

Crafton Hills College - Outcomes Assessment Report (Online Courses)

Institutional Learning Outcome 2: Written and Oral Communication

Assessed: 2018-2019

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)

The Educational Technology Committee reviewed the results of the outcomes assessment for the outcome referenced above. Proposed actions were developed for improving the outcome reviewed in online courses.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the ILO results based on faculty mappings to the ILO, 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 ILO by delivery method.

ILO #	Institution Learning Outcomes	Face to Face			Online		
		# 3 or higher	Total Assessments	% 3 or higher	# 3 or higher	Total Assessments	% 3 or higher
2	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.	169	196	86.2%	233	263	88.6%

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

<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>Continue interaction with students to determine the best way to help them with the learning process.</p>
<p>Continue successful methods of evaluation and reevaluate methods that don't encourage retention.</p>
<p>Continue to interact with students and determine what additional needs they have for better understanding of the material.</p>
<p>Continue to monitor students' progress throughout the term.</p>
<p>I assessed this class with a diagnostic essay. This essay assignment required them to read and write an essay in response to a text. This was a timed essay with no scaffolding. This diagnostic essay was intended to determine if students had the prerequisite skills to succeed in this 101 course. All 15 students completed the diagnostic essay. Five (5) student performed excellently; already possessing the writing skills needed to succeed, they scored a 4 on this assessment. Eight (8) students demonstrated some of the assessed skills, but not all, scoring a 3 on this assessment. The remaining two (2) students had few of the prerequisite skills, scoring a 2 on this assessment. I was happy with this assessment. It showed me which students needed more support and which specific writing skills I would need to spend more time scaffolding. I will continue to use this assessment for future classes.</p>
<p>I assessed this class with a diagnostic essay. This essay assignment required them to read and write an essay in response to a text. This was a timed essay with no scaffolding. This diagnostic essay was intended to determine if students had the prerequisite skills to succeed in this 101 course. All 15 students completed the diagnostic essay. Six (6) student performed excellently; already possessing the writing skills needed to succeed, they scored a 4 on this assessment. Eight (8) students demonstrated some of the assessed skills, but not all, scoring a 3 on this assessment. The remaining three (3) students had few of the prerequisite skills, scoring a 2 on this assessment. I was happy with this assessment. It showed me which students needed more support and which specific writing skills I would need to spend more time scaffolding. I will continue to use this assessment for future classes.</p>
<p>This was a two part assessment. Part 1: Diagnostic Students were given a diagnostic timed essay exam with no scaffolding. This was assigned in Week 2 to see where students' writing and critical thinking skills were at the beginning of the course. The formal, summative essay was an argument essay in response to a text. 17 students completed this assessment. 5 fives earned a "Strong Complete" while 12 students earned a "Not Yet." Part 2: Assessment Students reflected on their diagnostic essay. Next students reading, discussed, and practiced the writing process, essay structure, active reading, and summary and citation skills. Then students spent time working through scaffolding for the same prompt they used for the diagnostic essay. After submitting, they reflected on the difference between writing effective essays using critical thinking and writing process skills. Students self-reported that they had more confidence in their writing when using the skills they had learned. For part two of this assessment, 17 students participated. 13 students earned a "Strong Complete;" 3 students earned an "Average Complete;" and 1 student earned a "Not Yet" for this assessment. These numbers show that students benefited from learning to apply the course writing skills. I will use this two-part assessment again.</p>
<p>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</p>

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.

List of Courses where Outcomes were mapped to the ILO.

CD-105, CHEM-123, ENGL-101, HIT-101

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

1. Provide professional development to online faculty on the following: diagnostic essay, check-in surveys or polls, how to use Canvas locking tools, scaffold grading, providing more announcements to students, and using Starfish to provide students with input, support and early alerts.