

Keweenaw Bay Ojibwa Community College

Fall 2018-Summer 2020 Liberal Studies Assessment Report

Liberal Studies Mission

To provide students with a multidisciplinary learning experience that will contribute to personal and educational enrichment and prepare them for transfer to a baccalaureate institution.

2018-2020 Goals

1. Increase adjunct participation in CLO reporting.
2. Re-evaluate PLO subcomponents.
3. Improve oral presentation skills.
4. Increase interpretation of visual information
5. Increase ability to develop new ideas or solutions.
6. Increase use of source information.
7. Increase ethics activities in classrooms.

Program Learning Outcomes

Upon completion of the Liberal Studies Degree Program students will be able to:

1. Communicate competently.
2. Apply reasoning skills to solve problems.
3. Use lifelong learning skills.
4. Describe the interconnectedness of communities
5. Integrate an individual interest with civic responsibility

Analysis

Sources: The information contained in this report comes from Liberal Studies Course Learning Outcome Reporting Surveys, Liberal Studies Capstone Assessment, Liberal Studies event surveys, and Liberal Studies Capstone Exit Interviews.

Definitions: For the sake of this report, a Liberal Studies course is a course in which a Liberal Studies major can count that course towards a Liberal Studies degree, but not a course which is predominately designated as a course in another department. For example, although a Liberal Studies major could count BS 110 Intro to Business as a General Elective, this course is not reported on

in this report because it is predominately a course designed for Business majors. This line has been drawn to limit the scope of this report and thus to add some element of control over the liberal studies curriculum and to avoid duplicated efforts across departments.

Using this definition of a Liberal Studies course, 24 Liberal Studies courses ran during Fall 2018, Spring 2019, Fall 2019, and Spring 2020. Of those courses, instructors reported on Course Learning Outcomes (CLOs), completely, for 17 courses. Each time a course ran, the instructor was supposed to collect evidence and report on two CLOs (see attached table). The results are summarized below.

Summary of Results:

CLO Reporting: This report has information on 34 CLOs out of a potential 48 CLOs. This shows a 71% response rate from Liberal Studies instructors on reporting information on CLOs (see figure 1).

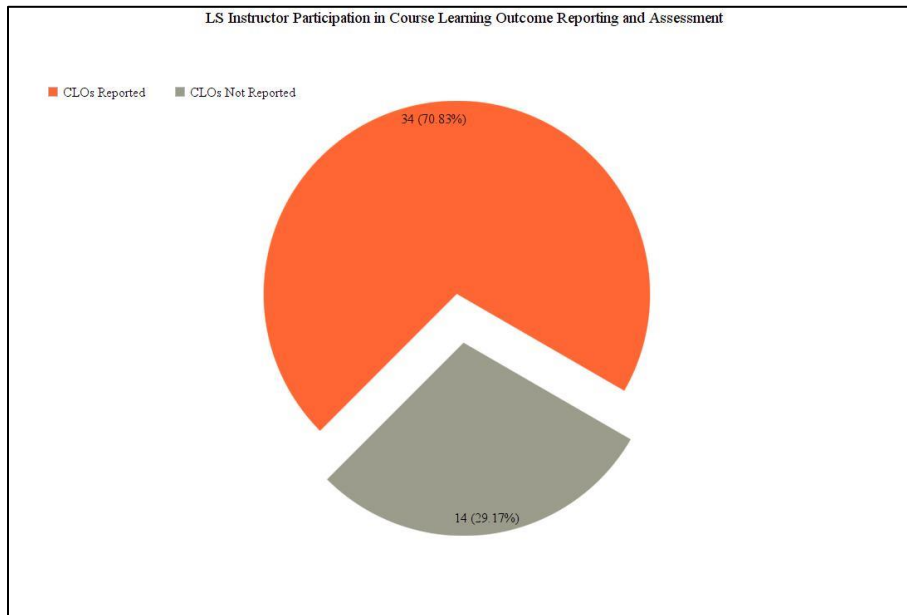


Figure 1

CLO Success: Instructors who reported CLOs reported 33 out of 34 CLOs as meeting the goal, about 97%. However, when the unreported CLOs are figured in, the final MET result drops to 69% (see figure 2 on next page).

