

Crafton Hills College - Outcomes Assessment Report

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)

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 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.

ILO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
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.	384	274	929	2,089	3,018	82.10%

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

<p>#1: A more heavier emphasis that these will be tested when lecturing. #2: I did not over shoot my goal and I am happy that the curriculum was challenging enough. #3 Spelling is too easy, I will add a larger list of words in the future. #4 I need to do more emphasis on pronunciation by adding assignments that can demonstrate peoples ability to pronounce words</p>
<p>1 & 2: More expressive and receptive practice in the classroom. 3: Add more activities regarding Deaf Culture and History.</p>
<p>1&2: I would work on making sure students have more practice with expressive and receptive in the classroom with practice sentences. 3: Will add games to help the students understand better about Deaf Culture and history. 4: Will add more reminder via Canvas and in the classroom for students to attend Deaf event.</p>
<p>3 students had not taken the final exam and one had completed only 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLO outcomes. Without them all of the SLOs would have exceeded the objectives.</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>A proposed action regarding Introduction to Kinesiology would be to integrate physical assessment participation (queens step test, push up and curl up test) to apply practical application to evaluation information to understand calculation. Regarding injury,prevention and rehabilitation principles possibly have a guest speaker (ATC or DPT) or instructor obtaining certificate or necessary qualifications to go over introductory taping, bracing and first aid. I believe Kinesiology engages students best with a practical application approach, rather than a theoretical text ideology.</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>Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 75% of the time (I aim for a more modest 65%) strikes me as at least acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.</p>
<p>Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 90% of the time (I aim for a more modest 65%), as here, strikes me as acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.</p>
<p>Attendance remains the primary challenge with this group. A focus on the importance of regular attendance will continue to be emphasized with this class. In addition, more emphasis will be placed on providing evidence (showing, not telling) when it comes to individual students' strengths and skills.</p>
<p>Audition techniques had a few students this time because of the difficult registration process. A number of students had to participate via special projects THART 246. Many of those students did outstanding work in the audition sessions so the % of excellence in the above report does not reflect in the above eval. 133 happens early in the semester so it is difficult to do a late start. The window for capturing enrollment is something like 2 days. We somehow need to inform more students so they can participate. Never the less, the students did ;succeed in the goal to be introduced to auditioning and learning the basic process.</p>
<p>Concerning "Demonstrating Critical Reading Skills," I asked my students to read several passages, view several videos, and respond accordingly in both small and large groups.. I asked students to respond verbally and in writing. The exercises seem to work well for my students and I will plan to incorporate more of these assignments that asks students to apply recognition and analysis. Concerning "Demonstrating Effective Problem Solving Skills," I asked my students to examine problematic passages and sentences that contained grammatical errors and to correct them. They had to apply problem solving skills and then demonstrate those skills to the class or to me individually. I believe these activities are challenging to my students and I plan to develop more activities along this line.</p>
<p>Continue interaction with students to determine the best way to help them with the learning process.</p>
<p>Continue promoting positive attendance and good work habits</p>
<p>Continue successful methods of evaluation and reevaluate methods that don't encourage retention.</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 expose students to diversity and possible deaf events during the semester. Continue to practice more receptive skills to pull up SLO data for oral traditions.</p>

