

# Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Ethics & Values

**Assessed:** 2022-2023

***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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 135 sections and resulted in a total of 3,339 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.	2788	83.50%

**List of courses where outcomes were mapped to the ILO (37 Unique Courses).**

ART-100	CHEM-102	HEALTH-267	PHIL-101H	SOC-105
ART-102	COUN-110	HIST-100	PHIL-105	SOC-130
ART-103	ENGL-108	HIST-101	PHIL-105H	SOC-141
ASL-200	ENGL-155	KIN/F-108A	PHIL-113	SOC-141H
BUSAD-100	ENGL-155H	KIN/F-112A	PSYCH-100	THART-140X2
BUSAD-105	ENGL-163	KIN/S-148A	PSYCH-103	
BUSAD-200	ENGL-270	MARKET-100	SOC-100	
BUSAD-210	ETHS-163	PHIL-101	SOC-100H	

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

1	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.
2	Be more effective reaching out to struggling students.
3	<p>Both informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, group work and synchronous ZOOM conferences. There are specific essay questions that addresses the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis and assigned group activities. I will also encourage students to contact me during office hour and directed discussion meetings.</p>
4	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.
5	Continue as is.
6	Continue to have open dialogs and interact with the students during the class. Find ways to increase the interaction with activities that create an environment that encourages correspondence between the students.
7	Continue to monitor student performance
8	<p>Continued support for students</p> <p>Community Service Component</p> <p>Assignment submission options of PP, essay, video or other options</p> <p>Several Weekly ANNOUNCEMENTS.</p> <p>Constant positive feedback</p> <p>Increased availability and contact options</p>
9	Ditto as to 101-20.
10	For Outcome 1, some students did not choose to come to office hours to have me help them on the lecture and lab assignments even though I let them know I was available and that it would be confidential. The problems were also discussed many times in class, and they did not listen or take notes as to what is expected nor read the instructions, nor reference their lecture notes that they should have completed. They were given many opportunities for help and did not seek it. I did see a change in Students commitment to learning, many came to class late and many just did not show up.
11	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.
12	Honors students are doing well.
13	Honors students were engaged with the content and completed the course with excellent SLOs.
14	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.
15	I am happy with my outcomes of the SLO for this class.
16	I communicated with students the importance of community service and offered various ways to complete community service. I allow students to submit work various formats..ie; essay, PP, video/audio submission, poetry, music and or other creative formats.
17	I did try new strategies, add content, saw some improvement in performance, and identified some learning gaps. In particular, although I did prepare the students for the paper, I want to develop exercises which lead up to the paper more incrementally. I will also, more generally, add (somewhat relevant) popular culture content because such content seems to encourage engagement.
18	I follow the Honors program outline in addition to the actual course work
19	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 reminder announcements and other communication.
20	I have offered students new and exciting ways to complete community service. Inquired with or school officials to find a king list of local, physical options for community service. Offered multiple different options for students to complete homework submissions: essay, pp, video/audio, poetry, music and other creative options. I allow for students to not only choose from several options for their final writing assignment, but also allow for them to choose their own topic in the form of essay or pp. I allow for students to complete additional community service in order to opt out of their final writing assignment.
21	I think it is important to focus on how the cold war led to the Vietnam War and the ideas of the domino effect. Indeed, it is necessary to understand how the US changed during the war protests, the women's movement and how music and art helped to create a very different generation. Too, how the civil rights movement influenced this new generations and the ideas of protest.
22	In the future I will continue to develop more creative ways of demonstrating the material a part from slides and traditional video. I will also create group activities that will encourage more consistent participation outside of discussion.
23	Incorporated elements: 1) equitable teaching and learning strategies 2) equitable content--i.e. texts, assignments, activities
24	It was the same students who failed the different SLOs. Those were the ones who were not engaged.
25	Many students did not partake in their community service hours. In future classes, I will be more encouraging and assistive throughout the semester to ensure students have the resources available.
26	Met all requirements.
27	Met all targets.

28	<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>
29	<p>Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring. No changes to class planned at this time.</p>
30	<p>Overall, students performed very well in this course. 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>
31	<p>Overall, the students did very well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays. I will consider developing a quiz/short answer option for the SLO questions on research. The research chapter is only one of 16 areas covered. The research questions really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That would be a department decision.</p>
32	<p>Present approaches are working well.</p>
33	<p>Proposed Actions: Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific essay questions that address the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.</p>
34	<p>Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.</p>

