

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 221 sections and resulted in a total of 3,504 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.	2,789	79.59%

List of courses where outcomes were mapped to the GEO (44 Unique Courses).

ART-102		
ASL-101		
ASL-102		
ASL-103		
ASL-104		
ASL-105		
ASL-115		
BUSAD-103		
BUSAD-155		
BUSAD-200		

BUSAD-225		
COMMST-155		
ENGL-010		
ENGL-101		
ENGL-102		
ENGL-170		
ENGL-260		
ENGL-270		
HIST-100		
HIST-100H		
HIST-101		
HIST-101H		
HUM-101		
HUM-140		
JAPN-101		
JAPN-102		
JAPN-103		
JAPN-104		
MARKET-110		
MARKET-181		
MUSIC-103		
PHIL-101		
PHIL-105		
PHIL-105H		
PHIL-109		
POLIT-100		
RELIG-100		
RELIG-100H		
RELIG-101		
RELIG-101H		
RELIG-113		
RELIG-175		
RELIG-176		
SPAN-104		

Use of Results/Proposed Actions – Individual Submissions

1	The students choose 4 out of 8 for analysis, so they choose the four they understand the best.
2	<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.</p> <p>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>
3	<p>1. Books+ program had caused confusion and significant delay for some of the students to get hands on the necessary course materials. I, as a teacher, was also having difficulty with keep providing copies of necessary pages of the course materials because it could violate copyright regulations.</p> <p>If Books+ program continues, it has to promptly and timely provide students necessary course materials at the start of the semester.</p> <p>2. Although I made (written and verbal) reminders of important deadlines (e.g. drop deadline) frequently and across many mediums, some students still were not able to follow the schedule. Any extra reminders that will get students' attention for important deadlines would be helpful.</p>
4	<p>1. Offer more tutoring services.</p> <p>2. Focus on more culturally responsive literature/assignments.</p> <p>3. Communicate more effectively with student services.</p> <p>4. Use Starfish more regularly.</p> <p>5. Frequently contact students who are struggling with the course material.</p> <p>6. Frequently contact students who have missing assignments or are missing classes.</p>
5	Align the ethics project to better match the SLO description.
6	Any additional help/assistance for understanding the importance and keeping up with consistent work would be helpful for the students like those who were reported for "2" in this course.
7	Better engage in student discussions to provide more immediate feedback and push students to think critically rather than give simple, pat answers,
8	Considering many of my students are unaccustomed to being fully online, these outcomes are acceptable at present. I will continue to monitor, adjust, and polish both my materials and their presentation so to more completely fuse with the online experience.

9	Continue to introduce, and use, challenging texts, but with prepared guides (with definitions and contexts) to help students understand more thoroughly the texts they are working with.
10	Early intervention with students in the 2 and 3 score range as these levels seem largely due to lack of participation and completion of key assignments in the course.
11	Encourage students to continue the work of the class.
12	Engage students in frequent oral discussions, giving them more opportunities to respond, so they can hear their personal thoughts and reasoning process. This may lead to better critical reading, thinking and writing.
13	First in person class at CVHS. They do better in person!
14	Five of nine students completed assignments and passed the course. The other four students did not complete assignments. They did not effectively engage in the course, yet they did not drop the class either. If they had engaged, I would be able to see where they were struggling. Then, I could have offered assistance in completing assignments. I did reach out to them to inquire about their lack of engagement. However, their responses were minimal or nonexistent.
15	Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.
16	Follow up with students sooner when they do not turn in assignments. Send additional email reminders before assignments are due.
17	For students who struggle in the future, I plan to work more with them individually to understand their exact difficulties and help resolve them.
18	For the students who did not meet the desired outcome, I will continue to reach out to them weekly and suggest methods to improve, understand, and to cope with the course workload.
19	Give the size of this class, and that it was 100% online, I am happy with the SLO results.
20	Given the size of this class, and the fact that it was 100% online, I am happy with the SLO results.
21	I need to focus more on writing cohesive essays.
22	I will rephrase several of the discussion questions as I realized some student did not fully understand the question.
23	Incorporate more critical reading exercises earlier in the class. Include these as regular assignments rather than extra credit assignments.
24	It was a summer class, twice the pace of the normal semester. Students didn't have the time necessary in 5 weeks, even though I did condense the content, without sacrificing SLOs. It was the first time I taught such an accelerated class. All that said, I'm proud of what the students were able to glean. These concepts are deep and require time to germinate. Future strategy? 6-8 weeks instead.
25	It was little harder for those students who did not do well while taking ONLINE.. but otherwise I have seen alot of improvement in other students..
26	Many of these high school students were not ready for college level courses cognitively and academically. It was manifested in various ways that greatly hindered their overall course performances such as not being able to follow schedule and instructions despite numerous reminders in verbal and written formats in various mediums. The standard for allowing high school students to take college level courses should be set in such a way to more accurately assess their readiness.

