

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Interpersonal and Group Skills

Assessed: 2021-2022

Learning Outcomes Statement

Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 167 sections and resulted in a total of 2,514 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
3	Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.	2,011	79.99%

List of courses where outcomes were mapped to the ILO (73 Unique Courses).

ART-100	MARKET-100	
ART-102	MARKET-183	
ART-103	MUSIC-190	
ART-121	POLIT-100	
ASL-101	PSYCH-100	
ASL-102	RADIOL-109	
ASL-200	RADIOL-112	
BIOL-100	RADIOL-208	
BUSAD-100	SOC-100	
BUSAD-105	SOC-100H	

BUSAD-131	SOC-130	
BUSAD-145	THART-120	
BUSAD-200	THART-124X2	
BUSAD-210	THART-134X4	
CD-115	THART-140X2	
CD-132	THART-145	
CD-182	THART-150	
CD-295	THART-176	
CHEM-101	THART-179	
COMMST-111	THART-245	
COMMST-111H	THART-250	
COMMST-140	WFP/N-601	
COMMST-145	WFP/N-602	
COMMST-155		
COUN-100		
COUN-120		
ENGL-101		
ENGL-102		
ENGL-102H		
ENGL-917		
FIRET-101		
GEOG-110		
HIST-101		
HIST-170H		
HUM-101		
KIN/D-130A		
KIN/D-150A		
KIN/D-163A		
KIN/F-105A		
KIN/F-109A		
KIN/F-121A		
KIN/F-155A		
KIN/F-190A		
KIN/S-164A		
KIN/S-164B		
KIN/S-164D		
KIN/X-180AX3		
KIN/X-181BX3		
KIN/X-181CX3		
KIN-231		

Use of Results/Proposed Actions – Individual Submissions

1	<p>#3 SLO - only one student submitted due to the COVID pandemic. A student submitted, but the video was unwatchable, and emailed the student to resubmit, but no response yet.</p> <p>Kahoot subscription would be great for the Zoom class format to make the class more entertaining for students. Online apps or platforms would gain the ASL students, especially those who take it remotely.</p> <p>30 for the ASL course is too much, especially the ASL is a visual language, not sound-based. 15 would be ideal to be able to provide more feedback to students with their ASL acquisition/development as well as backchannels from students.</p>
2	<p>1) Continue setting required participation goals so that students are fully engaged in collaboration and learning</p> <p>2) The need for being more culturally responsive in our classrooms, especially to digital natives who have grown up with technology platforms. 3) Continue creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished throughout the semester.</p>
3	<p>A majority of the students evolved from the beginning of the course to the end. Many were challenged with the structure of the essay, quoting and citations. I constantly had to check for understanding and make the students return to the important handouts for the course. They were very adamant in not reading them as well as wanting to do what they wanted to do. As an instructor, I believe I have to constantly guide and check for understanding to push them to realizing what they have to do. 12 out of 13 students passes successfully due to constant revision and constant feedback from the professor. Even though I was available for them through Zoom and held office hours, the student still seemed to need more and more assistance. I think being more available to students needs is necessary but there is so much an instructor can do and extend themselves to.</p>
4	<p>All students improved in all areas. I will continue to challenge students according to their abilities.</p>
5	<p>Although goals met increase student interaction and participation in outside sociocultural activities/seminars</p>
6	<p>Because of the COVID pandemic, the students did not have access to the production space and did not have the opportunity to practice all the skills.</p>
7	<p>Closer collaboration with the Green Valley Workforce program would allow students to work with those they are less familiar with, but who are still learning the same course material.</p>
8	<p>Continue teaching Stress Management to consistently enable all students who successfully complete the class to successfully complete the targeted SLOs. Honestly, I am not understanding how the # of students is applicable to % assessed, but the way I teach my class I figure these should all be 100% and this summer I only had 6 students in class for the cross enrollment with Yucaipa HS.</p>
9	<p>Continue to craft assignments that monitor required SLOs.</p>
10	<p>Continue to do what is working</p>
11	<p>Continue to engage students and develop composition skills.</p>

