

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Diversity & Multiculturalism

**Assessed:** 2024-2025

### ***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)***

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 145 sections and resulted in a total of 2,311 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
10	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.	1,877	81.22%

### **List of courses where outcomes were mapped to the GEO (32 Unique Courses).**

ANTHRO-107	CD-112	ESL/N-602	HIST-107
ASL-101	CD-126	ESL/N-603	JAPN-101
ASL-104	CD-182	ESL/N-604	JAPN-102
ASL-105	COMMST-145	ETHS-132	JAPN-104
ASL-115	COMMST-174	ETHS-141	RESP-302
ASL-200	EMS-103	ETHS-163	SOC-132
BUSAD-145	ENGL-101	HEALTH-267	SOC-141
CD-105	ENGL-163	HIST-101	SOC-141H

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

1	<p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason. Also, this course is cross-listed with ETHS-163-55).</p> <p>I made a minor adjustment to this course by adding an additional online peer review in addition to our in-person peer review for the Lit. analysis paper. This seemed to improve scores on this assignment and reduce the number of students who used AI in a way that was intended to circumvent learning.</p>
2	<p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason. Also, this course is cross-listed with ETHS-163-55).</p> <p>One slight adjustment I may make next semester is to move up the timeline for the Literary Analysis paper and require additional steps/ drafts before submitting a final draft.</p>
3	<p>A few students on this list are not on my roster or stopped coming to class. We will need to discuss the importance of listening more.</p>
4	<p>Added a zine option to the film assignment. Some students completed zines.</p>
5	<p>Before Spring 2025, I did a massive overhaul of my canvas course. I filmed all new lecture videos (broken down into smaller chunks), reorganized the modules, and focused on making the course more student friendly. This helped the semester go smoother overall.</p> <p>In terms of the SLO assessments, I feel that students were not adequately ready for their expressive final. To address this issue, I plan to update the comprehensive vocabulary list and add a video flashcards study tool. Many of the signs students struggled with, were from early in the semester.</p> <p>The receptive assessment had good results and will likely remain the same, although I would like to create additional versions of the assessment.</p>
6	<p>Consistent assignment submissions, Introduced discussion topics in class and started small-group discussion that continued in their weekly discussion board (will continue this in-class practice)</p>
7	<p>Content was added to the course</p>
8	<p>For SLO#5: There were some students that are still taking ASL 103 and some had a break from ASL classes for a year and had difficulties remembering vocabulary so to measure register at this point was difficult if not moot. Unless this course has a prerequisite of ASL 103 or 104 then this metric will make sense.</p>
9	<p>I added content. I tried to provide more options for the film assignments, adding a zine option. I think the zine option helped some students in completing the film assignments.</p>
10	<p>I added the zine option to film assignments. I saw an increase in alternative options submitted for the film assignment (outside of the paper)</p>
11	<p>I am going to continue researching ways to scaffold teaching and learning.</p> <p>I am going to continue redesigning my courses to address student needs.</p>
12	<p>I did add a zine option to the film assignment. I received a few zine submissions for the class.</p>

