

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Written Traditions

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 148 sections and resulted in a total of 2,136 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.	1,570	73.50%

List of courses where outcomes were mapped to the GEO (24 Unique Courses).

ENGL-101		
ENGL-102		
ENGL-102H		
ENGL-152		
ENGL-152H		
ENGL-155		
ENGL-155H		
ENGL-163		
ENGL-226		
ENGL-232		
ENGL-270		

Use of Results/Proposed Actions – Individual Submissions

1	None. For this single student, at least, no actions seem warranted. I might emphasize more often the importance of proper citation, but even that seems generally unnecessary in this case.
2	AI resulted in two Cs and one student who stopped coming to class despite my contacting them several times.
3	As an instructor, I think I am going to have to create a different theme for my course. Students are uninterested in reading academic journals on the topic and I have constantly found myself adjusting and modifying lessons for greater understanding. I have noticed that the students start out very strong and mid way through the semester they just drop off. It is saddening that they just give up. The ones that do very well for themselves pull through. I have found that I have to constantly reteach. I have to constantly go over the important handouts, go over directions and adjust my essay guidelines because the expectations/ Rubric is too hard. I remain connected to the SLO's but it is very difficult to reach these 15 students. Maybe a new theme for the semester will be a better idea.
4	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.
5	Challenging student, but I survived.
6	Class SLO percentages were significantly lower in this online class. Having one SLO percentage below the average rate is very unusual, due to non-completion. I had many students with family and personal health challenges. The majority did complete the class, but 5 students could not continue and plan to re-take the class. I did note that participation was best with group assignments, such as discussion board. I will know this for future courses and consider more group participation assignments. I will continue to encourage communication with the students who struggle with the material or have personal challenges that prevent them from participating. I will consider more counseling referrals through Starfish as well. Overall pass rate and class average were good. Pass rate: 86% Class average: 81%
7	Clearly, new strategies are called for, but honestly only in the area of retention; students who stick around succeed in reasonable numbers. The trouble is, after altering my approach in terms of written communication (I now teach online exclusively), I have scarcely cracked the retention case: regardless of my approach, students drop sometimes in large numbers, occasionally even before the first paper grades are in. What's left are 1) accept it, 2) lower my standards, or 3) change the material. I've tried the latter, to little effect. Perhaps I will ask my co-chairs and colleagues for their input.

8	Continue to reach out to unresponsive students who are not actively engaging with the material available on Canvas.
9	Continue to refine ePortfolio (evidence-based grading).
10	Experimented with ePortfolio system and creating multimodal public project towards the end. I think there is room for an online system to publish student work, perhaps the journalism course, etc.
11	For this semester, I lengthened the amount of time we had for our middle research paper. I do feel this helped students complete this first more stressful assignment, but that left a little less time for the final paper. I do plan to look at other ways to help make sure that students get more writing done in class, which I think will also lessen the temptation to use AI for help on the final paper.
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13	Great bunch of Honor's students!
14	Great group of creative writers!
15	Great group of students and positive learning environment. Two students left after drop date due to family emergencies.
16	I had 14 students in this course and a variety of them did and did not accomplish the assignment. The essay that was involved was 4.5-5.5 pages. It seemed like that was too many pages for them. They seemed very overwhelmed. But the students that did accomplish the assignment did very well for themselves. The rest of the students just seemed to give up or either had personal issues. This was a very hard semester in motivating the students to actually work. I am always adjusting and modifying lessons and assignments but I will not make it easier for the student.
17	I had 8 students stop attending class mid-semester despite numerous attempts to encourage attendance. Those who stayed did well and passed. Since my 17 week in person classes did so well, I'm curious to see if other's struggled with attendance/attrition in their Zoom classes this semester or their 13 week classes.
18	I noticed that many students had a period of declined participation around midterms. Many of them commented on this themselves to me in various ways, and many of them attributed it to burnout and procrastination, so I'm wondering if it would be best to have some kind of gentle student conferences around that time in the semester. I've done student conferences occasionally in past semesters, usually to touch base with students about their current grades, and I honestly wasn't sure if these conferences were an effective use of our class time or not. However, I'm wondering if a better focus for student conferences in order to address these issues of burnout and procrastination might be to emphasize the students' self-efficacy/accomplishments and to encourage them overall rather than just a basic, general grade check like I've done in past semesters.
19	I plan to add more critical thinking skills to my lessons next semester

