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ABSTRACT

In the 1993-94 academic year, the Liberal Studies Division at South Seattle Community College conducted surveys of all Division faculty, students in random classes, and 150 former students who had transferred to the University of Washington (UW) to determine their perceptions regarding students' basic skills levels, students' critical thinking skills, faculty practices to achieve cultural diversity, and transfer success. Study findings included the following: (1) in response to the statement that 80% of the students had the necessary basic skills, 12% of the faculty agreed for reading, 33% for writing, 15% for speaking, 30% for listening, and 43% for mathematics; (2) in contrast, 90% of current students felt that they had necessary skills in reading, 89% in writing, 85% in speaking, 91% in listening, and 71% in mathematics; (3) based on responses from 53 former SSCC students at UW, 93% reported that SSCC had helped them meet their educational goals; (4) 72% rated the quality of classroom teaching as excellent or very good; (5) former students rated SSCC faculty as more accessible, more flexible, more caring, and more enthusiastic than UW students; (6) pre- and post-test scores for a critical thinking course offered in fall 1993 and winter 1994 provided contradictory data on the effectiveness of the course; and (7) efforts related to cultural diversity reported by faculty included mixing students from different cultures for small group work, discussing different cultures in classes, and using cross-cultural texts. (KP)

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ED 381 223

EXECUTIVE SUMMARY
INSTITUTIONAL EFFECTIVENESS ASSESSMENT PROCESS
1993-94

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SOUTH SEATTLE COMMUNITY COLLEGE

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South Seattle Community College
Liberal Studies
Executive Summary

Outcomes

During 1992-93, the Liberal Studies faculty identified four areas for assessment: Basic Skills; Critical Thinking; Cultural Diversity; and Transfer Success.

Major Questions

Basic Skills: Do the faculty and students in Liberal Studies think the students have adequate preparation in basic skills such as reading, writing, math, studying, listening and speaking?

Critical Thinking: Do the students in Liberal Studies have adequate critical thinking skills, and can these skills be improved by students taking a philosophy class dealing with critical thinking skills?

Cultural Diversity: What are faculty in Liberal Studies doing currently, both formally and informally, to address the issues of cultural diversity in their classes?

Transfer Success: Do SSCC students who transfer to the University of Washington rate their education at SSCC favorably?

Measurements

During 1993-94, the Liberal Studies faculty committees worked with the Institutional Effectiveness Planning Office to gather data in the four assessment areas.

Basic Skills:
Faculty Survey: All faculty in Liberal Studies were surveyed on their students' basic skill levels.
Student Survey: Liberal Studies students were also surveyed on their skill levels in a random survey of Liberal Studies classes.

Critical Thinking:
Each quarter in 1993-94, students in Philosophy 118, a course on logic and critical thinking, were tested on their critical thinking skills at the beginning of the quarter and at the end of the quarter. Students in three other classes in the Social Sciences, the Natural Sciences, and the Humanities were also tested. Test scores were used to compare the change in performance for students in the Philosophy class with those in the other classes.

Cultural Diversity:
All faculty in Liberal Studies were surveyed on their current practices -- how much attention was focused on the issue of cultural diversity in their classes, both formally and informally.

Transfer Success:
Over 150 students who had transferred to the UW from SSCC were surveyed regarding their experiences at South Seattle Community College and the University of Washington.

Findings

Basic Skills:
Three surveys can be used to compare current students' opinions with those of former students and faculty on students' basic skills in areas such as reading writing, speaking, and listening.

Basic Skills	Current Students	Former Students	Faculty
	Percent agreeing that they have necessary skills	Percent rating their preparation Good or Excellent	Percent agreeing that 80% of students have sufficient skills
Reading	90%		12%
Writing	89%	47%	33%
Speaking	85%		15%
Listening	91%		30%
Prep. English		31%	
Math	71%		43%
Prep. Math		29%	
Study Skills	82%	40%	
Library Skills	62%		
Skills for Major		45%	
Critical Thinking		36%	

Critical Thinking:
Overall, SSCC students scored above the national average on critical thinking skills. Students in Philosophy 118 classes showed significant improvement in the specific areas addressed by the course.

Cultural Diversity:
Faculty in Liberal Studies reported informal attention to cultural diversity through writing assignments. Many faculty mentioned mixing students from different cultures for small group work in their classes.
Formal attention to cultural diversity include discussing different cultures in language classes. Music and art courses include examples from many cultures. History and English 101 use cross-cultural tests, and Psychology texts and course materials discuss cross-cultural perspectives.

