Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities   **Assessed:** 2024-2025

Learning Outcomes Statement

Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 203 sections and resulted in a total of 4,104 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
3	Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.	3,035	73.95%

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

ART-100	ENGL-155H	JAPN-104
ASL-101	ENGL-160	MUSIC-100
ASL-102	ENGL-160H	MUSIC-134
ASL-103	ENGL-261	RELIG-101
ASL-105	ENGL-270	SOC-141
BUSAD-100	ENGL-271	SPAN-101
BUSAD-225	HIST-100	SPAN-102
COMMST-145	HIST-100H	SPAN-104
ENGL-101	HIST-101	

ENGL-102	JAPN-101	
ENGL-152	JAPN-102	
ENGL-155	JAPN-103	

Use of Results/Proposed Actions – Individual Submissions

1	A success of this particular class was in their participation in and work on their research papers. More students seemed to make a solid attempt and were able to write an acceptable paper. A challenge was dealing with the possibility of AI writing. I'm still getting used to this issue but have been monitoring it through turnitin.com. I think some students probably see it as OK to have AI write some of their paper. Also, I think it is possible, even with the AI checking capability, that a student can have AI write a paper, then the student can rewrite what AI wrote in order to disguise it. I think a revised scoring rubric shared ahead of submission could be helpful in order to help students to begin to visualize a successful paper. The rubric would include more specific information and examples about what a successful assignment includes. Currently, a rubric is given ahead of time, but I think it could be useful to revise it and perhaps to do an assignment on the rubric itself. It could include the students reading about each aspect of the paper and rewriting that in their own words back to me to help them to focus on and make sense of the requirements. I think a small minority of students actually read over the rubric as it is now even though it is included right at the start when the research paper assignment information is first shared. Another idea that I have done at times in the past but did not do this semester is to have students explain to me after they've written their papers or their rough drafts how they have fulfilled the rubric requirements. In the past, I've assigned this as a letter that is turned in with their final paper, but turning it in with the rough draft could be more helpful since they could still improve it in the final draft.
2	All of my targets were met with high scores, although the overall numbers might be a bit skewed only because one of the honors students dropped out of the class, yet their name was still in this SLO page to include scores for, which I did not because there were none to enter.
3	All the students were motivated to learn and speak Japanese. Some students started reading Japanese books (graded readers) and submitted their book reports.
4	Best results so far for this course!
5	Continue with same strategies

6	Each outcome successfully met the target rate of 70 or above. I think the wide variety of assignments that was assigned throughout the course (essays, reading responses, and prewriting tasks) all contributed to helping students meet the requirements of the course. I felt that reading responses really helped students critically reflect and think about the readings that were assigned throughout the course and reflect and write about them, which then helped them to utilize those thoughts into a research paper. I also think the peer reviews and pre-writing tasks really helped students evaluate each other's work, providing feedback on strengths and areas for improvement. This process requires students to analyze their peer's writing, identify problems, and suggest constructive solutions. Compared to last semester, I did utilize more in pre-writing tasks or checkins for larger papers to ensure that students do submit their papers on time and also submit their final paper-- submission was not as big of an issue as last semester.
7	Given that some of these assessments were formative as opposed to summative, I believe it might be good to not only use more summative assessments, but in making this change, a greater degree of alignment between the SLO and the assessment should also be made.
8	I
9	I adjusted assessments to match the student's needs and added content that they could easily connect with. I did see a huge improvement when I gave the ability to talk to one another. Those who did not score well did not participate in class discussions even when encouraged.
10	I am disappointed in some outcomes. Many students didn't engage with the text. I will assign more assignments that deal with that next semester.
11	I did try new strategies and add new content. With these, I see notable improvement in class performances.
12	I did try some new discussion strategies that I think worked well and I will use again. I have found some new strategies that I am planning on using in the fall.
13	I do not see any Challenges.
14	I found this course to be very successful, with the students enthusiatically engaging with the course texts and in class discussion. This seemed in part due to the appealing theme and also in part to the students choosing to be in English 152 for their major or transfer path. I ran out of time at the end of the semester to cover everything I had intended, and even though this is mainly due to the fire closures, I think it might have felt rushed anyhow. The next time I teach the course, I will make some edits to how much tim I spend in the first few weeks warming up and will get to the first essay sooner.
15	I liked the assignments we did. I added new multicultural works including the One Book One College Book. I thought the honors project went well. I would try to communicate sooner with students.
16	I plan on allowing my students see the questions sooner before the due date.
17	I plan on allowing my students to see the questions sooner before the due date. I noticed this improved student scores. I also need to perhaps push back due dates for some of those SLOs that come sooner in the semester, especially for my late start classes. Content moves quick in those sources and I think students may need more time to process the content.
18	I provide a range of assessments through assignments, and provided students with much feedback on their assignments. Student Learning Outcomes were met.

