

Crafton Hills College - Outcomes Assessment Report

General Education Learning Outcome 10: Diversity & Multiculturalism

Term Assessed: 2015 Fall

Learning Outcomes Statement

Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.

Means of Assessment (Measurement Method)

On In-Service Day, August 17, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Diversity & Multiculturalism GEO. Seventeen adjunct and full-time instructional and non-instructional faculty from 12 different disciplines attended the session and chose which GEO or GEO group to participate in.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results for Diversity & Multiculturalism based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped to the Diversity & Multiculturalism GEO. A list of proposed actions, courses with outcomes mapped to Diversity & Multiculturalism, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO #10: Diversity & Multiculturalism.

A high percentage of students appeared to take the quizzes having inadequately studied their notes, textbook, and any flashcards they may have made. Although I did cycle learning by often spending a few minutes at the beginning of each class recapping main concepts and terms from the previous class(es), helping students make connections with older material in new lecture-discussions, and doing a 10 to 15 minute review in class just before quizzes, more is needed. I had short meetings on study skills with students who were struggling on exams but this did not often translate into better grades. Recommendations: 1) In future renditions, I recommend to myself attempting to "cover" a little less content and spend more time in class reviewing through games and discussion older and new concepts and terms together. However, there is no substitute for taking time to study terms on one's own, as often they are foreign words from Sanskrit, Chinese, Hebrew, Greek, or Latin. Thus, I also recommend: 2) Showing students at times throughout the course flash-card makers online and on phone apps, 3) Inviting experts from tutoring center to give short presentations on study skills and note-taking skills, and perhaps also 4) Make periodic checks of students' notes, study guides, and flash-cards.
Fill in student's knowledge gaps in western religious traditions.
I don't have a rubric with 4 levels so I hope I completed this correctly.
In reviewing the data, it is clear that overall students who complete the work are grasping the concepts and information we desire them to have. The biggest challenge with this (and some other CD courses) is getting all of the students to complete the work. It is difficult to accurately assess the SLOs when a large percentage of the class simply does not complete the assignment or take the final.
Increase instruction, assignments and activities on western religious traditions.

Many students took time off between ASL 102 and 103. They barely skated by in 103 and were under prepared for ASL 104. I suggest that we run our ASL 101 and 102 (non-credit) refresher courses during the spring semesters when there is not an ASL 103 class for students to immediately enroll in.
New ASL 102 curriculum will be used next semester so that is our next focus as a discipline. We are working to develop new assessments.
None.
Provide more variety or teaching techniques, dialogue practice, and role play. Sometime students show a lack of motivation.
Some students had a rough start at the beginning of the semester due to a lack of preparedness from past instructors who no longer teach on our campus. In the future, if instances like this should arise, I will provide them with more review material and initiate a buddy system to help get those students caught up. Hopefully this will prevent them from being overwhelmed and increase their success rate.
These results will be discussed at our Fall SLO results faculty meeting.
This class really struggled with their receptive skills. I do not assign homework but instead give it daily as an option for students to do for extra practice. In situations such as this, I may need to start requiring it. In regards to their expressive skills, I am surprised it is not higher since this was a "tablet pilot" class where they were required to sign each night and share it with their peers the following class. I will work to make this a more effective process and hold students accountable for providing good feedback.
This class was amazing! I loved their energy and motivation. I don't see a need for further action in regard to the performance of this class.
This class was very small. Many of them had issues with transportation and therefore did not attend many/any Deaf events.

Table 2: Number and Percent of students scoring 3 or Higher on the Diversity & Multiculturalism GEO.

#	General Education Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.	48	85	262	294	556	80.70%

Table 3: List of Courses where Outcomes were mapped to the Diversity & Multiculturalism GEO.

ASL-101	CD-115	SOC-100
ASL-102	COMMST-174	
ASL-103	RELIG-101	
ASL-104	RELIG-101H	

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

1. Set actual targets for the outcome. Recommend 90% at 3 or better.
2. Develop a consistent four-point rubric.
3. Identify and fund off-campus activities that develop multicultural awareness including, but not limited to: 1) service learning both locally and in the region, 2) Field trips to museums, shelters, foodbanks, etc., and 3) Culture and heritage celebrations
4. Identify and require participation in on-campus events that foster multi-culturalism appreciation. Include a required class assignment.