

## Crafton Hills College - Outcomes Assessment Report

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**Institutional Learning Outcome:** Ethics & Values

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**Assessed:** 2024-2025

### ***Learning Outcomes Statement***

Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 70 sections and resulted in a total of 1,222 assessments.

### ***Summary of Evidence***

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

<b>ILO #</b>	<b>Institutional Learning Outcome</b>	<b># 3 or higher</b>	<b>% 3 or higher</b>
6	Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.	1,031	84.37%

### **List of courses where outcomes were mapped to the ILO (35 Unique Courses).**

ART-100	KIN/F-109A	MARKET-100
ASL-200	KIN/F-109B	PHIL-105
BUSAD-200	KIN/F-109C	PHIL-105H
CD-105	KIN/F-121A	PHIL-113
CD-112	KIN/F-121B	PSYCH-100H
CD-126	KIN/F-121C	PSYCH-201
COUN-110	KIN/S-138A	RELIG-101

EMS-025	KIN/S-138B	RESP-301
EMS-067	KIN/S-138D	SOC-100
EMS-151	KIN/S-148A	SOC-130
ENGL-101	KIN/X-190AX3	SOC-141
HEALTH-102	KIN/X-191AX3	

### ***Use of Results/Proposed Actions – Individual Submissions***

1	The influence of a number of "adult" learners in this class had a very positive overall influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, the code, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component.
2	All students demonstrated proficiency in all measured SLO's
3	Earlier communication with the students. Making sure in the introduction presentation, that the key requirements are outlined and made clear for all students. Provide clear examples of what are the exceptions for a complete narrative.
4	Enhance the involvement of student athletes for recruitment at both local community and immediate college level.
5	For SLO#5: There were some students that are still taking ASL 103 and some had a break from ASL classes for a year and had difficulties remembering vocabulary so to measure register at this point was difficult if not moot. Unless this course has a prerequisite of ASL 103 or 104 then this metric will make sense.
6	For this particular section, making sure the students are logged into Fisdap and pronto earlier to better communicate with them. Make sure the students have a clear understanding of the pcr requirements. Making sure the students are given a completed representation of what the pcr expectations are. More frequent check in's by myself with the students throughout the semester.
7	I am going to continue researching ways to scaffold teaching and learning.  I am going to continue redesigning my courses to address student needs.

8	<p>I have continuously added content in recent semesters to include pressing ethical challenges, including the adoption of AI, the climate crisis and pandemics. Given escalating critical global issues this year, I will be adding updated course content this semester to keep students engaged. I see higher engagement with more recently added class modules, such as AI.</p> <p>As in previous semesters, participation especially towards the end of the semester remains a challenge. I have adjusted the final assignments to include watching a film and constructing an ethical argument, as opposed to one longer essay. I am considering adding more film options this semester to maximize participation and engagement, as well as incorporating a discussion assignment where students need to locate a multimedia clip to reflect an ethical issue.</p> <p>Overall this past semester I remained impressed how quickly students grasped some of these denser ethical theories and how well they performed on exams, with my continued focus being on increasing engagement.</p>
9	<p>I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through announcements and other communication. Attempts were made via email/canvas message system and starfish to encourage non-participatory students to participate in course, and communicate their needs. These 3-6 students did not respond to these efforts.</p>
10	<p>I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through reminder announcements and other communication. Therefore, able to reach course SLOs.</p>
11	<p>I have no idea what else can be done to get the students to complete their projects.</p>
12	<p>I provide a range of assessments through assignments, and provided students with much feedback on their assignments.</p> <p>Student Learning Outcomes were met.</p>
13	<p>I was able to get certified this semester through distance learning and I was able to increase critical based exercises into my learning objectives. Added new content, notable differences in meeting standards for rubrics and added more support hours for students who struggled.</p>
14	<p>It is essential for students to attend class and participate when registering for an on campus course. Up to date information and support is provided throughout the semester to assist student's with course success.</p>
15	<p>It is essential for students to attend in class meeting sessions when registering for an on-campus scheduled course for the semester. Active participation will assist with academic success.</p>
16	<p>New and improved assignment directions</p> <p>Additional course resources</p> <p>Weekly FRIENDLY REMINDERS for missed assignment</p> <p>Multiple WEEKLY assignment ANNOUNCEMENT due dates</p> <p>Several email check ins for students who are under performing</p>
17	<p>None at this time.</p>
18	<p>Nothing to improve.</p>

