

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Written Traditions

**Assessed:** 2022-2023

### ***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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 101 sections and resulted in a total of 1,453 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.	1,200	82.59%

### **List of courses where outcomes were mapped to the GEO (21 Unique Courses).**

ART-102		
ENGL-101		
ENGL-101H		
ENGL-102		
ENGL-102H		
ENGL-152		
ENGL-152H		
ENGL-155		
ENGL-155H		
ENGL-232		



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

1	This small hybrid class was most students' first on-campus experience since the pandemic. Overall the students were motivated, and participation and attendance were excellent! I did find the confidence in their knowledge of the word parts did lack. For the next hybrid class, I would spend more class time on reviews and quizzes on the word parts. Overall I was happy with the outcome and wouldn't change any content or SLOs. Class average: 88% Pass rate: 93%
2	Add to final project presentation video to make it more robust.
3	Again I am faced with lower-than-usual numbers. I am always fine with altering what isn't working, and some assignments could well be beyond some of these students, but what I am seeing here is a slightly more alarming version of what's been happening since many of us switched to online instruction: some students, sometimes a fair number of them, find themselves unable to sufficiently apply themselves in the absence of my physical presence. What shall I do? Probably provide a more direct heads up to incoming students, something along the lines of an alert: you must be, I should tell them, more than usually self-sufficient to pass when taking a class online (and you must ask more questions than you might expect).
4	Again, possible COR revision to move it away from general survey class and more toward real-world activity. Also find ways to mesh with child dev program, other majors, etc.
5	Although my numbers were under target, I felt that students still did much better overall than in my 101 classes last year. I redesigned my entire 101 course over the summer with new policies, kinds of assignments, and themes, which I feel led to more buy-in and student engagement. Attendance was certainly much improved from the 2021-2022 school year.  18 out of the 21 enrolled students passed with a C or better. 11 out of the 18 who passed earned a B; 14 out of the 18 earned an A or a B. The 3 students who ultimately did not pass still met with me throughout the semester to work on assignments or to simply talk (never dropped contact), and my hope is that this means they will have a better chance at passing the next time they take the course.
6	Bit disappointed that not everyone passed. Next time? I need to work on community building in my online classes. I also think there are a few things I can do in my shell, we'll see.
7	Change some policies for students to complete work they missed at the end of the semester.
8	Clarification needed on whether the class ought to target classical authors or contemporary, or a balance of both. I teach it as less of a survey course, the current COR leans toward survey.
9	Development of Program-Level Outcome
10	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research.

11	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research to demonstrate basic mastery.
12	Excellent participation and motivation for this fully online class. Excellent SLO assessment. At this time I will not modify the course curriculum or SLOs. Pass rate: 95% Class average: 88%
13	Five (LatinX) students stopped attending class between weeks 10-15. They each had plans to submit work late, but none of them did. I plan to allot class time to beginning assignments next semester in my Zoom classes.
14	For this semester's class, I included numerous student models as examples of writing and allowed students the opportunity to correct written repeated mistakes on main written responses. Modeling examples of excellent writing proved to be a good help to allow students to improve their own writing and consistently evolve as a writer. Rubrics were also helpful to students before major writing assignments, so students could clearly see what they were being assessed on before they began their writing responses.
15	Given the circumstances in which I took on the course, the entire undertaking involved new strategies and content. I was advised to incorporate more video clips in lecture--I'm making progress in that direction. I tried and will expand the use of discussion groups guided via questions I prepare in advance.
16	How make Brit Lit survey more representative? Focus more on groupings / women / other identities, read from diff. theoretical perspectives.  SLOs too packed -- break out into simpler goals.
17	I had and assessed 4 students this semester in English 101H. All students met the target and displayed significant evidence of achievement for the course learning outcomes.  In the future, I would like to move up the timeline and deadline for the major honors projects around the college OneBook so that students are ready and encouraged to participate in other extracurricular honors activities outside of the class.
18	I reassigned essays for students who did not meet the requirement, but they did not revise and kept the original grade earned. I need to come up with a policy that rewriting essays is not negotiable.
19	In this class I try to engage the students at the beginning and give them different types of assignments (quizzes, hands-on assignments, videos, etc) to keep them engaged. With an on-line class though it is hard if the student(s) do not respond back (compared to in-person where you see them and can make immediate communication).
20	More marketing ethics concepts and studies post pandemic must be used to illustrate the importance of business ethics used in today's marketing decisions. Social media, multimedia, and AI technologies is a must for teaching up-to-date marketing skills for modern-day students to continue to succeed, while providing students with valuable information on marketing tactics to keep organizations profitable. Teaching how social responsibility and service is being used in marketing to create a greater impact with a businesses constituents are my recommendations. Collaborative group work and simulations for developing impactful marketing must continue to be integrated into the

