

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>
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<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.
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<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. Increase support through embedded tutors or SI.
2. Implement a writing across the curriculum program.
3. Develop learning communities and/or cohorts to help improve attendance.
4. Provide additional support for students who learn differently.
5. Increase the number of classrooms with computers to support students in learning how to write.
6. Increase professional development for faculty on how to teach students who learn differently (e.g.: AVID, Universal Design).