

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Ethics & Values

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 89 sections and resulted in a total of 1,683 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.	1216	72.25%

List of courses where outcomes were mapped to the ILO (31 Unique Courses).

ASL-101	CD-105	HIST-100	PHIL-105	SOC-100H
ASL-115	CD-115	HIST-100H	PHIL-105H	SOC-105
ASL-200	CD-132	HUM-101	POLIT-100	SOC-130
BUSAD-100	CHEM-150	KIN/X-181BX3	PSYCH-100	
BUSAD-103	COUN-110	MARKET-183	PSYCH-201	
BUSAD-200	EMS-157	MATH-115	RELIG-176	
BUSAD-210	ENGL-101	PHIL-101	SOC-100	

Use of Results/Proposed Actions – Individual Submissions

1	<p>1. Think critically and reason logically on the basis of historical information. 2. Become familiar with various sources of historical information. 3. Understand and appreciate the nature of historical processes and methods. 4. Gain a knowledge and understanding of the origin, development and influence of the political, economic, and social movements and ideas in American life from 1865 to the present. 5. Understand present issues and problems in light of their roots in the past.</p> <p>To recognize and appreciate the gaps in or shadows in American history. Knowing that America has probably the most significant constitution in the world and established values that embrace concepts of democracy and yet understanding that America has not lived up to its ideals. In doing this is to be aware of the counter-narrative and to enhance critical thinking.</p>
2	<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.</p> <p>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>
3	<p>Add more discussion topics dealing with equity and inclusion. Make videos clarifying the nature of a case study vs. experiment.</p>
4	<p>Align the ethics project to better match the SLO description.</p>
5	<p>Better engage in student discussions to provide more immediate feedback and push students to think critically rather than give simple, pat answers,</p>
6	<p>Continue as is with 70% target.</p>
7	<p>Continue evaluating based on current SLOs</p>
8	<p>Continue to evaluate assignments and assessments to improve outcomes</p>
9	<p>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.</p>
10	<p>Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.</p>
11	<p>For SLO #1, I would embed an additional strengths-based assessment into the course to provide an additional tool for students' self understanding and reflection. The Clifton Strengths Finder assessment that Crafton's Career Center utilizes would further support the students' holistic understanding of themselves and their ability to synthesize those findings with their academic major and career research.</p> <p>For SLO #2, I would create a more comprehensive way to provide mock interview feedback that is specific to each student's interview performance. I would also embed this into their career action plan so the students can identify continued areas of growth and improvement.</p>
12	<p>Good group.</p>

13	<p>Had the students do a quiz weekly on each chapter worth 50 points this in addition to doing an history journal that included at least 6 paragraphs of pertinent information for each the chapter worth 10 points. This aided in study review for the 3 essay tests. The historical journal helped students with their online discussion board with their classmates. it was interesting to see the discussion referencing things I had seen in the historical journal and how they built on this for their essay exams.</p> <p>I was careful to have every module with dates and weekly assignments carefully organized. Each subset of the weekly module had detailed requirements dates and times whether for readings, videos and journals, discussions and tests.</p> <p>Too, I made a point of using students names in every response and offered detailed analysis of why and how they earned the grade they did so this supported the rubrics. The rubrics were carefully designed to make clear why and how each grade was earned.</p> <p>In addition, if I saw a students work drop off or there was inconsistent behavior I reached out to them and also noted grade and what extra credit they could do to add to or help a grade that dropped. Though this was an synchronous class we had time for class meetings on zoom every week plus if a student wanted to me at other times we did. As well as all these requirements honor's students had to do a research essay on one of the areas under study. This meant having a meeting with the librarian, learning how to use data bases and using the appropriate for writing format for history. There is a tendency in community colleges for students to only know how to use MLA format. Unfortunately that is a rather limited format and not needed for other disciplines.</p>
14	<p>I believe students did a great job in keeping up with their work especially during a pandemic. In hopes of restrictions lifting, students will be better able to stay focused on their studies and will be able to participate more in COMMUNITY SERVICE in the community. I have added several FREE references, resources and material that will better help each students learning ability.</p>
15	<p>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.</p>
16	<p>I will change the due dates to two weeks instead of one week so this way students would be able to complete their assignments due to the COVID-19 themselves or in their family they have to put their studies on the side and help their family or face death in the family. This way the students can complete anytime within two weeks.</p>
17	<p>I will continue offering in depth, fun assignments and activities the will offer the best learning experience for students. I offer a FREE online textbook and plenty of resources. As the pandemic mandates lift, I will continue to motivate students to participate in community service.</p>
18	<p>I will continue to offer assignments that will keep students focused and motivated to understand the various social problems that different families experience. In addition, I will continue offering feedback that is helpful to each individual student in understanding how families differ and how various cultures change over time.</p>
19	<p>I will continue to offer great DB, HOMEWORK and VOCAB assignments that are directly related to the course material. I will continue to offer weekly feedback on all assignments, offer a safe environment to express personal perspective and offer students a variety of work presentation styles that best meet their needs. I will continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.</p>

