

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Written Traditions

Assessed: 2021-2022

Learning Outcomes Statement

Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 183 sections and resulted in a total of 3,098 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
5	Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.	2,385	76.99%

List of courses where outcomes were mapped to the GEO (35 Unique Courses).

ACCT-208		
BUSAD-100		
BUSAD-145		
BUSAD-200		
BUSAD-210		
CHEM-101		
CHEM-123		
CHEM-150		
CHEM-151		
CHEM-213		

Use of Results/Proposed Actions – Individual Submissions

1	<p>1) Continue setting required participation goals so that students are fully engaged in collaboration and learning</p> <p>2) The need for being more culturally responsive in our classrooms, especially to digital natives who have grown up with technology platforms. 3) Continue creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished throughout the semester.</p>
2	<p>10 students stopped participating in the course. It seems that many took the course just to take it. They did not do any assignments after the first week. I reached out to many students but they never responded. I do think the fact that it was a fast track class affected the students' performance.</p>
3	<p>13 out of 20 students were successful in meeting Student Learning Objectives. They were able to formulate a perfect thesis and reflect adequate grammar and usage and demonstrate basic research skills and beyond. I guided them through the research process with positive results and high quality work. I used music videos, image and readings to demonstrate critical thinking and reading skills. Students were able to read materials addressing the image of women, LGBTQ community, image of man in society, culture and race. Students were also able to demonstrate effective problem solving skills through critical feedback during round robin peer reviews, able to offer feed back orally as well as written feedback, offering their peers solutions to written mistakes and well as ideas. I believe the proposed actions I could take is to provide my students with more readings focusing on culture and media so they can gain a better perspective on social issues and popular culture of the past. I noticed that at times they couldn't make distinctive connections to social issues.</p>
4	<p>14 out of 17 students completed all assignments and met the SLO's. They were very productive, disciplined and dedicated to the craft. A majority of them were receptive to the materials and topics and connected the theme of the course to their lives and social structure. They were able to synthesize life of the 1980's and apply those issues to 2022. Only a few of the students began to disapprove of the topics being reflected due to their religion and cultural upbringing and it clashed with their ideologies and folkways. A few wanted alternative assignments so I accommodated them with either another homework assignment or discussion. I am attempting to make research sources available to students to study and make them acknowledge the kinds of sources I want from them, instead of allowing them to find them on their own. I have provided them sources to read and actually use and cite in their essays. Overall, a great summer semester with dedicated students.</p>
5	<p>A majority of the students evolved from the beginning of the course to the end. Many were challenged with the structure of the essay, quoting and citations. I constantly had to check for understanding and make the students return to the important handouts for the course. They were very adamant in not reading them as well as wanting to do what they wanted to do. As an instructor, I believe I have to constantly guide and check for understanding to push them to realizing what they have to do. 12 out of 13 students passes successfully due to constant revision and constant feedback from the professor. Even though I was available for them through Zoom and held office hours, the student still seemed to need more and more assistance. I think being more available to students needs is necessary but there is so much an instructor can do and extend themselves to.</p>

6	Add more problems solving skills activities
7	All targets met, proposed actions to continue to monitor students progress to see what can help them be successful. Each term I ask for course feedback on how to make the course better and I take all feedback into consideration for the following term.
8	All the above SLO statements were met in my class, although the above results might not show it since four students in this class have stopped attending and participating in the class activities (due to personal reasons) but never dropped the class.
9	All the above SLO statements were met in my class.
10	Although success rates are good, I need to focus on groups who are the most impacted. I joined the USC Equity training as a way to broaden the scope of my knowledge and practice.
11	Bring basic skills writing courses back in so that students have a choice to strengthen their skills before English 101.
12	Build in more soft skills into the course. Don't expect them to know any of the technology. Scaffold reading and elements of writing.
13	Continue encouraging Mastering Chemistry assignments
14	Continue to craft assignments that monitor required SLOs.
15	Continue to encourage mastering chemistry assignments, many students still not doing them despite extra credit being offered there
16	Continue to evaluate how students are doing through the course term to see if modifications are required.
17	Continue to expand on collaboration, set expectations for student achievements, contribute to positive academic, attitudinal, and social outcomes for students to increase success rates, along with continued use of diverse resources.
18	Continue to monitor student progress during term, and make adjustments when necessary.
19	Continue to refine/revise COR to better align with student needs and population + ENGL writing program outcomes. Conduct more research and gather feedback from students.
20	Continue to support student learning and participation with a variety of assignments.
21	Continue to work toward communication and flexibility for struggling students.
22	Continue using the college print shop services and classroom space that is conducive to group work.
23	Create a few more preliminary exercises that aid students in improving the outcome skills before they submit the final assignment that will be measured for SLOs. Work on reaching out more to students who are not submitting work.
24	Diversify the communication activities, as well as the reading and writing assignments to promote more engagement among students.
25	Embedded tutoring would help.
26	Encourage students to continue the work of the class.
27	Excellent participation and students were all very motivated to do well. The class average was 88.89%. I will continue to work on initial engagement at the beginning of the course to keep students that are struggling motivated to continue the class. Due to the many challenges some students have, this can be difficult.