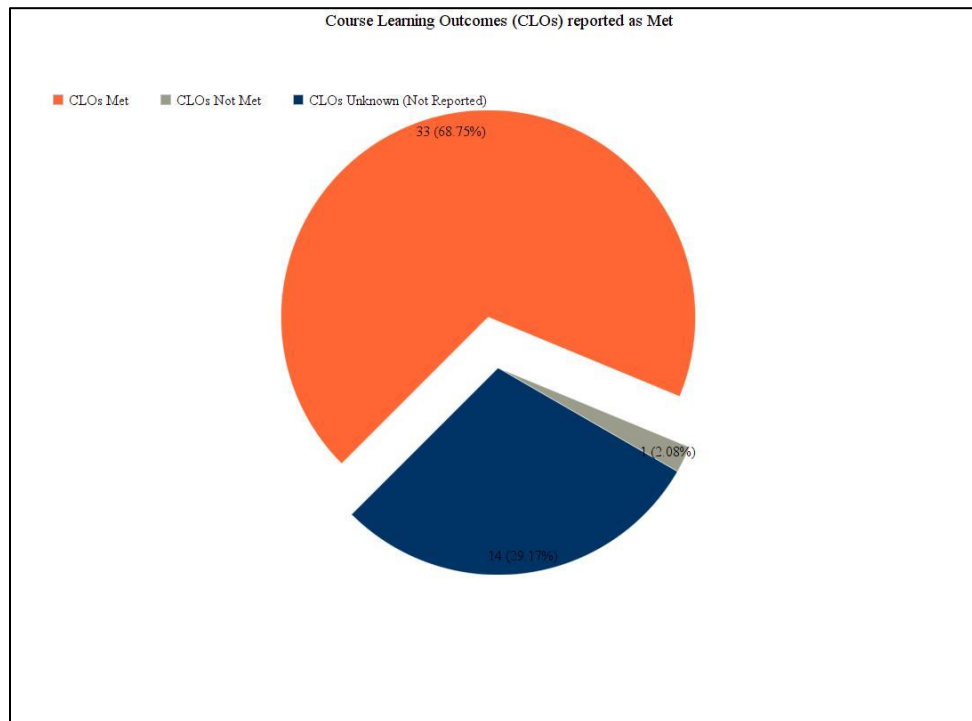


Figure 2

Conclusions:

CLO Reporting: The CLO selection and reporting surveys have made a big difference in the convenience of reporting, collecting, and utilizing CLO information from instructors. Increased actions to insist on instructor CLO reporting over the reporting period have paid off. The 71% response rate is a great improvement from last report's 51%. However, it is far from the 100% compliance goal.

CLO Success: At first glance, the 33 out of 34 CLOs reported as MET (see figure 2) is encouraging. However, until more instructors participate in the reporting process, this is possibly inaccurate. Still, the 69% met represents a remarkable increase from last report's 37%.

Overall: This reporting period show marked improvement in CLO reporting and in CLOs being met compared to the previous reporting period.

Recommendations:

CLO Reporting: Over this next reporting period, LS should continue to send out department reminders to instructors when the CLO selection and CLO reporting survey are sent out. Last time, this happened but inconsistently. Beyond that, I think Assessment should look into more measures to increase participation, as this has been a persistent problem. Perhaps Assessment can get permission to budget in pay for adjuncts for CLO reporting efforts.

CLO Success: CLO success saw double digit percentage improvement over the reporting period. However, true measure of CLO success (Met or not MET) will come with increased instructor participation in reporting and assessment. See those recommended actions.

Further discussion:

- Not having an assessment coordinator is not sustainable.
- Not getting info for report until nine days before end of year makes for a rushed analysis.
- Only getting raw unprocessed data means much analysis time is spent sorting data instead.
- Still not knowing how they collected and measured the CLO makes it hard to know where to put this stuff. That is, not having the measurement tool—paper, exam, presentation, etc.—included in the reporting is a problem.
- It would be better to find a way for the instructor to self report the CLO being addressed, than for the Chair to guess.
- Need to continue to refine what constitutes a LS course for reporting. Also need to deal with the infinite number of tracks the LS student might take. Program review resulted in some suggested with should be explored.
- Need to analyze art and CJ tracks separately, based on their much more narrowed curriculum. This may mean developing separate PLOs.
- Many of the LS PLOs overlap with or are otherwise fulfilled in part by the general education courses, institutional requirements, WAC, etc. Since these are not included in LS reporting, the report might falsely suggest deficits where there are none, once these other variables are considered.
- Still nothing in reporting linking previous runs of courses (what I said I would do, to improve to doing it) to results of current runs of courses.

