour attainment. The sample is representative of both career/technical and transfer students. Students in each category are identified for the sample with the goal of collecting and assessing a representative sample of 10-30% of students completing each level of attainment.

Methods

In year one, students are selected by IER, notifications are sent to faculty by the GE Program Director, and faculty collect and submit SWPs. Faculty of selected students identify a summative assignment in their course that is intended to assess the GE competency identified for assessment. Faculty collect the student submissions for that assessment and redact identifying student and instructor information. Student work products are submitted for assessment by the end of the semester through a Dynamic Forms submission form.

In year two, faculty assess the SWPs according to the applicable YC GE Rubric. Faculty teams comprised of two full-time faculty who are currently teaching (or who are eligible to teach) one or more courses in which the competency is being assessed are randomly assigned to each SWP. SWPs are assessed via the Dynamic Form by the faculty teams beginning on Assessment Day in the Fall semester. Completed forms are returned to the originating faculty as part of the Dynamic Forms process, so individual faculty can analyze results and propose changes to their own assessments/course content/etc. Data from all completed assessments is also gathered by the GE Program Director and sent to the Assessment Coordinator for evaluation and compilation into an infographic for faculty review.

In year three, at Assessment Day, results are reviewed by all faculty qualified to teach courses in the area assessed. Changes are proposed to the process.

In year four, the GE Assessment process is evaluated by the GE Committee, and revisions are made. The following year, the assessment cycle begins again.

Competency Rotation

Each competency is assessed every four years on a rotating schedule.

Competency	2025-2026	2026-27	2027-2028	2028-29	2029-2030	2030-32
Communication &	Fall: Identify	Fall Assessment Day–	Fall Assessment Day–	Fall: Faculty Submit	Fall: Identify	Fall Assessment Day–

Quantitative Literacy	Students for assessment Assessment Day: Why GE is important, Faculty competency overview, guidelines for SWP, possible creation of signature assignment Spring: Collect SWPs	Faculty Complete Assessment of SWPs in GE Sessions	Faculty assess results of assessment and propose changes to curriculum, practice, and assessment process in GE Sessions. Spring: Faculty implement suggestions not requiring curriculum changes in their courses. GE Committee integrates assessment process revisions for these categories.	curricular changes through Curriculum process.	Students for assessment Assessment Day: Why GE is important, Faculty competency overview, guidelines for SWP, possible creation of signature assignment Spring: Collect SWPs	Faculty Complete Assessment of SWPs in GE Sessions
Scientific Literacy & Diversity Awareness		Fall: Identify Students for assessment Assessment Day: Why GE is important, Faculty competency overview, guidelines for SWP, possible creation of	Fall Assessment Day– Faculty Complete Assessment of SWPs in GE Sessions	Fall Assessment Day– Faculty assess results of assessment and propose changes to curriculum, practice, and assessment process in GE Sessions.	Fall: Faculty Submit curricular changes through Curriculum process.	Fall: Identify Students for assessment Assessment Day: Why GE is important, Faculty competency overview, guidelines for SWP, possible creation of signature assignment

		signature assignment Spring: Collect SWPs		Spring: Faculty implement suggestions not requiring curriculum changes in their courses. GE Committee integrates assessment process revisions for these categories.		Spring: Collect SWPs
Critical Thinking			Fall: Identify Students for assessment Assessment Day: Why GE is important, Faculty competency overview, guidelines for SWP, possible creation of signature assignment Spring: Collect SWPs	Fall Assessment Day– Faculty Complete Assessment of SWPs in GE Sessions	Fall Assessment Day– Faculty assess results of assessment and propose changes to curriculum, practice, and assessment process in GE Sessions. Spring: Faculty implement suggestions not requiring curriculum changes in their courses. GE Committee integrates assessment process	Fall: Faculty Submit curricular changes through Curriculum process.

					revisions for these categories.	

