

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Social and Behavioral Science

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 401 sections and resulted in a total of 10,180 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.	7,692	75.56%

List of courses where outcomes were mapped to the GEO (55 Unique Courses).

ACCT-208	SOC-100H	
ACCT-209	SOC-105	
ANTHRO-100	SOC-130	
ANTHRO-102	SOC-141	
ANTHRO-110	SOWO-101	
ANTHRO-116		
ANTHRO-125		
BUSAD-100		
BUSAD-200		
CD-105		

CD-112		
CD-115		
CD-126		
CD-132		
CD-133		
CD-137		
CD-182		
CD-250		
COMMST-100		
COMMST-111		
COMMST-111H		
COMMST-140		
COMMST-145		
COUN-100		
ECON-100		
ECON-200		
ECON-201		
ENGL-101		
ENGL-102		
ETHS-141		
HEALTH-104		
HEALTH-265		
HEALTH-267		
HIST-100		
HIST-100H		
HIST-101		
HIST-145		
HIST-170		
HIST-170H		
HIST-171		
MARKET-100		
MARKET-181		
MUSIC-135		
PHIL-101		
PSYCH-100		
PSYCH-102		
PSYCH-111		
PSYCH-118		
PSYCH-201		
SOC-100		

Use of Results/Proposed Actions – Individual Submissions

1	<p>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.</p> <p>I regularly look for new strategies, but they don't seem to be moving the dial.</p>
2	<p>*preparing more personalized videos within my lessons *adding more specific office hours for students *Along with COMMUNITY SERVICE, I am adding a CS presentation assignment.</p>
3	<p>A struggle in this class is the topic itself. A strategy I found useful is to remind students that this is a research-based class, and encourage them to keep an open mind when findings come up that conflict with their personal beliefs.</p> <p>For the future, I would like to see the SLOs for this class updated. They don't necessarily reflect all the diversity we cover in this course</p>
4	<p>Although the data we are told says that students perform better in person than online, I found that my students have done better in online courses. One aspect that was extremely difficult with this course was not doing the work. Although students showed up to class and would engage with me and with each other, doing the work was a problem. The lack of submitting the final essay or using AI to write it, was what led to the 4 students not succeeding in the course. I even reached out to the students multiple times after submitting the final to give them a chance to do it over or to even submit it late. There was either a lack of response or a response that they were ok not passing. That is the biggest challenge I faced at the end of the semester. I am not entirely sure how I could combat this or overcome the obstacle. Maybe having the final paper due earlier? But then, it does not give students more time, especially since this a lengthy process. I will definitely need to work on a better game plan in which I can try to change outlooks.</p>
5	<p>As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary "Which is killing us, drive-by or drive-thrus? " along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.</p>
6	<p>Attrition rates in this online/asynchronous course may have impacted meeting targets for these SLO's. Additional efforts will be made to connect to individual students later in the semester to support continued involvement. Starfish will be used as well. Analyzing the types of assignments given (both for promoting completion of the course as well as better understanding of the learning objectives) will be considered for the next semester this course is taught.</p>
7	<p>Continue as is with further emphasis on interpreting scholarly research.</p>
8	<p>Continue to focus on engagement in our online environment to usher in a corporative learning experience.</p>

