



Student Learning Outcomes Assessment

AGEC Report

Behavioral Science

Data Report:

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

Analysis of Data Completed:

Behavioral Science Department (Mark Shelley, Nichole Stubbe)
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

Behavioral Science Report:

Data totals for F2014 – Su2016

Prepared by Molly Beauchman (March 29, 2017)

District Assessment Director

Behavioral Science

Regardless of students' career or life choices, they will have to deal with the complexities of life and the societies in which they live, and how best to respond to human needs, both their own and those of others. Therefore the state mandates that all students earning an AGEC certificate or transfer degree take at least six credits in the Social and Behavioral Sciences. Yavapai College has further refined this requirement, requiring three credits in a Behavioral Science and three in a Social Science. Students can fulfill these requirements by taking courses in a variety of disciplines; including psychology, gerontology, education, geography, anthropology, sociology, political science or economics. In the fall of 2012, the learning outcomes for the AGEC Social Sciences and Behavioral Sciences categories were revised. The following was included in the new General Education Values and Outcomes approved by the Curriculum committee in December 2012:

LO #1: Assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.

LO #2: Explain the basic research methods in the behavioral sciences.

LO #3: Utilize the scientific approach to solve problems related to behavioral sciences.

LO #4: Define principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.

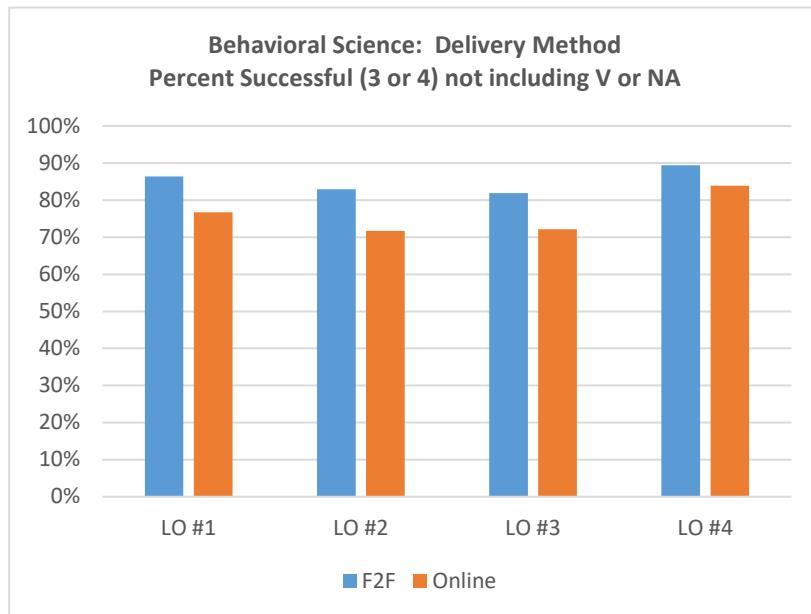
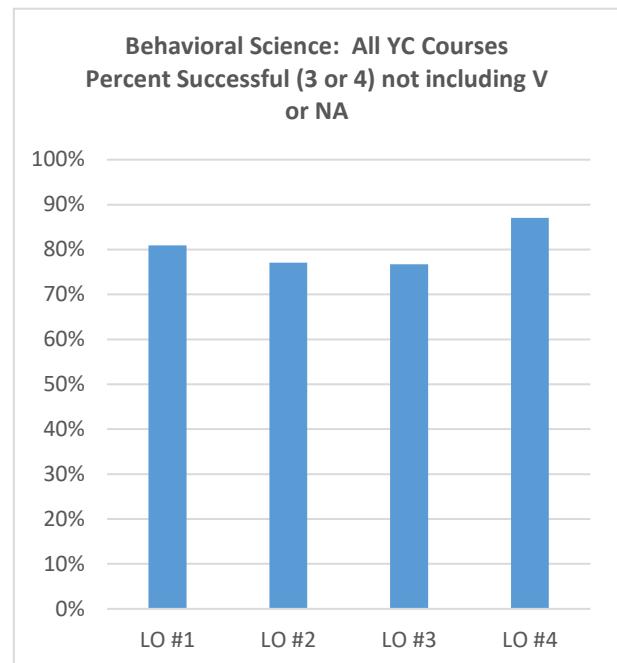
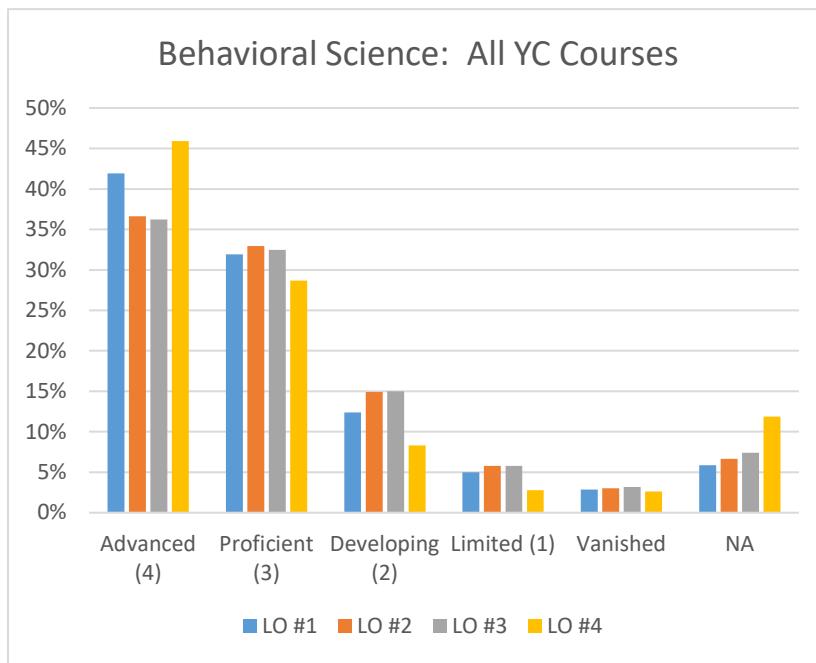
	Advanced Proficiency (4)	Proficiency (3)	Developing Proficiency (2)	Limited/ No Proficiency (1)
