



Student Learning Outcomes Assessment

GENERAL EDUCATION ASSESSMENT

Arts and Humanities Data Report

Academic Year: 2017/2018

**Assessment data is to be used to improve instruction and modify curriculum. Assessment provides information to improve student learning, instruction, courses and programs.*

**Assessment is a faculty-driven process. Faculty and staff must be involved in the assessment process through the development of tools to assess student attainment of institutional and program outcomes developed and adopted by faculty.*

**Assessment results are aggregated. Assessment results represent Yavapai College and not individual students or faculty. Assessment results will not be used for evaluation of individual faculty, nor will results be used to make comparative judgments across departments or academic divisions*

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Date Prepared: July 20, 2017

General Education Outcomes Assessment Department Data Report Directions

Please use the following guidelines when completing your department/discipline annual outcomes assessment report (Section A).

General Education Assessment Information (Section A)

General Education Core Curriculum Outcomes (GECCO) are assessed using a common 4-point rubric and submitted through Banner each semester of the data collection period. 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 General Education courses
- All Associate of Applied Science courses (for GECCO Categories)
- 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

Arts and Humanities Report:

Data totals for F2015 – S2017

Prepared by Molly Beauchman (July 20, 2017)

District Assessment Director

Student Learning Outcomes Assessment

Arts & Humanities Learning Outcomes and Rubric

The humanities address those experiences and ideas that explore what it means to be human. Students can fulfill the Arts and Humanities AGEC requirement by taking courses in a variety of disciplines; including music, theater, philosophy, religion, literature or the general humanities; but in every case they will wrestle with the fundamental questions of the human condition. In the fall of 2012, the learning outcomes for the AGEC Arts and Humanities category were revised. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012:

LO #1: Classify concepts and/or artifacts within their historical and/or stylistic contexts.

LO #2: Analyze influences such as historical, political, economic, social, cultural, spiritual, environmental and other factors as they affect the development of arts and humanities.

LO #3: Define and use key terms within the appropriate discipline.

LO #4: Formulate and support scholarly and reasonable positions that exhibit intellectual curiosity on issues relevant to the specific discipline.

LO #5: Identify, compare and critique major contributors and contributions to the arts and humanities.

