

# Crafton Hills College - Outcomes Assessment Report (Online Courses)

**Institutional Learning Outcome 4: Society and Culture**

**Assessed: 2018-2019**

***Learning Outcomes Statement***

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

***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
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	65	94	69.1%	74	92	80.4%

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

Follow up with students who did not understand the concepts.
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<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 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 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</p>

and instructor was quick in responding to questions of students like normal. Instructor did communicate to students the tragedy and when behind on grading.

**List of Courses where Outcomes were mapped to the ILO.**

ANTHRO-102, CD-105

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

1. Organize campus events, lectures, and activities focused on cultural awareness and globalization.
2. Provide professional development on diversity, globalization, and multi-culturalism.
3. Support faculty in joining professional organizations and affiliations that support diverse values and objectives.