

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 1: Natural Science

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
1	Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.	220	454	1,038	2,258	3,296	83.02%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

A higher number of students than past classes did not pass the course. These students stopped attending after about half of the semester was completed. I did talk with each of them and they understood what grade they would earn in the class if they stopped attending and completing the assignments and exams.
Add more diverse learning outcomes and more critical thinking experiments
Continue interaction with students to determine the best way to help them with the learning process.
Continue to develop worksheets to enhance student learning. Help students better understand where they stand in the class before the withdrawal date.
Continue to interact with students and determine what additional needs they have for better understanding of the material.
Continue to monitor students' progress through the term.
Continue to monitor students' progress throughout the term.
Continue with development of topic worksheets
Edit
Help students better understand where they stand in class before the withdrawal date. Develop topic worksheets as needed to enhance learning.
Help students develop more optimal flow charts and analyze their data effectively. Develop new student learning outcomes
I asked for an additional SI leader, which was provided for this semester. This additional help increased the number of students that performed very well. There were several students that performed poorly that did not attend class often.
I did not meet outcomes on harmonic motion and conservation of momentum. Generally these are harder subjects for the students to grasp, but I think spending more time on these subjects in the future will help student outcomes
I did not meet outcomes on harmonic motion and conservation of momentum. Generally these are harder subjects for the students to grasp, but I think spending more time on these subjects in the future will help student outcomes. I also had quite a few students miss the question on gravitation in the final exam, which may be due to the large gap of time between going over this material and the exam itself. Having to cover so much material so quickly may hinder the students ability to retain knowledge.
I need to be more deliberate about teaching students what is involved in the creation of genetically modified organisms and the reasons drugs affect prokaryotes and eukaryotes differently.
Make sure all students can develop optimal flow charts efficiently with minimal or no assistance. Develop new learning objectives such as basic understanding of cellular functions.
Most of the students that were in lecture only this semester did not attend SI sessions, and did not attend lecture regularly. As a result, their understanding of the concepts is lower.
n/a
None
None at this time.
none necessary. The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
Nothing to add.
Nothing to propose other than we need to keep the class alive. Let them have fun.
Spend more time on fundamentals and less time on system work.
Target met. I will continue with current SLOs.
Target was met. I will continue with current student learning outcomes.
The majority of the students that enroll in field classes are majors. As a result, the quality of work and understanding of the subject are generally excellent.
The program target goal is met. The successful practice of instructions will continue as plan.
The SI sessions were attended by the majority of the lab classes. The results reflect this fact.
There was only one honors student.
These are students are working toward the various healthcare professional programs and are using this course to satisfy the pre-requisites for the most part. A small number of students in this course may be satisfying a science with a lab for their General Education (GE) requirement. This data will be share within this discipline so the continuing work of a satisfactory outcome is ensured.
These students have completed the ANAT 150 with a "C" or better as a pre-requisite. The target goal is expected to be likely met. This data will be share within this discipline so the continuing work of a satisfactory outcome is ensured.
These students satisfied the pre-requisite of completing ANAT 101 and/or combined ANAT 150 and ANAT 151. They were also recommended by their professor so, this course is very selective. The target goal is expected to be met at this level. This data will be used to continue with the high success rate of this course.

This section of ANAT 101 did not meet the target goal. Continuing work with the students to increase their understanding is a goal of this set to work on for an improvement for the future.
This section of ANAT 101 had a high non-participation rate. The target goal was not met. Working to improve the participation rate may assist in meeting the target goal for the future.
This section of ANAT 101 had a large number of students (10) who did not participate and 3 students with unsatisfactory in this SLO assessment which contributed to a 61.3% and did not meet the target goal of 70%. This was a factor that was uncontrollable.
This section of ANAT 101 has met the target goal. Continue work in this area will ensure the future of the achievement of the target goals.
Work on critical thinking and data analysis. Propose more hands on critical thinking experiments

List of Courses where Outcomes were mapped to the GEO.

ANAT-101, ANAT-150, ANAT-151, ANAT-159, ASTRON-150, BIOL-130, BIOL-130H, CHEM-102, CHEM-123, CHEM-150, CHEM-151, CHEM-212, CHEM-213, GEOL-100, GEOL-100H, GEOL-101, GEOL-175, KIN/S-116A, MATH-095, MATH-995, MICRO-102, MICRO-150, OCEAN-101, PHYSIC-100, PHYSIC-110, PHYSIC-250, PHYSIC-251

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 2: Social and Behavioral Sciences

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
2	Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	442	211	675	1,817	2,492	79.24%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

Add a quiz concerning social stratification.
All targets met. Continue applying methods of teaching and assessment.
Connect students with resources when struggling with school and life issues that may hurt their grades.
Continue successful efforts that have been working to help students meet learning objectives.
Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices.
Continue to foster relationships with facilities for clinical internship.
Cover more societal family problems.
Follow up with students who did not understand the concepts.
Follow up with students who did not understand the concept.
Improve.
Maintain communication with "no show" students.
No proposed action.
none
None, looks good
none!
none.
None.
none. Note: 33 students completed 498 service learning hours.
Registered students who attended class on a regular basis and completed written assignments were successful with meeting all required targets for the semester. Students who had excessive absences and did not complete required volunteer hours for the course were unable to pass the course. It is essential that registered students attend class and complete assignments required for the course.
Review and continue to emphasize differences between nature and nurture.
Review topic and create a new quiz for the topics and one that they can take several times to learn the concepts.
SLO 1 was based on Exam 1 where students were asked questions (in essay form) to analyze sexuality in the Media. SLO 2 was based on the writing assignments to do research on Sexuality and respond SLO 3: was based on the Exam 3 regrading Sexual Disorders. 1=90%, 2=80%, 3=70% 4 is 69% or lower
Targets only marginally met for SLO #2 & #3, due to expectations for those with this major. Track student's progress on assignments more to ensure all students complete assignments. Possibly do a survey to find out struggles students face in completing assignments, and find ways to modify instruction/assignments.
The # of Students NOT Meeting the SLO Rubric were absent and failed to submit assignments. Goal: keep in touch with absent students regarding course requirements and withdrawal deadlines.
The CD 182 course of Fall 2018, has been revised from Fall 2017, Fall 2016, and Fall 2015 courses. The revisions reflected the issues from the Fall 2017, 2016, and 2015 courses which included more detail instructions on all assignments and more detail grading rubric of point distribution for all assignments. Additionally, a change to the course was making the diversity project into a group project. The course started off with 40+ students which would have been hard to accomplish all course material and for each student to conduct a 5-7 minute presentation. Therefore, instructor asked students if they would like to work in groups on the presentation and persona doll based on grouping students based on similar topics. Students voted to conduct the presentation and persona doll as a group. Students still had to complete the research component on their own and still create their own diversity folder. Students come together as a group to decide what material would be used in the powerpoint presentation that they presented to the class. Students had the option for the students that tend to be more shy work on creating the powerpoint and not present. Additionally, students had the option to use video in the persona doll skits, which many student did do this in a impressive manner. The student that was more shy tend to do the recording of the video. Overall, the group project was conducted well. This will be used in future classes due to importance of collaborating in the field. Since this was the first course to conduct this assignment as a group then the instructions need to be more clear. Instructor will take successful aspects from other courses that have group projects assigned. The CD 182 course of Fall 2018, overall did meet the 70% target rate. Student Learning Objective #3 was determined by the Racial Privileges and Racial Oppression Video Paper. Overall, students did perform well on this assignment. Instructions were modified based on previous course struggles, the grading rubric and point distribution was changed, and verbal instructions were provided in class. Instructor will revised instructions again, asked an elite student for a sample of this assignment and will create a video for students to watch at their own time. This was the first assignment for the class so some students struggled with APA items even with a sample, cheat sheet notes, verbalized and written instructions. Instructor assigns students to attend an APA workshop for the class but students have until the end of the semester to do this. In future, considering to make the due date before the first assignment. One student did not turn the assignment in and another turned the assignment in late so late points are an automatic 50% off. Student Learning Objective 2 was determined by Activity Modification Paper, based on previous semester struggles the instructor did revise the assignment instructions (e.g.,

determining goals and objectives for the assignment), go over instructions more thoroughly in class (e.g., the MOST approach), and provide more samples of similar work to help provide more clarification for the assignments. However, three students did not turn this assignment in. One student stopped attending the class and another missed many classes after the drop date. Even with three students not completing the assignment the target goal of 70% was completed but barely. Additional samples were asked from two elite students for this assignment. Instructions need to be more clear regarding specifically explaining thoughts and examples of modifications of MOST approach. Majority of students did well on this but some students did not. Therefore, instructor will make clarification on written instructions, verbalize in class (which did but many students at this point of the semester were often missing class for being sick), instructor will create a helpful tips announcement approaching the due date and will create a video on the assignment to help students at anytime. Student learning objective #3 was determine by exam #3. Overall students performed exceptionally well on the exam. One student did not take the exam since no longer attended class and another that missed numerous classes after the drop date received a D. The exam did have a mini review session before students took the exam, students had a requirement to complete 5 essay questions out of the 8 provided in which student were able to pick the 5 questions, and students were provided the option to obtain extra credit points by completing more than 5 essay questions in which students that did take this opportunity increased their scores.