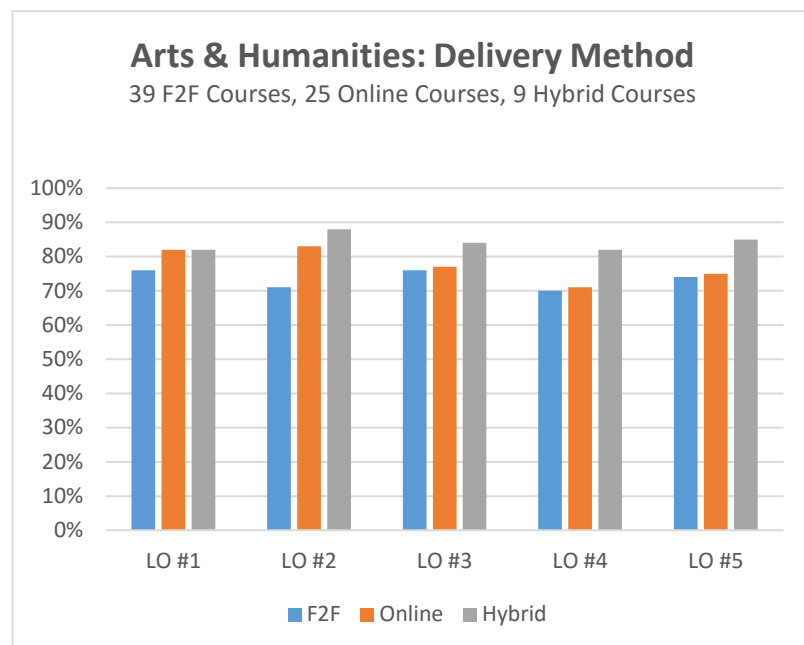
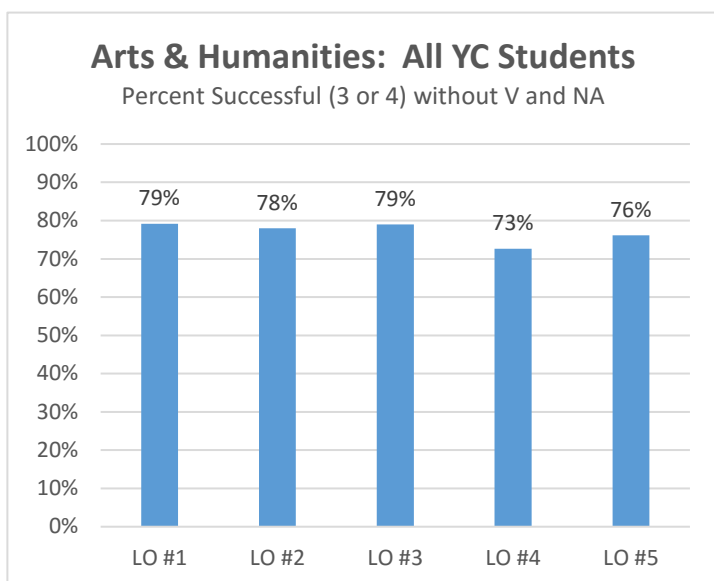
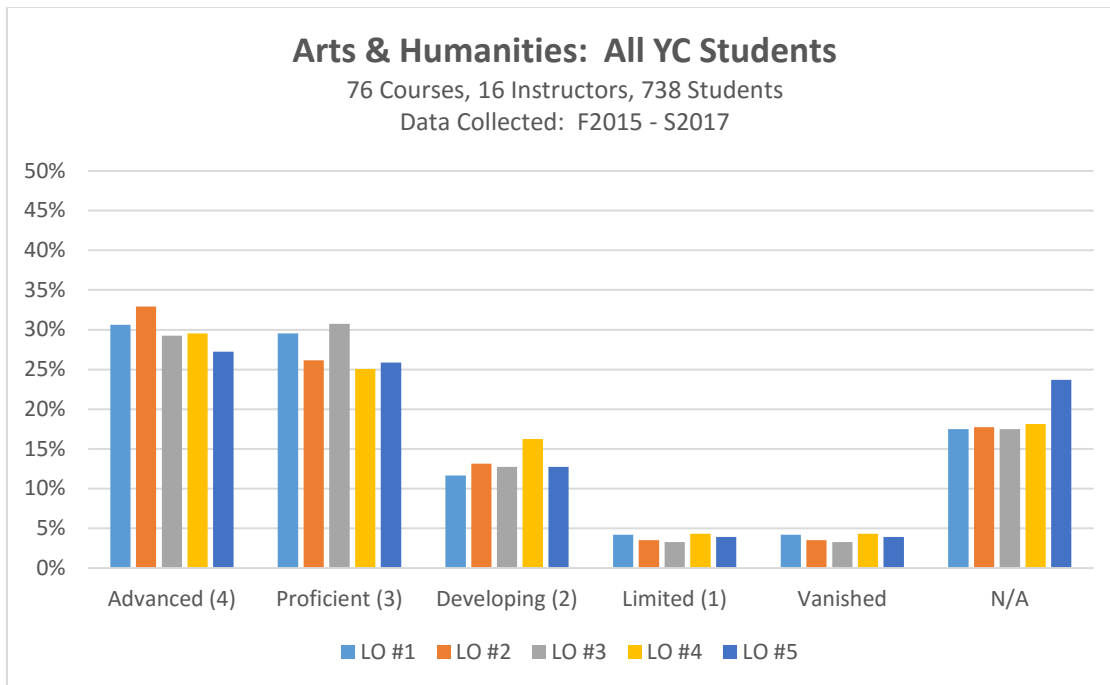
| | Advanced Proficiency (4) | Proficiency (3) | Developing Proficiency (2) | Limited/ No Proficiency (1) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| LO #1 Classify concepts and/or artifacts within their historical and/or stylistic contexts. | Displays a nuanced comprehension of the interplay between concepts and artifacts, and their historical and/or historical contexts. | Identifies relevant artifacts and concepts, and accurately locates concepts or artifacts within their historical and/or stylistic contexts. | Identifies some relevant artifacts and concepts, and had limited success in placing them within their historical and/or stylistic contexts. | Can't or does not reference relevant concepts or artifacts or identify stylistic or historical contexts. |
| LO #2 Analyze influences such as historical, political, economic, social, cultural, spiritual, environmental and other factors as they affect the development of arts and humanities. | Incorporates unexplained and or innovative examples of how arts and humanities is influenced by historical, political, economic, social, cultural, spiritual, environmental and other factors. | Incorporates examples of how arts and humanities is influenced by historical, political, economic, social, cultural, spiritual, environmental and other factors. | Demonstrates lack of understanding and/or limited scope of how arts and humanities is influenced by historical, political, economic, social, cultural, spiritual, environmental and other factors. | |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>LO#3 Define and use key terms within the appropriate discipline.</p> | <p>Skillfully defines discipline-specific key terms and uses them with nuance.</p> | <p>Consistently defines and uses discipline-specific key terms.</p> | <p>Displays limited accuracy in defining and using appropriate discipline-specific key terms.</p> | <p>Either does not recognize or misidentifies larger influences on the development of arts and humanities.</p> |
| <p>LO #4 Formulate and support scholarly and reasonable positions that exhibit intellectual curiosity on issues relevant to the specific discipline.</p> | <p>Constructs a coherent, reasonable and innovative argument supported by scholarly resources.</p> | <p>Constructs a coherent and reasonable argument supported by scholarly sources</p> | <p>Constructs a weak argument supported by limited (in number or quality) sources.</p> | <p>Does not construct a coherent, reasonable argument supported by scholarly resources.</p> |
| <p>LO #5 Identify, compare and critique major contributors and contributions to the arts and humanities.</p> | <p>Skillfully identifies and compares major contributors and contributions to the Arts and Humanities</p> | <p>Consistently identifies, compares, and critiques major contributors and contributions to the arts and humanities.</p> | <p>Sometimes identifies, compares, and critiques major contributors and contributions to the arts and humanities</p> | <p>Does not identify, compare or critique major contributors and contributions to the arts and humanities.</p> |

Data Displays Start on the Next Page

Arts & Humanities Results for all Yavapai College students:

| | Advanced (4) | Proficient (3) | Developing (2) | Limited (1) | Vanished | N/A |
|-------|--------------|----------------|----------------|-------------|----------|-----|
| LO #1 | 226 | 218 | 86 | 31 | 31 | 129 |
| LO #2 | 243 | 193 | 97 | 26 | 26 | 131 |
| LO #3 | 216 | 227 | 94 | 24 | 24 | 129 |
| LO #4 | 218 | 185 | 120 | 32 | 32 | 134 |
| LO #5 | 201 | 191 | 94 | 29 | 29 | 175 |

