

## **STUDENT LEARNING OUTCOMES ANNUAL ASSESSMENT REPORT**

*Fall 2012- Spring 2013*

### **I. Title of academic program/department/general education area**

In 2012-2013, Kennedy-King College has conducted three assessment projects related to general education outcomes in the area of human diversity, written communication (Writing Across the Curriculum or WAC), and oral communication (Speech Across the Curriculum or SAC).

- Fall 2012: Human Diversity
- Spring 2013: WAC and SAC

### **II. List of student learning outcomes that were assessed**

See Appendix A

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

- Human diversity project collected survey responses. Surveys were administered electronically and on paper
- WAC collected writing samples that were scored using a holistic rubric
- SAC collected scored presentation artifacts

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

#### Human Diversity

In fall 2012, Human diversity project collected 751 surveys from 16 disciplines. The survey comprised of 25 questions related to historical and environmental context (exposure and engagement), cognitive (perspectives on diversity) and psycho-social (interaction and self-awareness). The survey originally belonged to HW and was adapted for KKC's purpose.

The survey was administered after midterm, week of Nov. 5-9, as part of assessment week activities. Courses were identified ahead of time. For paper-based surveys, faculty submitted to the Office of Instruction. The survey was converted electronically by the institutional researcher, Tasha Garret. Analysis was conducted the following semester by District Office researcher, Christine Collins based on the above three question areas. [See Appendix B]

Some of the analysis revealed: 90% of those who responded were African-Americans and 45% of them were between the ages of 18-25. 54% of those who completed the survey stated they grew up in neighborhoods that all or nearly all people are of color. Students felt less discriminated against since coming to KKC in the areas of: race, gender, sexual orientation, style of dress, and style of communication. 92% of our students felt ending discrimination is vital and 86% of our students feel it's important to look at both sides of an issue.

#### WAC

In spring 2013, 389 writing samples from 11 disciplines were collected. The WAC committee scored the writing samples using a holistic rubric [see Appendix C]. Writing samples were

submitted by March 8<sup>th</sup> and the writing topic was determined by participating faculty members.

Notifications of participating courses/faculty were sent out at the beginning of the semester as well as additional reminders. Focus was placed on general education courses so developmental education and career-related courses were excluded.

Based on analysis, some things revealed: Composition is the strongest aspect of our students' writing with 68% scoring a 4 or 3. Sentence Structure is the weakest aspect of our students' writing with 47% achieving only a 1 or 2. Usage and Mechanics also proved difficult for our students with only 55% achieving a 4 or 3 in both areas [See Appendix D].

### SAC

SAC project collected 163 scored presentation artifacts from 13 speech courses. The rubric was created and administered by speech faculty. They were collected and inputted by Office of Instruction and shared with members of the speech department for analysis. [See Appendix E for SAC rubric]

Based on initial review, data revealed: areas of weakness: evidence of research, body motion, and making information presented relevant to real life or objectives presented in the lesson; areas of strength: awareness of timeframe, discussed information rather than reading from script, and proper physical appearance.

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

### Human Diversity

The Co-Chair presented the human diversity data during fall 2013 faculty development week at KKC.

With regards to the human diversity data, members of the assessment committee, after completing the survey, felt the survey was too long and some questions were not relevant to KKC's student population. A reexamination of the survey questions needed to occur given that the survey was originally designed for Harold Washington College's student population rather than KKC's'. Furthermore, faculty had concerns regarding some of the questions asked, particularly the sexual orientation question. There were some complaints about some of the data during the faculty development week presentation. Further conversations must occur to determine viability of one question over another. It is hoped in spring 2014 that the executive committee, with additional faculty members, can meet to review and discuss the data.

### WAC

The Coordinator of WAC presented data in fall 2013 faculty development week.