The Fall 2018 CD 250 course did meet the 70% target Overall, students did well on the class- one student stopped coming after the drop date and I attempted to contact through email and inbox but no response. Instructions to the Personal Belief Paper were revised to be more clear based on Fall 2017 class struggles. However, there were some issues with students understanding of instructions and grading rubric of the assignment (Personal Belief Paper on the personal narrative instructions and needing to cite the textbook, readings or lecture in APA). This issue will be modified for the next semester by being more clear on these requirements. Students did complete this paper overall well so did not need to provide a revision option for students. Additionally, there were some issues with the Guidance Plan Group Project regarding instructions from Fall 2017. Some sections of the other assignments' instructions had some issues that will be revised to provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra). The fall 2018 course did clarify these items with more detailed from the 2017 CD 250. However, one group did not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment. Instructor did incorporate multiple peer evaluations of group project throughout semester since there were some issues amongst group members regarding participation and communication in 2017. This was conducted by having students create a group contract on who is doing what task and at the end of the project each student had to submit an anonymous evaluation of each group member (including themselves). Overall, this class did well in group projects. Once group lost a member due to student no longer returning to class Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor blue prints,parent brochure). Exam #2 was not included in the SLO but this was the exam that some students struggled more with than the other two exams. Majority of students did well but three students had a D and one student had an F due to not taking the exam. There can be multiple reasons: The material is a bit harder to conceptualize (theory), the students that did not perform well did miss many classes at this time, and instructor did not have the normal review before the exam that day. Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class but the students that did not attend that class did not follow this requirement. Therefore, even though this was verbalized and stated in instructions then instructor will create a helpful tips announcement on canvas and will create a personal video to help students that are not present or students that did not take notes on this essential information (as I do in Online course). Two students did not complete this assignment which affects the target number which was almost at the target 70% Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) which seemed to be helpful. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one student did stop coming to class so instructor provided extra points to that group for missing a member that was in charge of a big piece of the project. Another group did struggle with creating two daily schedules by only providing the one brief schedule that would be placed outside on door. The group did not complete the detailed explanation schedule which instructor did address in written instructions and during class verbally but this group was not present. Therefore, instructor will create a helpful tips announcement for this assignment when approaching due date to help with this issue and will be creating a personal video on the assignment that students can watch at any time. One student stopped attending class

after the drop date so did not turn this assignment in. Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles and a sample was created to help students with this assignment. This is the first assignment of the semester that instructor typically provides a revision option; however only two students needed a revision option since the majority of the students performed well on this assignment. These two student's scores did increase but still were a D and an F score. Instructor had revised instructions, went over the assignment multiple times in class. Instructor will revise the instructions a bit more, create a helpful tips announcement approaching the due date, and will create a video on the assignment so students can view at any time. Student learning objective #4 was evaluated by exam #3- in which overall students performed very well on. Instructor decided to complete a mini review before the exam #3 since did not on exam #2 which may have affected scores. Instructor also requires students to complete 5 of the 8 essay questions in which students pick any 5 of the essay questions; however, instructor allowed students to complete more than 5 essays for extra credit. The students that did complete more than 5 essay did perform well on the exam. One student did not complete the exam #3 due to no longer returning to class after the drop date. Overall, the course met the 70% target.

This course began with 40 students and typically holds its numbers till the end. This time the drop rate was high but students did not formally drop the class, some came up till the last week of class but simply did not turn in their work. So, the SLO number are a little off. The number of students that completed assignments and made it to the end of the semester is 28. Of those 28, 23 completed the course project successfully. In comparing the performance of the PSYCH 100 students on this course project at Valley to the students at Crafton, they seem to understand what was expected and many reported enjoying the novel, just saddened by the ending. Currently, I have no plans to change the assignment, but will re-evaluate the assignment after the Spring 2019 semester.

This was the first time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Areas that will be improved for the next semester would be creating a video on the observational assignment papers. Instructor did create a personal video for Research Papers since they are typically more challenging which in some aspects help students perform well on these two assignments, plus one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. In future, instructor will make some of the beginning chapter reflections mandatory prior to the drop date to prevent this issue. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise one of each assignments (some did take this opportunity that were working ahead). Instructor asked some of the elite students to have permission to post their assignment in the announcement to help classmates (would not include their names). This did tend to help some students. Instructor will provide samples in the discussion board for all Chapter Reflections and Activities that once students post into the discussion board will be able to see the samples. A general sample from another class has been provided since the beginning of the semester that instructor asked students to view. However, based on first responses many students did not follow this instruction so instructor will enforce this by creating an activity on this sample. SLO #1- Students did not meet target percentage for this SLO but was approaching. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (which some did provide great feedback) and instructor responded to emails and inbox questions within. Overall, students did perform well on the assignment but need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 7 students did not turn in the assignment which resulted in a F grade but 3 did not turn in work or signed into the course after the drop date. This affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did meet the 70% target for this SLO. This SLO was evaluated based on students exam #2 which consisted on multiple choices based on chapters 5-10. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed

weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. One student did not take the exam and stopped turning in work after the drop date. SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. All students took the exam due to instructed that if one did not then they would be dropped from the class since it was prior to the drop date.

This was the second time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Based on previous semester's action plan, instructor did create video on the observational assignment papers and video for Research Papers, did have one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. The beginning chapter reflections mandatory prior to the drop date to prevent this issue from previous semester; however this semester had more students to stop turning in work after the drop date. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise two of each assignments (some did take this opportunity that were working ahead). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments However, based on first responses many students did not follow this instruction but they were allowed to revise these first assignments, in which some students did and some students did not. This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class. This semester there were 9 students that obtained an A in the class, 9 students that received a B in the class, 3 students that obtained a C in the course and 8 students that received a F in the course. These 8 students stopped turning in assignments after the drop date. SLO #1- Students did not meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (no one posted in this discussion board the entire semester which is not typical) and instructor responded to emails and inbox questions within. Overall, students that turned in the assignment did perform well on the assignment. A few students need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 12 students did not turn in the assignment which resulted in a F grade. This affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did not meet the 70% target for this SLO. but was approaching. Previous semester the SLO was evaluated based on students exam #2 but this semester this was evaluated in overall scores of the 8 activities which focused on this SLO. The activities ranged in watching assigned videos and completed responses in the discussion board, creating handouts in selected topics connected to the SLO and respond to other student's handouts, and responding to various assigned questions connected to this SLO, Overall, the students that completed the 8 Activities did perform well, 14 students received an A, 5 students received a B, 3 students received a C and 7 students received F. The 12 students that received the overall grade of an F, 5 did completed many of the activities prior to the drop date but the remaining 7 did not complete many of the activities prior to the drop date. My Action plan is to required students to complete more than 1 Activity prior to the drop date since this may help the lower overall score for this class SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes

did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. The 4 students that did not reach the 70% target score, 2 of these students did not complete the exam but they did notify the instructor that they simply missed the due date so the instructor did not drop them. The Exam #1 was required to be completed or students would be dropped. However, these two students did stop completing assignments after the drop date. The Action Plan to help will be the next semester the instructor will enforce the drop policy if a student does not complete the Exam #1 to help prevent students receiving a failing grade at the end of the course. This semester I was behind on grading due to a personal family tragedy but all assignments that were needed to help with the next assignment were graded on time and instructor was quick in responding to questions of students like normal. Instructor did communicate to students the tragedy and when behind on grading.

Work to remove scores of '1' by addressing retention in the classroom

Work to understand reasons for scores of '1' resulting from non-submission of assignments; work with students on causes of non-submission including providing resources to assist with assignment completion; SI sessions were available with this section but were hardly used by students, therefore find additional ways to encourage students to use SI sessions

List of Courses where Outcomes were mapped to the GEO.

