

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 130 sections and resulted in a total of 1,955 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.	1,584	81.02%

List of courses where outcomes were mapped to the GEO (27 Unique Courses).

ART-103		
ASL-101		
ASL-102		
ASL-103		
COA/N-605		
COMMST-111		
COMMST-135		
COMMST-140		
COMMST-178		
ENGL-101		

ENGL-102		
ENGL-160		
ENGL-160H		
ENGL-170		
ENGL-261		
ENGL-917		
HIST-100		
HIST-100H		
HIST-101		
HUM-140		
JAPN-102		
JAPN-104		
MARKET-100		
PHIL-101		
PHIL-101H		
RELIG-101		
RELIG-175		

Use of Results/Proposed Actions – Individual Submissions

1	<p>Allow students many opportunities to discuss religious topics with one another (discussion board) ! Have students read original writings ! Consider a religious studies art project !</p>
2	<p>Both informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, group work and synchronous ZOOM conferences. There are specific essay questions that addresses 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, 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 hour and directed discussion meetings.</p>
3	<p>Communicate early and often with students not doing work.</p>
4	<p>Continue following the processes outlined by the department.</p>
5	<p>Continue to monitor student performance.</p>
6	<p>For the Honor section of my course, all of my students exceeded the expectation and demonstrated an advanced understanding of the material and the analytical skills to assess it. Thus, I see no reason to alter the assessment tool or rubric for them in the future.</p>
7	<p>Given the circumstances in which I took on the course, the entire undertaking involved new strategies and content. I was advised to incorporate more video clips in lecture--I'm making progress in that direction. I tried and will expand the use of discussion groups guided via questions I prepare in advance.</p>
8	<p>I did try new strategies, add content, saw some improvement in performance, and identified some learning gaps. In particular, although I did prepare the students for the paper, I want to develop exercises which lead up to the paper more incrementally. I will also, more generally, add (somewhat relevant) popular culture content because such content seems to encourage engagement.</p>
9	<p>I had a lot of success with increased workshopping in class with the research paper. Throughout the semester students were also required to write and submit pieces of essays before the full rough drafts were due; this helped many of them make meaningful changes to their process before they completed their rough drafts.</p>
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11	I See notable improvement in students skills in higher level of American Sign Language for sure.
12	I think we need to rewrite our SLOs because they are too general and not very useful.
13	I was delighted with our course outcomes in this class; students were on task and interested in their course work. I was challenged by two students that stopped attending class without contacting me or responding to my email and phone calls and hope they are alright! I tried new strategies coming back into the face to face classroom by using Canvas as an informative homepage and will specify due-dates in upcoming courses. I think students were thrilled to be back on campus; the fact that they could stay home when they were feeling ill made all the difference since they could still participate virtually and by email. I also participated in the USC Race & Equity Training this fall, and we took a close look at certain assignments like our Commentary Survey on Credible Articles. That is the first challenging assignment for many students so we need to prepare more for it in future classes.
14	I will continue to reach out to students who are not participating in the lab.
15	I will reach out to students who aren't participating in prewriting strategies for the research paper. That way I can help them manage their time better, so more students will actually successfully finish the essay.
16	I will spend more time making sure students are prepare for the amount of time it takes to complete a research essay.
17	I will try to reach out to students who do not participate in peer review.
18	I'll be adding additional details, such ASL grammar and structures. The majority of students are producing excellent work on GoReact. Goal: While students need to understand how they can use grammar structures, we need to work on ASL sentence structure.
19	In my experience over the past few semesters, completely online Eng 101 classes are really struggling. There is a huge difference between my online classes that have some kind of online meeting component like Zoom and those that I do not meet with at all. I think that all online Eng 101 classes should be hybrid and have some kind of regular online meetings so that the instructor and the students can meet face to face. The students can ask questions and the instructor can clarify instruction. These meetings do not need to take place once a week, but every other week or 8-10 times per semester would be extremely beneficial to the students.
20	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.
21	Next semester I would add more specific exercises to help develop students' critical thinking skills. These goals got a bit waylaid among other activities this semester.
22	Once again, I will try to reach out to students who do not participate in prewriting techniques.
23	One of the challenges for any summer course is the length of time we have to teach: just less than 5 weeks. Students, no doubt, find it very difficult to cover 18 weeks worth of content in that time, and it is reflected in the depth and detail of their work. Although I what I can to limit some content, I have to ensure that what students learn in my summer classes meets the standard and rigor of the 18 week courses. Thus, one major challenge that resulted in lower scores is simply the pace.