	I'm happy that this class was dedicated to finishing and doing well!
28	Explain the importance of homework assignments in students' learning process.
29	From assessing the students, there were 8 students out of 15 that accomplished the assignments and earned a grade or higher. 7 students did not accomplish anything all semester. I emailed them and continued to ask them questions and many were just in the course to sit and do nothing. There were only 8 students who met the SLO rubric.
30	Generally speaking 13 out of the 15 students are able to complete the reading and writing at the designated level fairly successfully. The biggest hurdle is technology.
31	Homework during the semester will need to have a higher weight towards the overall score, the lack of doing homework affected greatly students, it corresponded with low exam scores.
32	I am going to reach out more than once to the students who stop participating in the course.
33	I need to focus on groups who are the most impacted. The success rates are not bad but I can definitely make changes to improve my practice. For this reason, I joined the USC Equity training as a way to broaden the scope of my knowledge and practice. My other online class was taught in a similar way, and the success rates there are significantly higher. Need to look closer at data.
34	I want to make note of the unusual circumstances with this small class. Section 55 HIT101 was originally scheduled as an in-person class, but due to Covid surge was transferred online. The majority of students were not prepared to take an online course, but stuck it out and did well! I had 2 students out of 9 not finish so the class average was 72%, which is unusually low.
35	I was very pleased that all student met their goals.
36	I will include more written assignments for each topic both in class and at home.
37	I will reach out to students who stop participating in the course more.
38	Impacts of the pandemic on support courses is unknown. Will reassess course outcomes Spring term.
39	In person exams will help to see what the students are really learning. Exams in the online format are difficult to really evaluate the students knowledge as it is difficult to keep them from using notes or online resources. Some students are honest and do not use these resources but others are not. So, FALL 2022 we will have in person exams again and it will be a better indication of what the students know.
40	Include more organizational writing skills so that students are better prepared for other discipline course writing.
41	Increased efforts to capture students in the first week and check in often to keep them up with formative assignments.
42	Integrate research writing throughout. Introduce midterm in-class essay.
43	Investigating ways to retain students after week 5.
44	It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play, including illness, access to technology, death in the

	<p>family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses.</p>
45	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs.</p> <p>Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses, especially students who are only taking online courses. How do we reach them? How do we make them feel more of a part of Crafton?</p>
46	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play.</p> <p>Need more data to assess further courses.</p>
47	<p>Just need to reach students who "disappear." Keep more track of those students who don't submit drafts.</p>
48	<p>Many of my students informed me that if/when they failed to complete an assignment or make a consistent, positive effort in the course, it had nothing to do with the available learning content or the difficulty of the assignment itself. Rather, they told me almost overwhelmingly that the reason was due to their poor time management skills and procrastination. In order to help students with this aspect of their academics, I plan to incorporate more components (or alter existing elements) that address these challenges of time management and motivation/procrastination.</p>
49	<p>Modify the assignments to better assess for SLOs.</p>
50	<p>Most of my students met or exceeded the stated SLOs. Frequent assignments and constant feedback were great factors in drilling them and guiding them to what they needed to accomplish. Students could practice their skills and learn their strengths and weaknesses.</p> <p>A few students performed below the stated outcomes, but they were the students who did not come to class or showed up with incomplete work.</p> <p>From evaluating their writing sample from the first day of class, their writing was very strong, but just needed to be cleaned up. They come to the class with prior knowledge and were successful in gaining those strengths in watching specific wording and structure. Students were given the opportunity for constant revision in order for success as well as seeing how their writing has evolved.</p> <p>Seven students were not assessed either because they withdrew from the class or because they did not complete enough of the required work. Constant repetition and high</p>