- Need to reevaluate PLOs and subcomponents.
- Many of the Adjunct CLOs are still messy—double barreled and AWK, not measurable.
- Change Ojibwa to Anishinaabe to allow for a wider interpretation of PLO subcomponents?
- What info I do have indicates a lopsided curriculum—heavy in some places, light in others; However, remember this only represents the 2 CLOs reported. How do I account for this limited information?
- New plan's new goals need to reflect the reporting here.

See tables below.

FALL 2018 (8 LS course ran. 2 reported = 25%)

Course	First Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	Second Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	WAC	Cultural component
AR101	1. Draw with tonal value, detail, texture, proportion and shape.				Not completed, Not met	5. Apply the basic principles of composition in students' work.				Not completed, Not met		
LS103	1. Manage time effectively for academic success.				Not completed, Not met	4. Use stress management techniques.				Not completed, Not met		
CJ110					Not completed, Not met					Not completed, Not met		
CJ220	Compare print and online literature concerning corrections professionals				Not completed, Not met	Explain the history of punishment in world culture and America				Not completed, Not met		
CJ221	Identify ethical issues involved in dealing with offenders in institutional and community settings				Not completed, Not met	define common terms used in communication with prisoners				Not completed, Not met		
CJ222	List forms of stress				Not completed, Not met	Describe the psychological, physiological and sociological dangers that manifest from stress for general population.				Not completed, Not met		

PY101	2. Recognize and explain major disciplines in the field of Psychology and the people who were their main contributors./	Classroom discussions, tapes, quiz, and test.	I did a pretest and posttest. The cutoff scores were the college grading guidelines. I also use a 60% improvement over the pretest scores (if they apply). 9/9. All students succeeded in exceeding the pretest scores. Six students received an A on this part of the test. Two students received an A- and B+ respectively. One student received a C-.	I would spent more individual time with students who have very low pretest scores.	Completed, Met	?Explain the difference between European/Western and Native American culture, focusing on motivation.	Pretest, lecture, discussion, tapes, quiz, and test.	A pretest where students would improve their score by 60% and/or the college grading procedure. All nine students passed this part of the test easily. Seven of the students received an A and the two other students received a B+.	The students seemed to grasp this outcome easily. We had a lot of discussion about this topic. A couple of the students had a 200% increase between their pre and post test. I do not think I will change anything on this outcome.	Completed, Met	passed the writing assignment back to them. They did a great job on this assignment.	I used some elders as educators to talk to the students about their educational experiences in school, dwelling on motivation or lack thereof. We studied some research on effective methods of teaching and motivating Native students. We incorporated a lot of storytelling as an effective motivator. I also showed some video tapes of effective types of motivation for different cultures.
FN207	*Prepare dishes using locally available ingredients.	Class prepared dishes, in particular, venison-pumpkin chili, made from locally harvested squash (pumpkin) and venison hunted and processed	The class prepared the chili for the annual KBIC Council election forum at the college. 7/7. The students had to prepare the meal as a group, with a student sous-chef	I would like to have the students prepare and distribute a meal plan for the event with short explanations of where food was harvested/hunted locally and descriptions of how the food was prepared, for those consuming the meal	Completed, Met	*Properly use professional kitchen tools and equipment.	Observed students put together and properly use food processors and professional mixers when working with recipes in the	Checked for proper consistency of mixing and chopping when using either device. 7/7. Students were tasked to use these devices to prepare home-made	I would introduce a method for students to document their progress using photos and descriptions of what steps were necessary to make a satisfactory	Completed, Met	Students wrote papers in which they took a family recipe from the past, and how it might have been sourced then; then explaining how they	During lecture I went into some detail of how the Native Americans sourced their food within the Great Lakes Basin during decolonization and how they would have preserved and

		in Baraga County.	overseeing the preparation. All food was prepared using techniques such as sautéing vegetables, proper seasoning and the final product was check for serving temperature using USDA guidelines,				kitchen setting.	mayonaisse with the proper consistency in the final product using the food processor and using the mixers to mix ingredients for recipes requiring introduction of liquids to solids to prepare consistently smooth batters for quick breads.	end product. Something akin to a food diary, perhaps.		would prepare the recipe today, and how they would source it today.	prepared those foods.
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SPRING 2019 (6 LS courses ran. 6 reported = 100%)

