

# 2021-2022 Arizona Western College Annual Assessment Report



# 2021-2022 Arizona Western College Assessment Report

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## **Introduction and Background**

The Assessment Report is published annually by the Director of Curriculum, Assessment, and Scheduling and the Director of Instructional Quality and Faculty Development under the guidance of the Associate Dean of Instructional Development and Student Learning Experience at Arizona Western College. The Director of Curriculum, Assessment, and Scheduling also serves as a member on the Curriculum Committee, the Assessment Committee, an ex-officio member on both the General Education Curriculum and the Writing Intensive Committees, and as the Chair of the Governance Assessment Committee. The Director of Instructional Quality and Faculty Development also serves as a member on the Institutional Development Council, Professional Development Day Committee, Faculty Appraisal Committee, and as an ex-officio member on the Writing Curriculum Committee.

Faculty and staff have long sought to advance the academic achievement of students and the services provided at Arizona Western College (AWC) through a variety of programs, services, and activities. AWC's student learning outcomes are defined by the faculty and the instruments used to measure student success are selected and/or developed by the faculty. Institutional departments define and analyze the results of their goals to improve services for students, faculty, staff, and the community. AWC promotes continual assessment to ensure the institution is providing quality services and preparing students to be successful in critical inquiry, communication, quantitative analysis, digital literacy, scientific literacy, and civic discourse.

Both the Curriculum, Assessment, and Scheduling Office and the Instructional Quality and Faculty Development Office help district-wide assessment efforts by sharing results among members of AWC and Yuma and La Paz County and encouraging new ways to improve teaching and learning and improving institutional services.

## **Organizational Structure for Assessment**

Although the success of course and program level assessment, as well as institutional assessment activities and initiatives, is dependent upon the participation and collaboration of faculty and administration the following committees exist to assist the faculty and staff in their assessment efforts and ensure educational quality:

The Assessment Committee is charged with providing support, resources, and opportunities for faculty, staff, students, and administrators to discuss, conduct, and share thorough, thoughtful, critical analysis and reflection of student learning, services, and business practices provided at Arizona Western College and to encourage students to become agents in their own learning.

The General Education Curriculum Committee (GECC) is charged with making decisions and recommendations related to all aspects of general education outcomes assessment at Arizona Western College. The faculty driven committee is chaired by a faculty member.

The Writing Curriculum Committee (WCC) is responsible for the ethical and informed creation, implementation, and revision of WI curriculum requirements, ongoing WI instructor professional development, and WI program assessment at the college level. A secondary, but equally important, mission of the WCC is fostering healthy and productive cultures of writing instruction at AWC.

## **General Education Assessment**

This year the GECC assessed courses with quantitative analysis learning outcomes. Quantitative Analysis (QA) is the ability to use mathematical concepts and operations in order to solve real-world problems. A quantitatively literate individual should be able to perform arithmetic, algebraic and logical operations that involve abstract problems, and demonstrate problem solving skills in a variety of contexts.

Students demonstrate quantitative analysis skills through identifying and extracting relevant data from given mathematical or contextual situations, selecting known models or developing appropriate models that organize the data into: tables or spreadsheets, and obtain correct mathematical results and state those results with appropriate qualifiers.

## Tools for Assessment and Measurement

### Quantitative Analysis-

The GECC received 315 student artifacts, a 75% response rate of the 421 artifacts requested, of which 58 were assessed. The results of the assessment are identified below. The assessment process itself revealed several issues that must be addressed before a valid assessment of quantitative analysis can be conducted on an institutional basis. To address the issues the GECC has agreed that:

- successful assessment of QA learning outcomes (LO's) will require the faculty be aware of what the QA LO's are, which LO's are associated with their course/s, how the LO's will be assessed by the GECC, and that the submitted artifacts include the QA LO's associated with the course being assessed.
- courses that do not incorporate the QA learning outcomes listed in the course competencies should submit their courses through curriculum to remove some or all of the QA learning outcomes not being taught.

