

STUDENT LEARNING OUTCOMES ANNUAL ASSESSMENT REPORT

Fall 2013- Spring 2014

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

In 2013-2014, Kennedy-King College has conducted two assessment projects related to general education outcomes in the area of qualitative reasoning (Qualitative Literacy Assessment or QLA) and written communication (Writing Across the Curriculum or WAC).

- Fall 2013: QLA
- Spring 2014: WAC
- Spring 2014: Department/Program Assessment Progress Reports (Biology, Culinary, Addiction Studies, Humanities, CIS, and Automotive)
- Spring 2014: Course-level student learning outcome worksheet (English 101, Math 125, Biology 121 and Chemistry 121)

II. List of general education goal statement and the student learning outcomes that were assessed

See Appendices A, B

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

- Students participating in QLA were asked to complete an online survey comprised of twenty-five questions. The first fifteen questions were general questions about students and their perception of mathematics. The last ten questions required students to solve mathematical problems relevant to everyday life
- WAC collected writing samples that were scored using a holistic rubric revised from previous WAC project (Spring 2013)
- At the end of spring 2014, reports from four courses will be submitted to the assessment committee outlining their assessment of a few or one of the course's student learning outcome across multiple sections. Additionally, sample artifacts will be submitted as examples of classroom exercises/activities that support the student learning outcome(s)

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

QLA

In fall 2013, QLA Committee collected data from 567 students across general education courses. Forty-one sections participated. Letters were sent to participating instructors at the beginning of the semester informing them of the project and confirming their participation. The actual assessment occurred after midterm, starting week of October 28, 2013 and running for three weeks. Computer labs were secured for those instructors ahead of time and instructors were provided directions on how to administer the exam (online via SurveyMonkey link), along with several follow up email reminders.

A Committee was formed, headed by one mathematics professor, John Reid IV. After the survey was completed, Professor Reid collected the artifacts and distributed them to committee members for scoring in fall 2013. Scoring was finalized and data then analyzed in spring 2014.

Some of the analysis revealed:

Based on analysis, some things revealed: Our students' ability to analyze models in graphic form proved to be a strong outcome, with 72% of students exhibiting competency in this area. Conversely, students struggled to construct their own models when given information for a particular graphical exercise, as evidenced by a mean score of 10% which was the lowest for any question. Our data shows that formula manipulation and understanding mathematical definitions were challenging as well, but questions related to these outcomes resulted in mean scores that were closer to the overall mean.

For additional data, refer to Appendix C.

WAC

In spring 2014, 561 writing samples from nineteen disciplines were collected. 172 additional writing samples were collected compared to the previous year. The WAC committee consists of seven scorers from various disciplines. The committee conducted a range finder meeting in mid-March and are currently in the process of scoring writing samples using a holistic rubric [see Appendix D]. Writing samples were submitted starting the sixth week of spring semester (March 3, 2014) 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. Students were asked to complete a data sheet with their essay. Questions on the general education data sheet included: credit hours, initial English course placement at the state of their academic career, enrollment status, and intended major.

Some initial findings revealed: There were frequent problems with plurals, possessives, and subject verb agreement. Also, we noted frequent missing verbs and omitted words, but this could simply be due to a lack of proofreading. In some cases, students did not clearly state a thesis which made it difficult to follow evidence and the support provided. Sometimes students mentioned several ideas to support a thesis and did not always follow through with enough detail for more than one of those points.

For those papers that were based on a research assignment, the writer's thinking and voice was often obscured, so we think the "opinion" assignments worked better. For example, in one batch of papers, we kept reading the same or similar phrases over and over.

Finally, instructors did not always follow directions. There were original copies and "marked up" papers included. Instructors are asked to provide an unmarked copy of students' writing samples.

The WAC Committee hopes to complete scoring by spring 2014 and results will be presented during fall 2014 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?

QLA

Recommendations based on the QLA results are in the developmental stages. It is evident from these results that much work is needed to reinforce quantitative competency across disciplines. Consequently, efforts are underway to plan and facilitate professional development workshops to inform all departments in addressing these concerns.