Transfer Success:
Overall, 93% of the respondents to the Transfer Survey reported that SSCC helped them meet their educational goals. The students rated SSCC highest in the areas of small class size and lectures as helping them reach their educational goals.

Former Liberal Studies students were most likely to rate classroom teaching as excellent or Very Good (72%).

The majority of students reported that standards were tougher at the University of Washington, both in the amount of work required in courses and grading.

Comparing SSCC to the UW, former students said SSCC faculty were more available, more accessible, and more flexible. They also rated SSCC faculty higher in the areas of caring and enthusiasm for teaching.

Liberal Studies

Basic Skills Student Survey

The Basic Skills Student Survey was designed to provide feedback on students' self-assessment of their own skill levels in the areas of reading, writing, math, and studying.

The survey was designed during 1993 and administered to a random sample of 14 Liberal Studies classes during Winter Quarter 1994. A total of 246 surveys were returned. (See Appendix 1 for a copy of the survey and frequency distributions.)

Results

First, students were asked to rate themselves in several skill areas.

Question 1: Writing Skills

Over 50% of the students rated themselves good or excellent on each of the writing skills:
understanding assignments (84%), essay questions (74%), expressing their thoughts (69%), organizing their writing (63%), and editing and proofreading (56%).

Students were most likely to rate themselves high on understanding writing assignments and least likely to rate themselves high on editing and proofreading.

Question 2: Grammar Skills

Between 60% and 70% of the students rated themselves as good or excellent on grammar (67%), punctuation (62%), spelling (65%), and vocabulary (66%). Students rated themselves similarly on all these skills.

Question 3: Reading Skills

Between 60% and 71% rated themselves as good or excellent on each of the reading skills:
speed (60%), comprehension (71%), retention (61%), and vocabulary (67%).

Students were most likely to rate themselves high on comprehension and vocabulary and least likely to rate themselves high on punctuation and spelling.

Question 4: Study Skills

Over 50% of the students rated themselves as good or excellent on each of the study skills:
time management (53%), concentration (58%), memory (70%), reading for study (60%), note-taking (71%), following oral directions (76%), following written directions (86%), and using the library (62%).

Students were most likely to rate themselves high on memory, note-taking, and following oral and written instructions; and least likely to rate themselves high on time-management and concentration.

Question 5: Math Skills

Students assessed their math skills in six areas ranging from arithmetic to calculus. As expected, students were most likely to rate themselves high on the lowest level skills of arithmetic and algebra and least likely to rate themselves high on calculus.

84% of the students rated themselves as good or excellent in arithmetic. 73% of the students rated themselves as good or excellent in algebra. Between 40% and 50% rated themselves as good or excellent in the following: geometry (49%), word problems (47%), trigonometry (44%). Only 30% rated themselves as good or excellent in calculus.

Skill Improvement

Students were asked whether they had the necessary skills to succeed in 100 and 200 level courses. In each of the six areas, over 80% of the students agreed that they had the necessary skills: listening (91%); reading (90%); writing (89%); math (89%); speaking skills (85%); and study skills (82%).

Conversely, students were asked whether they needed to improve their basic skills. Over 50% of the students agreed that they needed to improve in each of the six skill areas. The largest number of students agreed that they needed to improve their math skills (74%), writing skills (72%), and study skills (70%). Fewer students expressed the need to improve their speaking skills (64%), reading skills (61%), and listening skills (52%).

Finally, students were asked whether they needed to improve their background knowledge in three areas: Humanities, Social Science, and Science. The most students (75%) agreed that they needed to improve their background knowledge in Science, followed by 65% for Social Sciences and 55% for Humanities.

Developmental Education (Questions 21 - 30)

Most students reported being aware of the developmental education classes in English/ESL and Math.

Over 40% of the sample reported that they had taken developmental English/ESL classes, and over 30% reported that they had taken developmental math classes.

Satisfaction: 80% or more of the students who had taken developmental education classes were satisfied.

90% of those who had taken 080-099 English/ESL courses and 97% of those who had taken 080-099 math courses agreed that the classes were helpful in preparing them for college level classes.

84% in English classes and 83% in math classes agreed that the courses were offered at a time they could take them.

