Student Learning Outcomes Assessment

AGEC/GECCO Report
Critical Thinking

Data Report:
Assessment Director (Molly Beauchman)
Data Collected Fall 2015 – Spring 2017
Report Completed: September 2017

Analysis of Data Completed:
Assessment Day (all faculty present contributed to the analysis)
Analysis Submitted September 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?

Student Learning Outcomes Assessment

Critical Thinking Outcomes and Rubric

Critical thinking is the heart of a college education. No matter what the degree, the discipline or the course, students should be challenged to evaluate their own assumptions, strive to recognize all sides of controversial issues and to seek out the best and most complete information available. Critical thinking is at the heart of Yavapai College's General Education program as well, a requirement in both the AGEC and GECCO. Therefore, in the fall of 2012, a college's Critical Thinking category was revised. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.
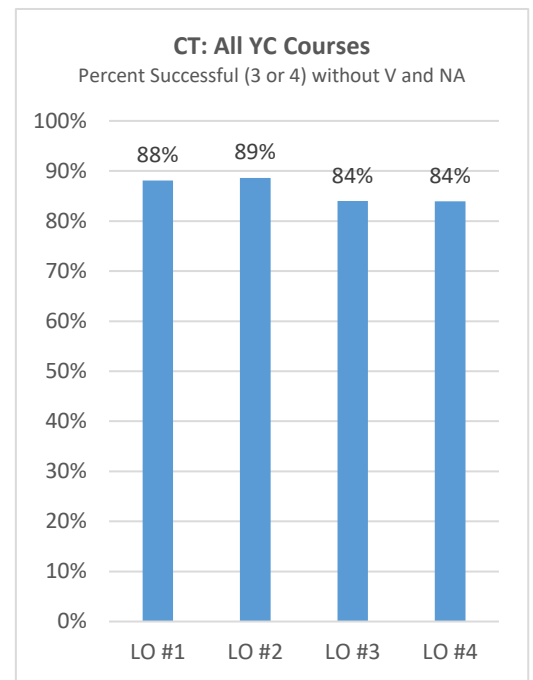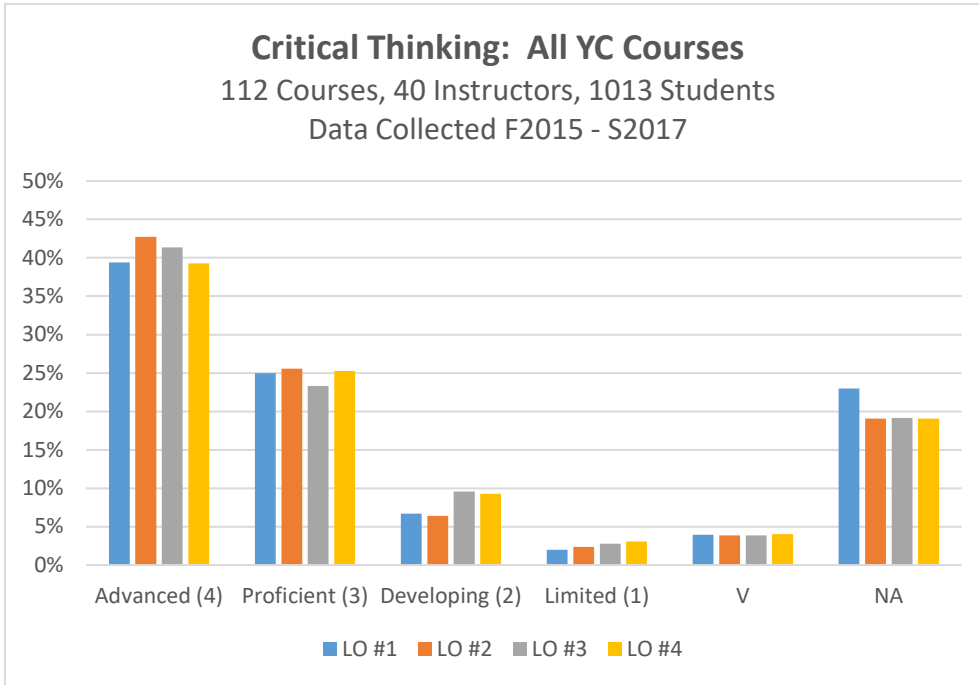
Critical thinking includes both the skills and the habit of thinking in a clear, disciplined, open-minded way informed by evidence and observation.