Communication and Use of Findings

The GE Committee Chair/Program Director downloads assessment data from the Dynamic Forms process and submits to the Assessment Director, who compiles data into a report and returns to the GE Committee Chair/Program Director. Reports are shared with faculty teams on Assessment Day to review and discuss assessment results to identify areas for improvement. Recommendations are collected and filed. Faculty implement any changes they have identified in their courses/content. The YC GE Assessment Plan will be reviewed and revised every four years by the GE Committee. Reports are also used in GE Program Review for the AGEC, AA, AS, and AGS.

Appendix A: Rubrics

Communication Rubric

Definition: Communication, both written and oral, is the ability to effectively develop, express, and support ideas through language.

Framing Language: Communication, both written and oral, is critical for success in college and beyond. All students who graduate with a degree from YC must develop their communication skills; therefore, written and oral communication is a key competency in both the state-mandated AGEC requirements and the YC General Education requirements for students earning an Associate's degree.

Outcome	**Pre-College Proficiency: 0**	**1st Year Proficiency: 1**	**Associate's Level Proficiency: 2**	**3rd year Proficiency: 3**	**Bachelor's Level Proficiency: 4**
Apply research methods and integrate, synthesize, and document sources.	Students are able to locate sources, though they may not be scholarly. Students adequately integrate and attribute sources in their written and oral communication, although conventions may be inconsistent or incorrect.	Students should be able to locate relevant sources and integrate them into their written and oral communications effectively. Sources are properly attributed or documented according to the standard conventions of the discipline.	Students are proficient in locating discipline-specific materials. Research is well-integrated into written and oral communication with consistent documentation and attribution of sources.	Students excel at locating discipline-specific materials. Research is well-integrated into written and oral communication with consistently correct documentation and attribution of sources. Research enhances the quality	Students excel at locating discipline-specific materials that exhibit a high level of scholarly rigor. Research is integrated in a way that enhances the quality of the student's written and oral communication and with no errors in documentation or attribution.

				of the student's written and oral communication.	
Generate organized and logical communication that responds to the demands of a particular purpose and audience.	**Oral Communication:** Students can present basic ideas verbally but may struggle with clarity and organization. Their vocabulary is limited, and frequent errors in pronunciation or grammar affect comprehension **Written Communication:** Student writing has a basic focus and organization with a clear beginning, middle, and end. Students	**Oral Communication** Students deliver a clear presentation with a focused main idea. Organization is logical but may lack smooth transitions. They demonstrate an understanding of the audience, though engagement strategies are still developing. Language use is generally clear, but noticeable errors may be present.	**Oral Communication** Students effectively present their ideas with a clear and insightful main point. They utilize appropriate organization and transition strategies. Engagement with the audience is more pronounced, and their vocabulary is expanding, with fewer frequent errors in language use **Written Communication:** Student writing has a	**Oral Communication** Students demonstrate advanced skills in oral presentations. Presentations are well-structured, with effective transitions and a strong connection to the audience as well. Students employ a varied vocabulary and maintain a command of language. **Written Communication:**	**Oral Communication** Students have outstanding oral communication skills. They explain complex ideas clearly and convincingly. Their presentations are very well organized, making it easy to follow their thoughts. The student engages the audience effectively, uses advanced vocabulary, and shows a strong grasp of language rules, resulting in presentations that are

	are aware of their purpose but may sometimes write in ways that are not appropriate for or engaging to their intended audience.	**Written Communication:** Student writing has a clear focus and mostly logical organization. Students demonstrate awareness of purpose and audience through their selection of voice, tone, and language.	clear and specific focus and purposeful organization. Students demonstrate awareness of purpose and audience through consistently appropriate voice, tone, and language.	Student writing has a unique focus and intentional organization. Students demonstrate awareness of purpose through unique voice, tone, and language that engages the intended audience.	almost free of errors. **Written Communication:** Student writing has a sophisticated focus and intentional organization. Students demonstrate awareness of purpose through the use of sophisticated, discipline-specific voice, tone, and language designed to engage an intended audience.
Use language effectively, precisely, and according to discipline-specific conventions.	**Oral Communication** Students can share basic ideas verbally but often demonstrate weak clarity and organization. They use	**Oral Communication** Students can give a clear presentation with a main idea. Their organization is logical but may lack smooth	**Oral Communication** Students present their ideas clearly and thoughtfully. Their presentations are organized, and they	**Oral Communication** Students are skilled at giving presentations and clearly explaining complex ideas. Their presentation	**Oral Communication** Students excel in oral communication, presenting complex ideas clearly and persuasively. Their presentations

