

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Diversity & Multiculturalism

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 159 sections and resulted in a total of 2,359 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.	1,934	81.98%

List of courses where outcomes were mapped to the GEO (33 Unique Courses).

ASL-102	ENGL-C1000	ETHS-141	HIST-101H	RESP-302
ASL-104	ENGL-C1001	ETHS-163	HIST-150	SOC-106
ASL-115	ESL/N-603	GEOG-120	HIST-170H	SOC-132
CD-105	ESL/N-604	HEALTH-104	JAPN-101	SOC-141
ENGL-160	ETHS-106	HEALTH-267	KIN/S-138A	SOC-141H
ENGL-160H	ETHS-107	HIST-100	KIN/S-138C	
ENGL-163	ETHS-132	HIST-101	KIN/S-148A	

Use of Results/Proposed Actions – Individual Submissions

#	Comment
1	About six of these listed students dropped and weren't in the class. I added quizzes.
2	Add content and change chronology
3	Add content and update chronology
4	Added more quizzes and for students who submitted them, they had a high success rates.
5	All the students who attended class regularly met all the SLOs.
6	All the students who attended class regularly met all the SLOs. The students who missed, did not.
7	Connect with the honors program coordinator more regarding a procrastinating student.
8	For the first time this was a full semester class instead of late start. The extra weeks allowed me to focus more on the written assessments.
9	Great honors section. No learning gaps or issues.
10	I added more discussion activities for in-class assignments. I will continue to expand on the in-class assignments. I changed from weekly quizzes to weekly knowledge check-ins, I may provide more structure to the check-ins building off their reflections and incorporate them more in class.
11	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos.
12	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. Note the low percentage for students having satisfied the SLO's is partly due to the cross-listing between ETHS and SOC. the ETHS section was high and the SOC enrolled students (a smaller number) had some of the lower scores/grades.
13	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. Note this a cross-listed section so it is combined with ETHS 141-71
14	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. I revised the Honors project to be interview based (a podcast or video). This format seems to work well, I may want to include more supplemental information and an assignment to help guide them more in developing their questions and interviewing skills.
15	I changed weekly quizzes to weekly knowledge check-ins. I can provide more structure to this weekly reflection assignment in the future. I developed the social movement project as a final and the social issue teaching project (for midterms). I want to provide in-class assignments that build to create their project and may incorporate an in-class assignment to jumpstart them on their final project.
16	I plan to incorporate GIS along with article discussions for this course in the future.
17	I see a lot of students assuming that they can overload their schedules with too many classes and family obligations and work obligations. For example, I had one student this semester tell me that she was a single mother who was working a full-time night shift in a warehouse and taking four CHC classes during the day hours. She was struggling immensely. She admitted that it was her first semester and that she'd "thought she could handle it." Many of the students who

