

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Diversity & Multiculturalism

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 93 sections and resulted in a total of 1,950 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.	1,614	82.77%

List of courses where outcomes were mapped to the GEO (28 Unique Courses).

ART-100	ASL-115	ETHS-132	PHIL-101	PSYCH-111
ART-102	BUSAD-100	HEALTH-267	PHIL-101H	RELIG-175
ART-103	BUSAD-145	HIST-100	PHIL-105H	SOC-100
ASL-101	CD-105	HIST-101	PHIL-113	SOC-100H
ASL-102	COMMST-174	JAPN-102	PSYCH-100	SOC-141
ASL-104	ENGL-160	JAPN-104	PSYCH-102	SPAN-104
ASL-105	ENGL-160H	MUSIC-103	PSYCH-103	

Use of Results/Proposed Actions – Individual Submissions

1	Adding a section that deals with scientific discoveries or even the advancement of science; one student mentioned this topic and I think it would be an excellent topic to delve deeper into especially in relation to the Civil War. Talk briefly about diseases at the beginning of the course, but including this topic throughout the semester would be interesting. This class really communicated with me during my check-ins; I am still trying to find a way to tackle communicating with those that do not respond or reach out. I did use Starfish to ask for assistance, but I am not sure if this is the best process. I need to figure out an additional communication strategy aside from email.
2	All but one student met the target on the assessment.
3	As an 8 week, they did well.
4	<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>
5	Communicate early and often with students not doing work.
6	Continue to drive class participation and involvement; there were a few students whose attendance was great but did not turn in a final.
7	Continue to monitor student performance.
8	Derived from Personal Intercultural Experience Video for 1 and the GENE scale for SLO 2.
9	Discuss at next department SLO meeting.
10	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research.
11	Honors students were engaged with the content and completed the course with excellent SLOs.
12	I am happy with my outcomes of the SLO for this class.
13	I have received several complaints from students that they were not able to upload all videos on time for receptive portion and had to wait till its fully uploaded to see what was signed

	before selecting answers. This ran out their time limit. May consider removing time limit as the bandwidth varies with each student depending on where they live or how fast their internet is, etc.. This is clearly a hindrance for them to score better on this exam.
14	I think it is important to focus on how the cold war led to the Vietnam War and the ideas of the domino effect. Indeed, it is necessary to understand how the US changed during the war protests, the women's movement and how music and art helped to create a very different generation. Too, how the civil rights movement influenced this new generations and the ideas of protest.
15	In this class, there was a gap between those who love learning Japanese and others. The former students studied at their own pace and quickly mastered grammar and vocabulary. On the other hand, the latter students tended to forget to do their assignments and often missed classes. In order to fill the gap, I introduced some Japanese games and fun activities, but it didn't fundamentally solve the problem. Those who had difficulty keeping up with the class had a problem with speaking skills of Japanese. Next semester, I am planning to give more video assignments to the students so that I can check their speaking skills and give them feedback more frequently.
16	Large online classes do not do as well!
17	Many students did not partake in their community service hours. In future classes, I will be more encouraging and assistive throughout the semester to ensure students have the resources available.
18	Met or exceeded expectation in some areas. Need to develop more options for Cultural Diversity as not all students are able to drive to an event to experience real interactions such as being high school students or working over the weekends.
19	Missed the mark on first test, will review better.
20	Most students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting. It was rewarding to see how many students really enjoyed the class and felt that they really learned about art history based on a final participation submitted in the last class for the semester.
21	Need to continue working on creating more accurate assessments for SLO3. This semester I transitioned to a different style of presenting content in this asynchronous section, as well as slightly varied assessment methods. Continuing to work on content presentation as well as assessment methods. Also need to work on student outreach (personally & via Starfish) to reduce attrition with affected SLO 2 outcomes especially, since it was an end of term assessment used for this SLO.
22	No actions proposed.
23	Online sucks! 50 students online is nearly impossible!
24	Present approaches are working well.
25	Probably the best class that I have ever had. Spent more time on the review sheets for both tests. will do this again!
26	Recognized that the Deaf Culture/History was difficult one for students to tackle and will need to review how it was administered and perhaps make smaller chunks of quizzes that leads up

