Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Social and Behavioral Science   **Assessed:** 2022-2023

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 362 sections and resulted in a total of 8,919 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
2	Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	6,557	73.52%

List of courses where outcomes were mapped to the GEO (52 Unique Courses).

COMMST-111	HIST-100H	
SOC-100H	CD-137	
SOC-130		
PSYCH-100		
BUSAD-100		
MARKET-100		
COMMST-145		
ANTHRO-106		
ANTHRO-100		
SOC-105		

SOC-100		
POLIT-100		
ART-100		
ANTHRO-102		
ANTHRO-125		
ANTHRO-110		
HIST-171H		
HIST-171		
ANTHRO-116		
HIST-101		
ECON-100		
ECON-200		
ECON-201		
HIST-107		
HIST-100		
CIS-101		
CIS-137		
HIST-170H		
HIST-170		
SOWO-101		
ANTHRO-107		
ETHS-107		
PSYCH-111		
PSYCH-103		
ASL-115		
COMMST-111H		
POLIT-100H		
SOC-141		
SOC-141H		
CD-105		
CD-126		
EMS-151		
SOC-132		
SOC-145		
BUSAD-145		
PSYCH-201		
ETHS-141		
RELIG-101		
BUSAD-105		
BIOL-100		

Use of Results/Proposed Actions – Individual Submissions

1	This SLO function is problematic insofar as assigning the correct Instructors to each section for the listening assessment. It appears from the received printout I [NAME] am the instructor for sections 10, 70, 71....though I was only the instructor for section 71. The small number turned out appears to be a problem of administration, not a low amount of student participation in the SLO. Will work with OIERP on this matter.
2	*using a new textbook *offering textbook free to students *having optional community service
3	*using new textbook *offering text free to students *optional community service
4	16/19 students pass the course 3/19 students did not pass the course.
5	20/22 students pass the course 2/22 students did not pass the course.
6	Adding a section that deals with scientific discoveries or even the advancement of science; one student mentioned this topic and I think it would be an excellent topic to delve deeper into especially in relation to the Civil War. Talk briefly about diseases at the beginning of the course, but including this topic throughout the semester would be interesting. This class really communicated with me during my check-ins; I am still trying to find a way to tackle communicating with those that do not respond or reach out. I did use Starfish to ask for assistance, but I am not sure if this is the best process. I need to figure out an additional communication strategy aside from email.
7	Although outcomes were reasonably successful, I will be adding content and strategies for more class involvement.
8	Be more effective reaching out to struggling students.
9	Benchmark met for 1 and 2. Need to look at questions that are measuring SLO 3 to see if there is a problem.
10	Benchmark met for SLO 1 but not for SLO 2
11	Benchmarks met for 1 and 2. Need to look at questions that are measuring SLO 3 to see if there is a problem.
12	Benchmarks met for SLO 1 and 2, but not for SLO 3.
13	Class overall did very well and in the future will add content since a short book but will adapt more outside literature and guest lecturers to compliment the curriculum.
14	Content will be added regarding human trafficing to maintain required state EMS objectives.
15	Continue as is.
16	Continue following the processes outlined by the department.
17	Continue with methods of content presentation and assessment for SLO 1 & 2. For SLO 3, find new ways to present information on strategies &/or different methods of assessment.
18	Continued support for students Community Service Component Assignment submission options of PP, essay, video or other options Several Weekly ANNOUNCEMENTS.

	Constant positive feedback	
	Increased availability and contact options	
19	Discuss and biannual SLO meeting	
20	Discuss this further at the department meeting in Fall 2023	
21	Evaluate the listening exercises in the class to improve listening behaviors outcome.	
22	Evening (5pm+) History in person sections have high success rates.	
23	Follow up with the students who did not complete the assignment and let them make it up.	
24	Honors students do a great job being self-directed; I would only suggest checking in more with them as they work on their projects.	
25	Honors students were engaged with the content and completed the course with excellent SLOs.	
26	I am happy with my outcomes of the SLO for this class.	
27	I am happy with the design of this course. I do want to encourage more discussion and I am adding a timeline project.	
28	I believe having online office hours helped my students to do better in this class.	
29	I believe recording and posting my lectures have improved the class performance.	
30	I communicated with students the importance of community service and offered various ways to complete community service. I allow students to submit work various formats..ie; essay, PP, video/audio submission, poetry, music and or other creative formats.	
31	I follow the Honors program outline in addition to the actual course work	
32	I have continued to add more DEI material, especially relating to Health Care Inequities. Performance is comparable to previous semesters.	
33	I have offered students new and exciting ways to complete community service. Inquired with or school officials to find a king list of local, physical options for community service. Offered multiple different options for students to complete homework submissions: essay, pp, video/audio, poetry, music and other creative options. I allow for students to not only choose from several options for their final writing assignment, but also allow for them to choose their own topic in the form of essay or pp. I allow for students to complete additional community service in order to opt out of their final writing assignment.	
34	I think this class did better, as it was a smaller class. also, an 8-week class.	
35	I was happy with the resuls and for those who did not fully met the slo, I could let them have redo the assignment.	
36	I was please with the papers the students did for these 2 assessements.	
37	I was pleased with the results and will use the same assignments again.	
38	In the future I will add additional content for new students while identify any learning gaps seen in class from students. This semester the honors students went above and beyond in the class assignments to be a part of the Honors Program.	
39	It was the same students who failed the different SLOs. Those were the ones who were not engaged.	
40	Making changes to online testing,	
41	Many students did not partake in their community service hours. In future classes, I will be more encouraging and assistive throughout the semester to ensure students have the resources available.	

