

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Oral Traditions

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 93 sections and resulted in a total of 1,815 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.	1,284	70.74%

List of courses where outcomes were mapped to the GEO (28 Unique Courses).

ASL-101		
ASL-102		
ASL-103		
ASL-104		
ASL-105		
ASL-205		
BUSAD-100		
BUSAD-145		
BUSAD-210		
COMMST-100		

COMMST-111		
COMMST-111H		
COMMST-140		
COMMST-145		
EMS-151		
ENGL-102		
ENGL-102H		
ESL/N-602		
GEOG-110		
HIT-101		
HUM-101		
JAPN-101		
JAPN-102		
JAPN-103		
JAPN-104		
SPAN-101		
SPAN-102		
SPAN-103		

Use of Results/Proposed Actions – Individual Submissions

1	<p>1) Continue setting required participation goals so that students are fully engaged in collaboration and learning</p> <p>2) The need for being more culturally responsive in our classrooms, especially to digital natives who have grown up with technology platforms. 3) Continue creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished throughout the semester.</p>
2	<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>
3	<p>A majority of the students evolved from the beginning of the course to the end. Many were challenged with the structure of the essay, quoting and citations. I constantly had to check for understanding and make the students return to the important handouts for the course. They were very adamant in not reading them as well as wanting to do what they wanted to do. As an instructor, I believe I have to constantly guide and check for understanding to push them to realizing what they have to do. 12 out of 13 students passes successfully due to constant revision and constant feedback from the professor. Even though I was available for them through Zoom and held office hours, the student still seemed to need more and more assistance. I think being more available to students needs is necessary but there is so much an instructor can do and extend themselves to.</p>
4	<p>An instructor perspective was used in measuring student attainment of learning outcomes.</p>
5	<p>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.</p>
6	<p>Continue evaluating.</p>
7	<p>Continue to craft assignments that monitor required SLOs.</p>
8	<p>Continue to evaluate and monitor.</p>
9	<p>Continue to refine/revise COR to better align with student needs and population + ENGL writing program outcomes. Conduct more research and gather feedback from students.</p>
10	<p>Discuss findings with the faculty member that normally teaches the course.</p>
11	<p>Diversify the communication activities, as well as the reading and writing assignments to promote more engagement among students.</p>
12	<p>First in person class at CVHS. They do better in person!</p>
13	<p>Give the size of this class, and that it was 100% online, I am happy with the SLO results.</p>
14	<p>Given the size of this class, and the fact that it was 100% online, I am happy with the SLO results.</p>

15	I'd really like to revisit the materials for this class as most were published in the late eighties and early nineties with DVD. Not user friendly for students who no longer have DVD players as laptops dont have built in DVD anymore. Frustrating to use them especially via ONLINE course. Will seriously do more research for a better resources for this class to continue.
16	Identify additional means of highlighting due dates
17	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..
18	Keep monitoring.
19	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.
20	most of the students did pretty good job doing online.. few did not really pass.
21	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.
22	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.
23	Normally I would measure student perspectives but for this SLO I took an instructor perspective of student attainment of learning outcomes.
24	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.
25	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.
26	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.
27	SLOs for this 5 week's summer session were excellent! All SLOs were assessed at 90% or higher, and participation and class engagement reflected the SLO scores. Job well done!
28	Smaller class and everyone excelled on the assesments. One student was waived from two kinds of assessment which explained the difference in Total Assessed if one looked and wondered why.

29	Students are still affected by Coronavirus Thank you
30	The data shows that all students have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies.
31	The data shows that all students have met the expectations and requirements for Spanish 103. The results of the assessment are satisfactory. I will continue using current instructional strategies.
32	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.
33	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.
34	This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.
35	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.
36	This consists of instructor perspective of student attainment of learning outcomes.
37	This was an excellent Honors section and both students did magnificent work. I had a student participate in the Honors Consortium here on campus and it was overall a great experience for them, I think.
38	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.
39	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. Due to the recent pandemic, many students came into ASL 105 unprepared for the

	<p>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>
40	Update activities and assignments related to spoken messages