	stopped engaging with the course seemed to have similar stories. Many of these students also seemed more inclined to turn to AI to write their papers when their schedules were overloaded. Overall, many students don't seem to understand how much work a college course can be, especially one that requires a lot of essay writing. I'm not sure, to be honest, how to address this in an effective way. I already have a lot of content in the first week's module warning students how much work a college class can be, even if/when it's online. I suppose I can try to emphasize this message even more.
18	I will add more in-class assignments and more scaffolding to the projects.
19	I will add more in-class assignments and scaffold more.
20	I will add more in-class assignments and scaffolding.
21	I will add more scaffolding to the honors project
22	I will change the discussion assignments.
23	I will continue to encourage students to present their work at the honors conference.
24	I will create more in-class assignments and use more scaffolding for projects.
25	I will show better examples of the expectations.
26	If the students completed the assignments, they had high success rates. Students who failed, did not submit despite weekly reminders, starfish reports, and emails. Several of the students listed here were not in the class.
27	Im satisfied with the result from the students in this class. Everyone has met most of the requirements between 3 and 4 which met all categories.
28	Most students performed very well in the course this semester. However, I noticed an increasing number of students reporting enrollment across multiple colleges and online dual-enrollment programs with varying course durations, schedules, and workload expectations. Those students in particular seemed to have challenges managing assignments, schedules, and consistent course engagement. In response, I plan to increase proactive outreach to students who begin missing assignments or showing reduced participation, as well as provide more individualized follow-up for students who appear to be struggling to maintain engagement in the course.
29	One change I made this semester was introducing the QTEL model to emphasize sociocultural theory throughout the semester (anticipatory guides, 3-moments lesson plans, etc). I believe this change had a profound impact on the level of engagement I experienced throughout the semester. This was also, in particular, a special and more engaged group of students.
30	Overall, HLTH 104 was a successful course, with 93.3% of students meeting assessment standards, indicating strong achievement of the stated Student Learning Outcomes. Students demonstrated solid comprehension of foundational public health concepts and strong engagement with course material, particularly in discussions related to health careers and real-world public health applications. Informal student feedback suggested high interest in the field of public health and a desire to learn more about career pathways, which reflects positively on course relevance and student motivation. This course incorporated a variety of instructional strategies appropriate for an online learning environment, including discussion-based learning, applied examples, and low-stakes assessments to reinforce key concepts. Students responded positively to the structure of the course and the clarity of expectations. Engagement and performance remained consistent across the quarter, and most students demonstrated improvement in their ability to connect public health concepts to current issues and community-level health concerns. One challenge encountered involved a student reporting technical issues with quiz access during the final weeks of the quarter. Accommodations were provided in good faith, including emailed PDF versions of quizzes and the final exam. Subsequent review revealed a pattern of similar behavior reported by another health faculty member, indicating this was not

	a course design or platform issue but an isolated academic integrity concern. This did not reflect a broader systemic problem, as other students did not experience access issues and course performance remained strong overall. In future offerings of HLTH 104, additional safeguards will be implemented to support academic integrity in the online environment, including clearer guidance on troubleshooting procedures, documentation requirements for reported technical issues, and coordination with instructional support services when access concerns arise. Content-wise, the course will continue to emphasize foundational public health principles while exploring opportunities to expand exposure to public health career pathways, given strong student interest. No major modifications to Student Learning Outcomes are recommended at this time, as outcomes were met at a high rate; however, minor refinements to assessment alignment and discussion prompts may be considered to further strengthen application-based learning. Overall, the course met its objectives effectively, and planned adjustments focus on strengthening integrity practices and building on existing instructional successes rather than addressing learning gaps.
31	See comments for ETHS-163.
32	Student attendance and commitment to the course are essential to course success throughout the semester. Instructor/Student communication and support assisted with maintaining the professional and ethical standards when representing the campus mission.
33	Students from this course who has completed all necessary assessments and projects has satisfactorily met all requirements for each category. I am happy with the result but will kept on finding ways to improve this course by introducing more opportunitites to interact with members of the Deaf community.
34	The assessment data for Expressive portion should be interpreted with caution due to the small number of completed assessments. Because the sample size was limited, the overall percentage was disproportionately affected by a small number of lower scores. Most students who completed the assessment demonstrated strong performance and successfully met the learning outcome; however, two lower scores significantly reduced the overall average. The limited number of completed assessments also reflects a broader concern regarding student persistence and completion in the online course format. Compared to the original class enrollment, relatively few students completed the final assessment, which continues to be an ongoing trend in online sections where enrollment and participation decline noticeably from the beginning to the end of the semester. Moving forward, the course may benefit from intentional revisions designed to increase student engagement and sustained participation. While the course currently includes weekly announcements, discussion boards, instructor feedback on video assignments, and regular assignment reminders, additional interactive activities and more consistent student-instructor dialogue may help strengthen connection and accountability. Greater emphasis on regular communication, peer interaction, and structured check-ins may also address the sense of disengagement some students appear to experience in an asynchronous online environment without live interaction.
35	The presence of several "adult" learners in this class had a notably positive impact on the overall experience. Their contributions enhanced both the social atmosphere and the collective appreciation for skill development throughout the semester. As a result, I plan to continue marketing this class within our senior gated communities. Additionally, the assessment results regarding students' knowledge of rules and strategies reaffirm the value of the information tests conducted during the semester. These assessments emphasize practical understanding of playing strategies, rules, the code, and etiquette. Another aspect that worked exceptionally well was the competitive component. This semester's success in that area was largely due to the balanced