	expectations and feedback from me helped them become successful writers. Their greatest strength was being able to critically think about images and music videos as well as offer critical feedback to their peers written work.
51	Most students did really well in the class. There were a few that kept getting in contact, saying they would finish things, but then never actually following through. I think in the future I'd like to try to reach out to them in different ways or to set an individualized schedule for them and then follow up. Other than that, I think that the class was pretty successful!
52	Most students were capable of the work; however, the ones who didn't pass had issues with submitting work, despite extensions, and other challenges.
53	Need more hands on laboratory experience. This should be addressed in FALL 2022 as we return to in person labs
54	No actions planned. All but one student met or exceeded the goal.
55	Of the 20 registered students only 6 would attend class on a regular basis. For students who missed class, I provided lecture recordings from a previous semester. However, many students would not communicate or the ones who did communicate had many personal issues-- such as a family member passed, family was in the hospital, having to work more hours, etc. I feel the results of this SLO are highly dependent on the pandemic and not a reflection of the course.
56	Offer basic skills writing courses so that students can choose to have a stronger grasp on writing before they take this class. Validate that instructors are actually teaching to the course outlines on record. Students in this course are underprepared for college writing.
57	Overall this was a productive semester and students did well. There were only a couple of students that failed to participate in the course past the first essay assignment. I did reach out to them and flag them on Starfish. I don't know if there is much else I could have done in an online course, unfortunately.
58	Overall, the semester went well, but there were some students that consistently attended courses that didn't turn in items. They often made them up, but after a while some stopped turning in items altogether. I will make a greater effort to reach out to students that may be struggling in the future. (Several of these students I did speak to and were having trouble at home or with their work schedule.) Students otherwise seemed to understand and grasp the material. I need to work on online group discussions, since it became apparent that not all students were participating to the same degree.
59	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
60	Remind students to utilize tutoring services on campus.
61	Scaffold assignments better. Come up with more interactive, collaborative learning activities.
62	SLO # 4 result does reflect the true result as two students did not do any assignment on Mastering Chemistry, and 9 students did only a few assignments. I'm planning on

	discussing the importance of the online assignments with my class not only to improve their grades in the class but also to better understand the course concepts.
63	SLO #4: This was an Applications project where students are to research a chosen organic compound and write up the project from an organic chemistry point of view. Many students did well, a few of them chose not to see me the numerous times I had available for me to guide them through the project, the class was remote and that put the student in charge of attending the Zoom session and to initiate questions. All instructions and a Rubric was posted in Canvas for students to view, but I feel like if this course was in-person and not remote, I would have been able to get to know the students better and make the point to encourage them and help guide them through this process.
64	Some 102 level students need more reminders early on in the semester of MLA requirements. Despite some modules this semester with quizzes/materials related to reminding students of those requirements (assigned as homework), some students still missed some major parts of MLA/college level writing requirements. Students need more explicit in-class activities reminiscent of those in 101. However, a majority of the class does seem to have a grasp of effective argument writing and college-level writing conventions, so a partner-scaffolded exercise might work best.
65	Some students struggle to manage larger, high stakes assignments (especially in online settings where independent initiative and time management are so essential). I found that many procrastinated (despite their self-admissions that they wanted to stop this behavior), which led to rushed submissions and lower quality work. I have already used some scaffolding in the past on other assignments that greatly improved the submission rate and overall quality of those assignments, so I intend to find ways to continue integrating scaffolding into other larger assignments to help more students learn how to pace themselves and produce work more effectively.
66	Stronger math skills, teach note taking and effective studying, push tutoring center more, teach how to be a student and time management.
67	Student engagement and math skills needs improvement. *this section had 7 students who remained in class but did not participate in lecture, lab or assessment. these students were included in this data.
68	Student focus and math skills need to be addressed and assisted. better ways to encourage and push tutoring is being planned.
69	Students did well in the class and there were only 2 that stopped completing assignments at a bit of an awkward time. I've tried interventions for this, but it seems that there are always a couple that slip by.
70	Students need more math knowledge and understanding before being able to solve problems. Tutoring and STEM center will be a big part of improving this need, as well as workshops and refresher videos.
71	Students need to be made more aware of the additional challenges of summer courses, particularly relating to the condensed semester format and workload. Most of the students I encountered didn't really understand when they registered for the course that the workload of a traditional 18-week English 102 course would be condensed into 10-week summer format. Some of the students really struggled because they were not originally aware of this fact when they registered, and many had signed up for multiple summer courses, which made their total workload even more burdensome. In the beginning of the course, I stressed the difference between the 18-week vs. 10 week structure, and I'll

