

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome 8: Critical Thinking and Information Literacy**

**Assessed: 2018-2019**

***Learning Outcomes Statement***

Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.

***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		
8	Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	378	208	1,089	2,874	3,963	87.12%

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

<p>1- No issues or concerns, learning objectives met with regards to additional requirements needed to achieve 6 points. 2- No issues or concerns, learning objective met with regards to minimum requirements needed for program entry. 3- We did not meet learning objectives with this group for what an RCP is and how to become one. RCP is the required state level licensure to practice in CA. Some of the specific details required were not mentioned but overall the students did show that they knew what minimum requirements were to achieve RCP status along with what an RCP is. Despite 56% on this SLO, stronger emphasis will be placed on specific requirements and how this element is evaluated in future courses.</p>
<p>A higher number of students than past classes did not pass the course. These students stopped attending after about half of the semester was completed. I did talk with each of them and they understood what grade they would earn in the class if they stopped attending and completing the assignments and exams.</p>
<p>Add SLO for management of website pages.</p>
<p>Again, I'm very pleased with the final outcomes for this class. The outcome percentages for #1,#2 and #4 are excellent. The percentages are satisfactory for outcome #3 (evaluation of case studies), but lower than I would like. There were 4 out of 5 students that didn't complete them, which did lower the overall percentages. For the next class I will stress the importance of completing this part of the final exam. I've started using the automatic flag system through Starfish for my online classes, which I feel helps the students stay on track and motivated. I will continue with the methods of assessments I'm using for all SLOs.</p>
<p>All clinical syllabus performance skills successfully completed.</p>
<p>All measured SLO's met and exceeded thresholds. Students did very well in all measured areas.</p>
<p>All SLO goals met for this course (Fall 2018). No changes indicated at this time.</p>
<p>All SLO goals met for this course, no modifications indicated for future instruction or evaluation.</p>
<p>All targets met. Continue applying methods of teaching and assessment.</p>
<p>An intro to theater class tends to have students who have different levels of experience and skill varying from really developed to really undeveloped. Some students have serious learning issues and lack critical thinking skills or lack cultural or educational background to understand historical context. (play and Screenplay and World Drama attract students who have higher degrees of these skills. Thus a greater percentage of these GE students in 100 class, although they may pass the class, I don't think their critical thinking skills or historical awareness really is that developed. Visual learning helps a lot I find. Using canvas to put my lecture notes and other stuff on line helps a lot. But you can see it in the way bonus questions are answered: Some students don't have that development of facility and really need more skill based learning to master this content.</p>
<p>Chapter 4 and some of 6 is still a problem. Due to Chapter 4 and 6 being the most theoretical, it is understandable for their issues with these chapters.</p>
<p>Continue successful efforts that have been working to help students meet learning objectives.</p>
<p>Continue successful methods of evaluation and reevaluate methods that don't encourage retention.</p>
<p>Continue the use of STARFISH to provide students with resources. Encourage students to take advantage of Student Workshops. Promote the use of Training Modules (SAM) for the Microsoft Office products (specifically Microsoft Excel and Microsoft Access).</p>
<p>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.</p>
<p>Continue to develop worksheets to enhance student learning. Help students better understand where they stand in the class before the withdrawal date.</p>
<p>Continue to monitor students' progress through the term.</p>
<p>Continue to monitor students' progress throughout the term.</p>
<p>Continue with development of topic worksheets</p>
<p>Direct students to relevant workshops and college resources. Continue the use of STARFISH to provide resources. Introduce online persona's (resumes, etc.) earlier in course. Review relevant emerging course materials.</p>
<p>Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.</p>
<p>Having students receive more hands-on experience outside of the classroom enable students more variation of instruction. Also, illustrations and photos were added to power point presentations to stress key points of instruction to enhance student learning.</p>
<p>Heighten level of individualized instruction</p>
<p>Help students better understand where they stand in class before the withdrawal date. Develop topic worksheets as needed to enhance learning.</p>
<p>I used three separate assessments: A formal policy claim essay (#1), critical reading responses (#2), and a source analysis and evaluation exercise (#3). Students overwhelmingly succeeded in all three activities. They were successful because of the scaffolding of the material prior - students must complete the preliminary assignments in order to submit the outcomes-based assignments. The assignments go together well and achieve the desired outcomes, but I do continue to fine tune each semester.</p>

