

2012-13 ASSESSMENT OF Attitudinal and Behavioral COLLEGE-WIDE and GE STUDENT LEARNING OUTCOMES

Methodology: The faculty researcher created and administered brief student perception surveys to assess attitudinal and behavioral College-wide and GE SLOs during the 2012-13 Academic Year in a variety of classes. The sample was selected to facilitate the assessment of multiple SLOs in a survey that took no more than 10 minutes. These survey results will be augmented by direct assessments in courses with SLOs that map to the college wide-outcomes and student perception data collected in Spring 2014 via the Community College Survey of Student Engagement.

Overview of Results:

College-wide SLOs

College-wide SLO Area 4: This assessment provides evidence that the College is meeting SLO Area 4, with the exception of 4a (actively engage in intellectual inquiry beyond that required to pass classes) and 4f (be actively involved in campus life and express a sense of engagement with the campus culture). The only data collected related to outcome 4a was in regards to participation in clubs or activities outside of class, which is not a complete measure of this outcome. The College is encouraged that the responses to the items related to this SLO have improved slightly (having a role model, a mentor, participating in extracurricular activities). However, student engagement in these types of activities is still relatively low. The College is looking forward to learning more about student engagement through our participation in the CCSSE survey in spring 2014. Particular strengths in this area include the impact the College is having on student goal setting and realization and incorporating what is learned at school into daily life.

College-wide SLO Area 5: This assessment provides evidence that the College is achieving its stated outcomes in this area. In particular, very few students (less than 3%) indicated that CRC had not contributed to the development of behaviors and perspectives related to ethics, tolerance and diversity. Students in general report feeling a feeling of belonging on campus and do not seem to experience a cultural divide between their family and school life. Although this is true, a significant percentage of respondents

(41%) do feel some need to not show aspects of their identities they identify as “ethically” or “culturally” based.

GE SLOs

GE Area 1 - Information Acquisition and Analysis: This assessment provides evidence that the College is satisfactorily addressing one component of this outcome (using the library and locating, evaluation and using information). The survey did not provide information on the other aspects of this GE Outcome. This information will be augmented by Program Assessments conducted by the Library and direct assessments conducted in classes meeting this GE outcome as well as by the analysis of some of the items on the CCSSE survey.

GE Area 1 - Ethical Capacities: This assessment provided evidence that the College is achieving its intended outcomes in this area. In particular, respondents indicated overwhelmingly that their experiences at the college had enhanced their ability to use knowledge ethically and wisely; and to be able to assume civic, political and social responsibilities. These results will be augmented with direct assessments conducted in classes that meet this GE SLO.

GE Area 2 - Discipline Specific Skills – Living Skills (III): This assessment provided evidence that the College is achieving its intended outcomes in five of the specific SLOs identified in this area. The other two areas were not addressed in this assessment. In particular, respondents indicated overwhelmingly that taking courses in this GE area had contributed to their understanding of and ability to make choices that contribute to their social, physical and emotional well-being. This result is supported by Program Assessment results for Outcomes in Kinesiology, Health and Athletics that map to this GE SLO and will be augmented with direct assessments conducted in classes that meet this GE SLO.

GE Area 2 – Discipline Specific Skills - Social and Behavioral Science (Vb): This assessment provided mixed results. In particular responses in this area fell below the 80% margin seen in other SLOs. However, a solid majority (70% or above) of the respondents indicated enhanced ability to apply social science methods to examine causes or solutions of social or behavioral science issues and to recognize their use and misuse in the media. Fewer than 70% of respondents, however, indicated enhanced ability to apply their

learning in the political arena. A review of the course SLOs for the courses included in the sample led the researcher to identify a misalignment between course SLOs in several of the courses and the GE SLOs in this area. This realization has led to the implementation of a GE mapping project to ensure proper alignment between Course and GE SLOs. This mapping project should be completed during the 2013-14 Academic Year. It is anticipated this will lead to modifications in both course and GE SLOs. It will also lead to a modification in the curriculum review process to ensure the mapping is maintained and up-to-date.