The WAC committee has tried to ascertain why there was such a large drop in scores from one year to the next. Some likely causes include: bigger sample size; rubric changes; submissions focused only on general education classes; revised submissions process. Additionally, there is the possibility that – despite norming efforts – the paper scorers simply scored these samples

more harshly. It was determined that the committee needed to spend another year collecting writing samples before recommending changes.

### SAC

A conversation has yet to occur with regards to SAC data.

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

Recommendations on changes based on the human diversity survey still need discussion.

Writing Across the Curriculum committee has made several recommendations for change. First, disseminating the rubric to all faculty is crucial. Next step is to have regular meetings with the English department faculty about developing strategies for addressing the changes. Finally, the committee hopes to start looking at specific programs and student types (for example: those who started with developmental English courses and their writing samples versus those students who started with a credit English course).

Recommendations on changes based on the SAC rubric results still need discussion.

### **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?**

Of the three assessment projects conducted this year, assessment on WAC is the only consistent project. Because it is a HLC Academy project for KKC, it will report out of the Academy in fall 2013. Two years' worth of data has been collected (2012, 2013), but the committee would like to collect another year's worth of data prior to recommending changes given there are some disparities with the results between the two years. However, the committee continues to make changes to the rubric. A new coordinator has been identified to take on its responsibilities starting spring 2014, but that person will be properly transitioned by the previous coordinator. In spring 2014, the committee will collect additional writing samples prior to midterms. They hope to increase the amount of participation from general education areas as well as collect from career areas for possible future comparison. The committee will continue to score and analyze the results as well as make regular presentations on its findings to all faculty.

As for human diversity, little has been done in terms of further analysis. It is hoped the Executive Committee will dedicate some part of spring 2014 to review the data and make recommendations. It is believed that if additional programs and/or activities are recommended, such programs will be developed to address those possible concerns. Additionally, a revised assessment survey will then be administered in spring 2015.

A committee to address speech across the curriculum data will be formed in spring 2014. They will analyze the data and make recommendations for changes.

