Yavapai COLLEGE

Student Learning Outcomes Assessment

AGEC Report
Historical Perspectives

Data Report:

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

Analysis of Data Completed:

History Department (Amy Stein, Deborah Roberts)
Analysis Submitted September 2015

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Yavapai COLLEGE

Student Learning Outcomes Assessment

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?

Yavapai COLLEGE
Student Learning Outcomes Assessment

General Education Outcomes Assessment
Historical Perspective Report:
Data totals for F2013 – Su2015

Prepared by Molly Beauchman (April 10, 2017)
District Assessment Director

Historical Perspective

It is a truism that it is impossible to know where you are going unless you know where you have been. Considering a foundation in history to be essential to a liberal arts education, Yavapai College includes a three-credit Historical Perspective requirement for any student earning an AGEC certificate or transfer degree. The following learning outcomes are addressed in courses which fulfill this requirement:

LO #1: Evaluate historical events through different historical methods, theories and interpretations.
LO #2: Define and utilize relevant terminology.
LO #3: Contrast common memory to historical evidence.
LO #4: Locate, retrieve and analyze primary and secondary historical sources.
LO #5: Evaluate and analyze historical issues.
LO #6: Interpret events and actions within appropriate temporal and spatial contexts.
LO #7: Create, organize and support a historical thesis in written and/or oral form.

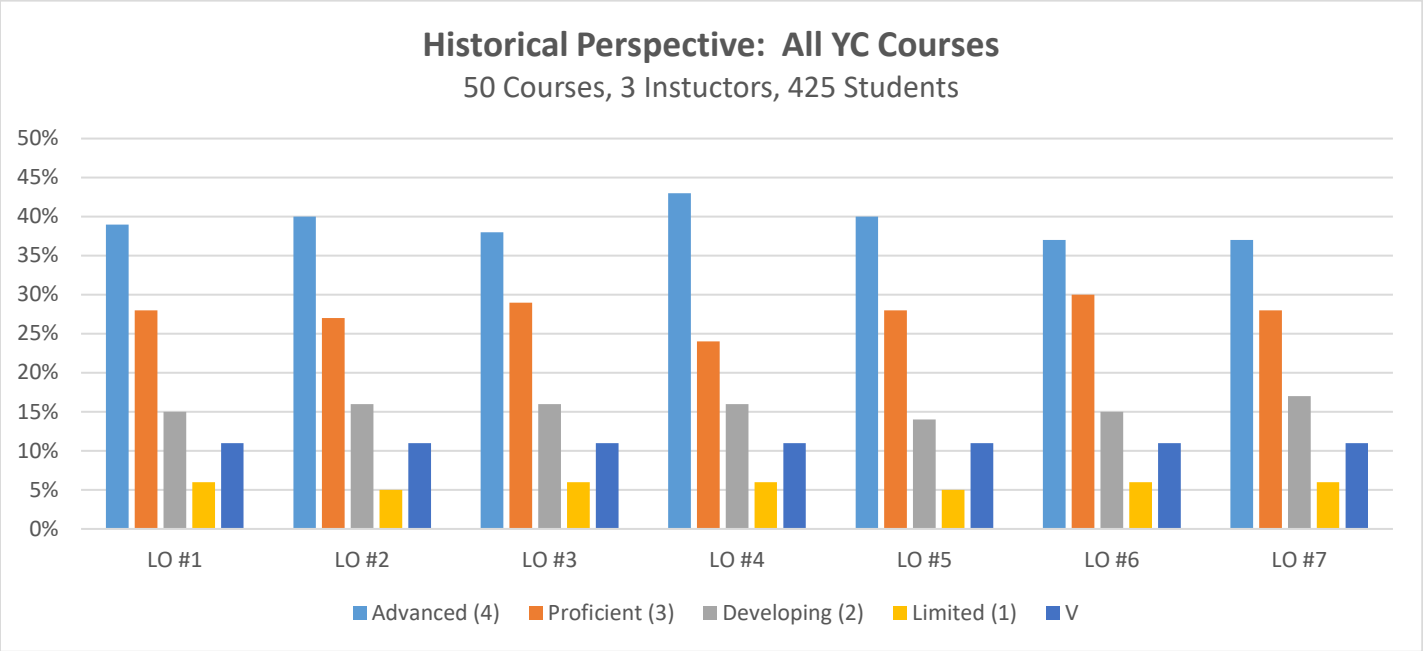
	Advanced Proficiency (4)	**Proficiency (3)**	**Developing Proficiency (2)**	**Limited/ No Proficiency (1)**
LO #1 Evaluate historical events through different historical methods, theories and interpretation	Thorough integration of different historical methods, theories and interpretations in oral and/or written communication.	Effective evaluation of different historical methods, theories and interpretations in oral or written communication.	Adequate evaluation of different historical methods, theories and interpretations in oral or written communication.	Inconsistent, limited, or nonexistent evaluation of historical methods theories and interpretations.
LO #2 Define and utilize relevant terminology.	Clear and concise understanding of historical and relevant terminology. Sophisticated utilization of terminology in oral and/or written communication.	Effective use of relevant terminology in oral and/or written communication.	Adequate use of relevant terminology in oral and/or written communications.	Inconsistent or limited ability to define terminology but cannot utilize adequately in oral and/or written communication.