simple words, and mistakes in speaking can make it hard for others to understand them. **Written Communication:** Students display a basic understanding of the conventions of written language, including sentence structure and vocabulary. Student writing may have frequent errors that occasionally may interfere with communication.	transitions. They understand their audience but are still learning how to engage them. Their language is mostly clear, but there are noticeable errors. **Written Communication:** Students display a general understanding of the conventions of written language, including various sentence structures and vocabulary for a particular audience. Students may have errors that do not interfere with communication.	engage the audience well. Their vocabulary is growing, with fewer mistakes in their speech. **Written Communication:** Students display a competent understanding of the conventions of written language including varied sentence structures and discipline-specific vocabulary. Students' writing contains few errors and displays evidence of editing.	s are well-organized, with smooth transitions. Students connect well with the audience and use varied vocabulary. **Written Communication:** Students display a clear understanding of the conventions of written language including intentional use of varied sentence structures and unique and varied vocabulary. Students' writing is relatively error-free.	are exceptionally organized and engage the audience effectively. Students use advanced vocabulary and show a strong command of language rules. **Written Communication:** Students display a sophisticated understanding of the conventions of written language including intentional use of sentence structure and transition, and discipline-specific vocabulary. Students excel at editing, so writing is free of errors.

EXAMPLES OF ASSESSMENTS FOR COMMUNICATION (from ILO document): • Direct assessment: Oral presentation, written paper/essay/formal report, art project/portfolio; or theatre/film project graded by rubric that includes criteria for effectively conveying information. Information may include facts, opinions, beliefs, solutions, or other conclusions.

Scientific Literacy Rubric

Definition: Scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity. (National Science Education Standards)

Framing Language: As science and technology increasingly affect every aspect of our daily lives, the need for scientific literacy becomes more urgent. This competency addresses the AGEC Physical and Biological Sciences requirement, as well as the YC General Education requirements for students earning an Associate's degree.

Outcomes	**Pre-College Proficiency: 0**	**1st Year Proficiency/ AGEC Level: 1**	**Associate's Level Proficiency: 2**	**3rd year Proficiency: 3**	**Bachelor's Level Proficiency: 4**
Demonstrate comprehension of the scientific approach.	Student does not demonstrate comprehension of the scientific approach.	Student demonstrates limited comprehension of the scientific approach.	Student demonstrates comprehension of the scientific approach.	Student demonstrates advanced comprehension of the scientific approach.	Student demonstrates an exceptional comprehension of the scientific approach, including the ability to apply scientific methods to novel or complex problems
Produce and/or interpret scientific information presented in a variety of formats.	Student does not produce or interpret scientific information presented in	Student demonstrates marginal proficiency in producing and/or interpreting scientific	Student produces and/or interprets scientific information in a variety of formats	Student produces and/or interprets scientific information in a variety of formats	Student interprets scientific information across a variety of formats with a high

	a variety of formats.	information in a variety of formats.	with proficiency.	with advanced proficiency.	degree of skill, such as the ability to synthesize information and draw insightful conclusions.
Use scientific sources to support an argument or decision.	Student is unable to use scientific sources to support an argument or discussion.	Student demonstrates developing proficiency in using scientific sources to support an argument or discussion.	Student capably uses scientific sources to support an argument or discussion.	Student uses scientific sources to support an argument or discussion with advanced proficiency.	Student demonstrates the ability to critically evaluate and integrate sources, making well-supported connections between evidence and conclusions.

Quantitative Literacy Rubric

Definition: Quantitative Literacy (also known as Numeracy or Quantitative Reasoning) is a "habit of mind," competency, and comfort in working with numerical data. (AACU Value Rubric)

Framing Language: Modern society is run by the numbers, from statistics to computer algorithms to news reporting on government budgets. This competency fulfills the AGEC Quantitative Literacy requirement, as well as the YC General Education requirements for an Associate's degree.