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

LO #1: Ask relevant questions that clarify and focus a problem, scenario or argument
LO #2: Evaluate the quality and usefulness of gathered information
LO #3: Recognize and analyze assumptions and alternate, divergent or conflicting perspectives
LO #4: Synthesize and articulate solutions, conclusions or positions based on relevant standards of reasoning
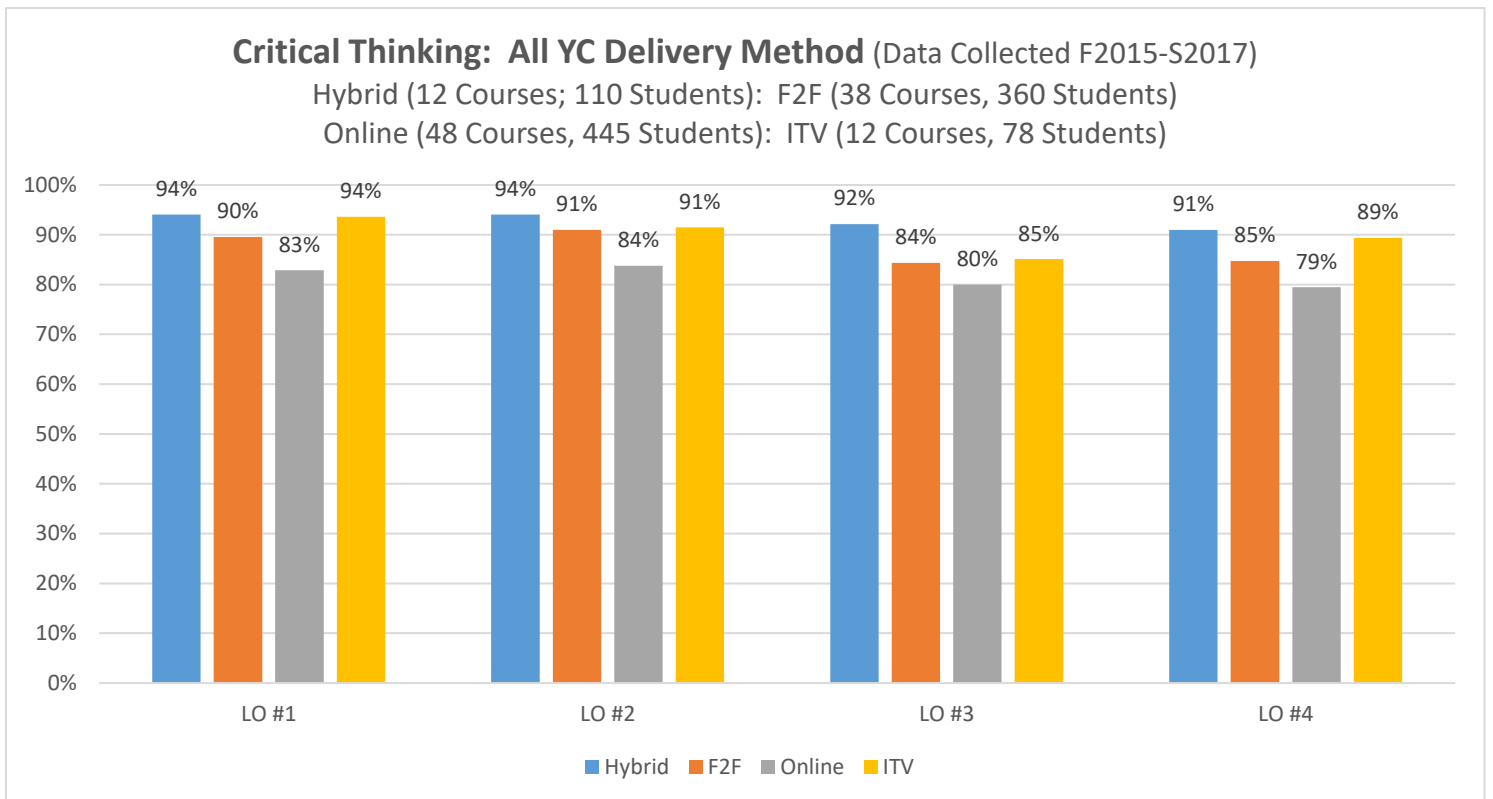
	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
LO #1 Ask relevant questions that clarify and focus a problem, scenario or argument	Consistently asks relevant questions that clarify and focus a problem, scenario or argument	Asks relevant questions that clarify and focus a problem, scenario or argument	Rarely asks relevant questions that clarify or focus a problem, scenario or argument	Does not ask relevant questions that clarify or focus a problem, scenario or argument
LO #2 Evaluate the quality and usefulness of gathered information	Consistently evaluates the quality and usefulness of gathered information	Evaluates the quality and usefulness of gathered information	Rarely evaluates the quality or usefulness of gathered information	Does not evaluate the quality or usefulness of gathered information
LO #3 Recognize and analyze assumptions and alternate, divergent or conflicting perspectives	Consistently recognizes and analyzes assumptions and alternate, divergent, or conflicting perspectives	Recognizes and analyzes assumptions and alternate, divergent, or conflicting perspectives.	Rarely recognizes or analyzes assumptions and alternate, divergent, or conflicting perspectives	Does not recognize or analyze assumptions and alternate, divergent, or conflicting perspectives
LO #4 Synthesize and articulate solutions, conclusions or positions based on relevant standards of reasoning	Consistently synthesizes and articulates solutions, conclusions or positions based on relevant standards of reasoning	Synthesizes and articulates solutions, conclusions or positions based on relevant standards of reasoning	Rarely synthesizes or articulates solutions, conclusions or positions based on relevant standards of reasoning	Does not synthesize or articulate solutions, conclusions or positions based on relevant standards of reasoning