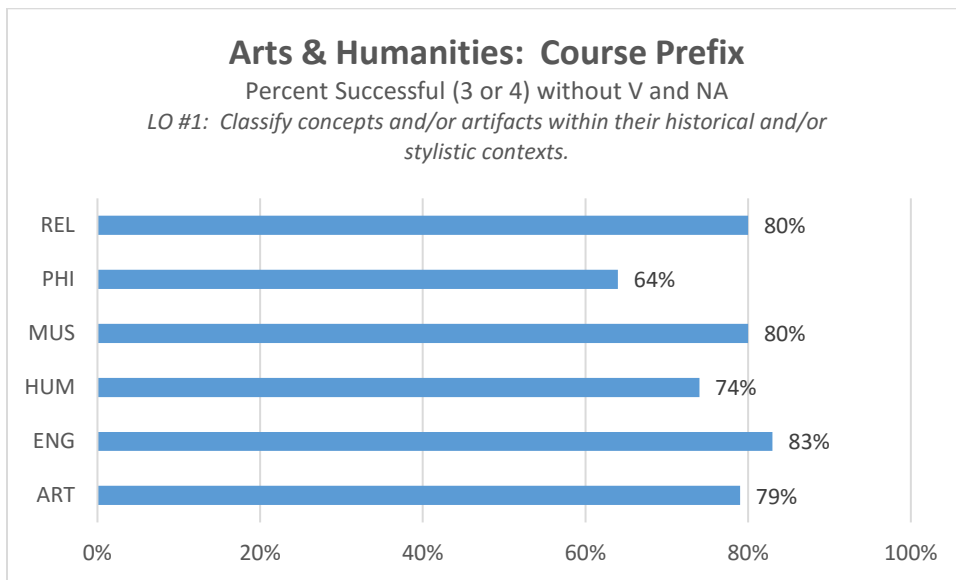


Arts & Humanities by Course Prefix:

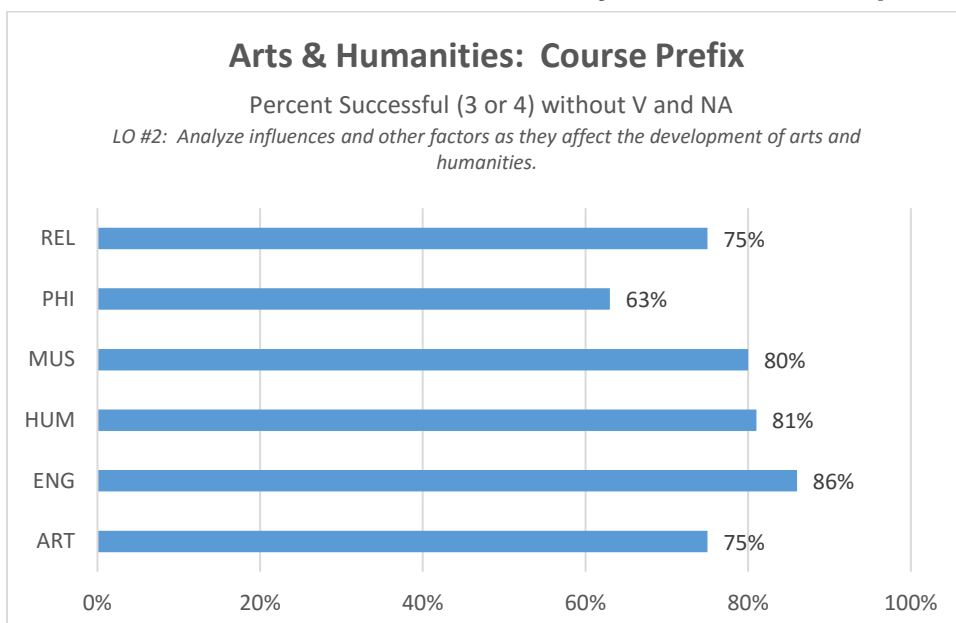
(SPA not included, only one section assessed 10 students)

| Course Prefix | Courses | Instructors | Students |
|---------------|---------|-------------|----------|
| ART | 21 | 2 | 209 |
| ENG | 10 | 3 | 94 |
| HUM | 12 | 2 | 119 |
| MUS | 10 | 4 | 86 |
| PHI | 10 | 3 | 100 |
| REL | 12 | 4 | 120 |