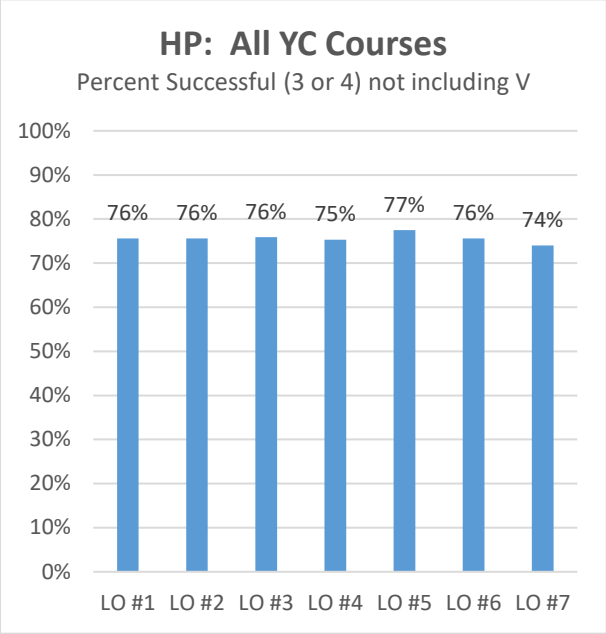
LO#3 Contrast common memory to historical evidence	Sophisticated comprehension and distinction between common memory and historical evidence.	Strong awareness of the difference between common memory and historical evidence.	Adequate understanding of the distinction between common memory and historical evidence.	Unaware of the difference between and unable to distinguish between common memory and historical evidence.
LO #4 Locate, retrieve and analyze primary and secondary historical sources	Integrates primary and secondary source materials into sophisticated oral and/or written communications.	Integrates primary and secondary source materials into skillfully composed oral and/or written communications.	Integrates primary and secondary source materials into adequately composed oral and/or written communications.	Cannot distinguish between primary and secondary source materials.
LO #5 Evaluate and analyze historical issues.	Distinguishes between historical events and historical issues. Demonstrates strong ability to analyze and evaluate historical issues.	Distinguishes between historical events and historical issues. Effectively evaluates and analyzes historical issues.	Adequately evaluates and analyzes historical issues.	Cannot identify, analyze nor evaluate historical issues.
LO #6 Interpret events and actions within appropriate temporal and spatial contexts.	Masters the concept of historiography and articulates events and issues in their historical context.	Demonstrates awareness of diverse interpretations of history through temporal and spatial parameters.	Adequate awareness of diverse interpretations of history through temporal and spatial parameters.	Cannot identify or distinguish nor identify temporal or spatial differences in historical interpretations.
LO #7 Create, organize and support a historical thesis in written and/or oral form.	•Skillfully integrates, synthesizes, and documents sources. •Uses the most appropriate research sources. •Exhibits strong awareness of audience and purpose. •Exhibits purposeful organization. •Displays high level/ sophisticated reasoning. •Uses language precisely/skillfully •Has few or no errors	•Adequately documents sources. •Integrates and synthesizes appropriate sources. •Exhibits awareness of audience and purpose. •Exhibits adequate •Organization •Displays reasoning. •Uses language effectively. •Has some errors that do not interfere with communication	•Identifies, but does not •synthesize, sources. •Attempts to identify, use and •document appropriate •sources. •Exhibits some awareness of •purpose and/or audience. Exhibits minimal organization. Displays minimal reasoning Attempts to use language effectively. Has some errors that interfere with communication.	•No sources/documentation •Uses inappropriate sources •Plagiarizes Has no awareness of purpose and/or audience. •Lacks organization. •Illogical Uses language ineffectively. •Contains errors that •preclude communication.