WAC

The committee has implemented some changes based on WAC data. For example, they felt instructors who require students to write papers should be provided the writing rubric. This was shared at general body meetings as well as placed on the assessment website.

Furthermore, as additional data has been collected for WAC, it has been presented during faculty development week. Given the committee feels enough data has been collected to make meaningful recommendations, the coordinator will present the recommendations made by the committee to the English department with the hopes that the department will meet to reassess their student learning outcomes for composition courses.

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

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).

As for recommendations on QLA, further discussion needs to occur during faculty development week and within the department.

Past assessment projects will be revisited to determine if additional data is needed. For example, additional data is needed for Speech Across the Curriculum (SAC) as current data was difficult to analyze given the way the data was collected and scored.

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?

QLA and WAC committee members will present on their findings for fall 2014 professional development week. For QLA, after their findings have been presented, they intend to meet with members of the math department to discuss their findings and determine strategies for

retooling their student learning outcomes and assessment instruments to address any discrepancies. In fall 2015, another QLA project will be conducted to determine if there were improvements in weak areas.

Though some recommended improvements have been made for WAC (disseminating rubric to all faculty and making it available on the Assessment website, fine-tuning the rubric, etc.), the committee is hoping to analyze three years-worth of data to provide recommendations to the English department. In doing so, it is hoped that the student learning outcomes for lower level English courses will be retooled to address weak areas. Additionally, the department will make recommendations for supplemental support (i.e., tutoring services) through the Academic Support Center.

In fall 2012, Kennedy-King College took on a massive effort to survey students' perception of various human diversity topics (gender, race, diversity, etc.). The data is currently being further analyzed by the Office of Research and Planning. It is the Assessment Committee's intention to use this information to have another conversation with faculty during professional development week to address concerns and to develop a plan for implementing changes, either in curriculum or through co-curricular activities.

In Fall 2014, a pilot of natural science general education outcomes will be conducted. Planning has been occurring spring 2014. The assessment will be a multiple-choice survey of twenty questions. It will be administered to all physical science and biology courses. Math courses 118 and higher will also participate as well as a sample of upper-level, non-science general education courses.

Finally, the committee will continue to collect course-level assessment artifacts program/department assessment updates.

APPENDIX A

General Education Goals, Programs and Outcomes

Kennedy-King College Assessment Goals in Quantitative Reasoning

Our graduates will:

“Understand mathematics and computer technology and the relationship between mathematical and technological realities in contemporary life.”

General Education Programs and Outcomes

<u>Program</u>	<u>SLO (s)</u>	<u>Measure(s)</u>
Quantitative Literacy	1. Demonstrate understanding of mathematical processes by applying to real world phenomenon through engage in critical literacy	All SLOs will be measured through a department-developed quantitative literacy assessment
	2. Apply mathematical exposition, including descriptions of algorithms and derivations of formulas, presented either orally or in writing	
	3. Determine whether a theorem or definition applies to a given situation, and use it appropriately if it applies	
	4. Analyze mathematical models in written language, in symbolic form, in graphic form, and interpret the solutions	

APPENDIX B

General Education Goals, Programs and Outcomes

Kennedy-King College Assessment Goals in Written Communication

Our graduates will:

“Communicate effectively in speech and writing”

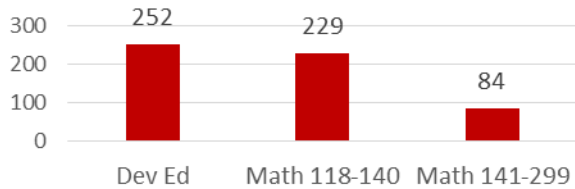
General Education Programs and Outcomes

<u>Program</u>	<u>SLO (s)</u>	<u>Measure(s)</u>
Written Communication	1. Compose texts across multiple disciplines and for various audiences, occasions, and purposes	All SLOs will be assessed through: exit exam, Writing Across the Curriculum, and/or Writing Assessment (HWC model)
	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	

