

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Society and Culture

**Assessed:** 2020-2021

### ***Learning Outcomes Statement***

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 165 sections and resulted in a total of 3548 assessments.

### ***Summary of Evidence***

**Table 1: Number and Percent of students scoring 3 or Higher on the ILO.**

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	2732	77.00%

### **List of courses where outcomes were mapped to the ILO (52 Unique Courses).**

ANTHRO-100	ASL-200	ENGL-260	JAPN-101	SOC-105
ANTHRO-102	CD-105	ENGL-261	JAPN-102	SOC-141
ANTHRO-106	CD-112	FIRET-113	JAPN-104	SOC-141H
ANTHRO-116	CD-132	HEALTH-102	KIN/D-150A	SOC-145
ART-100	CHEM-150	HEALTH-267	KIN/F-190A	SOWO-101
ART-102	CIS-101	HIST-100	MUSIC-103	SPAN-104
ART-103	COA/N-601	HIST-100H	POLIT-100	THART-108
ASL-101	COA/N-605	HIST-145	PSYCH-100	THART-109

ASL-102	COMMST-135	HIST-171	PSYCH-103	
ASL-103	COMMST-174	HIST-171H	SOC-100	
ASL-115	COMMST-178	HUM-140	SOC-100H	

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

1	A continued fire service career preparation program similar to what was delivered including: practice interviews, practice writing tests, problem solving discussion and cultural challenges will be very beneficial to the students. Considering that all of these students may not be at the point to enter the fire service or even sure if they want to be a firefighter. The delivery of information needs to be set to a broad group of students that need to learn more about all jobs in the fire service, importance of all competitive parts of the process. How to start to build their positive foundation now. Lastly, the importance of how social media can have an impact on their chances of being successful.
2	All students met the outcome which is required to stay in the course.
3	All students met this outcome which is required to stay in the course.
4	All students were able to use MS word, excel and PowerPoint upon completion of the course. I may use the "SAM" in the future as some students expressed that the assignments I found/ created were either too easy or too hard. So, I think the SAM will be more uniform. The other assignments had no complaints.
5	Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
6	Benchmarks met for both SLOs
7	Benchmarks met for both SLOs. Note lower score for SLO2
8	Continue efforts to engage students in the online format. Students do well overall with the course content and meeting SLO's.
9	Continue efforts to engage students in the online format. Students do well overall with the course content.
10	Continue to offer solutions and options for an increased level physical fitness for the majority of our student population and society as a whole. Also, find new ways to engage with the students for overall mental health improvement and increased knowledge in nutrition consumption.
11	Distance learning is tough - for everyone. I think numbers are lower than usual because of this. We should continue to support students as best as possible through the end of the pandemic.
12	Encourage and practice the skill of critical thinking, via group activities, individual practice, homework, problem sessions.
13	Encouraging students to periodically check their own performance on Canvas to find areas of improvement will help them for their regular self-evaluation.
14	Fall semester students heavily enjoyed learned tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As this was the first time teaching this class online, students found the discussion boards incredibly helpful for understanding the health benefits, traditions and origins of tai chi. Many requested that once the class is in person again, keeping the videos as references after a long weekend or between classes as well as having the weekly discussion boards to develop a deeper understanding for the martial arts. Next semester I intend to keep these suggestions and

	continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
15	First asynchronous course utilizing video assessments as part of graded assignments. Continue to do the email check-ins since this makes students realize they are valued and supported.
16	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.
17	I found that putting an emphasis on communication and student interactions pays off. I also found that varying the method of information delivery helped engage the students more than before. I will look to employ these methods when we get back into the physical classroom. I also experimented with items like Kahoot and feel more comfortable in using it now.
18	I think that the strategies I have been doing with the Honors students have been working well, but I will continue to evaluate and change accordingly.
19	I was please with the outcome of student's work. There were several who did not complete the assignments so they could not be assessed on these particular assignments.
20	I will continue to use these assignments as the students really were able to grasp the concepts.
21	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
22	It was difficult to comb through the exam and identify the category each question matched best. Make a note to rearrange the exam questions into category of its own so that it will be easier to track and calculate for each and enter the SLO report. Other than that...its been going pretty well and the students seems to really enjoy the course and able to progress through each chapters without difficulties and passing the course with good solid grades.
23	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. 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. 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. 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.
24	Most of the students did well with the course. Some students did not turn in their assignments. Thank you
25	Most of the students did well with the expectations of distance learning.
26	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.
27	Most students met this outcome which is required to stay in the course.

