

Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome 2: Written & Oral
Communication**

Term Assessed: 2015 Spring

Learning Outcomes Statement

Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

Means of Assessment (Measurement Method)

On Flex Day, April 1, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the written and oral communication ILO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which ILO group to participate in. Three different groups of faculty developed proposed actions for ILO #2.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the ILO results for written and oral communication based on faculty mappings to the ILO, the proposed actions, and the list of courses where the outcome was mapped to the written and oral communication ILO. A list of proposed actions, courses with outcomes mapped to written and oral communication, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to ILO #2: Written and Oral Communication.

1. EXPLORE/FIND NEW METHODS OF TEACHING PUNCTUATION AND GRAMMAR FOR BETTER STUDENT RETAINMENT. 2. HAVE MORE PEER WORKSHOPS
1. Find/explore new methods and strategies for teaching punctuation and grammar for better student retention. 2. Incorporate more peer workshops for essays
A and B students met all criteria. C students need some improvement. 4 D students did not regularly bring in completed work but continued attending until the end of the semester. I believe my class standards are rigorous and I should not change them. For students who are not meeting the SLO's, my plan is to implement more Early Alert intervention for student support services and use my new LRC class time for one-on-one instructor/student tutoring sessions. I hope to use this time to make the discussion happen because some students avoid office hours or seeking much-needed help and guidance.
All have met or exceeded threshold values except #1 Students will be able to identify what clinical findings would be most consistent with categorizing a patient with compensated shock. We will address this in PALS and stress the importance.
Continue to develop activities for basic skills students working below college level.
Continue to develop activities to improve basic skills for students below college level.
Continue to evaluate and fine tune the SLO's
Continue with what we have been doing.
Continue working closely with the Tutoring Center, and continue giving them writing assignments which relate closely to their lives.

I believe the students have met the expectations and requirements for level 2 in preparation for level 3. Only two students will probably face some struggle when taking level 3 class in the future. They will need a lot of prior knowledge and review prior to taking level 3 class.
I don't have a rubric with 4 levels so I hope I completed this correctly.
I was unaware that I could drop students after census up through withdrawal date until after the withdrawal date, but now I know for next time. And then I had four students disappear after Thanksgiving. I am unsure what happened; they did not email me or respond to my emails.
In reviewing the assessment outcomes, there were no major unintended or unexpected results. However, during the next session, we will provide students with both printed and electronic resources to assist with standard writing conventions (grammar, sentence structure, and punctuations).
It would be helpful to keep the SLOs in mind when creating and assessing all assignments. Leading students through them deliberately might also help them to know what they ought to focus on and improve.
NA
No action, this is the student process. It is important to identify those behaviors the students achieve by their own words.
None
Overall, the class had a good understanding of the course material and concepts. In the future more hands on experience and demonstrations should help with student success. In addition more group discussions should also help with student success. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios.
Provide more variety or teaching techniques, dialogue practice, and role play. Sometime students show a lack of motivation.
Several students are failing simply because they stop coming to class. I am unsure of what actions can be taken to prevent this, but it is a problem I have noticed especially at this level.
Some students had a rough start at the beginning of the semester due to a lack of preparedness from past instructors who no longer teach on our campus. In the future, if instances like this should arise, I will provide them with more review material and initiate a buddy system to help get those students caught up. Hopefully this will prevent them from being overwhelmed and increase their success rate.
Students were taught to analyze and create a three page research as the culmination project for the semester. Students were taken to the library and given step by step instruction on how to document research and create a thesis statement. The students were given three time lines and encouraged to accomplish all deadlines with a thesis statement, outline, and then rough draft. It was a successful project.
The RCP has changed the requirements and the students seemed confused. I will address these issues and make a better effort to make it clearer.
The students were able to meet the target in all but one evaluated SLO. The threshold set up for the SLO's for this class was 80%. The SLO's were evaluated through short answer and multiple choice questions presented on the final exam. From the results I have found that the students need better instruction on the following SLO: The student will be able to explain in writing how to perform a minimal leak technique. This will be an item that will be stressed to class in Fall 2015. This item will also be discussed in lab class in the Spring 2015 semester as the students need an understanding of this SLO in order to pass their national exams following graduation from the Respiratory Care Program.
The third SLO was a question on PFT's with except in it.
This class really struggled with their receptive skills. I do not assign homework but instead give it daily as an option for students to do for extra practice. In situations such as this, I may need to start requiring it. In regards to their expressive skills, I am surprised it is not higher since this was a "tablet pilot" class where they were required to sign each night and share it with their peers the following class. I will work to make this a more effective process and hold students accountable for providing good feedback.
This class was amazing! I loved their energy and motivation. I don't see a need for further action in regard to the performance of this class.
This class was very small. Many of them had issues with transportation and therefore did not attend many/any Deaf events.
This is a new course being taught as an overlay at the same time as Painting I. Teaching two classes at the same time has proven to be quite challenging. During Spring 2015, I plan on experimenting with the project schedule so that the two courses and their schedule sync in a way that allows more one on one time with each student while projects for the other class are underway. With the majority of students meeting/ exceeding the SLOs, lack of general attendance and a resulting lack of completion of projects appear to be connected to students not achieving the highest level of understanding of the course information. The assessment data tells me that the course information was understood and retained by all students who attended the course consistently, therefore meeting or exceeding the slos. I am confident that the slos for this course are in line with the material and that the assessment serves to exemplify the retention of information. Because of this, I will continue to use them in assessment.

Table 2: Number and Percent of students scoring 3 or Higher on the Written & Oral Communication ILO.

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
2	Written & Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	191	179	458	760	1218	76.70%

Table 3: List of Courses where Outcomes were mapped to the Written & Oral Communication ILO.

ART-226	MATH-952	SOC-100
ASL-101	PBSF-127	SPAN-103
ASL-102	READ-980	
ASL-103	RESP-050	
EMS-152	RESP-131	
ENGL-976	RESP-132	
FIRET-102	RESP-237	

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

- Require English grammar (976 or 010) or a new course that includes grammar for the students who will take a foreign language class.
- Stronger connections between faculty members and the tutors/ tutoring center. Make sure everyone is on the same page.
- Workshops to help faculty analyze their assignments to make sure they connect & support SLOS... Otherwise, what’s the purpose?
- Require ENGL 101 as pre requisite to 100 levels & up classes for all Social + Behavioral sciences.
- Establish a percentage standard (80%, 75%??) to determine if an SLO target has been met to go on to another SLO.
- Make sure all SLO assessments have a rubric of 4. Affirm this to faculty.
- This needs to be examined: why do students misunderstand the SLO assignments? Is it a question of clarity; should there be departmental test now?
- Before we can propose “next actions” we feel there needs to be some kind of training on how to fill out the next “actions” box in the SLO cloud. They are not very useful.
- Expand “Day of Advocacy” to incorporate multiple disciplines.
- Increase club visibility on campus by having them practice presenting in front of one another about their clubs. Educate one another.
- Have mock job interviews for students
- Make field trips more accessible (funding) to encourage more engaging conversations.
- Employees encourage students to speak properly & not answer until communication is clear (but provide coaching).