

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Critical Thinking & Information Literacy

**Assessed:** 2020-2021

### ***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)***

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 277 sections and resulted in a total of 5,660 assessments.

### ***Summary of Evidence***

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

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
8	Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	4,862	85.90%

### **List of courses where outcomes were mapped to the GEO (68 Unique Courses).**

ART-100	CIS-111	ENGL-152	HIST-100	MATH-910
ART-103	CIS-132	ENGL-260	HIST-100H	MATH-995
ASL-200	CIS-137	ENGL-261	HIST-145	MULTI-152
BUSAD-100	CIS-138	FIRET-100	HIST-171	MULTI-250
CD-105	CIS-140	FIRET-101	HIST-171H	PHIL-101
CD-112	CIS-141	FIRET-102	HIT-101	PHIL-103
CD-132	CIS-142	FIRET-103	LRC-900	POLIT-100
CHEM-101	CIS-143	FIRET-104	MATH-102	RESP-050
CHEM-102	CIS-190A	FIRET-106	MATH-103	RESP-131
CHEM-212	COMMST-125	FIRET-114	MATH-110	RESP-139

CHEM-213	COMMST-178	FIRET-115	MATH-110H	RESP-237
CIS-095	EMS-152	GEOL-100	MATH-117	RESP-238
CIS-101	ENGL-101	GEOL-101	MATH-265	
CIS-106	ENGL-102	GEOL-251	MATH-902	

***Use of Results/Proposed Actions – Individual Submissions***

1	1) Redesign of some course modules to better facilitate student learning and access to needed support resources at the right time. I already earned my online teaching certification this term, so I am equipped to do this better for next term. 2) Increase individualized proactive contact with struggling students earlier.
2	Acceptable outcomes, no one missed the target completely but a higher expectation was established. New co-instructor may have influenced outcomes, but nothing concerning was identified.
3	All evaluated SLO's were met. All students successfully passed three performance demonstration competencies related to high risk procedures performed in the field and expected of licensed RCP's. Additional SLO's related to advanced cardiac life support for the adult and pediatric patient. No changes indicated at this time.
4	Although this course was entirely online with no zoom meetings, I consider it a success. The level of student engagement was high due to active discussions, clear and concise instructions given, and a good Canvas organization. Areas for improvement include, more diverse and timely discussion topics, and periodic face to face (zoom) interactions with the students.
5	Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
6	Considering this is the first time I taught the class ever, plus it was in the middle of the pandemic, I think everyone performed pretty well. Most of the changes that will/could take place will come with experience in teaching in an online format.
7	Continue to develop activities for virtual learning that maximize student engagement. Continue to research best practices for virtual learning. Continue to research and develop authentic discussions that emphasize conceptual understanding over procedure.
8	Continue to do more to help students see there is value in getting the support needed before they choose to quit attending and not finish the course
9	Continue to monitor student progress and make modification where necessary.
10	Continue to promote and offer our services both remotely and in-person. Emergency remote during this semester.
11	Continue to promote and offer services per our mission.
12	Continue to promote and offer services per our mission. The low number of assessment is most likely due to the decrease in traffic and overwhelming amount of emails students receive during this emergency remote semester. This survey link was created and sent by OIERP.
13	Continue with the Crawl, Walk Run philosophy of exposing the cadets to the 90 different manipulative IFSAC skills that they are responsible for. This process starts even before that are enrolled in the program as we send the needed study information out to them as soon as they are accepted into the program.