20	I plan to add more non-fiction readings to the class next semester
21	I tried incorporating an activity with an element of AI (we played a game of "stump the chump" that used AI as the "chump" role of the game), and it went very well. I'm finding that a lot of students are unsure what to make of AI, especially in academics, so the game opened up an opportunity to interact with AI and to have a conversation about its pros/cons and best/worst usages. I'd like to keep investigating AI as a potential course component for other possible activities.
22	I want to move to make my literature classes evidence-based. Under that system students will have more clear-cut criteria on how they prove competence with this SLO. I think greater transparency is needed for students in how to succeed.
23	I will add more assignments where students practice citing.
24	I will try to identify learning gaps earlier in the semester to catch those students who are struggling especially in the areas of reading skills and completing assignments.
25	I would use this assignment again. It was a helpful way with connect the literature to the student.
26	I'm looking for ways to motivate under-prepared students to submit their assignments after Census or midterms. I contacted them via Canvas messages in the grade portal and sent out numerous emails and announcements trying to encourage them to do the work. I'm going to tighten up my due-date expectations since I've softened them (accepting late work without penalty) in the pandemic crisis. I think it's time to change some of my rules for accepting late work. I don't want to be too extreme, just adjust the rules. I'm quite concerned about dropping students at Census and feel we need more guidelines on the matter since we're in the aftermath of the Covid crisis.
27	I'm not sure what to put in these SLOs as have not had training on it either way. I am happy to provide more feedback to the program based on my records. There were many requests for a English conversation class students could retake.
28	In the next iteration of the class, I plan to make minor adjustments to the schedule of readings to include another short novel. The novel Bless Me, Ultima seemed to really resonate with students and helped them make sense of the critical theory we had read, so I think having a second short novel will benefit students. We were also able to align with cultural events on campus, so I hope to modify the course so that the spring course also is able to align with campus events. I thought this particular element of the class was a success.
29	In this class I had a couple of non-attenders, which was unusual for an Honors section. It may have been due to the early nature of the class, meeting at 8am. I did keep up and try to encourage these students to attend classes and make up missing assignments, but received mixed results at best. I'm not sure that there is much more I could have done to encourage these students. The assignment for the Honors project was the same as the one I've used in other classes with almost 100% pass rate, so I can't think of any other reasons it might have been different.
30	In this class, I revised the content in some significant ways: I included the One Book/One College text (They Called Us Enemy), I changed the second course unit to be focused on students' own communities, and I spent more time working with students in the researched writing unit. The plan is to continue to adapt the research unit to include more

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33	In this course, more students did not cite correctly. I may add another citing assignment next semester.
34	Including more diverse topics for this essay may be helpful in the future.
35	Many students stopped attending the course and doing the assignments that led up to the essay. I will reach out to them more next semester.
36	Many students stopped attending the lab and doing the assignments. I will reach out to them more next semester.
37	Many students stopped attending the lab and doing the assignments. I will reach out to them more next semester.
38	Moving forward I will continue outreach/communication to unresponsive students. The big challenge does not seem to be content or assessment for this course, but rather a majority of students in a late start dual enrollment course feeling overwhelmed with pace and workload. In the future, I will attempt to stress the importance of weekly check-ins.
39	Need to rethink grading strategies.
40	Need to use more just-in-time support.
41	Not as high as a pass rate as I would have liked to have seen. I noticed that many students missed essays and just stopped submitting anything. I did have one student who consistently plagiarized using AI. Even though I communicated to her several times that this wasn't acceptable she continued to do it. I need to update with an AI policy in my next syllabus and follow-up further with emailing students who fall behind.
42	Overall, this course went well. Students seemed very engaged with the course content, and most were able to keep up with the intense and difficult schedule of a late-start DE course. A new challenge that I am noticing is students' ambiguous interactions with AI to "help" them on their assignments. While some AI usage is intentional academic dishonesty, I am also finding that many students simply don't know enough about how to differentiate between ethical and unethical uses of AI. To address this, I am planning on making a special lecture/lesson to help inform them more effectively, and with time I will likely integrate class activities to also help them understand best/worst AI practices.
43	Plan to ground the class more on campus by hosting events in the children's reading room. New reader will hopefully lead to more compressed coherent units of work. Students often don't prioritize this class -- also having clearer criteria for knowledge, i.e. testing for terms, vocabulary, etc. would help.
44	Refine use of ePortfolio and improve transparency of grading.

