

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 2: Social and Behavioral Sciences

Assessed: 2018-2019

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

Means of Assessment (Measurement Method)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

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

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

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
2	Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	442	211	675	1,817	2,492	79.24%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

Add a quiz concerning social stratification.
All targets met. Continue applying methods of teaching and assessment.
Connect students with resources when struggling with school and life issues that may hurt their grades.
Continue successful efforts that have been working to help students meet learning objectives.
Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices.
Continue to foster relationships with facilities for clinical internship.
Cover more societal family problems.
Follow up with students who did not understand the concepts.
Follow up with students who did not understand the concept.
Improve.
Maintain communication with "no show" students.
No proposed action.
none
None, looks good
none!
none.
None.
none. Note: 33 students completed 498 service learning hours.
Registered students who attended class on a regular basis and completed written assignments were successful with meeting all required targets for the semester. Students who had excessive absences and did not complete required volunteer hours for the course were unable to pass the course. It is essential that registered students attend class and complete assignments required for the course.
Review and continue to emphasize differences between nature and nurture.
Review topic and create a new quiz for the topics and one that they can take several times to learn the concepts.
SLO 1 was based on Exam 1 where students were asked questions (in essay form) to analyze sexuality in the Media. SLO 2 was based on the writing assignments to do research on Sexuality and respond SLO 3: was based on the Exam 3 regrading Sexual Disorders. 1=90%, 2=80%, 3=70% 4 is 69% or lower
Targets only marginally met for SLO #2 & #3, due to expectations for those with this major. Track student's progress on assignments more to ensure all students complete assignments. Possibly do a survey to find out struggles students face in completing assignments, and find ways to modify instruction/assignments.
The # of Students NOT Meeting the SLO Rubric were absent and failed to submit assignments. Goal: keep in touch with absent students regarding course requirements and withdrawal deadlines.
The CD 182 course of Fall 2018, has been revised from Fall 2017, Fall 2016, and Fall 2015 courses. The revisions reflected the issues from the Fall 2017, 2016, and 2015 courses which included more detail instructions on all assignments and more detail grading rubric of point distribution for all assignments. Additionally, a change to the course was making the diversity project into a group project. The course started off with 40+ students which would have been hard to accomplish all course material and for each student to conduct a 5-7 minute presentation. Therefore, instructor asked students if they would like to work in groups on the presentation and persona doll based on grouping students based on similar topics. Students voted to conduct the presentation and persona doll as a group. Students still had to complete the research component on their own and still create their own diversity folder. Students come together as a group to decide what material would be used in the powerpoint presentation that they presented to the class. Students had the option for the students that tend to be more shy work on creating the powerpoint and not present. Additionally, students had the option to use video in the persona doll skits, which many student did do this in a impressive manner. The student that was more shy tend to do the recording of the video. Overall, the group project was conducted well. This will be used in future classes due to importance of collaborating in the field. Since this was the first course to conduct this assignment as a group then the instructions need to be more clear. Instructor will take successful aspects from other courses that have group projects assigned. The CD 182 course of Fall 2018, overall did meet the 70% target rate. Student Learning Objective #3 was determined by the Racial Privileges and Racial Oppression Video Paper. Overall, students did perform well on this assignment. Instructions were modified based on previous course struggles, the grading rubric and point distribution was changed, and verbal instructions were provided in class. Instructor will revised instructions again, asked an elite student for a sample of this assignment and will create a video for students to watch at their own time. This was the first assignment for the class so some students struggled with APA items even with a sample, cheat sheet notes, verbalized and written instructions. Instructor assigns students to attend an APA workshop for the class but students have until the end of the semester to do this. In future, considering to make the due date before the first assignment. One student did not turn the assignment in and another turned the assignment in late so late points are an automatic 50% off. Student Learning Objective 2 was determined by Activity Modification Paper, based on previous semester struggles the instructor did revise the assignment instructions (e.g.,

determining goals and objectives for the assignment), go over instructions more thoroughly in class (e.g., the MOST approach), and provide more samples of similar work to help provide more clarification for the assignments. However, three students did not turn this assignment in. One student stopped attending the class and another missed many classes after the drop date. Even with three students not completing the assignment the target goal of 70% was completed but barely. Additional samples were asked from two elite students for this assignment. Instructions need to be more clear regarding specifically explaining thoughts and examples of modifications of MOST approach. Majority of students did well on this but some students did not. Therefore, instructor will make clarification on written instructions, verbalize in class (which did but many students at this point of the semester were often missing class for being sick), instructor will create a helpful tips announcement approaching the due date and will create a video on the assignment to help students at anytime. Student learning objective #3 was determine by exam #3. Overall students performed exceptionally well on the exam. One student did not take the exam since no longer attended class and another that missed numerous classes after the drop date received a D. The exam did have a mini review session before students took the exam, students had a requirement to complete 5 essay questions out of the 8 provided in which student were able to pick the 5 questions, and students were provided the option to obtain extra credit points by completing more than 5 essay questions in which students that did take this opportunity increased their scores.

