

# Crafton Hills College - Outcomes Assessment Report

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**Institutional Learning Outcome 3: Interpersonal & Group Skills**      **Term Assessed: 2015 Spring**

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## ***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)***

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 critical thinking 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.

## ***Summary of Evidence***

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

*Table 1: List of Proposed Actions for Courses with Outcomes Mapped to ILO #3: Interpersonal and Group Skills.*

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.
Students were evaluated at mid-term on their presentation of 3 beginning level Ballroom dance combinations in Waltz, Cha-Cha and West Coast Swing. To demonstrate technical skill and proficiency in the following areas: memorization, coordination and sequencing of choreographed patterns; lead and follow technique in a partnered dance setting; musicality. The rubric used measured student performance on a scale of 1 to 10, where 10 was excellent and 1 was failing. The goal for this assessment was to measure the overall success of the class and to determine what areas need improvement. 1- 6 points or less 2= 7 points, 3= 8 points 4 = 9-10 points 90 % of students scored an 8 or greater. Most students in this class had little exposure to Ballroom dance prior to taking this course. As beginners they excelled in areas of memorization and sequencing of choreographed patterns. However, since they were beginners areas such as musicality were not as strong. This is something that takes more than one semester to learn so it is to be expected.

The results show that students demonstrate satisfactory skills in building a PC. The faculty noticed that the two tasks with which students most struggled are formatting/partitioning a drive and setting up family safety settings in Internet Explorer. The faculty members will spend additional effort in explaining the concepts and skills related to these two tasks.

The results show that students demonstrate satisfactory skills in Flash. The faculty noticed that the two tasks with which students most struggled are tweens on different timelines and attaching script to a button for start/stop actions. The faculty members will spend additional effort in explaining the concepts and skills related to these two tasks.

The third SLO was a question on PFT's with except in it.

*Table 2: Number and Percent of students scoring 3 or Higher on the Interpersonal and Group Skills.*

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
3	Interpersonal & Group Skills: 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.	10	3	17	82	99	88.39%

*Table 3: List of Courses where Outcomes were mapped to the Interpersonal and Group Skills ILO.*

ASL-102
CIS-130
CIS-162
KIN/D-163A
RESP-132

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

- When mapping to the GEO/ILO proposes actions the Cloud also needs to address the GEO/ILO in addition to courses. In other words, provide the opportunity for Faculty to provide proposed actions at both the course and institutional/GE levels.
- The very high percentage of students scoring 3 or higher may suggest that the standard lacks complexity or is set too low.