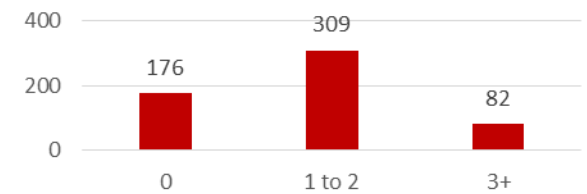
APPENDIX C

Attitudes toward Math

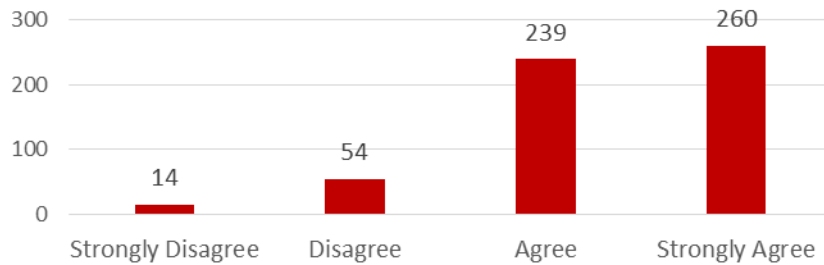
Respondents by Math Enrollment or Eligibility



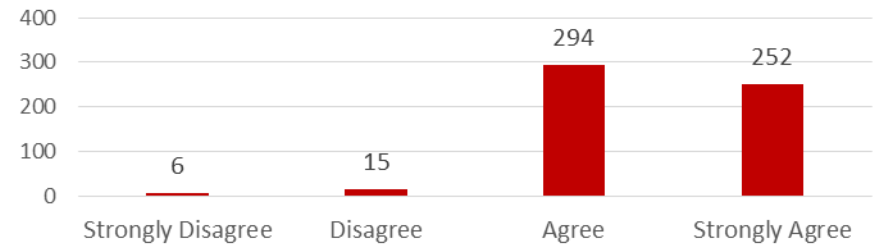
Respondents by Math Courses already Completed



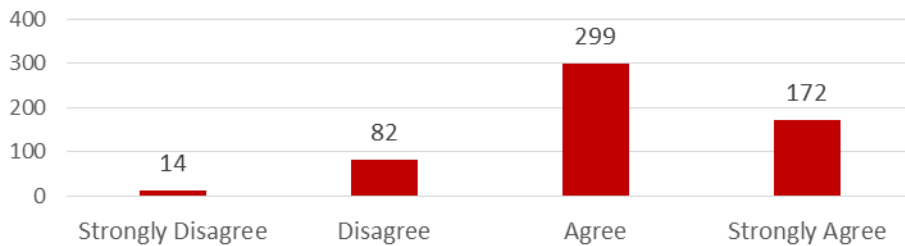
I need a good understanding of math to achieve my career goals.



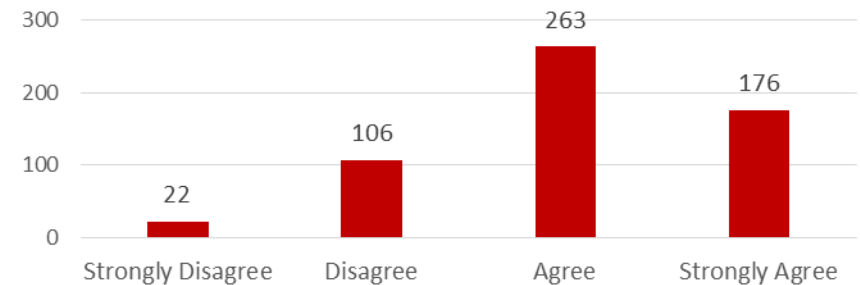
Solving some mathematical problems involves knowing different strategies to try.



Mathematical thinking helps me make intelligent decisions about my life.



Mathematics has been an important tool to help me learn other subjects.