20	I will continue to offer great resource materials that will allow students to immerse into the course work. I will continue offering weekly feedback and communicate with students on a regular basis. I will also continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
21	Increase end of course engagement
22	Modify to better align the ethics project with the SLO.
23	Need to identify famous people and build that into the assessment here. They are all without names of famous people but more focused of why their work was important or made a significant contribution to society at large.
24	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.
25	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in a one-on-one setting.
26	Push the laggards earlier. Return to the on campus office.
27	<p>SLO Goals/Questions 1 and 5 are assessed via quiz/testing not written discussions as this is a General Psychology class that surveys 16 areas of psychology. These discussion questions seem to be related to more advanced testing and research class. Students do discuss and apply psychology concepts to research studies reflected in SLO Goals/Questions 2 and 4.</p> <p>The students who attended class regularly and maintained assignments submissions did very well. Some students continue to struggle with focus as family issues continue be a problem with COVID related complications as well as Canvas power outage. Several students had to drop. Some students expressed the now common societal apathy as lock-downs and restrictions persist with the ongoing pandemic.</p> <p>Overall, CHC students were prepared, worked hard and had high success. My classes are highly structured with clear directions and expectations that help students succeed. Some students were more likely to succeed due to the accommodations noted below. Although I have taught online over 13 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1) Adjusted due dates during Canvas outage 2) Added standard one day "grace period" for due dates, 3) Daily contact with students with notices, attempted rapid response to emails, and office hours, 4) Special accommodations for students with specific COVID related problems.</p>
28	Student attendance and active participation is essential for course success.
29	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
30	Student should apply and use the definitions in order to understand.
31	Students need to be stronger in algebra and completed higher in math to success in number 2
32	Students on The whole did well; however, more than 50% of students in SLO 3 appear to misunderstand the difference between doing moral observations in which one simply watches

	<p>and records the fact that different people behave differently in terms of moral behavior (the difference between the actual actions and behaviors of individuals and groups) and the practice of doing moral philosophy and its relation to applied ethics as a rational as well as practical exercise.</p> <p>This appears to be strongly related to the students expressing the use of strictly empirical practices learned in other social and behavioral sciences or subjective self-expression and "lived personal experience" in the literary arts and not practicing rational and analytic thinking to ascertain truth and objectivity through concise logic and reasoning skills. Stronger emphasis on the learning of rational and analytic thinking is thus warranted.</p>
33	The current practices appear to be working well and ought to be continued in future iterations of the course.
34	The relevant action is to main the focus of this class on the real student outcome: a finished project.
35	There will be a stronger emphasis on SLO statement #1 in future classes.
36	<p>This class was a late start. As many classes there were numerous students who dropped throughout the course since it was double chapters some weeks. The students who stayed were very active and supported each other, ending up with overall exceptional scores. I teach summer school and another late start class at another institution and students are usually very successful.</p> <p>Communication is key to students succeeding in fast pace classes. I continually make reminder "announcements" and personally "message" students on their progress beyond normal class time. One consideration would be to move the last SLO to earlier in the term, but that could cause a big disruption in the flow of chapter to chapter work so not sure this would make much a difference, specially since previous classes have done well as it is. There were more low grades this term than previous terms. I used starfish for mid term reports. Another idea would be to use the tool earlier in term when assessing slower moving students. Do note I already contact students when they seem to struggle but using starfish early in term may help some.</p>
37	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to COVID). More 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>
38	Tie in more about health care disparities, which is what I have been doing in the 111 class.
39	Tie in more about healthcare disparities.
40	To improve this course, I would recommend 16 weeks instead of 8 weeks so the information can be shared full instead of halfway online and other halfway independent online if for 16 weeks we can share the information 8 weeks of online and 8 weeks of on-field evaluation to improve skills.
41	Update program level outcomes
42	Zoom can turn students into zombies. Adjust accordingly when on zoom.