For both English courses and math courses, students expressed a preference for lecture classes over lab classes.
56% of the students expressed a preference for lecture classes for reading and writing skills (19% for lab classes and 25% for both).
45% of the students expressed a preference for lecture classes for math skills (32% for lab classes and 23% for both).

SOUTH SEATTLE COMMUNITY COLLEGE

Liberal Studies Division

BASIC SKILLS OUTCOMES PROJECT

Committee Members: Judy Bentley, Ted Coskey, Marc Franco, Dolores Mirabella, Tim Walsh

Outcomes Statement: Students will enter college transfer courses with the content area knowledge and competence in the basic skills needed to meet the academic requirements of their courses.

Premise: Students enrolled in 100 and 200 level courses often do not have the prerequisite knowledge and the basic academic skills necessary for success in those courses. They do not meet the level of reading, writing, math, or study skills assumed for the course, or have the assumed content knowledge and thus are unlikely to succeed.

Measuring Instruments: A Student Survey and a Faculty Survey will be used to test the premise.

Timeline: Student surveys will be administered at the beginning and end of Fall Quarter, 1993 and again at the end of Winter Quarter, 1994.

Faculty surveys will be administered at the end of Fall Quarter, 1993, and Winter Quarter, 1994.

The date obtained from the surveys will be collated at the beginning of Spring Quarter, 1994.

Application of Data:

1. If no problems are seen in students' preparation, surveys instruments will continue to be refined and used to monitor students' preparation and readiness for transfer courses.

2. If problems are perceived, data will be used to identify strategies for change in the areas of curriculum (course offerings), course content, support services such as tutoring, the Writing Center, adjunct classes, adding prerequisites, testing, and entry criteria.

Liberal Studies
Basic Skills Faculty Survey

The Basic Skills Faculty Survey was developed during Summer 1993 and Fall Quarter 1993. The survey was sent to all Liberal Studies faculty with their grade sheets at the end of Winter Quarter 1994. Twenty eight faculty responded. (See Appendix 2.)

First, faculty were asked how they would respond if their students had better skills.

86% of the faculty respondents agreed that they would give more reading assignments if their students had better reading skills.

74% of the faculty respondents agreed that students would be more successful in their classes if the students had better library skills.

67% of the faculty respondents agreed that they would have more small group discussions if their students had better speaking skills.

Of the faculty who responded to the questions about more math:

70% agreed they'd include more math if their students had better computation skills.

83% agreed they'd include more math if their students had a better grasp of math concepts.

Over 80% of the faculty agreed they'd be able to teach at the appropriate level if their students had more adequate prerequisite knowledge.

Second, faculty were asked whether 80% of their students had sufficient basic skills to succeed in college level courses.

For each of the skills, less than 50% of the faculty respondents agreed that 80% or more of their students had sufficient basic skills.

Fewer than 40% of the faculty agreed that students had sufficient reading, writing, speaking, and listening skills.

Only 15% of the faculty agreed that 80% of their students had sufficient speaking skills to succeed in college level courses.

Only 12% of the faculty agreed that 80% of their students had sufficient reading skills to succeed in college level courses.

Third, faculty were asked about students who fail.

Over half the faculty reported that over 20% of their students fail to achieve grades of 2.0.

Two-thirds of the faculty attributed over 50% of the failures to be due to lack of basic skills.

Finally, faculty were asked how they determined grades. Typically, faculty reported that they base less than 10% of the grade on each of the following: effort, perseverance, attendance and participation, and 120% of more of the grade on preparation.

Liberal Studies
Transfer Outcomes
1993-94 Survey of Transfer Students

The Survey of Transfer Students was developed over the Summer and Fall 1993. The Survey was sent out in April 1994 to 150 current UW students who transferred from South Seattle Community College. 142 surveys were delivered; 53 (37%) were returned by May 24, 1994.

Transition from South Seattle Community College to the University of Washington:

Overall, 93% of the respondents reported that SSCC helped them meet their educational goals. In general, 85% reported that they did not experience problems with transferring courses, and 86% reported that they were accepted into their intended major. More specifically, though, only 63% reported that all their SSCC courses transferred to the UW.

Evaluation of their educational experience at South Seattle Community College:

Former students were asked how well SSCC prepared them in four skill areas: skills for major, writing, critical thinking and studying. Students were asked to rate the preparation on a scale from 1 to 5 where 1 was "Very Well" and 5 was "Not Well at all". Only 30-50% of the students rated their preparation in the top two categories. Most students (30-50%) rated SSCC preparation in the middle category half-way between "Very Well" and "Not Well at all". Fewer than 20% of the students rated their preparation as 4 or 5 on the 5-point scale.