LO #1 Assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.	Evaluate most major concepts, perspectives and / or empirical findings and historical trends.	Identify and distinguish some major concepts, perspectives and / or empirical findings and historical trends.	Limited ability to identify and distinguish major concepts, perspectives and / or empirical findings and historical trend.	Unable to identify major concepts, perspectives and / or empirical findings and historical trends.
LO #2 Understand the basic research methods in the behavioral sciences.	Explain the application of basic research methods in the behavioral sciences.	Explain basic research methods in the behavioral sciences.	Identify basic research methods in the behavioral sciences.	Unable to identify basic research methods in the behavioral sciences.
LO #3 Utilize the scientific approach to solve problems related to behavioral sciences.	Frequently demonstrates critical and / or creative thinking to solve problems related to behavioral sciences.	Some critical and / or creative thinking to solve problems related to behavioral sciences.	Limited critical and / or creative thinking to solve problems related to behavioral sciences.	Absence of critical and / or creative thinking to solve problems related to behavioral sciences.
LO #4 Define principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.	Elaborate on definitions of principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.	Provide basic definition of principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.	Provide partial definition of principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.	Unable to provide basic definition of principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.

1: Behavioral Science Results for all Yavapai College students:

LO #1, LO #2, LO #3 (F2014-S2016)	
Number of Sections	130
Number of Instructors	17
Number of Students	1259

LO #4 (F2015-S2016)	
Number of Sections	64
Number of Instructors	15
Number of Students	614

	Advanced (4)	Proficient (3)	Developing (2)	Limited (1)	Vanished	NA
LO #1	528	402	156	63	36	74
LO #2	461	415	188	73	38	84
LO #3	456	409	189	73	40	93
LO #4	282	176	51	17	16	73