	<p>Another challenge is the number of students who enroll in these classes: 55 students in my case. This is a great number of students for one teacher to manage, as I address 18 weeks worth of assignments in just 4.5 weeks, but for 55 students. 3-4 assessment questions a week times 55 students makes for a lot of reading.</p> <p>That said, these are not challenges I can change personally alter, so I will need to to reexamine how I assess students, perhaps using less written assessments and more multiple choice question based assessments.</p>
24	<p>One of the challenges for any summer course is the length of time we have to teach: just less than 5 weeks. Students, no doubt, find it very difficult to cover 18 weeks worth of content in that time, and it is reflected in the depth and detail of their work. Although I do what I can to limit some content, I have to ensure that what students learn in my summer classes meets the standard and rigor of the 18 week courses. Thus, one major challenge that resulted in lower scores is simply the pace. Moreover, earlier on in the course students are still working to figure out a proper pace for them and to understand the level of work being asked of them, and as such, assessments looked at earlier tend to be less developed.</p> <p>Another challenge is the number of students who enroll in these classes: 55 students in my case. This is a great number of students for one teacher to manage, as I address 18 weeks worth of assignments in just 4.5 weeks, but for 55 students. 3-4 assessment questions a week times 55 students makes for a lot of reading, for all folks involved.</p> <p>Finally, during the second session I had numerous students submit incomplete assignments or very underdeveloped assignments, and although I reached out to them to offer help, and I always allow students to make assignments up, this did not always yield revisions for better grades.</p> <p>That said, these are not challenges I can personally alter, so I will need to to reexamine how I assess students, perhaps using less written assessments and more multiple choice question based assessments.</p>
25	<p>Overall, my students did well this semester and met the target for each SLO. That said, a major challenge I encountered this semester, across all of my CHC classes, were students who simply did not submit their work, and thus, a number of them were not calculated in this raw data. To combat this I habitually sent reminders about upcoming assignments, I contacted students via email to check in with them when assignments were missed, often times with little to no response from the student, and I even allowed for students to make up assignments and submit the late, again, often with little to no response from the student.</p> <p>Aside from that challenge, in future classes I intend to create more distinct assessments to evaluate these SLOs, assessments other than Discussion Boards. That is, assessments that do not resemble weekly assignments. I have a hunch that more specialized assignments, perhaps worth more points, and perhaps with more digital requirements, that these might catch the attention of more students and more directly target the intended SLO.</p>
26	<p>So strange as I only received 4 responses for listening which seems to be in error as we completed these in class. It surprises me that there are not 8 responses like SLO 1, which assessment is embedded in the final exam.</p>
27	<p>Summer is a compressed session with a huge work load. Fall will be better, although the students who persevere in summer are better academically so I'm pleased with the success of</p>

	<p>the SLOs, but the numbers are low because enrollment is low.</p> <p>The largest learning gap is sadly the FORM, which is the crux of the class. So perhaps I will add more on that for Fall.</p>
28	<p>The course organization worked well. I need to clarify certain test questions and add a section on "spin" to the discussion of fake news.</p>
29	<p>The findings this semester are not as good as I would hope. Although some of the low scores reflect assignments that students simply did not turn in, for example, SLO 4, although it shows 7 students obtaining a score of only 1, 5 of those were because assignments simply were not handed in, I do think alterations to the assignment questions would be helpful. As a result, I intend to create new assignments for the coming semester that more directly assess these questions. Rather than using quizzes, for instance, to gauge SLO, I plan to create a series of discussion boards that will allow students to both speak more broadly on these topics, quiz questions were just too narrow, while also allowing them a forum to discuss aspects of the topic with their peers that they may not have initially thought about.</p>
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31	<p>The Honors project is scaffolded, which has been a practice I've seen as successful for several semesters now, so I will continue to utilize this. I've also taken student feedback and communication into consideration with the structure of the class - how the information within the course is presented to be the most effective for learning and student success, particularly within the honors program.</p>
32	<p>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.</p>
33	<p>This class allows for diverse texts and much critical thinking. No changes.</p>
34	<p>This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to help improve student performance from the beginning of the semester to the end of the semester.</p>
35	<p>This non-credit course is always well received. Student taking the class select it many times as they have a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans. This summer I added cooking videos of myself preparing plant based foods for students to "cook along" with.</p>
36	<p>This summer I tried new strategies this semester having ONLINE and CLASSROOM participation first few weeks and the rest of the semester. It was challenging. 1 out of 3 completed the</p>

	<p>ONLINE as asynchronous while the other 2 did not come or complete the course. The class/GoReact performance has great results since I added options for the students ONLINE and CLASSROOM access.</p>
37	<p>This was a tough class, as it was a late-start with an odd amount of total weeks, so some assessments I had to tailor more than in the past. I feel that this impacted a lot of student's work negatively, and I'm planning to correct that in my next late-start class.</p>
38	<p>We need to write more comprehensive SLOs.</p>
39	<p>Will reevaluate the effectiveness of the listening SLO. SLO 1 embedded in final examination for course.</p>
40	<p>With respects to SLO 4, this SLO is assessed first, and I have a suspicion that students are adjusting to class expectations, and as such, perform weaker. I believe it would be to their benefit if I spent more time looking at that content prior to assessing them on it, while also altering the assessment type. Currently, I use a quiz, but it might be better to broaden the questions asked and have them engage in a class discussion via a discussion board. Doing so would allow students to broaden the scope of their responses and allow me to assess a broader range of knowledge.</p>