Students were asked whether they had taken basic skills courses and how well these courses prepared them for further study. Less than one-fourth of the transfer students reported taking basic skills courses at SSCC: 16% study skills; 22% developmental English; and 18% development math. Again, students were consistent when they rated the preparation in these courses. Approximately 30-40% rated them as 1 or 2 (on a 5-point scale); 87-92% rated them in the top three categories; 13% rated the study skills preparation as low (4 or 5 on a 5-point scale), and 6-7% rated the developmental English and math preparation as low.

Students were asked how well SSCC prepared them for the intellectual climate of the four-year institution and to what extent the classes at SSCC dealt with the issues of ethnic diversity. In the area of preparation for the climate, 38% rated the preparation high, in the top two categories (1 or 2 on a 5-point scale), and 45% rated the preparation as average (the middle category on a 5-point scale). In the area of ethnic diversity, 45% rated SSCC as high, and 32% rated SSCC as average.

Students were asked to rate eight types of instruction as helping them to reach their educational goals. The students rated them as high (1 or 2 on a 5-point scale) in the following order:

	Rating (1 or 2)	(1,2, or 3)
Small class size	84%	96%
Lectures	67%	92%
Group discussions	44%	81%
Labs	34%	78%
Videos, films	32%	79%
Student teams	26%	68%
Computer assisted instruction	24%	70%
Team teaching	17%	63%

Students rated small class size and lectures as most effective and teamwork and computers assisted instruction as least effective.

Students were also asked to rate the quality of their educational experience in five areas. The ratings, in order, were as follows:

	Rating Excellent	Excellent or Very Good
Classroom teaching	19%	72%
Faculty advising	19%	48%
Tutoring, faculty help	17%	56%
Library support services	8%	56%
Access to computers	6%	35%

Comparison of standards at SSCC and UW:

When asked to compare standards at South Seattle Community College and the University of Washington, students reported that the standards at the UW were tougher than at SSCC.

	Rating Much Tougher	Much Tougher or Tougher
Grading	28%	81%
Required course work	25%	81%

Finally, students were asked to compare the faculty at South Seattle Community College with the faculty at the University of Washington. The former SSCC students rated the SSCC faculty higher than the UW faculty in several areas. The ratings, in order, were as follows:

	Rating	
	SSCC Much More	Much more or More
Available for help	20%	67%
Accessible outside class	18%	56%
Willing to adjust to needs	14%	53%
Enthusiastic about teaching	11%	51%
Caring	10%	51%
Having high expectations	11%	28%
Knowledgeable in discipline	8%	21%

Over half the former SSCC students rated the SSCC faculty as being more available for individual help; being more accessible outside of class; being more willing to adjust to student needs; being more enthusiastic about teaching. Over 50% of the former students rated the UW faculty as having higher expectations of student achievement and being more knowledgeable about their discipline.

SOUTH SEATTLE COMMUNITY COLLEGE

Liberal Studies Division

TRANSFER OUTCOMES PROJECT

Committee Members:	Stan Chu	Frank Post
	Reuben Krogstad	Bob Rice
	Mark Palek	Michael Thompson

Outcomes Statement: Performances of students who complete successfully the AA and AS degrees at SSCC and then transfer to four-year schools will compare favorably with the performances of all other Washington State community college students at the four-year schools.

Premise: Do our students get what they pay for? Is our transfer program doing what it is supposed to, preparing our students for their educational experiences at the four-year schools? One indicator of success is the manner in which our students perform at the four-year schools when compared to students from other Washington state community colleges. Unfortunately, SSCC does not currently possess a systematic means of securing and then reporting that information.

Measuring Instruments: Anne Chambers is designing a chart to indicate "new transfer" and "total transfer," "entering" and "continuing" GPAs for SSCC students now in Washington state four-year schools, compared to all other Washington state community college students now in Washington state four-year schools. These data will be collected beginning Fall, 1993 and each Fall thereafter, using the quarterly reports that are provided by the four-year schools. Because these reports are currently intermittent, steps will be taken to insure they are dispensed on a regular basis.