	Continue with the new [name] Learning program (Navigate 2 Platform) for the cognitive testing process. After having switched to this new platform we are seeing very good results from the cadets from a cognitive testing process.
14	Continue with the practice of providing a skills practice day on their choice of skills that they may feel they need more practice for each of the IFSAC/Pro-Board exams with FF 1A, 1B, FF 2 and FF 1C manipulative skills. These practice days have proven to help the cadets to successfully pass these exams
15	Dedicate more class time, as well as individual and group practice, to techniques for solving trigonometric equations.
16	Despite the challenges of distance learning, most students rose to the occasion and met the objectives. I'm looking forward to taking what we all learned this semester and streamlining the curriculum and the pace to encourage even more growth and participation.
17	Excellent assessment percentages for SLOS. I'm so proud of the students for their time and focus dedicated to class during these challenging times ! Class average is 87%.
18	Excellent SLO results for this class ! Outstanding participation, class average 90.78.
19	First asynchronous course utilizing video assessments as part of graded assignments. Continue to do the email check-ins since this makes students realize they are valued and supported.
20	For future summer sessions, I need to figure out some strategies for better retention of students- I started the term with 18 students and ended it with 7 students, only 5 of whom were actively engaged and completing assignments.
21	For Standard 3, I will adjust my schedule to have students focus on fewer sections when learning about hypothesis testing.
22	For the students to be able to identify and understand various fire protection systems.
23	Group work had some difficulties as a few students were not participating. But the group members were able to work out conflicts with their resources.
24	I am very satisfied with assessment percentages for the SLOS. I note that SLO #1 in this class, there were more than usual students that didn't participate, I'm not sure what the problem was. I will be more aware of possible technical issues with audio recordings. Class average for 89%, very good for 5 weeks summer session.
25	I found that pushing students to speak in class, freewrite, group work, and essay writing helped with meeting the three requirements. It was difficult to know if they were paying attention otherwise because their cameras were off. I found it necessary and more of a response when placing them in groups. They seemed to be excited about participating. In addition, the best response was from having students research for an online debate. It pushed students outside of their comfort zone. I do think that I need to push students to talk more and place participation at a higher grade percentage.
26	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students take the test twice and reinforces the positive action of continuous effort to improve.
27	I need to provide better examples of scenarios to give students more practice in Sampling Techniques. Also, I need to provide students with more instruction on properly reading problems to determine which type of confidence intervals and hypothesis testing to conduct.

28	I need to question all students in discussion more regularly. Some students need more guided reading assignments, so I will develop those.
29	I ran out of time to get to more sections in this course. Im am going to concentrate a little less in the first chapter to give me more time in the end to cover more material.
30	I think that the strategies I have been doing with the Honors students have been working well, but I will continue to evaluate and change accordingly.
31	I tried to incorporate more "hands-on" activities in the Zoom format with some success. I also used some new reading materials and course themes related to critical thinking. We used the breakout rooms often, as well as collaborative artifact assignments (using Google docs) during class that groups would share with the class over Zoom. Homework was given and assessed on Canvas, as were the essays and peer reviews. This class just missed the department's target success rate of 75%. The 4 students who did not pass the course stopped attending and submitting work halfway through the term.
32	I will continue to make improvements to dynamic rhythm interpretation with the hopes to increase all my students to 4. This will include more practice with the monitor and exposure to the rhythms throughout the semester with interactive games and activities with the hope that the students will build more confidence and improve their speed without affecting accuracy.
33	Identify students at risk of failing the class and remind these students, on a daily basis, of my office hours and of tutoring through the Tutoring Center.
34	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
35	Keep up the good work.  Take the COVID difficulties for students into account.
36	Many of the students who didn't do well were experiencing issues and hardships outside of the scope of the classroom.
37	Many students did not complete Mastering Chemistry assignments. Will remind weekly of upcoming due dates and emphasize importance for course grade.
38	More interaction through (online) conferences regarding essay revision to help fine-tune their essays.
39	My class was much smaller this time around which made it easier to make sure everyone was on the same page. Again for SLO 1 and 3 there were two students who did not attempt the assessment so they ended up with 0s. I was very happy with the results of the students who did take the assessment. I had maybe two students who were mostly learning on their own or by watching recordings but the rest were regularly showing up to my lectures and coming in to office hours to get additional help when needed. With less people we had more opportunities to go over questions and clarify any confusing topics. I would like to do better with SLO 3 which is definitely the toughest part of the class. I noticed that many students understood the many techniques and identities we use but were unsure of when to use them. I would like to reinforce the tell tale signs of when to use which identity in the future.
40	Nearly expectations and targets met. This course met where exams were online and there was huge potential to cheat by using the internet. I rewrote the lab reports to include a lot more problems that students needed to do on their own and where they were most likely to not find the answers unless they posted them to a homework help site which was not permitted. I am not surprised by the outcome since I found may students were very good at looking up answers online rather than learning and applying the information presented. The lab reports