9	Continue to have open dialogue and interact with the students during the class. Find ways to increase the interaction with activities that create an environment that encourages correspondence between the students.
10	Continuously update résumé and interview assignments ensuring information is relevant to trends.
11	Create more open ended test questions.
12	Data is skewed by several zero/non-participation scores in each category. Exams need re-designed to better match content and assess the SLO's.
13	Data is skewed due to several zero/non-participation scores in each category. Although, #1 & #2 were less affected by zero scores. Will work on more following up and reaching out to students to gain more participation in assignments.
14	Discuss at Fall 2024 department meeting
15	Expanding my availability for online office hours to provide additional support for students in understanding the course materials.
16	Focus more on the assessment mechanisms for specific topics within the SLOs to bring the number of students meeting or exceeding the SLO metrics up.
17	Higher attrition rates in this online/asynchronous course played a role in not meeting targets as well as previous semesters. In future online/asynch sections of this course additional attempts will be made to contact individual students toward the end of the semester that appear to not be engaging with course work anymore, in hopes to reduce attrition. Starfish will be taken advantage of as well. It may also be helpful to adjust/change assignments to encourage more regular participation through the end of the semester.
18	I am adding personalized video and lectures to the course for more in depth student learning I am creating a COMMUNITY SERVICE oriented presentation as FINAL ASSIGNMENT option I will be updating my HOME page to assist students more efficiently
19	I am happy with the assessment data from this class. It will be interesting to compare this data to future classes to see if the assessments/class should be modified.
20	I believe by increasing interaction with my students I can help them improve their performance in class.
21	I believe increasing interaction with my students improves their performance in class.
22	I definitely intend to try new group strategies, as well as try to find some more inclusive primary sources.
23	I did a good job
24	I filled this section out on a class level instead of student level to include the crosslisted religious studies students which do not show under the student report option. I still think we need consistent assessment quiz/ assignment.
25	I intend to incorporate more strategies to engage students. I had a few students who attended class, but rarely submitted work. I plan to come up with ways to mitigate this.
26	I plan to add more critical thinking skills to my lessons next semester
27	I see notable improvement in this class since I opened the missing assignments for the whole class to make up before the last day of this class.
28	I think for any student who did not do well on the assignment, connect with them and give them a chance to redo it.
29	I think we need a consistent assessment across the discipline for this course. Maybe in the form of a quiz or a particular assignment.

30	I thought the students did really well and the two who did not do as well, maybe give them another chance at completing the assignment after they study up.
31	I thought the students did really well. They had 2 chances at completing the assignment and I believe that helped with the scores.
32	I will meet with students early in the semester to help them if they need help.
33	I will try to increase interactions with my students to improve their performance in class
34	In each critical thinking essays, the assignments that measured their understanding of the course objectives, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
35	In the future I will focus on teaching the students about cultural differences in psychology.
36	In the future I will try new strategies and make recommendations for more critical thinking of the content.
37	Increasing interactions with my students through online office hours and zoom meetings has improved their performance in class.
38	<p>It looks like the ones who did poorly were not turning in assignments throughout the term, and as a result did not learn the material for the exam. Quite a few already had low grades and didn't take the exam at all for assessment.</p> <p>A change in SLO assessment I can see in the future is to have preset questions to rank instead of doing it based on overall performance. I can see maybe having questions at the midterm and see if they improved by the final.</p>
39	It was definitely a challenge to get students engaged early in the semester. I distributed surveys to students throughout the semester to find out what was working for them and what wasn't working for them. One thing they requested was to have more in-class interactive activities. I did see an improvement in their thinking and reasoning the more we did this. Students continuously expressed that it was hard to them to keep track of the historical aspects of psychology and sometimes struggled to see the relevance in the real world. I began trying to make more connections as to how any particular study can shed light into human behavior. In the future, I think I will incorporate more academic article discussions so they can see that connection more clearly.
40	Keeping students engage in an online class is challenging. I will try to improve that area of my classes.
41	May add an optional discussion board for extra credit to encourage peer to peer involvement
42	May an optional discussion board for extra credit to encourage peer to peer involvement.
43	Most of these students were highly motivated and did well. I have not figured out what to do with the others.
44	Need English writing basic skills. Will increase draft focus. Will work to provide adequate SPSS program time with and without supervision for students.
45	Need to work with students to develop better study skills, more test prep and change testing methods.
46	New strategies: more required oral presentations.