Analysis: A follow-up project will be instituted either commencing Fall Quarter, 1993 or Winter Quarter, 1994, consisting of a student telephone survey designed to elicit information from SSCC graduates currently attending four-year schools regarding their satisfaction with specific aspects of the program. Topics might include: rigor of the courses compared to those at the four-year school; preparation for the culture of the four-year school; preparation in writing, reading, math, study skills, research skills.

SOUTH SEATTLE COMMUNITY COLLEGE

Liberal Studies Division

CRITICAL THINKING OUTCOMES PROJECT

Committee Members: Paul Hecker, Carol Knollmeyer, Mike McCrath, Tom Pierce, Jerine Ridgway, Joan Stover

Outcomes Statement: Students in the Associate of Arts program will acquire knowledge of critical thinking skills in a formal, required classroom setting.

Premise: In the division Outcomes Retreat, it was generally acknowledged that our Liberal Studies students, typical of the U.S. population, seriously lack critical thinking skills. Our students' observed inability to think logically in class, question premises, or otherwise sort fact from fiction, seems analogous to the general U.S. population's unquestioning acceptance of the unproven and the fantastic.

Measuring Instruments: The Liberal Studies division will establish a baseline, through testing, to determine the critical thinking skill level of its students. A question testing students' critical thinking skills (form as yet to be determined, possibly short essay or simple logic problem) will be administered to all Liberal Studies students beginning Fall Quarter, 1993. (This may possibly be postponed until Winter Quarter, 1994, depending upon availability of test.) Students will be asked to indicate whether they have previously taken math courses at the college level or any specifically designated "critical thinking" courses. Those who had would be eliminated from the study. The remainder would provide the baseline for the study. The test would be administered two quarters running for maximum sampling and would be compiled at the end of the testing period, either at the beginning of Spring Quarter, 1994, or the beginning of Fall Quarter, 1994.

In addition, and not as a part of this current outcome, tests will also be administered at the end of each quarter to determine what, if any, skills had been acquired by the baseline population after a quarter's study. Meanwhile, a dedicated critical thinking course, PHI 118, will be offered Fall and Winter of the 1993-94 academic year and students in that class will also be tested and then evaluated against the baseline sample to see if their skills improve by taking the class. This will provide data for a follow-up outcomes project, that of applying a corrective to documented deficiences, if any, in our students' critical thinking skills.

Testing Critical Thinking Skills of LSD Students

Tom Pierce

Introduction

One of the outcomes goals for the Liberal Studies Division is to measure what critical thinking skills students might learn in a CT course, namely PHI118 Practical Reasoning. To do this we are testing students when they enter and leave PHI118. As a control, students are being tested in other courses as well. The test used is the California Critical Thinking Skills Test. It consists of 34 multiple choice questions to be answered in 45 minutes. The questions are difficult enough that almost no one completes the test without some guessing. Testing will continue throughout the year.

The results

Fall Quarter, 1993, Joan Stover and I administered tests to one of her chemistry courses and my two PHI 118's. Winter Quarter, 1994, I again gave the test to my two PHI 118's and Bob Rice used the test in a psychology class. Below are the norms provided by the test maker and our results. For our courses I have provided, in addition to means and ranges, data on deductive and inductive reasoning skills and on one specific skill taught in PHI118. (Note: Very roughly, deductive reasoning is mathematical reasoning and inductive reasoning is scientific reasoning.)

California Critical Thinking Skills Tests
(cases: 781 college and university juniors)

Mean: 15.89 Range: 2-29

Liberal Studies Division Results
Fall, 1993, and Winter, 1994

	cases	pre-course mean	post-course mean	pre-course range	post-course range
PHI118 day (F)	25	14.73	14.71	8-23	5-29

PHI118 night (F)	20	13.70	15.06	5-25	4-23
PHI118 day (W)	24	15.38	14.93	8-22	7-27
PHI118 night (W)	23	16.17	16.53	7-22	9-25
Chemistry (F)	33	11.58	10.87	3-24	6-19
Psychology (W)	17	14.18	16.50	6-21	12-21

Percentages of Correct Deductive Answers

	pre-course	post-course	difference
PHI118 day (F)	43%	49%	+6%
PHI118 night (F)	38%	44%	+6%
PHI118 day (W)	48%	43%	-5%
PHI118 night (W)	45%	48%	+3%
Chemistry (F)	37%	38%	+1%
Psychology (W)	39%	48%	+9%