	<p>did even the playing field for those students that did study.</p> <p>For Outcome 4, some students did not choose to come to office hours to have me help them on the lab assignments even though I let them know I was available and that it would be confidential. The problems were also discussed many times in class, and they did not listen or take notes as to what is expected nor read the instructions, nor reference their lecture notes that they should have completed. They were given many opportunities for help and did not seek it, I am at a loss as to what I could have done differently, these are chemistry students wanting to become Nurses and dental hygienists.</p>
41	Need to elevate the goal to 70% or above
42	Need tutor support for this class
43	Overall, I'd say this class did well, considering it was our first Zoom term only a few months after Covid hit. 14 of the 15 students who passed the course earned either an A or B; one of those students earned a C. We did have 5 students not pass the course, but again, it seems that this was due to a variety of confounding factors related to Covid.
44	Overall, the assessment looks good. There are some students who will need further attention on key assignments.
45	Provide additional videos and support for confidence intervals and hypothesis testing that focus on calculation as well as interpreting results.
46	Review SLO for improvements.
47	Satisfied with results, no need for changes at this time. Will continue to apply completion of performance competencies as SLO's for this course.
48	Several low-scoring individuals simply provided too little work to enable adequate assessment. Retention, for some here, made little sense.
49	SLOs are outdated and need some refinement. Overall students performed well on assessed projects.
50	Students met or exceeded a minimum threshold of 70% for each of the SLO's evaluated.
51	Students performed well in all four SLOs. No proposed actions at this time.
52	Students performed well on both SLOs. May need to increase the difficulty of assessed projects.
53	Students performed well this semester, for the most part. There are 2 students I'm not including in the data because they stopped attending halfway through. I attempted to reach out to them, but was unsuccessful. In the future, more effort will be put into contacting or catching students that may perform poorly before they stop attending.
54	Target at -risk students sooner and suggest interventions like the tutoring center and my office hours. Make sure the resources available are clear to all students. Use Starfish more in addition to reaching out to individuals directly. Encourage study groups outside of class.
55	The math department will review the results.
56	The results will be discussed in a departmental meeting.
57	The student will recognize and apply appropriate techniques to solve and graph with regard to the course outline.
58	The target was met, and would have been 100% if the last student would have turned in the work.
59	The technique of skeletal handouts of the lecture seemed to work at the beginning of the term however more strategies seem necessary for the end of term especially at this remote/distance learning environment.

60	The toughest section seemed to be the sketching and graphing of trigonometric functions. This was definitely a tough section to do remotely and especially tough to assess since sketching the graphs was not an easy task. I hope to do better when returning to the class room. I can note that for SLO 1 and 3 there were 4 students who did not attempt the assessment in each case which is inflating those numbers. But regardless I do hope to improve on the graphing section by having students do more graphing on their own rather than just me show and explain the graphs.
61	The weekly readings exposed students to the concepts, the weekly discussions allowed us all to learn how the concepts apply in real life, and the quizzes allowed to students to show what was learned
62	There are a number of reasons the class meets the course rubric. The students came to Zoom meetings and discussed the fire service, and completed all work that was assigned every day. The students were engaged with the course and the instructor taught the students all about how to become a firefighter. Having all students engaged is a very important part of a course which is why we had 100% completion.
63	There are a number of reasons the class meets the rubric, The students showed up to class and did the work, and checked in every week. There were two students that did not complete the course due to personal reasons and did not drop the course. I explained to them that they needed to drop. I will continue to explain to the students if they stop coming to drop.
64	There are a number of reasons this class meets the course rubric. The fire technology students are able to join the Fire Club which helps students to engage with fellow students outside of the classroom. Fire students are able to interact with the current Fire Academy Cadets. In addition, the fire technology club has used career firefighters as guest speakers to discuss career pathways in the fire service. All students have met the target of the class.
65	There are a number of reasons this class meets the rubric. There was one student that did not complete them, which lowered the percentages overall. I will make sure in my next class that if you are not going to continue to come to class, you need to drop the proper way so you do not receive an F for not coming.
66	There are several reasons this class did not meet the course rubric. There were four students who did not adapt well to the online classroom environment. When asked about their struggles, the three students agreed that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.  These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.
67	There was a large number of students that did not take the final. I think this was specific to COVID. Student understanding (3 and 4 level) was high for those that did take the final.
68	There were more students than usual that did not take the final exam. In general, the ratio to 4-3-2 was very successful.
69	There were no students for this class. It would not allow me to submit with 0 values. (2)
70	This class did meet the criterion set by the faculty in the development of the outcome. There were some students who did not adapt well to the online classroom environment. When