Outcomes	**Pre-College Proficiency: 0**	**1st Year Proficiency/AGEC Level: 1**	**Associate's Level Proficiency: 2**	**3rd year Proficiency: 3**	**Bachelor's Level Proficiency: 4**
Use appropriate mathematical language and operations.	Does not demonstrate knowledge of the language of mathematics and basic mathematical concepts (terms, symbols, signs, and/or formulas). Avoids participation in discussions about mathematical concepts and operations.	Understands the basic language of mathematics and basic mathematical concepts (terms, symbols, signs, and/or formulas). Participates in discussions about mathematical concepts and operations and demonstrates adequate knowledge.	Demonstrates the appropriate use of the language of mathematics and basic mathematical concepts and operations (terms, symbols, signs, and/or formulas).Initiates or contributes to discussions about basic mathematical concepts and operations.	Demonstrates superior knowledge of the language of mathematics and basic mathematical concepts and operations (terms, symbols, signs, and/or formulas). Has the ability to teach and explain basic mathematical concepts and operations to others.	Demonstrates expert knowledge of the language of mathematics and basic mathematical concepts and operations (terms, symbols, signs, and/or formulas). Teaches and explains complex mathematical concepts and operations to others.

Apply mathematical concepts to real world situations.	Does not recognize that an application problem can be solved using any quantitative method (equation, formula, computation, table, graph, etc.). Unable to choose an appropriate quantitative method or perform basic mathematical operations.	Recognizes in a limited scope that an application problem can be solved using a quantitative method. Chooses an appropriate quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem and accurately performs most mathematical operations but may have limited ability to articulate the meaning of the solution in terms of the original problem.	Recognizes that an application problem can be solved using a quantitative method. Chooses an appropriate quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem, accurately performs mathematical operations, and articulates the meaning of the solution in terms of the original problem.	Understands a broad scope of quantitative approaches to solve application problems and the advantages of and disadvantages of each. Chooses an efficient quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem, accurately perform mathematical operations and articulates the meaning of the solution in terms of the original problem.	Applies a broad scope of quantitative approaches to solve application problems and constructs the advantages of and disadvantages of each. Evaluates the most efficient quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem, accurately perform mathematical operations, and articulates the meaning of the solution in terms of the original problem.

Create, analyze, and interpret various representations of data (e.g. graphs, tables, charts, summary statistics, etc.)	Demonstrates limited ability to create, analyze and interpret **simple** displays of data as evidenced by inaccurate inferences or the lack of inferences.	Creates, analyzes and interprets **simple** displays of data, makes inferences consistent with the displays of data, and explains the inferences within a limited context.	Analyzes and interprets displays of data (e.g., graphs, tables, charts, summary statistics, etc.) Creates an appropriate representation of data and explains the meaning of the data in everyday language and relates it to the appropriate context.	analyzes and interprets sophisticated displays of data (e.g., graphs, tables, charts, summary statistics, etc.) and makes inferences consistent with the data. Explains clearly in everyday language the meaning of the data and relates it to the appropriate context.	Creates, analyzes and interprets sophisticated displays of data (e.g., graphs, tables, charts, summary statistics, etc.) and makes inferences consistent with the data. Explains clearly in everyday language the meaning of the data and relates it to the appropriate context.
Use a variety of problem-solving strategies and evaluate their appropriateness.	Strategies are not appropriate for the problem and approach to the problem would not lead to a correct solution. The student didn't seem to know where to begin or their	Uses an oversimplified approach to the problem or offers little or no explanation of their strategies. Some of the student's representations accurately depict aspects	Chooses generalized strategies for solving the problem or does not verify that their solution is correct using another strategy.	Chooses appropriate, efficient strategies for solving the problem or verifies that their solution was correct and that their approach was valid	Chooses appropriate, efficient strategies for solving the problem and verifies that their solution was correct and that their approach was valid through the use of

reasoning did not support their work. There was no apparent relationship between the student's representation s and the task.	of the problem, but the student sometimes makes leaps in their logic that are hard to follow. The student's process led to a partially complete solution.		through the use of multiple solution strategies.	multiple solution strategies.