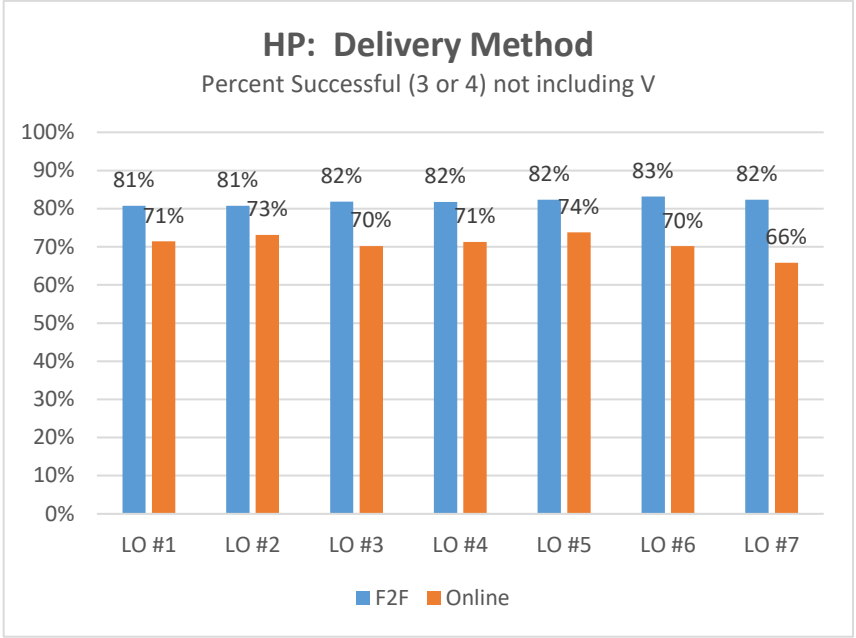
Data Displays Start on the Next Page

Historical Perspective Results for all Yavapai College students:

	Advanced (4)	Proficient (3)	Developing (2)	Limited (1)	V
LO #1	27	65	118	167	48
LO #2	23	68	116	169	48
LO #3	24	67	123	163	48
LO #4	24	67	103	181	48
LO #5	23	61	121	171	48
LO #6	24	65	129	156	48
LO #7	26	72	121	158	48