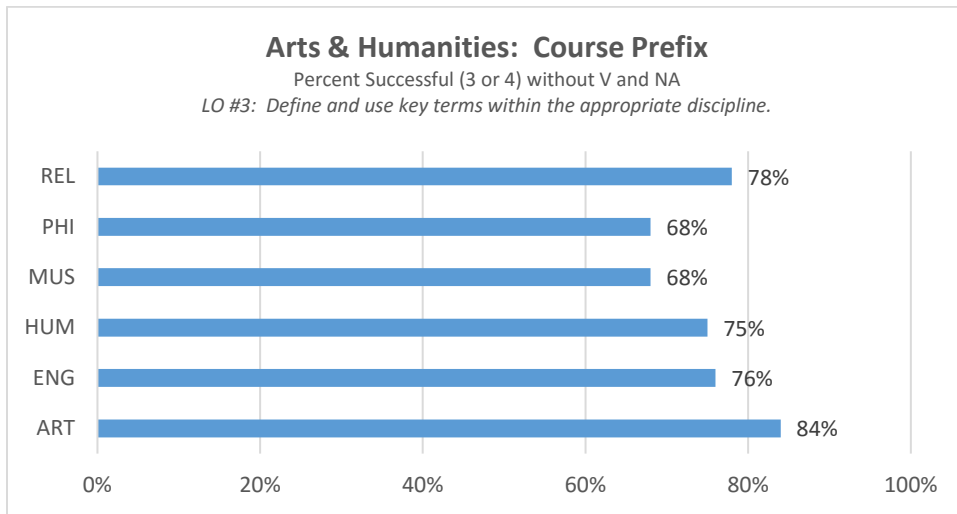
LO #1: Classify concepts and/or artifacts within their historical and/or stylistic contexts.



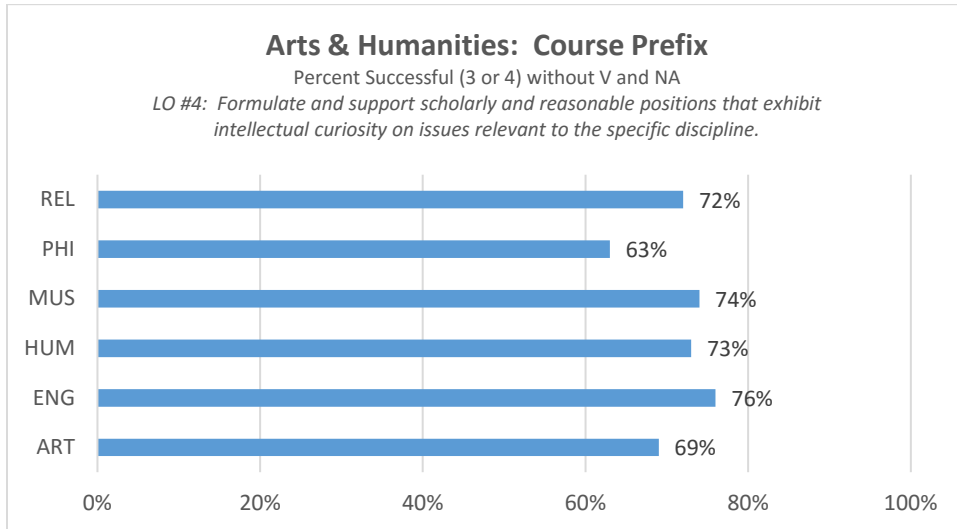
LO #2: Analyze influences such as historical, political, economic, social, cultural, spiritual, environmental and other factors as they affect the development of arts and humanities.



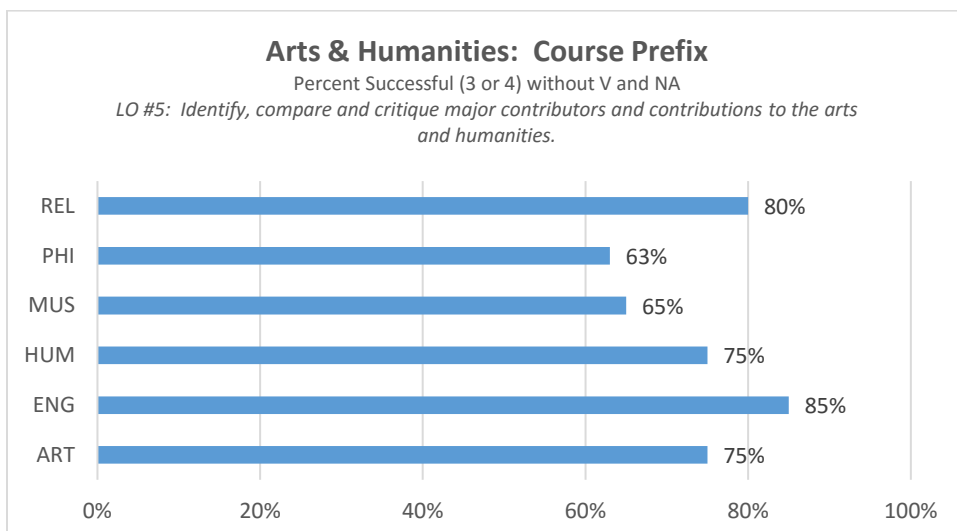
LO #3: Define and use key terms within the appropriate discipline.



