

STUDENT LEARNING OUTCOMES ANNUAL ASSESSMENT REPORT

Fall 2014-Spring 2015

I. Title of academic program/department/general education area:

This academic year, the Assessment Committee was able to conduct three institutional assessments (Natural Science (NSIA), Humanities and Fine Art (HFA), and Writing Across the Curriculum (WAC)). Additionally, the Committee has been collecting, albeit slowly, program review documents and course level assessment artifacts.

- Fall 2014: NSIA
- Spring 2015: WAC, Humanities and Fine Arts
- Fall 2014-Spring 2015: Department/Program Assessment Progress Reports (Addiction Studies, Child Development, CIS, Library, Media Communications, Culinary)
- Fall 2014: Course-level Assessment (CIS 120, Afro Am 101, English 101, Chem 121??)
- Spring 2015: Course-level Assessment (Psych 201, Math 118, Bio 121, Speech 101, Bio 114, CIS 120, CIS 101, English 101)

II. List of student learning outcomes that were assessed

Refer to appendices A, B, C

In addition to the assessment of specific general education outcomes, the Committee also collected some course-level assessment information. The student learning outcome being assessed in those individual courses were determined by teaching faculty member. On the form itself, faculty identified the SLO being assessed. See sample of form in Appendix D.

III. What evidence/data was gathered to assess the learning outcome(s)?

- Students who participated in NSIA completed a paper-based assessment divided into four parts with a total of 15 multiple-choice questions. Students also completed a demographic data sheet and were provided scratch paper. Questions ranged from defining terms to problem solving.
- WAC collected writing samples that were scored using a holistic rubric revised from previous WAC project (Spring 2014)
- HFA developed a Powerpoint slide show of questions related to Humanities, Music, Art, Theater, and Philosophy. There was a total of 23 multiple-choice questions and a final short essay writing prompt.
- Four course level assessments were submitted for both fall and spring (Biology 121, CIS 120, Child Development 109, and Afro-American Studies 101)
- Three Program/Department Progress Reports were submitted from the following departments: Library, Social Services, and Child Development
- Academic Assessment Subcommittee has developed a rubric to score student learning outcomes. It will be used to assess outcomes on faculty syllabi. It is currently in draft form but will be completed by end of Spring 2015 semester
- Co-curricular Assessment Subcommittee has held several meetings to develop outcomes and mission statements for the following departments: Advising, Financial Aid, Business, Academic Support Services, Career and Placement (College to Career Program), Student Activities, One Million Degree Program, Disability Access Center, and Transfer Center

IV. How, when, and by whom was evidence gathered, and how it was analyzed?

NSIA

The Natural Science Inquiry Assessment was conducted in Fall 2014. It comprised of twenty multiple-choice questions related to disciplines within physical science and biology. Questions ranged from explaining concepts, facts, and definitions needed to understand and implement the scientific method in the natural sciences to analyzing and interpreting scientific results that are presented in verbal, graphic and/or tabular. The instrument was developed after reviewing and editing general education outcomes for natural science. Members of both biology and physical science edited the outcomes as well as developed the instrument.

All courses in chemistry, biology, physical science and math (118 or higher) participated as well as a smaller sample of general education courses and was administered in paper format over a three week period leading up to midterm exams.

The data has been analyzed by the institutional researcher, Robert Rollings, and preliminary results indicate that about 1,370 students participated in this assessment. Additionally, students appeared to do well in basic science reading and comprehension skills, but struggled with analyzing and in math skills. However, Robert Rollings pointed out that as students progressed through analytical problems, students performed better. The Committee hopes to provide a more exact report for Fall Faculty Development Week meeting. [See Appendix E for additional data results from this project].

WAC

This will be the fourth cycle of Writing Across the Curriculum conducted at Kennedy-King College since it became the institution's Higher Learning Commission Academy Project in 2011. For this particular cycle, roughly thirty courses participated and the subcommittee has collected well over 300 writing samples. Currently, they are being scored by the subcommittee using a slightly revised rubric from previous scoring cycles. Revisions to the rubric include adding a total score column and a level of performance benchmark [See Appendix F for current rubric].