	In the future I will focus on "no show" students through active outreach. I had several VA students who disappeared from the class. They ignored my efforts at contact, but I will go through the VRC next time.
47	New strategy: Some of my honors students have struggled to present at research conferences on campus due to work restrictions, nerves, etc... In the future I plan on creating an alternative assignment: Book Club Discussions, Critical Thinking Assignments, Mentoring Assignments, and/or Podcasts.
48	Offering new and innovative forms of presentation options Offering multiple ways and opportunities to complete community service Trying new forms of video presentations for students learning options.
49	Perhaps the biggest learning gap was not critical thinking but the writing element. The way the course is set up is that they do historical journals for each chapter. Here, to discuss why, how, where who when and how this creates cause and effect. The students are given points for reading and doing the journal. Because this was only an 8-week class they did not do journals. The exams were multiple choice and essay. Towards the end of the 8 weeks, they were grasping the why and how this is critical thinking. Indeed, the idea being that critical thinking leads to preemptive thinking and how mistakes or misjudgments happen in history because of this. In addition we discussed how propaganda functioned in the past and how social media functions now. We looked at portraits of Napoleon, George Washington and significant figures to evaluate the symbols and the symbols revealed monarchic power, democracy and fascism. This was highly effective, and the students enjoyed it.
50	Provide more student interaction through class discussions. We need to review and update #3 as this is not really possible, as many organizations do not allow volunteers or shadowing.
51	Recommendation: I wholeheartedly recommend engaging in additional learning opportunities beyond our regular class sessions. To this end, I propose the implementation of practical online seminars that cater to the interests and questions of the students. These seminars will provide an interactive platform for a deeper exploration of macroeconomic concepts, ensuring a more comprehensive understanding of the subject matter. Practical Online Seminars: Timing: Evening sessions to accommodate students with varying schedules. Frequency: Weekly sessions to allow for consistent engagement. Subjects: Open for students to suggest topics of interest, fostering a dynamic and student-driven learning environment. Benefits: Interactive Learning: These seminars will encourage active participation, allowing for real-time discussions and clarifications. Tailored Content: Students can suggest subjects they find challenging or particularly intriguing, ensuring the content is directly relevant to their needs. Collaborative Environment: Foster a sense of community among students, creating a space where you can learn from one another.

52	Spend more time on test review.
53	Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increase writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, etc.) is provided in the course syllabus, student comments/feedback, and on-campus meeting sessions.
54	Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increased writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, counseling, etc) is provided in the course syllabus, student comments/feedback, weekly announcements, and modules in Canvas
55	Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.
56	Student engagement was high in this course. The students were eager to learn, and completed their work efficiently and timely. Access to their textbook (at times) proved difficult, but this did not impede their learning experience.
57	Student success include communication throughout the semester, participation and completion/submission of coursework based on course/student expectations. Student's utilize campus resources (i.e writing center, student success/tutoring, SAS, EOPS, Student helpdesk, bookstore, and/or added department support services. Challenges incurred: Minimal/no participation, communication, and/or interactions from registered students. Instructor communication provided throughout the semester include but are not limited to: Weekly reminders, weekly live zoom sessions, 27/7 Canvas email access, scheduled one-on-one zoom sessions, availability before and after live zoom sessions (recorded and posted in Canvas modules for Online classes), and courtesy reminders related to withdrawal dates/drop options.
58	Students in person, do better. Great group and class participation and community involvement. In the future, more class lecturers and outside class event participation.
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60	students whom attended the entire semester had great outcomes, several students stopped attending, In the future I will encourage students to improve attendance and reach out to those not attending
61	Take a look at the assessments, particularly the questions surrounding the SLOs, and figure out how to increase engagement and understanding. Continue to revise certain questions, especially as we continue through the semester, and pivot if need be.
62	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. This 14 week section performed better than the 18 week section or last semesters 8 week.