ANTHRO-102, ANTHRO-106, CD-105, CD-126, CD-182, CD-250, CD-295, EMS-156, HIST-100, HIST-100H, HIST-101, HIST-101H, HIST-170, HIST-170H, PSYCH-100, PSYCH-103, PSYCH-118, SOC-100, SOC-100H, SOC-105, SOC-130, SOC-141, SOC-145, SOC-150

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 3: Humanities

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
3	Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.	86	36	250	198	448	78.60%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

1 & 2: More expressive and receptive practice in the classroom. 3: Add more activities regarding Deaf Culture and History.
1&2: I would work on making sure students have more practice with expressive and receptive in the classroom with practice sentences. 3: Will add games to help the students understand better about Deaf Culture and history. 4: Will add more reminder via Canvas and in the classroom for students to attend Deaf event.
Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 75% of the time (I aim for a more modest 65%) strikes me as at least acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.
Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 90% of the time (I aim for a more modest 65%), as here, strikes me as acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.
Continue to expose students to diversity and possible deaf events during the semester. Continue to practice more receptive skills to pull up SLO data for oral traditions.
Continue to use charts and prepared notes. Students seems to comprehend the material quite well.
I was blessed with an exceptional Honors student this time; he understood what to do almost before I explained it. This sort of thing can, however, make one complacent, and so I plan—insofar as I am able—to continue to challenge myself to become clearer still in my instruction.
Implement a famous Deaf people project in the course.
N/A
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
Some students struggling to attend some Deaf events due to tight schedule they are having.
The 100 H class is honors and the students performed very well.
The students are good at understanding production elements. It is harder for them to understand the social and cultural context of theater. We used canvas for the lecture notes. In some ways this leaves it up to the student to go on line more rather than having a solid paper copy. I wonder if this affects their reading and note taking? Perhaps more handouts specifically on cultural context which isolate and focus their attention on specific periods and places and culturall context.
These are high school students taking college course credits. I have provided as much support as I could to give them plenty of resources. They need canvas training and more college prep training before taking college courses.
This class (the students) needs a lot of improvement..

List of Courses where Outcomes were mapped to the GEO.

ASL-101, ASL-102, ASL-103, ASL-115, ENGL-010, ENGL-102, ENGL-102H, MUSIC-100, THART-100, THART-100H

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.

5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 4: Fine Arts

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
4	Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.	89	61	88	1,048	1,136	88.34%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

Alex did a great job in the class.
An intro to theater class tends to have students who have different levels of experience and skill varying from really developed to really undeveloped. Some students have serious learning issues and lack critical thinking skills or lack cultural or educational background to understand historical context. (play and Screenplay and World Drama attract students who have higher degrees of these skills. Thus a greater percentage of these GE students in 100 class, although they may pass the class, I don't think their critical thinking skills or historical awareness really is that developed. Visual learning helps a lot I find. Using canvas to put my lecture notes and other stuff on line helps a lot.. But you can see it in the way bonus questions are answered: Some students don't have that development of facility and really need more skill based learning to master this content..
Audition techniques had a few students this time because of the difficult registration process. A number of students had to participate via special projects THART 246. Many of those students did outstanding work in the audition sessions so the % of excellence in the above report does not reflect in the above eval. 133 happens early in the semester so it is difficult to do a late start. The window for capturing enrollment is something like 2 days. We somehow need to inform more students so they can participate. Never the less, the students did ;succeed in the goal to be introduced to auditioning and learning the basic process.
Class is a beginning class and the time is limited to gain skills. Given these limitations, the students were responsive and proficient for the most part. Some start with a higher talent level than others. Class does the job of introducing students to the basics of monologue preparation.
Continue to work with charts and worksheets which reinforce the above concepts.
Continue with rehearsal procedures. I want to institute more sectional rehearsals for both men and women. This will continue to help building their tonal production.
Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.
Generally the students are working at a high level. The main issue is that some students don't attend class enough and so their grade lowers a bit in spite of ability. 109 is a more specialized class for theater and so the students tend to be motivated more. 109 is cross listed with english and so the students there also perform well because they are more motivated.
Generally this was an excellent class with a very high level of talent who mastered classical acting skills. But there continues to be a problem with attendance. Ironically this is due in some students cases to huge load of show hours.. Three of the students who had trouble meeting their class time commitment were doing over three shows in the semester. These are three of the highest achieving students in the program. In another case, the student was just not disciplined. That percentage is to be expected. Ideally we can more carefully manage individual students schedules in terms of casting and production responsibilities.
Guide students through the process of active participation through creating artwork using a variety of different mediums.
Increase enrollment and hire faculty to develop the Applied program.
Increase enrollment and increase amount of time spent in lab.
Increase enrollment.
No proposed actions...this is a special projects course.
Proposed action: Re-evaluate course SLO's so that they align with the state standards.
Some students aren't as skilled at critical thinking. There needs to be more pressure in the class to specifically test early on if students are truly mastering the analytical techniques. That being said most students did quite well on their final projects.
Student was extremely successful working on multiple performances over the course of the semester as a technician. Attendance, communication, and follow-through were all outstanding.
Student was successful working on multiple performances over the course of a semester.
Students all successfully completed lighting, sound, and set portfolios. Students also worked together as a collaborative stage crew to assist in on stage/back stage lighting, sound, and set labs associated with the performances going on over the course of the semester.
Students was extremely successful working on multiple performances over the course of the semester as a director and designer. Attendance, communication, and follow-through were all outstanding.
Students were extremely successful working on multiple performances over the course of the semester. Attendance, communication, and follow-through were all outstanding.
Students were extremely successful working on multiple performances over the course of the semester. Attendance, communication, and follow-through were all outstanding. One incomplete from an uncast student who forgot they enrolled.
Students were extremely successful working on multiple performances over the course of the semester. Attendance, communication, and follow-through were all outstanding. One student was unreachable and did not participate after early part of semester.
The 100 H class is honors and the students performed very well.

The 220 and 221 classes are combined and thus the stats combined are better in terms of #2. There are only 4 students in this no load section. One of the students in 221 suffered a serious personal crisis and stopped coming. She was doing great work both with others and mastering technique. Unfortunately this was after drop and withdraw deadlines. Another was not as committed and thus not as able to gain as good a technical skill level that would be hoped for but did achieve solid technique. .
The Choir having the ability to meet twice a week has greatly helped with retention of individual parts learned. I would like to see this practice continued. Continue with sectional rehearsals and work with vocal technique.
The level of work by these students was outstanding. 246 special projects captures students who have either exhausted enrollment possibilities in 124 140 145 245 or wish to pursue a more selective focused project in acting, design, audition preparation, design, stage management, dancing or singing. In some cases the above students put in over 200 hours doing shows in the semester. We don't have the type of attendance issues for shows that we sometimes have in course work. Students are utterly committed.
The second summer term and long term (ten week) term students performed significantly less than the first five week students. I will work with other faculty to determine if outside factors contribute to this.
The students are good at understanding production elements. It is harder for them to understand the social and cultural context of theater. We used canvas for the lecture notes. In some ways this leaves it up to the student to go on line more rather than having a solid paper copy. I wonder if this affects their reading and note taking? Perhaps more handouts specifically on cultural context which isolate and focus their attention on specific periods and places and cultural context.
There was one student in this class. That was Arvid Zollinger. He directed the play Boy Gets Girl. His work was outstanding. He also did two lighting designs. He is going to Central School of Speech and Drama in London in the Fall.
There was overall a successful general knowledge of the material. A few students did not test well, but did well on other work. Two students completed no assignments or tests during the semester.
This includes both the English cross list ENGL 108 as well as the THART 108 students (total of 19) . The biggest problem is inconsistency. Students sometimes get off to a good start then drop out or do badly or the reverse. Outside class pressures seem an issue. Most students are doing well though, Some students just don't seem to have the level of critical thinking skills development that ideally we would like. (above 70 % 3 and 4) . English students do better than Thart students a this.
This is an intro class to acting. Most students were very responsive and worked hard. Some did not. Most were able to internalize emotional situations which was good. A few could not make a connection. Detail of character in script remains the hardest challenge. I would say we are meeting standards and students are in general excelling way beyond their level of basic talent.
This was a very successful class. Most of the students were working at a high level for a beginning acting class. There were several students who did not have quite the talent level or experience to reach the high standard of some of the others but that is to be expected. One problem is that some students did not show up enough. This is a problem in scene work. should I make more consequences for this? We do measure this in terms of grades by the amount of performance opportunities achieved in class. But some students have issues with jobs and seem to just cut corners where they can.
Work to determine if scheduling affects SLOs.
Work to determine if scheduling affects student performance.

List of Courses where Outcomes were mapped to the GEO.

ART-100, ART-100H, ART-103, ART-124, ART-125, MUSIC-100, MUSIC-102, MUSIC-103, MUSIC-141X4, MUSIC-150X4, MUSIC-202, MUSIC-247A, THART-100, THART-100H, THART-108, THART-109, THART-120, THART-124X2, THART-133, THART-140X2, THART-145, THART-179, THART-220, THART-221, THART-226, THART-245, THART-246A, THART-246B

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.

