

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Diversity & Multiculturalism

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 93 sections and resulted in a total of 1,758 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.	1,438	81.80%

List of courses where outcomes were mapped to the GEO (37 Unique Courses).

ART-100	ENGL-155	HIST-100	MUSIC-195	SOC-100
ART-103	ENGL-155H	HIST-101	MUSIC-235	SOC-132
ASL-115	ENGL-163	HIST-170	MUSIC-236	SOC-141
CD-105	ETHS-132	HIST-170H	PHIL-101	SOC-141H
CD-133	ETHS-141	KIN/D-150A	POLIT-100	SPAN-104
COMMST-140	ETHS-163	KIN/D-150B	POLIT-100H	
COMMST-145	HEALTH-104	MUSIC-103	PSYCH-100	
ENGL-101	HEALTH-267	MUSIC-136	PSYCH-103	

Use of Results/Proposed Actions – Individual Submissions

1	All of my content was new this term and much of it I will keep and refine. Some of my assigned readings will change in light of the challenges they posed to many students. But [name]tely I am very happy with this class and the outcomes of my students.
2	All students that completed the course and did the assessment did very well this semester with the exception of one student. This student did not read any of the cultural readings and failed every examination.
3	Although outcomes met for this section, I must further reach out to students to ensure completion of course. Students cannot be assessed if they do not submit work, and although I tirelessly through the semester attempt to give students opportunities to submit work, there are a couple who opt out of completing the course material. This does not reflect actual student learning outcomes; therefore, does not capture students who do not put forth effort. This I will work on new strategies to further engage all students.
4	Although, outcomes were met for these students, there are still strategies to be used to improve students long-term memories of the content such as written timelines, reflection papers, or enhancing class discussion.
5	Although, outcomes were met for this course, I would like to implement more hands on activities such as timelines and comparative analyses.
6	Apply new strategies to encourage student involvement and participation.
7	As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary "Which is killing us, drive-by or drive-thrus? " along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.
8	Become more engaged with Honors students and the Honors program.
9	<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</p>

	activities. I will also encourage students to contact me during office hours and directed discussion meetings.
10	Class participation, performances and grades were great
11	Continue as is with further emphasis on interpreting scholarly research.
12	Continue to improve student interaction and participation, there were a few students who did not turn in a final despite great attendance
13	Due to increased engagement with the honors students, there is not much more I can do when we meet our target.
14	<p>Each semester students bring their individual level of interest to the class and while some are surprised they like the class even though they see it as just a GE course, there is a level that so many other things are important in their lives. This ranges wildly from making appointments to meet with other faculty or counselors during our class time, to having to go to work, or sleep, dealing with mental health issues, and as I've taught this class at 7:30 AM, 10:00 AM, 2:00 PM, 3:00PM, 7:30PM, it appears these other life interruptions continue beyond the times the class is offered.</p> <p>As teaching is more than information bombing, my approach to these outside concerns is to be as empathetic and fair to all students as possible and as a practical approach to share ways as to how to look at their own schedules and to remind them they signed up for the class and the time, and that an online Art 103 is offered every semester for their convenience, or perhaps they should take it when it works within their life schedule.</p> <p>Each semester I evaluate the delivery of the material and the engagement of the students to figure out what works best for most of the students, I keep what seems to be working, discard what doesn't. Students abilities and social and cultural changes appear rapidly which all affect the way they learn, and I work to keep up with these changes to better approach them with the material.</p> <p>However, there are some students in each class that are argumentative, entitled, unwilling to do the work, to take online quizzes (with 7 days to take the quiz), severe absenteeism, and unable to take responsibility for their grades. Instead it is an external blaming for their own inability to manage class work and college. I do attempt to help these students in many ways.</p> <p>Proposed actions: keep working to learn who my students are each semester so we can communicate as well as possible.</p>
15	Figure out a way to help online students retain information, rather than google random answers!
16	I am happy with the assessment data from this class. It will be interesting to compare this data to future classes to see if the assessments/class should be modified.
17	I definitely intend to try new group strategies, as well as try to find some more inclusive primary sources.
18	I need to do three books each semester or else students lose focus; next semester I will go back to three. I also need students to participate more extensively, so I return to my earlier method of having "student experts" each day reading is due. I will also include these grades in the 30% of their class grade that does not have to be writing. Students need to feel more accountable; when they are absent, they will get a zero; the same will be true for reading