Examples of Quantitative Literacy:
-System of equations (revenue and cost)
-regression model and predictive behavior
-Optimization problems
-normal curve predictive
-McDonalds ⅓ pounder

Critical Thinking Rubric

Definition: Critical thinking is careful, goal-directed thinking that uses and evaluates reasons in support of a conclusion in accordance with proper patterns of reasoning. This skill includes the ability to critically examine an issue by evaluating conceptual frameworks, determining and drawing upon relevant bodies of evidence, and avoiding reasoning from unquestioned perspectives.

Framing Language: In a world increasingly filled with emerging challenges and conflicts, on local and global levels, it is important for students to develop the skills needed to critically assess events, media, and their own beliefs without relying solely upon emotional responses. Critical thinking allows students to reason through and solve problems by allowing them to become more curious, creative, observant, and analytical. This competency can be assessed in courses within all areas of the General Education curriculum. It is important for student success academically, professionally, and personally, and it aligns with YC's Institutional Learning Outcomes.

Outcome	**Pre-College Proficiency: 0**	**1st Year Proficiency/ AGEC Level: 1**	**Associate's Level Proficiency: 2**	**3rd year Proficiency: 3**	**Bachelor's Level Proficiency: 4**
Identify and describe specific issues/problems within the discipline.	Does not identify or describe issues/problems within the discipline.	Identifies and describes issues/problems within the discipline.	Identifies and describes issues/problems within the discipline and uses relevant information to clarify and focus the problem.	Accurately identifies and describes issues/problems within the discipline clearly, using relevant information to clarify and focus the issue/problem.	Accurately identifies and thoroughly analyzes issues/problems within the discipline clearly and uses relevant information necessary to clarify and focus the issue/problem.

Define and apply key terms within the discipline.	Does not define key terms within the discipline.	Defines discipline-specific key terms.	Defines and correctly explains appropriate discipline-specific key terms.	Defines, explains, and applies appropriate discipline-specific key terms	Defines, explains, applies, and evaluates appropriate discipline-specific key terms through application.
Identify and evaluate information/evidence from reliable sources in the discipline.	Does not identify information/evidence from reliable sources in the discipline.	Identifies and describes information/evidence from reliable sources in the discipline.	Identifies, describes, and summarizes information/evidence from reliable sources in the discipline.	Identifies, describes, summarizes, and incorporates information/evidence from reliable sources in the discipline.	Identifies, describes, summarizes, incorporates, and evaluates information/evidence from reliable sources in the discipline.
Identify conceptual frameworks or assumptions within the discipline.	Does not identify conceptual frameworks or assumptions within the discipline.	Identifies conceptual frameworks or assumptions within the discipline.	Identifies conceptual frameworks or assumptions within the discipline, and recognizes alternatives.	Identifies conceptual frameworks or assumptions within the discipline, and evaluates alternatives.	Identifies conceptual frameworks or assumptions within the discipline, and analyzes alternatives.
Formulates conclusions that are based on evidence in support of a specific position.	Does not formulate conclusions that are based on evidence in support of a specific position.	Formulates conclusions that are based on evidence in support of a specific position.	Formulates conclusions that are based on evidence in support of a specific position and identifies alternatives.	Formulates conclusions that are based on evidence in support of a specific position, and identifies and	Formulates conclusions that are based on evidence in support of a specific position, identifies and evaluates

			evaluates alternatives.	alternatives, and identifies implications.

EXAMPLES OF ASSESSMENTS FOR CRITICAL THINKING (from ILO document): • Direct assessment: Troubleshooting, diagnostic or scientific report graded by rubric that includes criteria for demonstrating method of analysis or evaluation. • Direct assessment: Essay or oral presentation defending a conclusion graded by rubric that includes criteria for demonstrating the method of analysis or evaluation. • Direct assessment: Source evaluation activity led by a research librarian • Indirect (or direct if graded by rubric) assessment: A formal, moderated discussion between students.

Diversity Awareness Rubric

Definition: Diversity awareness is the ability to understand a broader perspective of human experience that accompanies an understanding of diverse people groups across history, geography, and culture.