63	The SLO target was met; however, there is always room for improvement. I am working on a class contract for those who fail due to apathy or extenuating circumstances. I will further enhance group work as our classes begin to fill with more student post pandemic.
64	The SLOs for this course need to be updated as they currently reflect MARKET 100 SLOs, not a course on pricing. I recommend this class have a longer duration than 7 weeks. Some of the concepts take a little of time to master. In future courses I recommend more real life examples and formula examples be added to the lectures (slides).
65	The time allotted for each class period has allowed these meetings to be dialogue-driven. The information is shared via lecture and then discussed and analyzed through the lens of the time period. This approach has allowed the students to consider the interdisciplinary nature of U.S. history.
66	This class achieved very good success in SLO assessments overall. This term I assessed with essays and discussion board activities as well as 1 quiz. No planned changes to class SLO assessments at this time.
67	<p>This class begins with post Civil War and studies the failures the rectify the effects of slavery and racism. We study the 14th. and 15th. amendments and then look at poll taxes which affected both African Americans, Mexicans and immigrants.</p> <p>At the same time that the South is still segregated immigrants from Eastern Europe are coming on mass to America. Unlike the first Western immigrants from Ireland, England, and Germany and the Scandinavians countries the Eastern Europeans looked different, spoke foreign languages ate funny food and were Catholic or Jewish. There will be immigrant slums and labor abuses which lead to the Progressive era.</p> <p>There will be two world wars and the Spanish Flu. Ironically because of Covid the students related to this. Too we noted the US military was not integrated until the Korean War. Also the Japanese camps the Zoot Suit Riots and the treatment of the Chinese were also examined. Ironically most people lynched in one day happened downtown Los Angeles they were Chinese.</p> <p>Indeed, what we see is that until Brown vs. Board of Education and the Johnson Administration segregation is alive and thriving in America. Understanding the politics of the Dixiecrats and their hold over most administrations until President Johnson was a revelations for students. The other process we watched was the evolution from the Christian Leadership Conference with Martin Luther King and his cohorts to the idea of Black Power with the Panthers, SDS. What was pointed out to the students is that all the people under the CLCC were well dressed, obeyed laws, did not engage in violence of aggressive behavior. The point being MLK and his people law abiding citizens were being attacked with clubs, dogs and high-powered water hoses. The other Panthers and the SDS felt the need to being more vocal and confront the racism.</p> <p>Too, at the same time we examine the treatment of Mexican field workers and the work Caesar Chavez. The Silent Spring of Rachel Carson related to the Mexican field workers as it was discovered the many of the workers were dying from diseases because of the chemical they used in the fields. Chemicals killed the animals and the people.</p> <p>We look at Vietnam the longest US war the first one they lost. The split between the culture of the fifties and the 80s is ruptured. Indeed as we approach the 2000s we note the racial, economic and cultural disparities that are still in place.</p>

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69	This class was an absolute blast because I deviated from typical structure and allowed the students to lead the discussions. It was a unique strategy, as the students were extremely knowledgeable in history to begin with. I addressed learning gaps by meeting with students individually who struggled and discussed better note taking strategies with them.
70	This class went well. The students who did not pass did not complete the assigned work. Most students displayed their knowledge and understanding of the overall course with their final marketing projects. I am not planning any changed for this asynchronous course except to update the discussions.