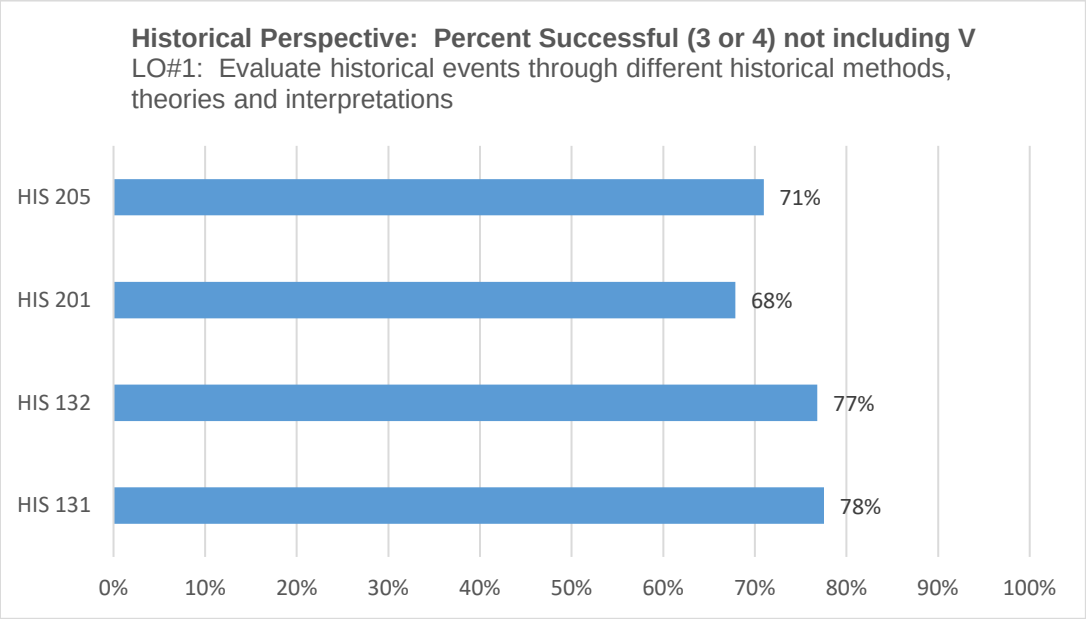




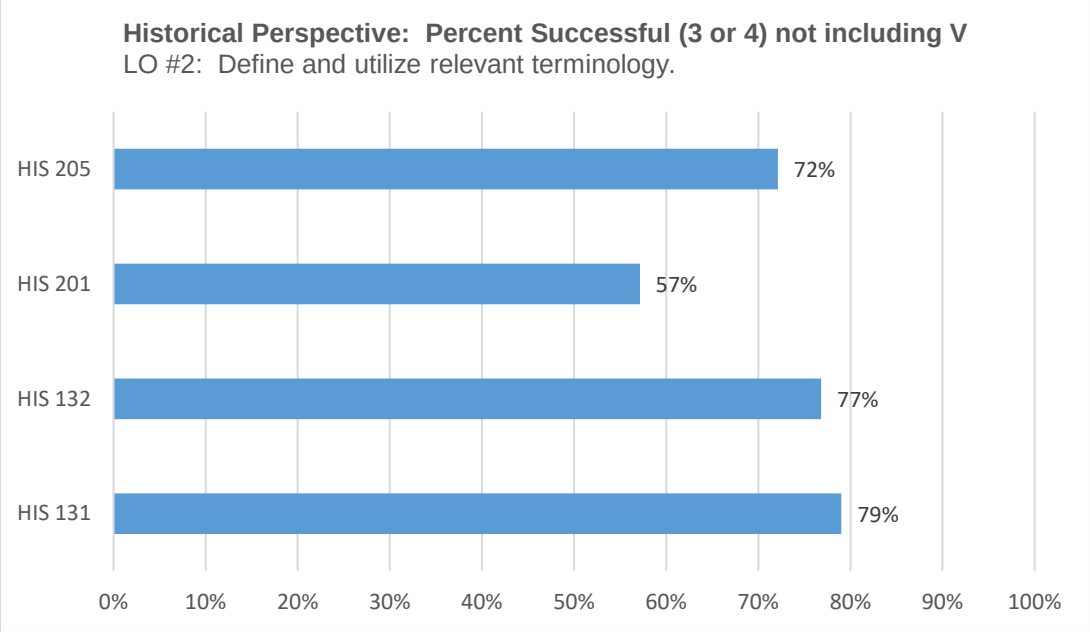
Historical Perspective by Course:

Course	Courses	Students
HIS 131 United States History 1	24	233
HIS 132 United States History 2	9	84
HIS 201 Western Civilization 1	4	34
HIS 205 World History	13	73

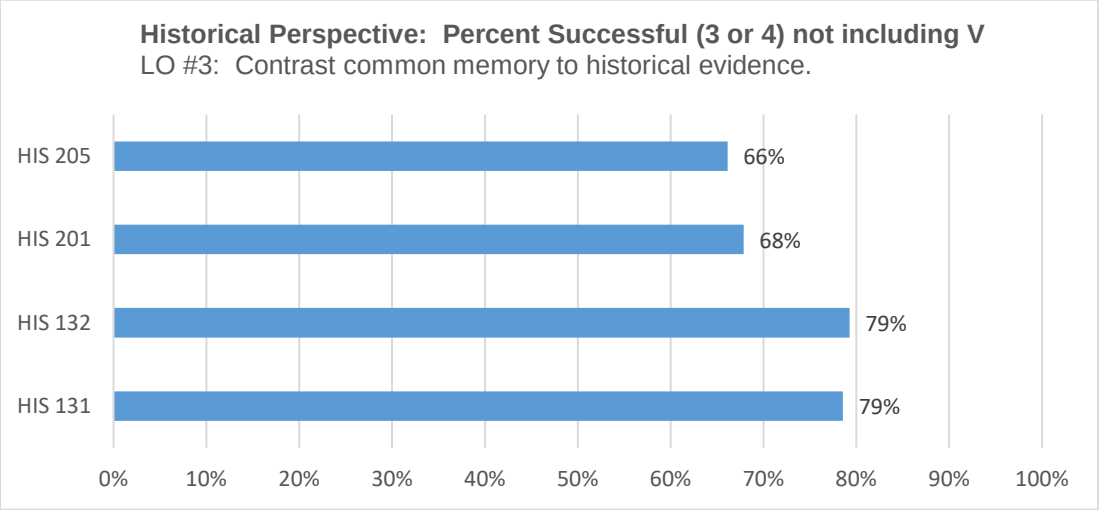
LO #1: Evaluate historical events through different historical methods, theories and interpretations.



