

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Ethics & Values

**Assessed:** 2023-2024

### ***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 2023, Spring 2024 semesters. Assessments occurred in 120 sections and resulted in a total of 2,901 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.	2488	85.76%

### **List of courses where outcomes were mapped to the ILO (42 Unique Courses).**

ART-100	BUSAD-225	ETHS-163	MARKET-100	RADIOL-214
ART-102	CD-105	HEALTH-104	MARKET-110	RELIG-101
ART-103	CD-112	HIST-101	MARKET-181	SOC-100
ART-126	CD-115	KIN/F-112A	PHIL-105	SOC-105
ART-132	CD-132	KIN/S-138A	PHIL-113	SOC-141
ART-175	COUN-100	KIN/S-138B	PSYCH-100	THART-100
ASL-115	COUN-110	KIN/S-148A	PSYCH-120	
BUSAD-100	ENGL-101	KIN/X-190AX3	PSYCH-201	
BUSAD-210	ETHS-141	KIN/X-191AX3	RADIOL-114	

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

1	5 students in this course did not participate from the beginning until the end. Thus, they received failing grades for the course. This pulled the average of the class down. So, I think these results are a typical.
2	All of my content was new this term and much of it I will keep and refine. Some of my assigned readings will change in light of the challenges they posed to many students. But ultimately I am very happy with this class and the outcomes of my students.
3	All targets met for this course.
4	<p>As an instructor, I make deliberate efforts to infuse diverse perspectives and examples that resonate with students from a wide range of cultural backgrounds. This not only enriches the content’s relevance but also nurtures a sense of belonging among students. I foster open dialogue and feedback, creating opportunities for students to share their unique experiences and reflect on their goals, creating a thriving online community where students can learn not only about relevant subject matters but also about themselves and others.</p> <p>Recognizing the challenges students face, especially in an online learning environment, I maintain a high degree of flexibility with due dates and late assignments. I also make sure that I maintain a constant stream of open dialog with students from anything from constant reminders about due dates to providing opportunities to further explain lecture topics and provide additional resources for self development that extend beyond the requirements for the class. This approach accommodates students’ diverse circumstances and promotes a supportive learning atmosphere.</p>
5	<p>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. 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. 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>
6	Continue as is with further emphasis on interpreting scholarly research.
7	Continue to provide relevant content and assessments
8	Continue to refer students to the Tutoring Center for remedial basic math skills.
9	<p>I am adding personalized video and lectures to the course for more in depth student learning</p> <p>I am creating a COMMUNITY SERVICE oriented presentation as FINAL ASSIGNMENT option</p> <p>I will be updating my HOME page to assist students more efficiently</p>
10	I believe that the students who stayed engaged in this course did an excellent job identifying pertinent information and applying it appropriately. I believe if I did this course again, I would like to present more content to enforce reading material as well as add additional media. I would also like to have the students engage with each other outside of discussions.

11	I believe that there is an opportunity to provide more engagement between the students that is not discussion related. Although this course is asynchronous, I would like to continue to develop strategies to keep the students engaged.
12	I believe that there is an opportunity to provide more engagement between the students that is not discussion related. Although this course is asynchronous, I would like to continue to develop strategies to keep the students engaged. One of these strategies would include zoom discussions.
13	I have introduced some new techniques.
14	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. Attempts were made via email/canvas message system and starfish to encourage non-participatory students to participate in course, and communicate their needs. These 3-4 students did not respond to these efforts.
15	I saw notable improvement in student's confidence and commitment to their physical fitness throughout the course. I believe students can benefit from video tutorials and online resources to continue their movement journey after the class is over so I will incorporate those into student's learning materials next semester.
16	I see notable improvement in this class since I opened the missing assignments for the whole class to make up before the last day of this class.
17	I think that the formula of video, lecture and active presentation of a script is a winning combination for this class. Several students have signed up for more classes and opportunities following the class.
18	I tried new strategies. I added new content to my course. I saw notable class improvement.
19	I used new strategies and techniques.
20	I will meet with students early in the semester to help them if they need help.
21	In the future I will focus on teaching the students about cultural differences in psychology.
22	Incorporated elements: 1) new teaching and learning strategies 2) new content--i.e. texts, assignments, activities 3) student centered discussions
23	Maintained a full roster for the Men's team this season and further developed their skills. As mentioned with the Women's team, we are looking forward to implemented more concrete expectations, goals, and achievements.
24	Met all requirements.
25	Met all the requirements.
26	Met all the SLOs
27	My Actions. Because this is an online learning course, there were about 8 students that just did not participate in the course. Despite attempts to connect with these students to either participate and/or drop the course, they remained in the class. Due to this, these students did not demonstrate or communicate growth, knowledge and understanding with the SLOs presented. I have learned that it is key to connect with students early in the class and help them to understand the learning process and their commitment to this process. I have also 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 student learning outcomes.