Percentages of Correct Inductive Answers

	pre-course	post-course	difference
PHI118 day (F)	41%	37%	-4%
PHI118 night (F)	42%	44%	+2%
PHI118 day (W)	43%	43%	0%
PHI118 night (W)	46%	50%	+4%

Chemistry (F)	29%	26%	-3%
Psychology (W)	44%	49%	+5%

Ability to Identify Conclusions of Arguments
(This is one of the items specifically taught in PHI118)

	pre-course	post-course	difference
PHI118 day (F)	32%	66%	+34%
PHI118 night (F)	25%	45%	+20%
PHI118 day (W)	39%	62%	+23%
PHI118 night (W)	43%	74%	+31%
Chemistry (F)	45%	48%	+3%
Psychology (W)	24%	63%	+39%

What the numbers mean and don't mean

These data are, to say the least, muddled. Most differences were insignificant, and those that weren't were often unexpected. Some courses show apparent improvement, others apparent decline in skills. Improvement shows in areas where it would not be expected (e.g., in deductive or mathematical reasoning scores in psychology, a field which relies mostly on inductive reasoning). Also, declines turned up where improvement should occur (e.g., in inductive reasoning scores in PHI118, a course which emphasizes inductive reasoning).

The only dramatic result occurred with respect to one item, the ability to recognize conclusions of arguments. This is specifically taught in PHI118 and PHI118 students showed marked improvement in this ability. Chemistry students' scores increased slightly. These figures would seem to indicate that PHI118 is the

best place to learn to identify the parts of arguments, but this is thrown into doubt by the even more impressive improvement of the psychology students. It should be noted, however, that the post-course sample size for psychology was exceptionally low.

There are at least several possible reasons for these puzzling results:

1. Samples were small, especially in post-course testing.

2. The students who took the pre-course tests were not exactly the same students who took the post-course tests. The pre-test samples are more likely to be representative since they were given during the first three days of the quarter when most students were attending. The post-course samples, taken during the last days of class when many students for one reason or another skip, may we biased, although how these samples are biased is impossible to tell. For those who did take both tests, voluntary anonymity prevented comparing pre- and post-course scores for all but a handful of students, and these were too few to support any conclusions.

3. There was no way to know whether or not any of the differences were caused by anything connected with the courses. The peculiar results may have to do with things other than the teaching and learning in these classes.

Conclusions

The data are compatible with, but do not prove, any of the following conclusions regarding the effects of PHI118:

1. PHI118 helps students learn some critical thinking skills (e.g., conclusion identification) better than courses which do not specifically teach critical thinking.

2. PHI118 helps students learn critical thinking but not any better than any other courses.

3. PHI118 does not help students critical thinking as well as other courses do.

4. PHI118 does not help students learn critical thinking.

SOUTH SEATTLE COMMUNITY COLLEGE

Liberal Studies Division

CULTURAL DIVERSITY OUTCOMES PROJECT

Committee Members: Bonnie Casey, Paula Herd, Jan Koutsky, Jihad Othman, Sara Sanchez, Marjie Vittum-Jones

Outcomes Statement: Student will be given the opportunity to acquire additional information on the nature and diversity of human communities.

Premise: Where it comes to ethnic diversity, SSCC is a miniature 21st century America. To send our students into the world of work or on to additional educational opportunities without a firm understanding of cultural diversity is to ill-prepare them for the realities they will all face now or in a short time. Ethnic and racial slurs, mistrust of "foreigners" or those perceived as "different," and lack of understanding of other lifeways are all artifacts of another age, anachronisms unworthy of educated and enlightened citizens. Thus, an important task of educators is to introduce the concept of cultural diversity to students by example and through classroom experiences of many kinds.

Measuring Instruments: The faculty will assess their present courses and course work for elements of cultural diversity. Surveys will be developed, both for faculty and students, requesting the following information during Fall Quarter, 1993.

For Faculty:

1. What is currently done in your class formally to link the subject matter to cultural diversity or to demonstrate its cross-cultural application.

2. What informal, non-instructional elements are present in your classroom that promote cross-cultural interaction and/or understanding?

For Students:

1. What formal classroom experiences have you been exposed to, to promote your understanding of other cultures?

2. What informal, non-instructional situations, both in and out of class, have you encountered at SSCC that have promoted your understanding of other cultures?

The faculty survey will be accomplished at the beginning of Fall Quarter, 1993. The student survey will be accomplished at the beginning and again at the end of Fall Quarter, 1993. The precise format of the survey is to be determined.