42	Need to continue working on creating more accurate assessments for SLO3. This semester I transitioned to a different style of presenting content in this asynchronous section, as well as slightly varied assessment methods. Continuing to work on content presentation as well as assessment methods. Also need to work on student outreach (personally & via Starfish) to reduce attrition with affected SLO 2 outcomes especially, since it was an end of term assessment used for this SLO.
43	New strategies are working with issues of housing for some students needing direction to those resources. More interactions and awareness of campus events to help in their studies. In the future will have even more resources available.
44	New strategy to consider deals with due dates; possibly work on implementing a more flexible due date to see if this helps students. However, I see that this could also have a drawback with students relating to procrastination, but it may be helpful to experiment with this aspect during a summer course or another asynchronous course. The reason for this is that I had one student that had trouble meeting the deadlines and following through on communication even when I reached out to them.
45	None at this time with Honors.
46	Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring.

No changes to class planned at this time. |
47	Overall, the students did very well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays. I will consider developing a quiz/short answer option for the SLO questions on research. The research chapter is only one of 16 areas covered. The research questions really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That would be a department decision.
48	Overall, this class had a high success rate in achieving the Student Learning Outcomes. Outcome # 4 was not met, as it was a low weighted assignment that many students chose not to submit, as it wouldn't affect their grade significantly. Again, there seems to be a theme of students focusing more on their GPA than the fun of learning.
49	Present approaches are working well.
50	Recording and posting my lectures for the class has improved the class performance.
51	Reflection: Smaller weighted assignments aren't taken as seriously as the heavier weighted assignments and students are more likely to skip class those days (smaller weighted assignments). Students are focused more on GPA than learning.
52	Reflection: Smaller weighted assignments aren't taken as seriously as the heavier weighted assignments and students are more likely to skip class those days (smaller weighted assignments). Students seem more focused on GPA than learning.
53	Short term classes do much better!
54	SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results of "% assessed 3 or higher" were below 80%, but these results were skewed by four students not completing the assignment and thus receiving zeroes. If the

	scores of these four students were left off, then the percentage above 3 would be 85%, which is both impressive and an improvement on the scores from the previous summer (2022SM). To help students improve, more reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 2 was assessed through the written assignment in Module 5, and the topic was Judaism. The results were skewed by five students not completing the assignment. If these scores were dropped, the percentage would be 84%, which is impressive. To help students improve, more reminders and tips will be added to the assignment. SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive, and the number of students not completing the assignment decreased from 4 to 2 from the previous assignment. To help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 4 was assessed through the written responses student made to their classmates on Discussion Board 1. The topic was Hinduism, but they discussed their personal religious beliefs with one another. Four students did not complete the assignment, which skewed the results. In the future, more reminders and tips will be sent out prior to the due date.
55	Some students had difficulties understanding the theories and concepts in the class. In the future I am going to video presentations to assists my students in class.
56	Somehow, the late-start section attracted my no-start students who just sat this one out.
57	Student met or exceeded outcomes as planned. One aspect I would like to be persistent on is resource support. Ensuring resources and especially community service opportunities are posted in Canvas as well as within classroom discussions.
58	Student met or exceeded outcomes as planned. One aspect I would like to be persistent on is resource support. Ensuring resources and especially community service opportunities are posted in Canvas as well as within classroom discussions. In addition, for my honors students, I would like to designate research days specifically for them.
59	Students generally did better with assignments than exams in demonstrating knowledge. Will consider more assignments to add in addition to or in place of exams. Data for SLO 3 is somewhat skewed by a higher number of students that did not submit the assignment. There was attrition at the end of the summer course. Will try to add more reminders and interactions after midpoint of the course/semester, and could benefit from use of Starfish if used for summer courses.
60	Students responded well to the online discussions and the textbook. Some students were overwhelmed with the final project that was done alone and would have rather done it as a group project. However, in the past group projects assigned to asynchronous online classes have not been successful. I assigned the final project in steps and next time I will have the students turn in each step for credit to encourage good time management.
61	Students were, for the most part, engaged. In the future, I will do more follow up to make sure no student is left behind.
62	Students who fell behind early just could not catch up. Students who got help and met deadlines managed to get a good grade, even if their math or writing skills were limited.
63	summer course