28	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.
29	Online was very difficult for some of the students..
30	Practicing writing Japanese using workbook exercises and actively participating in class for speaking practice will be helpful.
31	SLO 1 was measured by a portion of the final exam which asks students to identify 5 forms of mass media and to compare its contemporary use with its historical origins. SLO 2 was measured through their final project to see evidence of media competence.
32	Students accomplished great success this term despite the burn out of “zoom’/online. Many desire to return to on-campus classes and expressed the need to be with others.
33	Students did great this semester - especially considering how difficult and exhausting DL can be. The students who failed the class and to meet SLOs were mostly those who stopped attending class or who stopped participating.
34	Students performed well in all four SLOs. No proposed actions at this time.
35	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.
36	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. 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. Statement three was unmet due to the requirements of isolation during quarantined time countrywide during fall semester. I would suggest dedicated tutoring hours outside of normal office hours for students to access support in this language.
37	The first SLO was measured using the personal intercultural video assignment. Students are required to attend a Intercultural location of their choice and answer questions in regards to how the adapted and demonstrated communication competence in these foreign contexts. The second SLO was measured using the GENE scale which measures one perceived sense of ethnocentrism. Lower scores indicate lower levels of ethnocentrism. For the sake of this SLO, it was scored as follows which indicate the lowering of the score: 4= score lowered; 3 remain the same within 1 point higher or lower; 2= higher score
38	There are certain assignments, such as video quizzes, that I altered the delivery method on that I will be keeping. Checking in on the paper/presentation assignment continued to be effective during quarantine.
39	This class also had a high number of student interested in transitioning to a plant based diet as well as several student who took the class last year. I feel this class would benefit from live instruction and in person cooking demonstrations using a demo cart.
40	This class and SLOs were enormously successful likely due 100% of student either has DM themselves or were attending the class as a caregiver for someone with DM. No changes suggested at this time.
41	This class has been enormously successful! Student have really enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences.

42	This class is an excellent example of a format that is just as effective, if not more effective in an online format. Students watched the lecture 50% of the time, but engaged in the discussion boards 80%, completed quizzes 85% and had an average passing rate of 79.5% Students wrote excellent reviews of the class and 29% signed up for additional health courses at Crafton for the following semester.
43	This class would benefit from being taught online and in-person. More students are able to attend online classes and for a beginning class, this is not a problem. For intermediate and advanced classes, hybrid would be advisable so that corrections can be seen and made in person, and group choreographies can be created. In person also allows me to provide items that students would not have to buy, such as: veils, fans, hip scarves, zills, and so on. I would be happy to hold in person, virtual, and hybrid. Whatever works best for the students and school.
44	This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.
45	This is the lowest grade ever due to the pandemic and everything is online..
46	This SLO was measured through a "Top Five" Final that students create to identify the top 5 things learned during the semester. The responses are measured for evidence that a positive change in social media behavior is detected. Responses were categorized into 4 groups: 4 or more responses indicated a high level of competence (4); a response with 3 or more concepts indicating a high level of competence (3); responses with 1-2 concepts that indicate a high level of competence (2); no demonstrable competence in responses (1).
47	This was a unique situation during the pandemic and highlighted the need for more DE tools to be utilized in the course. Explore various tools that would not only promote engagement but also create formative assessments to demonstrate the needs.
48	This was an accelerated (9 week) distance education class. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, written essays, museum visits, group work and conferences. Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. I was very pleased with the 100% success rate of meeting SLO 3 or higher rating but was discouraged that 3 or 4 students dropped the class midway through the semester.
49	This was an accelerated Summer (5 week) Distance Education class during the COVID19 pandemic. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert. Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously

	attained. Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history. For future consideration, since COVID seems to be over, I will probably change the Essay to visiting a real museum and possibly re-work the synergy of the Group Work Assignment
50	This was an engaged literature class over Zoom. Students attended regularly and participated in discussions of the readings quite well.
51	This was an unusual semester due to the COVID issue (Some students were directly effected by the pandemic in their families or themselves personally. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, virtual museum visit, group work and synchronous ZOOM conferences. Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. There were specific SLO questions in the final exam where statistics were mined. An informal assessment of student satisfaction provided anecdotal evidence that almost all the students really enjoyed the class and felt they learned a great deal. Many stated that the class enhanced their appreciation and perspective of Art History and also influenced their critical thinking as applied in other context and classes. For future consideration I will probably re-work the synergy of the Group Work Assignment and be more specific about requirements for the VIRTUAL Museum exploration essays. I also want to promote more one on one connections with the students.
52	Transform the structure of the course to be more truncated to help breakdown the flow of the course; delve in more detail what has been covered in the text since the textbook may be a little difficult to get through.
53	Use more images and 3D images to aid students in understanding the material. This is an online lab, so students may be adjusting to this format.