19	I provided access to the questions used to assess these SLOs further in advance than I have in prior semesters, and in some cases, folks did better, while in other instances, they did not. That is a bit confusing. The assessments used directly ask students to address the SLO questions posed, so there is no need to alter the question. Perhaps, however, I can alter the modality the answers are presented in. That is, allow students to do audio/visual responses as opposed to just text based ones.
20	I see notable improvement in expressive skills. For receptive, I will try add more content in future.
21	I see notable improvement in students' expressive skills. For receptive skills, I see little improvement but I will try to add more content in future.
22	I should check in with the students more to make sure they complete the assignment. I will do this next semester and have our embedded tutor do it as well.
23	I tried new strategies with context presentations by groups and completing more low stakes assignments on particular authors and texts.
24	I used some new class discussions this semester. I think they worked well for getting students to read and think more critically. I have some new strategies I'm going to use next semester also and I am hopeful they will work well also.
25	I will continue to utilize Starfish in order to ensure all students complete my classes successfully.
26	I will continue using Star Fish in order to communicate with the students who need a push to complete my classes successfully.
27	I would like to have had more low stakes activities. The creative projects we did turned out really well. I did two different multicultural books. We used Parable of the Sower because of the oNe Book One College program. It worked well. We also Did How the Garcia Girls Lost their Accents, and students resonated with the style and some with the immigrant experience.
28	Im satisfied with how this class did as everyone passed with minimum of 2 or higher.
29	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.
30	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.

31	In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading.
32	Inquire why students who dropped the course are still showing on this list.
33	Integrate greater range of culturally responsive material; center student exploration of local sources of literature, libraries, bookstores, etc.
34	Late policy revision
35	Late work discussions early.
36	Like my other class, I am disappointed in some outcomes. Many students didn't engage with the text. I will assign more assignments that deal with that next semester. I will also discourage the use of AI more. Quite a few students seemed to have used it, which is why they weren't engaging with the text.
37	My students did well, overall, on each of these SLO assessments. I had over an 85% pass rate. It would be great to get up into the 90% rate, and from what I saw my students did very well on SLO 1, and as this SLO was based upon a research paper, I am thinking that this kind of an assessment might be worth trying in the future to see if I can bump the number up into the 90% range.
38	n/a
39	NA
40	Next semester, I should encourage students to see our embedded tutor. And make sure they actually complete the assignment. I will do this by checking in with them throughout the writing process.
41	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.
42	Some students stopped attending class early during the semester but did not withdraw, Those students could not learn much. However, those who continued attending class improved their Japanese proficiency and cultural understanding.
43	Students were very receptive to the Madonna Experience Essay, where they were researching culturally diverse issues such as the empowerment of women, subordination of men, the LGBTQ community, subcultures, the hegemony of women, social issues within lyrics and analyzing visual images. They read assigned Academic Journals addressing those relevant issues within society today and read diverse perspective of Feminists, sociologists and researchers on cultural authority and diversity. Students were able to synthesize their own life with the social issues of the past, witnessing the circular cultural reoccurrence of today. They used important sources from the Library Database, such as academic journals, books, magazines, newspapers, ebooks, and reliable websites to support their argument and analysis. The student reflected written tradition in the basic structure of an essay, quoting, explaining and validating their argument and being able to construct a works cited and documenting their sources. Students succeeded at such as task. The students who received a lower grade either did not address their handouts on citations and quotes. I am thinking of either create a workshop addressing in text citation to help the students remember punctuation placement. I saw improvement in students writing after they have revised their essay. Their grades raised one letter grade after I had a conference with them and guided them through the errors and the strengths of their writing. The students did very well for being their first year and were very receptive to the theme of the course, which reflected their lives.