Furthermore, the instructions for the writing samples and its collection changed. Participating instructors were provided a writing assignment sample with their packets. This decision was made based on feedback they received from last year from non-English instructors who had difficulty generating writing prompts for this project. Also, the subcommittee decided to digitalize the data using scantron. This has been a challenge since many instructors failed to include the scantrons when returning their packets. The instructions will be reevaluated by the committee next semester to determine where confusion occurred.

There were some other notable issues with this cycle from previous ones. For example, the number of collected samples decreased from last year by roughly 200 samples. Faculty were slow in meeting the targeted return deadline as well. The reason for the drop in participation could be change in process and collection and the administration of another institutional assessment project at the same time. There was a fair number of instructors being asked to participate data for both projects. Because both projects required dedicating an entire class period, many could not contribute to both. They may have felt participating in the other project was either easier to administer or less time consuming.

Regardless, the subcommittee was still able to collect a fair sample size from this year's cycle. Some preliminary findings include: students still struggle with composition, usage, and mechanics. The subcommittee continues to score the samples and hopes to complete this process by the beginning of this summer. Meanwhile, the Institutional Researcher will analyze the scantron data.

HFA

Humanities and Fine Arts developed an interactive Powerpoint slide show of twenty-three multiple choice questions in the area of humanities, music, philosophy, art, and theater. They also had an additional short answer question related to discussing either two art pieces or a music sample. The majority of the faculty members from the department assisted in the generating of questions and reviewing the final slide show. All humanities and fine arts courses participated in the assessment in addition to twenty-one additional courses within general education.

The project was administered prior to midterm and resulted in the collection of 746 surveys from fifty-two sections. Some issues that were encountered by this project was getting faculty trained on loading and playing the slideshow. Also, like the WAC project, some faculty were identified to participate in both projects, which may have resulted in fewer participation.

Currently, all the responses have been delivered to the Institutional Researcher who will be reviewing the data over the summer. As for the essay question, the Committee is currently developing a rubric that will be used to score the essay. A presentation on preliminary data is slated to occur during Fall 2015 Faculty Development Week.

V. What discussions have faculty within the program had about these findings? What are the implications and findings of the evidence gathered?

With regards to NSIA, data is now only available for that project. After the presentation and discussion of the data during a faculty development session, the NSIA committee will meet to develop some strategies for tackling issues found. The committee hopes that one or two recommendations can be created in the next year that will help address those issues and another cycle can be conducted in late 2016.

WAC has gone through some transition since its HLC Academy report-out in 2013. A new coordinator is in place and minor adjustments had to be made with regards to the rubric and its administration. Though this project has generated at least four cycles of data, little has been done in terms of implementing recommendations outside of increasing awareness of the availability of the rubric to non-English instructors wishing to use parts of it for their writing requirements. Much of this awareness has been limited to disseminating the rubric during campus presentations and workshops and through the Assessment webpage.

The subcommittee does hope to present findings to the English department to discuss how composition courses can make improvements based on what the data revealed. Furthermore, conducting a workshop for all faculty, during development week, on how to better advise students with writing issues in their courses is also being planned.

HFA has not had the opportunity to review the data, but hopes to present initial findings in Fall 2015 during faculty development week.

VI. What changes, if any, are planned as a result of these findings?

In Fall 2014, the assessment committee conducted the assessment of quantitative literacy (QLA). After the analysis of the data, the assessment committee, Academic Support Services, and the Office of Instruction worked collaboratively to create a program, the Math Resource Academy (MRA), to address the concerns revealed from QLA data. The Academy was initiated in Spring 2015 and addresses specific issues (based on QLA data and course SLOs) encountered by Math 98 and Math 99 students. For this pilot program, participating students were selected by their instructors. Additional

students had the option of volunteering their participation attending topic-based instructional sessions fashioned to supplement previously learned concepts.

The pilot Academy experienced a slow start with participation. The Committee feels that the greatest issue at hand is having students take advantage of this additional academic support. The Committee recommended that marketing and promotional efforts be carried out through several different channels such through instructors, tutoring, and Gradesfirst to increase student participation. Additionally, a change in meeting times may positively impact results as well as opening it up to all KKC students who need help in math topics regardless of course they're taking.

VII. Plan for future assessment - How will evidence of these student learning outcomes be gathered in the next year, and when? Who will analyze this evidence, and when will the findings be discussed?