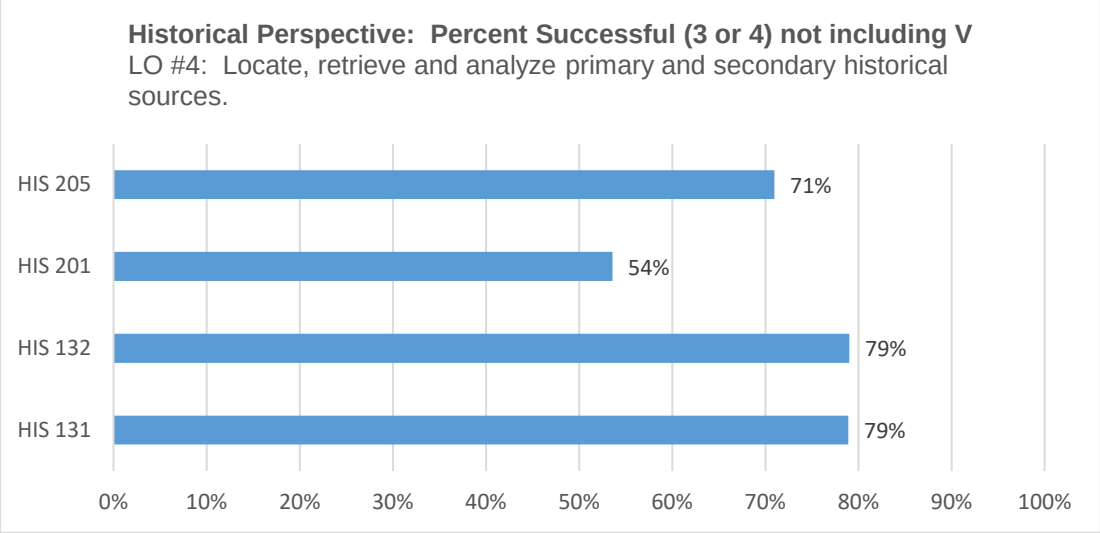
LO #2: Define and utilize relevant terminology.



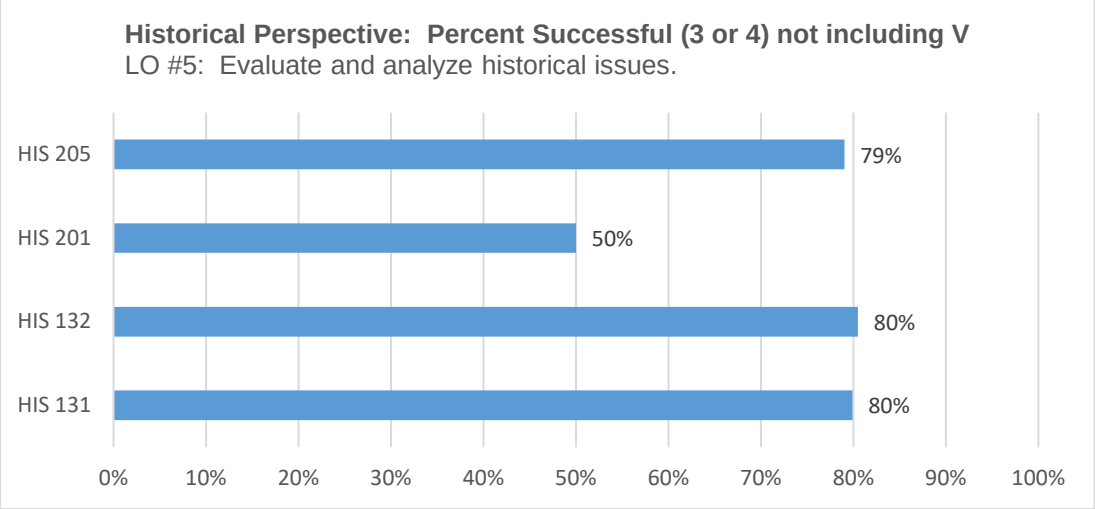
LO #3: Contrast common memory to historical evidence.



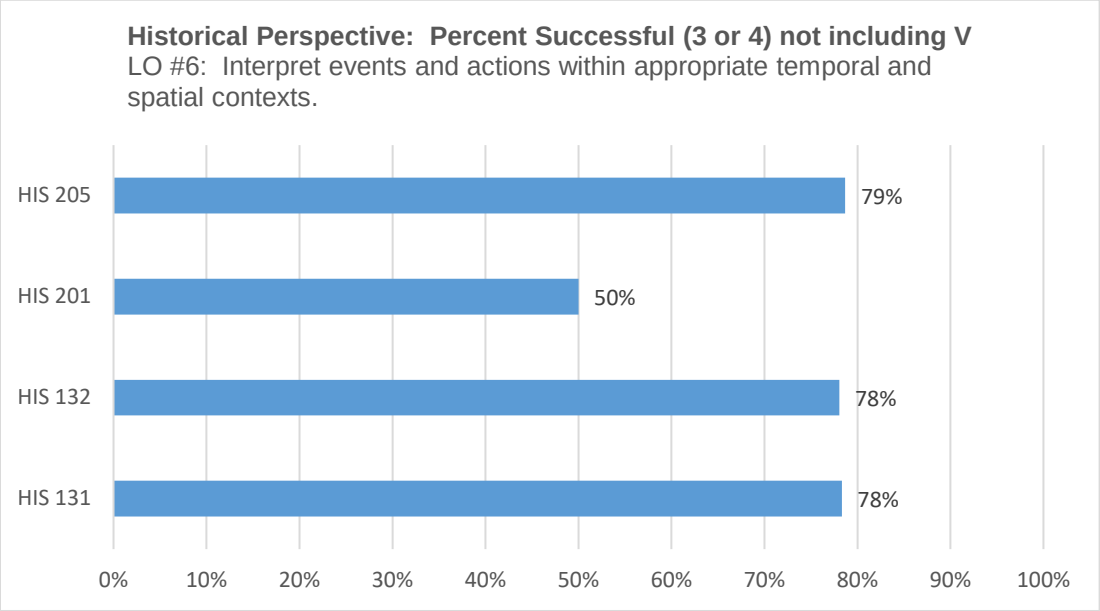
LO #4: Locate, retrieve and analyze primary and secondary historical sources.