51% of Courses Taught Face-to-Face

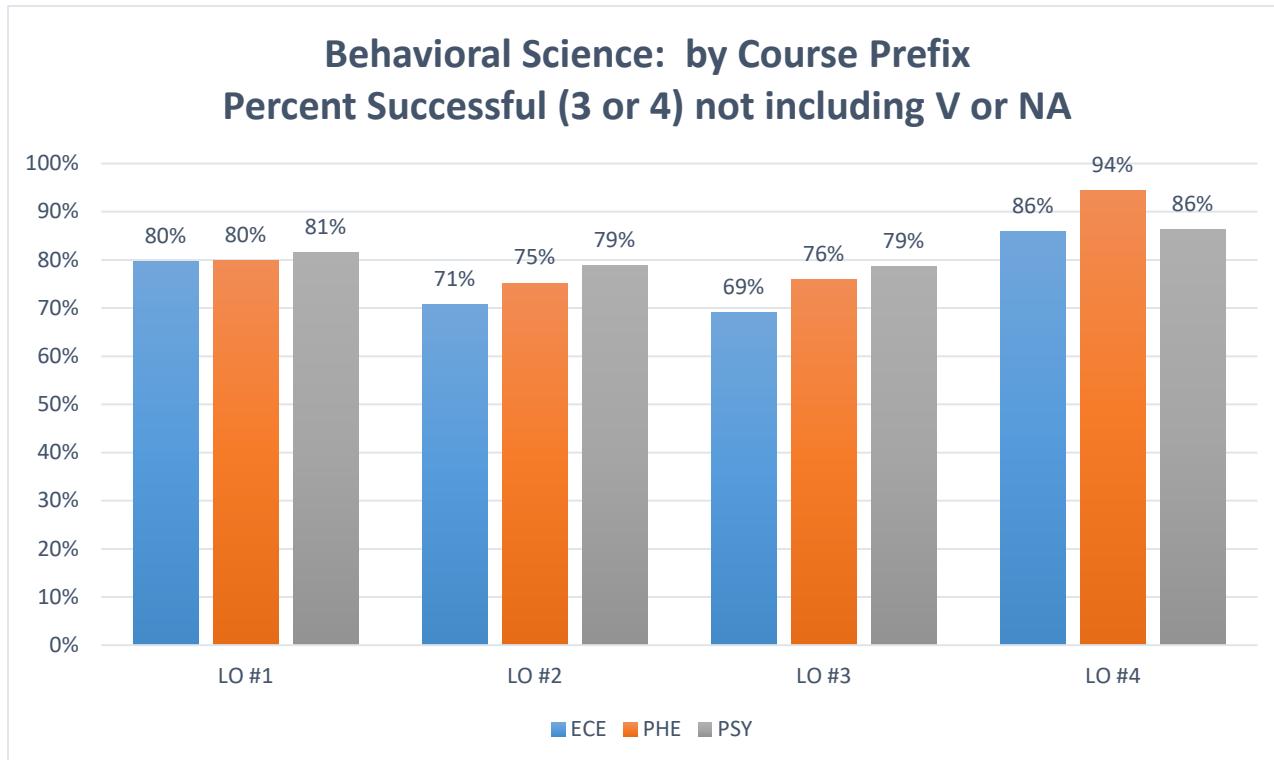
49% of Courses Taught Online

2: Behavioral Science by Course Prefix:

Yavapai Courses that Satisfy the General Education Behavioral Science Requirement:

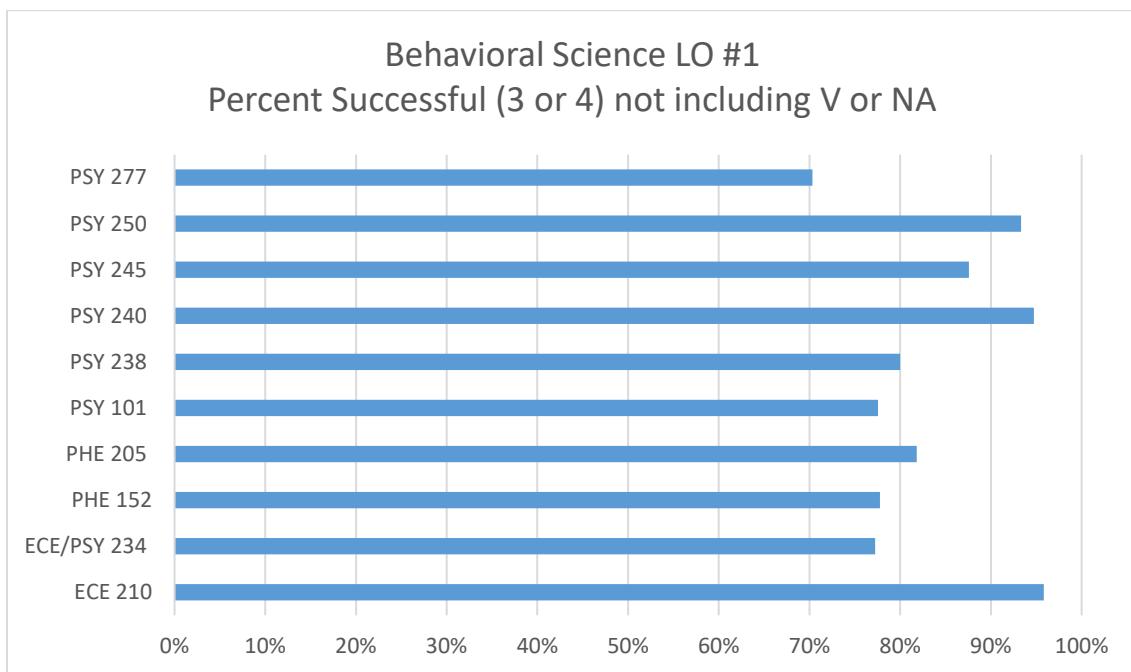
Early Childhood Education	Physical Education	Psychology
ECE 210 Infant and Toddler Development	PHE 152 Personal Health & Wellness	PSY 101 Introductory Psychology
ECE/PSY 234 Child Development	PHE 205 Stress Management	PSY 240 Personality Development
		PSY 245 Human Growth and Development
		PSY 250 Social Psychology
		PSY 277 Human Sexuality