- 2.

3.

4.

5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 5: Written Traditions

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
5	Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.	78	162	492	1,031	1,523	86.39%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

<p>A higher number of students than past classes did not pass the course. These students stopped attending after about half of the semester was completed. I did talk with each of them and they understood what grade they would earn in the class if they stopped attending and completing the assignments and exams.</p>
<p>Concerning "Demonstrating Critical Reading Skills," I asked my students to read several passages, view several videos, and respond accordingly in both small and large groups.. I asked students to respond verbally and in writing. The exercises seem to work well for my students and I will plan to incorporate more of these assignments that asks students to apply recognition and analysis. Concerning "Demonstrating Effective Problem Solving Skills," I asked my students to examine problematic passages and sentences that contained grammatical errors and to correct them. They had to apply problem solving skills and then demonstrate those skills to the class or to me individually. I believe these activities are challenging to my students and I plan to develop more activities along this line.</p>
<p>Continue interaction with students to determine the best way to help them with the learning process.</p>
<p>Continue successful methods of evaluation and reevaluate methods that don't encourage retention.</p>
<p>Continue the use of STARFISH to provide students with resources. Encourage students to take advantage of Student Workshops. Promote the use of Training Modules (SAM) for the Microsoft Office products (specifically Microsoft Excel and Microsoft Access).</p>
<p>Continue to develop worksheets to enhance student learning. Help students better understand where they stand in the class before the withdrawal date.</p>
<p>Continue to interact with students and determine what additional needs they have for better understanding of the material.</p>
<p>Continue to monitor students' progress throughout the term.</p>
<p>Direct students to relevant workshops and college resources. Continue the use of STARFISH to provide resources. Introduce online persona's (resumes, etc.) earlier in course. Review relevant emerging course materials.</p>
<p>Emphasize the importance of spelling.</p>
<p>Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.</p>
<p>I assessed this class with a diagnostic essay. This essay assignment required them to read and write an essay in response to a text. This was a timed essay with no scaffolding. This diagnostic essay was intended to determine if students had the prerequisite skills to succeed in this 101 course. All 15 students completed the diagnostic essay. Five (5) student performed excellently; already possessing the writing skills needed to succeed, they scored a 4 on this assessment. Eight (8) students demonstrated some of the assessed skills, but not all, scoring a 3 on this assessment. The remaining two (2) students had few of the prerequisite skills, scoring a 2 on this assessment. I was happy with this assessment. It showed me which students needed more support and which specific writing skills I would need to spend more time scaffolding. I will continue to use this assessment for future classes.</p>
<p>I assessed this class with a diagnostic essay. This essay assignment required them to read and write an essay in response to a text. This was a timed essay with no scaffolding. This diagnostic essay was intended to determine if students had the prerequisite skills to succeed in this 101 course. All 15 students completed the diagnostic essay. Six (6) student performed excellently; already possessing the writing skills needed to succeed, they scored a 4 on this assessment. Eight (8) students demonstrated some of the assessed skills, but not all, scoring a 3 on this assessment. The remaining three (3) students had few of the prerequisite skills, scoring a 2 on this assessment. I was happy with this assessment. It showed me which students needed more support and which specific writing skills I would need to spend more time scaffolding. I will continue to use this assessment for future classes.</p>
<p>I used three separate assessments: A formal policy claim essay (#1), critical reading responses (#2), and a source analysis and evaluation exercise (#3). Students overwhelmingly succeeded in all three activities. They were successful because of the scaffolding of the material prior - students must complete the preliminary assignments in order to submit the outcomes-based assignments. The assignments go together well and achieve the desired outcomes, but I do continue to fine tune each semester.</p>
<p>In order to assess SLO 1, the narrative essay assignment was used. Fourteen students successfully completed the assignment. No students needed the opportunity to re-write the essay, which demonstrated that the students understood the instructions well. Although the students were successful in the completion of this assignment and the application of necessary skills, I would still like to incorporate an in-class peer editing session to make this assignment even more effective for students. In order to assess SLO 2, the in-class reading response activities were used. These were assessed as a whole since they take place throughout the semester and every student has participated in at least one response. There are, on average, about 5-10 reading responses. While some students may have had difficulties with individual readings, generally every student demonstrated critical reading skills effectively in these responses. I may select different readings in the next semester, but overall this assignment works well for the class. In order to assess SLO 3, the grammar activities and grammar quizzes were used. These were assessed as a whole since they take place throughout the semester and every student has participated in multiple grammar activities. Certain grammar concepts were more challenging than others, but overall the students</p>

demonstrated satisfactory problem-solving skills when learning grammar concepts and applying them in order to construct grammatical sentence constructions in various exercises and quizzes.
In order to assess SLO 1, the narrative essay assignment was used. Twenty-one students successfully completed the assignment. About half required the opportunity to re-write the assignment, which demonstrated that many did not understand or remember the instructions well, but when the re-writes were submitted, all the students had improved their original drafts sufficiently. This essay did not use peer edits as part of the writing process, and I suspect that incorporating an in-class peer editing session would make this assignment even more effective for students. In order to assess SLO 2, the in-class reading response activities were used. These were assessed as a whole since they take place throughout the semester and every student has participated in at least one response. There are, on average, about 5-10 reading responses. While some students may have had difficulties with individual readings, generally every student demonstrated critical reading skills effectively in these responses. I may select different readings in the next semester, but overall this assignment works well for the class. In order to assess SLO 3, the grammar activities and grammar quizzes were used. These were assessed as a whole since they take place throughout the semester and every student has participated in multiple grammar activities. Certain grammar concepts were more challenging than others, but overall every student demonstrated satisfactory problem-solving skills when learning grammar concepts and applying them in order to construct grammatical sentence constructions in various exercises and quizzes.
In this literature class, I assessed students ability to think critically about two course texts and write effectively about these texts. Students wrote a 6+ page comparative analysis essay. I assessed these formal, formative essays using a rubric and giving written feedback. For this assessment, 13 students participated. 6 students did strong work; another 6 students did average work; and 1 student did not meet the minimum standards to pass this assessment. Students felt this was the hardest assessment for the course. I felt it did push students to think critically and work deeply with course texts. I will use this assessment again in the future.
Keep insisting that spelling matters.
Most students produced effective classwork, but participated minimally in class. Our English class was scheduled in a lecture hall with dimly poor lighting which made in class participation, writing and group work extremely difficult. Even so, most student work was above average. I do plan to change a couple of the books that I've assigned in the past, and do more peer review and group work next semester.
My students focus primarily on writing effective college level essays throughout the entire semester, and all activities are geared toward this one goal. What I have been doing seems to be working well. In addition to the essays, I have my students read and respond critically to numerous reading selections. The number of reading selections are large, and students are asked to analyze each selection and respond in writing with the results of their analysis. Since I believe this strategy works in helping them to develop their critical reading skills, I am going to keep it and refine the approach when expedient.
N/A
No actions proposed.
None
none necessary. The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
Students demonstrated relative strength in writing. This data indicated that the instructional methods that I use are effective.
Students in this course exhibited a higher aptitude than section 50 this semester. The difference in the age of the groups was notable. Older students seemed to perform better on average in SLO areas across the board. The most challenging issue for older students was accessing information on the internet. Classroom computers would be beneficial in addressing this area.
Students should receive more intensive time writing and demonstrating writing techniques in-class. Computers in class would be highly beneficial in assisting with multiple outcomes.
The assessment results show that students had the most difficulty with skills involving the use of the grammar. Based on these results, more emphasis must be placed on structured review and practice of grammar.
The assignment selected for this SLO was a diagnostic test given at the beginning of the year. This test takes the form of a letter, which students must write to me as a form of introduction after reading the syllabus and activity directions. The intention of this diagnostic was to assess their prerequisite skill needed to succeed in this class. Of the 13 students who took the test, four students scored a "4," which demonstrates a competent and effective performance overall. Six students scored a "3," which demonstrates an effective performance overall with some room for improvement. Three students scored a "2," which demonstrates a definite need for improvement. I'm pleased with the diagnostic test activity. Students seem to enjoy the letter-based format as well as the low-stakes quality of the activity. I find it to be an effective way to assess my students' skills at the beginning of the course while also getting to know the students better. I used this assessment to enhance my course design in order to better support the needs of these specific students.
The assignment selected for this SLO was a diagnostic test given at the beginning of the year. This test takes the form of a letter, which students must write to me as a form of introduction after reading the syllabus and activity