	emphasize it in future courses as well, but it's a little late to mention it once the class has already started. It would be more effective to make sure students are aware of what they're getting into when they are registering for summer courses from the very beginning.
72	Students need to be stronger in algebra and completed higher in math to success in number 2
73	Students stopped coming to class and/or doing their work during the end of the semester. I've never seen anything quite like it. I assume it reflects attitudes and mental health during the pandemic, but it was still frustrating. I spent most of my time reaching out to students, but the energy just wasn't there. I was extremely flexible in my due dates on assignments, but mostly to no avail. I plan to do both of these earlier and more frequently next year.
74	<p>Success rates are good; however, I joined the USC Equity training to broaden my knowledge and practice.</p> <p>With the updated Ethnic Studies component, and me being the only one in the department teaching ETH courses at the moment, I would like to keep expanding on my knowledge to build better courses for students. Students enjoy the class and I am proud of all the work. There are various degrees of student tensions with the material that are natural in these types of spaces. It takes a lot of emotional and mental preparation to teach these types of classes, and I do not think people across campus realize that, yet.</p> <p>More support from other campus entities with ETH curriculum will also help.</p> <p>With that said, there is still much more to learn about this paradigm shift in education. And I am excited to be leading the way into ETH studies courses in the English department.</p>
75	Target not met for SLO 1 due to lack of participation. Get students more involved.
76	Teach Bloom's taxonomy to students. Follow outcomes of Citation Project more closely, i.e. focus on selection, summary, and synthesis.
77	The data shows that all students have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies.
78	The data shows that all students have met the expectations and requirements for Spanish 103. The results of the assessment are satisfactory. I will continue using current instructional strategies.
79	The hands on laboratory component was missing in the course which lead to the poorer results on laboratory equipment skills. When we are safe to have lab back in person, this should be enough to get the target met.
80	The level of receptive communication of this group has been quite good. The number of activities where this skill is practiced is very favorable. It is necessary to continue doing this type of activities with emphasis on questions that require an open response.
81	The lowest percent on all the SLO's is 75%, that is for the exams and homework administered through the online site MyLab/Mastering, this is an acceptable target for this class which has no prerequisites and is fully online.
82	The majority met the goal. Three out of the eight did not succeed at meeting the reading comprehension goal. No actions proposed.
83	The majority of the students successfully meet the criteria and objectives. However, a few students failed to follow instructions and did not provide complete ideas for their written