WAC, NSIA, and Humanities & Fine Arts committee members will present on their findings for Fall 2015 professional development week. For QLA, the committee recommended offering a QLA workshop during FDW, where math faculty would be provided a platform to address concerns based on data. In Fall 2015, another QLA project will be conducted to determine if there were improvements in weak areas. It will follow the same model and target similar courses as the first QLA cycle. The subcommittee coordinator will be another math professor, but he is working closely with the prior coordinator to assure smooth transition.

Additionally, in Fall 2015, the committee will complete its goal of assessing six key General Education areas by organizing and administering the institutional assessment project for Social Science. Planning is already underway and the hope is that thirty to thirty-five courses will be identified to participate. Given that this assessment will run parallel to the administration of another QLA cycle, the Office of Instruction will make sure participating instructors participate in one or the other, but not both.

Each project will have a faculty coordinator and s/he will work closely with members of her/his department to review student learning outcomes. Additionally, each project will form its own subcommittee to assist in the development of an appropriate instrument and scoring of data. The Academic Assessment Subcommittee Chair will assist each coordinator as well as the campus Instructional Researcher and Office of Instruction Dean.

VIII. Miscellaneous Assessment Committee Information & Projects

It is important to note that the structure of the committee has also changed. The General-Body, which is made up of various department members remains intact and continues to meet on a monthly basis. The Executive Committee has grown to include members of Co-Curricular Assessment Subcommittee (CCAS), which is chaired by the Arts & Science's Associate Dean of Instruction. That subcommittee's responsibilities are similar to the newly created Academic Assessment Subcommittee (AAS), whereby each subcommittee review mission statements and student learning outcomes for their respective areas along with organizing various institutional level assessment projects.

CCAS departments include Advising, Business Office, Placement and Career Center, Transfer Center, Financial Aid, Disability Access Center, and Wellness Center, just to name a few of the co-curricular areas. Members of this subcommittee are drawn from those departments and the subcommittee holds regular meetings separate from the Executive Committee. This semester they have worked on developing department mission statements and learning outcomes for their areas.

AAS departments include all general education programs (for example: liberal arts and science), College Technical Education programs (for example: child development and automotive), Adult Education, and other credit programs (business, library). This semester they aided in the organization and administration of HFA and WAC, the creation and development of a student learning outcome rubric, which can be used to assess faculty SLOs on syllabi, and gathered various assessment related forms and documents from their respective areas (this includes mission statements, course-level assessments, and departmental/program progress reports).

Additionally, the General-Body aided in the assessment of this year's institutional program reviews. A special general-body assessment meeting was organized for those departments needing to submit program reviews. Members from those departments were given an opportunity to present their reviews to the committee and receive feedback. Some of the departments that presented included: Disability Access Center, Humanities and Fine Arts, Library, and Academic Student Support. This initiative was led by the Vice-President to allow departments to share information on their program and their progress over the last five-years to members of the Assessment Committee.

Finally, the Assessment Committee has committed to making a greater push to offer workshops and engage in professional development campus-wide. In doing so, it is not only getting faculty and staff prepared for accreditation visit (2016), but also ensuring greater participation in college assessment efforts. The committee organized a rubric workshop as a brown bag event. The Assessment Committee will also play a larger role in Fall's Faculty Development Week events, not only presenting data on various assessments, but also leading workshops and/or breakout sessions on assessment-related topics and discussions.

Refer to Appendix G to see new committee structure.

Appendix A
Natural Science Inquiry Assessment (NSIA)
Student Learning Outcomes

SLO 1	Apply the scientific method in Natural Science
SLO 2	Formulate reasonable explanations of natural phenomena based on thorough observations
SLO 3	Demonstrate Interpret and articulate scientific results that are presented in verbal, graphic and/or tabular form

Appendix B
Writing Across the Curriculum (WAC)
Student Learning Outcomes

1	Compose texts across multiple disciplines and for various audiences, occasions, and purposes
2	Construct texts for communication, information, and expression which adhere to the rules of Standard Written English
3	Compose texts that are focused, well-organized, and well-developed