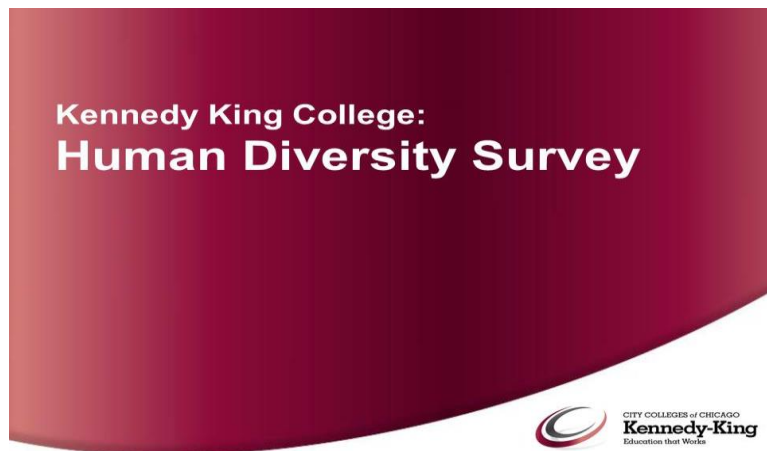
**APPENDIX A**

**General Education Programs and Outcomes**

<u>Program</u>	<u>SLO (s)</u>	<u>Measure(s)</u>
<b>Human Diversity*</b>	<ul style="list-style-type: none"> <li>Identify a variety of cultural expressions and understand the contexts of those expressions through time, with acceptance and respect</li> </ul>	All SLOs will be measured using the Human Diversity Assessment survey developed first at Harold Washington College
	<ul style="list-style-type: none"> <li>Recognize stereotypes, generalizations, and misperceptions of culture as limiting and potentially damaging</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognize one’s own cultural and personal biases and the impact these have on a variety of learning and life situations</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate an active and regular engagement in exploring cultures, perspectives, and experiences different from one’s own, moving beyond tolerance toward embracing and celebrating these rich differences.</li> </ul>	
<b>Written/Oral Communication</b>		
Written Communication*	<ul style="list-style-type: none"> <li>Compose texts across multiple disciplines and for various audiences, occasions, and purposes</li> </ul>	All SLOs will be assessed through: scoring writing samples from across disciplines using Writing Across the Curriculum holistic rubric
	<ul style="list-style-type: none"> <li>Construct texts for communication, information, and expression which adhere to the rules of Standard Written English</li> </ul>	
	<ul style="list-style-type: none"> <li>Compose texts that are focused, well-organized, and well-developed</li> </ul>	
Oral Communication	<ul style="list-style-type: none"> <li>Design an oral presentation that provides a specific purpose, clear, and logical organizational pattern, and language appropriate to the topic, audience, occasion, and purpose*</li> </ul>	All SLOs will be assessed through: Speaking Across the Curriculum rubric
	<ul style="list-style-type: none"> <li>Prepare oral communication presentation that shows awareness of vocal and physical delivery techniques including pitch, rate, volume, pronunciation, grammar, articulation, posture, and eye contact*</li> </ul>	
	<ul style="list-style-type: none"> <li>Create structured, effective presentations with relevant supportive material for the specific context and academic domain*</li> </ul>	

## APPENDIX B

### Human Diversity Results, Fall 2012



#### Survey Objectives

In Fall 2012, the Office of Instruction at Kennedy-King College and the Assessment committee surveyed students to better understand Kennedy-King College's strengths and weaknesses with regards to educating and promoting diversity on campus

1

**Gauge the institution's effectiveness in cultivating and preparing students for a diverse society and workforce**

2

**Identify students awareness and level of understanding of what it means to work and interact with people from diverse backgrounds**

Source: Kennedy-King College Office of Instruction



#### Focus on Human Diversity

Human diversity is defined by such things as: age, citizenship, education, ethnicity, gender, health, language, marital status, national origin, political beliefs, physical attributes and disabilities, race, religion, sexual orientation, socio-economic status, veteran status, and other differences in cultural expression and tradition. This survey was administered to measure if its general education goal of student understanding of and respect for human diversity is being achieved. It focused on how well our students think we are doing to promote human diversity in the college community, and allow us to learn more about students' attitudes and experiences with human diversity. (from HW)

Source: Kennedy-King College Office of Instruction



#### Survey Methodology

46 Class Sections Surveyed



Across 16 Disciplines

##### General Education Disciplines

- Biology
- Chemistry
- English
- Humanities
- Literature
- Math
- Music
- Philosophy
- Religion
- Spanish
- Speech

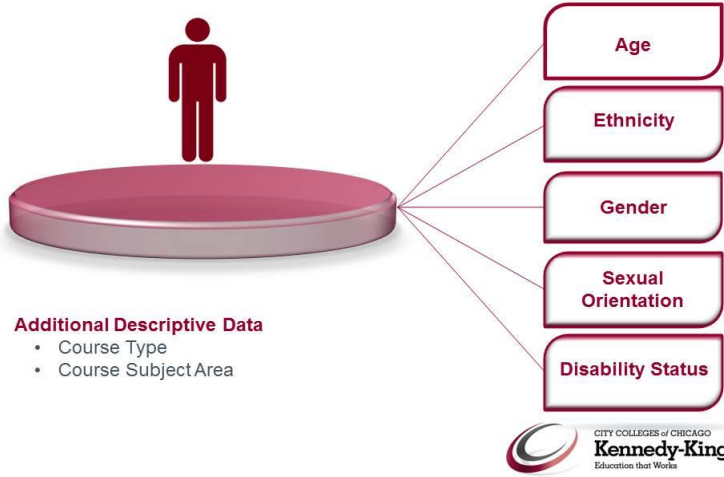
##### Non-General Education Disciplines

- Automotive Technology
- Child Development
- Culinary Arts
- Social Services
- Business/CIS

