

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Social and Behavioral Science

Assessed: 2025-2026

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)

Students were assessed during either the Fall 2025 or Spring 2026 semesters. Assessments occurred in 540 sections and resulted in a total of 11,962 assessments.

Summary of Evidence

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

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
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.	10,257	85.75%

List of courses where outcomes were mapped to the GEO (56 Unique Courses).

ANTHRO-100	BUSAD-103	COMM-111H	HIST-101H	MUSIC-134	SOC-100
ANTHRO-102	BUSAD-200	COUN-100	HIST-107	PHIL-105	SOC-100H
ANTHRO-106	BUSAD-210	ECON-100	HIST-150	PHIL-107	SOC-105
ANTHRO-106H	BUSAD-225	ECON-200	HIST-170	POLS-106	SOC-141
ANTHRO-107	CD-105	ECON-201	HIST-170H	POLS-C1000	SOC-141H
ANTHRO-110	CD-126	ENGL-175	HIST-171	PSYC-C1000	SOWO-101
ANTHRO-116	CD-132	ETHS-141	HIST-171H	RELIG-110	
ANTHRO-116H	CD-134	GEOG-102	KIN/S-148B	RELIG-175	
ANTHRO-125	CIS-101	HIST-100	MARKET-100	RELIG-176	
BUSAD-100	COMM-111	HIST-101	MARKET-110	RESP-302	

Use of Results/Proposed Actions – Individual Submissions

1	<i>A had three online classes this semester. This one had about 82 percent while my other two had in the 60s. This class was 10 weeks while the other two were 6 weeks. I recommend not having classes shorter than 10 weeks in the regular semesters.</i>
2	<i>Add content</i>
3	<i>Add content and change chronology</i>
4	<i>Add content and update chronology</i>
5	<i>Add content to address current social issues.</i>
6	<i>Add more engaging content</i>
7	<i>Added more quizzes. Students performed well.</i>
8	<i>Argument prompts were revised to ensure greater contemporary relevance and to allow students to engage a broader range of ethical theories in their analysis. Overall, class performance was strong, with students demonstrating thoughtful application of course concepts. Moving forward, I will continue refining the argument prompts, discussion board questions, and updating the film selections to ensure they remain current, engaging, and aligned with course objectives.</i>
9	<i>Assessment results indicate that students successfully achieved the identified Student Learning Outcome (SLO). Consistent student engagement, guided instruction, and review activities contributed to strong overall performance. Future instruction will continue to incorporate effective teaching strategies and interactive learning activities to support continued student success.</i>
10	<i>Attempted to engage students by having forums where lectures on relevant topics are discussed with fellow students.</i>
11	<i>Attendance was a factor in low grades. In the future I will encourage more strongly the importance of attendance. Additionally, I will more strongly encourage student's to reach out for tutoring, as another factor was difficulty with reading and understanding assignments even though several class sessions were spent on clarifying each assignment. This is an introductory course however I feel students may have more success if they had CD 105 prior to enrolling in this course.</i>
12	<i>Benchmark low, but met.</i>
13	<i>Benchmark Met</i>
14	<i>Benchmark met on SLO 1 but not on SLO 2</i>
15	<i>Benchmarks met</i>
16	<i>benchmarks met. Small sample size since this is an honors section.</i>
17	<i>Challenges are getting kids in class to engage in the material and discussion.</i>
18	<i>Change what we base the analysis on. The scores of 1 are because they didn't take the final exam. The N/A are students who received an FW</i>
19	<i>Class met expectations and did well on all assessments. Lively class discussions and important experiences in their communities.</i>
20	<i>Class met the requirements and expectations of the curriculum. Class was engaged and worked well in groups with lively discussions.</i>
21	<i>Connect with the honors program coordinator more regarding a procrastinating student.</i>
22	<i>continue introducing Student Learning Outcomes at the beginning of each class and review throughout the lesson and help with student's needs as the lesson/class progresses.</i>
23	<i>Continue with current assessments and class projects. Continue with guest lecturers since student learn valuable life and social lessons.</i>