<p>directions. The intention of this diagnostic was to assess their prerequisite skill needed to succeed in this class. Of the 13 students who took the test, six students scored a "4," which demonstrates a competent and effective performance overall. Four students scored a "3," which demonstrates an effective performance overall with some room for improvement. Three students scored a "2," which demonstrates a definite need for improvement. I'm pleased with the diagnostic test activity. Students seem to enjoy the letter-based format as well as the low-stakes quality of the activity. I find it to be an effective way to assess my students' skills at the beginning of the course while also getting to know the students better. I used this assessment to enhance my course design in order to better support the needs of these specific students.</p>
<p>The student should be able to determine the difference between expression/equations and be able to to apply appropriate strategy to solve.</p>
<p>This class worked with critical thinking skills and analysis, moving from basic observation and importance of language to inductive and deductive reasoning, and identification of fallacies in written work. They spent weeks analyzing their sources (for a research project), identifying the writer's viewpoint, biases, fallacious reasoning and valid arguments. They then produced their own essay and report (for most, this was a 25 page document). Lastly, they gave an oral presentation. There are always small changes to make, and for English 102, I would probably cut some of the smaller assignments. Although the students met and exceeded my the high expectations, I could tell they were exhausted by the end of the semester.</p>
<p>This was a two part assessment. Part 1: Diagnostic Students were given a diagnostic timed essay exam with no scaffolding. This was assigned in Week 2 to see where students' writing and critical thinking skills were at the beginning of the course. The formal, summative essay was an argument essay in response to a text. 17 students completed this assessment. 5 fives earned a "Strong Complete" while 12 students earned a "Not Yet." Part 2: Assessment Students reflected on their diagnostic essay. Next students reading, discussed, and practiced the writing process, essay structure, active reading, and summary and citation skills. Then students spent time working through scaffolding for the same prompt they used for the diagnostic essay. After submitting, they reflected on the difference between writing effective essays using critical thinking and writing process skills. Students self-reported that they had more confidence in their writing when using the skills they had learned. For part two of this assessment, 17 students participated. 13 students earned a "Strong Complete;" 3 students earned an "Average Complete;" and 1 student earned a "Not Yet" for this assessment. These numbers show that students benefited from learning to apply the course writing skills. I will use this two-part assessment again.</p>
<p>This was the first formal essay of the semester. This was a source-based informative essay. It assessed all three SLOs: effective essay writing, critical reading skills, and effective problem solving skills. Twenty-three students participated in this assessment. Eight students earned a 4. Thirteen students earned a 3. Two students earned a 2. Thus 91% of students showed competency or excellence in this assessment. I felt this was an effective assessment because students had to apply new skills and knowledge as they analyzed text and presented topic information in a coherent manner. I will use this assessment in the future.</p>

List of Courses where Outcomes were mapped to the GEO.

ART-103, BUSAD-100, BUSAD-210, CHEM-123, CHEM-150, CHEM-151, CHEM-212, CHEM-213, CIS-095, CIS-101, ENGL-010, ENGL-101, ENGL-102, ENGL-250, ENGL-976, MATH-995, SPAN-101, SPAN-102, SPAN-103

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.

5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 6: Oral Traditions

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
6	Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.	163	45	222	335	557	72.81%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

1 & 2: More expressive and receptive practice in the classroom. 3: Add more activities regarding Deaf Culture and History.
1&2: I would work on making sure students have more practice with expressive and receptive in the classroom with practice sentences. 3: Will add games to help the students understand better about Deaf Culture and history. 4: Will add more reminder via Canvas and in the classroom for students to attend Deaf event.
3 students had not taken the final exam and one had completed only 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLO outcomes. Without them all of the SLOs would have exceeded the objectives.
Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices. Continue to foster relationships with facilities for clinical internship.
Continue to expose students to diversity and possible deaf events during the semester. Continue to practice more receptive skills to pull up SLO data for oral traditions.
Emphasize the importance of spelling.
Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.
N/A
Need to make sure I add Cultural and Diversity and Appreciation events for students to partake next year.
No action needed.
no comments
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
Some students struggling to attend some Deaf events due to tight schedule they are having.
These are high school students taking college course credits. I have provided as much support as I could to give them plenty of resources. They need canvas training and more college prep training before taking college courses.
This class (the students) needs a lot of improvement..
This was the second time this course was ever offered, and the first time I have taught it. There were some learning curves along the way but I feel the course was set up well and adequate changes were made along the way to fit student's needs. There were a few students who, I am not sure how they met the ASL 104 prerequisites, but we worked with what we had. Overall it was a great class and I look forward to making the course 16-weeks (instead of 14) and adding in a little more Storytelling to better develop their visual classifier usage.

List of Courses where Outcomes were mapped to the GEO.

ART-103, ASL-101, ASL-102, ASL-103, ASL-104, ASL-105, ASL-205, EMS-156, SPAN-101

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 7: Quantitative Reasoning

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
7	Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.	357	224	701	706	1,407	70.77%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

Chapter 14 is a problem due to being theoretical and the last chapter before the final exam. Not a lot of problems dealing with Curl F, Stokes theorem, and Greens Theorem. Most students having hard time visualizing or don't want to visualize what is going on. Book also does not help in visualizing what is going on with the 3D problems (especially in Chapter 11). Most students just want to work out the problem and move on.
Chapter 4 and some of 6 is still a problem. Due to Chapter 4 and 6 being the most theoretical, it is understandable for their issues with these chapters.
Continue to work with students' belief in themselves as well as pushing them to persevere when the course content becomes complex.
Expand activities and class time spent on central tendency, dispersion, box plots, and correlation.
More practice solving problems for testing hypotheses, evaluating formulas.
N.A
n/a
N/A
Not having a lab is problem for entering students who are not up to this level of rigor. Many students not looking for or don't want tutoring...not sure why. Many no shows after the last day to drop class with W which skews statistics. 2/3 of the class should have been in Math 085 not 095.
Power Series summation for differential equations a problem--changing index AND starting point of summation.. Spend more time on the following semester.
Proper action to be taken will be discussed in the department meetings.
Proper action will be discussed in a departmental meeting.
Results will be discussed in a department meeting.
SLO created for management of website using Dreamweaver.
The department will discuss proper actions in a departmental meeting.
The proper actions to be taken will be discussed in a departmental meeting.
To improve SLO # 2: Incorporate, reinforce, and assess the use of the six trigonometric functions with commonly-used angles. To improve SLO # 3: Expand the activities and class time spent on solving trigonometric equations and proving identities.

List of Courses where Outcomes were mapped to the GEO.

ACCT-208, BUSAD-053, BUSAD-100, BUSAD-210, CIS-161, MATH-095, MATH-102, MATH-103, MATH-110, MATH-115, MATH-250, MATH-252, MATH-265, MATH-266, MATH-910, MATH-995

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 8: Critical Thinking and Information Literacy

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information..

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
8	Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	378	208	1,089	2,874	3,963	87.12%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