64	Target Met! [NAME] runs a fine Honors Program with disciplined students.
65	Target met! :-) Notable improvement with diverse activities: video assignments, group work activities, learning quizzes, exams.
66	Target met. This class was informal, relying less on structured PowerPoint presentations and more on historical conversations that turned out to be fruitful. More historically based motion pictures were featured in this class which also lead to lively discussions that connected to the textbook readings.
67	Target met. Honors Presentations in class led to compelling discussions.
68	Tests seem difficult.
69	The challenges are the students that do not do the work, or they do not care and stoped coming to class. New strategies: do group discussion for the SLO for each class
70	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 collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the LIkert. 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. 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. Many said it was their favorite class of the semester, some said favorite ever. For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.
71	The final assessment used to determine the 4th SLO will be changed in the next semester to encourage further critical thinking skills. Otherwise, the other assessments have evolved based on student feedback and communication and will continue to do so through this semester as well, as that is what I believe has brought up the SLO data even here.
72	The Honors Program is very successful! Kuddos to [NAME] for her incredible work.
73	The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity

	to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments.
74	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key.Those who remain engaged get A's or B's and master the SLOs.
75	The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another. More interaction occurred this semester, but I want to plan for group meetings and not just one-on-one so they have a connection with others in the program.
76	The question on one of my assignment asks for the student to search an issue (within the last year) where a civil liberties issue has been at stake. They have to do a good job of explaining why it is a civil liberties issue and why the article is relevant. Most have done well. I will not change how I move forward.
77	The students responded well to discussions and group projects. The book did not provide enough information. Videos and other resources are recommended.
78	The students' feedback is positive about the online homework assignments. I am planning to continue using them in the future.
79	The students' feedback is positive about the online homework assignments. I am planning to continue using them.
80	The target was met for each SLO. Short term classes have high success rates. This group performed better with group work activities than most classes, probably due to the lengthy amount of time we met each Monday and Wednesday, as it was an 8 week session.
81	The target was met. The smaller class size assisted in learning and success. This class was on Zoom which made engagement difficult, but they enjoyed the combination of video assignments, breakout rooms, and lecture.
82	The work and activities were perfect for the class and participation. I will identify and work with students needing extra help, but this is constantly offered to all on a daily class basis. Working on new ways to engage the class and offering students time management ideas to stay on track, not only this class but their full class-load.
83	There is a high success rate in short term classes with a lower cap count. Additionally, equity is achieved with lower class caps.
84	There is an improvement in this class performance. One factor contributing to this is that I had posted my lectures on Canvas so students could review them.
85	These do not load and have no PLO's attached to them.
86	This class had lowest rate of level 3 & 4 (# of Students Meeting SLO Rubric) based my teaching experience at the college. I need to observe future classes in order to identify any learning gap.
87	this class sorely lacked motivation, maybe 17 weeks is too long! UGH
88	This class was dual enrollment. For the most part, students met or exceeded my expectations, and learning outcomes were met. The discussion was difficult in Zoom. In breakout rooms, students were quiet. My strategy will be to look for fun ways to have

	students interact with one another. I did have regular polls and did Kahoot etc., but I am missing what brings students to engage together. I will work on this.
89	This class was relatively small. I believe the size of the class was an important factor in the students' performance in the class.
90	This class was with the ETH-132 students. This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community.
91	This is a face to face-to-face class. There is an improvement in the students' performance in class.
92	This is a general area of interest for students. Many seem motivated in lecture. There is a relatively high level of detail discussed/tested and perhaps this could be evaluated and slightly reduced or identify a new aim on testing techniques.
93	This late start section had a higher proportion of low grades: students who just stopped doing the work (or really never started). It is not that I am teaching the SLOs differently. This is just a different crop of students in the late start section, with different motives and expectations.
94	This was a brand new course this semester. I offered a textbook free course including numerous materials that were intriguing, interesting and simple to navigate. I give the option for community service with the option to opt out of the final writing assignment with the inclusion of additional community service hours. I will be researching additional textbooks for additional reference purposes as well as videos, articles and reference material.
95	This was a brand new course this semester. I offered a textbook free course with excellent pp's, reference material, videos and other outside sources for an excellent learning experience for students. I allow students to submit their work in multiple formats, essays, pps, video/audio, poetry, music and other creative formats. I allow for students to choose from a list of interesting topics for their final writing assignment as well as offer the opportunity for them to choose their own topics in the form of essay or pp. Students can complete community service with the ability to opt out of their final writing assignment with additional community service. I will seek additional textbooks and information to further add to the resources for the best learning experience possible.
96	This was a small class so everything was done in a discussions/small group format. The student were able to have individual attention to their career planning and group project.
97	This was a tough class, as it was a late-start with an odd amount of total weeks, so some assessments I had to tailor more than in the past. I feel that this impacted a lot of student's work negatively, and I'm planning to correct that in my next late-start class.
98	This was my first Zoom class and it was a success. 18 of the 24 students in the class earned a score of 70% or above.
99	This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As. They had the fewest posts, the lowest number of submitted essays, the most missed quizzes. I hope this section does not portend the future.

100	Too many outcomes which some can be blended such as History and Famous people. They correlate each other due to timeline of history and who were there that time that made a difference or made history. Other than that...students are performing well and meeting if not exceeding expectations and met all outcomes.
101	Try new strategies to encourage student participation and interaction.
102	Will discuss at spring 2023 SLO meeting
103	Will discuss this further at the department meeting in the Fall 2023
104	Will review at our faculty department meeting in Fall 2023 semester.