

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Oral Traditions

Assessed: 2020-2021

Learning Outcomes Statement

Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 56 sections and resulted in a total of 960 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
6	Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.	706	73.54%

List of courses where outcomes were mapped to the GEO (12 Unique Courses).

ASL-101		
ASL-102		
ASL-103		
ASL-104		
ASL-205		
JAPN-101		
JAPN-102		
JAPN-104		
KIN/F-168A		
SPAN-019		

Use of Results/Proposed Actions – Individual Submissions

1	This class were doing great during the pandemic!
2	Continuing online education through COVID is getting better but is still tough. Students don't have a choice to choose the instructional model that works best for them, they all have to learn online. While this works for some, I feel success suffers for those who do better in the F2F environment.
3	Encouraging students to periodically check their own performance on Canvas to find areas of improvement will help them for their regular self-evaluation.
4	Five students dropped stopped attending after the drop date and did not take the assessment. If I eliminate those, then 83% met the target. Learning language online is not the best learning environment for speaking. As the course progressed it was clear that the students were not getting the interaction that they need to meet the goals of the course. As it became clear to the student that they could not pass the oral exams, they stopped attending and/or appearing for their oral exams.
5	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.
6	Go back to real teaching: in person.
7	I am really pleased with how this course went throughout the semester, the students' progress across the term, and the end result. This has been my highest performing class in a while. As of right now, I plan to keep everything the same and repeat for the future.
8	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here.</p> <p>Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture)</p> <p>Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness)</p> <p>Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work)</p> <p>Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your</p>

	<p>kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like):</p> <p>By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p> <p>Take a picture of your goals placed somewhere that you will see them often and submit.</p> <p>Students use a meditation practice called the five senses meditation and journal about their experience after each day over a week period noticing how they feel different or the same each day.</p>
9	<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>
10	<p>Most of the students did well with the course. Some students did not turn in their assignments. Thank you</p>
11	<p>Most of the students did well with the expectations of distance learning.</p>
12	<p>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.</p>
13	<p>One student stopped attending after the drop date and did not take the assessment. The target was not met. Learning language online is not the best learning environment for speaking. As the course progressed it was clear that the students were not getting the interaction that they need to meet the goals of the course.</p>
14	<p>Online was very difficult for some of the students..</p>

15	Practicing writing Japanese using workbook exercises and actively participating in class for speaking practice will be helpful.
16	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.
17	Students who received an F in this class all did so due to personal issues in their lives. Due to personal reasons, they were unable to turn in their assignments. For those who were at a B, I would suggest more face to face time/tutoring time, which was limited this semester due to the pandemic. I would highly suggest ASL 4 tutors for students in this course as school opens to full functionality. I would also suggest a heavy emphasis on Deaf Culture and communication with the Deaf Community.
18	<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>
19	Teaching remote for the first full semester has been interesting, full of pros and cons. This semester, I noticed students who were not as serious about the class and who likely would have done poorly on the SLO assessments, stopped attending class and did not make it to this point. In regards to things I can do and control, I plan to make more videos for concepts I normally nonchalantly mention in class but aren't part of the curriculum. These side lessons do play a role in helping conceptualize, understand, and remember the content.
20	The assessment results show that majority of the students have met the expectations for level 2. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
21	The target was met but based on the results of this oral assessment, the proposed action is to prepare all students with all the tools and resources to reach excellence. Students were well prepared and the majority demonstrated excellent proficiency in conversations in medical contexts. By making the necessary changes to the course curriculum, students will be able to demonstrate mastery of the grammatical structures and vocabulary with minor errors with constant communicative exchanges in class.
22	The target was met but based on the results of this oral assessment, the proposed action is to prepare all students with all the tools and resources to reach excellence. Students were well prepared and the majority demonstrated proficiency in conversations and oral questions. By making the necessary changes to the course curriculum, students will be able

	to demonstrate mastery of the grammatical structures and vocabulary with minor errors with constant communicative exchanges in class.
23	This is the lowest grade ever due to the pandemic and everything is online.