<p>1- No issues or concerns, learning objectives met with regards to additional requirements needed to achieve 6 points. 2- No issues or concerns, learning objective met with regards to minimum requirements needed for program entry. 3- We did not meet learning objectives with this group for what an RCP is and how to become one. RCP is the required state level licensure to practice in CA. Some of the specific details required were not mentioned but overall the students did show that they knew what minimum requirements were to achieve RCP status along with what an RCP is. Despite 56% on this SLO, stronger emphasis will be placed on specific requirements and how this element is evaluated in future courses.</p>
<p>A higher number of students than past classes did not pass the course. These students stopped attending after about half of the semester was completed. I did talk with each of them and they understood what grade they would earn in the class if they stopped attending and completing the assignments and exams.</p>
<p>Add SLO for management of website pages.</p>
<p>Again, I'm very pleased with the final outcomes for this class. The outcome percentages for #1,#2 and #4 are excellent. The percentages are satisfactory for outcome #3 (evaluation of case studies), but lower than I would like. There were 4 out of 5 students that didn't complete them, which did lower the overall percentages. For the next class I will stress the importance of completing this part of the final exam. I've started using the automatic flag system through Starfish for my online classes, which I feel helps the students stay on track and motivated. I will continue with the methods of assessments I'm using for all SLOs.</p>
<p>All clinical syllabus performance skills successfully completed.</p>
<p>All measured SLO's met and exceeded thresholds. Students did very well in all measured areas.</p>
<p>All SLO goals met for this course (Fall 2018). No changes indicated at this time.</p>
<p>All SLO goals met for this course, no modifications indicated for future instruction or evaluation.</p>
<p>All targets met. Continue applying methods of teaching and assessment.</p>
<p>An intro to theater class tends to have students who have different levels of experience and skill varying from really developed to really undeveloped. Some students have serious learning issues and lack critical thinking skills or lack cultural or educational background to understand historical context. (play and Screenplay and World Drama attract students who have higher degrees of these skills. Thus a greater percentage of these GE students in 100 class, although they may pass the class, I don't think there critical thinking skills or historical awareness really is that developed. Visual learning helps a lot I find. Using canvas to put my lecture notes and other stuff on line helps a lot.. But you can see it in the way bonus questions are answered: Some students don't have that development of facility and really need more skill based learning to master this content..</p>
<p>Chapter 4 and some of 6 is still a problem. Due to Chapter 4 and 6 being the most theoretical, it is understandable for their issues with these chapters.</p>
<p>Continue successful efforts that have been working to help students meet learning objectives.</p>
<p>Continue successful methods of evaluation and reevaluate methods that don't encourage retention.</p>
<p>Continue the use of STARFISH to provide students with resources. Encourage students to take advantage of Student Workshops. Promote the use of Training Modules (SAM) for the Microsoft Office products (specifically Microsoft Excel and Microsoft Access).</p>
<p>Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices. Continue to foster relationships with facilities for clinical internship.</p>
<p>Continue to develop worksheets to enhance student learning. Help students better understand where they stand in the class before the withdrawal date.</p>
<p>Continue to monitor students' progress through the term.</p>
<p>Continue to monitor students' progress throughout the term.</p>
<p>Continue with development of topic worksheets</p>
<p>Direct students to relevant workshops and college resources. Continue the use of STARFISH to provide resources. Introduce online persona's (resumes, etc.) earlier in course. Review relevant emerging course materials.</p>
<p>Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.</p>
<p>Having students receive more hands-on experience outside of the classroom enable students more variation of instruction. Also, illustrations and photos were added to power point presentations to stress key points of instruction to enhance student learning.</p>
<p>Heighten level of individualized instruction</p>
<p>Help students better understand where they stand in class before the withdrawal date. Develop topic worksheets as needed to enhance learning.</p>
<p>I used three separate assessments: A formal policy claim essay (#1), critical reading responses (#2), and a source analysis and evaluation exercise (#3). Students overwhelmingly succeeded in all three activities. They were successful because of the scaffolding of the material prior - students must complete the preliminary assignments in order to submit the outcomes-based assignments. The assignments go together well and achieve the desired outcomes, but I do continue to fine tune each semester.</p>

I was pleased with the percentages for outcomes #1 and #4, but the averages for #2 and #3 were lower than usual for a small face to face class. This class was motivated and participation was very good, so I'm not sure what happened on the final exams. The performance on the weekly exams and assignments were good, and the final overall class average was 82.4%. I will continue to stress review of the basics, which include word parts and interpretation of case studies, I will consider adding additional word parts with the weekly spelling quizzes to reinforce study outside of class. I will continue with the methods of assessments I'm using for all SLOs.
incorporate additional metacognitive techniques for better engagement in material and to produce better outcomes in use of skills acquired in this course. By teaching study strategies rooted in growth mindset to develop better recall in students
Increase individualized instruction time.
Most students produced effective classwork, but participated minimally in class. Our English class was scheduled in a lecture hall with dismally poor lighting which made in class participation, writing and group work extremely difficult. Even so, most student work was above average. I do plan to change a couple of the books that I've assigned in the past, and do more peer review and group work next semester.
N/A
No action needed at this time
No further action needed at this time
No recommendations.
None
none necessary. The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
Not having a lab is problem for entering students who are not up to this level of rigor. Many students not looking for or don't want tutoring...not sure why. Many no shows after the last day to drop class with W which skews statistics. 2/3 of the class should have been in Math 085 not 095.
One SLO was not met and can be corrected in the future through more focused explanation and presentation of real life examples and better use of video learning modules during PALS shock station material. Performance demonstrations have been successful and continue to be implemented into our structure of learning and evaluation. Only one student required remediation and thorough follow-up but was successful in the end. I did not consider this to be a met goal for the individual in question because another follow-up was required after first failure and second remediation attempt.
Overall, the class had a good understanding of the course material and concepts. In the future more hands-on experience and demonstrations should help with student success. In addition, more group discussions should also help with student success. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios.
Recommendation (SLO #1): To add two-three additional homework worksheets containing problems that require students to covert an 8 bit binary number to base 10 and the reverse. Recommendation (SLO #3): To add additional instruction and research related to the function and services provided at each layer of the 7 layer OSI model. The students were proficient with the order of the 7 layers, just not the definitions.
SLO created for management of website using Dreamweaver.
SLO'S met without issue, no need for adjustments or changes. Appropriate evaluations (SLO's) considered.
Students in this course exhibited a higher aptitude than section 50 this semester. The difference in the age of the groups was notable. Older students seemed to perform better on average in SLO areas across the board. The most challenging issue for older students was accessing information on the internet. Classroom computers would be beneficial in addressing this area.
Students performed adequately on both assessed projects. The project used for SLO 1 involved inheritance, which may introduce a level of complexity that is not necessary to fulfill the its requirements. The project used for SLO 2 was fairly simple. A more challenging project might further enhance the student's ability to critically think through difficult problems.
Students performed well on all three SLO's this semester. a little more attention needs to be paid to specific disease processes, but students did well.
Students routinely struggle with grasping the specific requirements necessary to become a CA Licensed RRT- which is an RCP. This specific element is emphasized from the first day, it is included in a major assignment and it is reviewed numerous times throughout the course. Resources are provided: paper, electronic and websites which all mirror what the requirements are. I feel as though I spoon feed the answer to the students right before the final exam as part of a review- performance has not changed with regards to this SLO. I am going to look at other methods of instruction to try and determine a solution.
Students should receive more intensive time writing and demonstrating writing techniques in-class. Computers in class would be highly beneficial in assisting with multiple outcomes.
Students were able to define positioning terminology and able to manipulate the equipment to demonstrate specific anatomy.

Students will be able to identify various types of algebraic expressions/equations, and apply the appropriate strategy to solve various type of math problems.

The CD 115 course of Spring 2019 was the second time that I taught this class at Crafton, but I have taught this class at another college numerous times. I have revised some items based on my experience at another college which included providing samples on some assignments, more detail instructions on all assignments and more detail grading rubric of point distributions for all assignments. The CD 115 course of Spring 2019, overall did meet the 70% target rate; however, 1 of the 27 students did not turn in majority of high amount assignments, complete weekly quizzes and weekly activities, and stopped attending class after the drop date; therefore, 1 student received a letter grade of F. The participating students final grades were: 14 students received the letter grade of A, 8 students received the letter grade of B, and 6 students received the letter grade of C. This place 75.9% of the students received an overall grade of 70% or higher. SLO #1 was assessed based on students scores on the Nutritional Group Project. This Project was the end of the semester project that students worked in a group of 3 members. This project required that members of the group worked together in creating a presentation of snack, an activity and reading a book suited for preschool students to the entire class. Additionally students had written requirements of their project of creating a parent letter, a lesson plan, a recipe handout and an analysis/evaluate of their project. Students had to incorporate all elements that they have learned the entire semester (health, safety and nutrition) in an early childhood setting. Students went above and beyond expectations for this assignment. Student's feedback was they really enjoyed this assignment too. Students were able to pick their own group members. The one issue that did occur on this assignment was that some of the groups were struggling to work together- more than I have experienced throughout teaching. I had to intervene on three groups struggling to work with each other. Two of the groups was able to solve the issues but one of the groups were not. Therefore, as stated on the first day of picking group member and on their guidelines of the assignment that if the group cannot work together collaboratively then the group can decide to ask a member to leave the group. If a member is asked to leave the group then that person must complete the assignment individually. I have only had to enforce this rule last semester in this class but prior to that never in all my 10 years teaching. The student that was struggling to work with the group was not providing their delegated and agreed to tasks to the group even at the due date. The group came to me numerous times and seemed to work it out but on the day of the presentation two of the members got into a verbal disagreement prior to class. I spoke to the group all individually to find out the issues and most were due to not effectively communicating with each other and not agreeing on ideas for the project. They presented the first day but still had an argument the second day of presentations when they were done with the project. I spoke to them all again individually and told them that they can address the Director if needed but they did not want to. SLO #2 was assessed based on students scores on their Playground Safety Paper. This Paper has students observe two preschool's outside playground environment using the Playground Report Card assessment and Title 22 regulations that students evaluate the positive and negative aspects of each environment on safety components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). This SLO did not meet the 70% target. This SLO should be considered as approaching the 70% target even though 65.5% of the students did not reach 70% on this assignment. Out of the 8 students that did not receive a score of 70% or higher on this assignment; 3 did not turn in the assignment, while the remaining 4 students turned the assignment in late (an automatic 50% off) . The 3 students stated that they waited to last minute to connect to the second preschool so were not able to observe. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last years, proposed action plan to help with this assignment is to require students to turn in the Director Form (this a form that each director must sign stating the goals of the assignment and that students can and have observed at their center) a week before the assignment is due versus with the assignment at the due date to help students to not procrastinate to secure two preschool centers to observe at which I did do but many students forgot it so I allowed them to turn them in late. I have provided samples to all parts of this assignment to help. I revised the instructions, provided additional samples, went over the assignment in length during class and created numerous videos to help with the assignments. The students that did not receive above 70% were not present in class and admitted to not watching the videos or review the samples. My Action Plan next year is to have the students take a short quiz on the videos and samples to possibly entice them more to access them. SLO #3 was assessed based on Health Policy Paper. This Paper has students observe two preschool's Health Policies by observing their daily health checks, isolation area, health policies that parents are provided and Title 22 Health related regulations that students identify, evaluate and analysis the positive and negative aspects of each environment on health components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). Students were provided samples of former students similar paper. Students were also provided a revision option to this paper since it was the first paper of the semester; however, students were able to revise the paper. Many students did not revise the paper for higher scores. The revision requirements were verbalized in the beginning of class and sent as an announcement in canvas however many of the students did not choose to revise the paper. This SLO does have some factors that should be considered why it was not meeting 70% target. Out of the 7 students that did not receive a score of 70% or higher on this assignment, 2 did not turn in the assignment, while the remaining students (4) turned the assignment in late (an automatic 50% off) and 4 of those 7 that turned the assignment did not complete all sections of the assignment so could not revise their paper.