71	<p>This course was offered as Remote Instruction section. The majority of students were PSYCH Majors, with a significant portion being returning non-traditional aged students.</p> <p>The students showed a high level of conscientiousness and commitment to realizing the goals of the course. Many had life experiences that resonated with the course themes, and so discussion was quite engaging for the virtually all students in this course.</p>
72	<p>This crop of late start students did better than those of the previous semester.</p>
73	<p>This Fall, I had several students (5) fail. They had poor participation and did not complete assignments. I used Starfish to notify them, but they did not reach out. Two students responded through starfish, but their engagement was low and temporary. The rest of the class did very well, however, I did run into issues with using AI for discussion posts as well as not citing sources when they pulled information from the net for assignments and papers. This next quarter, I plan to use embedded videos in discussion boards with specific questions from the video to avoid AI use. Additionally I have expanded my syllabus to include use of AI for discussion boards.</p>
74	<p>This is a dual enrollment class and the students had some challenges making a critical analysis of historical events. Through class discussions and regular writing assignments the students improved their scholarly arguments while recognizing the interdisciplinary nature of U.S. History.</p>
75	<p>This is a dual enrollment class and there was a challenge in having students take a critical approach to the subject. By having the students write response papers on a regular basis they showed an increase in critical thinking skills while considering the interdisciplinary nature of U.S. History.</p>
76	<p>This is the lowest scored class in all the years of online teaching I have taught at CHC. There were a lot more students who struggled with writing essays and discussions as compared to previous years. Fewer students participated in the student to student discussions which lowered scores. It appeared post Covid crisis has effected quality of skills students have now in college. I have added additional modules on study and writing skills as well as utilizing Starfish program. I also made numerous weekly assessment reminders throughout the term as well as recommendations for the writing center.</p> <p>Overall, most students did well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays.</p> <p>The research chapter is only one of 16 areas covered. The research questions still 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 may help with scores as they only have one week on research and design. That would be a department decision.</p> <p>It may be beneficial to add other types of learning activities that cover these topics. I do have these already in my courses but will reevaluate adding or adjusting these to cover SLO's rather than just essays and chapter discussions.</p>
77	<p>This quarter there was a substantial drop in grades for this class compared with the summer cohort. As highlighted above 14 enrolled students has minimal participation, total scores ranging from .67%- 49.0%. I used Star fish to notify these students, however their involvement remained minimal. Several students tried to submit, all 8 weeks of</p>

	<p>assignments in the last two weeks of class. While these were excepted, the late penalties on the dropped the grades significantly. Additionally, it was apparent, the assignments were not properly completed missing word count and not meeting defined rubrics. The upper portion of the class was incredibly engaged. Emailing with extra questions and setting up zooms to discuss further study in the area. A new strategy I may try is requiring readings and lecture videos to have a "mini" comment specifically regarding covered content worth points and barring students from "hopping" around modules. Sports nutrition is a highly technical topic (biochemistry based) and many students seem unaware of this when enrolling for what they believe will be an easy class about getting ripped. I'm pleased with the comments I received from students that engaged in the class, as they broadened their understanding and applied the knowledge to their personal wellness journey.</p>
78	<p>This was a larger online class that struggled a bit. I plan to review the questions on the assessments pertaining to the SLOs and see where I can improve, as well as where I can improve overall engagement.</p>
79	<p>This was a small class which helped with more communication between instructor and students. Will continue to evaluate exams and papers/projects to maintain effectiveness of instruction and application of content.</p>
80	<p>This was the YHS class, the seniors did better than the juniors. Update course materials and add more technology for the younger students.</p>
81	<p>To be discussed at Spring SLO meeting. The reason only one SLO was assessed was that it had to be administered independently after the date was turned into the OIERP.</p>
82	<p>To continue to stress to students the importance of being in class, not only for assignments but to make connections with their classmates to have support if they do miss a session. To edit course content to make more streamline for students to comprehend. Continue to remind to students, the importance of the syllabus for assignment deadlines and continue to support students on their projects.</p>
83	<p>UGH! Online teaching and learning is proving to be very difficult. Currently updated entire course to create a more equitable grading system and less subjective tests.</p>
84	<p>WE should actively engage with more honors events on campus.</p>
85	<p>Will continue with progress being made.</p> <p>Wil monitor drops or potentials drops and intervene as appropriate.</p>
86	<p>Will discuss action in SLO's in Fall 2024 department meetings.</p>
87	<p>Work more on getting students involved in the discussions - there were many students gone on specific days when we covered certain topics. I may also look at different assessment strategies, at least for my in-person classes, as this was.</p>
88	<p>Writing skills continue to decrease and grammatical errors interfere with successful communication. Continue to address these on papers and have already increased referrals to the Tutoring Center.</p>