24	<i>Continue with current assignments and assessments. Bring in more guest lecturers for students to hear from others in their fields.</i>
25	<i>Continue with current assignments and assessments. Hope to have more guest lecturers, and outside shared experiences.</i>
26	<i>Continue with current assignments, and assessments. Hope to have industry guest lecturers in future offerings of this course.</i>
27	<i>Continue with various assessments and class projects. And continue with guest lecturers since class loves and learns so much from their experience, in life, education, and culture.</i>
28	<i>Current strategies appear to be working.</i>
29	<i>Discuss at next SLO Meeting</i>
30	<i>Discuss at next SLO meeting. 3 students listed are not on my roster for the class</i>
31	<i>Discuss at Spring meeting</i>
32	<i>Either data is missing (my hunch) or many students said they completed though clearly did not.</i>
33	<i>Encourage Student Participation</i>
34	<i>Encourage the one student who did not score the highest score to retake it.</i>
35	<i>Encouraged student participation</i>
36	<i>Engagement is the biggest challenge; I tried new strategies and saw some improvement. Students who did actively engage with material (attending lecture, turning in weekly assignments, completing quizzes, final project) did achieve high grades (A-B). Students who did not pass are those who did not turn in a significant portion of assignments (typically the final project). One student at the end of the semester did sign into office hours to complete the class and my teaching, which felt like a bug success. In the future, I will try new strategies, including partner activities and in-class presentations.</i>
37	<i>Fantastic group</i>
38	<i>Great class! It was fun working with the librarian on research projects and zines.</i>
39	<i>Great honors section. No learning gaps or issues.</i>
40	<i>Honors!</i>
41	<i>I am pretty happy with the results of the students in this class overall.</i>
42	<i>I am thinking of doing an earlier check in next semester so that it correlates with the drop without a W date to help out students more since I had a few students who stopped "showing up" despite the numerous reach-outs and starfish reports.</i>
43	<i>I believe that incorporating more online homework assignments and increasing student interaction can significantly enhance their understanding of course material and lead to improved classroom performance.</i>
44	<i>I continue doing what I am currently doing as it has been successful. I plan to add more video presentations to the course</i>
45	<i>I continue on the same path as it has been successful.</i>
46	<i>I recommend students who have already previously dropped the course not be present on SLO report at the end of the term. I had 6 students listed that had dropped the course.</i>
47	<i>I see notable improvement in class performance for this section on Civil Liberties and Civil Rights, week 4. Those who scored 1 or 2 usually did not meet the peer response requirements. This drops their scores. In the future, I will add a new strategy to pique their interest. Not only will I have them debate freedom and define each term, but I will also instruct them to upload a video they can personally identify with regarding Civil Liberties and Civil Rights.</i>
48	<i>i should add length requirements to the exams, as well. I need to update the SLO since we don't have any traditional essays in the course content.</i>

49	<i>I think reaching out to students that are not turning in work is the best thing for this class. We do not meet in person but if I see someone struggling sending a letter to them to check on them is the best thing and then dropping them if I do not get a reply or if their performance continues, dropping them from the course</i>
50	<i>I tried more quizzes and those who took the quizzes succeeded but several students were a FW as they stopped logging in despite Canvas messages, emails, and Starfish reports.</i>
51	<i>I tried multiple times to reach out to the student who fell behind and offered extensions without asking, but nothing worked. There needs to be some training or assistance on this, since it is not a true reflection of the student or the instructor.</i>
52	<i>I will be adding content in terms of short essays to read called Points to Ponder to show how to make sense of videos and the chapters in the text. The points to ponder will invoke quotes and some biography of the historical figures and events.</i>
53	<i>I will continually to make learning new and exciting for my students.</i>
54	<i>I will continue doing what I am doing as it is successful. This semester I plan to add more video presentations</i>
55	<i>I will make changes accordingly so that all my students are successful.</i>
56	<i>I will make sure that students can understand how to do effective library research.</i>
57	<i>I will show better examples of the expectations.</i>
58	<i>If the students completed the assignments, they had high success rates. Students who failed, did not submit despite weekly reminders, starfish reports, and emails. Several of the students listed here were not in the class.</i>
59	<i>If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. Two of the listed students were not in the class.</i>
60	<i>Implement more group activities in the future.</i>
61	<i>Implement RSI training and recommendations for upcoming terms to maintain engagement throughout the term.</i>
62	<i>Incorporate more Ted talks.</i>
63	<i>Linking CLO data to assignments in canvas for better tracking</i>
64	<i>Many students were engaged and responsive, even with an asynchronous format. I would like to try increased engagement strategies in the future and ask for alternative submission styles (such as video submission) from students to increase a sense of community in the class and foster engagement.</i>
65	<i>More simulations and interactive group activities to keep students engaged and present during class time. Continue to being in case studies and work that applies to business ethics and global marketing. Offering this class at 12:45 pm is probably not the best timing for students. Attendance was a struggle this semester even when points are built into the final grade for preparation and participation.</i>
66	<i>More weekly announcements</i>
67	<i>Need to talk about pros and cons of using AI.</i>
68	<i>No actions.</i>
69	<i>No learning gaps. My honors student in History 101 performed admirably.</i>
70	<i>Nothing</i>
71	<i>nothing to improve.</i>
72	<i>Nothing, I did a great job. the students that have received F or C, did not want to do the work!</i>

73	<i>Of the students who submitted assignments, performance was excellent. There were students who disappeared from the class despite the instructor using starfish and reaching out via email and campus messages.</i>
74	<i>Once again, my hunch is data is missing.</i>
75	<i>One student health issues.</i>
76	<i>One student on this list, I do not have on my roster.</i>
77	<i>Online instruction is not the best method for high school students.</i>
78	<i>Outcome 3 was not met due to the classes reliance on AI generated text. This particular Dual Enrollment class relied heavily on AI generated text and grammar assistance for primary source analyses. When I pushed them to submit their original work, many of the submissions reflected poor grammar and writing skills. Recommendation: Dual Enrollment classes should be taught in person. These students needed more assistance and intervention than could be provided online.</i>
79	<i>Overall this class scored a bit below what was expected. I did little to change it since the last time I had this class online, however, it was a very short class. I believe the shorter classes are more difficult for students to keep up with the work.</i>
80	<i>passing 27 failing 7</i>