

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 4: Society and Culture

Term Assessed: 2015 Spring

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)

On Flex Day, April 1, 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 Society and Culture ILO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which ILO group to participate in.

Summary of Evidence

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

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to ILO #4: Society and Culture.

I believe the students have met the expectations and requirements for level 2 in preparation for level 3. Only two students will probably face some struggle when taking level 3 class in the future. They will need a lot of prior knowledge and review prior to taking level 3 class.
I don't have a rubric with 4 levels so I hope I completed this correctly.
I hope I completed this correctly for program level, general ed, and institutional areas.
Increase instruction, assignments and activities on western religious traditions.
None.
Provide more variety or teaching techniques, dialogue practice, and role play. Sometime students show a lack of motivation.
SLO's will be reformulated.
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.
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.
With the majority of students meeting/ exceeding the SLOs, lack of general attendance and a resulting lack of completion of projects appear to be connected to students not achieving the highest level of understanding of the course information. The assessment data tells me that the course information was understood and retained by all students who attended the course consistently, therefore meeting or exceeding the slos. I am confident that the slos for this course are in line with the material and that the assessment serves to exemplify the retention of information. Because of this, I will continue to use them in assessment. I will be testing an ongoing research project as a support to the course material in the Fall of 2015 intended to enrich the curriculum, support the portfolio and to further encourage greater understanding of the course and the academic field as a whole.

Table 2: Number and Percent of students scoring 3 or Higher on the Society and Culture ILO.

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
4	Society & Culture: 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.	34	72	257	222	479	81.88%

Table 3: List of Courses where Outcomes were mapped to the Society and Culture ILO.

ART-200	SOC-100
ASL-101	SOC-130
ASL-102	
ASL-103	
POLIT-100	
RELIG-101	
RELIG-101H	

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

- Faculty need training in ILO proposed actions- designing & assessing.
- Comments need to address the ILO.
- Diversity vs. Political Correctness- need training in “sensitive” matters/Safe Space.
- Need to develop commuter culture
- Training in utilization of apps in classroom - to begin discussion of diversity in society.