	skill levels and experience among students, which is not always easy to achieve, as past semesters have typically seen a wider range of abilities. (KNS-138A for 2026SP)
36	The zine in-class workshop for the final day of class helped many students complete their project. I want to further develop the final project into a counterstory project. They also had the chance to share their final projects in class with other students and I want to build that into the project itself.
37	The zine in-class workshop for the final day of class helped many students complete their project. I want to further develop the final project into a counterstory project. They also had the chance to share their final projects in class with other students and I want to build that into the project itself. Honors interview project went well with weekly check-ins on project and reviewing the questions to give feedback.
38	They focus on more the target language itself in the course. However, maybe they could learn Japanese culture via their assignments and practices. I will add more exercises and assignments/research related culture.
39	This class was incredibly successful with both high attendance and retention. One student who had difficulty attending did not meet the target. I attribute a large part of the success to culturally responsive lesson planning, using methods learned in the ESLN/ ZTC Faculty Learning Community and to connecting projects to events and resources on campus, such as SCR and our linguistic identity poems, or the Library and zine project. Next semester, to combat the temptation to use AI to complete assignments, I will incorporate even more multimodal projects that can be integrated into the larger campus community.
40	This group was particularly interested in reading academic texts and conducting research. A few were not familiar with essay writing and searches of academic articles, but by the middle of the semester, they all became proficient. Since they were very high level, we read more challenging articles than in the past semester.
41	This semester, the Food and Culture class was highly engaging, with students connecting cultural identity, family traditions, and health outcomes in thoughtful ways. I incorporated new strategies such as short reflection prompts tied to lecture videos and more culturally inclusive examples in assignments. These changes encouraged deeper discussions and stronger personal connections to course material. One notable success was the improvement in students' ability to critically analyze how cultural beliefs influence dietary patterns and health outcomes. Many students demonstrated growth in applying cross-cultural perspectives rather than defaulting to a Western health model. A continued challenge involved helping students distinguish between cultural food practices and nutritional misconceptions, especially when addressing sensitive topics like food restriction, fasting, or cultural taboos. Some students initially struggled with connecting psychological aspects of food to broader cultural influences, suggesting a minor learning gap in integrating interdisciplinary concepts. Planned Actions for Future Terms: In the future, I plan to: Add a brief module or case study on food and identity across the lifespan to strengthen SLO 5. Include a formative quiz or "concept check" to reinforce key distinctions between physiological and psychological health connections (SLO 1 and 4). Integrate more peer-led discussions and visual learning tools (e.g., cultural food maps, storytelling activities) to engage diverse learning styles. Recommend revising the assessment rubric language to better capture cultural competence and critical thinking, ensuring closer alignment with SLO 2 and 3. These refinements aim to improve assessment consistency, enhance interdisciplinary understanding, and maintain a culturally responsive learning environment.

42	This was the first semester the course was offered. Having structured in-class assignments went well and helped increase student's participation in discussion. I want to expand on in-class activities to encourage more collaborative assignments throughout the semester.
43	Try new retention strategies
44	Two new film analyses regarding the Bolivia water war and Chilean "No" campaign were impactful with the students.
45	Working on more ideas for retention. The two FWs were students who said they were committed to making up work and passing the class but stopped communicating with me and the messages I sent to them regarding their participation in class.