



Student Learning Outcomes Assessment

GECCO Report

Oral Communication

Data Report:

Assessment Director (Molly Beauchman)
Data Collected Fall 2013 – Summer 2015
Report Completed: March 2017

Analysis of Data Completed:

Communications Department (Mark Woolsey)
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?



General Education Outcomes Assessment

Oral Communication Report:

Data totals for F2013 – Su2015

Prepared by Molly Beauchman (March 6, 2017)

District Assessment Director

Student Learning Outcomes Assessment

Oral Communication

In a survey of Yavapai faculty in the spring of 2011, the ability to speak well and listen effectively was rated as “important” or “very important” by a vast majority of respondents. Therefore, in the fall of 2012, a new college General Education outcome was created: Oral Communication. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012.

Oral communication is the ability to effectively develop, express and support ideas in spoken English. Students who graduate from Yavapai College with a degree or AGEC certificate will be able to:

LO #1: Communicate in an organized, clear and concise manner

LO #2: Utilize language that responds to a specific audience

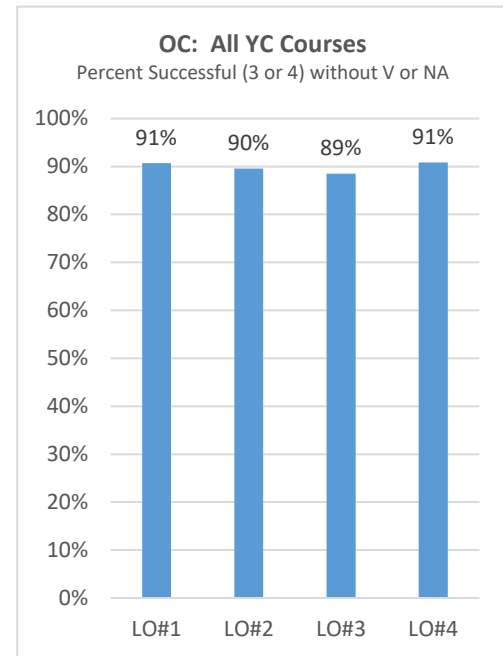
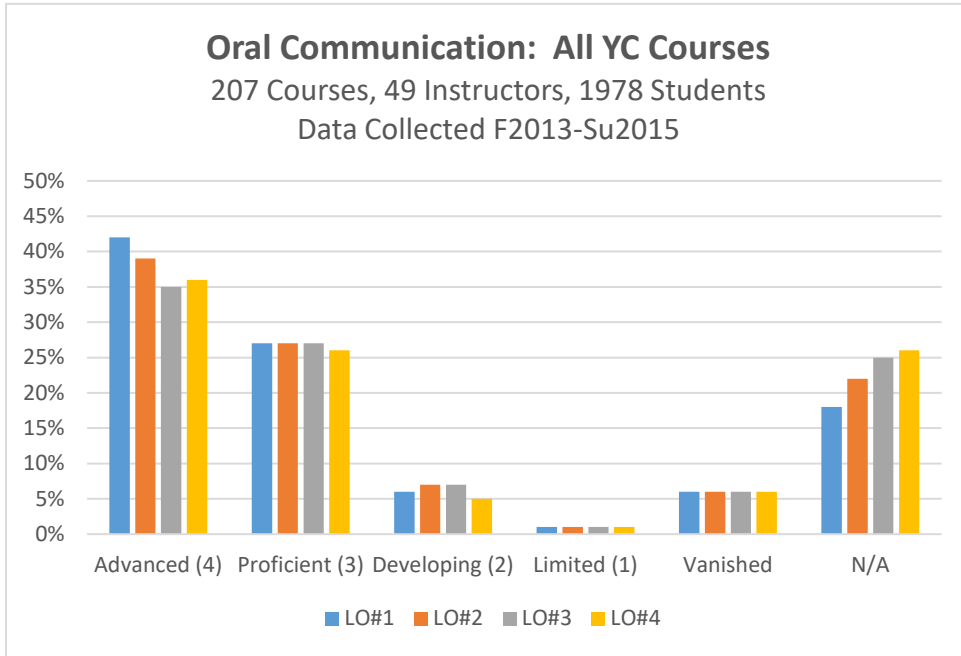
LO #3: Recognize the influence that nonverbal communication has on verbal communication