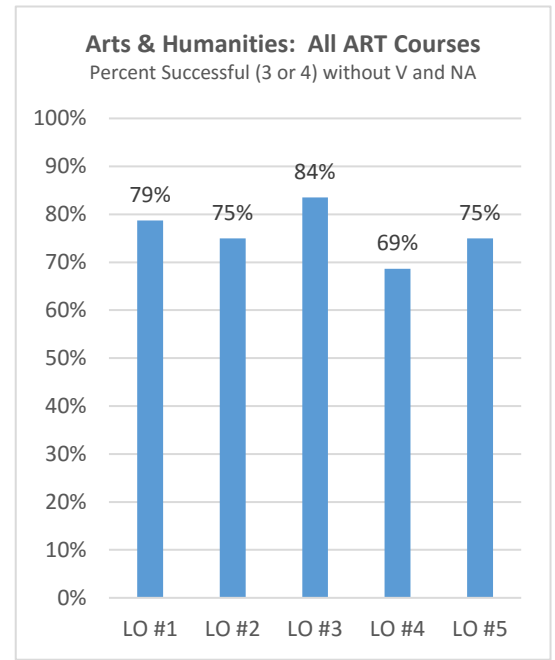
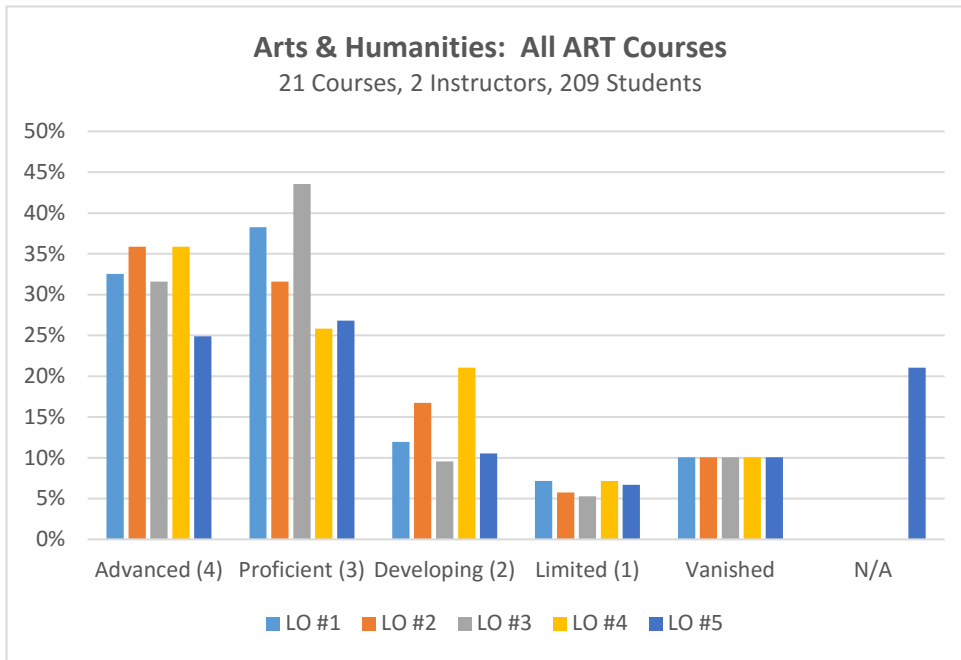
LO #4: Formulate and support scholarly and reasonable positions that exhibit intellectual curiosity on issues relevant to the specific discipline.



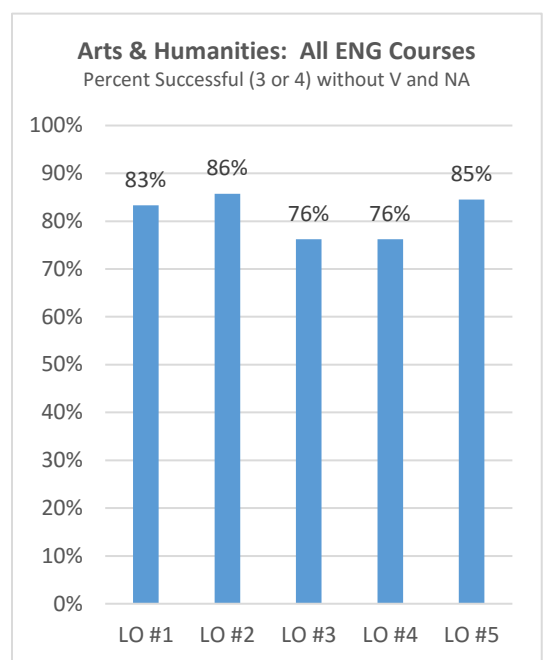
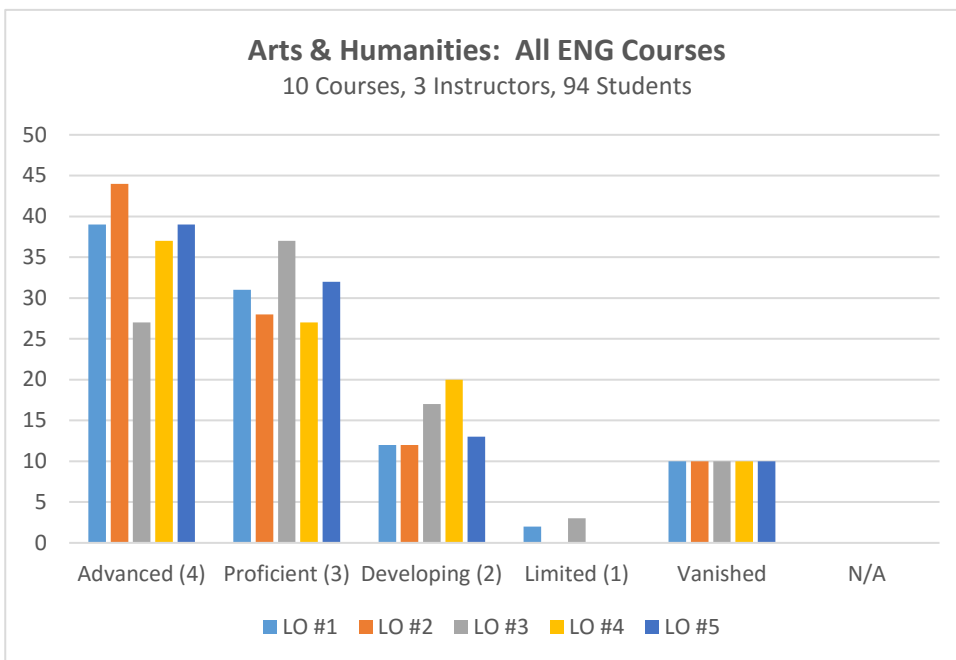
LO #5: Identify, compare and critique major contributors and contributions to the arts and humanities.