### GECC 2021-2022 Quantitative Analysis Assessment Rubric

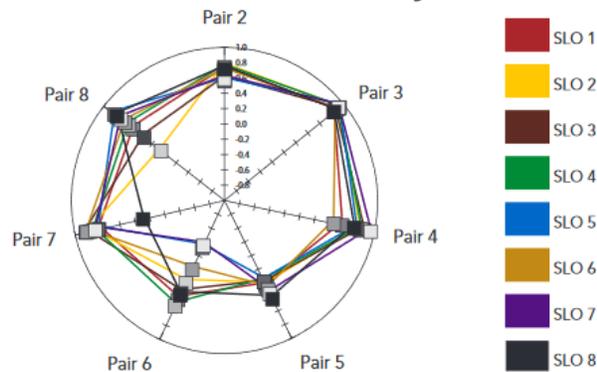
	Exceeds - 3	Meets - 2	Needs Improvement - 1	N/A
<b>Interpretation-</b> Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). Identify and extract relevant data from given mathematical or contextual situations	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explainsthe trend data shown in a graph and makesreasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explainsthe trend data shown ina graph.	Attempts to explainor provides somewhat accurate explanations ofinformation presented in mathematical forms, but draws incorrect conclusions about what the information means, and/or makes errors related to computation. For example, attemptstoexplain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.	
	29%	23%	13%	36%
<b>Representation-</b> Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)□Select known models or develop appropriate models that organize the data into: tables or spreadsheets (with or without technology. Graphical representations (with or without technology. Symbolic/equation format	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	
	28%	29%	11%	32%
<b>Calculation-</b> Obtain correct mathematical results	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations are attempted but are either or both unsuccessful and not comprehensive.	
	22%	27%	12%	39%
<b>Application / Analysis-</b> Ability to make judgments and draw appropriate conclusionsbased on the quantitative analysis of data, while recognizing the limits of this analysis. Determine if results are realistic in terms of original data/proble. Determine whether the mathematical model/representation of data is appropriate	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	
	27%	24%	14%	35%
<b>Assumptions-</b> Ability to make and evaluate important assumptions in estimation, modeling, and data analysis. Describe trends in a table, graph, or formula and make predications based on these trends	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Attempts to describe assumptions	
	27%	22%	13%	38%
<b>Communication-</b> Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized). Draw qualitative conclusions in written form. Apply them to real world problems	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Presents an argument for which quantitative evidence is pertinent, but does not effectively connect it to the argument or purpose and does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	
	22%	23%	10%	46%

## Communications Department: Composition Program Assessment

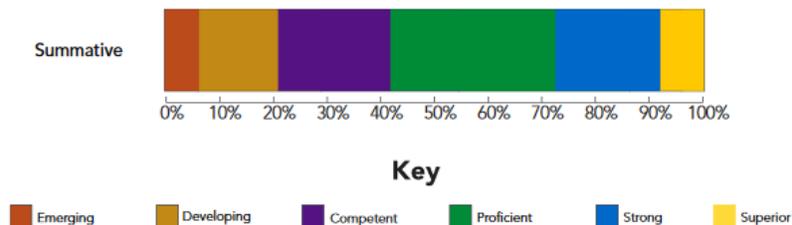
During the 2021-2022 academic year, The Communications Department started a new assessment cycle by completing a second iteration of rating for the composition assessment protocol in Fall 2021 for the Co-Req (ENG 100+101) and ENG 101 classes. The Administrator of Writing Intensive Curriculum and Writing Program, Sarah Snyder, and Professor Kevin Kato collated and redacted 145 student artifacts from a common assignment that 7 faculty gave in their classes. Snyder and Kato used six benchmark papers to norm the group of 17 faculty. 20 artifacts were rated within two weeks of the norming session by each faculty member. The results of this rating were preliminarily analyzed for measures of reliability (inter rater reliability), validity, and collated for further analysis by Sarah Snyder and Kevin Kato. The Communications Department will review the formative results and suggest avenues for use of this data for formative feedback into the Writing Program.

Preliminary reliability and summative results are the following:

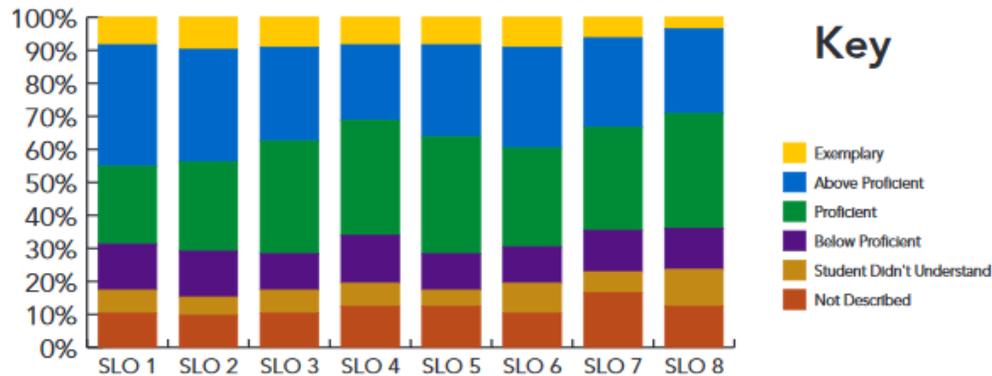
### All Pair Inter-rater Reliability



### Summative Results



## Student Learning Outcome Results



The Communications Department also came together in AY 2021-2022 to finish two feedback loops from their first composition ENG 101 assessment event in 2019:

1. Recursively improving the composition assessment protocol itself by revising the assessment rubric after two iterations. The revised rubric is focused on writing values that the faculty have realized through using the rubric twice, such as conflict between deep thinking and surface error. Please see revised summative/holistic composition rubric that will be used for future iterations of this assessment below:

### Revised Summative (Holistic) Rubric

#### Score of 6:

- Student integrates course outcomes into skillful narrative and gives excellent evidence for how their work met said outcomes.
- Organization is innovative and fresh and includes topic sentences and transitions, a clear introduction and conclusion.
- Future applications are compellingly described.
- Classroom context is vividly described.
- Evidence is skillfully integrated and formatted in underlined self-quotations.
- Mastery of MLA/APA or other citation style is demonstrated.
- **Grammar, syntax, & mechanics mostly support meaning.**

#### Score of 5:

- Student shows deep understanding of course outcomes and gives compelling evidence for how their work met said outcomes.
- Organization is logical and effective and includes topic sentences and transitions, a clear introduction and conclusion.
- Future applications are convincingly described.
- Classroom context is vividly described.
- Evidence is skillfully integrated and formatted in underlined self-quotations.
- Skillful **use of** MLA/APA or other citation style.
- **Grammar, syntax, & mechanics mostly support meaning.**

Score of 4:

- Student shows clear understanding of course outcomes and gives appropriate evidence for how their work met said outcomes.
- Organization is straightforward and includes topic sentences and transitions, a clear introduction and conclusion.
- Future applications are mentioned.
- Classroom context could be understood easily by outside audience.
- Evidence is properly integrated and formatted in underlined self-quotations.
- Appropriate use of MLA/APA, or other citation style.
- Grammar, syntax, & mechanics support meaning in some places but distract in others.

Score of 3:

- Student shows adequate understanding of course outcomes and gives (sometimes incorrect) evidence for how their work met said outcomes.
- Organization is basic but does not detract from purpose of paper.
- Classroom context must be inferred by outside audience.
- Evidence is present but not integrated or analyzed.
- Conventions (underlining/bold) are mostly followed.
- Appropriate use of MLA/APA or other citation style.
- Grammar, syntax, & mechanics support meaning in some places but distract in others.

Score of 2:

- Student struggles to show understanding of course outcomes and appropriate evidence for how their work met said outcomes.
- Organization is unclear.
- Demonstrates serious inadequacy in one or more of the areas as specified for the three paper.
- Grammar, syntax, & mechanics distract from meaning.

Score of 1:

- Student does not show understanding of course outcomes nor gives evidence for how their work met said outcomes.
- Demonstrates serious inadequacy in two or more of the areas as specified for the three paper.
- Paper may be off-topic or unreadable.
- Grammar, syntax, & mechanics distract from meaning.

2. Revising ENG 101 SLOs that were found to be outdated/confusing to students and faculty or in need of enhancement to plan for the future of the writing program curriculum and for future iterations of composition assessment.

Below are the final results of the ENG 101 SLO preference surveys via qualtrics:

2.1 Analyze and apply the rhetorical situations for specific audiences.

2.2 Demonstrate genre awareness and genre-specific knowledge to compose in multiple genres.

2.3 Use writing and reading for inquiry, discovery, critical thinking, and communication, and to integrate their own ideas with those of others.

2.4 Document their work using academic citation systems and formats. (No change)

2.5 Engage in a recursive writing process, developing flexible strategies for generating ideas, revising, editing, and proofreading. (No change)

- 2.6 Collaborate with peers to engage in the social aspects of writing.
- 2.7 Use a variety of composing technologies to address a range of audiences and purposes.
- 2.8 Apply major conventions of Academic English meaningfully to written communication appropriate for college level.

## **Writing Intensive Program**

Sarah Snyder and Kevin Kato collected, collated, redacted, and organized over 120 student artifacts from the common assignment that was piloted with trained Writing Intensive instructors over the past two years. The WCC voted to postpone the assessment event to Fall 2022.

## **Program Reviews, Course/Program and Departmental Assessments**

Program Reviews provide departments with an opportunity to reflect on the performance of a department or program, document what is being done well, identify areas where things need improvement, and plan for the future. The following program reviews were completed this year.

- Art: Graphics/Art: Studio Art
- Automotive Technology
- Geology
- Honors
- Physics

## **Excellence in Assessment**

The Curriculum, Assessment, and Scheduling Office established an Excellence in Assessment Award as a way to publicly acknowledge the efforts of the faculty, administrators, and staff in assessment to improve student learning and/or services. The 2021-2022 Excellence in Assessment recipient is:

David Kern, Honors Program Review

## **2021-2022 Assessment Reflection and Next Steps**

In an effort to better address instructional quality, AWC implemented a reorganization of our Learning Services department in July of 2021. This reorganization resulted in a shift in assessment leadership, which limited current assessment activities during this academic year in favor of developing a more effective strategy for meeting assessment goals moving forward. During the summer of 2022, the Director of Curriculum, Assessment, and scheduling and the Director of Instructional Quality and Faculty Development will work with the Associate Dean of Instructional Development and Student Learning Experience to develop an assessment structure that is more efficient for faculty and staff and allows us to better track improvement efforts related to assessment results. The goal for AY 2022-2023 is to develop and adopt a recurring multi-year assessment plan that leverages our new organizational structure focused on quality teaching, learning, and services.