LO #4: Incorporate listening skills in oral communication

	Advanced Proficiency(4)	Proficiency(3)	Developing Proficiency(2)	Limited/ No Proficiency(1)
LO #1 Communicates in an organized, clear and concise manner	Ideas are articulated in a direct, logical and innovative way.	Ideas are articulated in a direct and logical progression.	Ideas are presented in a confused or in a convoluted manner.	Ideas are presented in a confusing and convoluted manner.
LO #2 Utilizes language that responds to a specific audience	Language in presentation is not only appropriate to the audience but also used in a creative, memorable manner. Specialized vocabulary is used accurately.	Language in presentation is appropriate to the audience and specialized vocabulary is used accurately.	Language in presentation is somewhat appropriate to the audience. Student uses specialized vocabulary correctly but infrequently.	Language in presentation is not appropriate to the audience. Specialized vocabulary is absent or used inaccurately.
LO #3 Recognizes the influence that nonverbal communication has on verbal communication	Nonverbal behavior exhibits enthusiasm and a deliberate effort to connect with the audience.	Nonverbal cues are used to advance the verbal communication.	Nonverbal behavior neither advances nor hinders the verbal message.	Nonverbal behavior interferes with or contradicts the verbal message.
LO #4 Incorporates listening skills in oral communication	The student not only attends to and comprehends the message but also provides meaningful feedback.	The student attends to and comprehends the message.	The student is either inattentive or is unable to comprehend the message.	The student is inattentive and is unable to comprehend the message.

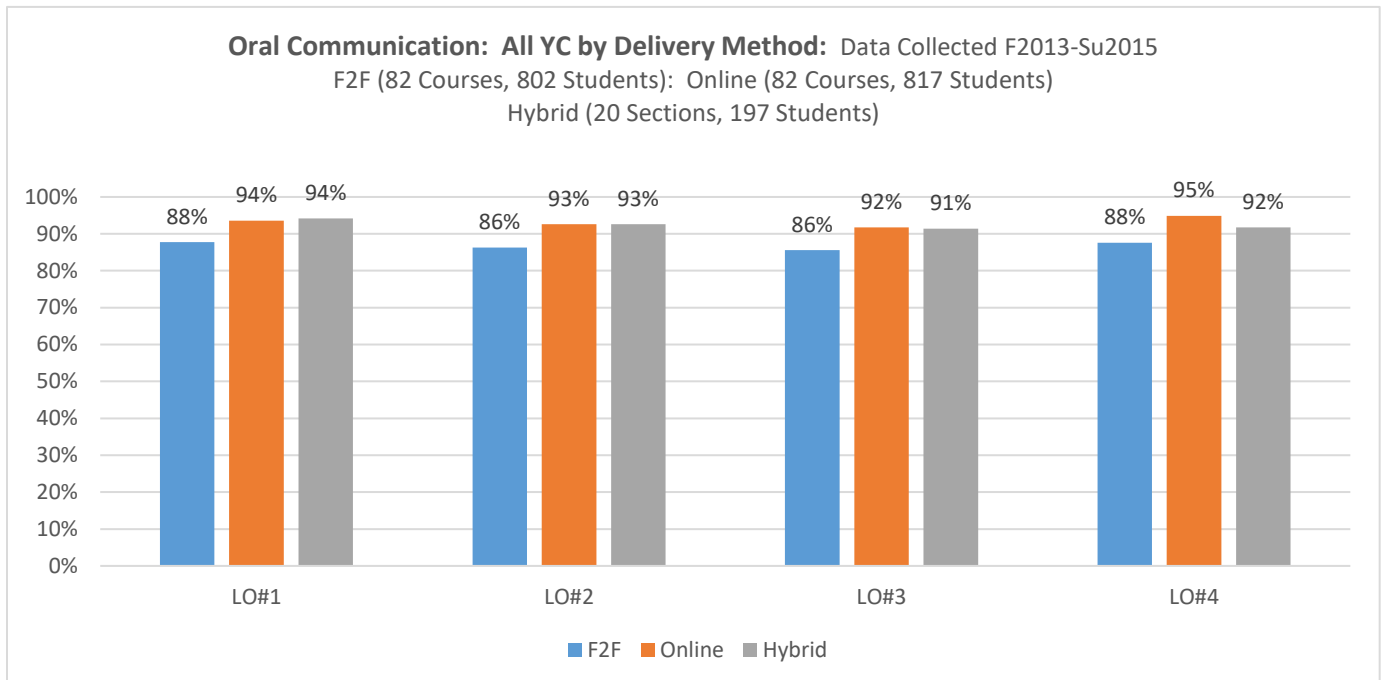
Oral Communication Results for all Yavapai College students:

	Advanced (4)	Proficient (3)	Developing (2)	Limited (1)	Vanished	N/A
LO#1	15	125	531	832	118	357
LO#2	18	132	524	762	113	428
LO#3	21	138	528	697	109	486
LO#4	17	109	524	722	115	511



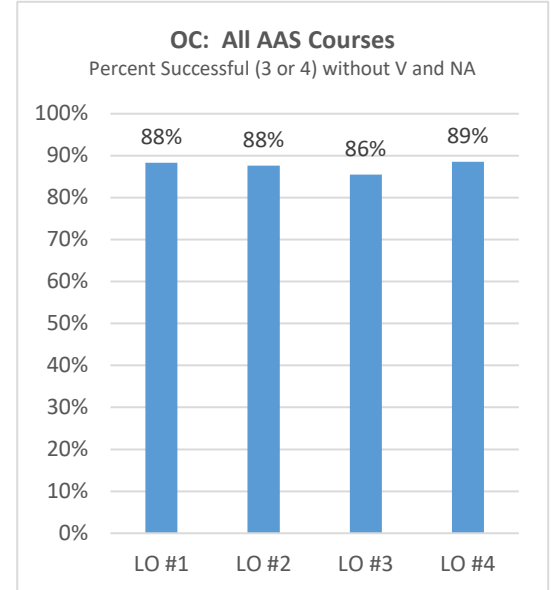
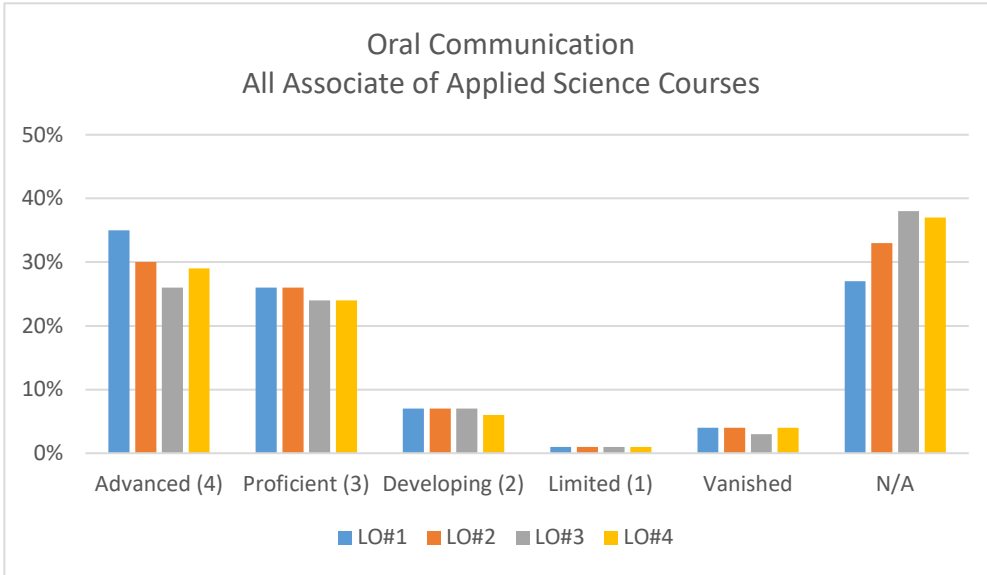
Oral Communication: All Yavapai College Courses by Delivery Method