The Fall 2018 CD 250 course did meet the 70% target Overall, students did well on the class- one student stopped coming after the drop date and I attempted to contact through email and inbox but no response. Instructions to the Personal Belief Paper were revised to be more clear based on Fall 2017 class struggles. However, there were some issues with students understanding of instructions and grading rubric of the assignment (Personal Belief Paper on the personal narrative instructions and needing to cite the textbook, readings or lecture in APA). This issue will be modified for the next semester by being more clear on these requirements. Students did complete this paper overall well so did not need to provide a revision option for students. Additionally, there were some issues with the Guidance Plan Group Project regarding instructions from Fall 2017. Some sections of the other assignments' instructions had some issues that will be revised to provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra). The fall 2018 course did clarify these items with more detailed from the 2017 CD 250. However, one group did not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment. Instructor did incorporate multiple peer evaluations of group project throughout semester since there were some issues amongst group members regarding participation and communication in 2017. This was conducted by having students create a group contract on who is doing what task and at the end of the project each student had to submit an anonymous evaluation of each group member (including themselves). Overall, this class did well in group projects. Once group lost a member due to student no longer returning to class Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor blue prints,parent brochure). Exam #2 was not included in the SLO but this was the exam that some students struggled more with than the other two exams. Majority of students did well but three students had a D and one student had an F due to not taking the exam. There can be multiple reasons: The material is a bit harder to conceptualize (theory), the students that did not perform well did miss many classes at this time, and instructor did not have the normal review before the exam that day. Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class but the students that did not attend that class did not follow this requirement. Therefore, even though this was verbalized and stated in instructions then instructor will create a helpful tips announcement on canvas and will create a personal video to help students that are not present or students that did not take notes on this essential information (as I do in Online course). Two students did not complete this assignment which affects the target number which was almost at the target 70% Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) which seemed to be helpful. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one student did stop coming to class so instructor provided extra points to that group for missing a member that was in charge of a big piece of the project. Another group did struggle with creating two daily schedules by only providing the one brief schedule that would be placed outside on door. The group did not complete the detailed explanation schedule which instructor did address in written instructions and during class verbally but this group was not present. Therefore, instructor will create a helpful tips announcement for this assignment when approaching due date to help with this issue and will be creating a personal video on the assignment that students can watch at any time. One student stopped attending class

after the drop date so did not turn this assignment in. Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles and a sample was created to help students with this assignment. This is the first assignment of the semester that instructor typically provides a revision option; however only two students needed a revision option since the majority of the students performed well on this assignment. These two student's scores did increase but still were a D and an F score. Instructor had revised instructions, went over the assignment multiple times in class. Instructor will revise the instructions a bit more, create a helpful tips announcement approaching the due date, and will create a video on the assignment so students can view at any time. Student learning objective #4 was evaluated by exam #3- in which overall students performed very well on. Instructor decided to complete a mini review before the exam #3 since did not on exam #2 which may have affected scores. Instructor also requires students to complete 5 of the 8 essay questions in which students pick any 5 of the essay questions; however, instructor allowed students to complete more than 5 essays for extra credit. The students that did complete more than 5 essay did perform well on the exam. One student did not complete the exam #3 due to no longer returning to class after the drop date. Overall, the course met the 70% target.

This course began with 40 students and typically holds its numbers till the end. This time the drop rate was high but students did not formally drop the class, some came up till the last week of class but simply did not turn in their work. So, the SLO number are a little off. The number of students that completed assignments and made it to the end of the semester is 28. Of those 28, 23 completed the course project successfully. In comparing the performance of the PSYCH 100 students on this course project at Valley to the students at Crafton, they seem to understand what was expected and many reported enjoying the novel, just saddened by the ending. Currently, I have no plans to change the assignment, but will re-evaluate the assignment after the Spring 2019 semester.

This was the first time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Areas that will be improved for the next semester would be creating a video on the observational assignment papers. Instructor did create a personal video for Research Papers since they are typically more challenging which in some aspects help students perform well on these two assignments, plus one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. In future, instructor will make some of the beginning chapter reflections mandatory prior to the drop date to prevent this issue. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise one of each assignments (some did take this opportunity that were working ahead). Instructor asked some of the elite students to have permission to post their assignment in the announcement to help classmates (would not include their names). This did tend to help some students. Instructor will provide samples in the discussion board for all Chapter Reflections and Activities that once students post into the discussion board will be able to see the samples. A general sample from another class has been provided since the beginning of the semester that instructor asked students to view. However, based on first responses many students did not follow this instruction so instructor will enforce this by creating an activity on this sample. SLO #1- Students did not meet target percentage for this SLO but was approaching. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (which some did provide great feedback) and instructor responded to emails and inbox questions within. Overall, students did perform well on the assignment but need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 7 students did not turn in the assignment which resulted in a F grade but 3 did not turn in work or signed into the course after the drop date. This affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did meet the 70% target for this SLO. This SLO was evaluated based on students exam #2 which consisted on multiple choices based on chapters 5-10. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed

weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. One student did not take the exam and stopped turning in work after the drop date. SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam. However, students that missed weekly chapter reflections, weekly activities and weekly quizzes did not perform as well on the exam. All students took the exam due to instructed that if one did not then they would be dropped from the class since it was prior to the drop date.