	<p>responses. A proposed action is to make sure students have clear guidelines and reminders to improve the overall results of the assessment.</p>
84	<p>The numbers do not represent that students chose to not complete the course. Overall, students need the choice to take basic skills writing courses. Unfortunately, students who take this course typically are underprepared for college writing. 101 courses need to have more accountability for instructors to assure that they are teaching to the course outline on record.</p>
85	<p>this class had 6 "no show" students after the drop date passed. The 5 students that stayed in the class did not complete assignments.</p> <p>Proposed action would be to find a miracle way to inspire and motivate the students who simply do not care/can not care to study for the course.</p>
86	<p>This class had a better distribution than the other two--more like what I'm used to from a pre-pandemic course. However, 33% of students still failed to produce. Like the other two classes, most just faded away without any communication, though I tried to reach out to them. Some of them, who did return my emails, said their lives had become too complicated to keep up with the course, even though I had flexible due dates in place. Those who did pass did extremely well with the content, better than my face-to-face classes, which surprised me given that this was my first late start DE course. I would do things similarly again.</p>
87	<p>This class, always under-enrolled, had by the end very few participants, which does interesting things to the numbers. In part, I must attribute this outcome to the newness of students to the online experience; however, because I worry, I plan to incorporate materials that some students may find more relevant to their lives and that, I trust, will encourage more of them to remain active participants.</p>
88	<p>This course has several students who stopped attending and submitting work but did not withdraw from the course, resulting in failing grades. I spent considerable time doing outreach to try to work with those students (email, comments on any submitted work, one-to-one conferences, and Starfish) but those efforts were not quite enough to help those students get back on track. Others who did not pass may have attended regularly but submitted work that wasn't meeting the minimum learning requirements. I believe that a large reason some students really struggled in the course was related to Covid in some way (e.g. illness, increased work hours, family responsibilities). That being said, I think that more efforts to get students to use the tutoring center services would mean more student success.</p>
89	<p>This in person class did much worse than online equivalents. I suggest faculty create a workgroup with the aim of supporting student transition back to in person.</p>
90	<p>This is a fundamental SLO, "the ability to apply mathematics to chemical measurements". This Fall semester I created a math review, it was optional. So just a couple of students use it. I started with a full class, and lost 10 students by the end. Math reviews will get more emphasis next time.</p> <p>The SLO "the ability to do problems involving reaction stoichiometry" is essential for future chemistry classes. I think students could use a more discussion-based presentation of stoichiometry to clarify terminology.</p> <p>The SLO 'comprehension and use of laboratory skills in synthetic, quantitative and</p>

	instrumental methods as scientific approaches to gathering and verifying knowledge” in my view is the SLO that had suffered the most by doing virtual labs instead of a face-to-face lab. Techniques such “titrations” had not been giving the needed justice due to the lack of hands on. In this area, I am looking forward to teaching the lab face-to-face.
91	This section has surpassed the target. No actions planned.
92	This semester was particularly tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. I also felt that the themes of my course did not resonate with a significant number of my students, so my plan was to redesign my entire 101 course over the summer with new policies, kinds of assignments, and themes.
93	This semester was tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. However, for this literature class, we still met the target success rate (barely). There was also one student who took an incomplete and is not factored in the scoring above. The next time I teach this class, I'll reconsider some of my policies and in-class assignments to be more hands-on and inclusive.
94	This was a difficult class. Half left by the end. Those who stayed and completed the work did very well, but too many left. Not sure what to do as I did aggressive outreach, filled out several BIT reports, etc. It worked for a couple students, but many left without a reply. I'll chalk this one up to COVID and the difficulty of returning to campus.
95	This was a tricky semester with 5/17 students passing the course. Most simply stopped attending and/or doing their work. While I attempted to communicate more extensively and intrusively than I have in the past, I will attempt to do so earlier and more frequently in the process.
96	This was an excellent Honors section and both students did magnificent work. I had a student participate in the Honors Consortium here on campus and it was overall a great experience for them, I think.
97	Though my students performed very well indeed this semester, I decline to take much credit. Instead, I will heed their advice, which I solicited, and change a few things: add current events, use fewer very long essays (a bit), and so forth.
98	Update activities and assignments related to spoken messages
99	Upon careful examination, SLO statement #3 was a bit difficult to determine because there wasn't one particular instrument of assessment that would indicate this outcome. SLO statement #3, being a very general and unclear statement, seems better suited for a math course than a freshman writing course. I had to examine multiple points to determine this outcome. My opinion: SLO#3 should be discarded and replaced with an SLO that aligns more clearly with the purpose and focus of what a Freshman English course ought to achieve. Do we really want English 101 students to be better problem solvers or better academic writers? What kind of specific problem should English 101 students be able to solve? Are we talking about quantitative or qualitative problem solving here? If a student corrects a comma mistake then does this student meet this requirement even if other elements of the essay are lacking? Because college level essays can have problems at so many levels, determining which problem to assess was challenging. A clearer and easier outcome to assess would be something like: "applies citation conventions appropriately."

100	Work on trying to reach out more to students who are not submitting work.
101	Worked diligently to keep students on track. It seemed to be strongest early on in this section compared to my other section. So I will continue this practice from the first week until I see that students are staying on track.