13	I did try new strategies and add new content. With these, I see notable improvement in class performances.
14	I introduced more weekly quizzes to balance out the number of smaller (formative assessments) in the semester and develop a strategy to identify when students are not completing assignments earlier. I was able to reach out to students throughout the semester. I would like to in the future provide in-class time to work on larger point value assessments (film assignments) by having writing workshops and peer review so students can develop their projects throughout the semester.
15	I provided more format options for film assignments for including a zine option (in addition to the video essay). I saw more alternatives submitted by students.
16	I tried more options on film assignments by including zine options in addition to a video essay option. I did see more students choose alternative assignments. I need to consider assignments in different formats throughout the course.
17	I want to transition weekly quizzes to a new form of weekly assessment as reflections in their weekly quizzes have some uses of AI generated materials, I will scaffold assignments
18	I was not able to assess 3: Japanese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography. I would like to try some new contents in their speaking exams. This is a very beginner course, but I might be able to do oral presentation for speaking exam. Students can choose any topics regarding Japanese social interactions, beliefs, values, arts, literature, music, and geography.
19	I will add options to fulfill the Honors project rather than a traditional paper, will give option of presentation or video/podcast on chosen topic/social issue
20	Improve rubrics and create more templates in order to avoid confusion about expectations.
21	In spring 2025 I changed the schedule of the course slightly, by making both large projects due at the end of the term, rather than having one in the middle. While the rest of the content remained the same, I did see students' expressive scores improve, likely due to the increased time spent working with me 1-on-1 and with the material. When I teach this course again, I plan to slightly alter the two assignments that lead up to students' song translation project. Instead of submitting two written glossed drafts of their lyrics, (writing English words in ASL grammatical order), when will submit one written draft of an analysis of the song's meaning, and a video draft of the translation of the meaning. I feel this will help students let go of English words and the temptation to describe the lyrics, and move them towards showing the meaning through ASL grammar and a visual vernacular. Since the SLO data is good, I don't plan to make any other further changes to the course at this time.
22	In the final presentation, all the students worked on the group presentation. They chose one Japanese folktale, studied it, and recited/acted it in class. All the presentations were amazing. Some of them completely memorized their lines, sang songs in Japanese beautifully, and impressed me with their achievement. This class was one of the most impressive and memorable classes for me. Unfortunately, some students dropped the class because of illness or work schedule, but almost all the others enjoyed Japanese and made considerable achievements.
23	In the future provide a calendar with honors project assignment to break down the assignment into smaller assignments throughout the semester where progress will be checked (ex. outline

	due)
24	In the future will incorporate with the honors project a weekly outline to guide students and have assignments due throughout the semester like submitting a formal outline rather than informal meetings with honors students about honors project progress
25	Inconsistent attendance and assignment submissions for some students. I am seeing a correlation with low attendance and lack of completing weekly assignments that can be addressed by having more interactive class lectures on Zoom (I began using whiteboard in the later half of the course so students could work together to create graphs, notes, outlines during class). I will use whiteboard, zoom poll/quizzes for more engagement.
26	Inconsistent attendance in this course and lack of assignment completion despite late work policy that allows for completion of assignments throughout the semester. In the future may dedicate in-class time to directly address weekly assignments (maybe in-class check-ins or quizzes) and review the questions more explicitly in class to increase student follow through in completing the work.
27	Inquire why students who dropped the course are still showing on this list.
28	It is essential for registered students to commit to attending and completing coursework for on-campus classes. A variety of support services are shared in the course syllabus, in class meeting sessions and and Canvas system to support student success. Outreach via email and courtesy reminders are provided throughout the semester as added support for student participation and success for the classes.
29	It is essential for students to attend class and participate when registering for an on campus course. Up to date information and support is provided throughout the semester to assist student's with course success.
30	It is essential for students to attend in class meeting sessions when registering for an on-campus scheduled course for the semester. Active participation will assist with academic success.
31	I've noticed that students often like interacting with each other in the discussion board. In all the feedback I receive from them each semester, they always seem to highlight the discussion board as one of the course's best and most enjoyable activities, so I'm considering the possibility of incorporating other similar activities that will allow for additional interaction between the students since it seems to help them feel more connected and engaged in this challenging online course.
32	J=anese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography
33	Lack of consistent attendance in the course and assignments not completed. In the future will include in-class assessments, knowledge check-ins to motivate students to attend and have students complete assignments within class.
34	Level 4 students were well equipped to start their research and write their essays. Some struggled with academic vocabulary from reading and their research articles.
35	Need to modify weekly quizzes with short answer questions, suspected AI usage on weekly quizzes (no AI detection on Canvas under quizzes), Will modify assessments
36	Need to reassess the film assignments and scaffold them
37	Need to reassess weekly assessments and scaffold film assignments