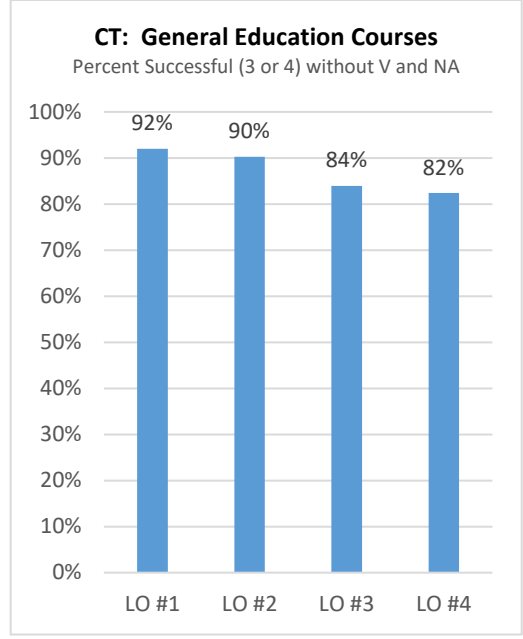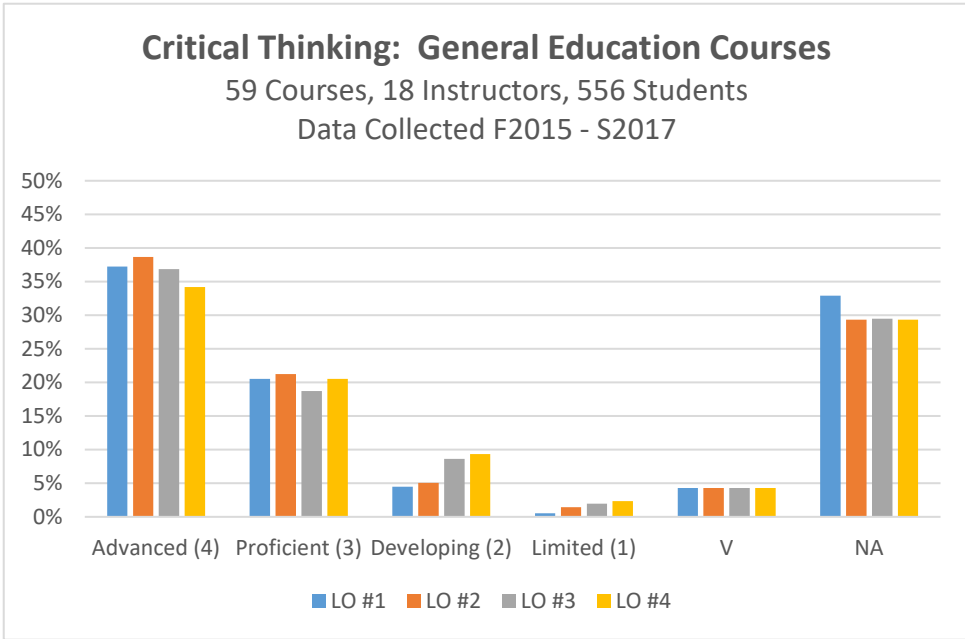# Critical Thinking: Results for all Yavapai College Students