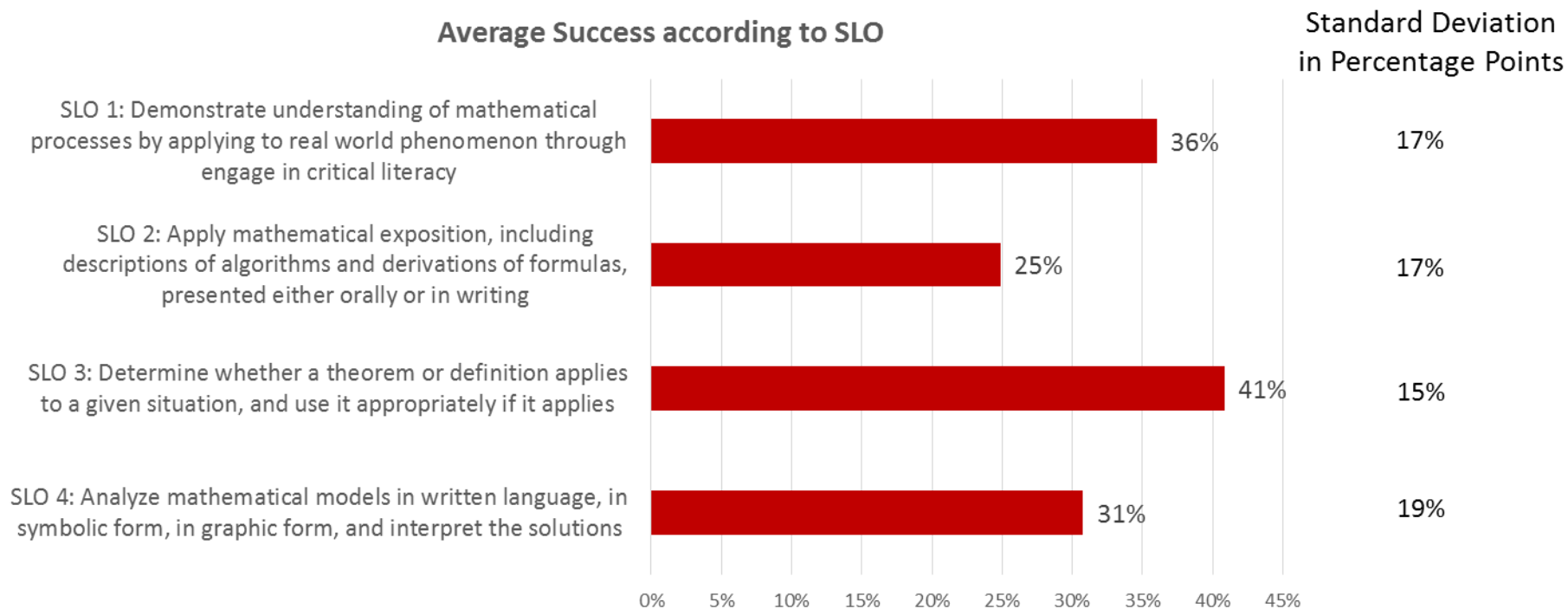


Students broadly agreed with the value of math, but they did not agree as strongly with its value for life decisions or for learning in other subjects as they agreed with its necessity for their careers.

Assessment Results

Students overall appear to have found the math assessment quite challenging. The top score of all 567 respondents was a 93%, and the average overall score was **36%**

The ten math problems addressed a varying set of the four SLOs, with all questions addressing SLO 1. Average scores on the math assessment, divided by learning objectives, are as follows:



These low-sounding numbers do not necessarily mean that students perform poorly at these skills; such an assessment is impossible without some manner of benchmark for comparison. However, we can say that our students on the whole performed better at applying theorems to a given situation than at mathematical exposition.

APPENDIX D

Writing Across the Curriculum Analytic Scoring Rubric, Spring 2014

Score ▼	Composition	Organization	Style	Sentence Structure	Usage	Mechanics
4	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	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	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	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.