Course	First Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	Second Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed, Met, CLO#	WAC	Cultural component
CJ220	2. To identify the criminal justice system including enforcement, the court system, and sentencing; CJ Funnel Test	To identify the criminal justice system including enforcement, the court system and sentencing	3/3. Students remembered most of the numbers in the CJ Funnel model	make it more oral or with more online discussion in the online incarnation of CJ 220. Otherwise, it is pretty rote. They get the point of the model, but it could be less two-dimensional	Completed, Met,	5. To compare the histories and functions of jails and prisons; TV time	TV Time	3/3. This is a classic and students always seem to do well in the presentation and assessing if the snippet seems authentic in terms of what they have learned about corrections	I like this as it is. Though, perhaps I can focus on three or four choices of topic rather than the whole universe of corrections - any topic they choose as long as I approve	Completed, Met,	The write up of the TV Time assignment	Spoke on comparative religions, how religions are monitored for safety for the incarcerated and spoke on some Ojibwa religious practices as taught to me by D. Cadeau and Bill Jondreau
CJ222	*Explore common negative manners to deal with stress	Oral presentation of Negative Solutions for Stress with notes and outline from student	1/1. Student rendered a good oral self assessment and provided three of the items in question 7.	I like how the activity works but wish for more students with a post-mortem when all completed their presentation	Completed, Met,	*Build a strategy to address corrections stress	a paper with the topic combatting corrections stress in a positive way	1/1. Student provided three positive practices to mitigate stress	Again, more students to share strategies.	Completed, Met,	Building a strategy to address corrections stress: combatting corrections stress in a positive way	Bill Jondreau supplied me with a handout on four sacred medicines and the teachings of the seven Grandfathers

EN220	3. Manipulate digital images using basic computer image manipulation software.	The Final Project (Original Multi-media Story)	6 of 6 recieved a C or better on the final project.	Last time I taught this class I left a note to myself to get to Photoshop earlier if the class is small and, thus, spend more time on it. It was my intention to do so this semester. Unfortunately, we lost weeks of class to snowdays, and this adjustment didnt happen. I would still like to try this next time.	Completed, Met,	5. Present an original multi-media story.	Presentation of an Original Multimedia Story	All 6 studetns presented. All 6 students received a C or better.	The current emphasis, pointwise, is on the project. The current measly five points they get for the presentation doesnt put much emphasis on the actual telling of the story, the presentation. I would like to find a way to up the emphasis on the presentation.	Completed, Met,	A writing sample could come from any of their response essays or from the essay questions on the midterm exam. Oddly enough, though, I am just now realizing that I dont have a specific designated WAC assignment for this class, as I do for my other classes. I will change that for next time.	Liz came in as a guest storyteller to discuss and demonstrate Ojibwa storytelling. Also, several of the options from which the students choose from for their contemporary presentation assignment are Anishinaabe focused.
SO101	Describe and explain the aspects of culture, society, and socialization.	Quiz and test.	12/12. 1. Six of the students received an A. 2. Two received an A-. 3. Two received a B+. 4. Two received a B.	I will spend more time on specific aspects of socialization during lectures, using examples and videos.	Completed, Met,	Compare Native American culture to the dominant culture in the U.S.	Test.	All 12 students earned either an A or an A-.	None.	Completed, Met,	A quiz which involves a short essay.	It was included as part of one of our learning outcomes. Students had to concentrate on "rugged individualism" vs "the good of the group".

