Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Information Literacy   **Assessed:** 2020-2021

Learning Outcomes Statement

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 160 sections and resulted in a total of 2854 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
5	Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	2302	80.66%

List of courses where outcomes were mapped to the ILO (51 Unique Courses).

ANAT-101	CIS-138	LRC-900	MATH-910	THART-120
ANAT-150	CIS-140	MATH-102	MATH-995	THART-124X2
ANAT-151	CIS-141	MATH-103	MICRO-150	THART-133
ART-102	CIS-143	MATH-110	MICRO-247A	THART-140X2
ART-103	CIS-161	MATH-110H	MULTI-100	THART-176
ART-175	EMS-152	MATH-115	MULTI-111	THART-220
CHEM-150	ENGL-101	MATH-250	MULTI-152	THART-221
CIS-101	ENGL-102	MATH-251	MULTI-250	
CIS-111	ENGL-152	MATH-252	RESP-050	
CIS-132	ENGL-270	MATH-265	THART-108	
CIS-137	HIT-101	MATH-902	THART-110	

Use of Results/Proposed Actions – Individual Submissions

1	Acceptable outcomes, no one missed the target completely but a higher expectation was established. New co-instructor may have influenced outcomes, but nothing concerning was identified.
2	All students were able to use MS word, excel and PowerPoint upon completion of the course. I may use the "SAM" in the future as some students expressed that the assignments I found/ created were either too easy or too hard. So, I think the SAM will be more uniform. The other assignments had no complaints.
3	Although this was a particularly challenging term in teaching acting without meeting in person I was able to use alternate forms of education, namely more video, to demonstrate different forms. Zoom also allowed us to analyze texts together more than we had before. We also were able to touch on voice acting more than we have before. I will be incorporating the variety of this term into future terms.
4	As this is a rehearsal and performance class I cannot wait to get back to in-person instruction. As it was getting through a year of what would normally be an in-person section with only two students not meeting the target levels for SLOs is a minor miracle. We did learn that table reads over Zoom and streaming performances are very advantageous and we will continue these practices.
5	As this is usually an in-person class everything from registration to adds to content is in flux. Analyzing texts worked well but normal in-person activities were difficult to accomplish. I will be looking for different methods for this class as long as it is online.
6	Continue to develop activities for virtual learning that maximize student engagement. Continue to research best practices for virtual learning. Continue to research and develop authentic discussions that emphasize conceptual understanding over procedure.
7	Continue to do more to help students see there is value in getting the support needed before they choose to quit attending and not finish the course
8	Continue to promote and offer our services both remotely and in-person. Emergency remote during this semester.
9	Continue to promote and offer services per our mission. The low number of assessment is most likely due to the decrease in traffic and overwhelming amount of emails students receive during this emergency remote semester. This survey link was created and sent by OIERP.
10	Create more opportunities to learn skills online.
11	Dedicate more class time, as well as individual and group practice, to techniques for solving trigonometric equations.
12	Encourage and practice the skill of critical thinking, via group activities, individual practice, homework, problem sessions.
13	For future summer sessions, I need to figure out some strategies for better retention of students- I started the term with 18 students and ended it with 7 students, only 5 of whom were actively engaged and completing assignments.
14	For Standard 3, I will adjust my schedule to have students focus on fewer sections when learning about hypothesis testing.
15	Have more practice assignments for the students to have the chance to just practice the problems where it wont affect their grades.
16	I believe that the GoReact tool is perfect for several assignments for this section moving forward. As I came to understand what it does late, I will study its application more.

17	I found that putting an emphasis on communication and student interactions pays off. I also found that varying the method of information delivery helped engage the students more than before. I will look to employ these methods when we get back into the physical classroom. I also experimented with items like Kahoot and feel more comfortable in using it now.
18	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students take the test twice and reinforces the positive action of continuous effort to improve.
19	I need to provide better examples of scenarios to give students more practice in Sampling Techniques. Also, I need to provide students with more instruction on properly reading problems to determine which type of confidence intervals and hypothesis testing to conduct.
20	I plan on adding more group work with challenge problems. More projects rather than traditional tests, to see if the student can express their knowledge in different ways.
21	I ran out of time to get to more sections in this course. Im am going to concentrate a little less in the first chapter to give me more time in the end to cover more material.
22	I suggest we reach out to failing students early on so that they can withdraw with time. Meaning a professor email them more frequently regarding their grade. Also, encourage students to go to tutoring services.
23	I will continue to make improvements to dynamic rhythm interpretation with the hopes to increase all my students to 4. This will include more practice with the monitor and exposure to the rhythms throughout the semester with interactive games and activities with the hope that the students will build more confidence and improve their speed without affecting accuracy.
24	Identify students at risk of failing the class and remind these students, on a daily basis, of my office hours and of tutoring through the Tutoring Center.
25	Include more breakout sessions for the students to work out problems similar to the lessons and homework assignments.
26	Live zoom lectures, synchronized lectures, were present for students. The fast paced-class with distance-learning is a challenge live lectures may facilitate. This techniques was employed to prevent the loss of students over the time of the semester. The different totals above represent three tests in the term where the highest total represented the first test.
27	Make Multi 100 a recommended course. Communicating more clearly that the 8 week section has a very intense workload and assist with time management resources.
28	More engagement from the students. 7 of my students just stopped doing any work and failed the class. Weekly check ins and reminders of assignments might help this.
29	My class was much smaller this time around which made it easier to make sure everyone was on the same page. Again for SLO 1 and 3 there were two students who did not attempt the assessment so they ended up with 0s. I was very happy with the results of the students who did take the assessment. I had maybe two students who were mostly learning on their own or by watching recordings but the rest were regularly showing up to my lectures and coming in to office hours to get additional help when needed. With less people we had more opportunities to go over questions and clarify any confusing topics. I would like to do better with SLO 3 which is definitely the toughest part of the class. I noticed that many students understood the many techniques and identities we use but were unsure of when to use them. I would like to reinforce the tell tale signs of when to use which identity in the future.
30	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.