28	Need English writing basic skills. Will increase draft focus. Will work to provide adequate SPSS program time with and without supervision for students.
29	Offering new and innovative forms of presentation options Offering multiple ways and opportunities to complete community service Trying new forms of video presentations for students learning options.
30	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
31	Satisfied with this class although several students had to back out due to conflicts and other priorities leaving this class to 8 after spring break. Smallest class ever for me but it was fun as students were so eager and seems to enjoy extra attention covering wide range of topics related to the Deaf community.
32	Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increase writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, etc.) is provided in the course syllabus, student comments/feedback, and on-campus meeting sessions.
33	Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increased writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, counseling, etc) is provided in the course syllabus, student comments/feedback, weekly announcements, and modules in Canvas
34	Student engagement was high in this course. The students were eager to learn, and completed their work efficiently and timely. Access to their textbook (at times) proved difficult, but this did not impede their learning experience.
35	Student success include communication throughout the semester, participation and completion/submission of coursework based on course/student expectations. Student's utilize campus resources (i.e writing center, student success/tutoring, SAS, EOPS, Student helpdesk, bookstore, and/or added department support services.  Challenges incurred: Minimal/no participation, communication, and/or interactions from registered students. Instructor communication provided throughout the semester include but are not limited to: Weekly reminders, weekly live zoom sessions, 27/7 Canvas email access, scheduled one-on-one zoom sessions, availability before and after live zoom sessions (recorded and posted in Canvas modules for Online classes), and courtesy reminders related to withdrawal dates/drop options.
36	Students explored a range of new materials and the majority of them experienced getting out of their comfort zones with a series of experiments and techniques discussed in class.
37	Students liked the textbook, I will continue using it for this class. I did not assign a final project, due to the short duration of the course. Instead I assigned smaller research questions throughout the weeks. Most students did well. If done in person, more group work is recommended.
38	Students need more time to practice. We do not have adequate space to allow for this. We have one room at a hospital that we can only use at a certain time on Fridays. It is very limiting.
39	Students were engaged during the class and understood the stroke progressions and techniques. I will add more content in videos to help with student learning techniques. I did not

	see any learning gaps. for a new strategies I will use more games combined with drills to help with student engagement.
40	Students were engaged during the class and understood the stroke progressions and techniques. I will add more content in videos to help with student learning techniques. I did not see any learning gaps. for a new strategies I will use more games combined with drills to help with student engagement.
41	Students who received low marks did not turn in all assignments. The final project was found, by most, to be very helpful in learning. The book was not very popular. I will change to a different textbook next fall for this class.
42	The Beginner students adapted quickly to the training progression and quickly understood how to perform the different strokes. The advanced student were able to adapt quickly to strategies and point construction. In the future to help improve the performance of both levels of players I will set up more videos to help with technique and strategies of the game. I could not identify any learning gaps.
43	The graduating class has become proficient in their clinical skills and are all ready to become Radiologic Technologists.
44	The influence of a number of "adult" learners in this class had a very positive overall 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, the code, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. Unfortunately, I believe this went well this semester due to the overall balance of student skills and experience in the class
45	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs. I regularly look for new strategies, but they don't seem to be moving the dial.
46	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs. This 14 week section performed better than the 18 week section or last semesters 8 week.
47	The SLOs for this course need to be updated as they currently reflect MARKET 100 SLOs, not a course on pricing. I recommend this class have a longer duration than 7 weeks. Some of the concepts take a little of time to master. In future courses I recommend more real life examples and formula examples be added to the lectures (slides).
48	The student who received low marks did not complete all of the work in the course. The final project was found to be very useful to most students. The text worked well and will be used again in the future. If this class is in person, more group work may be introduced. For online, students may do the work on their own.
49	This class achieved very good success in SLO assessments overall. This term I assessed with essays and discussion board activities as well as 1 quiz. No planned changes to class SLO assessments at this time.
50	This class was revamped this quarter with newly recorded lectures on current health issues, and the student outcomes reflect the benefits of these topics. I want to return a public health promotion project to the curricula, perhaps omitting the final exam for a reflection paper and

	culminating project to improve writing skills and contribute to public health issues on campus and within the local community.
51	This class went well. The students who did not pass did not complete the assigned work. Most students displayed their knowledge and understanding of the overall course with their final marketing projects. I am not planning any changes for this asynchronous course except to update the discussions.
52	<p>This is the lowest scored class in all the years of online teaching I have taught at CHC. There were a lot more students who struggled with writing essays and discussions as compared to previous years. Fewer students participated in the student to student discussions which lowered scores. It appeared post Covid crisis has effected quality of skills students have now in college. I have added additional modules on study and writing skills as well as utilizing Starfish program. I also made numerous weekly assessment reminders throughout the term as well as recommendations for the writing center. Overall, most students did well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays.</p> <p>The research chapter is only one of 16 areas covered. The research questions still 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 may help with scores as they only have one week on research and design. That would be a department decision. It may be beneficial to add other types of learning activities that cover these topics. I do have these already in my courses but will reevaluate adding or adjusting these to cover SLO's rather than just essays and chapter discussions.</p>
53	This was a larger online class that struggled a bit. I plan to review the questions on the assessments pertaining to the SLOs and see where I can improve, as well as where I can improve overall engagement.
54	<p>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.</p> <p>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.</p>
55	We had a large influx of women participate this season and maintained a strong bond throughout. Looking forward in continuing to build the culture and further define requirements, expectations, and exceed personal goals.
56	Work more on getting students involved in the discussions - there were many students gone on specific days when we covered certain topics. I may also look at different assessment strategies, at least for my in-person classes, as this was.