I was pleased with the percentages for outcomes #1 and #4, but the averages for #2 and #3 were lower than usual for a small face to face class. This class was motivated and participation was very good, so I'm not sure what happened on the final exams. The performance on the weekly exams and assignments were good, and the final overall class average was 82.4%. I will continue to stress review of the basics, which include word parts and interpretation of case studies, I will consider adding additional word parts with the weekly spelling quizzes to reinforce study outside of class. I will continue with the methods of assessments I'm using for all SLOs.
incorporate additional metacognitive techniques for better engagement in material and to produce better outcomes in use of skills acquired in this course. By teaching study strategies rooted in growth mindset to develop better recall in students
Increase individualized instruction time.
Most students produced effective classwork, but participated minimally in class. Our English class was scheduled in a lecture hall with dismally poor lighting which made in class participation, writing and group work extremely difficult. Even so, most student work was above average. I do plan to change a couple of the books that I've assigned in the past, and do more peer review and group work next semester.
N/A
No action needed at this time
No further action needed at this time
No recommendations.
None
none necessary. The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
Not having a lab is problem for entering students who are not up to this level of rigor. Many students not looking for or don't want tutoring...not sure why. Many no shows after the last day to drop class with W which skews statistics. 2/3 of the class should have been in Math 085 not 095.
One SLO was not met and can be corrected in the future through more focused explanation and presentation of real life examples and better use of video learning modules during PALS shock station material. Performance demonstrations have been successful and continue to be implemented into our structure of learning and evaluation. Only one student required remediation and thorough follow-up but was successful in the end. I did not consider this to be a met goal for the individual in question because another follow-up was required after first failure and second remediation attempt.
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.
Recommendation (SLO #1): To add two-three additional homework worksheets containing problems that require students to covert an 8 bit binary number to base 10 and the reverse. Recommendation (SLO #3): To add additional instruction and research related to the function and services provided at each layer of the 7 layer OSI model. The students were proficient with the order of the 7 layers, just not the definitions.
SLO created for management of website using Dreamweaver.
SLO'S met without issue, no need for adjustments or changes. Appropriate evaluations (SLO's) considered.
Students in this course exhibited a higher aptitude than section 50 this semester. The difference in the age of the groups was notable. Older students seemed to perform better on average in SLO areas across the board. The most challenging issue for older students was accessing information on the internet. Classroom computers would be beneficial in addressing this area.
Students performed adequately on both assessed projects. The project used for SLO 1 involved inheritance, which may introduce a level of complexity that is not necessary to fulfill the its requirements. The project used for SLO 2 was fairly simple. A more challenging project might further enhance the student's ability to critically think through difficult problems.
Students performed well on all three SLO's this semester. a little more attention needs to be paid to specific disease processes, but students did well.
Students routinely struggle with grasping the specific requirements necessary to become a CA Licensed RRT- which is an RCP. This specific element is emphasized from the first day, it is included in a major assignment and it is reviewed numerous times throughout the course. Resources are provided: paper, electronic and websites which all mirror what the requirements are. I feel as though I spoon feed the answer to the students right before the final exam as part of a review- performance has not changed with regards to this SLO. I am going to look at other methods of instruction to try and determine a solution.
Students should receive more intensive time writing and demonstrating writing techniques in-class. Computers in class would be highly beneficial in assisting with multiple outcomes.
Students were able to define positioning terminology and able to manipulate the equipment to demonstrate specific anatomy.

Students will be able to identify various types of algebraic expressions/equations, and apply the appropriate strategy to solve various type of math problems.

