

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 4: Society and Culture

Term Assessed: 2011 Spring

1. 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.

2. Means of Assessment (Measurement Method)

Two questions on the Spring 2011 CCSSE administered randomly were used to indicate student ability to appreciate and behave in a way that appreciates different perspectives and backgrounds for CHC students who have completed 30 or more units.

3. Criteria for Success (Benchmark)

After multiple discussions of these results, the outcomes committee felt that it was important to look at the percent of students who completed 30 or more units at CHC who feel that their experience at CHC contributed to their understanding of people from diverse backgrounds and how to contribute to the welfare of the community.

4. Summary of Evidence

Overall, 41% of CHC students who completed 30 or more units felt that their experience at CHC contributed "Quite a bit," or "Very much" to their ability to understand people of other racial and ethnic backgrounds (51%) and how to contribute to the welfare of the community (32%).

5. Use of Results (Implications for Program Improvement & Planning)

After multiple discussions on the results from this assessment the Outcomes Committee collaboratively agreed that Crafton needs to increase the percent of students who feel that they understand people of other racial backgrounds and how to contribute to the community. Accordingly, the following strategies will be implemented and this outcome will be re-assessed in Spring 2013: 1. Develop a measure of this outcome that is more qualitative in nature. 2. Ask instructors to emphasize diversity in their curriculum for the Fall 2012 semester and work with the professional development committee to provide resources

for incorporating diversity in their curriculum. 3. In Fall 2012 three learning communities will emphasize the theme of diversity: History, Identity and Ethnicity in the US (HIST-101, SOC-141, CHC-099); Race, Class, and Gender in the US (HIST-100, ENGL-101); The Self and Society (ENGL-101, THART-100, and CHC-100). 4. With funding from the Title V Transfer Prep Grant, the college will hire the Thomas Brown and Associates to come and conduct workshop(s) on incorporating diversity in instruction for in 2012-13.