

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 3: Humanities

Assessed: 2018-2019

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)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped. A list of proposed actions, courses with outcomes mapped to the outcome reviewed, and the results are illustrated below.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
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.	86	36	250	198	448	78.60%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

1 & 2: More expressive and receptive practice in the classroom. 3: Add more activities regarding Deaf Culture and History.
1&2: I would work on making sure students have more practice with expressive and receptive in the classroom with practice sentences. 3: Will add games to help the students understand better about Deaf Culture and history. 4: Will add more reminder via Canvas and in the classroom for students to attend Deaf event.
Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 75% of the time (I aim for a more modest 65%) strikes me as at least acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.
Although I always hope for the highest possible performance, I recognize that this is rather beyond unlikely. To meet my target roughly 90% of the time (I aim for a more modest 65%), as here, strikes me as acceptable. Still, because an important goal is always to aim higher, I plan to introduce certain more difficult elements of such assignments earlier in the semester, to give students more time to grow into my expectations.
Continue to expose students to diversity and possible deaf events during the semester. Continue to practice more receptive skills to pull up SLO data for oral traditions.
Continue to use charts and prepared notes. Students seems to comprehend the material quite well.
I was blessed with an exceptional Honors student this time; he understood what to do almost before I explained it. This sort of thing can, however, make one complacent, and so I plan—insofar as I am able—to continue to challenge myself to become clearer still in my instruction.
Implement a famous Deaf people project in the course.
N/A
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
Provide more opportunities/activities/assignments that encourage/require/strengthen critical responses.
Some students struggling to attend some Deaf events due to tight schedule they are having.
The 100 H class is honors and the students performed very well.
The students are good at understanding production elements. It is harder for them to understand the social and cultural context of theater. We used canvas for the lecture notes. In some ways this leaves it up to the student to go on line more rather than having a solid paper copy. I wonder if this affects their reading and note taking? Perhaps more handouts specifically on cultural context which isolate and focus their attention on specific periods and places and culturall context.
These are high school students taking college course credits. I have provided as much support as I could to give them plenty of resources. They need canvas training and more college prep training before taking college courses.
This class (the students) needs a lot of improvement..

List of Courses where Outcomes were mapped to the GEO.

ASL-101, ASL-102, ASL-103, ASL-115, ENGL-010, ENGL-102, ENGL-102H, MUSIC-100, THART-100, THART-100H

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

1. Provide professional development that includes strategies for in class review and reflection.
2. Provide additional support for students who learn differently.