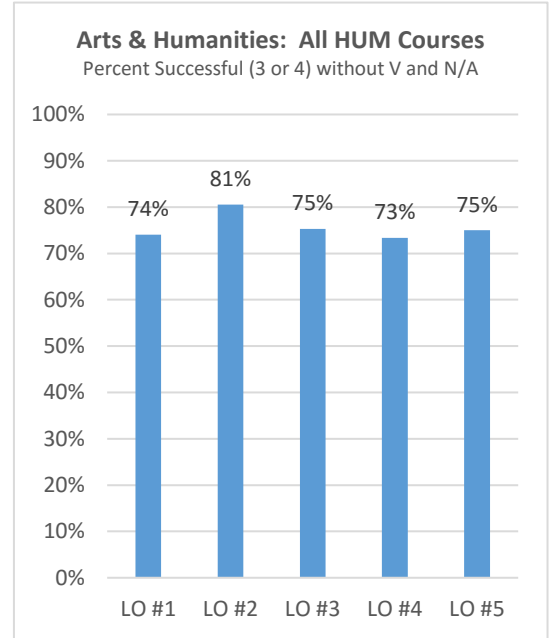
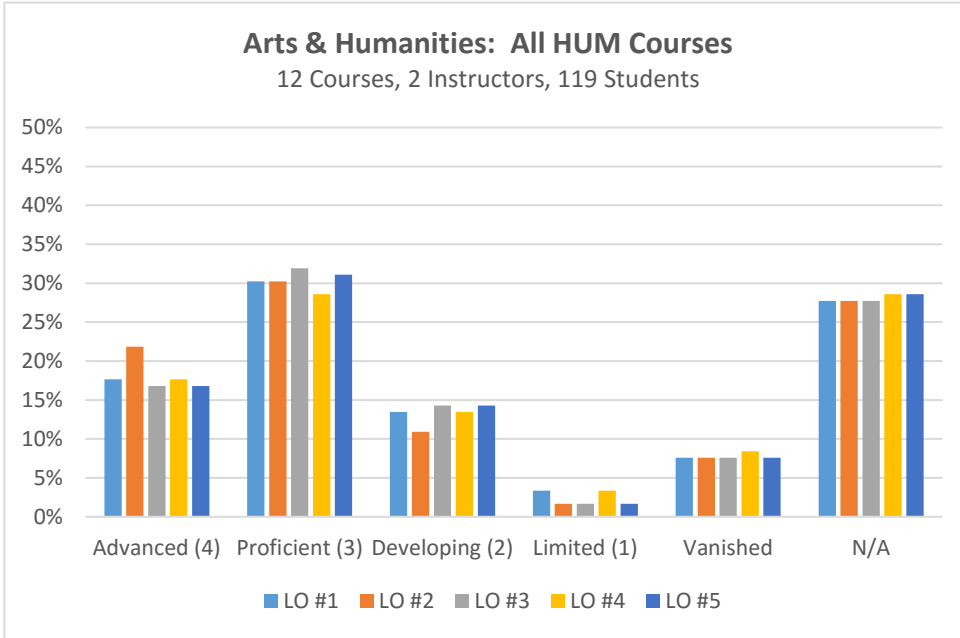
Arts & Humanities: All ART Courses (ART 200, ART 201)



