

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Oral Traditions

**Assessed:** 2024-2025

***Learning Outcomes Statement***

Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.

***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 179 sections and resulted in a total of 2,862 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
6	Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.	2,098	73.31%

**List of courses where outcomes were mapped to the GEO (27 Unique Courses).**

ASL-101	COMMST-111	FIRET-113
ASL-102	COMMST-111H	HIST-101
ASL-103	COMMST-125	HIST-107
ASL-104	COMMST-140	JAPN-101
ASL-105	COMMST-145	SPAN-019
ASL-200	COMMST-155	SPAN-101
BUSAD-145	COMMST-174	SPAN-103
BUSAD-155	ENGL-102	
COMMST-100	ESL/N-601	
COMMST-100H	ETHS-107	

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

1	Overall, the class did a great job. The students seemed to be engaged and the success rate was high.
2	Overall, the class did a great job. The students seemed to be engaged and the success rate was high. This SLO in particular had low participation (14/30) and did not meet the goal.
3	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.
4	Added more primary source analyses into the class. Students did well in group work activities which turned into small study sessions prior to quizzes.
5	Argument #2 was used to generate scores for information and creating arguments. TBD at our next faculty meeting.
6	At next meeting, discuss how students that do not complete the course or take the assessment count against the score and what to do. Discuss ways to implement the ideas from this terms SLO meetings
7	At next SLO, discuss how to implement the changes we discussed this term.
8	Based on the average, I need to go more in depth about listening and include more activities to assist students in understanding the importance of bringing these concepts into their everyday lives.
9	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. 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. The receptive assessment had good results and will likely remain the same, although I would like to create additional versions of the assessment.
10	consider new way to asses communication apprehension
11	Dedicating class time to complete SLOs along with frequent reminders and more knowledge checks for listening.
12	Dedicating class time to complete SLOs along with frequent reminders.
13	Discuss at next SLO meeting
14	Discuss ways to implement the ideas from this terms SLO meetings
15	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. Going forward, I might utilize a 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 has been an issue this semester, so possibly going forward just ensure

	that I am giving them more time, checking in with them often, and giving them time in class to work on those assignments more and talk to their peers and brainstorm more.
16	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.
17	I believe the goal has been met. Most students that were able to meet the criteria were because they withdrew the class formally, or informally.
18	I did try new strategies and add new content. With these, I see notable improvement in class performances.
19	I implemented weekly spoken activities that resulted in a positive outcome. Students improved their spontaneity when given clinical scenarios by using the material they were learning. Their ability to communicate improved significantly from previous semesters. Therefore, I will continue to target all skills throughout the semester to keep the positive progress.
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 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.
23	I would try and give this assessment a bit earlier in the semester when students are not bogged down with finals and assignments. It felt a bit rushed.
24	Im satisfied with how this class did as everyone passed with minimum of 2 or higher.
25	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.
26	Inquire why students who dropped the course are still showing on this list.
27	Interpersonal Theories Assessment and Listening Assessment. TBD at next faculty meeting.
28	J=anese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography
29	Listening Assessment and Apprehension. Should be discussed at next faculty meeting.

30	<p>Looking on the overall data, I would say that while lower than normal semesters, having at least 55% of the course getting a 3, or 4 meets the criteria of meeting the SLO's. There are a lot at play when it comes into students for the last couple years, and I believe we will continue to see this trend continue for a little while before it tales off. This trend in students that are not fully prepared for higher education both academically, and socially, is by far a side effect of the pandemic and its effects on society. I think that we as instructors should continue to push our students, but also keeping in mind these trends, consider offering more leniency, and support, especially to help our students who may have been marginalized during those times.</p> <p>Note: Students who received the 1, are students who will likely get a FW, as they stopped coming.</p>
31	new method ned
32	No proposed actions
33	No proposed actions.
34	Outcomes will be discussed in our spring SLO department meeting
35	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.
36	Students were able to meet all criteria.
37	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.
38	Students work reflects there scores. The scores are much higher than most.
39	The assessment results show that majority of the students have met the expectations for level 3. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
40	The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
41	The data shows that all students (25) have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies. 11 students got a "0" because 9 students dropped the class and 2 students stopped attending class.
42	The department is strategizing how to improve and assess listening as this is a struggle for students regardless of their discipline.
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44	<p>The students who succeeded in this course constantly attended and participated in class activities.</p> <p>I will add more various class activities so that all the students can enjoy learning.</p>

	Also, I will add more cultural contents to each lesson because many students seemed to enjoy learning culture in class.
45	These student did well in class but more participation was needed in the SLOS
46	This but class did well in class but more participation was needed in the SLOS
47	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.
48	This honors section performed noticeably better than all other sections. TBD at next faculty meeting.
49	This semester in Public Speaking, I introduced a new gallery walk activity to help students better understand how to organize and deliver speeches. Some students showed improvement, especially in their confidence and preparation, but there are still challenges, particularly in the listening portion. In the future, I plan to provide more opportunities for practice, give clearer and more consistent feedback, and break down assignments into smaller, more manageable steps to support student success.
50	<p>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.</p> <p>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.</p>
51	This was a weird class. The students struggled maintaining attendance, and there was an overall lack of involvement. This is also missing the few honors students which would have made the criteria more aligned with the rest of my courses.
52	This was my first offering of this class. The goal of the course is to explain each component of the firefighter hiring process in detail. Content was added on diversity in the fire service. Students were given a mock interview in the beginning and end of the class to note improvements.
53	This was the area where we had the most success. Folks were always willing to share and listen to each other. Perhaps, I will also try to integrate homework where they must go out into the community and find out certain information.
54	To be discussed at Spring SLO Meeting
55	Will discuss at department SLO meeting
56	Will discuss at next department SLO meeting
57	Will discuss at SLO meeting
58	Will discuss in the department SLO meeting
59	Will discuss results in department meeting and brainstorm teaching ideas