12	continue to evaluate assignments and assessments to improve outcomes
13	continue to evaluate assignments and other assessments to improve outcomes
14	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.
15	Continue to have student research marketing topics. Continue to have students collaborate in a group to create and research marketing concepts.
16	Continue to proactively follow up on students lagging in coursework.
17	Continue to provide students the materials and teaching necessary for them to meet the SLOs
18	Continue to track outcomes connecting to the program level, GE, and institutional mapping outcomes descriptions
19	Continued communication between instructor and students of what needs to be accomplished and what the actual expectations of students are at the beginning of the semester - creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished. Set required participation goals so that students are fully engaged in collaboration activities throughout the semester. Instruction must include the use of updated technology and materials to keep digital natives engaged in learning what is needed in today's globalized marketing arenas. Use of a variety of resources need to be utilized in the marketing classes.
20	Discuss concepts and then provide an exercise where students need to demonstrate knowledge of the concepts and then are given a quiz. Try to provide various ways of presenting information so that however the students learning they are obtaining the information. Almost all students classify themselves and kinesthetic learners.
21	Discuss findings with the faculty member that normally teaches the course.
22	Engage students in frequent oral discussions, giving them more opportunities to respond, so they can hear their personal thoughts and reasoning process. This may lead to better critical reading, thinking and writing.
23	Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.
24	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. 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>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>
25	<p>Hiring a new head coach that will recruit and train this next season will make a difference. (I came in toward the end of the season.)</p> <p>Having clear expectation from the beginning for athletes.</p>
26	<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>
27	<p>I need to be aware of those falling behind and keep in touch better.</p>
28	<p>I strongly recommend a departmental revision of the SLOs for English 101 to bring them into line with what is standard for other colleges.</p>
29	<p>I strongly recommend that the English department work to align the SLOs for English 102 with those of other colleges, or at least with the statewide standard.</p>
30	<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>
31	<p>I will not change the standard or objectives. Students who participate and attend class show improvement in all statements.</p>
32	<p>I would like to see the department devise a set of critical reading assessments.</p>
33	<p>Incorporate more Geographic Information Systems projects during the semester.</p>
34	<p>Increased contact with community members as the pandemic subsides will increase student access to professional perspectives on this material.</p>
35	<p>Instructor to be much more proactive in following up with students first three weeks who are falling behind and/or need to be dropped.</p>
36	<p>Instructor will clearly lay out procedures for makeup of late/missing assignments. Instructor will drop non-attending students during first three weeks of instruction.</p>
37	<p>It would be nice to work on a set of SLOs that are specific to Honors English.</p>
38	<p>Most students had questions and did use the lab hour to ask these. Several regularly stayed and worked on assignments in the lab and we worked through problems in essays and smaller low-stakes tasks. There were a couple of students that didn't regularly use lab</p>

	hours that might have used this time more effectively, but overall, it was a good use of time for students that were able to attend. I might encourage students that are struggling to use this time more in the future.
39	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.
40	No actions at this time. The zero score for statements #1 & #2 were students who did not submit the assignment addressing these SLOs.
41	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.
42	Since I taught online, part of the issue with certain students was absences during online critiques, or other class discussion meetings. Unfortunately I don't have a proposed action to address this, or I would have implemented it!
43	<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.</p> <p>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>
44	Spring semester students preferred learning tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As requested last semester, I keep the videos available as references for student to review and master the movements. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
45	Student attendance and active participation is essential for course success.

46	Student attendance and active participation is essential to course success.
47	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
48	<p>Student learning in Fine Arts courses is assessed using level-appropriate rubrics and evaluations of presentations, papers, projects, and discussion reflections.</p> <p>Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.</p>
49	Students are mixed with the late start attendance and participation. The format of 8 weeks is very positive, but I need to see what some students are struggling with when starting a Late Start class during the semester.
50	Students seem to be very receptive on the 8 week format. I am finding students enjoy the online format and those wanting the certification participate in the In person practice.
51	Students were a bit behind on reading comprehension and reading analysis in this section. Use of reading logs and focused note taking helped as the semester went on, which if necessary, I will utilize in future classes. Presentations also helped determine the depth of understanding students had with the material.
52	Students were able to describe the production of x-rays and how the energy is transformed for radiation production. Students were able to describe the mechanics of the interactions with matter.
53	Students were able to fully demonstrate entry level of competency.
54	Students were able to properly demonstrate the equipment to capture the specific anatomy and used proper radiation protection devices.
55	Students wrote well in person this semester, especially coming after a year spent via distance learning. Utilizing rewrites and process essays helped students improve grammatical skills and overall writing skills. Also utilizing models for students to see and discuss good writing helped improve skills, which I hope to continue in the future.
56	The class was successful. I will continue to teach the class as I have set out the curriculum.
57	The class was successful. Will continue to teach the curriculum as laid out.
58	The course is running well.
59	The current practices appear to be working well and ought to be continued in future iterations of the course.
60	The fact that the SLOs for 102 are identical to those for 101 should speak to the need for revising them in the department.
61	The first part of the class was on zoom and then we transitioned to classroom (this is where one student stopped coming). Throughout the entire semester students were given assignments and worksheets that had them apply information from the topic towards an exercise or assignment. There were many "hands-on" activities which the students really like.
62	The largest hurdle to student progress in the Workforce class is the dual enrollment process. The majority of students are still working on enrolling into the class despite participating in the curriculum.
63	The two students who did not meet any of the SLOs did not attend class at all, but also did not drop the class, greatly skewing the analysis of the outcomes. Of the students who