Framing Language: Life in contemporary society demands an understanding of human behavior and cultural diversity. Diversity awareness is a critical part of the Social & Behavioral Sciences and Arts and Humanities categories of the AGEC, as well as the YC General Education requirements for Associate's degrees.

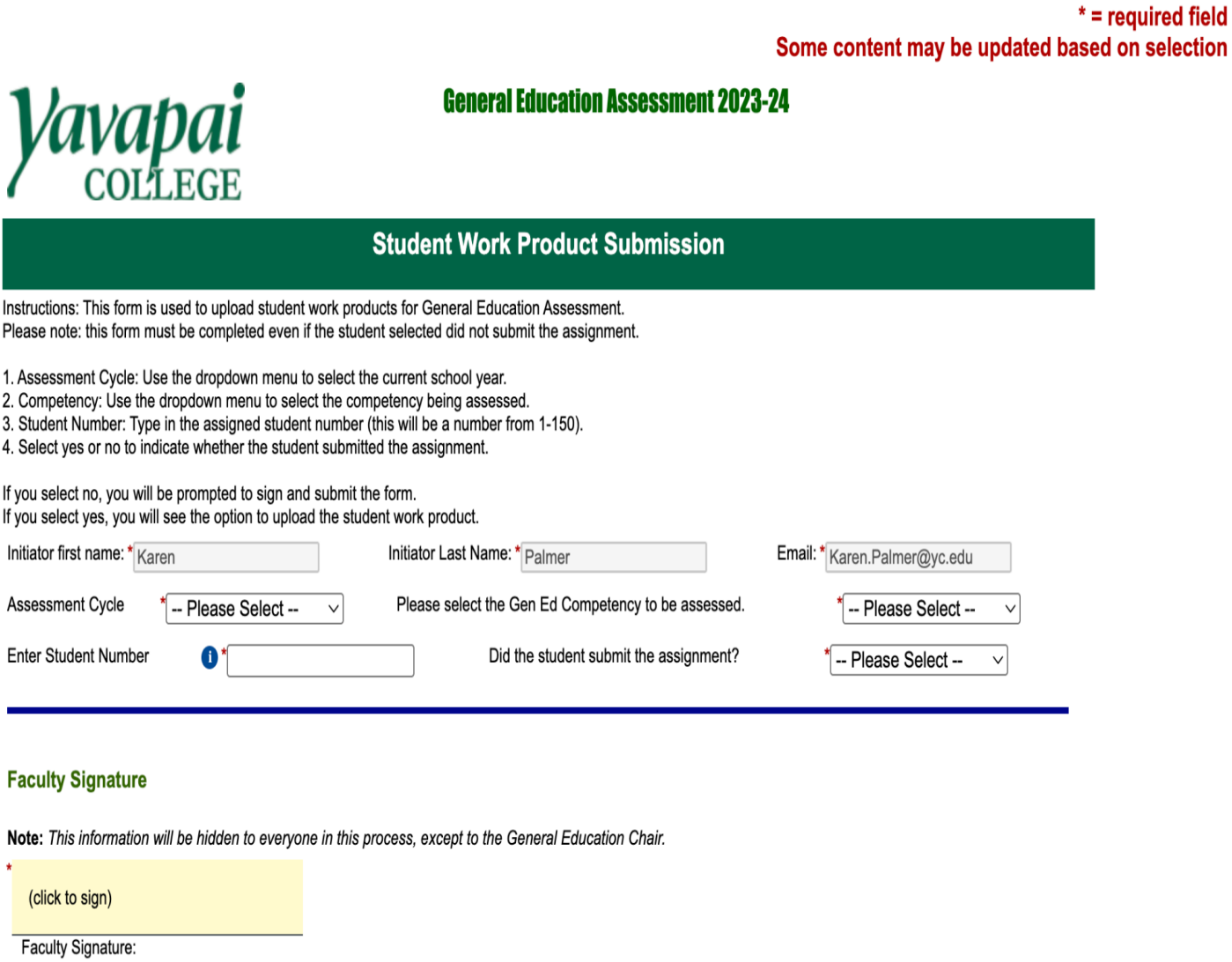
Outcomes	**Pre-College Proficiency: 0**	**1st Year/AGEC Level Proficiency: 1**	**2nd Year/Associate's Level Proficiency: 2**	**3rd year Proficiency: 3**	**4th Year/Bachelor's Level Proficiency: 4**
Demonstrate awareness of diversity (including historical, political, geographical, economic, social, cultural, spiritual, environmental, and/or other factors) on a topic (including worldview, behaviors, concepts, artifacts, or the development of a perspective or discipline).	Does not demonstrate knowledge of the elements of diversity.	Identifies elements of diversity and their impact on a topic.	Explains elements of diversity and their impact on a topic.	Analyzes elements of diversity and their impact on a topic.	Evaluates elements of diversity and their impact on a topic.

