

## Crafton Hills College - Outcomes Assessment Report

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**General Education Outcome:** Diversity & Multiculturalism

**Assessed:** 2020-2021

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### ***Learning Outcomes Statement***

Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 35 sections and resulted in a total of 715 assessments.

### ***Summary of Evidence***

**Table 1: Number and Percent of students scoring 3 or Higher on the GEO.**

<b>GEO #</b>	<b>General Education Outcome</b>	<b># 3 or higher</b>	<b>% 3 or higher</b>
10	Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.	613	85.73%

### **List of courses where outcomes were mapped to the GEO (17 Unique Courses).**

ART-103	CD-112	HEALTH-267	JAPN-101	SOC-141H
ASL-115	CD-132	HIST-100	KIN/D-150A	
ASL-200	CIS-095	HIST-100H	KIN/F-190A	
CD-105	COMMST-174	HIST-145	SOC-141	

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

1	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
2	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.
3	Fall semester students heavily enjoyed learned 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 this was the first time teaching this class online, students found the discussion boards incredibly helpful for understanding the health benefits, traditions and origins of tai chi. Many requested that once the class is in person again, keeping the videos as references after a long weekend or between classes as well as having the weekly discussion boards to develop a deeper understanding for the martial arts. 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.
4	Group work had some difficulties as a few students were not participating. But the group members were able to work out conflicts with their resources.
5	I think that the strategies I have been doing with the Honors students have been working well, but I will continue to evaluate and change accordingly.
6	It was difficult to comb through the exam and identify the category each question matched best. Make a note to rearrange the exam questions into category of its own so that it will be easier to track and calculate for each and enter the SLO report.  Other than that...its been going pretty well and the students seems to really enjoy the course and able to progress through each chapters without difficulties and passing the course with good solid grades.
7	Most often what lead to their inadequate performance are due to the lack of basic skills such as how to read and follow schedules, directions, keeping deadlines, etc. For this, what appears to be vital especially for those who struggled is, before they start attending the course, to help them well prepared to understand and meet the expectations college level (online) courses require.
8	The first SLO was measured using the personal intercultural video assignment. Students are required to attend a Intercultural location of their choice and answer questions in regards to how the adapted and demonstrated communication competence in these foreign contexts.  The second SLO was measured using the GENE scale which measures one perceived sense of ethnocentrism. Lower scores indicate lower levels of ethnocentrism. For the sake of this SLO, it was scored as follows which indicate the lowering of the score: 4= score lowered; 3 remain the same within 1 point higher or lower; 2= higher score
9	This class is an excellent example of a format that is just as effective, if not more effective in an online format. Students watched the lecture 50% of the time, but engaged in the discussion boards 80%, completed quizzes 85% and had an average passing rate of 79.5% Students wrote excellent reviews of the class and 29% signed up for additional health courses at Crafton for the following semester.
10	This class would benefit from being taught online and in-person. More students are able to attend online classes and for a beginning class, this is not a problem. For intermediate and

	advanced classes, hybrid would be advisable 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. I would be happy to hold in person, virtual, and hybrid. Whatever works best for the students and school.
11	This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.
12	This was a unique situation during the pandemic and highlighted the need for more DE tools to be utilized in the course. Explore various tools that would not only promote engagement but also create formative assessments to demonstrate the needs.
13	Transform the structure of the course to be more truncated to help breakdown the flow of the course; delve in more detail what has been covered in the text since the textbook may be a little difficult to get through.