

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Interpersonal and Group Skills

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 118 sections and resulted in a total of 1,694 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.	1,415	83.53%

List of courses where outcomes were mapped to the ILO (58 Unique Courses).

ART-100	THART-124X2	
ART-102	THART-134X4	
ART-103	THART-140X2	
ART-121	THART-145	
ART-175	THART-147	
ART-232	THART-220	
BUSAD-100	THART-221	
BUSAD-145	THART-245	
BUSAD-155		
BUSAD-200		

CD-105		
CD-112		
CD-115		
CD-132		
CD-133		
CD-182		
CHEM-150		
CIS-113		
COMMST-111		
COMMST-111H		
COMMST-140		
COUN-110		
DANCE-101		
DANCE-102		
ENGL-101		
ESL/N-601		
ESL/N-603		
ESL/N-604		
HIST-101		
KIN/D-150A		
KIN/F-112A		
KIN/F-112B		
KIN/S-116A		
KIN/S-159A		
KIN/S-164B		
KIN/X-170BX3		
KIN/X-171BX3		
KIN/X-181AX3		
KIN-231		
MARKET-100		
MUSIC-150X4		
MUSIC-180X4		
POLIT-100		
PSYCH-100		
PSYCH-102		
RESP-303		
THART-100		
THART-100H		
THART-120		
THART-123		

Use of Results/Proposed Actions – Individual Submissions

1	<p>I tried new strategies I added new content to my course I saw notable class improvement</p>
2	<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.</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>
3	<p>By adding powerpoint presentations to my lectures, I was able to really engage my students with the historical and technical aspects of singing. I also saw a marked improvement to the class by starting the process of learning the music for the group performance (the spring musical) much earlier in the semester, giving the students enough time to feel comfortable with the material before moving on to the other elements of the performance.</p>
4	<p>Content of class seems to keep them engaged and challenged. Working on coming up with alternate learning options for days when inclement weather keeps the students from the pool.</p>
5	<p>Continue building the class</p>
6	<p>Continue to evaluate the relevance of assignments and presentations to best meet the needs and interests in our students.</p>
7	<p>Continue to focus on engagement in our online enviroment to usher in a corporative learning experience.</p>
8	<p>Due to a dual enrollment student attempting to hide casting information from both us and their high school and this causing an issue, I will be sending a casting email to the instructors in question in the future.</p>
9	<p>Group discussions and brainstorming sessions will be applied to develop new strategies.</p>
10	<p>I am going to make a change in the focus of the course for next year. As this is an intermediate course designed to assist students in the roles, I will have two components: contemporary character development and classical preparation.</p>
11	<p>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.</p>

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 changed the final project from a unit test to a final group scene project. Each student within the group was free to choose one of three roles: actor, director or technical director. This seemed to give the students the ability to use whatever they had learned during the term in a real-world assignment.
14	I feel like in an ideal situation - the pole II students would have a separate class time than Pole I (although I understand that we don't quite have enough students in the course to make this happen yet). The reason why is that Pole I requires A LOT of my attention to student's in terms of their movement technique, need for confidence boosting, and general safety while doing movements. I felt like the Pole II students were held back a bit because of this or were listening to the same discussion topics they heard last semester. Next semester I am going to have written workout plans that I can give to Pole I or Pole II and have them do those workouts on their own while I have designated time to discuss other topics more in depth with the other group. *The two students who did not pass the course had schedule conflicts halfway through the semester and were unable to continue taking the course but it was too late to drop.
15	I felt that this class did extremely well considering the vast range in experience and skill levels among the students. I tried to keep challenging all the students and meet them at their individual skill level, which is difficult in a group setting, but I found that making time available during office hours for questions, giving more skilled singers more challenging parts, and letting students' feedback guide the rehearsal process helped everyone feel more accomplished in this performance. One student stopped attending classes before the main performance and never turned in written assignments, hence the lower graded student.
16	I have introduced some new techniques.
17	I have no idea what the 1-4 numbers mean...However, I would say given the student population in a dual enrollment continuation school that all but one student met the learning outcomes stated above. The one who didn't chose not to complete and turn in his assignments.
18	I intend to incorporate more strategies to engage students. I had a few students who attended class, but rarely submitted work. I plan to come up with ways to mitigate this.
19	I modified the presentations to add student feedback into the course and bring the Child Development program in. I also had the students create their own fight choreography for the final which improved student engagement. I think these elements will carry forward. I think next time I will attempt to include a section on live steel combat.
20	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.
21	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.