	marketing curriculum, along with providing students with different viewpoints and encouraging open discussions and critical thinking.
21	<p>More than half 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 responses. Additionally, the 6 students who scored a 1 are students who were inactive and failed to submit their work. A proposed action is to make sure students have clear guidelines, reminders, as well as additional practice throughout the semester to improve the overall results of the assessment.</p>
22	<p>Most students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.</p> <p>It was rewarding to see how many students really enjoyed the class and felt that they really learned about art history based on a final participation submitted in the last class for the semester.</p>
23	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
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25	<p>My online English course was slightly different. It seems that I need to constantly question the students if they have read the handouts in the modules. I have to somehow develop a way to make sure they read the handout because I have to constantly make them refer back to the necessary handout for their greater success in the course. A majority of the students are not utilizing AI. It is their own work and I can see the evolvment of their writing skills. I am also glad that the students had the confidence to constantly email me with their questions and concerns. It just shows their discipline and dedication in the course.</p>

26	Next semester I would add more specific exercises to help develop students' critical thinking skills. These goals got a bit waylaid among other activities this semester.
27	Observing the students this summer semester I have noticed a few of them are utilizing the AI computer program. They are having that source write their papers and using vocabulary, jargon, and terminology the students do not know or understand. As an instructor, I need to be vigilant in making sure my students do not use that AI program. It is creating a form of plagiarism and the students are not accomplishing the work on their own. The improvements I need to do is to create writing workshop in class so students are not using AI. I am going to create in class workshop where student can begin their essays in class, write it in class and turn it in at the end of 1.5 weeks. I have also noticed second language learners are utilizing it. They cannot pronounce the advanced wording or vocabulary. This summer semester I had to adjust and modify my lessons to fit the needs of some struggling students who used AI and create a seminar class of discussion and workshop. I was more like a tutor rather than the instructor teaching them the information. I had to address each student, look at their essay and recognize the tone, vocabulary, and constantly question the students work. Next semester will evolve into a different class of workshop and group work. Luckily, I had a small summer class because during the semester this will be a challenge, but I am ready for it.
28	<p>One surprising take-away from this semester was how well many of my students performed on a timed writing examination. In that assignment, I had fewer gradations in my rubric, which I do believe gave students clearer goals to aim for in the assignment. I hope to replicate this more in the future.</p> <p>While this class did meet the target goal of above a 70 percent pass rate, I do feel there are areas of possible improvement. Having spoken to a few of the students who just did not persist and continue attending, many of them simply had life events that made continuing difficult. I hope to have more conversation about support for these students so they know their options in terms of withdrawal from the course. I also will be using an embedded tutor for all of my 101 courses so that students are more aware of support available to them on campus.</p>
29	Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
30	<p>So excited that this is one of my most successful classes to date.</p> <p>I think community was the huge difference here -- the students built a chat group and we had a potluck in class.</p> <p>We also did things like visit the community garden and other feel good activities.</p> <p>I'd like to do more of that -- build in the support for the community, it doesn't always</p>