Source: Kennedy-King College Office of Instruction

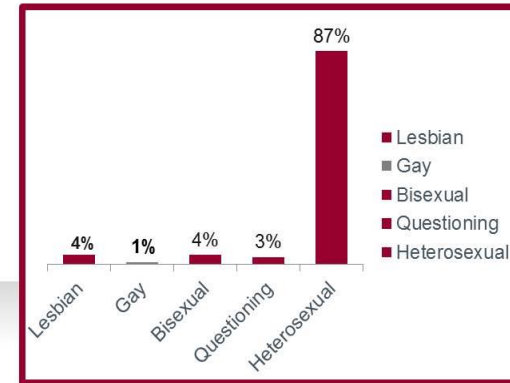


### Respondents Demographic Overview



### Sexual Orientation

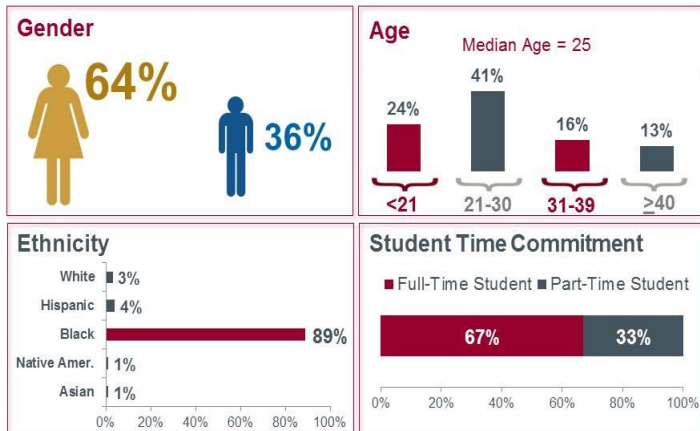
The majority of respondents identified as heterosexual, while small percentages were Lesbian, Bisexual, and Questioning



N=623

Source: CCC Office of Research and Evaluation

### Credit Student Profile, Fall 2012



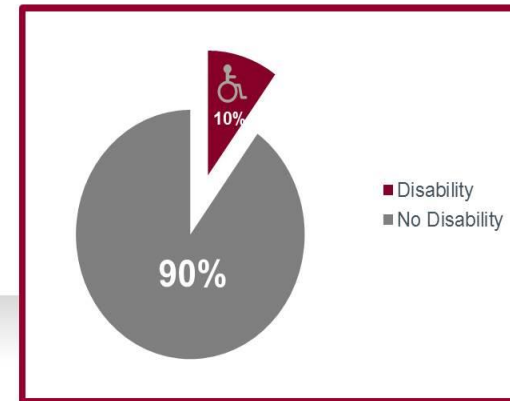
N=4,545

Source: CCC Office of Research and Evaluation, Fall 2012 Statistical Digest

### Students With Disabilities



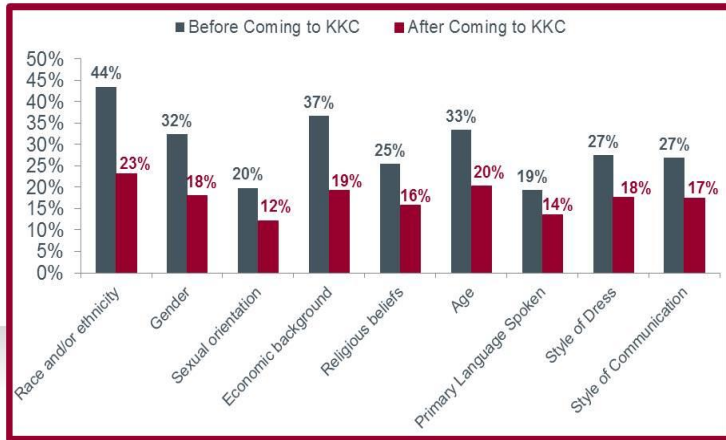
The majority of respondents did not report any disability(ies)



N=677

Source: CCC Office of Research and Evaluation

### Experiencing Discrimination: Occasional



The **decrease** in students experiencing **occasional** discrimination since coming to KKC is a **positive** indicator of diversity

Source: KKC Human Diversity Survey



### Student Experiences at KKC

Respondents most **strongly disagreed** with the statement that discrimination based on diversity is no longer an issue in Chicago. However, participants also indicated that they had encountered little discrimination based on diversity at KKC.