38	Need to scaffold film assignments
39	Note 1: This disaggregated list is including students who dropped the course before the deadline. These were inactive students in Canvas.  Note 2: The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
40	Regular attendance for this class was high, but many students who regularly attended did not complete the assignments and had consistently low grades in the course. In the future may have dedicated in-class time to directly address weekly assignments and review the questions more explicitly in class to increase student follow through in completing the work.
41	Regular attendance for this class was high, but some students who regularly attended did not complete the assignments and had consistently low grades in the course. In the future may dedicate in-class time to directly address weekly assignments and review the questions more explicitly in class to increase student follow through in completing the work.
42	Several students on this list are not on my roster or stopped coming to class. Of the ones that were on my roster and participated, did well on the assessment. No changes needed.
43	Student participation is essential to course success. Outreach is provided daily and weekly via Canvas announcements, emails, coursework, zoom support, and phone meetings. Student campus support (i.e. writing center, library, financial aide, tutoring, SAS, etc is provided in the course syllabus and campus website.
44	Students improved a lot during the semester in reading, writing and grammar. The biggest challenge was to establish their sense of identity as students in the classroom as well as on campus.
45	Students who did not meet SLO's stopped attending class, develop better strategies for outreach throughout the semester to address this (identify inequities, patterns)
46	Students who did not meet SLO's stopped attending classes and submitting assignments, develop strategies for retention to address the significant numbers of students that stopped engaging in the course (try to identify patterns, inequities)
47	The biggest challenge in this class was the multiple absences of some of the students due to work or illness. These students had some gaps in their knowledge. I added some of the Power Point lessons to Canvas and also made handouts with some of the target information, so I can give it to the missing students when they came back to class.
48	The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
49	The students who succeeded in this course constantly attended and participated in class activities.  I will add more various class activities so that all the students can enjoy learning.  Also, I will add more cultural contents to each lesson because many students seemed to enjoy learning culture in class.

50	<p>This class had high engagement. Students demonstrated significant interest in exploring the cultural, historical, and social aspects of food, as reflected in thoughtful discussion posts and creative projects. A strong majority (78.6%) of students successfully met the Student Learning Outcomes (SLOs), indicating a solid understanding of key course concepts. Creative assignments like food diaries, cultural food analyses, and collaborative projects allowed students to connect course content with their personal experiences and cultural backgrounds.</p> <p>The primary challenges I noted from student reviews suggested that some students struggled with specific quiz questions, indicating gaps in comprehension of particular topics. A small portion of students did not complete assignments or dropped off toward the end of the course, which impacted overall success rates. To combat this, in the future, I will add a video review of each week's "most missed quiz questions" to reinforce key concepts and address areas of confusion. After each quiz, I will post a 5-10 minute video in Canvas reviewing the most challenging questions and clarifying the correct answers. Lastly, I am considering developing an FAQ page in Canvas that covers key course topics, troubleshooting tips, and explanations of difficult concepts.</p>
51	<p>This course has gone well overall — students consistently shared how much they enjoyed it, which is always affirming. The content and materials have been solid. One area for improvement is the culture assessment. I'd like to develop more formative quizzes using snapshots throughout the term, leading up to a stronger summative assessment at the end. Other than that, it's been a smooth and positive experience.</p>
52	<p>This course has met the objectives, with students demonstrating their ability to define the differences between "culture," "Deaf culture," and the "Deaf community," and to compare and contrast how "deafness" is viewed as both a culture and as a disability. They have also examined the nuances of oppression within the Deaf community, specifically identifying and contrasting examples of discrimination and audism. Finally, they explored the future of the Deaf community in light of technological advances, such as cochlear implants, video relay services, and AI captioning, and considered how these developments are shaping and reshaping Deaf experiences.</p>
53	<p>This course was well-received by all students who participated. I have employed equitable grading standards that allow students to resubmit written assignments after receiving feedback to earn back points. This was well received by the class. In the future, I will continue this and request that the class no longer be taught in a 5-week format, as many students wrote they wished they had more time to explore this topic.</p>
54	<p>This objective was measurably successful with varying outcomes that met course objectives.</p>
55	<p>Tried a new strategies of weekly quizzes to assess student learning more frequently (introducing more low-stakes assessments). It helped me reach out to students throughout the semester. I noticed more clearly when students were not submitting assignments regularly. I may want to modify the film assignments (summative assignments) to have days on which we work on the assignments in class (writing workshops) so more students will complete and put more time into the larger point value assessments. I want to encourage more project development and work throughout the semester.</p>
56	<p>Try scaffolding film assignments</p>
57	<p>Two students dropped the class before the final week because of their work/personal situations. However, all four other students worked hard, prepared for the final interview in Japanese, and could converse in Japanese with me.</p>