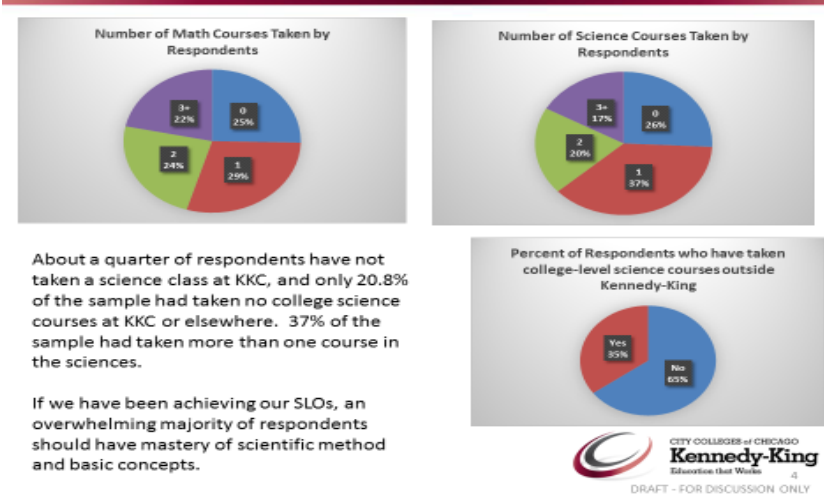
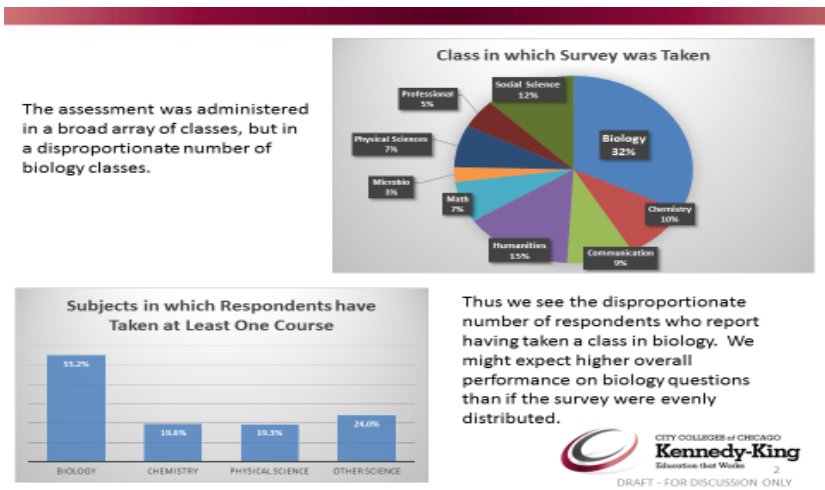
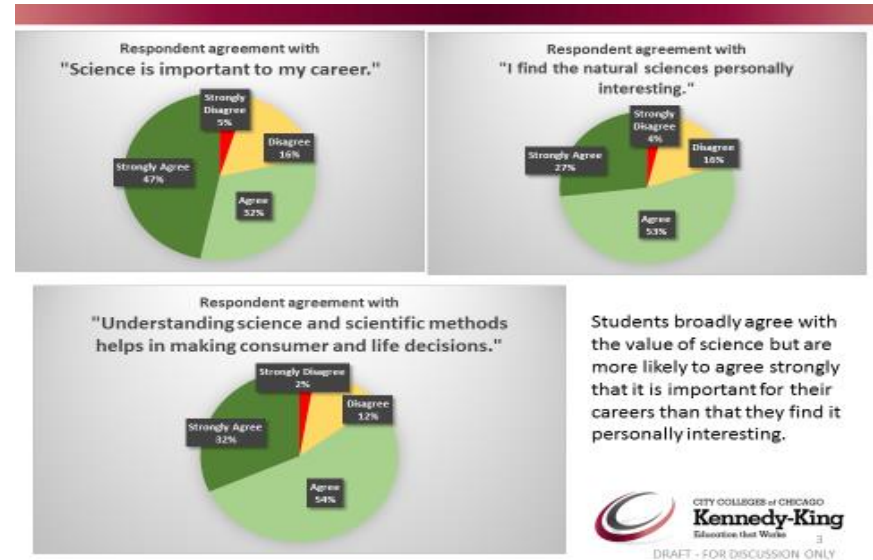
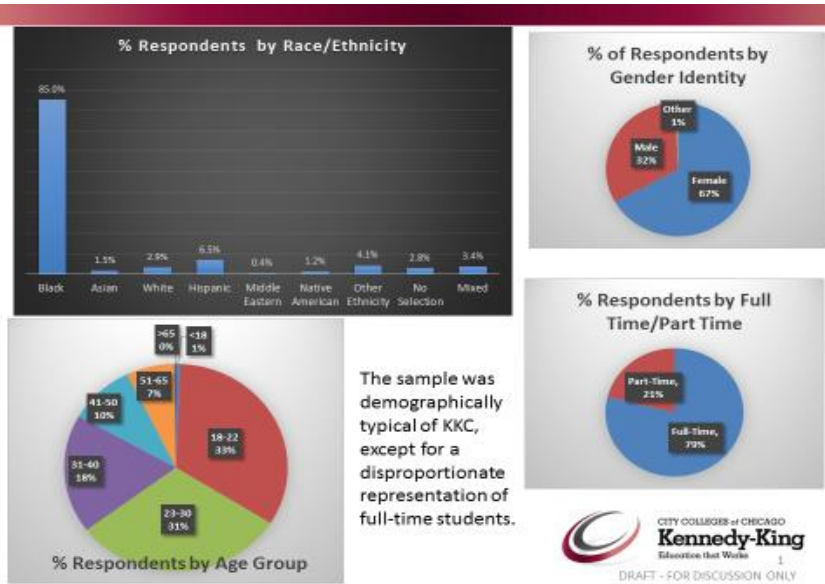
Appendix C
Humanities and Fine Art (HFA)
Student Learning Outcomes