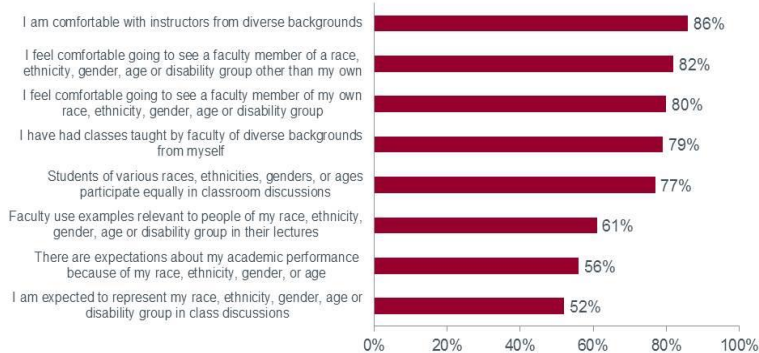
Statement	% Either <b>Disagreed</b> or <b>Strongly Disagreed</b>
Discrimination based on diversity is no longer a problem in Chicago.	74%
I feel pressured to participate in activities related to diversity at KKC.	72%
KKC does not promote respect for diversity.	69%
In my encounters with KKC's service departments (Financial Aid Office, Registrar's Office, Admissions Office, Library, Security desk, etc.) I have experienced discrimination based on my race, ethnicity, gender, age or visible disability.	65%
I feel I need to minimize various characteristics of my race, ethnicity, gender, age or visible disability in order to fit in.	62%

Source: KKC Human Diversity Survey



### Faculty and Classroom Environment

The following statements respondents either somewhat or strongly agreed with regarding their experiences with diversity of their faculty and classroom environment at KKC.

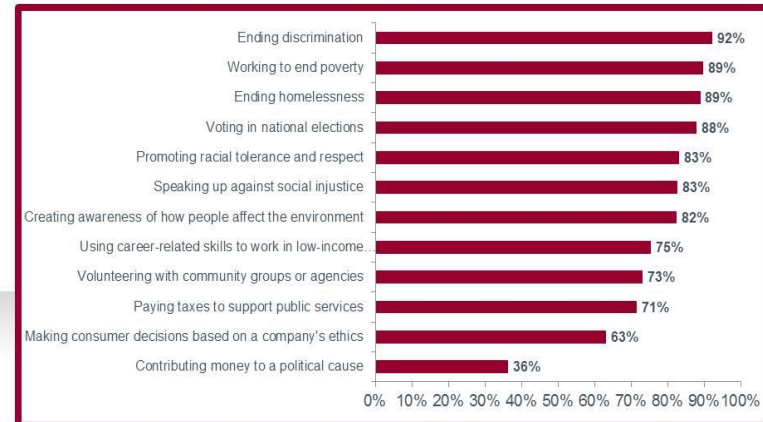


Source: KKC Human Diversity Survey



### Differences in Perspectives: Citizenship

Citizenship perspectives students believe are either **Very Important** or **Essential**

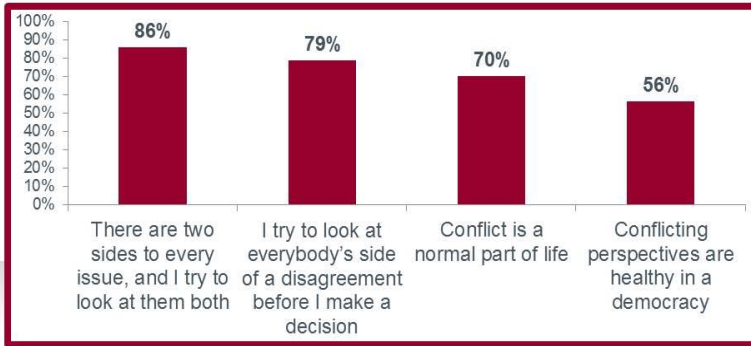


Source: CCC Office of Research and Evaluation



### Perspectives: Diversity & Culture

The top 4 statements that students either **agreed or strongly disagreed** with are as follows:

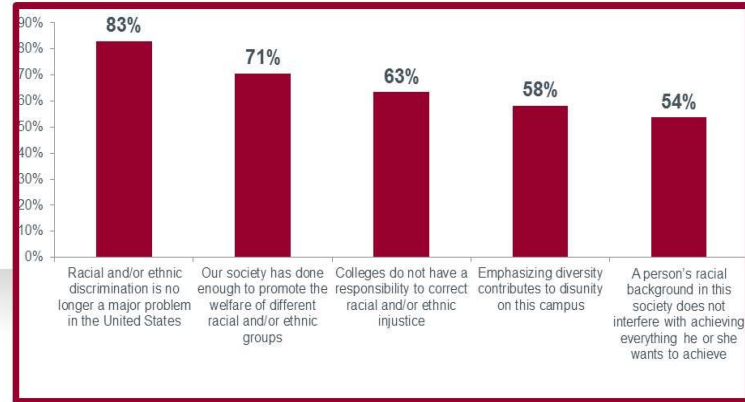


Source: KKC Human Diversity Survey



### Differences in Perspectives

The top 5 statements that students either **disagreed or strongly disagreed** with are as follows:

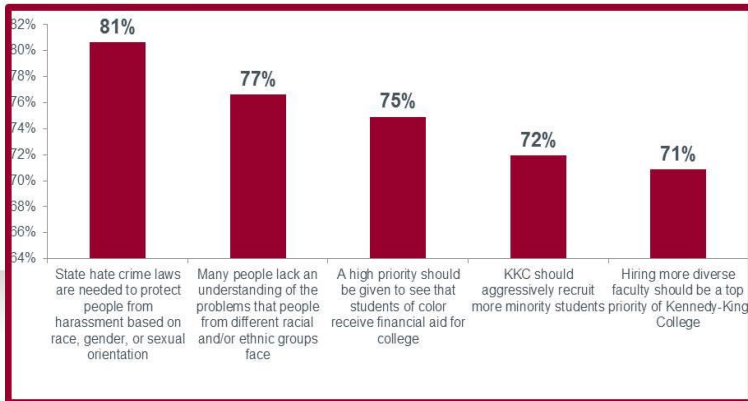


Source: KKC Human Diversity Survey



### Perspectives

The top 5 statements that students either **disagreed or strongly disagreed** with are as follows:



Source: KKC Human Diversity Survey



### Interaction Level

Respondents indicated little interaction with American Indian/Alaska Natives, Asians, and Native Hawaiian/Pacific Islanders. Substantial interaction was reported with Blacks, and people who are substantially different in age.

Group	No/Little interaction	Some regular interaction	Substantial/Regular interaction
American Indian/Alaska Native	81%	9%	10%
Asian	74%	13%	13%
Black	7%	7%	86%
Native Hawaiian or Other Pacific Islander	79%	11%	10%
White	27%	29%	44%
Multi-racial	31%	26%	43%
Lesbian / Gay / Bisexual / Transgender / Questioning	33%	22%	45%
People with disabilities	30%	25%	45%
People with religious beliefs other than your own	29%	24%	48%
International students or non-USA citizens	59%	18%	22%
People for whom English is not their first language	40%	25%	34%
People who are substantially different in age than you	15%	17%	68%