	quizzes. Student attendance was terrible this semester in my period 1 class, and could have been better in period 2.
19	I will meet with students early in the semester to help them if they need help.
20	I would like to interact more with those who are struggling, but whenever I reach out to them, they don't respond. That had to do with the course being asynchronous.
21	In the future I will add SLO in cultural diversity, understand and respecting foreign cultures, and understanding the implications of performing a cultural dance as an American.
22	In the next iteration of the class, I plan to make minor adjustments to the schedule of readings to include another short novel. The novel Bless Me, [name] seemed to really resonate with students and helped them make sense of the critical theory we had read, so I think having a second short novel will benefit students. We were also able to align with cultural events on campus, so I hope to modify the course so that the spring course also is able to align with campus events. I thought this particular element of the class was a success.
23	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.
24	Plan to ground the class more on campus by hosting events in the children's reading room. New reader will hopefully lead to more compressed coherent units of work. Students often don't prioritize this class -- also having clearer criteria for knowledge, i.e. testing for terms, vocabulary, etc. would help.
25	Satisfied with this class although several students had to back out due to conflicts and other priorities leaving this class to 8 after spring break. Smallest class ever for me but it was fun as students were so eager and seems to enjoy extra attention covering wide range of topics related to the Deaf community.
26	See notes for ENGL-163
27	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.
28	Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.
29	Student participation and attendance were great, there were 2 students who simply did not turn in anything at the end of the semester, not sure why, in the future I will emphasize the importance of turning in the portfolio
30	Student participation, performance and grades were great, will be more encouraging of make up exams
31	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. 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.
32	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.
33	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
34	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper. Providing materials seems to do the trick. The students also address social issues presented within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
35	The time allotted for each class period has allowed these meetings to be dialogue-driven. The information is shared via lecture and then discussed and analyzed through the lens of the time period. This approach has allowed the students to consider the interdisciplinary nature of U.S. history.
36	This class was revamped this quarter with newly recorded lectures on current health issues, and the student outcomes reflect the benefits of these topics. I want to return a public health promotion project to the curricula, perhaps omitting the final exam for a reflection paper and culminating project to improve writing skills and contribute to public health issues on campus and within the local community.
37	This is a dual enrollment class and there was a challenge in having students take a critical approach to the subject. By having the students write response papers on a regular basis they showed an increase in critical thinking skills while considering the interdisciplinary nature of U.S. History.
38	<p>This is the lowest scored class in all the years of online teaching I have taught at CHC. There were a lot more students who struggled with writing essays and discussions as compared to previous years. Fewer students participated in the student to student discussions which lowered scores. It appeared past Covid crisis has effected quality of skills students have now in college. I have added additional modules on study and writing skills as well as utilizing Starfish program. I also made numerous weekly assessment reminders throughout the term as well as recommendations for the writing center.</p> <p>Overall, most students did well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays.</p> <p>The research chapter is only one of 16 areas covered. The research questions still really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That may help with scores as they only have one week on research and design. That would be a department decision.</p>

	It may be beneficial to add other types of learning activities that cover these topics. I do have these already in my courses but will reevaluate adding or adjusting these to cover SLO's rather than just essays and chapter discussions.
39	<p>This section did an excellent job with their student learning outcomes. For many this subject was part of their major interest or were graduating and thus the effort was noted.</p> <p>I will continue to help students to better engage with the materials in various ways such as incorporating diverse types of quizzing (Kahoot, jeopardy etc.) which I do in all courses, but can always improve upon.</p>
40	This semester I have a few students not take the final, and a few stopped showing up after the midterm; those who attended and participate did great, in the future I will be more encouraging of make up exams and reach out to students whose attendance is suffering
41	Will continue to monitor.
42	Will increase efforts to tie ethical awareness into learning about current trends and values in our present lives.
43	Work with students to improve study and test taking skills.
44	Writing skills continue to decrease and grammatical errors interfere with successful communication. Continue to address these on papers and have already increased referrals to the Tutoring Center.