Continue to interact with students and determine what additional needs they have for better understanding of the material.
Continue to monitor students' progress throughout the term.
Continue to promote positive attendance and good work habits.
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.
Emphasize the importance of spelling.
Essays assignments were well received this semester, and students excelled. They grew as the weeks progressed and turned in strong, college-level work. I will have to work harder to provide practice on critical reading skills, since this is where they are lacking. Possibly, I might add in class reading and analysis, helping students with vocabulary comprehension. I fear that many students are struggling because they fail to comprehend the vocabulary on the text.
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.
Generally this was an excellent class with a very high level of talent who mastered classical acting skills. But there continues to be a problem with attendance. Ironically this is due in some students cases to huge load of show hours.. Three of the students who had trouble meeting their class time commitment were doing over three shows in the semester. These are three of the highest achieving students in the program. In another case, the student was just not disciplined. That percentage is to be expected. Ideally we can more carefully manage individual students schedules in terms of casting and production responsibilities.
Guide students through the process of active participation through creating artwork using a variety of different mediums.
HOPE I AM DOING THIS RIGHT.
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.
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I was blessed with an exceptional Honors student this time; he understood what to do almost before I explained it. This sort of thing can, however, make one complacent, and so I plan—insofar as I am able—to continue to challenge myself to become clearer still in my instruction.
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 intepretation 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.
In order to assess SLO 1, the narrative essay assignment was used. Fourteen students successfully completed the assignment. No students needed the opportunity to re-write the essay, which demonstrated that the students understood the instructions well. Although the students were successful in the completion of this assignment and the application of necessary skills, I would still like to incorporate an in-class peer editing session to make this assignment even more effective for students. In order to assess SLO 2, the in-class reading response activities were used. These were assessed as a whole since they take place throughout the semester and every student has participated in at least one response. There are, on average, about 5-10 reading responses. While some students may have had difficulties with individual readings, generally every student demonstrated critical reading skills effectively in these responses. I may select different readings in the next semester, but overall this assignment works well for the class. In order to assess SLO 3, the grammar activities and grammar quizzes were used. These were assessed as a whole since they take place throughout the semester and every student has participated in multiple grammar activities. Certain grammar concepts were more challenging than others, but overall the students demonstrated satisfactory problem-solving skills when learning grammar concepts and applying them in order to construct grammatical sentence constructions in various exercises and quizzes.

In order to assess SLO 1, the narrative essay assignment was used. Twenty-one students successfully completed the assignment. About half required the opportunity to re-write the assignment, which demonstrated that many did not understand or remember the instructions well, but when the re-writes were submitted, all the students had improved their original drafts sufficiently. This essay did not use peer edits as part of the writing process, and I suspect that incorporating an in-class peer editing session would make this assignment even more effective for students. In order to assess SLO 2, the in-class reading response activities were used. These were assessed as a whole since they take place throughout the semester and every student has participated in at least one response. There are, on average, about 5-10 reading responses. While some students may have had difficulties with individual readings, generally every student demonstrated critical reading skills effectively in these responses. I may select different readings in the next semester, but overall this assignment works well for the class. In order to assess SLO 3, the grammar activities and grammar quizzes were used. These were assessed as a whole since they take place throughout the semester and every student has participated in multiple grammar activities. Certain grammar concepts were more challenging than others, but overall every student demonstrated satisfactory problem-solving skills when learning grammar concepts and applying them in order to construct grammatical sentence constructions in various exercises and quizzes.
In this literature class, I assessed students ability to think critically about two course texts and write effectively about these texts. Students wrote a 6+ page comparative analysis essay. I assessed these formal, formative essays using a rubric and giving written feedback. For this assessment, 13 students participated. 6 students did strong work; another 6 students did average work; and 1 student did not meet the minimum standards to pass this assessment. Students felt this was the hardest assessment for the course. I felt it did push students to think critically and work deeply with course texts. I will use this assessment again in the future.
Increase systems awareness
Keep insisting that spelling matters.
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.
My students focus primarily on writing effective college level essays throughout the entire semester, and all activities are geared toward this one goal. What I have been doing seems to be working well. In addition to the essays, I have my students read and respond critically to numerous reading selections. The number of reading selections are large, and students are asked to analyze each selection and respond in writing with the results of their analysis. Since I believe this strategy works in helping them to develop their critical reading skills, I am going to keep it and refine the approach when expedient.
n/a
N/A
Need to make sure I add Cultural and Diversity and Appreciation events for students to partake next year.
No action needed.
No actions proposed.
no comments
None
none necessary. The new prerequisite for CHEM 150 has shown to have helped the students be more successful in the class.
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
Proposed action: Re-evaluate course SLO's so that they align with the state standards.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
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.
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
Some students struggling to attend some Deaf events due to tight schedule they are having.
Students demonstrated relative strength in writing. This data indicated that the instructional methods that I use are effective.
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 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 analyze basic radiographic images and digital images whether the images met the criteria to complete the exams.
Students were able to demonstrate knowledge of all the special radiographic procedures along with different types of supplies used during the exam.
Students were able to describe the physics aspect of x-ray production and the components of the equipment.
Students were able to describe the production of x-rays and the energy that are required to produce radiation. They were able to describe the interaction with matter and was able to draw a diagram of the x-ray circuit.
Students were able to identify all the parts on the image intensifier along with the fluoroscopy unit.
Students were able to identify anatomy and perform exams based on radiographic procedures.
Students were able to identify proper exposure techniques and describe the difference between digital and conventional radiography.
Students were able to identify the anatomy of the extremities as it related to Radiologic Technology.
Students were able to list all the systems of the human body and specific anatomy related to radiography.
Students were able to recognize anatomy related to radiology and specific exams. They were also able to recognize the pathology relating to that specific anatomy.
Students were able to synthesize all the professional knowledge, skills, and attitudes to demonstrate an entry level competency.
Target was met. I will continue with current student learning outcomes.
The 220 and 221 classes are combined and thus the stats combined are better in terms of #2. There are only 4 students in this no load section. One of the students in 221 suffered a serious personal crisis and stopped coming. She was doing great work both with others and mastering technique. Unfortunately this was after drop and withdraw deadlines. Another was not as committed and thus not as able to gain as good a technical skill level that would be hoped for but did achieve solid technique. .
The assessment results show that students had the most difficulty with skills involving the use of the grammar. Based on these results, more emphasis must be placed on structured review and practice of grammar.
The assignment selected for this SLO was a diagnostic test given at the beginning of the year. This test takes the form of a letter, which students must write to me as a form of introduction after reading the syllabus and activity directions. The intention of this diagnostic was to assess their prerequisite skill needed to succeed in this class. Of the 13 students who took the test, four students scored a "4," which demonstrates a competent and effective performance overall. Six students scored a "3," which demonstrates an effective performance overall with some room for improvement. Three students scored a "2," which demonstrates a definite need for improvement. I'm pleased with the diagnostic test activity. Students seem to enjoy the letter-based format as well as the low-stakes quality of the activity. I find it to be an effective way to assess my students' skills at the beginning of the course while also getting to know the students better. I used this assessment to enhance my course design in order to better support the needs of these specific students.
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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 destination 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.