NOTE: Graph represents Percent Successful (3 or 4) without V and



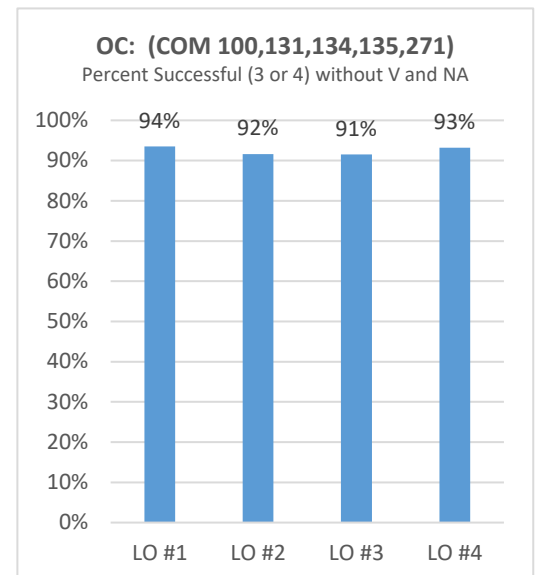
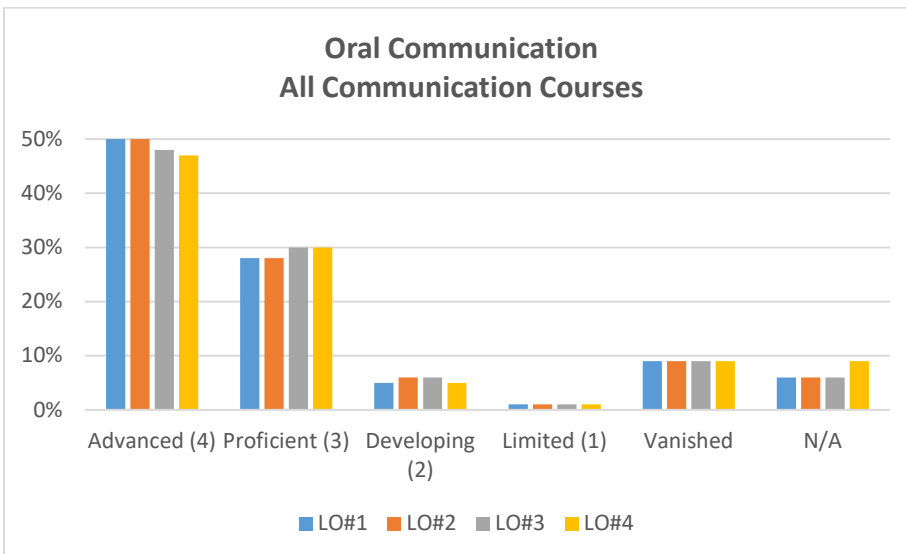
**Oral Communication: Associate of Applied Science Course Results
(125 Courses, 42 Instructors, 1170 Students):**

Outcome	Advanced (4)	Proficient (3)	Developing (2)	Limited (1)	Vanished	NA
LO#1	407	308	85	10	47	312
LO#2	352	299	80	12	43	383
LO#3	306	284	87	13	39	441
LO#4	345	282	71	10	44	437



**General Education Oral Communication Courses (COM 100, 131, 134, 135, 271)
(82 Courses, 7 Instructors, 809 Students):**