1	Recognize and identify the historical style periods related to the particular discipline
2	Take a selected work and be able to analyze and evaluate the major characteristics represented in the genre through techniques specific to the discipline
3	Collect, interpret, and synthesize acquired subject knowledge in order to be able to intelligently converse and critique in the discipline
4	Utilize techniques and skills applicable to the discipline to compose and create works specific to the discipline
5	Articulate the emotional aesthetic of the arts and humanities through creative activities (art, language, literature, music, religion, theater) specific to the discipline

Appendix D
Course-Level Assessment Form

Department:
Instructor:
Course(s) Assessed (<i>identify at least one course</i>):
Student Learning Outcome(s) Assessed (<i>enter the SLO that you assessed</i>):
Assessment Activities Conducted (<i>provide both quantitative and qualitative methods. To gain basic knowledge of the two types conduct a search on the Internet or visit http://its.fvtc.edu/langan/SCO/SCO0607/SCO0607/index.htm</i>):
Findings from the Assessment (<i>provide both quantitative and qualitative data</i>):
Noted Successes and/or Challenges Discovered:
Improvement Strategies (<i>what changes do you plan on making in the future based on what you discovered?</i>):

Appendix E Sample of Data from Natural Science Inquiry Assessment (NSIA)



Appendix F
Writing Across the Curriculum Analytic Scoring Rubric

Score ▼	Composition	Organization	Style	Sentence Structure	Usage	Mechanics
4 Exemplary	Clear thesis statement. Focuses on central idea. Strong support using specific details.	Strong, purposeful organization. Ideas sequenced logically. Transitions evident between ideas.	Purposefully chosen vocabulary. Sentence variety evident. Awareness of audience.	Standard word order; no run-ons; no fragments.	Standard use of plurals and possessives; no verb errors; standard word meaning.	Effective use of capitalization, punctuation, spelling and formatting (indents, double-spacing, font-size).
3 Proficient	Central idea present, but not fully supported. Some specific details. Some digressions.	Strong, purposeful organization. Ideas sequenced logically. Some evidence of transitions.	Vocabulary less precise. Some sentence variety present. Some awareness of audience.	Mostly standard word order; one or two run-ons or fragments.	Mostly standard plurals and possessives, verb usage, and word meaning.	Mostly effective use of mechanics; errors do not detract from meaning.
2 Emerging	Unclear or more than one central idea. Basic support and few specific details. Many digressions.	Evidence of some organization. No apparent logic to sequence of ideas. No transitions.	Vocabulary basic and not purposefully selected. Tone flat or inconsistent.	Some non-standard word order. Three or four run-ons or fragments. Some word omissions.	Some errors with plurals and possessives, verb usage, and word meaning. Some tense shifts.	Errors with spelling. Punctuation errors that detract from meaning. Improper formatting.
1 Limited	No clear idea stated. Few supporting details. Many digressions.	Very little apparent organization. Ideas not arranged logically. No transitions.	Little evidence of vocabulary control; sentences halted or choppy to the point of confusion.	Frequent non-standard word order, run-ons, fragments, and word omissions.	Frequent tense shifts, verb usage errors. Frequent problems with word meaning.	Frequent misspellings; little formatting evident. Frequent punctuation errors.