Demonstrate awareness of diversity in the discussion of a topic.	Does not recognize assumptions, judgments, and biases relating to a topic from different perspectives.	Identifies assumptions, judgments, and biases relating to a topic and identifies differing perspectives.	Explains assumptions, judgments, and biases relating to a topic and explains differing perspectives.	Analyzes assumptions, judgments, and biases relating to a topic and analyzes differing perspectives.	Evaluates assumptions, judgments, or biases, and articulates an understanding of differing perspectives..

EXAMPLES OF ASSESSMENTS FOR SOCIAL RESPONSIBILITY (from ILO document): • Direct assessment: Written report or oral presentation about diverse communities graded by a rubric that includes criteria for demonstrating an understanding of the community and criteria for demonstrating a lack of bias. Discussion board posts (or classroom discussion) regarding conflicting viewpoints on a common social issue. (Content specific example: unions and automation in industry).

Appendix B: Faculty SWP Submission

SWPs are collected digitally via Dynamic forms to ensure a smoother process for all involved. The following is a screenshot of the form with the minimal required information. If the student did not submit, faculty will sign and submit this form as seen here.



* = required field
Some content may be updated based on selection

Yavapai COLLEGE

General Education Assessment 2023-24

Student Work Product Submission

Instructions: This form is used to upload student work products for General Education Assessment.
Please note: this form must be completed even if the student selected did not submit the assignment.

1. Assessment Cycle: Use the dropdown menu to select the current school year.
2. Competency: Use the dropdown menu to select the competency being assessed.
3. Student Number: Type in the assigned student number (this will be a number from 1-150).
4. Select yes or no to indicate whether the student submitted the assignment.

If you select no, you will be prompted to sign and submit the form.
If you select yes, you will see the option to upload the student work product.

Initiator first name: * Karen
Initiator Last Name: * Palmer
Email: * Karen.Palmer@yc.edu

Assessment Cycle * -- Please Select --
Please select the Gen Ed Competency to be assessed. * -- Please Select --

Enter Student Number *
Did the student submit the assignment? * -- Please Select --