GE Area 2 - Discipline Specific Skills - Ethnic/Multicultural Studies (VI): This assessment provided evidence that the college is achieving its intended outcomes in this area, with the exception of increasing student's confidence standing up to confront bias. In particular, close to 80% or more of respondents indicated enhanced understanding of stereotyping, ethnic diversity, and the differences between culture, race and ethnicity. Approximately 70% indicated that the class had strengthened their understanding and confidence in their own cultural identity, with approximately 20-25% neutral about impact of the class on their own cultural identity. These results will be augmented with direct assessments conducted in classes that meet this GE SLO.

Highlights of the Quantitative Data:

SLO Area 4: The results below describe students' perceptions as they relate to various college and general education student learning outcomes. The data is based on student perception survey given during the 2012-2013 academic year. The sample included 618 students enrolled in one of the following courses: CISC 302, CISC 310, COM 321, HCD 310, PSYC 300, PSYC 340, PSYC 356, and SOC 310

1. SLO Area 4: College Outcomes related to student development as self-reliant learners

4a: Actively engage in intellectual inquiry beyond that required to pass classes.

Item 45: How many campus clubs or activities do you participate in? **84% indicated None.**

4b: Identify personal goals and pursue those goals effectively

Item 28. Based on my experiences at CRC, I have identified, clarified or affirmed my personal goals. ” **3% not all**

4c. Confidently seek out the information and resources need to develop academically and personally.

Rate confidence on the following items based on CRC experience:

Item 23: Ask teacher to help me when school work is difficult.

82% moderately to highly confident

Item 24. Ask another student to help me when school work is difficult.

82% moderately to highly confident

Item 31. Use library to get information I need.

81% moderately to highly confident.

4d. Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices.

Item 38: Because of my experiences at CRC, I have incorporated what I have learned at CRC into my daily life. **2% Not at all**

4e. Utilize tools from the academic tool kit including time management, study skills, etc. The following items all begin with “My experience is that at CRC I can...”

Item 18: Finish homework assignments on time.

95% moderately to highly confident

Item 19: Get myself to study when there are other distractions.
76% moderately to highly confident

Item 20: Always concentrate on lectures.
93% moderately to highly confident

Item 21 Take good notes during class lectures
92% moderately to highly confident

Item 23: Organize my school work.
93% moderately to highly confident

Item 24: Remember well the information presented in class and textbooks.
88% moderately to highly confident

Item 25: Motivate myself to do school work.
90% moderately to highly confident

Item 26: Participate in class discussions
77 % moderately to highly confident

4f. Be actively involved in campus life and express a sense of engagement with the campus culture.

Item: 39: There is someone on campus who is your mentor.
58% None

Item 40: There is someone on campus you identify as a role model.
39% None

Item 45: How many campus clubs or activities do you participate in?
84% None

2. SLO Area 5: College outcomes related to society, ethics, and pluralism.

5b. Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

Item 31: Because of my experiences at CRC, I give thoughtful consideration to different points of view. **1% Not at all**

5c. Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves.

Item 32. Because of my experiences at CRC, I am more comfortable interacting with people who are not like me. **3% Not at all**

The following items all begin with “My experience is that at CRC, ...

Item 2: I try not to show parts of me that are “ethically” or “culturally” based. **59% *not at all***

Item 4: I feel that my ethnicity or cultural background is incompatible with other students. **71% *Not at all***

Item 5: I can talk to my friends at school about my family and culture. **5% *Not at all***

Item 6: I feel I am leaving my family values behind by going to college. **79% *Not at all***

Item 8: I can talk to my family about my friends at school. **5% *Not at all***

Item 12: As a member of my cultural group, I feel I belong on this campus. **6% *Not at all***

Item 13: I can talk to my family about my struggles and concerns at school. **6% *Not at all***

5d. Recognize the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local and global citizen.

