

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 122 sections and resulted in a total of 2,653 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.	2,076	78.25%

List of courses where outcomes were mapped to the GEO (34 Unique Courses).

ART-100		
ART-103		
ASL-101		
ASL-102		
ASL-103		
ASL-104		
ASL-105		
ASL-115		
BUSAD-100		
BUSAD-145		

Use of Results/Proposed Actions – Individual Submissions

1	<p>As this was my first semester officially teaching, I have a lot to improve, especially in class management and having better and improved class activities. That said, I felt I had good rapport with students and since I will be having the same students for next semester, I hope to try new strategies. One of these changes, for example is having copies of all handouts in class and not just a digital copy. This request was made by students, since they feel more comfortable with a hard copy than a digital copy that can be difficult to access due to WIFI connectivity.</p>
2	<p>Based on this data- I will be trying newer strategies when it comes to cumulative expressive and receptive exams. I would like to look at their formative assessments in terms of expressive as well. I believe the scores would reflect differently. There were some students who missed the expressive or receptive exams completely and some students were completely inactive towards the end. I will offer more zoom pop in for online courses because that really helped in the beginning. That is something I would do differently next semester.</p>
3	<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>
4	<p>Class was great! The 4 who failed (F and D) late quit without dropping. Everyone else did a really great job!</p>
5	<p>Continue to provide relevant content and assessments</p>
6	<p>During the recent assessment, it was noted that two students missed taking the receptive portion. This absence had a noticeable impact on the overall average, considering these students were proficient and likely would have achieved good grades. To ensure a fair reflection of their competency, it is recommended to allow these students to take the missed portion, even if they missed the deadline. This will provide them with the opportunity to demonstrate their abilities, thereby reflecting accurately in the evaluation report.</p> <p>In light of the circumstances, it is proposed to grant the two students who missed the receptive portion an opportunity to complete the assessment. This decision aligns with the principle of fairness and ensures that their competency is accurately reflected in the</p>

	evaluation report. By allowing them to take the missed portion, the evaluation will provide a more comprehensive and equitable assessment of their abilities.
7	For this course, I focused more on feedback in terms of better developing their songs and websites. I noticed however, some students only accomplished what we did in class, and did not put forth effort outside of our class sessions. Rough drafts were submitted again for their final drafts, and feedback was not applied. Next year, I plan to restructure the class a bit to have more conversational practice in class, and optional time to work on projects (this will be encouraged to complete during office hours instead). I will require separate videos to be submitted as final drafts. This course is currently being taught as a once-a-week hybrid. I am considering making it a twice-a-week class so students don't lose conversational practice, but still have the time for in-class project work time. I am also looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would satisfy the "Deaf event requirement," making it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."
8	I am pleased with the number of successes in this course. However, the number of unsuccessful students is still concerning. I will strive to implement additional pre-assessments that will pinpoint student weaknesses in essay format and citation format.
9	I definitely intend to try new group strategies, as well as try to find some more inclusive primary sources.
10	I feel quite satisfied with the results for this class. I'm looking into new strategies for reaching students that don't submit their assignments or come to class regularly.
11	I feel the semester was a success. The biggest problem was getting this class to turn in their work. I did give extra time and options. The four that received failing grades chose not to respond to me.
12	I have made several tweaks over time and goes to show students are responding well to outcomes and meeting these goals. Will continue to add new content that's more relevant to current events and meeting outcomes as well.
13	I intend to incorporate more strategies to engage students. I had a few students who attended class, but rarely submitted work. I plan to come up with ways to mitigate this.
14	I need to adjust some of my rubrics for these student activity outcomes.
15	I saw improvement this semester as it concerns the success rate, although admittedly as the semester progressed fewer students submitted their assignments than at the start. I remind my students of upcoming assignments, but perhaps I will need to brainstorm new ways of approaching student retention as the semester gets deeper.
16	I see notable improvement in both expressive (signing skills) and awareness of Deaf culture (knowledge of Deaf culture) but need to improve receptive (understanding and interpreting ASL segments). I plan to have more activities to improve receptive skills such as partnered or group signing game "ASL Bingo" and "Kahoot!" and watch more ASL videos related to units 1-4. With my proposed actions, students would able to understand and interpret ASL segments.
17	I see notable improvement in both expressive (signing skills) and awareness of Deaf culture (knowledge of Deaf culture). Even though receptive (understanding and interpreting ASL segments) is improving but it still need more improvement. I plan to have more activities to improve both expressive and receptive skills such as partnered or group signing game "ASL Bingo" and "Kahoot!" and watch more ASL videos related to units 1-4. With my proposed actions, students would able to understand, interpret ASL segments and express them through signing in ASL.