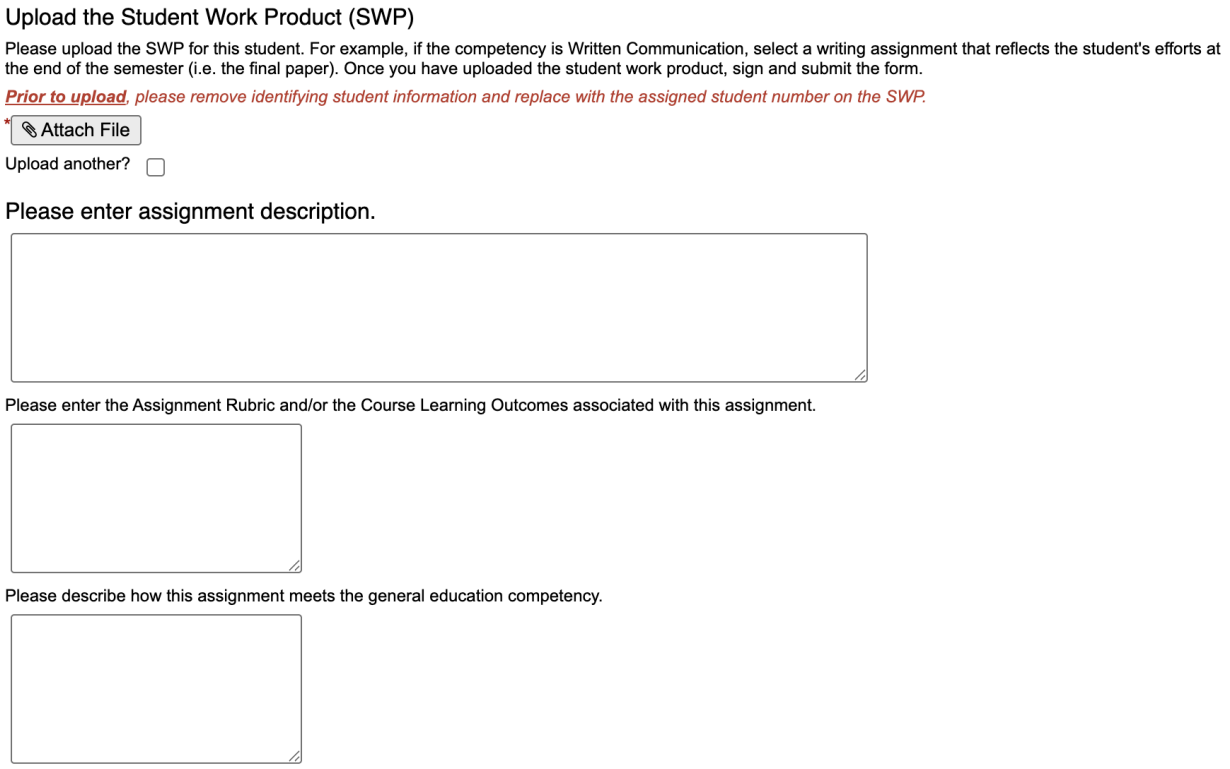
Faculty Signature

Note: *This information will be hidden to everyone in this process, except to the General Education Chair.*

* (click to sign)

Faculty Signature:

If the student did submit the SWP, additional fields appear for faculty to complete:



While faculty are not required to answer the questions about the assignment, answers to these questions can help assessment team members as they assess the SWPs.

Appendix C: Questions to Consider for Analyzing Assessment Results

The following questions are embedded in the DF process. Faculty may optionally answer these questions when they receive the completed assessment forms. Questions are designed to help faculty think through assessment results on a variety of levels. Answers can help individual faculty members as they consider changes to their own courses, and they can also assist the faculty and GE Committee as they make decisions about updating the GE Assessment.

1. **How well are students attaining the desired outcomes?**
    a. What benchmark for success is reasonable for your data?
    b. What percentage of students successful (scoring 3 or 4) would you consider acceptable?
2. **Are there any trends in student attainment of the outcomes?**
    a. Describe in terms of the benchmarks how well students are doing.
    b. Are there any outcomes or content areas where students score very high or very low?
3. **What are possible reasons why students score very high or low on a particular outcome?**
    a. 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.
4. **Does the assessment process need to be revised?**
    a. Do the outcomes clearly state what you would like students to be able to do?
    b. Does the rubric clearly define levels of attainment?
    c. Does the course assignment or process used to assess the outcome need to be revised?
    d. How will you communicate the outcomes and process to all faculty and students between now and the next collection cycle?
5. **What actions or resources are needed to help students attain the outcome?**
    a. What adjustments or improvements are needed to improve curriculum or instruction?

b. What adjustments or improvements are needed to the assessment process so information is valid and reliable?

c. What resources are needed?

Appendix D: Other Resources

Goal: GE Competency outcomes should align with ILOs and PLOs, align with the AGEC Criteria outcomes, and reflect accepted levels of student learning for associate's and bachelor's degrees. The following resources may assist faculty and the GE Committee in attaining this goal.

Learning Outcomes Resources

DQP: Associate's vs Bachelor's Level Outcomes
AACU Values Rubrics
AGEC Criteria

YC Institutional Learning Outcomes

2024-25 Document with definitions, examples, and learning outcomes (Created by Sarah Southwick)

- Communication
- Critical Thinking
- Social Responsibility