<p>Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last year's proposed action plan to help with this assignment, I provided the Key Items Announcement that I send out for all assignments a week prior to the due date but in addition to upload the guidelines, all the samples, all material related to the assignments, and created numerous videos to help students. I additionally, created a module with all the information in one place to help students access the material more effectively. I revised the instructions, created a grading rubric in more details in my expectations, added more sample material and created videos to help students with the assignment. Many students that score less than 70% admitted to not using or view the material or videos. Added SLO: SLO #4 was accessed based on students scores on their Menu Assignment. This assignment has students create a weekly menu for preschool children based on the CACFP, Food Pyramid, MyPlate, and USDA. Students then write a paper on their menu addressing the proper serving sizes from CACFP, food categories by USDA, reflecting possible allergies, life-styles and cultural relationships to preschool environment. Students were provided samples of former students menu choices and written analysis and evaluation components. Students additionally had an in class activity of critiquing samples of already created menu's prior to the menu assignment due date to help with the assignment. This SLO did not meet the target 70% since 4 students out of the 29 students did not receive a score of 70% or higher on this assignment. Out of these 4 students, 2 did not turn in the assignment. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on previous year's proposed action plan to help with this assignment, I posted the Activity of Critiquing the Menus as a Discussion Board that I will also address in class since last year the day of the activity there were some students absent. I even posted the correct responses on an announcement to help the students that did not complete it. I have provided additional samples to all parts of this assignment to help. I revised the instructions and the grading rubric in more details in my expectations, created a helpful tips announcement, and created videos to help with the assignment. Students that scores less than 70% admitted to not using these resources or did not turn the assignment in at all.</p>
<p>The class sample is very small and it is difficult to gauge student success or failure for each SLO. The students who performed well, consistently attended class sessions regularly and turned in assigned homework while students that performed poorly did not attend class sessions regularly nor turn in assigned homework. Perhaps more hands-on labs in-class could better facilitate student interest and participation.</p>
<p>The lecture only students in the course this year struggled with attendance, and therefore performed more poorly.</p>
<p>The use of group discussions and workshop environment worked well for student learning. Enabling students with more hands-on experience outside of the classroom environment gives students another form of information.</p>
<p>There are a number of reasons this class has met the course rubric. The FIRET students are able to join the FIRET Club which helps students to engage with fellow students outside of the classroom. FIRET students are able to interact with the current Fire Academy Cadets. In addition, the FIRET Club has used career Firefighters as guest speakers to discuss career pathways in the Fire Service.</p>
<p>There are a number of reasons this class has met the course rubric. Recently, the Fire Technology Department started-up a FIRET Club for students. The FIRET Club now has over 100 members enrolled in the club. One of the Club's objectives is to develop a culture of students engaging with fellow students outside of the classroom setting. In addition, FIRET Club members are able to interact with the current Fire Academy Cadets. The Fire Academy Cadets have a higher level of Fire Technology training and education than the Club members. Having Academy Cadets demonstrating manipulative skills such as using Fire Department tools and equipment and observing the Cadets entering into a training fire exercise has also promoted student success. In addition, the FIRET Club has used career Firefighters as guest speakers to discuss career pathways in the Fire Service. The Counseling Department has detailed a part-time counselor with a desk in the Fire Technology office which makes it more convenient for students to complete a Student Education Plan (SEP). Having easy accessibility of a counselor at the east-end of campus ensures Fire Technology students someone to give them clarity and alignment with their career pathway.</p>
<p>This class worked with critical thinking skills and analysis, moving from basic observation and importance of language to inductive and deductive reasoning, and identification of fallacies in written work. They spent weeks analyzing their sources (for a research project), identifying the writer's viewpoint, biases, fallacious reasoning and valid arguments. They then produced their own essay and report (for most, this was a 25 page document). Lastly, they gave an oral presentation. There are always small changes to make, and for English 102, I would probably cut some of the smaller assignments. Although the students met and exceeded my the high expectations, I could tell they were exhausted by the end of the semester.</p>
<p>This was the second time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Based on previous semester's action plan, instructor did create video on the observational assignment papers and video for Research Papers, did have one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end</p>

of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. The beginning chapter reflections mandatory prior to the drop date to prevent this issue from previous semester; however this semester had more students to stop turning in work after the drop date. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise two of each assignments (some did take this opportunity that were working ahead). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments. However, based on first responses many students did not follow this instruction but they were allowed to revise these first assignments, in which some students did and some students did not. This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class. This semester there were 9 students that obtained an A in the class, 9 students that received a B in the class, 3 students that obtained a C in the course and 8 students that received a F in the course. These 8 students stopped turning in assignments after the drop date. SLO #1- Students did not meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (no one posted in this discussion board the entire semester which is not typical) and instructor responded to emails and inbox questions within. Overall, students that turned in the assignment did perform well on the assignment. A few students need to make more clear that students are required to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 12 students did not turn in the assignment which resulted in a F grade. This affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did not meet the 70% target for this SLO. but was approaching. Previous semester the SLO was evaluated based on students exam #2 but this semester this was evaluated in overall scores of the 8 activities which focused on this SLO. The activities ranged in watching assigned videos and completed responses in the discussion board, creating handouts in selected topics connected to the SLO and respond to other student's handouts, and responding to various assigned questions connected to this SLO. Overall, the students that completed the 8 Activities did perform well, 14 students received an A, 5 students received a B, 3 students received a C and 7 students received F. The 12 students that received the overall grade of an F, 5 did complete many of the activities prior to the drop date but the remaining 7 did not complete many of the activities prior to the drop date. My Action plan is to require students to complete more than 1 Activity prior to the drop date since this may help the lower overall score for this class. SLO #3- Students did meet the target percentage for this SLO. This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. The 4 students that did not reach the 70% target score, 2 of these students did not complete the exam but they did notify the instructor that they simply missed the due date so the instructor did not drop them. The Exam #1 was required to be completed or students would be dropped. However, these two students did stop completing assignments after the drop date. The Action Plan to help will be the next semester the instructor will enforce the drop policy if a student does not complete the Exam #1 to help prevent students receiving a failing grade at the end of the course. This semester I was behind on grading due to a personal family tragedy but all assignments that were needed to help with the next assignment were graded on time and instructor was quick in responding to questions of students like normal. Instructor did communicate to students the tragedy and when behind on grading.

While all my SLO's met objectives I will assure that I spend more time electrolyte disturbances and provide more focus on Phosphorus, Magnesium, and calcium in particular.

With the recent mandated implementation of the IFSAC/ProBoard National Testing process, the concentration and instruction on these SLO's has substantially increased and I believe that our instructors willingness to go above and beyond the normal instruction period by working with students that have asked for additional help outside of the instructional period has helped the students and our program meet and even exceed our SLO target. We will continue to help any and all students that ask for additional help.

Work to remove scores of '1' by addressing retention in the classroom

Work to understand reasons for scores of '1' resulting from non-submission of assignments; work with students on causes of non-submission including providing resources to assist with assignment completion; SI sessions were

available with this section but were hardly used by students, therefore find additional ways to encourage students to use SI sessions

List of Courses where Outcomes were mapped to the GEO.