CJ104	1. Describe staff and inmate dynamics in corrections	Term paper	3/3.	More discussion, not in a directed study	Completed, Met,	2. Explain basic concepts surrounding manipulation by inmates	Discussion and Youtube	3/3.	More discussion	Completed, Met,	Respondent skipped this question	Respondent skipped this question
LS103	Students will demonstrate at least 2 appropriate test taking strategies.	Pre & Post Learning Outcome Survey.	10/10.	I will not be teaching the course in the Fall 2019 semester.	Completed, Met,	Students will demonstrate at least 2 appropriate study strategies.	I checked notes taken from another class and the student responses on the Pre & Post Learning Outcome Survey.	10/12.	I will not be making any changes as I will not be teaching the course in the 2019 Fall Semester.	Completed, Met,	Students completed a mid-term writing assignment from the prompt "College Success is making me a more successful student."	1. Ojibwe words were used when appropriate in classroom management - daily agenda, welcoming. 2. Medicine Wheel teachings were used throughout the semester when teaching stress management, health and wellness for students, spiritual teachings such as smudging. 3. Students made tobacco pouches to ask the Creator for help during the semester. 4. Students were introduced to the 7 Grandfather Teachings. 5. Comparisons were made

													with the Medicine Wheel & Seven Grandfather Teachings with the 7 Habits of Highly Effective People.
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FALL 2019 (5 LS courses ran. 4 reported. = 80%)

Course	First Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	Second Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	WAC	Cultural component
EN260	2. Use abstract and concrete words in writing.	Final Portfolio	80% C or better. 2/2. A, A on portfolios	I would like to find some new resources. If I get a TA again, I'd still like the TA to create a lesson for this.	Completed, Met,	5. Describe publication process.	I handed out a handout on publication terms. I also had two guests come in and talk about publication	students in attendance. 2/2.	I need to have a better measurement.	Completed, Met,	portfolio	I brought in videos of John Trudell during the nonfiction section.
FN201	3. Prepare dishes using locally available ingredients.					4. Prepare vegetarian and vegan dishes.						
LS103	1. Demonstrate the ability to manage time effectively	Priorities exercise	10/10. Students had to make tough choices in numbering competing tasks in order to prioritize.	I might a a verbal presentation to this. Students could justify their choices verbally.	Completed, Met,	3. Demonstrate at least two stress management techniques	Writing assignment.	15/15. One of the fifteen students displayed an economy of words. However, the student did address the topic.	None	Completed, Met,	The second assignment listed above.	Denise Cadeau delivered medicine wheel teachings. I also encouraged a student to smudge and speak about it and I wove

												in the concept of balance often.
LS133	1. Explain the differences between an online course and a classroom course	This was a discussion post in September	4/4.	I would conduct this later in the semester in order for the students to have a longer comparison time.	Completed, Met,	6. Distinguish between acceptable and unacceptable behavior in online learning	A discussion post sought 5 acceptable behaviors and 5 unacceptable behaviors	5/5.	none	Completed, Met,	Both of the discussion posts listed.	There was a power point slide show loaded on the portal for students to look at and a discussion post regarding the teachings of the Seven Grandfathers
PY101	4. Summarize the nature vs nurture perspective	Writing-part of a test.	I use the college grading scale. I do like to see at least an 80% score on outcomes. Five of six students scored an 86% or higher. Four of the six earned at least 94%. One of the students scored a 75%.	I probably should have spent more individual time explaining what should have been included to the student who received a 75%.	Completed, Met,	8. Discuss the interrelationship of psychological and physical health	Writing- part of a larger test.	The college grading scale. For outcomes I like to see a score of 80% or higher. All students earned a score of 80% or higher. Five of the six scored 90% or higher.	I may include more short essay types of questions.	Completed, Met,	Short writing assignment.	I emphasize the historic aspect of how student learn in Native families. There is more oral type of learning with elders and respected family and tribal members. I also lecture and discuss how Native families stress working for the good of the group and less

												about rugged individualism.
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SPRING 2020 (7 LS courses ran. 5 reported. = 71%)