18	I see notable improvement in both receptive (understanding and interpreting ASL segments) and awareness of Deaf culture (knowledge of Deaf culture) but need to improve expressive (signing skills). I plan to have more activities to improve expressive skills such as partnered and/or group dialogues during class so they can have conversation between two or more people. With my proposed actions, students would be able to understand and interpret ASL segments.
19	I tried some new strategies with having more smaller assignments and making the exams and final paper smaller. It worked somewhat well. I assess students in a variety of ways (oral discussion, short writing, longer writing, multiple choice and essay exams, projects), but I am looking for more ways to assess that includes less formal paper writing and more AI proof work.
20	I'm adjusting the rubrics for the final paper.
21	In each assignment, particularly with the in-class essays and critical thinking essays, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
22	In the future, I will add in additional pre-assessments to identify learning gaps. Surprisingly, many students did not have a good grasp of essay writing, research documentation format that they should have acquired in freshman composition.
23	Influence if mass media assessment is embedded in final so we had a full turn out. The listening assessment was only completed by one student. Need to figure out why.
24	I've added supplemental content that's been useful in the current climate which has become topical with the content of the class, and I think it's made the topic more relatable.
25	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.
26	Most - if not all - of the students who failed the course stopped participating AFTER the drop date. Some folks did not turn in one of the two large assignments (worth 20% each). Maybe we need a probationary period for online classes? Maybe an intro and skills course for online classes? Maybe less of a focus on graduation and more of a focus on understanding, retention and fluency?
27	None
28	New strategies, encourage students take the quiz during the classroom because they are often forgot to take the quiz.
29	Numerous students either withdrew from or disengaged with the asynchronous course. Despite my efforts to reengage them, the outcomes were unsuccessful, resulting in a significant number missing the final assessments and subsequently failing the course. It is noteworthy that the identical course modules were employed in the previous year, where a considerable number of students successfully remained engaged and performed well. The disparity in outcomes between this semester and the prior one remains unclear. In response to feedback received, students expressed a desire for increased interactive opportunities with their peers. I take these suggestions seriously and intend to incorporate

	them into future iterations of the course. Specifically, I plan to develop more interactive assignments that facilitate meaningful "conversations" among students, while concurrently providing a platform for the evaluation of basic linguistic and grammar requirements.
30	Overall, the students did well on these assessments, although for SLO 1 I had fewer students submit the assignment. For that SLO I use a research type paper that students generally seem to enjoy, albeit fewer did it this semester. This may well be the result of issues on their end, but perhaps I might stress the importance of the paper in future classes more than I did this semester. Although students did well on it, I would like to have seen more students complete the assignment, all of them in fact.
31	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.
32	Satisfied with this class outcomes and gradings.
33	Students need more written practice. Some exercises will be given to turn in on a daily basis in the classroom rather than only on the Supersite.
34	Students seems to do well with grammar and culture assessment perhaps due to smaller set of questions. Perhaps add an essay with a question about culture to get a better sense of how students may explain from what they had learned from this course rather than general that ASL 1 could possibly answer. Unique question specific from Units 5 - 9 shud be added.
35	The class averaged 70% just shy of 5 % from 75. One student who is performing high and does well could not make it to take this test which in effect pulled the average down by a notch. May need to revise expressive portion and use more graphics to encourage students not to get "stuck" on trying to find exact sign for them and instead give me a bigger picture using proper references, tokens, buoys and classifiers. They seem to do well with gifs over sentence translations which gave that idea to tweak for next assessments. Used real world scenario to discuss and incorporate new vocabulary. Increased time for students to have more conversations with each other.
36	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
37	The overall scores for numbers 1 and 3 were not what I hoped, although both of those came at the start of the semester and its possible I was less clear with my expectations than I could have been. I may well consider providing a more elaborate example at the start for students to assess. This was also a late start class, and the content came at students a bit faster than it would in a longer course, which may also have contributed to this. Also, as the semester progressed fewer students submitted their assignments than at the start. I remind my students of upcoming assignments, but perhaps I will need to brainstorm new ways of approaching student retention as the semester gets deeper.
38	The recent assessment scores in ASL 2 were notably lower than usual, primarily due to timing issues. Many students struggled with the time constraints, either failing to manage their time effectively or requiring additional time to complete the test. This issue raises the need for a comparative review with other courses to determine if the current time limit is appropriate. Given that these scores are the lowest among all ASL 2 classes I have taught, I am considering whether extending the time limit might better reflect student