ACCT-208, ART-103, BUSAD-100, BUSAD-210, CD-105, CD-115, CD-126, CHEM-102, CHEM-150, CHEM-151, CHEM-212, CHEM-213, CIS-091, CIS-095, CIS-101, CIS-111, CIS-113, CIS-140, CIS-161, EMS-025, EMS-156, ENGL-010, ENGL-101, ENGL-102, FIRET-100, FIRET-101, FIRET-102, FIRET-114, FIRET-115, GEOL-101, HIT-101, MATH-095, MATH-265, PBSF-127, RADIOL-103, RESP-050, RESP-051, RESP-131, RESP-139, RESP-234, RESP-235, RESP-236, RESP-237, THART-100

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.

- 2.

- 3.

- 4.

- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 9: Health and Wellness

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
9	Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.	89	115	129	1,658	1,787	89.75%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

#1: A more heavier emphasis that these will be tested when lecturing. #2: I did not over shoot my goal and I am happy that the curriculum was challenging enough. #3 Spelling is too easy, I will add a larger list of words in the future. #4 I need to do more emphasis on pronunciation by adding assignments that can demonstrate peoples ability to pronounce words
1. I will give each student a workout/nutritional/health log to record progress. 2. I will give each student a list of apps to track workouts and nutritional intake. 3. I will encourage students to use canvas where there are additional resources. 4. I will encourage student to set up the follow-up evaluation at the end of the first appointment.
1. Will give each student a workout log/ health log to show progress. 2. Use of apps to track workouts and nutrition intake. 3. Set up the retest date at the end of the first evaluation.
A proposed action regarding Introduction to Kinesiology would be to integrate physical assessment participation (queens step test, push up and curl up test) to apply practical application to evaluation information to understand calculation. Regarding injury,prevention and rehabilitation principles possibly have a guest speaker (ATC or DPT) or instructor obtaining certificate or necessary qualifications to go over introductory taping, bracing and first aid. I believe Kinesiology engages students best with a practical application approach, rather than a theoretical text ideology.
All students improved in their distance they could hike in 1.5 hours based on a simple course on the fire trail. Students demonstrated significant improvements in time to climb hills based off of the firebell trail and time to complete. Only 1 student didn't climb it due to fear of heights. However she was tested on another hill. Students hiked Keller peak 12 miles and the Hot Springs 7 very steep miles.
All targets were met. Students demonstrated tremendous improvement in all areas: upper body strength, lower body strength, core strength and muscle endurance. I will continue to encourage and provide a variety of activities and exercises that motivate students for success.
Based on the success level of my students, I believe I am teaching this class well.
Continue to assess quarterly for improvement
Continue to assess quarterly for progress
Continue to assess quarterly for progress.
I am very satisfied with the demonstrated improvement of students' physical fitness in all areas; upper body strength, lower body strength, core strength and muscle endurance.
I am very satisfied with the improvement that was demonstrated in core strength and muscle endurance. Students in this section were very interested in muscle endurance, circuits and cardiovascular conditioning. As a result, core strength and muscle endurance improved. Upper and lower body strength outcomes did not meet the target, mostly due to lack of interest. I will continue to encourage my students to work toward overall strength improvements by providing a variety of exercises and activities.
I had one student who could not swim and was afraid of the water. At the end of the semester she able to use a kick board without any other form of flotation devices. She was beginning to swim backstroke and freestyle. Learning to float was achieved. She confidence grew. Still needs more instruction and time in the water. I would like to see a class developed specifically for beginner adult swimmers. I had two students who had brain trauma. They had some limited movement. They worked hard and improved. I would like to see a class developed for adults who have special needs.
I would like to encourage students to create their own program of daily fitness using mindfulness and yoga to centime to push their bodies and maintain learned asanas. Additionally I'd like to emphasize working in small groups and with a partners for neuromuscular release, and add the IOL of critical thinking with in stretches and balance postures to trouble shoot ailment issues and injury avoidance.
Maintain the quarterly assessments to track progress.
No action needed at this time
No further action needed at this time
No further information needed at this time
Students did an amazing job this semester improving their 1.5 mile run time. All students improved their time and some but huge leaps and bounds. I will continue to do the variety of activities I did this semester with future classes since it worked so well. Students really enjoyed sharing workout routines with each other.
Swim team is expanding and getting new members which adds a different dynamic with each new personality. Being able to accomodate and adapt to each personality.
The one student who is registered for KIN/S 159 C this fall 2018 semester is proficient in all 7 student learning outcomes.
The students in the fall 2018 semester are proficient in all 7 student learning outcomes for KIN/S 159A. In the future, to work on more students having more self confidence, grace of movement and mental alertness, I plan to use more self defense situations in class to demonstrate real life scenarios.
The students in the fall 2019 KIN/S 159B Intermediate class are proficient in all of the student learning outcomes. Both of these students have completed and passed KIN/S 159A the previous semester.

These numbers in KIN/S 120A include B, C, and D, from the same section #. The skills that are combined in the "Perform major physical skills and elements of the sport/activity, in concert with their level of training and experience" area includes putting, chipping, pitching, and full swing. Rubric: 1 - Student is able to successfully perform the shot 10% or less of the time 2 - Student is able to successfully perform the shot 25% of the time 3 - Student is able to successfully perform the shot the majority of the time with a proper target occasionally 4 - Student is able to successfully perform the shot 75% of the time with a proper target the majority of the time Action: Continue to use review days to follow-up on shot techniques as we get to the end of the semester and spending most the time on course playing and practicing. Continue to require all students to demonstrate proper golf etiquette at all times during the semester, and demonstrate proper golf cart rules and safety concerns while on the course.

To encourage more students to take the class and continue to swim for life.

List of Courses where Outcomes were mapped to the GEO.

EMS-020, EMS-021, EMS-023, EMS-068, EMS-152, HIT-101, KIN-200, KIN/F-105A, KIN/F-106A, KIN/F-108A, KIN/F-155A, KIN/F-168A, KIN/F-168B, KIN/F-168C, KIN/F-168D, KIN/F-191A, KIN/F-970A, KIN/S-120A, KIN/S-159A, KIN/S-159B, KIN/S-159C, KIN/S-164A, KIN/S-164B, KIN/X-170AX3

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 10: Diversity and Multiculturalism

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
10	Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.	55	59	152	216	368	76.35%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

1 & 2: More expressive and receptive practice in the classroom. 3: Add more activities regarding Deaf Culture and History.
1&2: I would work on making sure students have more practice with expressive and receptive in the classroom with practice sentences. 3: Will add games to help the students understand better about Deaf Culture and history. 4: Will add more reminder via Canvas and in the classroom for students to attend Deaf event.
3 students had not taken the final exam and one had completed only 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLO outcomes. Without them all of the SLOs would have exceeded the objectives.
Add SLO for management of website pages.
Continue to expose students to diversity and possible deaf events during the semester. Continue to practice more receptive skills to pull up SLO data for oral traditions.
Excellent group of students this year. Those that finished the course all met or exceeded the expectations!
Implement a famous Deaf people project in the course.
N/A
None.
none. Note: 33 students completed 498 service learning hours.
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
SLO created for management of website using Dreamweaver.
Some students struggling to attend some Deaf events due to tight schedule they are having.
These are high school students taking college course credits. I have provided as much support as I could to give them plenty of resources. They need canvas training and more college prep training before taking college courses.
This class (the students) needs a lot of improvement..
This was the second time this course was ever offered, and the first time I have taught it. There were some learning curves along the way but I feel the course was set up well and adequate changes were made along the way to fit student's needs. There were a few students who, I am not sure how they met the ASL 104 prerequisites, but we worked with what we had. Overall it was a great class and I look forward to making the course 16-weeks (instead of 14) and adding in a little more Storytelling to better develop their visual classifier usage.

List of Courses where Outcomes were mapped to the GEO.

ASL-101, ASL-102, ASL-103, ASL-105, ASL-115, CIS-111, CIS-161, SOC-100, SOC-141, SPAN-104

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 11: American Heritage

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
11	Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.*	11	28	32	99	131	77.06%

*Note: Data includes the last three years to increase sample size.

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

I think these are good!
Update SLOs with more recent versions worked on with Dean Hogrefe.
Throughout the course of the semester students learned the above learning objectives and were successful through written test and small group exercises. A firm understanding and the ability to use the information lay the foundation for their fire academy success and contributions to the communities they will serve.
Suggest student to do the observation at the Deaf event. They go and watch their behavior of greeting, goodbyes, ages, and how many Deaf and hearing attend to the events.
Implement a famous Deaf people project in the course.

Note: Data includes the last three years to increase sample size.

List of Courses where Outcomes were mapped to the GEO. (Note: Data includes the last three years to increase sample size.)

SOC-150, ANTHRO-107, FIRET-101, ASL-115, ASL-115

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- 1.
- 2.
- 3.
- 4.
- 5.