Appendix G
Kennedy-King College Assessment Committee Structure

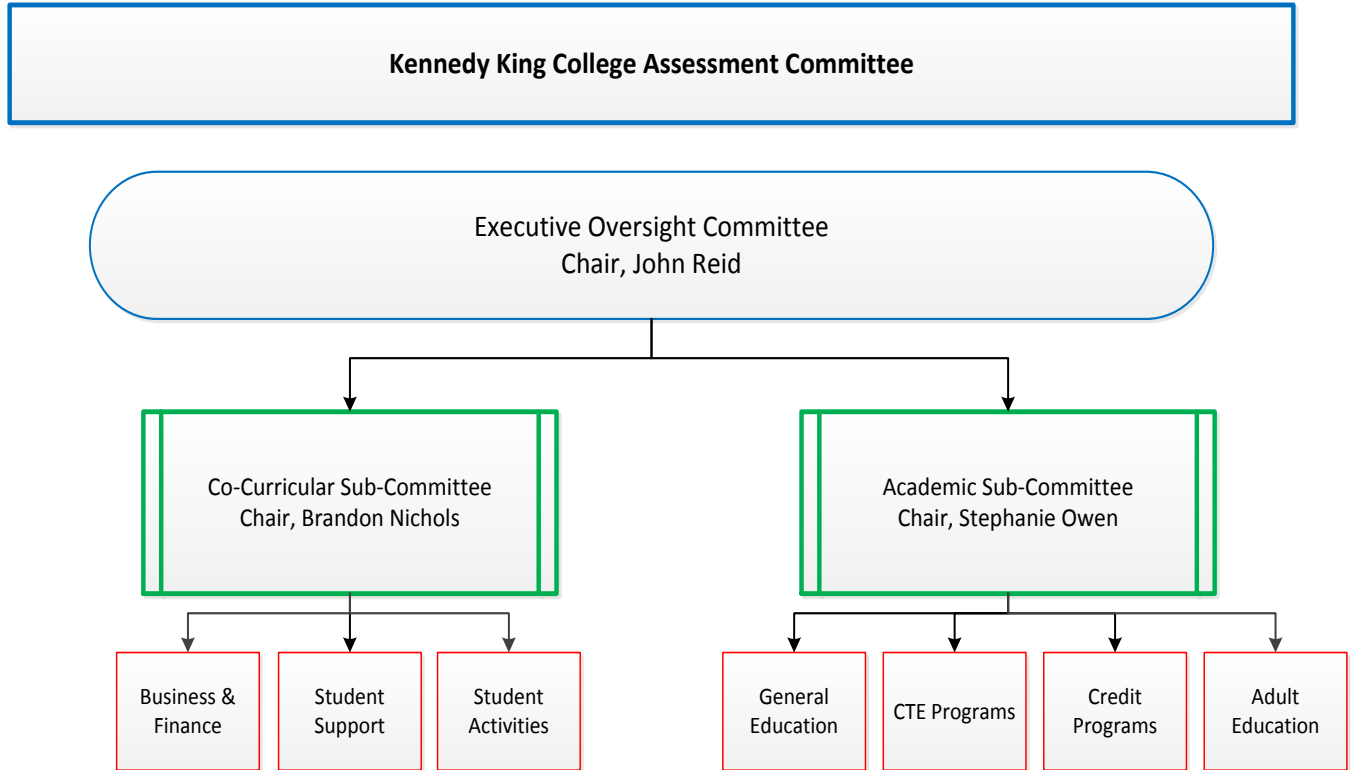


Chart designed by Vice-President Lisle