44	Students who performed well on both expressive and receptive assessments appeared to struggle with the cultural assessment, as many did not complete the Deaf event assignments, which ultimately impacted their overall scores. Online students, in particular, need greater engagement with the Deaf community to deepen their understanding of Deaf culture and language. Moving forward, I plan to revise the course structure to encourage more meaningful interaction with the Deaf community, such as incorporating opportunities for students to attend Deaf events, meet Deaf individuals, or alternatively, reintroduce a Deaf-themed film assignment. This would allow students to critically analyze and reflect on cultural and linguistic themes, fostering a more comprehensive learning experience.
45	The class did really good overall. Unfortunately, the folks who didn't drop the class soon enough.
46	The recent assessment of the student's speaking and writing abilities reveals that all participants successfully met the requirements for Spanish 101, achieving a passing score of 70% or higher—an impressive accomplishment! While it is terrific to see such overall success, some students face opportunities to improve their pronunciation. To provide additional support, I am considering incorporating reading-aloud exercises as homework. This can benefit first-semester beginners who may still acclimate to Spanish culture and linguistic norms. Understanding these aspects is essential for grasping commonly used references, idioms, and expressions in the language. Constructing coherent sentences in the present tense can also be challenging for those still mastering Spanish syntax. Therefore, we can focus on enhancing our writing skills together, which includes organizing thoughts, using effective transitions, and proofreading. One highly effective solution could be to offer in-person tutoring sessions with native-speaking tutors. This supportive environment can provide personalized feedback, boost writing skills, and help students identify areas for improvement—all while encouraging them to take creative risks in their writing. By integrating these strategies into our teaching practices, we can empower our students to navigate any obstacles they face in developing their writing skills. Overall, I am encouraged by the assessment results and look forward to continuing to refine our instructional methods to support student success!
47	The students who participated scored above average. I think the issue is more one of retention and participation. I plan to address this by adding more instructional videos rather than written lecture.
48	This class was really great and it was a pleasure to teach them. Lots of really engaged students with thoughtful and probing questions. Their reports and presentations were well researched on interesting artists and subjects, used quality sources and contained thoughtful arguments and well-written summations. The majority of this class were really engaged and I looked forward to each class with them. The very few who didn't pass, dropped out early and, unfortunately, didn't let administration know.
49	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses.

50	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses. I would like to recommend that the SLO's be completed either via Canvas, have a connection to canvas so we can see our students work or grades, or connected to Self-Service so it can be completed at the same time we input grades.
51	This semester, I tried new strategies and refined course content, which led to stronger engagement and noticeable improvement in student performance. However, a recurring challenge was the impact of timed assessments. Some students showed clear skill mastery but ran out of time, lowering their scores — a poor fit for a course grounded in a gradeless philosophy. Moving forward, I plan to explore "fudge points" or alternative assessment methods to better reflect true learning. I'll also consider adjusting time limits and aligning Canvas tools more closely with course values and student learning outcomes.
52	This term, but this section in particular, saw a significant use of AI by students to draft all or part of one or more papers. In addition, there were significant attendance issues for several students in this class, something I have never seen in a dual enrollment section, and something which I experienced with only this section. Most students indicated they liked the choice of topics given to them in the essay prompts, and enjoyed the class and material overall. In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading.
53	This was my first time teaching this class, so there are things I would do the same and different if able to teach it in the future. Some aspects that I think went very well in this class were the students' engagement with the literature and their ability to analyze it well. An area that I think was challenging was keeping the expectations at a college level course even though all of the students were high school dual enrollment students. There were issues that came up and skills that were somewhat lower in a few areas that generally would be higher in a class made up of all or mostly college students. However, there was also a higher level of ability to analyze literature than I usually see in my college classes. As for new strategies, I think having more of a variety of literature read for class would be helpful. I used online public domain texts that were free and easily available. If I can teach this class again, I would like to assign some more recent texts alongside those used. I'd also do just a little more instruction on how to write a clear essay since this is not a composition class, but they still need some help.

54	Those who failed the course and did not meet the desired outcomes did not complete the required assignments. By engaging in regular substantive interaction with these students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success. I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will increase the participation rate, reduce the failure rate, and hopefully increase the success rate.
55	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.
56	Upon closely examining the outcomes of this course, I noticed an unusually large number of students failing this semester. I believe there are a couple reasons for this: first, many of these students who failed simply decided to no longer participate in the course after the drop date - they gave up completing assignments at some point in the semester for whatever reason. Second, I did not reach out to these struggling students early enough to intervene on their behalf; doing so would have perhaps led some of them to stick with the course. By engaging in regular substantive interaction with my students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success. I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will reduce the failure rate and hopefully increase the success rate.
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58	Using multiple forms off assessment including low stakes assignments was helpful for the course. Still working on what to do about AI use by students.
59	While this class had high participation and wonderful attendance, they struggled enormously with reading comprehension and application. They were attentive to lecture, but did not apply its content to their work. They seemed to expect only rote, repetitive exercises, and were surprised by the variation of assignments.
60	Will revise when grades are posted