31	Need to elevate the goal to 70% or above
32	Need to make student more engagement on some specific topics in this class.
33	Need tutor support for this class
34	No additional actions are required.
35	Outreach to low participating students
36	Provide additional videos and support for confidence intervals and hypothesis testing that focus on calculation as well as interpreting results.
37	Provide the requirements for the final presentation earlier in the semester and discuss multiple times prior.
38	Provide tutoring and additional training in computer skills, such as file management and general document management
39	Review and add use of hosting, technical skills, and multiple users managing website.
40	Review SLO for improvements.
41	Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory. Microbiology requires more than analyzing the Unknown Project grandfathered in from professor Shimeld's course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these.
42	Several low-scoring individuals simply provided too little work to enable adequate assessment. Retention, for some here, made little sense.
43	SLOs are outdated and need some refinement. Overall students performed well on assessed projects.
44	Stand pat, in this case; I'd say this is, overall, an acceptable outcome (though I'd still prefer even greater student accomplishments).
45	Students performed well in all four SLOs. No proposed actions at this time.
46	Students performed well on both SLOs. May need to increase the difficulty of assessed projects.
47	Target at -risk students sooner and suggest interventions like the tutoring center and my office hours. Make sure the resources available are clear to all students. Use Starfish more in addition to reaching out to individuals directly. Encourage study groups outside of class.
48	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty in this program.
49	The in assignments worked well. Now I need to scale it back due to the volume of work involved
50	The math department will review the results.
51	The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials).
52	The results will be discussed in a departmental meeting.
53	The technique of skeletal handouts of the lecture seemed to work at the beginning of the term however more strategies seem necessary for the end of term especially at this remote/distance learning environment.
54	The toughest section seemed to be the sketching and graphing of trigonometric functions. This was definitely a tough section to do remotely and especially tough to assess since sketching the graphs was not an easy task. I hope to do better when returning to the class room. I can note that for SLO 1 and 3 there were 4 students who did not attempt the assessment in each case

	which is inflating those numbers. But regardless I do hope to improve on the graphing section by having students do more graphing on their own rather than just me show and explain the graphs.
55	There was a large number of students that did not take the final. I think this was specific to COVID. Student understanding (3 and 4 level) was high for those that did take the final.
56	There were more students than usual that did not take the final exam. In general, the ratio to 4-3-2 was very successful.
57	There were no students for this class. It would not let me submit with 0 values.
58	This class had the advantage of doing an extraordinary amount of table work with their scripts. I think that I will look into more written assignments to utilize this in the future.
59	This class needs to be taught in-person whenever possible.
60	This course should be taught in a in-person environment whenever possible.
61	This section did not meet the target goal set by this program of 70.0%. There are multiple factors that may contributed to this. As remote synchronous format continues for the next semester, this program will focus on the use of additional CHC resources (e.g. tutoring center) to ensure that the target goal is met for the future.
62	This was a very dedicated group of students who would all attend a live 8 am zoom class. They were very vocal and asked a lot of questions (mostly algebra). This groups thrived working in a group setting and would complete test reviews in breakout sessions.
63	This was an accelerated (9 week) distance education class. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, written essays, museum visits, group work and conferences. 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. I was very pleased with the 100% success rate of meeting SLO 3 or higher rating but was discouraged that 3 or 4 students dropped the class midway through the semester.
64	This was an engaged class over Zoom for intro to lit studies. Students attended regularly and participated in discussions of the readings quite well. We were way over the target of 75% (with a 91.7 success rate). All students passed the course, and most earned an A or B.
65	To be discussed in a departmental meeting.
66	To improve SLOs: - Conduct debates, use Discussion Board. - Encourage students to ask questions.
67	To increase effective essay writing, include more instruction time in essay writing. To increase effectiveness in essay writing, encourage additional drafting and review of essays.
68	To increase student success: - I will spend more time with students on the project's outcomes, methods, and time frame for completion. - This project incorporates information students learned during the semester. Developing my overall curriculum will prepare students to problem solve and think critically when completing this project.
69	Try to get more students to persevere and complete the course since 10 students in this section choose to not take the final.
70	Update future SLO to include cascading stylesheets, introduction to website development, and opportunities for development as a career.
71	When students begin to miss class, encourage them to participate or withdraw.

| 72 | While it was was in no way ideal, the use of canvas and Zoom for distance learning has opened my eyes to new ways that I can help the students learn about artists and talk about art. Also using the assignment feature has helped the students make better choices with deadlines has allowed me to give more personal feedback. |