	<p>to final assessment. The rest looked good and are reflective of previous classes.</p>
27	<p>Some students were not engaged in this online course which pulled down the target average. Moving forward I need to develop ways to get students more engaged online.</p>
28	<p>Spring semester 2023 I tried to engage students with more group work where critical thinking was involved, along with keeping learning more interactive to keep students motivated. This included business simulations, collaboratively working on SWOT matrices for various business organizations and timed group challenges where teams had to work together to accomplish tasks to be awarded bonus points. I also integrated newer, post pandemic ethical case studies where companies have been challenged with many ethical issues since the pandemic. Challenges continue to be keeping students motivated, engaged, and wanting to learn more about the globalized business world that we live in today. Moving forward I feel that it is important that students continue to cooperate, socialize, and work together in the classroom on business activities that keep them occupied and challenged. I also feel that the integration of more technology-driven activities is a must moving into the future classroom environments.</p>
29	<p>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 pleased to get very positive feedback about the class from the majority of student participants.</p> <p>For future consideration, I will probably become more actively communicating one-on-one, define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
30	<p>Target met. There was a notable improvement in class discussion performance when I used the gradebook to contact students directly who weren't posting their discussion forums.</p>
31	<p>The 75% target was met at 78.6%. Three students scored a zero, by not submitting the assignment. The target would undoubtedly be much higher if these students submitted the assignment. I will continue to reach out to students who do not complete assignment and also students with low scores.</p>
32	<p>The course continues to run well and as designed.</p>
33	<p>The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the Llkert.</p> <p>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.</p> <p>Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history. Many said it was their favorite class of the semester, some said favorite ever.</p>

	For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.
34	The only students who "did not meet expectations" were those who either were notified at the beginning of the semester as "not being ready for the class" or those who had a high number of missing assignments. I am pleased with the results from this class.
35	The target was met. The smaller class size assisted in learning and success. This class was on Zoom which made engagement difficult, but they enjoyed the combination of video assignments, breakout rooms, and lecture.
36	The time restriction for expressive was too short or tight as we only have 50 minutes to complete and this class seems to require more time than other class did. Perhaps use library next time so they can stay longer and complete the exam in 90 minutes than 50.
37	This class accomplished an extraordinarily high level of Japanese communication skills. Their final group presentations (creative skits in Japanese) were all amazing. One student dropped the course in February or so due to a medical reason, which was unfortunate. But all the remaining students really enjoyed and mastered a lot of Japanese language and culture.
38	This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community.
39	This class has been incredibly popular because it allows students to exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences. This summer I incorporated more videos to prompt lively discussion boards such as " which is killing us drive by's or drive thrus? " which students really connected with. I also change the final from a text format and allowed for students to write a 2,000 word essay on their culture, upbringing and how living her has impacted their own cultural pluralism. This prompted some amazing papers, so I will definitely continue this in the syllabus.
40	This class met or exceeded all SLOs and did great. The student(s) who struggled, admitted to not doing the work, but had a number of "reasons" (aka excuses) as to why. I would love to see "student accountability" be a topic in our CHC or intro to college classes.
41	To focus on slavery and the impact this had on events that lead to the civil war and the different kinds of peoples who came to the New England and to the Southern states and why they came. Some came for religious freedom, some to make fortunes. In the process European cultural norms destroyed first nation peoples world and practiced forms of genocide as with the case of the Trail of Tears.
42	To focus on the civil rights movement and see how the and to understand how the this influenced the women's movement, the protests during Vietnam and how mistrust in the government developed. Also to understand the rise of unions and then the attacks on unions how this undermines the middle class which can lead to fascists' governments as witnessed after WWI in Germany.
43	Too many outcomes which some can be blended such as History and Famous people. They correlate each other due to timeline of history and who were there that time that made a difference or made history. Other than that...students are performing well and meeting if not exceeding expectations and met all outcomes.