Item 30: Because of my experiences at CRC, I have become a better citizen of the community. **3% *Not at all***

5e. Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.

Item 33: Because of my experiences at CRC, I am better able to peacefully work out my disagreements with others. **1% *Not at all***

GENERAL EDUCATION SLO Assessment:

Sample: The sample included 618 students enrolled in one of the following courses: CISC 302, CISC 310, COM 321, HCD 310, PSYC 300, PSYC 340, PSYC 356, and SOC 310

The percentages below indicate the percentage of respondents who were somewhat to very confident of their ability in the specified area.

AREA 1: Information Acquisition and Analysis

2c. Students will determine the extent of information needed, evaluate the information and its sources critically, and ethically and legally apply gathered information to personal and community issues.

1. I am more able to locate, evaluate and use information in an ethical manner. **92%**
2. Use the library to get information for class assignments. **81%**

AREA 1: Ethical Capacities (% who moderately or strongly agree with statement based on their experiences at CRC:

3a. Students will apply ethical reasoning skills within various GE areas and work toward a personal resolution of ethical issues.

1. I am more able to show an appreciation of ethical reasoning for personal choices. **95%**

3b. Students will show an appreciation of ethical principles as applied to personal and civic choices.

1. I am more able to assume civic and social responsibilities. **91%**

3c. Students will realize and apply the responsibility to use knowledge wisely.

1. I am more able to use knowledge wisely. **96%**
2. I am more able to locate, evaluate and use information in an ethical manner. **92%**

3d. Students will assume civic, political, and social responsibilities.

1. I am more able to assume civic and social responsibilities. **91%**

GE Area 2 SLOs

GE SLO Area 2: Discipline Specific Skills: Living Skills (III)

SAMPLE: N= 365; Students sampled from the following courses that meet this requirement: CISC 302, CISC 310, COM 321, FITNS 334; FITNS 382, HEED 300, PSYC 340, PSYC 356, SOC 310, TMAC 332

A= very true B= true C= somewhat true D= not very true E= not at all true
or F= N/A (not applicable)

Taking this course has helped me: % of respondents who chose A,B,C

Living Skills: Five the seven SLOs are assessed below:

A: Students will demonstrate concept of physical and emotional wellness to make wise lifestyle choices and will develop the skills and competencies to understand themselves as whole persons.

1. Demonstrate concepts of wellness to make wise lifestyle choices. 93%

B. Students will establish daily habits for caring for their bodies including appropriate physical activities in order to maintain or improve physical and mental health and prevent illnesses.

2. Establish daily habits for caring for my body. 83%

C. Students will identify aspects of social, physical, and/or emotional well-being for the community while considering present and future conditions in society.

3. Identify aspects of social, physical and emotional well-being in my community. 90%

D. Students will recognize the need for healthy personal relationships and lifestyle with member of their family and community.

4. Recognize the need for healthy personal relationships with members of my family and/or community. 90%

F. Students will develop skills and competencies for effective and competitive workforce performance.

5. Develop skills to be a more effective employee. 90%

GE SLO Area 2: Discipline Specific Skills - Social and Behavioral Sciences (Vb)

Methodology: The sample included 301 students enrolled in a course that satisfies the College's GE Social/ Behavioral Sciences graduation requirement. Courses included: ANTH 310 (2 sections), COMM 325(2 sections), GEOG 320 (2 sections), PSYC 368, SOC 321 (2 sections)

Percentages below include the percentage of students who indicated A, B or C response

- A = You **Strongly Agree** with the statement
- B = You **Agree** with the statement
- C = You are **Neutral** with respect to the statement

Upon completion of this GE requirement the student will have satisfied all of the following:

- A. Students will accurately apply the basic vocabulary and concepts of at least one social or behavioral science discipline verbally and in writing.***

1. Taking this class has provided an opportunity to apply social or behavioral science concepts in **writing**. (76% agree/21% neutral)

2. Taking this class has provided an opportunity to apply social or behavioral science concepts **verbally**. (77% agree/19% neutral)

B. Students will examine the possible causes and suggest solutions to introductory problems of a conceptual nature using the methods of at least one social or behavioral scientific discipline.