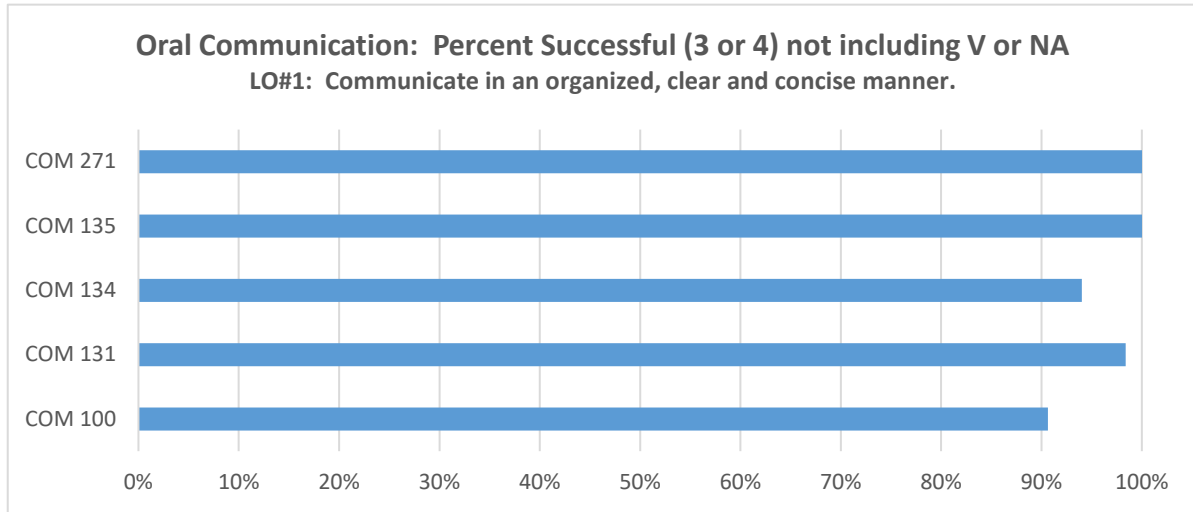
Outcome	Advanced (4)	Proficient (3)	Developing (2)	Limited (1)	Vanished	NA
LO#1	425	223	40	5	71	45
LO#2	410	225	52	6	70	45
LO#3	391	244	51	8	70	45
LO#4	377	242	38	7	71	74



Oral Communication by Course:

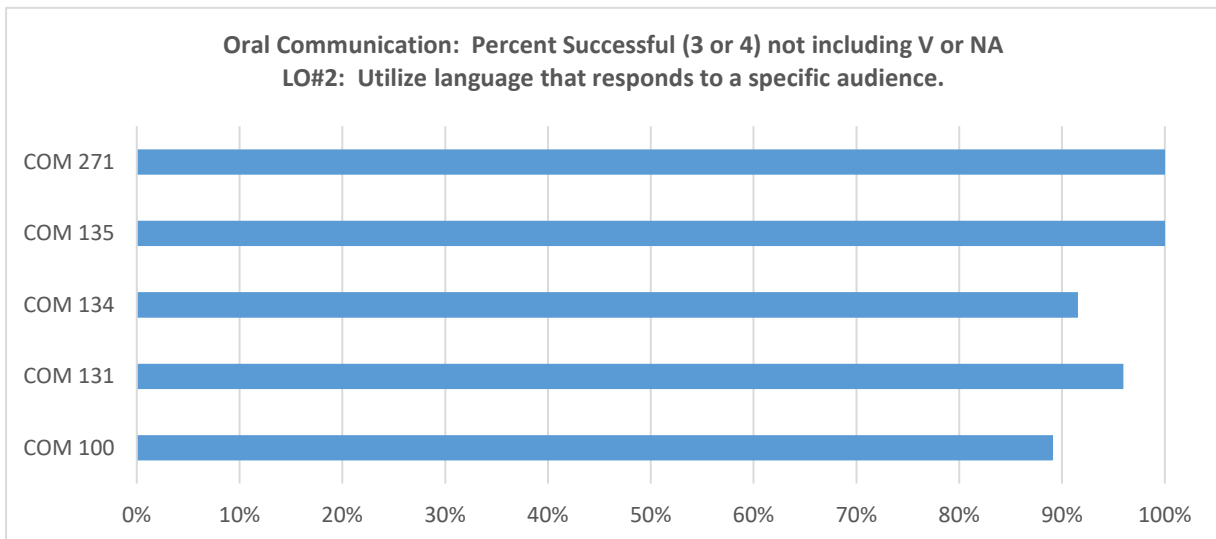
LO#1: Communicate in an organized, clear and concise manner.

