

# Crafton Hills College - Outcomes Assessment Report

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**Course:** CHC-100 Student Success and the College Experience

**Term:** 2011 Fall

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## 1. Learning Outcomes Statement

Students will successfully navigate the campus and use available resources to become successful students.

Students will demonstrate the ability to make well-informed decisions that positively contribute to physical, emotional, mental and spiritual health.

## 2. Means of Assessment (Measurement Method)

For SLO #1: Students responded to a case-study scenario embedded into the Final Exam.

For SLO #2: Students developed a SMART Goal plan and carried it out for 32 days. They kept a journal of their experience, wrote a summary paper and delivered an in-class presentation.

## 3. Criteria for Success (Benchmark)

No Benchmark Identified

## 4. Summary of Evidence

For the SMART Goal project: Over three-quarters (76%) of the students developed an adequate or well-developed goal. Significant time and feedback contributed to a better result than previous semesters. However, when it came to carrying out the actual project, and tracking progress, only about 25% of the students showed persistence toward making significant progress toward reaching the goal they set, and most students quit or made little sustained progress toward their goal. The summary presentations were also found lacking, with nearly 40% delivering an inadequate or no presentation at all.

For the common final assessment: Nearly half of the class (44%) demonstrated a solid understanding of the topics of the course, and the combination of knowledge and decision-making skills to adequately solve the problem depicted in the scenario. Approximately 30% of the class showed an inadequate understanding of the course topics, campus resources, decision-making or a combination of these elements to adequately solve the problem depicted in the scenario. This could be attributed to a few factors: Poor study and work habits, low self-confidence or self-efficacy, or an over-reliance on making decisions or taking actions based solely on one's limited knowledge or perspective. This was consistent with performance on

quizzes and other in-class activities. While one-third demonstrated consistent work habits, and preparation for the course, there was another 1/3 of the class that consistently came to the class unprepared and performed poorly on quizzes. They often displayed a standoff-ish, combative and disrespectful attitude toward the class, the learning community, and the instructor. In exit surveys, a small portion of the class expressed resentment that they had to enroll in the learning community in order to take English 101, and therefore did not feel the other two classes in the LC were valuable.

#### *5. Use of Results (Implications for Program Improvement & Planning)*

There was significant improvement in the overall quality of the goals developed for the SMART Goal project, and so the emphasis on in-class work and individual feedback in the initial goal development stage should continue. Additional focus on follow-up during the implementation phase of the project should boost persistence rates in working toward attaining the stated SMART goals.

As for the understanding of campus resources in problem solving -- participation in "The AMAZING RACE" boosted levels of understanding of the campus and its resources, and this led to a subsequent bump up in students responding correctly to the case study scenarios in the final exam. However, in this particular section of CHC 100, students did not follow through on reading the text consistently, and demonstrated a lack of awareness of course topics and concepts when responding to common challenges and issues. Most of the students in the learning community were recent High School graduates, and often relied on their prior knowledge and limited perspective to get by. When their results were not what they desired or expected, some students became combative with the instructor (this was common following quizzes). It was clear that a large contingent of the class (perhaps as high as 1/3) were not reading the textbook, as the quiz questions were often comprised of concepts in bold print in the chapters.

Another factor that impacted performance in this course were the number of students who enrolled in the Learning community because they needed ENGL 101 but didn't really want to be part of the LC. Those students became increasingly disengaged and full of contempt for the course and for their peers in some cases. This became counter-productive, and the other LC instructors discovered similar patterns.