	<p>asked about their struggles, students stated that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>
71	<p>This class did well with all of the challenges they were presented with. I had several students struggling with mental health issues, and others just overwhelmed with work, family and school. The class average was 82%, considerably lower than the summer 4 week class. I had more students than normal fail, just not completing work. Hopefully they will take the course again minus some of the stressors.</p> <p>I will continue with the same SLOs; support and encourage students thorough class.</p>
72	<p>This class in particular, lacks motivation. Their attendance is lower, and their engagement is less. For next semester, I will have to find a way to be more engaging.</p>
73	<p>This class needs to be taught in-person whenever possible.</p>
74	<p>This course is a Work Experience Program and offers students Work Experience with Clients, and obtain business experience. The challenges this semester were with clients as we lost 3 clients due to COVID-19 and other related business impacts.</p>
75	<p>This course is very successful in assisting students with statistics technology.</p>
76	<p>This course should be taught in a in-person environment whenever possible.</p>
77	<p>This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.</p>
78	<p>This is the first semester that I have taught during the pandemic. The students have done reasonably well considering. The Supplemental Instruction program has been helping tremendously.</p>
79	<p>This SLO is based on the second argument created in a self-rebuttal to their first argument. The grading rubric is this SLO concerning the first two SLO's. The third SLO was not measured this semester.</p>
80	<p>This SLO measured how well they understood the concept of Checks and Balances. This particular SLO was measured using two written questions. 82% of the class have a good understanding of it. I will continue to teach this particular SLO using the modalities that I have been using this semester. For the next SLO assessment, I will measure a different SLO.</p>
81	<p>This SLO was measured through a "Top Five" Final that students create to identify the top 5 things learned during the semester. The responses are measured for evidence that a positive change in social media behavior is detected. Responses were categorized into 4 groups: 4 or</p>

	more responses indicated a high level of competence (4); a response with 3 or more concepts indicating a high level of competence (3); responses with 1-2 concepts that indicate a high level of competence (2); no demonstrable competence in responses (1).
82	This was a unique situation during the pandemic and highlighted the need for more DE tools to be utilized in the course. Explore various tools that would not only promote engagement but also create formative assessments to demonstrate the needs.
83	<p>This was an accelerated Summer (5 week) Distance Education class during the COVID19 pandemic. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained.</p> <p>Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history.</p> <p>For future consideration, since COVID seems to be over, I will probably change the Essay to visiting a real museum and possibly re-work the synergy of the Group Work Assignment</p>
84	This was an engaged class over Zoom for intro to lit studies. Students attended regularly and participated in discussions of the readings quite well. We were way over the target of 75% (with a 91.7 success rate). All students passed the course, and most earned an A or B.
85	This was an engaged literature class over Zoom. Students attended regularly and participated in discussions of the readings quite well.
86	<p>This was an unusual semester due to the COVID issue (Some students were directly effected by the pandemic in their families or themselves personally. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, virtual museum visit, group work and synchronous ZOOM conferences.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. There were specific SLO questions in the final exam where statistics were mined.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students really enjoyed the class and felt they learned a great deal. Many stated that the class enhanced their appreciation and perspective of Art History and also influenced their critical thinking as applied in other context and classes.</p> <p>For future consideration I will probably re-work the synergy of the Group Work Assignment and be more specific about requirements for the VIRTUAL Museum exploration essays. I also want to promote more one on one connections with the students.</p>
87	To be discussed in a departmental meeting.
88	To insure that students know the basic applications of positions, roles, codes, and approaches to conducting fire prevention inspections.



89	Transform the structure of the course to be more truncated to help breakdown the flow of the course; delve in more detail what has been covered in the text since the textbook may be a little difficult to get through.
90	Try to get more students to persevere and complete the course since 10 students in this section choose to not take the final.
91	Try to get more students to persevere and complete the course since 3 students in this section choose to not take the final,
92	Try to get more students to persevere and complete the course since 7 students in this section choose to not take the final.
93	Update course to include digital spreadsheet, shared document editing, tools similar to Excel.
94	update program level outcomes
95	We were unable to assess SLO #2 due to computer error regarding the transmission of the testing results. Numerous emails and calls have been made with no resolution. To improve SLO #1 the plan is to create modules which would force a minimum passing percentage in order to complete it. Student will be able to review weak areas as they require.
96	When students begin to miss class, encourage them to participate or withdraw.
97	Will endeavor to include more exercises and practice, written and oral, to enable more upside in critical reading and problem solving.