These are high school students taking college course credits. I have provided as much support as I could to give them plenty of resources. They need canvas training and more college prep training before taking college courses.

These students satisfied the pre-requisite of completing ANAT 101 and/or combined ANAT 150 and ANAT 151. They were also recommended by their professor so, this course is very selective. The target goal is expected to be met at this level. This data will be used to continue with the high success rate of this course.

This class (the students) needs a lot of improvement.

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.

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 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.

This was the first formal essay of the semester. This was a source-based informative essay. It assessed all three SLOs: effective essay writing, critical reading skills, and effective problem solving skills. Twenty-three students participated in this assessment. Eight students earned a 4. Thirteen students earned a 3. Two students earned a 2. Thus 91% of students showed competency or excellence in this assessment. I felt this was an effective assessment because students had to apply new skills and knowledge as they analyzed text and presented topic information in a coherent manner. I will use this assessment in the future.

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 this course was ever offered, and the first time I have taught it. There were some learning curves along the way but I feel the course was set up well and adequate changes were made along the way to fit student's needs. There were a few students who, I am not sure how they met the ASL 104 prerequisites, but we worked with what we had. Overall it was a great class and I look forward to making the course 16-weeks (instead of 14) and adding in a little more Storytelling to better develop their visual classifier usage.

To continue to provide resources for students to support their job search plan. To better explain and demonstrate the concept of soft skills vs technical and transferable skills in all areas of life, not just the work place.

Two of these targets were not met because three students dropped the class after the drop period. This brought the class average down. As a whole, this class worked well. They were engaged and enthusiastic about learning. They produced average essays and their reading skills were below average. I intend to have classes read and analyze essays more in class next semester.

List of Courses where Outcomes were mapped to the ILO.

ANAT-151, ART-100H, ART-103, BIOL-130, BIOL-130H, EMS-156, ENGL-101, HIT-101, KIN-200, KIN/X-170AX3, MATH-995, RADIOL-210, RADIOL-214, RADIOL-216, SOC-100, SOC-150, THART-120, THART-124X2, THART-133, THART-140X2, THART-145, THART-220, THART-221, THART-245, THART-246A, THART-246B, WFP/N-601, WFP/N-602, WFP/N-603

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

1. To address attendance and retention issues increase the use of Starfish and Early Alert.
2. Provide increased student support for writing/grammar/research on Canvas and with tutoring.
3. Revise the SLO Cloud to have targeted feedback boxes: 1 box for course SLO, 1 box for PLO, 1 box for GEO, and 1 box for ILO.
4. Provide professional development to help instructors increase the cooperative learning opportunities during class.
5. Implement writing across the curriculum (WAC).