Course	Courses	Students	Poor	Fair	Good	Excellent	V	NA
COM 100	41	405	2	29	127	173	46	28
COM 131	14	137	0	2	22	100	0	13
COM 134	22	220	3	9	62	127	17	2
COM 135	3	30	0	0	12	8	8	2
COM 271	2	17	0	0	0	17	0	0



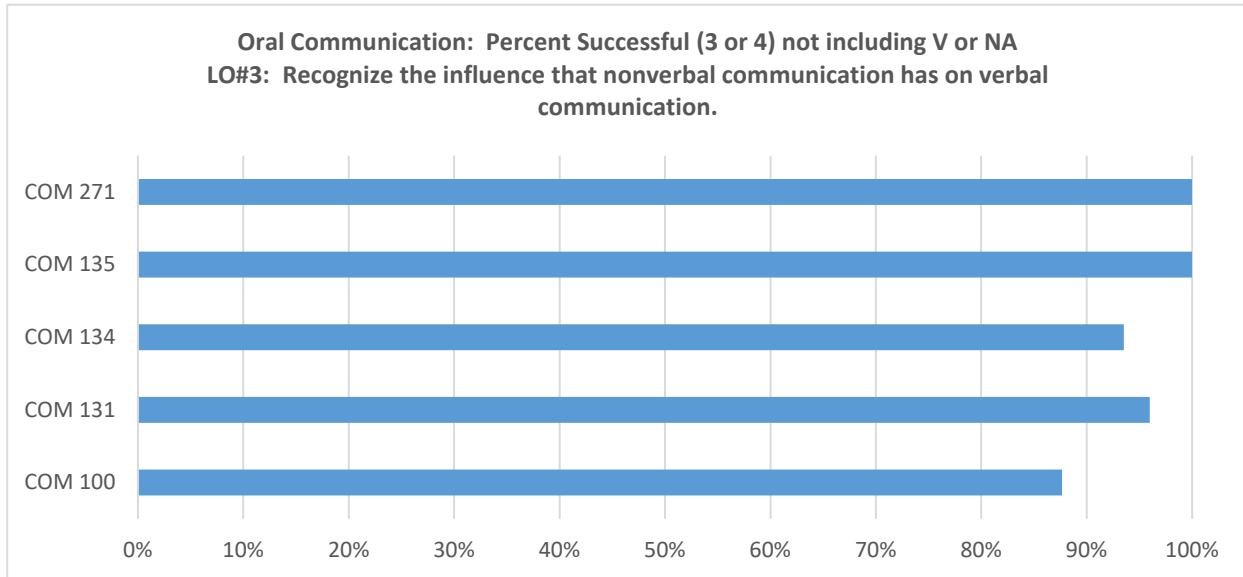
LO#2: Utilize language that responds to a specific audience.

Course	Courses	Students	Poor	Fair	Good	Excellent	V	NA
COM 100	41	404	3	33	129	166	45	28
COM 131	14	137	0	5	21	98	0	13
COM 134	22	220	3	14	62	122	17	2
COM 135	3	30	0	0	13	7	8	2
COM 271	2	17	0	0	0	17	0	0



LO#3: Recognize the influence that nonverbal communication has on verbal communication.

