

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Oral Traditions

**Assessed:** 2023-2024

***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 2023 or Spring 2024 semesters. Assessments occurred in 163 sections and resulted in a total of 1,795 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.	1,312	73.09%

**List of courses where outcomes were mapped to the GEO (22 Unique Courses).**

ASL-101		
ASL-102		
ASL-103		
ASL-104		
ASL-105		
ASL-205		
BUSAD-145		
BUSAD-155		
COMMST-100		
COMMST-100H		
COMMST-111		



**Use of Results/Proposed Actions – Individual Submissions**

1	Argument #2 used as rubric from assessments 1 & 2.
2	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.
3	Continue to improve student interaction and participation, there were a few students who did not turn in a final despite great attendance
4	Continuously update résumé and interview assignments ensuring information is relevant to trends.
5	Discuss this with department meeting in Fall 2024
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 evaluation report. By allowing them to take the missed portion, the evaluation will provide a more comprehensive and equitable assessment of their abilities.</p>
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 believe offer students more time to submit work, and providing more group projects has allowed students to do much better in engagement, and fully understanding the concepts for the CLO'S
9	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.

10	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.
11	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 be able to understand and interpret ASL segments.
12	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 needs 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 be able to understand, interpret ASL segments and express them through signing in ASL.
13	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.
14	Influence if mass media assessment is embedded in final so we had a full turnout. The listening assessment was only completed by one student. Need to figure out why.
15	Listening assessment still has execution issues
16	None
17	New strategies, encourage students take the quiz during the classroom because they are often forget to take the quiz.
18	<p>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.</p> <p>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.</p>
19	Results will be discussed in department meeting
20	Satisfied with this class outcomes and gradings.
21	Something is still incorrect concerning the listening assessment execution
22	Still not convinced the listening assessment was executed correctly. A couple of top student received very poor scores.
23	Students did very well on this assessment. The students that did poorly in the course were those that did not do the homework and the one negative score is from a student who just stopped attending and did not do the assessment.

24	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.
25	<p>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.</p> <p>Used real world scenario to discuss and incorporate new vocabulary. Increased time for students to have more conversations with each other.</p>
26	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
27	The listening assessment provided by the department needs better directions. Students had a hard time accessing the video and then assessment.
28	<p>The majority of the students successfully meet the criteria and objectives. However, a few students failed to follow instructions and did not provide complete ideas for their spoken responses. The target was met but based on the results of these written and oral assessments, the proposed action is to prepare all students with all the tools and resources to reach excellence. Despite constant review of formality with patients in the Spanish-speaking context, many students still need to get accustomed to this practice. This is the major area that needs improvement in the future.</p> <p>Students were well-prepared and the majority demonstrated proficiency in conversations and oral questions, as well as reading comprehension. 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.</p>
29	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.
30	There was only one student, and she was great as most honor students are.
31	<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</p>

	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."
32	<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>
33	this semester I have a few students not take the final, and a few stopped showing up after the midterm; those who attended and participate did great, in the future I will be more encouraging of make up exams and reach out to students whose attendance is suffering
34	This was a great class. Aside from the students who stopped coming to class, they submitted their work on time and attended most class sessions. They took instructor feedback seriously, applied it to future assignments, and completed their student learning reflections thoroughly. The ungrading approach worked well with this group. Many students graded themselves lower than deserved, and were thrilled when they earned a higher grade than expected. I plan to continue with this approach with minor modifications for improvement.
35	<p>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.</p> <p>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.</p>
36	To be discussed at bi-annual SLO meeting
37	To be discussed at our Spring SLO meeting. The reason SLO's 1 and 2 objectives were met is due to the 0's as the assessment not being turned in.
38	To be discussed at SLO meeting
39	To be discussed at Spring SLO meeting
40	To be discussed at Spring SLO meeting
41	We implemented newly revised curriculum this semester.
42	We revised curriculum this term based on data from previous years.
43	Will discuss action in SLO's in Fall 2024 department meetings.