	competencies, despite my initial reservations about making such a change. This analysis aims to ensure that the assessment rigor remains intact while providing a fair opportunity for students to demonstrate their knowledge.
39	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.
40	<p>This class completed their academic year (ASL 101 and 102) following the ungraded method of assessment. They all did really well and loved the process. By looking at their final "grades," those who were engaged in class and completed their assignments (and reflections), passed the class. This is a vast improvement from the point system. I feel a better gauge of their learning was achieved.</p> <p>In order to increase Deaf event attendance, I am looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would make it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."</p>
41	<p>This class completed their the semester following the ungraded method of assessment. While almost all loved the process, some students did say they got lazy because there were no points, and therefore sense of urgency. I feel a better gauge of their learning was achieved.</p> <p>In order to increase Deaf event attendance, I am looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would make it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."</p>
42	<p>This class had a really good collection of hard-working enthusiastic students. I think it was partly because of the post-covid phenomenon. In May 8 of Year 2023, the Japanese government finally removed all the requirements and confinements for foreigners to visit Japan and for Japanese to live their lives in Japan. I hear many of the current students of JAPN101 are planning to enroll in JAPN 102, and some them are planning to travel to Japan during winter break or next year. So, now visiting Japan and using the language they learn has become a feasible goal for them, not just a dream.</p> <p>In response to their practical goals, I am planning to include more authentic materials such as youtube, anime, etc. in my class next semester.</p>
43	This class struggled with reading comprehension. Their performance on reading based quizzes and discussion reflected an inability to understand, process and analyze. I suspect the eight week course timeline is mostly responsible. I will reassess how my reading material is presented and the current timeline I execute regarding it.
44	This Fall, I had several students (5) fail. They had poor participation and did not complete assignments. I used Starfish to notify them, but the did not reach out. Two students responded through starfish, but their engagement was low and temporary. They rest of the class did very well, however, I did run into issues with using AI for discussion posts as well as not citing sources when they pulled information from the net for assignments and papers. This next quarter, I plan to use embedded videos in discussion boards with specific questions from the video to avoid AI use. Additionally I have expanded my syllabus to include use of AI for discussion boards.
45	This is a dual enrollment class and the students had some challenges making a critical analysis of historical events. Through class discussions and regular writing assignments the

	students improved their scholarly arguments while recognizing the interdisciplinary nature of U.S. History.
46	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.
47	This seems to be going well. I might try to institute peer reviews of papers, but this is a literature class.
48	This semester I modified my reading list and I found much higher engagement with the texts in the earlier section of my class, which I was very happy with. Along with that I included a new assignment that was a bit of a risk considering how much freedom and collaboration it required from students. I was pleased with the assignment submissions and the feedback I received on the project. There are a few modifications I will make in the future including providing some models for them and supplemental readings about genre and genre analysis, but overall I really enjoyed the engagement with this assignment.
49	This semester, I reached out to students who were performing poorly, asking what I could do to assist them. Some responded and we collaborated on making up missed assignments. Unfortunately, others who did not respond were subsequently dropped. That process led to a 70% completion rate. That is an improvement from last semester.
50	This was a very rewarding session as I think that I was blessed with an exceptional group of students. There was a real sense of advocacy that came from the discussions and papers. I am definitely keeping the early Poetics assignment as it was a good ice breaker.
51	This was my first semester using the ungraded approach with a large 101 class. My results were two fold. They did extremely well on the final SLO assessments, but their final grades in class did not match. Many of those with low grades commented the ungrading approach caused them to lose motivation to turn in assignments on time or at all. For this I will better explain the approach in the future, and tighten the window in which I will accept late work. Personally, I love this approach, and the feedback from students is all positive. I will continue to use this approach with minor modifications. SLO 3 (Cultural Diversity and Appreciation) has skewed results. It says 100% of students met or exceeded the outcome, however this was based on an assignment, one many students did not complete. These students were marked N/A above, which does not factor in to the success rate.
52	Three students stopped attending in the middle due to their health conditions or other reasons, and one student could not pass the course. Those four students are listed in the category #1. All the others achieved the target level. The students who were often absent and those who passed JAPN 101 several semesters ago had difficulty keeping up with the course. Maybe some remedies will be needed for those who cannot write Japanese correctly at the beginning of semester. I hope there will be some Japanese tutors constantly who help those with difficulty with writing.
53	To be discussed at our Spring SLO meeting. I am not sure why the listening assessment is not found in the report from the research office as it was administered.