Liberal Studies
Cultural Diversity
Faculty Survey

Outcomes Statement: Students will be given the opportunity to acquire additional information on the nature and diversity of human communities. An important task of educators is to introduce the concept of cultural diversity to students by example and through classroom experiences of many kinds.

Measuring Instruments: Surveys were sent with the grade sheets to all faculty teaching in Liberal Studies in Winter Quarter 1994 (n = approximately 65). Eighteen completed surveys were returned:

Arts and Humanities	8
Developmental English	2
Math/Science	5
Social Science	3

Two questions were asked of the Faculty.

Question 1. What is currently done in your class, formally, to link the subject matter to cultural diversity or to demonstrate its cross-cultural application?

Question 2. What informal, non-instructional, elements are present in your classroom that promote cross-cultural interaction and/or understanding?

Results: Responses to the survey have been grouped by field.

Question 1. What is currently done in your class, formally, to link the subject matter to cultural diversity or to demonstrate its cross-cultural application?

Humanities

-Compositions reflect the different countries of origin. They are shared in small groups, either read aloud or silently. Refugee students are asked not to write "coming to America" or "prisoner of war" stories since those tend to be topic areas they have done repeatedly in the past, and often, because they are already committed to memory, they have a stilted quality about them. Each student is encouraged to write from his\her point of view and to identify how it is similar to or differs from the traditional attitude of the country of origin... or from that of the country presently called home.

-Part of the Spanish class is to discuss the customs and culture of the Hispanic

Countries such as: birthdays, Christmas, food, meaning of colors, superstitions, greetings, gestures etc. Then, in turn, we have established that the students must discuss the same from their country, thereby exchanging information. And, when gestures are understood so that they do not offend, all may see the humor in the misunderstanding of what was said or what is in a gesture, in this way helping everyone to better comprehend different cultures.

-My classes are performance based-without too much cultural diversity presented in the subject matter...Although when talking about pieces of art--the examples do come from all parts of the world.

-I frequently use examples from other cultures.

-For example, Music 100 covers Western European music from the middle ages to the present. Many examples of vocal techniques from around the world are used in video and audio format. This provides a comparison for the student and a familiarity with a culture they may be more familiar with sharing of early musical experiences.

-In art history classes, art and architecture of many cultures are presented. For the Introduction to Art class, one of the assignments was to visit the Seattle Art Museum and write an essay comparing and contrasting two art works, one from the African galleries and one from the Native American galleries. This was a choice many students picked over the other option which was to write on two art works from the European/American galleries. Also, I present works by artists from various cultures, in particular the contemporary work of artists from various ethnic and racial backgrounds.

-It is impossible to discuss the field of contemporary American ceramics without the extensive use of information about, in particular, early Asian potters and their techniques, as this was the foundation of virtually all of our technical knowledge. In addition to this general overview, I cover middle eastern, central/south american, prehistoric and American indigenous peoples and their work utilizing lectures, slides and video. I could sure use a small budget for guest artists/lecturers from cross-cultural backgrounds.

-English 101 uses a cross cultural reader: Multitude. It contains readings from a wide variety of cultures. These readings are used to stimulate discussion, teach summary writing, and to serve as models for the students' writing.

-Many of my classes are quite cross-cultural in composition, so that discussions in English 101, for example, include different cultures' concepts of time, of proper classroom behavior, of writing styles, of willingness to share feelings. Students write essays about their own experience and read these in revising groups.

Developmental English

-I do not make an effort to formally address cultural diversity. The content in basic skills classes is not conducive to this.

-Our reading selections are written by authors representing a variety of ethnic backgrounds. Readings address ethnic & racial issues. We discuss the readings in class.

-We discuss the rules & expectations inherent in use of standard american english & recognize the existence of other dialects, such as black american english.

Math

-Introducing more NON-EUROPEAN contributions to the development of math. Asking more questions with regard to ETHNIC identities for word problems. Asking students to develop concepts within ethnic/cultural ties, so words are more meaningful as a description of technological explanations.

-Nothing -- other than showing different ways used in some math operations by USA vs. other countries and explaining both or all are equivalent and valid.

-During lectures, I include international methods of math course work as well as international strategies for math success. The country of origin and objectives that differ in course work are included in the description and discussion.

-Nothing -- The curriculum is about the nature of atoms, ions, and molecules and their interaction. People are not in the curriculum. Documentation of research is done by bibliographic entries.