	happen, but won't if it isn't there from the beginning -- only question is, how do you do it on an online class.
31	<p>So thrilled everyone was successful here.</p> <p>I have intentions to build my content expertise through study and design more engaging, esp. top down diversity oriented curriculum (had a lot of success with small instances of this, so basically want to expand it).</p> <p>Oh, also, I want to build a hard critical thinking essay -- maybe a genre comparison / genre evolution essay.</p>
32	Student was assessed as part of the main class.
33	Students assessed under main class.
34	<p>Students benefitted from drafting models and time to work with me directly as they revised essays.</p> <p>Students showed ability when they read and wrote but struggled with deadlines, so their grades do not reflect their abilities.</p> <p>Students with a strong reading foundation were far more likely to succeed with all assigned work.</p>
35	<p>Students benefitted from examples of well-argued paragraphs and essays. Many wrote stronger essays as the semester progressed. Students also benefitted from time in class to work with me individually.</p> <p>Students who did not complete the reading homework struggled to complete the essays with success.</p>
36	<p>The biggest indicator of success in this goal was attendance and participation in the preliminary writing assignments that scaffold the essay writing process. Students who did not attend or missed assignments eventually dropped the course and were graded N/A. Attendance policy was strict this semester, and it did not seem to improve student attendance. I am unsure of where to go from here, I think perhaps in the future I should provide multiple opportunities to engage with each phase of writing rather than one assignment.</p> <p>For critical thinking, most students exhibited great affinity towards thinking about complex subjects due to multiple group-based analyses of texts. Class discussion was routine, and all students present participated (even the ones who eventually dropped due to attendance/missing assignments). I believe this aspect of my class is the strongest and will not likely change.</p>
37	The course continues to run as designed and has resulted in students understanding the practice and content of Philosophy as a discipline.
38	The course continues to run well and as designed.
39	The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including group discussion, quizzes, midterm exams, final exams, written essays, museum visits, group collaboration and synchronous ZOOM conferences. A specific essay question on the final addresses two of the SLO statements in the Likert.

	<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. Many said it was their favorite class of the semester, some said their favorite ever.</p> <p>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.</p>
40	<p>The numbers may not seem to indicate it, for I certainly lost a few students this time, but I feel I'm on the right track here. The numbers reflect an unfortunate reality: sometimes it isn't the instructor; sometimes it isn't the material; sometimes it's just the luck of the draw. "Effective" moves I might make aren't ones I'm comfortable with: using, for example, easier readings, or assigning simpler papers. I will be mulling over assigning a--lord help me--simplified analysis paper, but I doubt I'll go that far.</p>
41	<p>The research project needs to happen sooner and have much more emphasis. Also, I think making the project a portfolio-style project, where students submit a range of evidence for their ability to conduct and compose research would make sense (I will experiment with this next semester.)</p>
42	<p>The students who excelled were the students who came to have one-on-one interaction with me and/or a tutor, so I think in future semesters I'm going to spend more time encouraging students to visit me during my office hours and to visit tutors when they need support. I may even use student-teacher conferences more.</p>
43	<p>This class could simply be atypical, but I would like to see higher scores. My classes are all online, so much depends on my written material. While avoiding simplification that insults better readers, I may have to simplify my writing.</p>
44	<p>This class felt (and was) much more successful than when I taught it the previous fall. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I also created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well.</p>
45	<p>This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to helped improve student performance from the beginning of the semester to the end of the semester.</p>
46	<p>This particular course did exceptionally well. I did feel that there was a greater sense of teamwork and camaraderie within the course, which I think could be attributed to</p>



	generally higher attendance. I wonder if courses a bit later in the afternoon tend to do better than those early in the morning. I hope to replicate this more in future classes, perhaps with more collaborative work and by including an embedded tutor in the course.
47	This was my first time teaching an 8-week accelerated online DE course, so it was a new learning experience for me as well as my students. One thing I noticed was that even though I held regular office hours and those office hour times are posted clearly in a variety of places, no students came to my Zoom room of their own accord. There were two particular students who had emailed me with questions about the course work, and when I asked them if they could attend my office hour, they were very comfortable doing so. When I asked why they hadn't sought me out through my office hours earlier, they each replied that it hadn't occurred to them to do so because it wasn't a Zoom course. This makes me think that I'll reach out to students far more actively in any future 8-week DE courses I teach. I'll be sure to regularly remind students during the weekly announcements I already post that they're welcome to seek me out on Zoom during my office hours, and when students email me with questions individually, I'll invite them individually. The two students who attended my office hours did much better in the course than they would have if they hadn't had that face-to-face time with me, so it's worth actively campaigning for office hour visits.
48	Used novel essay structure in class -- intend to expand on and simplify that. Content will remain same, but be expanded, i.e. solidier basis in research given. Building course reader and dedicated Canvas Shell.
49	Want to refine my assignment sequence and build in student feedback.
50	Work on retention techniques, provided this does not necessitate a lowering of standards.