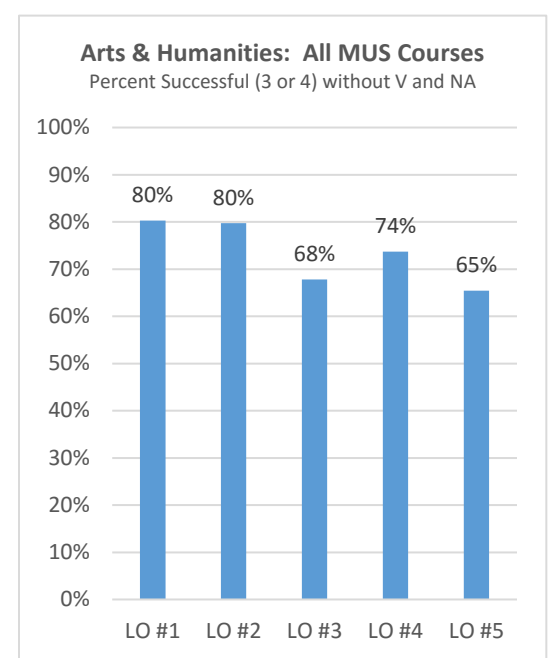
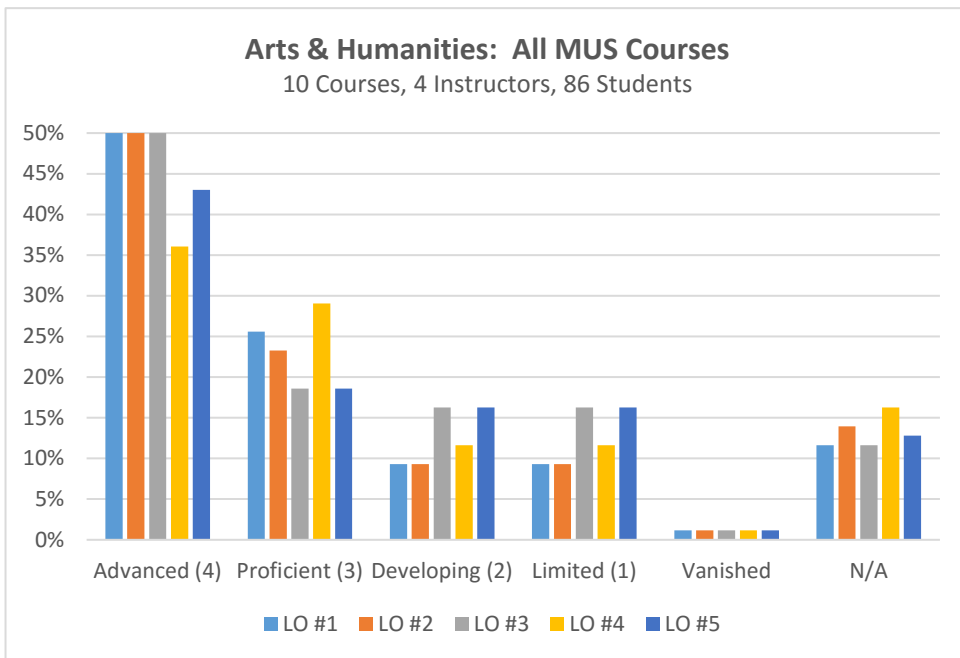
Arts & Humanities: All ENG Courses (ENG 211, ENG212, ENG217, ENG240, ENG241)



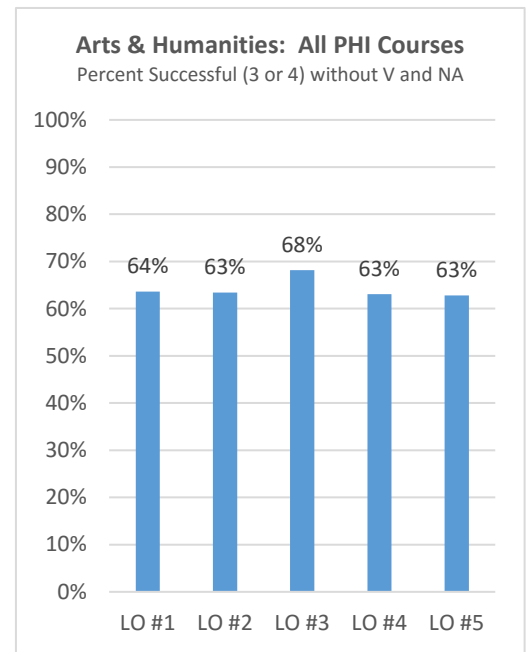
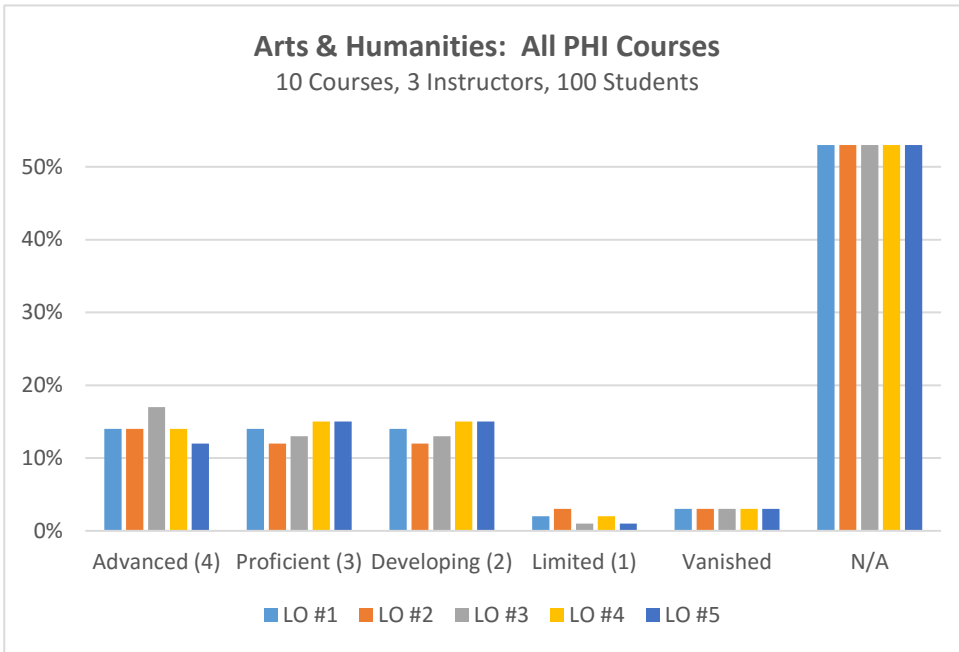
Arts & Humanities: All HUM Courses (HUM202, HUM205, HUM236, HUM243, HUM248, HUM260)