Source: KKC Human Diversity Survey





**APPENDIX C**

**Writing Across the Curriculum Analytic Scoring Rubric, Spring 2013**

<b>Score</b> ▼	<b>Composition</b>	<b>Organization</b>	<b>Style</b>	<b>Sentence Structure</b>	<b>Usage</b>	<b>Mechanics</b>
<b>4</b>	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).
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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 D**

**Writing Across the Curriculum Results, 2012-2013 Comparison**

**Composition Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	37%	27%	-10
3 -	44%	41%	-3
2 -	17%	27%	+10
1 -	2%	5%	+3

**Sentence Structure Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	32%	18%	-14
3 -	41%	36%	-5
2 -	25%	38%	+13
1 -	2%	9%	+7

**Organization Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	n/a	24%	n/a
3 -	n/a	41%	n/a
2 -	n/a	30%	n/a
1 -	n/a	5%	n/a

**Usage Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	22%	17%	-5
3 -	43%	38%	-5
2 -	32%	36%	+4
1 -	2%	9%	+7

**Style Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	29%	20%	-9
3 -	39%	38%	-1
2 -	31%	37%	+6
1 -	1%	5%	+4

**Mechanics Scores:**

	<u>2012</u>	<u>2013</u>	<u>Net Change</u>
4 -	25%	17%	-7
3 -	43%	38%	-5
2 -	32%	36%	+4
1 -	2%	9%	+7

**APPENDIX E**

**Speech Across the Curriculum Presentation Rubric, Spring 2013**

Name:

Date of Presentation:

Presentation Title:

**ORAL PRESENTATION (SPEECH) EVALUATION GUIDE**

Directions: Indicate a number between 0 and 10 for each statement listed, and then add total points

Speaking Rubric	Excellent	Average	Poor
<b>1. Presented the information in an organized fashion. (Audibility, Clarity, Expression, Language Usage, etc.)</b>	<b>10-8</b>	7-6	5-0
Topic appropriate for audience, worthwhile, and clear			
Gained attention and interest			
Introduced topic clearly			
Language accurate			
Language clear			
Language appropriate			
Articulated words clearly			
Used pauses effectively			
<b>2. Good Eye Contact (looks at whole audience, does not turn back on audience, does not speak when writing On board, inclusive of every one present. Maintained strong eye contact</b>			
<b>3. Body Movement (does not fidget, or twirl hair, move with purpose, stand straight, does not lean on lectern) (Posture, gestures, facial expression, open body, etc.)</b>			
Avoided distracting mannerisms			
<b>4. Outlined and discussed the major points in the presentation (clear intro, middle, and conclusion)</b>			
Previewed body of speech			
Main points clear			
Main points fully supported			
Organization well planned			
Connectives effective			
Specific purpose well chosen			
<b>5. Used creativity in developing the presentation (Included graphics, photos, poster board, handouts, demonstrations, sound effects, etc., related to topic)</b>			

Prepared visual aids well

Presented visual aids well

**6. Controlled discussion so that the information could be covered in a timely fashion. Paid attention to time frame, did not go over time allotted, or caused other presentations to be pushed back. Was not under time or asked for questions too soon.**

Prepared audience for ending

Reinforced central idea

Vivid ending

Departed from lectern without rushing

Speech completed within time limit

**7. Discussed the information presented instead of reading word for word from a written script. (Used vocal variety, not monotone, invoked lively discussion)**

The topic is appropriate and respectful of audience

Began speech without rushing

Used vocal variety to add impact

Topic challenging

Held interest of audience

**8. Appeared to be well informed, enthusiastic, and did the required research on the topic. Used references**

Established credibility

Main points fully supported

Communicated enthusiasm for topic

Topic challenging

Held interest of audience

**9. Related information covered in the presentation to real life situations and/or objectives presented in the lesson. Handled questions well.**

Related topic to audience

Met assignment

**10. Physical Appearance**

Neat appearance

Clean hygiene

Not wearing items that will distract from message

**Overall Impression -Total Oral Presentation (Speech) Points**

\_\_\_\_\_ / 100 possible