

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Humanities

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 123 sections and resulted in a total of 2,937 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.	2,243	75.98%

List of courses where outcomes were mapped to the GEO (25 Unique Courses).

ART-100	ASL-102	ENGL-160	HIST-100	MUSIC-103
ART-102	ASL-103	ENGL-160H	HIST-100H	MUSIC-134
ART-103	BUSAD-155	ENGL-C1000	HIST-101	RELIG-176
ART-113	COMM-135	ENGL-C1001	HIST-101H	SPAN-019
ASL-101	ENGL-152	ESL/N-601	HIST-145	SPAN-104

Use of Results/Proposed Actions – Individual Submissions

1	A major change this semester has been the number of students who have, for lack of a better word, ghosted me or simply stopped submitting assignments. Despite efforts to remind students and give them extra time to work with materials, including extra attempts on tests, I have struggled to get folks to consistently and continually submit their work. I know my targets would be met at a greater percentage if this was not the case, so I need to brainstorm how to navigate this.
2	Add content
3	Add more engaging content
4	Assessing student reading and writing early in the semester is the best way to address these SLO because it gives me more time to intervene where students need support. One technique I use is handwritten worksheets in the first unit to gauge student writing ability, and I build that into instruction toward their reading tasks and academic essays, including their research project. In the future, I'd like to codify this connection by 1) adding a reading component to these early-semester diagnostic activities, and 2) setting office hour appointments (or, in the case of ENGL-917, lab time) with students who are a "1" or a "2" on these scales early to help them achieve a higher score.
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7	Continue to listen to student feedback and address potential equity gaps in my teaching.
8	Continue to work on the attendance policy.
9	Expressive Skills: This semester, I revised students' practice assignments to target a broader range of expressive skills than in previous terms. As a result, I observed noticeable improvement in students' overall production, including clarity, confidence, and skill application. Receptive Skills: No changes were made to receptive assessments this semester. Students struggled on receptive quizzes and the midterm; however, performance on the final assessment was significantly stronger, likely due to the formatting of the exam. Given the 100% success rate on the final, I plan to revise the format in future semesters to better challenge students and more accurately measure receptive proficiency. Cultural Competency:

	This semester marked the highest level of student participation in Deaf/ASL community events to date. This was particularly surprising given the fully online format of the course, which can make it more difficult for students to build connections, coordinate transportation, and feel comfortable attending events. Despite these barriers, students demonstrated strong engagement with the cultural component of the course. Other Changes: During midterm one-on-one conferences, I proactively discussed withdrawal options with students who had fallen significantly behind. Many students chose to withdraw at that point, which I believe contributed to the overall higher course success rate by allowing students to make informed decisions aligned with their readiness and capacity to complete the course successfully.
10	For my honors students, they met each target with flying colors. I would not change anything based upon what I saw. The assessments and method of instruction seem to have done their work adequately.
11	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.
12	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes.
13	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes. Comparing this class (ASL 2) to last semester's class (ASL 1), my students really improved their expressive skills.
14	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes. However, according to this class' students' receptive skills, I will try new strategies such as more interactive activities and more reviews.
15	I attempted earlier interventions this term with students who "checked out" before the withdrawal period, and, while some were responsive, most ultimately did not re-engage with the course or engage at all. I want to find a better way of offering assistance earlier to struggling students.
16	I believe my class achieved these SLO given the wonderful ZTC textbook created by the ESLN FLC.
17	I did see notable improvement from each essay for all students as they developed their critical thinking and research skills.
18	I had many students who did not submit assignments this semester, despite efforts to get them to do so. I also did nothing different from last semester, and I met all my parameters last semester. I am unclear what caused 2 out of 4 of these to not be met. Perhaps I needs to link the content to the question more directly in class lectures.
19	I incorporated more small group work instead of usual art history lecture; I assigned analysis of different artworks and asked students to stand in front of class and share their analysis. This expands their communication and public speaking skills which are helpful no matter what career they pursue. Students are nervous at the start of term, but i notice great improvements over the course of the term. I do not test on dates or even titles of artworks. In the future I will continue to expand in-class assignments as a way of assessing understanding and avoiding AI dependence that I've noticed among some students.