The CD 115 course of Spring 2019 was the second time that I taught this class at Crafton, but I have taught this class at another college numerous times. I have revised some items based on my experience at another college which included providing samples on some assignments, more detail instructions on all assignments and more detail grading rubric of point distributions for all assignments. The CD 115 course of Spring 2019, overall did meet the 70% target rate; however, 1 of the 27 students did not turn in majority of high amount assignments, complete weekly quizzes and weekly activities, and stopped attending class after the drop date; therefore, 1 student received a letter grade of F. The participating students final grades were: 14 students received the letter grade of A, 8 students received the letter grade of B, and 6 students received the letter grade of C. This place 75.9% of the students received an overall grade of 70% or higher. SLO #1 was assessed based on students scores on the Nutritional Group Project. This Project was the end of the semester project that students worked in a group of 3 members. This project required that members of the group worked together in creating a presentation of snack, an activity and reading a book suited for preschool students to the entire class. Additionally students had written requirements of their project of creating a parent letter, a lesson plan, a recipe handout and an analysis/evaluate of their project. Students had to incorporate all elements that they have learned the entire semester (health, safety and nutrition) in an early childhood setting. Students went above and beyond expectations for this assignment. Student's feedback was they really enjoyed this assignment too. Students were able to pick their own group members. The one issue that did occur on this assignment was that some of the groups were struggling to work together- more than I have experienced throughout teaching. I had to intervene on three groups struggling to work with each other. Two of the groups was able to solve the issues but one of the groups were not. Therefore, as stated on the first day of picking group member and on their guidelines of the assignment that if the group cannot work together collaboratively then the group can decide to ask a member to leave the group. If a member is asked to leave the group then that person must complete the assignment individually. I have only had to enforce this rule last semester in this class but prior to that never in all my 10 years teaching. The student that was struggling to work with the group was not providing their delegated and agreed to tasks to the group even at the due date. The group came to me numerous times and seemed to work it out but on the day of the presentation two of the members got into a verbal disagreement prior to class. I spoke to the group all individually to find out the issues and most were due to not effectively communicating with each other and not agreeing on ideas for the project. They presented the first day but still had an argument the second day of presentations when they were done with the project. I spoke to them all again individually and told them that they can address the Director if needed but they did not want to. SLO #2 was assessed based on students scores on their Playground Safety Paper. This Paper has students observe two preschool's outside playground environment using the Playground Report Card assessment and Title 22 regulations that students evaluate the positive and negative aspects of each environment on safety components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). This SLO did not meet the 70% target. This SLO should be considered as approaching the 70% target even though 65.5% of the students did not reach 70% on this assignment. Out of the 8 students that did not receive a score of 70% or higher on this assignment; 3 did not turn in the assignment, while the remaining 4 students turned the assignment in late (an automatic 50% off) . The 3 students stated that they waited to last minute to connect to the second preschool so were not able to observe. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last years, proposed action plan to help with this assignment is to require students to turn in the Director Form (this a form that each director must sign stating the goals of the assignment and that students can and have observed at their center) a week before the assignment is due versus with the assignment at the due date to help students to not procrastinate to secure two preschool centers to observe at which I did do but many students forgot it so I allowed them to turn them in late. I have provided samples to all parts of this assignment to help. I revised the instructions, provided additional samples, went over the assignment in length during class and created numerous videos to help with the assignments. The students that did not receive above 70% were not present in class and admitted to not watching the videos or review the samples. My Action Plan next year is to have the students take a short quiz on the videos and samples to possibly entice them more to access them. SLO #3 was assessed based on Health Policy Paper. This Paper has students observe two preschool's Health Policies by observing their daily health checks, isolation area, health policies that parents are provided and Title 22 Health related regulations that students identify, evaluate and analysis the positive and negative aspects of each environment on health components that students come up with possible solutions or suggestions (but are instructed to just let me know of these concerns not the preschool centers). Students were provided samples of former students similar paper. Students were also provided a revision option to this paper since it was the first paper of the semester; however, students were able to revise the paper. Many students did not revise the paper for higher scores. The revision requirements were verbalized in the beginning of class and sent as an announcement in canvas however many of the students did not choose to revise the paper. This SLO does have some factors that should be considered why it was not meeting 70% target. Out of the 7 students that did not receive a score of 70% or higher on this assignment, 2 did not turn in the assignment, while the remaining students (4) turned the assignment in late (an automatic 50% off) and 4 of those 7 that turned the assignment did not complete all sections of the assignment so could not revise their paper.