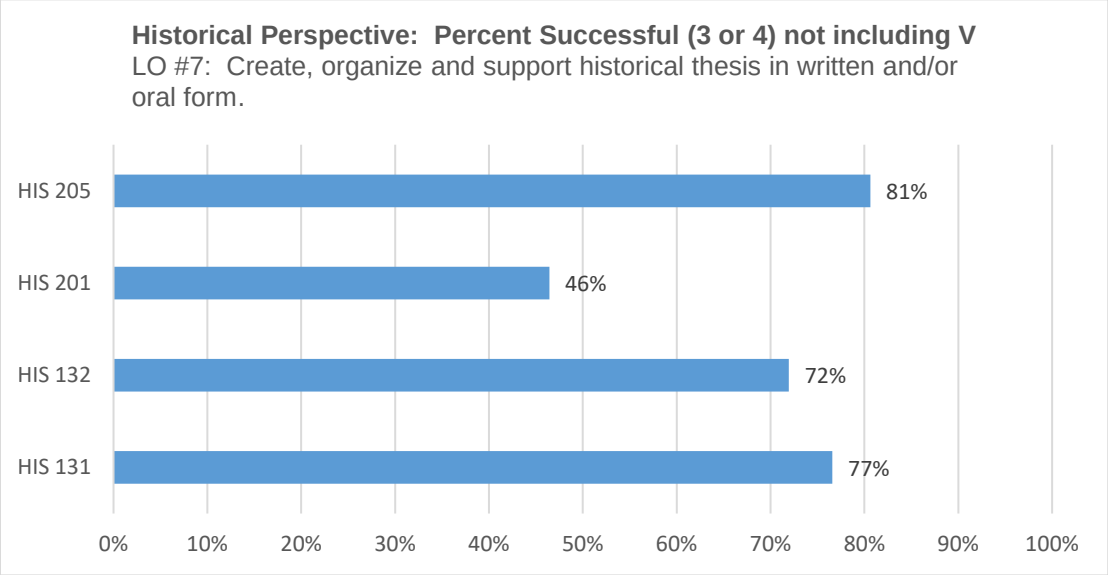
LO #5: Evaluate and analyze historical issues.



LO #6: Interpret events and actions within appropriate temporal and spatial contexts.



LO #7: Create, organize and support a historical thesis in written and/or oral form.



Intensive Writing Results for History Courses:

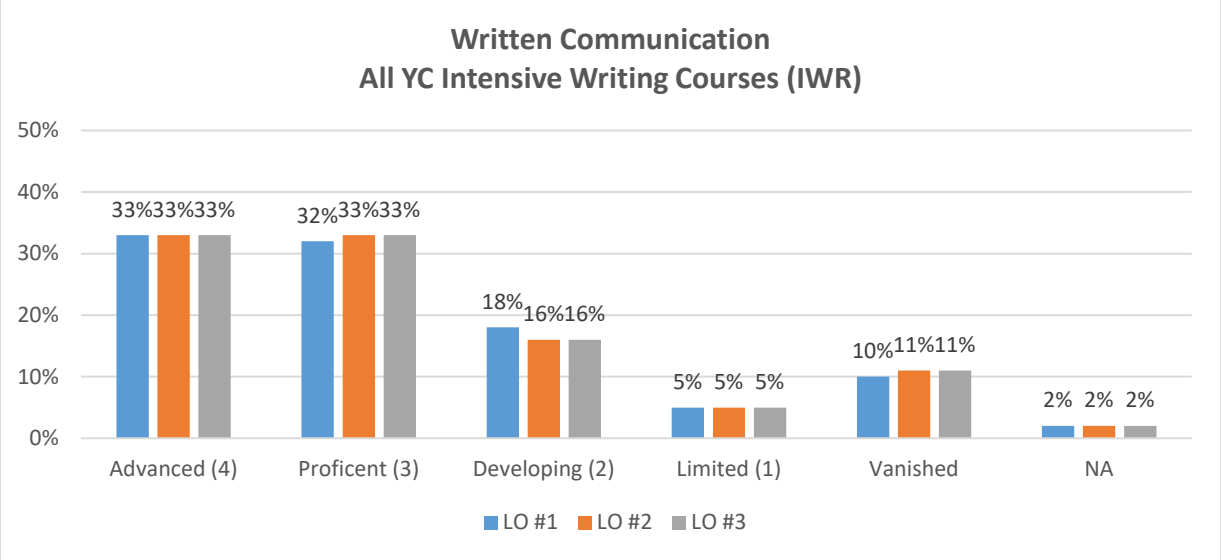
Outcomes for Written Communication:

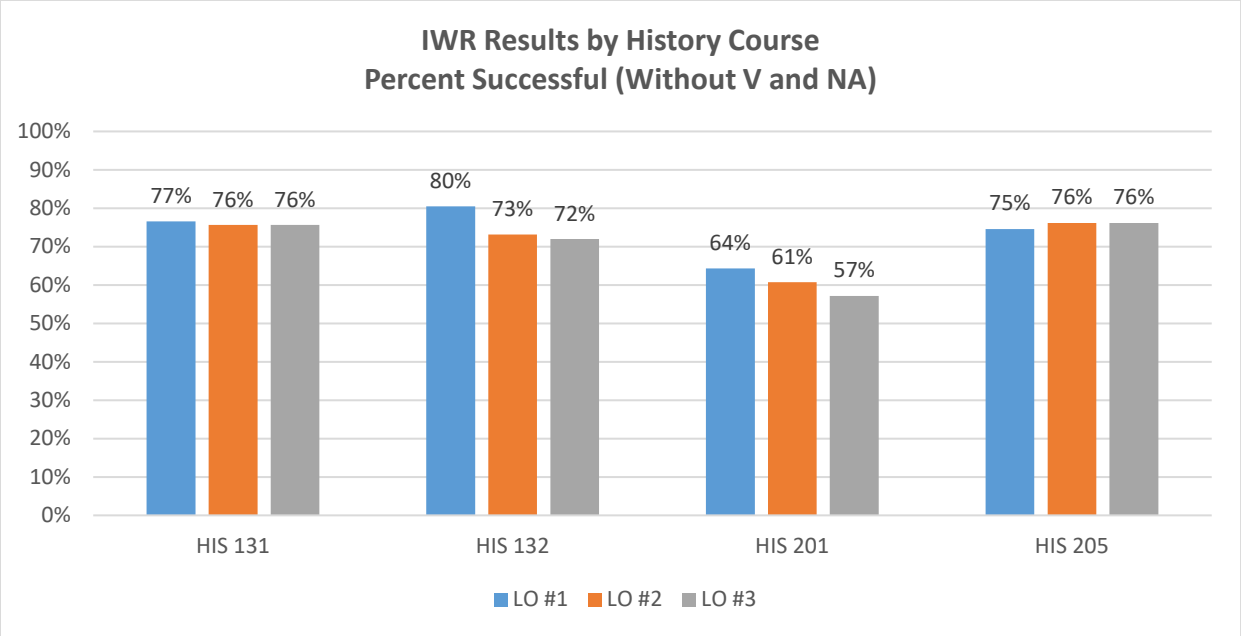
LO#1: Apply research methods and integrate, synthesize and document sources.

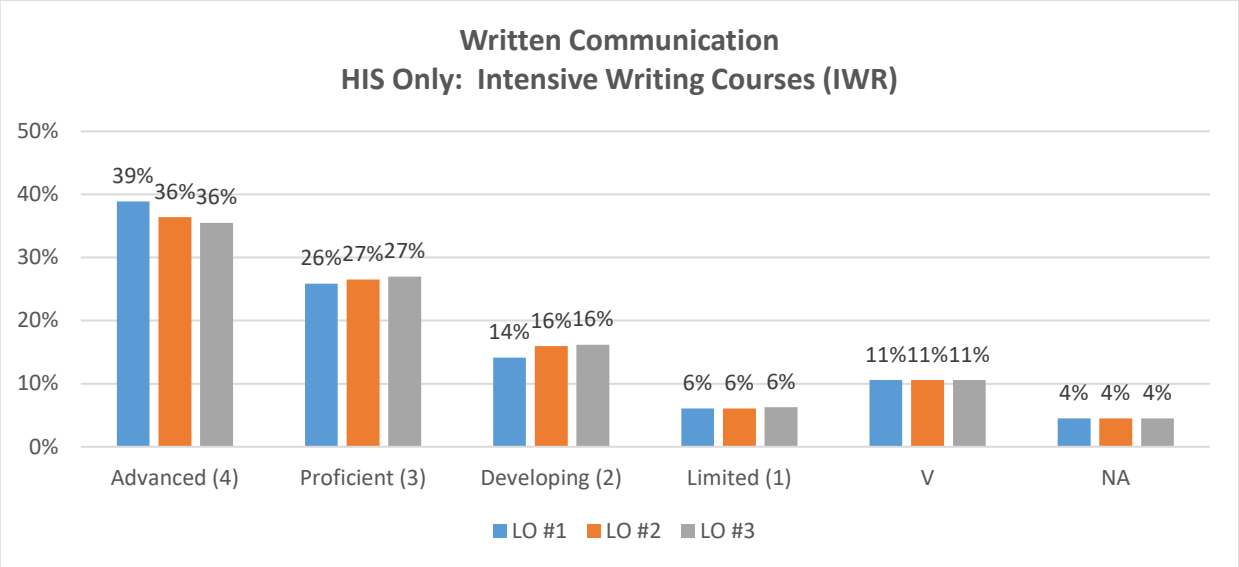
LO#2: Generate organized and logical writing that responds to the demands of a particular purpose and audience.