Critical Thinking: All YC Courses
112 Courses, 40 Instructors, 1013 Students
Data Collected F2015 - S2017

Chart legend: LO #1, LO #2, LO #3, LO #4

Categories: Advanced (4), Proficient (3), Developing (2), Limited (1), V, NA

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

LO #1	LO #2	LO #3	LO #4
88%	89%	84%	84%

Critical Thinking: Results for all YC Courses by Delivery Method
NOTE: The graph represents Percent Successful, not including V and NA

Critical Thinking: All YC Delivery Method (Data Collected F2015-S2017)
Hybrid (12 Courses; 110 Students): F2F (38 Courses, 360 Students)
Online (48 Courses, 445 Students): ITV (12 Courses, 78 Students)

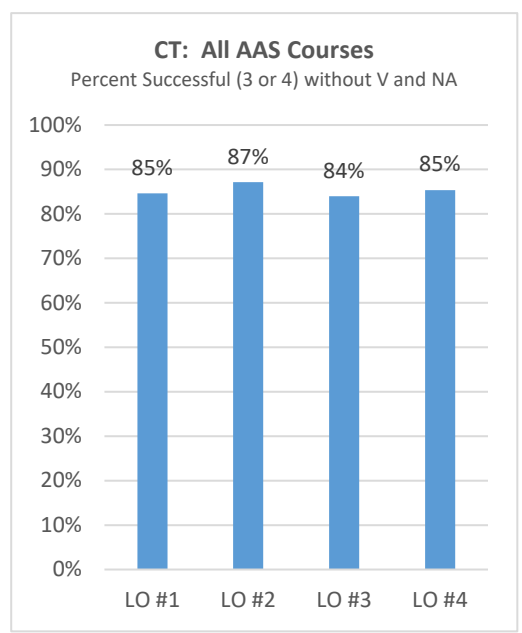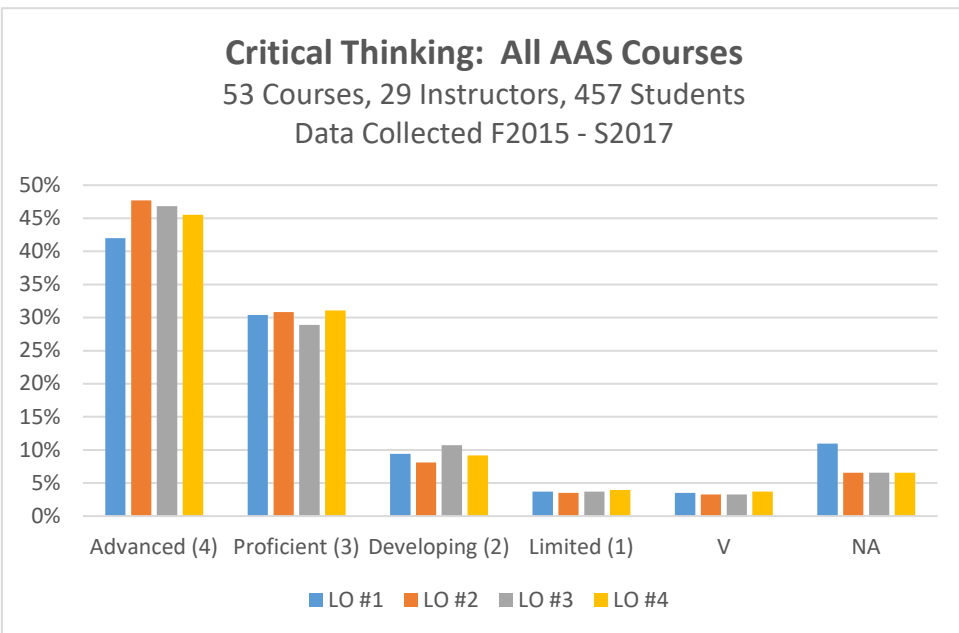|	Hybrid	F2F	Online	ITV
LO #1	94%	90%	83%	94%
LO #2	94%	91%	84%	91%
LO #3	92%	84%	80%	85%
LO #4	91%	85%	79%	89%