<p>Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on last year's proposed action plan to help with this assignment, I provided the Key Items Announcement that I send out for all assignments a week prior to the due date but in addition to upload the guidelines, all the samples, all material related to the assignments, and created numerous videos to help students. I additionally, created a module with all the information in one place to help students access the material more effectively. I revised the instructions, created a grading rubric in more details in my expectations, added more sample material and created videos to help students with the assignment. Many students that score less than 70% admitted to not using or view the material or videos. Added SLO: SLO #4 was accessed based on students scores on their Menu Assignment. This assignment has students create a weekly menu for preschool children based on the CACFP, Food Pyramid, MyPlate, and USDA. Students then write a paper on their menu addressing the proper serving sizes from CACFP, food categories by USDA, reflecting possible allergies, life-styles and cultural relationships to preschool environment. Students were provided samples of former students menu choices and written analysis and evaluation components. Students additionally had an in class activity of critiquing samples of already created menu's prior to the menu assignment due date to help with the assignment. This SLO did not meet the target 70% since 4 students out of the 29 students did not receive a score of 70% or higher on this assignment. Out of these 4 students, 2 did not turn in the assignment. Therefore, even though this SLO does not meet the 70% of the target, there are factors that should be considered. Based on previous year's proposed action plan to help with this assignment, I posted the Activity of Critiquing the Menus as a Discussion Board that I will also address in class since last year the day of the activity there were some students absent. I even posted the correct responses on an announcement to help the students that did not complete it. I have provided additional samples to all parts of this assignment to help. I revised the instructions and the grading rubric in more details in my expectations, created a helpful tips announcement, and created videos to help with the assignment. Students that scores less than 70% admitted to not using these resources or did not turn the assignment in at all.</p>
<p>The class sample is very small and it is difficult to gauge student success or failure for each SLO. The students who performed well, consistently attended class sessions regularly and turned in assigned homework while students that performed poorly did not attend class sessions regularly nor turn in assigned homework. Perhaps more hands-on labs in-class could better facilitate student interest and participation.</p>
<p>The lecture only students in the course this year struggled with attendance, and therefore performed more poorly.</p>
<p>The use of group discussions and workshop environment worked well for student learning. Enabling students with more hands-on experience outside of the classroom environment gives students another form of information.</p>
<p>There are a number of reasons this class has met the course rubric. The FIRET students are able to join the FIRET Club which helps students to engage with fellow students outside of the classroom. FIRET students are able to interact with the current Fire Academy Cadets. In addition, the FIRET Club has used career Firefighters as guest speakers to discuss career pathways in the Fire Service.</p>
<p>There are a number of reasons this class has met the course rubric. Recently, the Fire Technology Department started-up a FIRET Club for students. The FIRET Club now has over 100 members enrolled in the club. One of the Club's objectives is to develop a culture of students engaging with fellow students outside of the classroom setting. In addition, FIRET Club members are able to interact with the current Fire Academy Cadets. The Fire Academy Cadets have a higher level of Fire Technology training and education than the Club members. Having Academy Cadets demonstrating manipulative skills such as using Fire Department tools and equipment and observing the Cadets entering into a training fire exercise has also promoted student success. In addition, the FIRET Club has used career Firefighters as guest speakers to discuss career pathways in the Fire Service. The Counseling Department has detailed a part-time counselor with a desk in the Fire Technology office which makes it more convenient for students to complete a Student Education Plan (SEP). Having easy accessibility of a counselor at the east-end of campus ensures Fire Technology students someone to give them clarity and alignment with their career pathway.</p>
<p>This class worked with critical thinking skills and analysis, moving from basic observation and importance of language to inductive and deductive reasoning, and identification of fallacies in written work. They spent weeks analyzing their sources (for a research project), identifying the writer's viewpoint, biases, fallacious reasoning and valid arguments. They then produced their own essay and report (for most, this was a 25 page document). Lastly, they gave an oral presentation. There are always small changes to make, and for English 102, I would probably cut some of the smaller assignments. Although the students met and exceeded my the high expectations, I could tell they were exhausted by the end of the semester.</p>
<p>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</p>

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 two 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 required 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 complete 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 require 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.

While all my SLO's met objectives I will assure that I spend more time electrolyte disturbances and provide more focus on Phosphorus, Magnesium, and calcium in particular.

With the recent mandated implementation of the IFSAC/ProBoard National Testing process, the concentration and instruction on these SLO's has substantially increased and I believe that our instructors willingness to go above and beyond the normal instruction period by working with students that have asked for additional help outside of the instructional period has helped the students and our program meet and even exceed our SLO target. We will continue to help any and all students that ask for additional help.

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.**

ACCT-208, ART-103, BUSAD-100, BUSAD-210, CD-105, CD-115, CD-126, CHEM-102, CHEM-150, CHEM-151, CHEM-212, CHEM-213, CIS-091, CIS-095, CIS-101, CIS-111, CIS-113, CIS-140, CIS-161, EMS-025, EMS-156, ENGL-010, ENGL-101, ENGL-102, FIRET-100, FIRET-101, FIRET-102, FIRET-114, FIRET-115, GEOL-101, HIT-101, MATH-095, MATH-265, PBSF-127, RADIOL-103, RESP-050, RESP-051, RESP-131, RESP-139, RESP-234, RESP-235, RESP-236, RESP-237, THART-100

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

1. Increase the number of sections with embedded tutors and supplemental instruction.
2. Provide faculty with professional development that focuses on universal design where faculty learn to teach to each students learning style in order to help students with critical thinking.
3. To address attendance issues increase the use of Starfish and Early Alert.
4. Develop assessments that are more common or explore every course incorporating common questions on specific exams that address each SLO.