This was the second time teaching this course online for Crafton even though instructor has taught multiple online courses at other colleges. Based on previous semester's action plan, instructor did create video on the observational assignment papers and video for Research Papers, did have one activity was mandatory for students to complete to stay enrolled in the class that helps with the observation paper. In the future, a video and an mandatory activity will be included for the observation videos. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). Even though students were provided 3 announcement reminders each week and instructor expressed it was better to get the beginning ones or work ahead to not be stressed at the end of the semester, many students waited until the end to start completing these assignments. Instructor did send a mid of the semester inbox reminding students that they need to start completing these requirements. Some students did not complete the required 8 chapter reflections and/or 8 required activities. The beginning chapter reflections mandatory prior to the drop date to prevent this issue from previous semester; however this semester had more students to stop turning in work after the drop date. Additionally, some students were not performing as expected on Chapter Reflections and Activities so students had the options to revise twp of each assignments (some did take this opportunity that were working ahead). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments However, based on first responses many students did not follow this instruction but they were allowed to revise these first assignments, in which some students did and some students did not. This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class. This semester there were 9 students that obtained an A in the class, 9 students that received a B in the class, 3 students that obtained a C in the course and 8 students that received a F in the course. These 8 students stopped turning in assignments after the drop date. SLO #1- Students did not meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation #2 paper. Students were provided the guidelines and grading rubric in the beginning of the semester. Students were provided feedback from their first observational written assignment to help with this assignment, a sample of the first observational assignment from a student that scored high on the assignment was posted on canvas (student's name not revealed), instructor went over the guidelines and grading rubric numerous occasions in announcements. Instructor had a question and answer discussion board for students to help other students on questions (no one posted in this discussion board the entire semester which is not typical) and instructor responded to emails and inbox questions within. Overall, students that turned in the assignment did perform well on the assignment. A few students need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 12 students did not turn in the assignment which resulted in a F grade. This affected reaching the target goal of 70%. This was the last assignment of the semester. SLO #2- Students did not meet the 70% target for this SLO. but was approaching. Previous semester the SLO was evaluated based on students exam #2 but this semester this was evaluated in overall scores of the 8 activities which focused on this SLO. The activities ranged in watching assigned videos and completed responses in the discussion board, creating handouts in selected topics connected to the SLO and respond to other student's handouts, and responding to various assigned questions connected to this SLO, Overall, the students that completed the 8 Activities did perform well, 14 students received an A, 5 students received a B, 3 students received a C and 7 students received F. The 12 students that received the overall grade of an F, 5 did completed many of the activities prior to the drop date but the remaining 7 did not complete many of the activities prior to the drop date. My Action plan is to required students to complete more than 1 Activity prior to the drop date since this may help the lower overall score for this class SLO #3- Students did meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes

did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. The 4 students that did not reach the 70% target score, 2 of these students did not complete the exam but they did notify the instructor that they simply missed the due date so the instructor did not drop them. The Exam #1 was required to be completed or students would be dropped. However, these two students did stop completing assignments after the drop date. The Action Plan to help will be the next semester the instructor will enforce the drop policy if a student does not complete the Exam #1 to help prevent students receiving a failing grade at the end of the course. This semester I was behind on grading due to a personal family tragedy but all assignments that were needed to help with the next assignment were graded on time and instructor was quick in responding to questions of students like normal. Instructor did communicate to students the tragedy and when behind on grading.

Work to remove scores of '1' by addressing retention in the classroom

Work to understand reasons for scores of '1' resulting from non-submission of assignments; work with students on causes of non-submission including providing resources to assist with assignment completion; SI sessions were available with this section but were hardly used by students, therefore find additional ways to encourage students to use SI sessions

List of Courses where Outcomes were mapped to the GEO.

ANTHRO-102, ANTHRO-106, CD-105, CD-126, CD-182, CD-250, CD-295, EMS-156, HIST-100, HIST-100H, HIST-101, HIST-101H, HIST-170, HIST-170H, PSYCH-100, PSYCH-103, PSYCH-118, SOC-100, SOC-100H, SOC-105, SOC-130, SOC-141, SOC-145, SOC-150

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

1. Increase SI sessions for more challenging courses.
2. Increase student attendance by offering classes throughout the day.
3. Provide additional support for students who learn differently.