1. Taking this class has increased my ability to use social science methods to examine the **causes** of social or behavioral science issues. (71% agree/23% neutral)

2. Taking this class has increased my ability to use social science methods to examine the **solutions** of social or behavioral science issues. (69%/27% neutral)

C. Students will recognize the use and misuse of social and behavioral science concepts in society including politics and the media.

1. Taking this class has increased by ability to recognize the appropriate application in the use and misuse of social or behavioral science concepts in the **media**. (74% agree/22% neutral)

2. Taking this class has increased my ability to recognize the appropriate application in the use and misuse of social or behavioral science concepts in **politics**. (65% agree/28% neutral)

GE SLO Area 2: Discipline Specific Skills - Ethnic/Multicultural Studies (VI)

Methodology: The sample included 477 students enrolled in a course that satisfies the College's GE Ethnic/Multicultural graduation requirement. Courses included: ANTH 310 (2 sections), COMM 325(2 sections), ECE 430 (2 sections), GEOG 320 (2 sections), MUFHL 330 (2 sections), PHIL 352(2 sections), PSYC 368, SOC 321 (2 sections)

The following percentages include those who answered A+B or C.

A = You **Strongly Agree** with the statement

B = You **Agree** with the statement

C = You are **Neutral** with respect to the statement

A. Students will become effective citizens of a diverse and multicultural society, will demonstrate thoughtful consideration of divergent points of view, and will develop a foundation for cultural democracy based on a respect for cultural diversity.

1. Taking this class has increased my respect for cultural diversity. **(89% agree/10% neutral)**
- B. Students will critically analyze cultural issues to recognize tendencies towards bias and stereotyping, understand the implications of bias on societal and individual health, and will stand up for themselves or others in the face of bias.*
1. Taking this class increased my awareness of process of stereotyping. **(82% agree/15% neutral)**
 2. Taking this class increased my confidence to stand up for myself when confronted with bias. **(53% agree/ 34% neutral)**
 3. Taking this class increased my understanding of the impact of stereotyping and bias on societal and individual health. **(76%/agree/ 20% neutral)**
- C. Students will recognize, appreciate and understand intra-cultural diversity and the cultural practices of historically underrepresented groups in the United States as well as the contributions of non-Eurocentric cultures to world civilization or the United States.*
1. Taking this class has increased my awareness of the diversity within various ethnic groups. **(90% agree/10% neutral)**
 2. Taking this class increased my awareness of the cultural practices of a variety of ethnic groups (e.g. African American, Latino/Hispanic, Asian-American, Native American, etc.). **(87% agree/11% neutral)**
 3. Taking this class has increased my knowledge of the contributions of different ethnic groups to the American or global community. **(80% agree/17% neutral)**
 4. Taking this class has increased my understanding of the value of diversity. **(85% agree/15% neutral)**
- D. Students will demonstrate verbally and in writing an understanding of the various aspects of culture beyond race and ethnicity.*
1. Taking this class clarified the differences between the terms of culture, race and ethnicity. **(91% agree/8% neutral)**
- E. Students will demonstrate comfortable, empathetic interaction with people from diverse backgrounds.*
1. Taking this class provided me with the opportunity to interact with students from diverse backgrounds. **(70% agree/25% neutral)**

F. Students will construct a knowledgeable and confident self-identity, and will exhibit through their actions, speech, or writing, a foundation of cultural understanding and respect.

1. Taking this class has encouraged me to be confident about my self-identity.
(69% agree/24% neutral)
2. Taking this class has helped me understand how my cultural background impacts who I am. **(72%agree/21% neutral)**