Critical Thinking: Results for all General Education Courses:

AHS 230, AJS 123, BSA 118, CHP 190, EDU 210, ENG 140,
GEO 210, HUM 101, PHI 103, PHI 105, PHI 110, PHI 204, STU 230

Critical Thinking: General Education Courses
59 Courses, 18 Instructors, 556 Students
Data Collected F2015 - S2017

CT: General Education Courses
Percent Successful (3 or 4) without V and NA

Critical Thinking: Results for all Associate of Applied Science Program Courses

ACC132, AGS274, ART114, AUT209, AVT214, BSA132, CNC201, CNT170, CNT294, CSA161,
ECE260, ECN235, ELT126, EMA230, EMS242, FSC238, GST200, HIM173, LAW216, MGT229,
NSG234, PSY220, RAD240, VGD222, VGD293

Critical Thinking: All AAS Courses
53 Courses, 29 Instructors, 457 Students
Data Collected F2015 - S2017

CT: All AAS Courses
Percent Successful (3 or 4) without V and NA

Report Year	**Fall 2017**
Academic Department/Discipline	All disciplines
Contact Person (include email)	Molly.Beauchman@yc.edu (compiled faculty responses)
Date Submitted	September 2017

How well are students attaining the desired outcomes? Trends?

Critical Thinking: Faculty who submitted data for the four Critical Thinking learning outcomes scored their students' attainment of the outcomes as successful (scored 3 or 4) at least 82% of the time (all students, General Education students only and AAS students only). Attainment of outcomes #3 (84%) and #4 (82%) were at least 6% lower than attainment of outcomes #1 (92%) and #2 (90%) in the General Education courses, and consistently lower in the AAS courses. The most common reason listed was that outcomes 3 and 4 are at a higher cognitive level than outcomes 1and 2, and the lower scores were not unexpected. Delivery method also showed students' attainment of the outcomes at least 79% (lowest was LO #4 online), with online attainment between 4% and 7% lower than face-to-face. Hybrid and ITV delivery methods showed the highest percentages of successful outcome attainment for all students, but there are fewer hybrid and ITV courses than online and face-to-face.

What are possible reasons why students score very high or low on a particular outcome? Does the assessment process need to be revised?

1. **Creativity is difficult to assess in AAS courses (all GECCO outcomes).**
    - **Remind faculty the difference between GECCO and AGEC:** Based on responses, it seems that there is a misconception that the GECCO categories apply to General Education courses only. The AGEC outcomes are General Education specific and focus on content taught in the corresponding General Education departments. The GECCO categories are our Yavapai College institutional outcomes that are intended to be taught/reinforced in all student experiences including: General Education courses, Associate's Degree courses, activities and experiences outside of class (co-curricular activities, Student Development, Student Support). The GECCO outcomes were selected based on results of a survey administered to faculty in 2012/2013.
2. **Comments about the rubric.**
        High number of 4's reserved for students who perform over and above expectations.
        The rubric is not specific enough to define each outcome.
        Lots of NA scores.
    - **Descriptive (analytic) rubrics are accepted practice to define outcomes.** All rubrics were developed by interested faculty who attended sessions in previous Assessment Day work sessions led by specific faculty members. Resources given to faculty included AAC&U Value rubrics that are valid and reliable. During previous Assessment Days, there were several sessions going on at once regarding GECCO assessment so it was not possible for Associate's Degree faculty to attend each session to get information or provide feedback about each of the rubrics. This year's Assessment day format was adjusted to make sure all faculty had access to information about the upcoming GECCO categories and rubric (Digital and

Information Literacy), select courses to assess them in, and plan activities and assignments for assessment.

3. **Adjunct faculty may not be assessing at all or inconsistent with full time faculty (NA or scoring high).**

- Designated leaders (Deans, Associate Deans, Program Directors, Department Chairs, lead faculty) are responsible for adjunct participation and providing information about assessment processes.