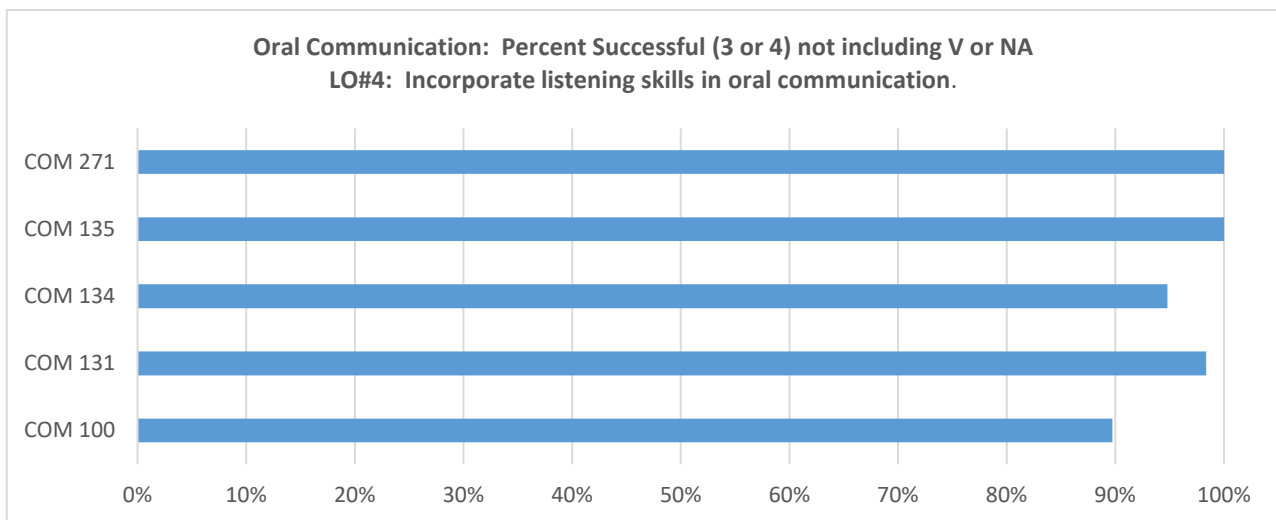
Course	Courses	Students	Poor	Fair	Good	Excellent	V	NA
COM 100	41	405	5	36	141	150	45	28
COM 131	14	137	0	5	28	91	0	13
COM 134	22	220	3	10	63	125	17	2
COM 135	3	30	0	0	12	8	8	2
COM 271	2	17	0	0	0	17	0	0



LO#4:

Incorporate listening skills in oral communication.

Course	Courses	Students	Poor	Fair	Good	Excellent	V	NA
COM 100	41	405	6	28	147	150	46	28
COM 131	14	137	0	2	34	87	0	14
COM 134	22	220	1	8	46	118	17	30
COM 135	3	30	0	0	14	6	8	2
COM 271	2	17	0	0	1	16	0	0



Report Year	2015/2016 (submit September 2017)
Academic Department/Discipline	Communication (Oral Communication)
Contact Person (include email)	Mark.Woolsey@yc.edu ; Amber.Davies-Sloan@yc.edu
Date Submitted	September 2017

How well are students attaining the desired outcomes?

90% of our students are achieving either an advanced or proficient level in all four learning outcomes. Communication is exceeding the 85% level we set as an objective last year.

Are there any trends in student attainment of the outcomes?

Students tend to score slightly higher in our Public Speaking (Com131) courses.

Students in Communication specific courses have a score higher in the advanced or proficient level when compared to learning outcomes in courses outside the discipline.

Students in Communication specific courses score 40% lower in the developing or limited area when compared to learning outcomes in courses outside the discipline.

Are there any outcomes or content areas where students score very high or very low?

Percentages are comparable in all four learning outcomes.

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

Scores are basically at the same level in accessing all for learning outcomes.

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.

All communication instructors could use parallel wording on activities and assignments that reflect the wording of the assessment wording.

Does the assessment process need to be revised? No

Do the outcomes clearly state what you would like students to be able to do? Yes

Does the rubric clearly define levels of attainment? Does the course assignment or process used to assess the outcome need to be revised?

Some revised wording for learning outcome number four.

LO #4: Incorporate **Apply** listening skills in oral communication.

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?

The Communication instructors meet on a regular basis to discuss outcomes.

Communication instructors also attend campus workshops and meetings to discuss the assessment process.

What adjustments or improvements are needed to improve curriculum or instruction?

Discussion on how to improve learning outcomes in courses outside the Communication discipline.

Develop more visual or oral assessment measures.

What adjustments or improvements are needed to the assessment process so information is valid and reliable? None

What resources are needed? None