35	Some students were not engaged in this online course which pulled down the target average. Moving forward I need to develop ways to get students more engaged online.
36	Somehow, the late-start section attracted my no-start students who just sat this one out.
37	Students responded well to the online discussions and the textbook. Some students were overwhelmed with the final project that was done alone and would have rather done it as a group project. However, in the past group projects assigned to asynchronous online classes have not been successful. I assigned the final project in steps and next time I will have the students turn in each step for credit to encourage good time management.
38	The challenges are the students that do not do the work, or they do not care and stoped coming to class.  New strategies: do group discussion for the SLO for each class
39	The course continues to run well and as designed.
40	The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the Lkert.  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.  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 favorite ever.  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.
41	The influence of a number of "adult" learners in this class had a positive influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, technique, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class.  In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about there since of progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.
42	The students responded well to discussions and group projects. The book did not provide enough information. Videos and other resources are recommended.
43	They met the target requirements.
44	This class has been incredibly popular because it allows students to exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences. This summer I incorporated more videos to prompt lively discussion boards such

	<p>as " which is killing us drive by's or drive thrus? " which students really connected with. I also change the final from a text format and allowed for students to write a 2,000 word essay on their culture, upbringing and how living her has impacted their own cultural pluralism. This prompted some amazing papers, so I will definitely continue this in the syllabus.</p>
45	<p>This particular course, there were a few more students that did not meet the overall course demands and assignments that were related to the course SLOs. More students in this course, this particular semester participation in course was low.</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> <p>In addition, maintaining good contact with students outside of class to learn more about their specific needs and situations as to why participation in class is low can be beneficial to help with optimal performance in the class.</p>
46	<p>This particular course, there were a good number of students that struggled with meeting the overall course demands. More students in this section did not demonstrate achievement in these areas. Despite my actions to provide opportunity for discussion, individual meetings and my announcements to be willing to accept late work, students still did not achieve as well as other courses.</p> <p>This is a late start course, 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. In addition, providing additional support through motivational messages and the importance of syllabus timelines, like withdraw dates need to be set as given reminders to students.</p>
47	<p>This set of students outperformed the other set in the same section. I am unsure as to why this was, as they were all in the same classroom hearing the same instructions. Test scores were comparable, but the participation in viewing productions was different. I think I am going to offer a small bonus if they can recognize when the productions are.</p>
48	<p>This term, we presented two new plays which gave the students the opportunity to create their roles without having any preconceived notions of what other performers had done. We will continue to do this to foster a sense of creativity.</p>
49	<p>This was a brand new course this semester. I offered a textbook free course including numerous materials that were intriguing, interesting and simple to navigate. I give the option for community service with the option to opt out of the final writing assignment with the inclusion of additional community service hours.</p>

	I will be researching additional textbooks for additional reference purposes as well as videos, articles and reference material.
50	This was a brand new course this semester. I offered a textbook free course with excellent pp's, reference material, videos and other outside sources for an excellent learning experience for students. I allow students to submit their work in multiple formats, essays, pps, video/audio, poetry, music and other creative formats. I allow for students to choose from a list of interesting topics for their final writing assignment as well as offer the opportunity for them to choose their own topics in the form of essay or pp. Students can complete community service with the ability to opt out of their final writing assignment with additional community service. I will seek additional textbooks and information to further add to the resources for the best learning experience possible.
51	This was my first semester teaching this course; I felt like students were pretty enthusiastic about their workouts and learning useful lifestyle fitness skills. Next semester I would like to offer more resources that they can utilize once the class is over - specifically apps or fitness tracker tools which are so common now.
52	This was the first semester offering this course. I found that movement progressions went much slower than I expected so I regressed my plan for the course quite a bit. Students were very enthusiastic about the class and I had high attendance and lively participation in discussions- but they were extremely self conscious about moving their bodies and also did not have much of a basic fitness, sport, or dance background. I kept the pole skills to a VERY basic level, and repeated workout lesson plans multiple times to give students more time to adapt to the skills.  New strategies I tried were to spend more time discussing body awareness, body image, and societal stigmas around pole sport. In the future I will add more lessons about basic lifestyle fitness, injury prevention, and the mental health aspect of fitness participation. I believe that the Pole Fitness I course needs to be mostly focused on the fundamentals of how to workout and strategies for developing a more positive body image - with some pole basic exercises; and not necessarily concerned with achieving pole poses or skills.
53	To focus on slavery and the impact this had on events that lead to the civil war and the different kinds of peoples who came to the New England and to the Southern states and why they came. Some came for religious freedom, some to make fortunes. In the process European cultural norms destroyed first nation peoples world and practiced forms of genocide as with the case of the Trail of Tears.
54	To focus on the civil rights movement and see how the and to understand how the this influenced the women's movement, the protests during Vietnam and how mistrust in the government developed. Also to understand the rise of unions and then the attacks on unions how this undermines the middle class which can lead to fascists' governments as witnessed after WWI in Germany.
55	With near 90% success on most SLOs, I plan to continue using the lessons and assignments I have in place. I may re-word some of the SLOs to better align with the assignments and combine those that use the same assignments for measurement purposes.