

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities

Assessed: 2020-2021

Learning Outcomes Statement

Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 69 sections and resulted in a total of 2,281 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
3	Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.	940	70.10%

List of courses where outcomes were mapped to the GEO (19 Unique Courses).

SPAN-101		
ASL-101		
ART-103		
HUM-140		
ENGL-101		
JAPN-101		
MUSIC-103		
ENGL-917		
ASL-103		
ENGL-270		

SPAN-104		
ASL-115		
ASL-102		
JAPN-102		
JAPN-104		
KIN/F-168A		
KIN/F-168B		
KIN/F-168C		
KIN/F-168D		
SPAN-101		

Use of Results/Proposed Actions – Individual Submissions

1	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.
2	Class attendance was sporadic because of circumstances due to covid/virtual learning. Some structure and more engagement through virtual conferencing with individual students regarding essay revisions would help.
3	Despite the challenges of distance learning, most students rose to the occasion and met the objectives. I'm looking forward to taking what we all learned this semester and streamlining the curriculum and the pace to encourage even more growth and participation.
4	Distance learning is tough - for everyone. I think numbers are lower than usual because of this. We should continue to support students as best as possible through the end of the pandemic.
5	Encouraging students to periodically check their own performance on Canvas to find areas of improvement will help them for their regular self-evaluation.
6	Getting much exposure to Japanese, practicing learned vocabulary, and not relying on Google Translate easily but trying to use learned grammar and vocabulary will be helpful.
7	<p>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.</p> <p>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.</p>
8	<p>Many of the assessed students at a 1 simply did not do the work. Those who came to class and took advantage of the office/support hours did exceedingly well and passed the expressive with flying colors. There is a definite difference in students who attended nearly every single class, and came to office/support hours and they overcame any struggles that were had during the expressive final.</p> <p>Similarly, the students who scored in the level 1 and 2 for Receptive where those who did not do the work, whereas the students with level 3 and 4 attended office/support hours, asked for time to study with peers on an open zoom call, and asked for help and instruction during class.</p> <p>I would propose more availability for instructors, especially part-time and/or tutors, to work with students during hours that meet their needs during online instruction. It greatly helped my students.</p> <p>Statement 3 was not covered in class as we were not able to have a socializing Deaf event during the semester. They were given a cultural equivalent that is not defined as the above statement states. Therefore, I placed all students in the one column as they had no interaction with Deaf Culture as they would during an on campus, non quarantined class.</p>

9	More interaction through (online) conferences regarding essay revision to help fine-tune their essays.
10	Most of the students did well with the course. Some students did not turn in their assignments. Thank you
11	Most of the students did well with the expectations of distance learning.
12	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.
13	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.
14	Next semester I need to break assignments down even more so that students learn to master smaller skills before facing an assignment with many new demands. Many of my students did not pass because they did not write the required essays. Next semester I will require at least 2 mini research papers before we do our full-length research report so that students will grow comfortable with many of the formatting and research requirements earlier in the course.
15	No action proposed.
16	Online was very difficult for some of the students..
17	Practicing writing Japanese using workbook exercises and actively participating in class for speaking practice will be helpful.
18	Students can track progress and see results to stay motivated.
19	Students can track progress to stay motivated.
20	Students celebrate success.
21	Students get to celebrate success.
22	Students get to see progress and celebrate success.
23	Students met expectation. In the following semesters I will continue with in-class oral practices, to emphasize speaking.
24	Students see results and can track progress.
25	Students track progress to see how far they have come and celebrate success.
26	Students track progress to stay motivated.
27	Students track progress to stay on track and motivated.
28	Students turn in their assignments. Some of the students are not active online. The fluency of signing is pretty low this year due to the pandemic.
29	<p>Students who regularly attended class and came to office hours/study and support hours did exceedingly well on the Expressive portion. They were regularly given in class skits and assignments that reflected the skills needed to express themselves in the target language. As such, they did extremely well on the expressive portion.</p> <p>Similarly, those same students who came to class regularly and participated in nearly all study and support sessions did equally well on the receptive portion, barring those who either did not take either part of the test (expressive or receptive). It was clear that students who has access to more study and one on one time with the instructor and peer practice groups did exceedingly well.</p>

	<p>Statement three was unmet due to the requirements of isolation during quarantined time countrywide during fall semester.</p> <p>I would suggest dedicated tutoring hours outside of normal office hours for students to access support in this language.</p>
30	They can track progress and see results and stay motivated.
31	This is the lowest grade ever due to the pandemic and everything is online..
32	This semester with so much being via Zoom only - I utilized numerous models of good writing as examples for students. I also gave students optional opportunities to rewrite written responses that were below the 3 or higher category to improve their grades. Both of these practices turned out to be valuable to students who followed through. By utilizing models of good writing and allowing students who were not meeting the standards to rewrite, students improved slowly but surely as the semester went on.
33	<p>To increase effective essay writing, include more instruction time in essay writing.</p> <p>To increase effectiveness in essay writing, encourage additional drafting and review of essays.</p>