	attended regularly, 75% met the outcomes. I will continue to develop meaningful activities and assessments to improve student achievement
64	There does seem to be a higher success rate in on-ground classes in History during the pandemic. The students who did participate throughout the semester passed the class successfully. Offer more on-ground classes in History is the proposition.
65	This class did well achieving these SLOs. I feel this class would be more effective in person to be able to correct student movements as they do them and motivate students to contract muscle groups to push their muscular strength. Overall, student were happy with the course and very engaged.
66	This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.
67	This class was enormously successful as an online class. I was surprised, as I felt it would be more successful as a hybrid course. Students enjoyed the online format using Goreact and engaged in discussion boards. This class had perfect attendance all semester, despite having two student who never attended. Students stated this class helped them cope with the stress of online school by taking time for self care.
68	This class was small but mighty! It had perfect attendance with all beginner students. The student worked hard, asked questions to improve, and wanted to incorporate what they learned into their social lives as well as their fitness plans. As an instructor, I prefer teaching this in person to help develop the artistic/ cultural side, but student loved using videos to drill combos and moves until they could do them! This would be a great hybrid course for Craft in the future.
69	This class would benefit from being taught in-person so that corrections can be seen and made in person, and group choreographies can be created. In-person also allows me to provide items that students would not have to buy, such as: veils, fans, hip scarves, zills, and so on.
70	This course was fascinating in that it covered three broad areas of technical theatre and the students responded with very distinct levels of interest to each. I like that we began with all of the lecture up front and got into the application of knowledge later. I think for next year we will have a stronger assigned lock in to each area to alleviate any ambiguity in duties, which we ran into this time.
71	This online cardio class as always has high success rates particularly because I have adjusted the course to focus on "at home" workouts with common item and how to use hiking in local areas as a way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 80% which is equal to in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.
72	This online cardio class was incredibly successful, particularly because this quarter we focused on "at home" workouts with common item and how to use hiking in local areas as a way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 100% (with above a 70% final score --67% received a 90% or higher) which is greater than in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their

	participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.
73	This section was overall a pretty successful group of students.
74	This semester teaching ballroom online, I once again recruited the help of another Crafton instructor to help demonstrate correct placement of the hands and feet with a partner- this was well received by students and will further institute this action for online classes. Additionally, student feedback from the videos identified that students prefer seeing explanations filmed from the front, but demonstration of the movements filmed from behind as to "follow along". This semester, I expanded the discussion boards to discuss cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.
75	This semester was a lesson for me as far as explaining b=very basic concepts that I had not had to explain before. I am going back into my notes to see where I can incorporate more video and slide presentations.
76	This was the first term since I have been at Crafton that we successfully staged two full productions. I believe that the structure that we had as far as having one active cast at a time contributed to student success.
77	This was the first term that we attempted a musical and a classical play in the same term and the students responded very well to the challenge. I believe that getting the classical cast started early with their texts and characters was successful and will continue this in the future.
78	This year we held the New Works Festival in person for the first time and expanded it over seven weeks rather than one. This gave the students a chance to take ownership over the weekly presentation of the plays on a week-to-week basis and they did not disappoint. I think for next year we will work to give more production elements available to them I do not think that we will expand the number of plays we will do, as this seemed to be the right amount of content for each week. I would like to recruit more students so that we can implement more front of house elements.
79	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.
80	We need to continue having opportunities for students to write and speak so that they continue to practice the skill of formulating their ideas and thoughts. Synthesizing information is another area for continued focus.
81	With regard to #2 and #3 Because of the COVID pandemic the students were not on campus and we did not complete these assignments. We did meet on zoom and discuss various elements of production but we did not have the opportunity to practice in person.