20	I noticed that students began meeting the target as the summer session drew on. My hunch, as is always the case, no matter how much support I provide or reminders I give, or even access to course materials prior to the actual start of class, is that students get overwhelmed by the amount of content in a 5.5 week class and need to learn what the expectations are and how to navigate the course. It's a learning curve.
21	I plan to continue listening to student feedback and address equity gaps in my pedagogical approaches.
22	I plan to continue listening to student feedback and address potential equity gaps in my pedagogical approaches.
23	I saw improvement overall while using the same content but additional strategies, including one-on-one conferences and video lectures. In the future, I will add additional videos to the lectures.
24	I saw notable improvement in this course than in other semesters due to my efforts to keep in regular contact with all my students this semester. I primarily used the Canvas Inbox and the comments section on assignments to interact with students. I had lots of dialogue with students who were struggling and guided them to a point where they improved. Those who did not pass decided to no longer participate in the course after the drop date. There was nothing I could do with them even after repeated attempts to reach out to encourage them back into the course. 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.
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26	I spent more time speaking about individual artists this semester as opposed to previous semesters when I covered the musicians and periods in more general ways. Although my students were really great this semester, I did not have one good writer in the class. I think in following semesters I would like to implement more in-class writing assignments.
27	I tried using new strategies to get the students to sign during class and that was effective. We did various GoReact participation activities throughout the semester
28	I will continue to encourage students to present their work at the honors conference.
29	I would add more review and activities for receptive portion such as practice videos of myself signing. I see that students' knowledge and expressive skills have improved so I would keep doing what make them improve.
30	In ever category, but one, my students met or exceeded the expectation. In the one area where they did not, this was the week that Canvas went down for an entire day. It is my suspicion that this contributed to the lower scores, not only because it was down for a day,

	but also because there was some confusion about when the assignment for that week was due, which I think also contributed to the lower scores.
31	In future classes, I will have to add more steps to my research papers. Some students in the class became too reliant on AI-generated content. In future classes, I plan on incorporating some kind of group assignment. This is kind of tricky in an asynchronous class. So, I'll research how best to bring group work into my curriculum.
32	My students met each SLO, and as this was the first time I taught this course fully online, I feel that what I did worked well. Having various types of assessments is new this semester and I think this worked well. I will do this again next semester.
33	Need to revisit how Deaf Culture quizzes are structured and communicated to ensure students do not overlook this component. The absence of an initial due date led some students to assume the quizzes were not required, resulting in last minute completion and inadequate preparation. In future offerings, clear and firm due dates will be established for Deaf Culture cultural competence assessments and aligned with final assessment timelines to support better preparation and performance.
34	New strategies
35	One of the key challenges I faced this semester was encouraging consistent student participation and assignment submission, despite providing ample time for completion and maintaining regular, clear communication throughout the course. I consistently offered feedback and reminders so students were aware of expectations and deadlines, yet I still saw a pattern across my classes of late, incomplete, or missing work. This issue was not isolated to a single section but appeared broadly, suggesting a larger challenge in student engagement. I am continuing to reflect on and explore ways to better address and navigate this moving forward.
36	Overall score was higher than anticipated. Video lectures were used and one-on-one conferences were available to all students. While some took advantage of the conferences, others did not.
37	Overall, I hit my targets on each SLO but for number 1. That was the only SLO where a test was used to assess the SLO, so perhaps next semester I need to realign to the exam or use a different assessment to analyze SLO 1.
38	Overall, my assessments and teaching strategies accomplished what they needed to, but for SLO 1. For that SLO students took a test for the first time during a summer session. My suspicion is that the rate at which the course moved and the fact that they had never had a test from me contributed to these lower numbers. Students did better on later tests, suggesting that their lack of familiarity with the course's pace and my tests contributed to their lower scores.
39	Overall, my targets were met, but for one of them. I had one student from this section who did not seem to meet the target for each assignment, which suggests that this was less an issue with my assessments and instruction, and something to do with the student. For future semesters, I will pay closer attention to these trends, using Canvas Analytics, so that I know to reach out sooner in the semester.
40	Overall, the student performed as expected, but for SLO 1, where the paper was submitted only 25% of the way. Thus, I believe that what I did this semester worked, and this one low SLO rests with the lack of work by the student, for they never contacted me asking me for help or informing me they misunderstood anything. Rather, when they did contact me, they noted they had time management concerns.