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

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


Written Communication
All YC Intensive Writing Courses (IWR)
50%
40%
30%
20%
10%
0%
33%33%33%
32%33%33%
18%16%16%
5% 5% 5%
10%11%11%
2% 2% 2%
Advanced (4)
Proficent (3)
Developing (2)
Limited (1)
Vanished
NA
LO #1 LO #2 LO #3


IWR Results by History Course
Percent Successful (Without V and NA)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
77% 76% 76%
80% 73% 72%
64% 61% 57%
75% 76% 76%
HIS 131
HIS 132
HIS 201
HIS 205
LO #1 LO #2 LO #3


Written Communication
HIS Only: Intensive Writing Courses (IWR)
50%
40%
30%
20%
10%
0%
39% 36% 36%
26% 27% 27%
14% 16% 16%
6% 6% 6%
11% 11% 11%
4% 4% 4%
Advanced (4)
Proficient (3)
Developing (2)
Limited (1)
V
NA
LO #1 LO #2 LO #3

AGEC Core: Historical Perspectives

GECCO Program Assessment analysis

On September 17, 2015, all faculty members of the History Department met to review the Learning Outcomes Assessment Data collected on the Historical Perspectives Learning Outcomes. Data collection began the Spring semester of 2014 and included all courses taught until Summer 2015. Additionally, as all Historical Perspective offerings are categorized as IWR, Intensive Writing Requirement courses, History Department faculty also collected data for writing requirements. The Historical Perspectives Outcomes are:

1. Evaluate historical events through different historical methods, theories and interpretations.
2. Define and utilize relevant terminology
3. Contrast common memory to historical evidence.
4. Locate, retrieve and analyze primary and secondary historical sources.
5. Evaluate and analyze historical issues.
6. Interpret events and actions within appropriate temporal and spatial contexts.
7. Create, organize and support a historical thesis in written and/or oral form.

Anomalous Data

Upon review of the data provided, the team identified an inconsistency that affected the statistical accuracy of the analysis. A phantom instructor, teaching a non-credit course, in an unspecified delivery method, to five students, altered the competency average for all learning outcomes addressed. This inexplicable anomaly was identified and noted last year.. The team and General Education Coordinator concluded this was an issue within *Banner.* The issue will be used to address future collection but cannot be corrected for this cycle.

Learning Outcomes Assessment and Curricular Adjustment

Learning Outcomes Assessment data collected during the identified temporal parameters indicate successful acquisition of the program objectives. Arizona Articulation Agreement Task Force activities required curricular modifications; therefore, the History Department modified all course offerings on the Historical Perspectives option list. Intensive writing expectations at the sophomore level were reduced from the previous requirements; however, additional required assessment activities were added to meet the discipline specific outcomes. These curricular changes were approved by the Yavapai College Curriculum Committee FA 15.

Persistence Data and Enrollment Management

What is not identified in the collection protocol is the inclusion or identification of student attrition. Persistence data evaluated by the History Department indicated slightly higher success rates in traditional face-to-face and completely online delivery methods. To address student persistence and thus success in Historical Perspective courses, a semester scheduling standard was established by the History Department faculty and academic associate dean. This standard ensures equitable delivery offerings throughout the district. Additionally, persistence data continues to be collected within the department on hybrid delivery and scheduling implications.

Intensive Writing requirements

History Department faculty also participated in the collection of learning outcome assessment data for writing communication. The faculty were not provided assessment data for their specific courses to review. The faculty agreed to meet again to discuss the results of this collection when the data is provided.