22	<p>I think they all improved significantly, but attendance was a prohibitive factor in greater progress. Once a week for a long movement practice is not ideal, so the fall schedule should help this.</p> <p>The fact that they all felt discomfort trying new modern dance ideas is common and success to me is measured in how they worked through that- which they all did! I think I will introduce group improv and activities sooner in the semester, as this created a level of comfort and bonding that helped ease their performance anxiety. I think I will also address attendance issues early on...</p>
23	I tied in the Fall productions more into this class than I had before. This seemed to make the lessons more relatable. This was borrowed from the Intermediate/Advanced classes, so I will continue doing this. I think that I can use this mentality to make the program more integrated across class sections.
24	I used new strategies and techniques.
25	I would like to be more involved with students who struggle, but this can be difficult with asynchronous courses.
26	I've implemented a documentary on the author that I think makes the topic more relevant for discussion and the students were really engaged in it.
27	<p>Need to create more options for light hang for people with different availabilities.</p> <p>Need to create a prop list with all the students not just the stage management team.</p>
28	No action needed. Both Student Learning Outcomes were met. I will continue to instruct the class using the same technique in the future.
29	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.
30	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
31	Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.
32	<p>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.</p> <p>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</p>

	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.
33	Students are weak in Math and knowledge of the pre-requisite for this course.
34	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.
35	Students seem to struggle with the Group Project in regard to communication. I want to implement a small practice communication assignment to help the students learn how to communicate with the students across an online based class. Retention of students has been improving with the 8 week course and asynchronous platform.
36	Students were able to grow together and individually in their movements. They learned and respected one another while learning, often encouraging on another. There were some challenges with illnesses but that is to be expected this season. Students learned about the cultures of the Middle East and cultural consideration when dancing a cultural dance. Students explored and respected the multicultural norms from these different Middle Eastern and Tribal dances.
37	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.
38	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
39	The listening assessment provided by the department needs better directions. Students had a hard time accessing the video and then assessment.
40	The new format with the musical occupying the year end slot was effective for the students. We will begin choreography rehearsals earlier in the future.
41	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.
42	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.
43	This course was offered as Remote Instruction section. The majority of students were PSYCH Majors, with a significant portion being returning non-traditional aged students. The students showed a high level of conscientiousness and commitment to realizing the goals of the course. Many had life experiences that resonated with the course themes, and so discussion was quite engaging for the virtually all students in this course.
44	This is the first time this course was provided and is part of the first online bachelors curriculum for respiratory therapy degree advancement. ALL SLO's were effectively met. Students communicated that they appreciated the knowledge gain achieved from this course and the activities completed. Only changes being considered would involve more instruction in the form of short recordings that explain the topic material for the week and the activities to be completed, this would also be done for the final major project.

	Additionally the project may be due in a first draft form and with peer review requirements prior to final submission.
45	This student had a fair amount of dance experience compared to the others and was eager to display her training so I always tried to give her options for expanding upon given assignments and movement studies, adding turns, jumps, changing simpler steps and exploring more advanced concepts. I think it worked just fine, she was a nice example for the others but still had plenty to work on for herself.
46	This was a growth term for the honors section. We codified the elements of the final project but I feel I need to post the details from day 1.
47	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.
48	To be discussed at bi-annual SLO meeting
49	To be discussed at our Spring SLO meeting.
50	To be discussed at Spring 2024 SLO meeting.
51	To be discussed at Spring SLO meeting. The reason only one SLO was assessed was that it had to be administered independently after the date was turned into the OIERP.
52	Very Successful Swim Season.... Current athletes did very well and made substantial progress in their disciplines throughout the season. Continuing recruitment for next season.
53	We accomplished almost everything that we set out to this term. The addition of the George Takei event gave us the chance to go into special event lighting but also took away from the time at the end of the term to do dance lighting, something that probably will not occur next time. We still need to figure out how to work in the ETC certification.
54	We are finally at a point in developing the program where we have the casts from one production perform technical or support roles for the second. This allowed for better preparation all around.
55	We implemented newly revised curriculum this semester.
56	We revised curriculum this term based on data from previous years.
57	Will increase efforts to tie ethical awareness into learning about current trends and values in our present lives.
58	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.
59	Work with all students on a prop list and not just with the SM team