

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Ethics & Values

Assessed: 2020-2021

Learning Outcomes Statement

Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 36 sections and resulted in a total of 810 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the ILO.

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
6	Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.	676	83.46%

List of courses where outcomes were mapped to the ILO (16 Unique Courses).

ART-102	CD-112	HEALTH-102	KIN/F-127B
ASL-115	CD-132	HEALTH-104	PSYCH-100
ASL-200	COA/N-605	KIN/F-049	SOC-100
CD-105	COUN-110	KIN/F-127A	SOC-100H

Use of Results/Proposed Actions – Individual Submissions

1	Besides providing an overview of current local, national, and global trends in both communicable and non-communicable disease; I feel the class since covid -19 could also push in exploring behavioral, social, and environmental determinants of population health while pressing the new ethical and civil/ individual rights challenges facing public health emergencies. Additionally, I would like to emphasize the need for individuals to consider public health as a career opportunity available to them within the human science fields.
2	I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through announcements and other communication. The students in this particularly class were very motivated to succeed and do well.
3	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
4	It seems that most students either do not participate at all or do very well with most SLO's/concepts with a score of 85% or better. I propose to reach out consistently at the start of the term to those who are not active in order to get them to submit work and making progress from the start. Typically, those that start and progress initially will engage in the content and end up passing the course.
5	It was difficult to comb through the exam and identify the category each question matched best. Make a note to rearrange the exam questions into category of its own so that it will be easier to track and calculate for each and enter the SLO report. Other than that...its been going pretty well and the students seems to really enjoy the course and able to progress through each chapters without difficulties and passing the course with good solid grades.
6	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.
7	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in a one-on-one setting.
8	Students accomplished great success this term despite the burn out of “zoom’/online. Many desire to return to on-campus classes and expressed the need to be with others.
9	Students performed physical testing at the beginning and end of the semester: sit-ups (or crunches), planks, wall-sits, squats thrusts. Students must also complete and improve a timed one mile walk (Tested 3 times throughout the semester/ showing improvement each time) and increasing stair climb. At the end of the semester students identified the benefits they experienced from incorporating the walking for fitness class into their lifestyle.
10	The majority of students enrolled in KIN/F 049 demonstrate a high level of fitness when entering the class. However, most have a single minded approach to fitness. In addition to providing physical training to allow students to meet the requirements of the Fire Fighter CPAT test, a variety of fitness modalities will be used in order to provide a comprehensive training program. These will include, but are not limited to, cardio, strength, endurance, flexibility and nutrition education and implementation. Students will be introduced to alternative exercise modalities beyond weights and running, using equipment within the fire fighter tool box but also using minimal equipment for non traditional workouts not typically associated with the fire fighter profession. The goal is to provide a variety of skills that will allow students to enter, successfully perform and excel within the field of fire fighting, not just immediately following graduation but throughout their entire career.

11	<p>The students who attended class regularly and maintained assignments submissions did excellent in this class. This was a difficult semester with COVID related complications as well as area power outages.</p> <p>Although I have taught online over 12 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1) Adjusted due dates during power outages, 2) Added standard "grace period" for due dates, 3) added one extra credit option, 4) introduced easy level "chapter activities" to engage students in chapter assignments early. 4) Daily contact with students with notices, attempted rapid response to emails, and office hours, 5) Special accommodations for students with specific COVID related problems.</p>
12	<p>This class also had a high number of student interested in transitioning to a plant based diet as well as several student who took the class last year. I feel this class would benefit from live instruction and in person cooking demonstrations using a demo cart.</p>
13	<p>This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.</p>
14	<p>This particular course, there was an even split of students that met and did not meet the overall course demands and assignments that were related to the course SLOs</p> <p>I learned that as a professor, I will need to communicate the importance of these assignments and provide ample time and options for submitting assignments. In addition, it will be suitable to also incorporate more class time to the importance of the assignments, how it relates to their critical thinking, self-awareness, career decision making and overall understanding of the benefits and consequences of their choices for a major/career and as a student. I believe it will also be good to have students share where they are in the process of their growth and understanding of each of the SLO areas, this may help to motivate and encourage the students that are not progressing to make progress towards demonstrating success in each of the SLO areas.</p> <p>I will also need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas by submitting assignments and communicating their understanding and knowledge through class time/lecture and discussion posts.</p>
15	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to COVID). A few students did not demonstrate achievement in these areas. Despite, my actions to provide opportunity for discussion and feedback on assignments.</p> <p>I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas.</p>