

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Diversity & Multiculturalism

**Assessed:** 2021-2022

### ***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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 52 sections and resulted in a total of 981 assessments.

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

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

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
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.	835	85.12%

### **List of courses where outcomes were mapped to the GEO (22 Unique Courses).**

ASL-101	COUN-100	ENGL-163	POLIT-100	SOC-141
ASL-102	ENGL-101	ETHS-141	PSYCH-100	SOC-141H
ASL-115	ENGL-152	HEALTH-267	PSYCH-201	
ASL-200	ENGL-155	HIST-100	RELIG-101	
COMMST-174	ENGL-160	KIN/F-190A	SOC-132	

**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. 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>13 out of 20 students were successful in meeting Student Learning Objectives. They were able to formulate a perfect thesis and reflect adequate grammar and usage and demonstrate basic research skills and beyond. I guided them through the research process with positive results and high quality work. I used music videos, image and readings to demonstrate critical thinking and reading skills. Students were able to read materials addressing the image of women, LGBTQ community, image of man in society, culture and race. Students were also able to demonstrate effective problem solving skills through critical feedback during round robin peer reviews, able to offer feed back orally as well as written feedback, offering their peers solutions to written mistakes and well as ideas. I believe the proposed actions I could take is to provide my students with more readings focusing on culture and media so they can gain a better perspective on social issues and popular culture of the past. I noticed that at times they couldn't make distinctive connections to social issues.</p>
3	<p>Based on my current experience in learning and teaching, when considering world, or global, rhetoric's, traditions outside Western perceptions, students perceive and approach them in the following ways:</p> <ol style="list-style-type: none"> <li>1. with uncertainty</li> <li>2. value is not clear to them within a Westernized world economy</li> <li>3. ontological tools required are still foreign and difficult to grasp in such short periods</li> <li>4. various sociopolitical climates and times/events have brought pressure to assimilate</li> <li>5. ethnic studies, diversity, inclusivity, equity, and civil rights are a continuation of the project of Decolonization, which conflicts with power relations reflective of colonial systems, such as religion and capitalism</li> <li>5. value in culture in contrast to world economy is minimal, due to economic dependency and survival</li> </ol> <p>Proposed actions:</p> <ol style="list-style-type: none"> <li>1. continue to expose students to various epistemologies and ontologies--various ways of seeing, being, and interpreting the world.</li> <li>2. allowing student more opportunities to develop new was of sensing, which is key to develop and evolve perspectives</li> <li>3. allow students to be more creative with their writing and expressions, particularly with their approaches to thinking and solving problems</li> <li>4. integrate more community based projects that thread academic epistemologies and ontologies into everyday epistemologies and ontologies</li> </ol>
4	Continue as is with 70% target.
5	Continue classroom strategies.
6	Continue to create interactive assignments to engage students.

7	Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
8	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.
9	I will move on to another SLO for Spring 2022. I have done a pretty good job with this particular SLO.
10	Need to identify famous people and build that into the assessment here. They are all without names of famous people but more focused of why their work was important or made a significant contribution to society at large.
11	One strategy that I will try to encompass is the use of Perusall with the OER text for the course in order to help with comprehension and engagement. I feel that this will help those that may have struggled with the written materials.
12	<p>SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 2 was assessed through the written assignment in Module 5, and the topic was Judaism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 4 was assessed through the written responses student made to their classmates on Discussion Board 1. The topic was Hinduism, but they discussed their personal religious beliefs with one another. There were several students who scored low on this assignment because they simply didn't complete it. This may be because the due date was unclear. In the future, frequent reminders will be sent out via email.</p>
13	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.
14	This class has been enormously successful! Student have really enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences.
15	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.