Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Interpersonal and Group Skills   **Assessed:** 2024-2025

Learning Outcomes Statement

Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 119 sections and resulted in a total of 2,076 assessments.

Summary of Evidence

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

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
3	Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.	1,701	81.94%

List of courses where outcomes were mapped to the ILO (40 Unique Courses).

ART-100	HIST-101	
ART-102	JAPN-102	
ART-103	KIN/S-159A	
ASL-200	KIN/S-159B	
BIOL-100	MARKET-100	
BIOL-130	MATH-110	
BUSAD-100	MUSIC-174X4	
BUSAD-105	POLIT-100H	
BUSAD-155	SOC-100	

BUSAD-200	THART-134X4	
CD-105		
CD-112		
CD-182		
CD-205		
CD-295		
CHEM-101		
COMMST-100		
COMMST-100H		
COMMST-111		
COMMST-140		
COMMST-145		
COMMST-155		
COMMST-174		
CSCI-240		
ECON-100		
EMS-025		
ESL/N-601		
FIRET-113		
HEALTH-102		
HIST-100		

Use of Results/Proposed Actions – Individual Submissions

1	Overall, the class did a great job. The students seemed to be engaged and the success rate was high.
2	Apprehension and Listening Assessment used. TBD at our next faculty meeting.
3	Based on the average, I need to go more in depth about listening and include more activities to assist students in understanding the importance of bringing these concepts into their everyday lives.
4	Because this is an online class, submitting the assignments on Canvas presents some confusion at times. Despite reviewing the course outline, content, and syllabus weekly, some students still struggled with due dates and assignment completion/submission. I will re-evaluate the submission of assignments format and see if that solves this issue. I will also apply the submission timeline feature within Canvas while making assignments such as Discussion Boards in the future.
5	Continually try new strategies
6	Continue to refine curriculum to reflect industry best practices.
7	Continue to update curriculum to reflect best practices associated with industry standards.
8	Continue to update curriculum to reflect current industry standards best practices.
9	Continue what I am doing by staying engaged.
10	Dedicating class time to complete SLOs along with frequent reminders and more knowledge checks for listening.
11	Dedicating class time to complete SLOs along with frequent reminders.
12	everything according to expectations
13	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.
14	Group projects might be a better way to improve the result.
15	I believe I was able to deliver quality online interaction after getting certified in online education material and delivering evidenced based critical thinking exercises.
16	I implemented a 'chat' with each lab student at the end of the semester to get feedback on their experience and how well prepared they felt for the class. I wanted to determine if our prerequisite classes were giving the students the information they needed to be successful lab students. Given their performance in the lab as reported by the Lead Teacher and their self reports, we are on track.
17	I included more time for reflection and application of real world concepts.
18	I tried new strategies and encouraged student participation
19	I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. I believe it worked well and will incorporate it in the future as well. The biggest issue faced was students late to class or absent (high school seniors)
20	I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. It seemed to work well, the biggest issue was students late to class or absent missing material and falling behind.

21	I was able to get certified this semester through distance learning and Iw as 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.
22	I would try and give this assessment a bit earlier in the semester when students are not bogged down with finals and assignments. It felt a bit rushed.
23	In the final presentation, all the students worked on the group presentation. They chose one Japanese folktale, studied it, and recited/acted it in class. All the presentations were amazing. Some of them completely memorized their lines, sang songs in Japanese beautifully, and impressed me with their achievement. This class was one of the most impressive and memorable classes for me. Unfortunately, some students dropped the class because of illness or work schedule, but almost all the others enjoyed Japanese and made considerable achievements.
24	Inquire why students who dropped the course are still showing on this list.
25	It is essential for registered students to commit to attending and completing coursework for on-campus classes. A variety of support services are shared in the course syllabus, in class meeting sessions and and Canvas system to support student success. Outreach via email and courtesy reminders are provided throughout the semester as added support for student participation and success for the classes.
26	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.
27	It was the first time I had imbedded tutor for my online class which was very successful. I have plan to have my office hours in person for my online class in the future and that might help students who are learning better in person rather than online.
28	Listening Assessment and Apprehension. Should be discussed at next faculty meeting.
29	n/a
30	New and improved assignment directions Additional course resources Weekly FRIENDLY REMINDERS for missed assignment Multiple WEEKLY assignment ANNOUNCEMENT due dates Several email check ins for students who are under performing
31	New content will be added along with new strategies to reach struggling students.

32	Reflecting on the successes and challenges in this class, it's clear there were both achievements and areas for growth. Successes: New Strategies: Implementing diverse teaching methods, such as group discussions and interactive activities, enhanced engagement. Many students responded positively, indicating a more dynamic learning environment. Content Addition: Incorporating additional resources, like multimedia and real-world examples, helped deepen understanding and made the material more relatable. Class Performance: Notable improvements were observed in assessments, with an increase in average scores, suggesting that the strategies and content were effective. Learning Gaps: Identifying areas where students struggled, such as certain concepts in the curriculum, allowed for targeted interventions. Future Considerations: I plan to continue experimenting with new strategies, perhaps integrating more technology or collaborative projects to foster engagement. I will recommend specific content modifications based on student feedback and performance data, as well as look to make adjustments to assessments to better align with learning objectives and support diverse learning needs.
33	Several students on this list are not on my roster or stopped coming to class. Of the ones that were on my roster and participated, did well on the assessment. No changes needed.
34	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.
35	Student work part-time jobs.
36	Students did fantastic!
37	Students were able to meet all criteria.

38	Successes: 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. Adding Content: 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. Challenges: Identifying Learning Gaps 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. Participation Consistency: Encouraging consistent participation in discussion boards was challenging for some students, especially in the reply to another student section. Assessment Alignment: 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. Content and SLO Adjustments: 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. Recommendations for Future Courses: 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. 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.

39	The group project was largely successful. Overall the student feedback was positive. I may add more group work for my in person classes in the future.
40	The students rely on each other and are invested in the success of the end product - the theatre production. Lighting design (or a light hang) is not an assignment all students choose to participate in. Therefore not all students in the THART 134 get to participate in a light hang. The same applies to props.
41	The students who were unsuccessful in the class did not pass because they stopped completing assignments, not due to failing the material.
42	There was a change in the faculty mid-way through the course which created many difficulties. To begin, this course was very sparsely attended. There was inconsistent participation. I tries strategies to up student retention but by the time I received this course, the majority of students were chronically absent.
43	These student did well in class but more participation was needed in the SLOS
44	This but class did well in class but more participation was needed in the SLOS
45	This class is working well online in this format. The book is free to students. I may want to integrate some interactive games or scenarios for students to practice if I can find something suitable and free or inexpensive to the students.
46	This class worked well online. I am looking in to changing the textbook to a free option for the students.
47	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. 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.
48	This was my first offering of this class. The goal of the course is to explain each component of the firefighter hiring process in detail. Content was added on diversity in the fire service. Students were given a mock interview in the beginning and end of the class to note improvements.
49	To be discussed at Spring SLO Meeting
50	Used ITA as well as Listening Assessment. TBD at next faculty meeting
51	We reviewed articles, journals, and various diets. Students appreciated the real stories of people who had tried various diets or recipes.
52	Will revise when grades are posted
53	Work with the students who seem to be struggling and falling behind earlier in the class to get ahead of the situation. We want everyone to succeed here!