Course Prefix	Courses	Students
Early Childhood Education (ECE)	23	205
Physical Education (PHE)	14	139
Psychology (PSY)	93	915

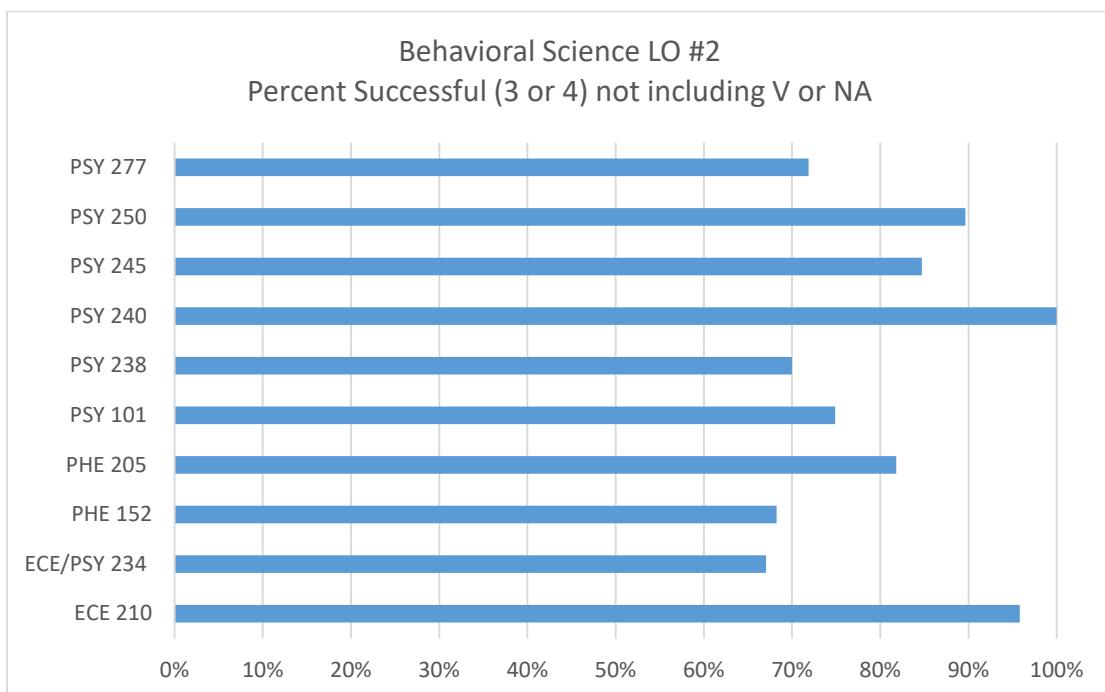


3: Behavioral Science: Each Learning Outcome by Course