27	Many of those who failed to meet the criteria simply did not submit assignments, and thus, this summer semester was a bit skewed.
28	Modify the assessments to better align with the listed SLOs.
29	Modify the assignments to better assess for SLOs.
30	Modify to better align the ethics project with the SLO.
31	More communication with students who are not responsive early on in the course.
32	Most all 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.
33	most of the students did pretty good job doing online.. few did not really pass.
34	My greatest concern being critical reading skills, continue to use high-quality texts with appropriate guides keyed to those texts.
35	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.
36	Need to revisit assignments and improve students' receptive skills to ensure that they pass this above 75% by end of semester. Close but should be above 80% like other categories.
37	Need to revisit Reception/Comprehension assessment as the questions may be misleading or options that are similar with other answers. However its known that this portion of assessment is most challenging of the 3 by watching the video of signer signing sentences. More difficult than in person or in real world settings. Worth exploring the questions and answer and modify as needed.
38	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
39	provide further reminder announcements concerning when assignments are due. include rubrics with all assignments
40	Several had gone past time limit for Receptive portion which affected their grades tremendously. Will need to reevaluate as this was not an issue in previous courses of mine. Not sure why quite few of them went past the time limit and missed out on many questions.
41	Since this class is a 101 level, the class covered only the basic level. Even though there were a few students who failed in this class, many of the enrolled students acquired the basic level of Japanese language and culture.
42	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. SLO 2 was assessed through the written assignment in Module 5, and the topic was

	<p>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>
43	SLO 4 was not entirely possible given the pandemic
44	Smaller class and everyone excelled on the assessments. One student was waived from two kinds of assessment which explained the difference in Total Assessed if one looked and wondered why.
45	Some new strategies included reading instruction and assistance, as well as further support in the completion of the Honors project. I continue to see improvement in critical thinking and analysis in the annotation assignments that I use, as well as further online interaction between myself as the instructor and my students.
46	Students are still affected by Coronavirus Thank you
47	Students chose 4 out of 8 SLOs after practicing all semester long.
48	Students did very well with the pacing, reading, and assignments. For those who still struggled sometimes, I will spend more one-on-one time so that they can more successfully revise essays.
49	Students on The whole did well; however, more than 50% of students in SLO 3 appear to misunderstand the difference between doing moral observations in which one simply watches and records the fact that different people behave differently in terms of moral behavior (the difference between the actual actions and behaviors of individuals and groups) and the practice of doing moral philosophy and its relation to applied ethics as a rational as well as practical exercise. This appears to be strongly related to the students expressing the use of strictly empirical practices learned in other social and behavioral sciences or subjective self-expression and "lived personal experience" in the literary arts and not practicing rational and analytic thinking to ascertain truth and objectivity through concise logic and reasoning skills. Stronger emphasis on the learning of rational and analytic thinking is thus warranted.
50	Students really struggled this semester. Past changes and improvements that have been successful did not work as effectively. I believe students needed more scaffolding for writing assignments, especially in the due dates.
51	Students showed repeatedly that they had the critical reading and problem solving skills, but they did not complete the assigned essay. Next semester I will scaffold writing assignments so that students are less daunted by them, especially when it is clear that they have done the reading necessary to understand the assignments.
52	Students were a bit behind on reading comprehension and reading analysis in this section. Use of reading logs and focused note taking helped as the semester went on, which if

