

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Oral Traditions

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 137 sections and resulted in a total of 1,863 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.	1,385	74.34%

List of courses where outcomes were mapped to the GEO (28 Unique Courses).

ACCT-208	ASL-205	COMM-140	ESL/N-601	JAPN-101
ANTHRO-107	BUSAD-155	COMM-155	ESL/N-602	SPAN-101
ASL-101	BUSAD-210	COMM-C1000	ESL/N-603	SPAN-102
ASL-102	COMM-111	COMM-C1000H	ESL/N-604	SPAN-103
ASL-103	COMM-111H	ENGL-C1000	ETHS-107	
ASL-104	COMM-135	ENGL-C1001	HIST-107	

Use of Results/Proposed Actions – Individual Submissions

1	<i>A few things seem odd to me as all students in all sections received a 4 for Apprehension. Hmmmm. This is also a very poor turnout as class time was taken to complete these SLO's. I wonder where the data went or many just did not submit correctly? To be discussed at Spring meeting.</i>
2	<i>Action? Retire :)</i>
3	<i>Add current content.</i>
4	<i>All but one met or exceeded expectations.</i>
5	<i>Anticipatory Guides and new curriculum from CHC's Multilingual Learning Community's book "Foundations for Learning". This content created a notable improvement. Highly recommend this content.</i>
6	<i>Attendance created multiple learning gaps for these students. It is important to work on retention for future courses.</i>
7	<i>Continue giving abundant speaking opportunity in class, and encouraging public speaking to influence all areas of real life.</i>
8	<i>Create more videos to better explain assignments. Create anti-AI assignments.</i>
9	<i>Discuss at next SLO Meeting</i>
10	<i>Discuss at Spring meeting</i>
11	<i>Drop students before drop date</i>
12	<i>Either data is missing (my hunch) or many students said they completed though clearly did not.</i>
13	<i>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.</i>
14	<i>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.</i>
15	<i>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.</i>

16	<i>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.</i>
17	<i>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</i>
18	<i>I will be dedicated to finding new strategies that will encourage more students to participate.</i>
19	<i>I will continue to teach, practice, and encourage critical listening skills. I will spend more time teaching speech tone and purpose.</i>
20	<i>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.</i>
21	<i>If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages.</i>
22	<i>If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. One of the listed students was not in the class.</i>
23	<i>If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. Two of the listed students were not in the class.</i>
24	<i>In the future I am going to highlight email communication more clearly. Attendance was a challenge this quarter.</i>
25	<i>Incorporate additional listening assessments throughout the semester. Also, focus on more precise feedback.</i>
26	<i>Looking forward to trying some new writing strategies and prompts for the next round of classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing.</i>
27	<i>More practice with receptive prompts is needed. Definitely improved with the expressive portion of class.</i>
28	<i>need more change</i>
29	<i>need revised assesment</i>
30	<i>Need to revise assessment</i>
31	<i>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.</i>
32	<i>Once again, my hunch is data is missing.</i>
33	<i>Previously, this class was offered as an 8-week class. Fall 2025 was the first time we tried it as a full-term course based on student feedback; they wanted more time studying the topic and wished for a longer term. Aside from the elongated course set up, no real changes were implemented. While all students passed the class, some struggled with specific SLO's most notably their written grammatical knowledge of Non-Manual Markers. I attribute this (at least in part) to not having access to a DVD player in the room, and therefor not being able to use our</i>

	<i>supplemental DVD which demonstrated these non-manual markers for students, by native Deaf signers. Moving forward: I would like to find a way to reintroduce this DVD to the class next time it is taught. I could also see the benefit in revisiting the current written assessment and see if there is a better way to assess students' knowledge and skills on the topic.</i>
34	<i>Proposed action for improvement on listening is adding more activities and include more relevant content to allow for better understanding through discussion</i>
35	<i>Revised listening assessment and new text implemented fall 2026.</i>
36	<i>Spend more time listening to speeches and formulating new guidelines for completing feedback.</i>
37	<i>Students from this course created an ESL club on campus which created a link to the overall campus. That helped their interpersonal skills and strengthened their ties to the campus. Notice improvement of navigating resources. Majority of students started enrolling in credit bearing courses.</i>
38	<i>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 opportunities to interact with members of the Deaf community.</i>
39	<i>Text revision within the next AY.</i>
40	<i>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</i>