45	Rethinking grading methods.
46	Revises plagiarism policy to include specific recommendations/cautions regarding use of language models as a tool to complete assignments.
47	Several students were simply coming to the class and occasionally making up work. These were the students that failed the course. Otherwise, students did very well. Overall, it was a good semester, but I think that further follow-up with struggling students is needed.
48	Students did very well on this assignment. A few didn't submit it, though. I will reach out to students who don't seem to be completing their assignments next semester.
49	The assessment results show that majority of the students (91%) have met the expectations for level 3.
50	The assessment results show that majority of the students (96%) have met the expectations for level 1. One student got #1 because he didn't show up for exam. Overall, the results of the assessment were satisfactory. I will continue using current instructional strategies.
51	The assessment results show that majority of the students have met the expectations for level 1. Few students demonstrated a lack of proficiency in grammar and spelling. One student didn't show up for exam. To improve student proficiency in grammar and spelling, I will incorporate more in-class written activities and grammar drill.
52	The assessment results show that majority of the students have met the expectations for level 2. Few students demonstrated a lack of proficiency in grammar and spelling. To improve student proficiency in grammar and spelling, I will incorporate more in-class written activities and grammar drill.
53	The honors student completed all the work necessary to earn honors in the course. I guided the student to her highest potential. The student was responsible, dedicated, disciplined and sought out help when needed. The quality of work was very high. As a professor, it is a joy to see students who are ready to work and be an influence in the class and to inspire other students.
54	The majority of the class did well, some students not participating in the final writing assignment skewed the results.
55	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 spoken responses. The target was met but based on the results of these written and oral assessments, the proposed action is to prepare all students with all the tools and resources to reach excellence. Despite constant review of formality with patients in the Spanish-speaking context, many students still need to get accustomed to this practice. This is the major area that needs improvement in the future. Students were well-prepared and the majority demonstrated proficiency in conversations and oral questions, as well as reading comprehension. By making the necessary changes to the course curriculum, students will be able to demonstrate mastery of the grammatical structures and vocabulary with minor errors with constant communicative exchanges in class.
56	The outcomes for this class were perfectly acceptable. I think, though, I may emphasize a bit more assignment due dates. That might help students who tend to miss assignments.
57	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper. Providing materials seems to do the trick. The students also address social issues presented

	within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
58	The students were amazing in this course. They were disciplined and dedicated to critical thinking and writing. The course was a success and inspired students to become a voice in society. Their writing was very high and class performance was inspiring. They also worked well as a group motivating others and inspiring each other in their work. My new strategies is to reteach the important handouts at least 2-3 times. The students seem to be very forgetful. The students enjoyed the work and the ability to become a voice in the class and have an opinion.
59	The three students who didn't make it either did not turn in work despite numerous attempts to contact them and give them extensions. I need to devise a strategy for that.
60	There were four students who stopped attending and who stopped responding to messages. I believe I could do better to drop them before the last day to drop. I also feel that the Zoom platform was a particular challenge for several students due to their internet connection.
61	This class achieved my goal. The major difference between this and the 101-11 section was this one was later in the day and I had better overall attendance and participation.
62	This class changed instructors midway through. There are a number of students who stopped coming when they found out about the transition. I have not given scores for those students I never assessed. The students who did come to class definitely improved through the class. They learned a great deal about analysis. Their presentations for their research papers were quite good. I wish I had done more presenting throughout the class (though we had discussions and other opportunities.) I don't know if I would take over a class part way through again.
63	This class had a support lab attached to it, which I know helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. Of the 6 students who did not pass the course, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed the course was active all the way till the end.) I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.
64	This class was at the outer edge of acceptable, but then retention was fairly slight. I would get a better sense of success rates were I to generate higher retention, but frankly my take is that, while college is supposed to be difficult, the outcome of making it so is to lose a great many students. I can increase, say, certain offers of, and appearance of, support (I teach online), but anything beyond that would probably lead me into where many colleagues already live: grade-inflation territory. My last, best bet is to initiate contact more often--though I do quite a bit of that now.
65	This class was very high performing overall. In the future, would like to include more problem-solving assignments to challenge them to think at an even higher level.

66	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.
67	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.
68	<p>This is the support lab attached to English 101, and I know it helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed 101 with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. The lab was surely instrumental in this, because of the additional time with the students. We used lab to begin homework, conference with the tutor and instructor, and look through more writing resources.</p> <p>Of the 6 students who did not pass the main course, English 101, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed 101 was active all the way till the end, and they did receive a PASS for the lab, English 917). I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
69	This seems to be going well. I might try to institute peer reviews of papers, but this is a literature class.
70	This semester I used a new novel in English 101 that reflected a greater cultural diversity than previous curriculums. Students did respond well to the new book/author and it facilitated great discussions and strong written responses. I also adapted a new research paper to respond to more current issues. This paper also seemed to produce more meaningful responses and documentation. In the future I'm planning to keep this particular novel and look to include even more culturally relevant, multimodal sources.
71	This was a section with one honors student who worked at a very high level. She was also a major in this subject area. I would consider assigning a higher level writing assignment in the future.
72	This was a very rewarding session as I think that I was blessed with an exceptional group of students. There was a real sense of advocacy that came from the discussions and papers. I am definitely keeping the early Poetics assignment as it was a good ice breaker.
73	<p>This was an identical class to 101-73 (also online). I think the outcomes were this different merely because it was the second identical section of this class. I think if we merged sections this "second section" bias could be overcome. I suspect any second section is likely to be skewed.</p> <p>I will personally aim to switch which shell I develop / give feedback on first, but I think institutionally we need to get with the program and merge shells.</p>
74	Those who remained did well, save one, who had a very hard time writing coherent texts and following directions. I referred that person to various on-campus organizations I thought might help—if the student followed my suggestions, it did not show, sadly. (And my notes reaching out to him went unanswered.)

	So, what to do? Perhaps I might refer seriously struggling students even earlier in the semester.
75	We implemented newly revised curriculum this semester.
76	We revised curriculum this term based on data from previous years.
77	Working on retention.