41	student to student interaction was exceptional; helped students internalize/learn concepts and cultures and artworks
42	Students are having issues with developing their essays in terms of support and detail. I plan to create more video lessons to illustrate what constitutes well-written support.
43	Students are relying on AI to help them with their essays. While AI has a place in the research phase of an essay in future classes I will have more hand written assignments requiring students to demonstrate their content knowledge without the help of AI. I am also leaning into using presentations as a method of evaluation. Students did very well with presentations. I am also going to shift things around with the schedule and spend less time on earlier eras and more time on 20th century art. Last semester we bogged down in the Baroque period, students were saturated and we could have moved on sooner.
44	Students struggled with this more and I feel I need to scaffold more. Even though I did see improvement from assignments.
45	Text revision within the next AY.
46	The results are 78.8%, so yes the goal was met. The 55.6% is nonsense. Check Canvas for the average of all cultural exams.
47	The target for the SLO was met, with the majority of students demonstrating proficiency in the assessed learning outcomes with a 3 or higher score. Overall, students showed strong improvement in interpersonal communication, use of medical Spanish vocabulary, professionalism, and cultural competence within authentic healthcare scenarios. A major success in the course was the use of interactive, performance-based activities such as doctor-patient role plays and recorded consultations. These strategies increased student engagement, confidence, and ability to apply language skills in realistic contexts. Students particularly improved in their use of formal communication (usted), conversational fluency, and ability to sustain dialogue. At the same time, the assessment revealed some learning gaps. A few students struggled with spontaneous follow-up questioning, grammatical accuracy during unscripted interaction, and providing detailed explanations using target vocabulary. These challenges suggest the need for additional scaffolded speaking practice earlier in the semester. Moving forward, I plan to continue using communicative and scenario-based assessments while incorporating more guided conversational practice, pronunciation support, and peer interaction activities. At this time, no major modifications to the SLO are recommended, as the current assessment effectively aligns with course objectives and measures applied language proficiency in a healthcare setting.
48	There were three students who failed the course. These were students who had continued attending class well past the drop date, and then individually tapered off and began to miss classes and important assignments.
49	There were three students who failed the course. These were students who had continued attending class well past the drop date, and then individually tapered off and began to miss classes and important assignments. There were 6 students who received FW for failing to drop the class. Some of these were students who I never met and didn't see on my role until today.

50	This class did exceptionally well in all aspects. I wish all students were as devoted. However, because that is not the case, this group is an outlier. They show that my lessons are all effective lessons. However, they do not show what needs extra messaging or clarification.
51	This was the first time I taught this class. I definitely have ideas for next semester that I will implement including changing the order of some of the activities so the learning is in a better sequence. Students who dropped the class I marked NA. Students who remained on the roster but stopped coming I marked 1.
52	To be discussed at Spring meeting.
53	Try new assignments that do not as easily allow for AI use in online sections.
54	While six students demonstrated strong mastery of ASL 103 outcomes and met or exceeded course level expectations, four students performed at a minimal level, meeting expectations but struggling to demonstrate consistency and fluency. The widening performance gap between these two groups contributed to the overall SLO being rated as unmet. To address this in future sections, additional structured opportunities will be incorporated for students to practice expressive skills throughout the term, with targeted formative feedback aligned to final expressive assessment criteria. Increased exposure to assessment style expectations and feedback prior to the final evaluation is expected to better prepare students, clarify performance standards, and support improved outcomes on expressive assessments.
55	Work on withdrawing students who are not attending.