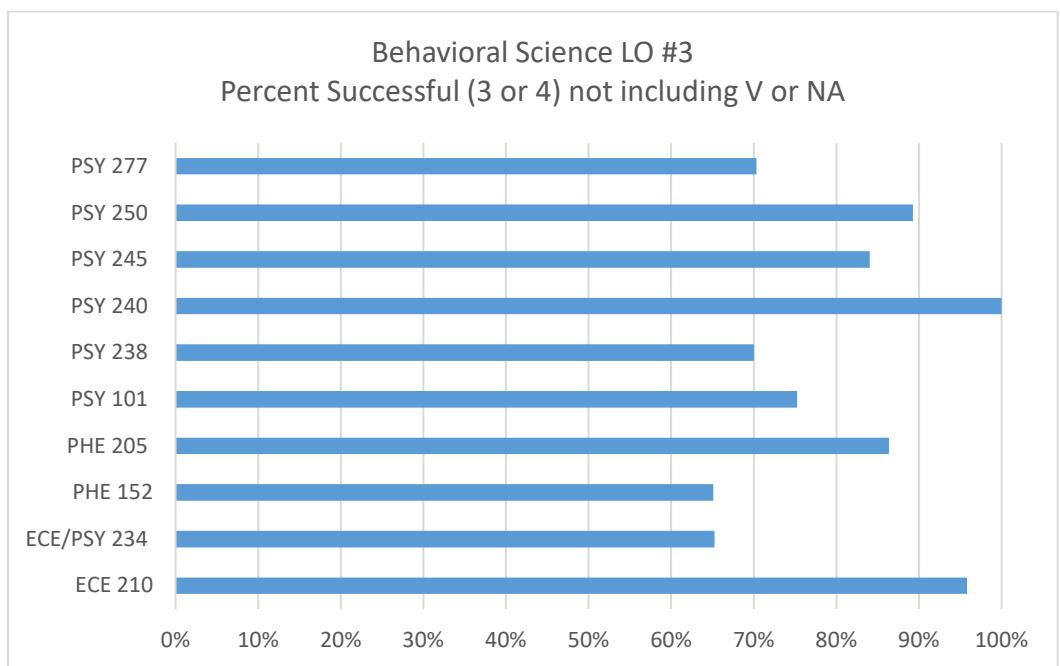
LO #1: Assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.



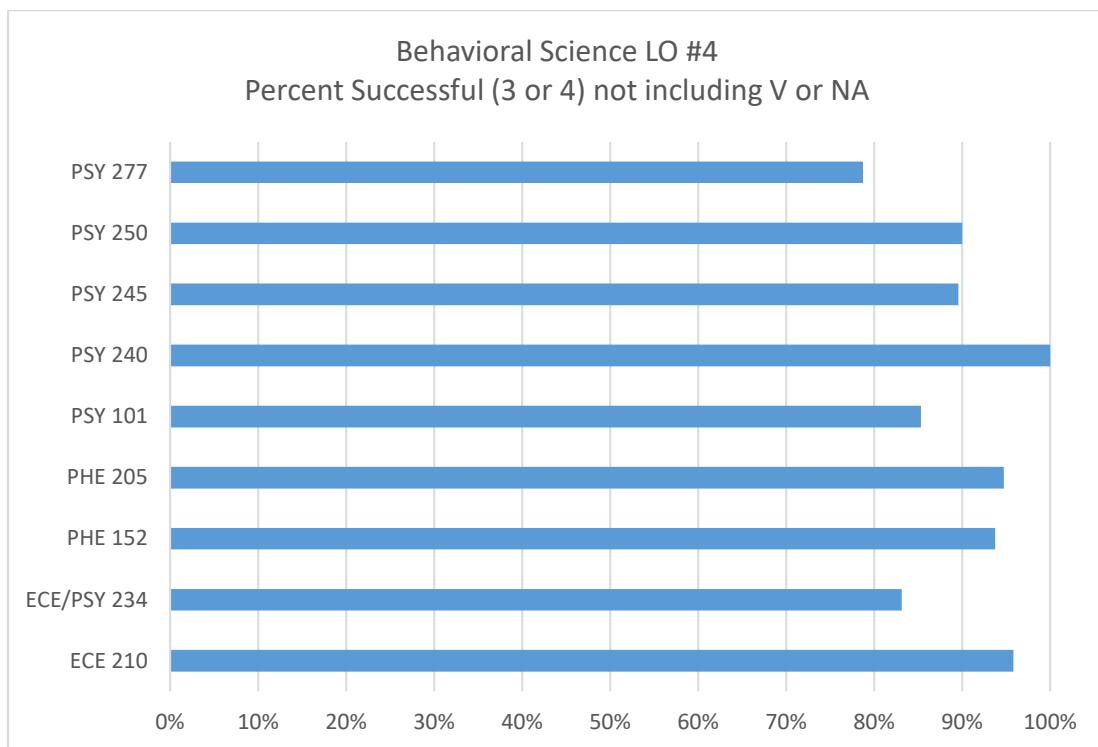
LO #2: Explain the basic research methods in the behavioral sciences.



