

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 4: Society and Culture

Assessed: 2018-2019

Learning Outcomes Statement

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

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 ILO results based on faculty mappings to the ILO, 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 ILO.

ILO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	390	228	806	1,361	2,167	77.81%

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.
Add a quiz concerning social stratification.
Add SLO for management of website pages.
Alex did a great job in the class.
All targets met. Continue applying methods of teaching and assessment.
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..
Continue successful efforts that have been working to help students meet learning objectives.
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.
Cover more societal family problems.
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.
Excellent group of students this year. Those that finished the course all met or exceeded the expectations!
Follow up with students who did not understand the concepts.
Follow up with students who did not understand the concept.
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.
HOPE I AM DOING THIS RIGHT.
Implement a famous Deaf people project in the course.
Improve.
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
N/A
No recommendations.
none
None, looks good
none!
none.
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.
Proposed action: Re-evaluate course SLO's so that they align with the state standards.
Review and continue to emphasis differences between nature and nurture.
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 so 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
Some students struggling to attend some Deaf events due to tight schedule they are having.
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 100 H class is honors and the students performed very well.
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.

<p>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.</p>
<p>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.</p>
<p>This class (the students) needs a lot of improvement..</p>
<p>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.</p>
<p>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.</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 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 twp 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</p>

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 of 20 multiple-choice questions 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-choice 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 the instructor was quick in responding to questions of students like normal. The instructor did communicate to students the tragedy and when behind on grading.

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 ILO.

ANTHRO-102, ART-100, ART-100H, ART-103, ASL-101, ASL-102, ASL-103, ASL-105, ASL-115, CD-105, CD-126, CIS-101, CIS-111, MUSIC-150X4, PSYCH-100, PSYCH-103, PSYCH-118, SOC-100, SOC-100H, SOC-105, SOC-130, SOC-141, SOC-145, SOC-150, SPAN-104, THART-100, THART-100H, THART-108, THART-109

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

1. Provide training for high school students on Canvas, Web Advisor, etc.
2. Provide professional development specific to discipline that teaches strategies to help faculty increase students' ability to describe the social, cultural, and political forces at work in diverse, global world.
3. Increase the number of students participating in campus events, field trips, service learning, and other activities by advertising events more successfully.
4. Implement One Campus/One Book to help students understand and appreciate different perspectives and to operate with civility in a complex world that involves changing social institutions and diverse worldviews.