-Lecture: "Historical sketches" of important "non-white males" in Math/Science on each exam/quiz. Texts also have such material. AST 201 - a lecture on history of astronomy stressing contributions of non-white males.

Social Sciences

-History 264 textbook includes sections of different ethnic groups' experience in the Pacific Northwest. The research paper assignment potentially incorporates cross-cultural subjects, either through family history and its relationship to regional history or through investigation of a current issue and its historical roots. One student, for example, researched alcoholism among Native Americans; another did Filipino immigration in the 1960's; another, Chinese experience in the 20th century; another, Fiji Islanders in the Pacific Northwest.

-The textbook selection is based on a book including cross-cultural content. Examples are given paying attention to cultural issues. Evaluation tools include cross-cultural items.

-Cultural issues are addressed in all chapters of Psychology 220- Human Relations. It is an imperative learning objective, as the workforce is becoming more and more diversified. Course topics which include cultural diversity content are:

1. Cultural Relativism
2. Communication: Organizational, personal (verbal and non-verbal)
3. Perceptions
4. Motivation
5. Productivity
6. Training
7. Supervision
8. Group dynamics

Issues are taught through methods such as group discussions, simulation studies, role playing and quizzes.

Question 2. What informal, non-instructional, elements are present in your classroom that promote cross-cultural interaction and/or understanding?

Humanities

-Three writing assignments are presented throughout the quarter, and students are clustered for peer-evaluation (small group interaction). Three additional days are given over to the presentation of completed projects in small groups.

-International students are asked not to sit next to each other. They are free to talk with anyone at any time...the conversation must be in English. At no time, even during breaks, are they to speak in a language other than English. Small groups are formed by the students themselves for the purpose of sharing compositions. Each group must have at least one native speaker of English, and if possible ne more that one representative of each foreign country. (Outside of the classroom, during breaks for example, all students may speak in their native tongues. After 3 weeks, students tend to not go outside for their breaks. They stay inside...and speak English.)

-In a big class, there is not enough time in a 50 minute period to address questions not pertaining to the culture. However, any general questions are answered in an amiable manner in the classroom, or if needed, during office hours. In a small class (102, 103), we discuss all kinds of elements, from discrimination to sexual harassment and from formal religion to cults, of the different groups represented in the classroom.

-Studio courses offer an informal setting for students to talk with each other. People from all backgrounds can mingle with each other.

-Each student in Music 100 brings an example of their favorite music to class. (This is frequently music of other cultures.) Students then try to explain why this music appeals to them. Last night, we listened to an example of Laotian pop, and the class was pleasantly surprised at how much they enjoyed it.

-The ethnic makeup of the class; out of 21 students: 9 S.E. Asian, 1 Filipino, 1 Indian, 3 Japanese, 1 Swede (visiting), 5 American.

-I encourage students to use their own cultural background in defining the direction of their work. There are numerous pictorial examples from all over the world stuck up all over the room. My own personal collection of pottery is available to any student who wishes to view actual pots from all over the globe. And hey, we have a calendar on the wall with stunning examples of Japanese ceramics on every page.

Developmental English

-In one classroom, informal elements are sadly lacking. In another, there ia a China Airlines calendar & a map of the world with prints of chinese line drawings.

-I do try to sensitize native speakers to the difficulties faced by non-native speakers, to the obstacles they've overcome, and to their need for understanding, support and assistance. I regularly point out how idioms, slang, cultural references (i.e. relating to western culture), speed of speaking, etc., all serve to create challenges.

Math

-Grouping without student input to share calculations ar computers. Grouping with student input to share ways of doing or looking at problems.

-I use groups which allows for interaction among students from a variety of cultures sharing different methods. Many students have reported these groups have led to friendships, and understanding and learning of others having different cultures and backgrounds.

-Working in groups.

-Student collaboration working in groups of 2 or 3 people in the laboratory, working in groups of 2 or 3 on selected homework. Occasional team testing. The student population that elects chemistry courses is very diverse. I am now in the classroom. The class, Chemistry 140, is taking a test. There are 48 students here, only 7 have English as their first language or come from a home where English is spoken. They are from everywhere. Just being in this room is a cross-cultural experience.

-Lecture math class, group projects. Math Lab people tend to mix, posters.

Social Sciences

-A level of trust between students is built allowing all students to feel comfortable in class participation.

-The class population.