LO #3: Utilize the scientific approach to solve problems related to behavioral sciences.



LO #4: Define principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.



Report Year	2016/2017 (submitted September 2017)
Academic Department/Discipline	Behavioral Science
Contact Person (include email)	Mark.Shelley@yc.edu Nichole.Stubbe@yc.edu
Date Submitted Email Completed Report to: Molly.Beauchman@yc.edu (Assessment Director)	

Section A: General Education Outcomes Assessment: If your department/discipline participated in General Education assessment, please provide a summary of your General Education outcomes assessment activities this year along with results and any recommended actions/changes.

Behavioral Science: Year 3 Return (2016/2017) Year 4 Revise (2017/2018)

General Education Category	Learning Outcome(s) Assessed (copy and paste each outcome from the Gen Ed website)	What assessment measure(s) was used? (Course assignment, survey, test, etc.)	Findings and recommended actions based on assessment data.	Resources or support needed.
Behavioral Science	LO #1: Assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.	Course assignments, tests, written assignments, discussion boards, oral / visual presentations.	74% of the students were successful (received 3's & 4's). No actions needed at this time.	N/A at this time.
Behavioral Science	LO #2: Explain the basic research methods in the behavioral sciences.	Course assignments, tests, written assignments, discussion boards, oral / visual presentations.	70% of the students were successful (received 3's & 4's). No actions needed at this time.	N/A at this time.
Behavioral Science	LO #3: Utilize the scientific approach to solve problems related to behavioral sciences.	Course assignments, tests, written assignments, discussion boards, oral / visual presentations.	68% of the students were successful (received 3's & 4's). No actions needed at this time.	N/A at this time.
Behavioral Science	LO #4: Define principles and terminology in the behavioral sciences to understand problems related to behavior and mental processes.	Course assignments, tests, written assignments, discussion boards, oral / visual presentations.	75% of the students were successful (received 3's & 4's). No actions needed at this time.	N/A at this time.

Review of Assessment Processes and Tools for General Education Assessment

*Any changes to the General Education Outcomes and/or rubric must be submitted to the Curriculum Committee on or before the October deadline during Year 4 (Revision) of General Education Cycle.

Assessment Process or Tool	Strengths and/or Weaknesses	*Changes Made (if any)
General Education Behavioral Science Learning Outcomes	Simple to use	Change of action words to update measure to be in line with Bloom's Taxonomy.

Summary of Section A: Please write a paragraph summarizing the findings, recommended actions and resources needed for the General Education Outcomes Report.

Page 2:

Overall, all courses assessed with the Behavioral Science, General Education Learning Outcomes had a successful student rate (receiving 3's & 4's) above our agreed upon acceptable rate at or above 2/3 (67%). When looking at the comparison between face-to-face (F2F) and online offerings, it appears that the F2F had a slightly higher overall success rates, however, all delivery methods reported successful students above the 2/3 rate.

Page 3:

Students within the ECE, PHE and PSY courses had success above the 2/3 mark across all 4 learning outcomes.

Pages 4 & 5:

Across courses, Learning Outcomes #1 & #4 seem to have slightly higher success rates than Learning Outcomes #2 & #3. Learning Outcomes #2 & #3 deal with research methods and scientific inquiry. None of these courses have a "science" pre-requisite, so it may seem logical for students to be in the process of perfecting this knowledge and skill set. However, all seem to meet or exceed the agreed upon success level of 67%.

Additional Activities or Initiatives that Support Student Learning and Success, Retention, or Recruitment. Please include other activities or initiatives within the department or discipline that support student learning and success.

Instructors within the Behavioral Sciences are always encouraged to contact struggling students throughout the semester. No official data has been collected and no additional resources are needed at this time.