19	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
20	Some students failed due to inactivity. Do more to check on students who are not completing assignments.
21	Student participation is essential to course success. Outreach is provided daily and weekly via Canvas announcements, emails, coursework, zoom support, and phone meetings. Student campus support (i.e. writing center, library, financial aide, tutoring, SAS, etc is provided in the course syllabus and campus website.
22	<p>Students demonstrated engagement in ethical decision-making within the context of Emergency Medical Services (EMS), including an understanding of the legal and moral aspects of EMS decision-making.</p> <p>Proposed Actions:  As this was my first time teaching this course, I plan to retain the core content while exploring alternative instructional strategies to enhance student comprehension and engagement. Moving forward, I will trial different delivery methods to optimize learning outcomes and improve student interaction with the material.</p>

23	<p><b>Successes:</b> Students showcased growth in understanding key management principles, including leadership styles, organizational structures, and decision-making processes. This was reflected in their ability to connect theories to real-world examples during discussions and assignments.</p> <p><b>Adding Content:</b> Added case studies from current events to make the course content more relevant and relatable. These case studies encouraged students to analyze contemporary business challenges. Integrated multimedia resources, like videos of successful business leaders discussing management philosophies, which enhanced learning and sparked class discussions.</p> <p><b>Challenges:</b> <b>Identifying Learning Gaps</b> Some students struggled to grasp abstract concepts like strategic planning or organizational culture, suggesting the need for more hands-on examples or visual aids. A few students found it challenging to transition from theoretical discussions to applying those concepts in practical scenarios.</p> <p><b>Participation Consistency:</b> Encouraging consistent participation in discussion boards was challenging for some students, especially in the reply to another student section.</p> <p><b>Assessment Alignment:</b> While performance was generally strong, some assessments might not have fully captured leadership and strategic thinking skills. This points to an opportunity to diversify assessment formats.</p> <p><b>Content and SLO Adjustments:</b> Introduce reflective journals where students document their thought processes and growth in understanding management principles. Use project-based assessments where students create mock business plans or propose solutions to managerial problems.</p> <p><b>Recommendations for Future Courses:</b> Continue using real-world case studies but consider diversifying industries to give students a broader perspective. Offer time management and study skill resources to help students stay consistent in participation and engagement. Use periodic surveys to gather feedback on what teaching methods and content students find most valuable.</p> <p>By reflecting on these successes and challenges and implementing the suggested strategies, the Principles of Business Management class can further enhance student learning and engagement in future semesters.</p>
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24	The influence of a number of "adult" learners in this class had a very positive overall influence on the overall class experience. Based on this I will continue to market this class in our pickleball clubs and communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, and etiquette. One other component of class that worked exceptionally well was the competitive component. Unfortunately, I believe this went well this semester due to the overall balance of student skills and experience in the class. This is not easy to control as a variety of student skills and experience levels is more typical based on past skill classes.
25	The targets are being met.
26	There were multiple students who were not successful in the EMT program midterm who were unable to continue in the class which accounts for many of the "1" scores. For other students they had a lot of missing assignments. No learning gaps were identified.
27	This class worked well online. I am looking in to changing the textbook to a free option for the students.
28	<p>This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses.</p> <p>I would like to recommend that the SLO's be completed either via Canvas, have a connection to canvas so we can see our students work or grades, or connected to Self-Service so it can be completed at the same time we input grades.</p>
29	<p>This particular course, there were a good number of students that struggled with meeting the overall course demands. More students in this section did not demonstrate achievement in these areas. Despite my actions to provide opportunity for discussion, individual meetings and my announcements to be willing to accept late work, students still did not achieve as well as other courses.</p> <p>This is a late start course, I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas. In addition, providing additional support through motivational messages and the importance of syllabus timelines, like withdraw dates need to be set as given reminders to students.</p>
30	This semester I had students try a variety of different holistic health practices such as: yoga, pilates, meditation, breath work, mindful walking, sound baths, and fun activities like hula hooping and juggling. The students really enjoyed the opportunity to try new actives and especially enjoyed the meditations. This was my first semester teaching this class in person. Next time I want to think of more discussion topics to engage students more.

31	<p>This semester I used more hand-on games learning games so that students had to solve puzzles in order to understand aerial movement theory and create their own poses - instead of only following instructions in terms of me always demonstrating new moves for them to do. I also tried to group students in this multi-level class in a way that they were encouraged to practice at their own level.</p> <p>For next semester I am going to work on implementing a more structured coaching program as they work towards building their final sequences.</p>
32	<p>Work closely with the Honors Office to secure greater student compliance with the requirements for the term project.</p>