	necessary, I will utilize in future classes. Presentations also helped determine the depth of understanding students had with the material.
53	Students wrote well in person this semester, especially coming after a year spent via distance learning. Utilizing rewrites and process essays helped students improve grammatical skills and overall writing skills. Also utilizing models for students to see and discuss good writing helped improve skills, which I hope to continue in the future.
54	Target not met for SLO 1 due to lack of participation. Get students more involved.
55	The enrolled students in JAPN 103 had already had a high motivation to learn Japanese language and culture. Also, many of them had had some cultural background or had been familiar with the Japanese culture through pop culture including anime and manga. They seemed to study steadily each day and showed an excellent achievement to the learning goal. They also established a study group and an official Japanese Study Club, and not only cooperated with each other to study Japanese but also helped the students enrolled in JAPN 101 and 102. They did an amazing job.
56	The small class size allowed for more individual attention on students, which enabled them to succeed in the course with more support from me. They were actually held to the same standards as the Honors students, and performed magnificently!
57	There are three students who remained in the course roster while not showing up/participating the class. Thus they are assessed as "1" for all SLO statements above and kept the course to meet the target goals. They are those who never responded to my repeated attempts to reach out. It would be helpful if there are any other ways the school can assist and advise them of timely course planning.
58	There was only one student enrolled in this section, and they did great. No action needed.
59	There will be a stronger emphasis on all SLO statements in future classes, given that future classes will have a higher number of students.
60	There will be a stronger emphasis on SLO statement #1 in future classes.
61	There will be a stronger emphasis on SLO statements #1, 2 and 3 in future classes.
62	This class was really a good class. All the students actively tried to use the target language even in their personal emails. As a result, all of them attained a high achievement.
63	This semester was challenging as students transitioned from a distance learning model back to an in-person classroom environment. Students were displaying skills at the start of the semester MUCH lower than I had previously seen. To help improve writing skills I tried to utilize as many models of excellent writing as possible - mainly from former students and students in the current class who exceeded standards. I also allowed rewrites on major writing assignments, so students who received a low grade could revise, rewrite, correct, and try to fix their mistakes and ultimately improve their writing skills by taking the time to do so. This proved to be very helpful for students who took the time to rewrite their papers in class. Students were given the ability to rewrite 5 of the 6 major writing responses for this semester. They did not have time to rewrite the last assignment, but they knew they would not have this opportunity because of the structure of the class and the semester schedule. Ultimately, the students who did not meet the SLOs this semester did not complete the major writing assignments and missed a significant number of classes. Students who were consistent in attendance, and consistent in turning in the major writing assignments, successfully passed the class and met the standards.

64	This was a short term 8 week class. The drop date wasn't clear - or far enough out - to be helpful to students wanting to drop or me to instructor drop (I didn't have enough data to know really who I should drop). Maybe allow instructors to drop up till the last week?
65	This was the first time this course was offered as an 8-week option. It seems students' receptive and expressive skills developed favorably, however only 3 out of 8 students completed the cultural assignment (SLO #3). While this shows as 100% since all three did well, it does not take into account the fact that so many students didn't complete or submit it at all. Given we are still in a pandemic and the shortened course length than they are used to, the students did not plan ahead enough or make time to complete the assignment, despite being told to sign up for different organization's mailing lists so they would be notified of events. In the future (including the follow up 8-week class that will start after spring break), I plan to send an announcement with more specific ideas where Deaf Events and gatherings may be taking place, which in this area, is mostly Church services.
66	<p>This was the first time we offered an 8-week ASL 105 class, and had it as a hybrid. Students were able to register either for the hybrid class as it was intended, but I also have them the option to take the course as 100% online. The course started with 4 students in-person and 6 students online. By the end of the course, 4 out of the 6 online students had dropped, and all 4 of the in-person students successfully completed the course.</p> <p>Due to the recent pandemic, many students came into ASL 105 unprepared for the language level and structure of the class. I had to adapt our timelines and assignments as a result. Due to the small class size in person, students were able to connect well with one another and use each other as a resource throughout the term. The online students were a bit more isolated, and it was demonstrated in their skill level as their receptive and productive abilities lacked behind their in-person counterparts.</p> <p>Enrollment for the upper level classes (such as ASL 104 and 105) tends to be low, so I try to make multiple enrollment options available for students, however I struggle with keeping the online students as involved (mainly practicing and using their skills outside of the class), in order to grow their language skills as quickly as the face to face students.</p>
67	To ensure student succes in writing effective essays, a tutoring component was added to the grading book, which may be an incentive for students to further utilize the campus resources at that level.
68	Two students had to drop due to not being prepared. Another failed to meet the goal on the cultural component. Overall, the students started at a great disadvantage since they had never before had an in-person Spanish class. Their speaking skills and knowledge of the grammar were not at the level required for the course. This was the result of only having online courses due to Covid up until this semester and also six weeks of Zoom this semester.
69	update program level outcomes