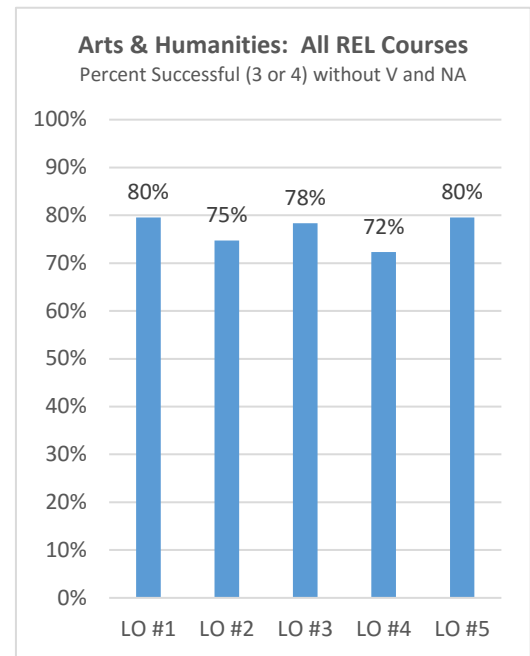
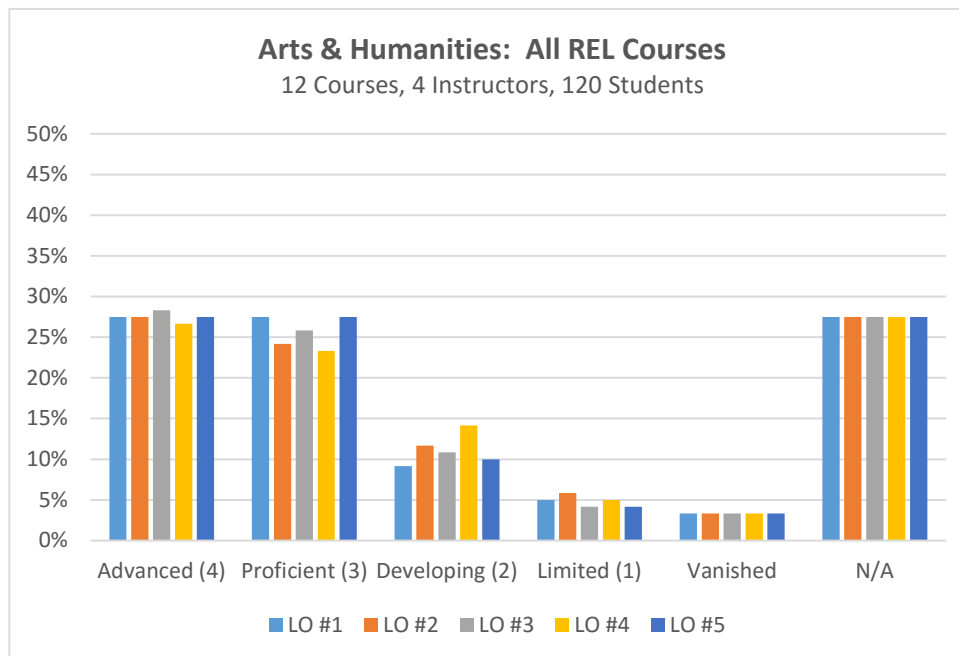
Arts & Humanities: All MUS Courses (MUS240, MUS245)



Arts & Humanities: All PHI Courses (PHI101, PHI122)



Arts & Humanities: All REL Courses (REL201, REL203, REL273)



Arts & Humanities: Intensive Writing Results

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. | <ol style="list-style-type: none"> 1. Skillfully integrates, synthesizes, and documents sources. 2. Uses the most appropriate research sources. | <ol style="list-style-type: none"> 1. Adequately documents sources. 2. Integrates and synthesizes appropriate sources. | <ol style="list-style-type: none"> 1. Identifies, but does not synthesize, sources. 2. Attempts to identify, use and document appropriate sources. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1. Exhibits strong awareness of audience and purpose. 2. Exhibits purposeful organization. 3. Displays high level/ sophisticated reasoning. | <ol style="list-style-type: none"> 1. Exhibits awareness of audience and purpose. 2. Exhibits adequate organization 3. Displays reasoning. | <ol style="list-style-type: none"> 1. Exhibits some awareness of purpose and/or audience. 2. Exhibits minimal organization. 3. Displays minimal reasoning. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1. Uses language precisely/skillfully 2. Has few or no errors | <ol style="list-style-type: none"> 1. Uses language effectively. 2. Has some errors that do not interfere with communication. | <ol style="list-style-type: none"> 1. Attempts to use language effectively. 2. Has some errors that interfere with communication. | <ol style="list-style-type: none"> 1. Uses language ineffectively. 2. Contains errors that preclude communication. |

Arts & Humanities: Intensive Writing Courses (that submitted Written Communication Data)

| Prefix | Courses | Courses | Students |
|--------|--------------------------------------------|---------|----------|
| YC | All YC IWR Courses | 152 | 1406 |
| ART | ART 200, 201, 202 | 23 | 222 |
| ENG | ENG 217, 219, 237, 240, 241, 242 | 18 | 175 |
| HUM | HUM 202, 205, 236, 241, 242, 243, 248, 250 | 22 | 204 |
| MUS | MUS 240, 245 | 18 | 178 |
| REL | REL 201, 203, 273 | 16 | 160 |

NOTE: THR not included – only 22 students

NOTE: PHI not included – selected NA for majority of students