Course	First Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	Second Learning Outcome Measured	activity/ assignment	How many students met or exceeded the criterion for success? / Elaborate	What specific pedagogical changes will you make the next time the course is taught to improve student learning on this topic?	Completed/ Met/ CLO#	WAC	Cultural component
PY210	Describe the effects of heredity and the environment on development.	lecture, discussion, and movie. Measurement was a quiz. Minimum cut-off score is the college grading scale.	6/6 Four of the six students earned an A. One student earned a B+. One student earned a C+.	I will elaborate a little more on operent conditioning.	Completed, Met,	Explain the culturally determined differences in development between Native Americans and the dominant culture.	Lecture, discussions, and a quest speaker. Measurement was a quiz. Cut-off score was the college grading scale.	6/6 Five of the six earned an A. One earned a B+.	None.	Completed, Met,	The assignment was a test on "Soul killing".	I used what was taught by a colleague that teaches Native American culture and, an ensuing discussion by my students. I also did some brushing up on this topic. I will follow this up in just about all of my other classes.

LS133	Explain differences between an online course and a classroom course	Discussion question 80% or more of students will meet or exceed expectations of 70% or higher	3/3 3 out of 3 students were successfully able to make a list of five acceptable and five unacceptable behaviors in online learning using the handout that described the difference between the two learning formats. 5 students did not complete the activity at all.	The handout was very useful for students but I would use the discussion question to elaborate further on the actual differences between the two formats. On top of the 5 acceptable and unacceptable I would ask an additional question where they would have to list specific differences.	Completed, Met,	Describe time management for an online course	Time Management Quiz & Discussion Post 80% or more of students will meet or exceed expectations of a 70% or higher	4/4 All 4 students who completed the assignment were able to identify strategies for time management while in an online course. 4 students did not complete the assignment at all.	Students were required to keep a 24 hour log of how they were spending their time. The next time I teach this course I will try to implement an online planner or Outlook calendar to help with to-do list or scheduling.	Completed, Met,	Most valuable lessons reflection	7 Grandfather Teachings, Medicine Wheel, Tribal College Difference
CJ220	To identify the criminal justice system including enforcement, the court system, and sentencing	I administered a quiz on the criminal justice model of the Funnel. 70 % passes	2/2 Both student scored 10 of 10	No changes	Completed, Met,	To describe the similarities and differences between the staff world and the prisoner world	Students showed a short video that depicts prison or jail life (fictional or fact) and compare what they perceive the goals of staff and prisoners. Students also wrote a short essay and explained the video after it played. 70 %	2/2 Students demonstrate their specific interest in the CJ system by their choices. I have found this assignment brings out healthy debunking of how corrections is portrayed in the media.	NONE! I think that this is the most successful tool that I use to inspire critical thinking.	Completed, Met,	#2 - tv time essay	CJ 220 Religions are regulated in prison

							is the passing score					
CJ250	Describe the five economic patterns of contraband trade	I administered a quiz designed to assess their knowledge of the five illicit economic models of contraband trade. 70 % passing	2/2 Both students scored in the A range	I need to remind students that these are models created to categorize styles and that the five areas may merge and are not necessarily "purely" one or the other. This is just a minor tweak.	Completed, Met,	Assess new technologies and their potential dangers	Student must find three articles about technologies that compromise corrections security. 70 % passing grade.	1 out of 2	This was new and it measured the participating student well. The other student had a technical issue but did not complete the assignment despite time extensions granted by the instructor	Completed, Not Met,	# 2 - Assess new technologies The assignment was called "Phones, Drones and Other Technologies Dangerous to Corrections Security"	Medicine bag and contraband
EN255	2. Trace how Anishinaabe writers have portrayed Anishinaabe people in contemporary literature.	Watch Grand Avenue and Reflection Essay #17 and discussion. 80% or more with a C or better	1 out of 1	Hard to say, given that this occurred during the switch to remote/online. I also had a small class. I'd like to remeasure this next time, during a normal situation.	Completed, Met,	4. Describe elements of contemporary Anishinaabe literature that have roots in traditional oral literature.	Lesson and Reflection # 18 and discussion. 80% or more with a C or better	1 out of 1	I've been working on this one for a while now. I added some videos which seemed to have worked, as the student correctly answered the question. However,	Completed, Met,	Creative Nonfiction (Paper)	Discuss the culture in the assigned readings in the textbook. We act out sections of the play Harold of Orange. We watch the film Grand Avenue. We research and discuss

										this was also during remote Covid-19 times and with a small class, so I'd like to measure for this again next time.		Native authors.
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