

Crafton Hills College - Outcomes Assessment Report

General Education Outcome 6: Oral Traditions

Assessed: 2018-2019

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)

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		
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.	163	45	222	335	557	72.81%

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.
3 students had not taken the final exam and one had completed only 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLO outcomes. Without them all of the SLOs would have exceeded the objectives.
Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices. Continue to foster relationships with facilities for clinical internship.
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.
Emphasize the importance of spelling.
Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.
N/A
Need to make sure I add Cultural and Diversity and Appreciation events for students to partake next year.
No action needed.
no comments
Propose to have more time in class review on Deaf culture and history rather than give only study guide and outline.
Some students struggling to attend some Deaf events due to tight schedule they are having.
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..
This was the second time this course was ever offered, and the first time I have taught it. There were some learning curves along the way but I feel the course was set up well and adequate changes were made along the way to fit student's needs. There were a few students who, I am not sure how they met the ASL 104 prerequisites, but we worked with what we had. Overall it was a great class and I look forward to making the course 16-weeks (instead of 14) and adding in a little more Storytelling to better develop their visual classifier usage.

List of Courses where Outcomes were mapped to the GEO.

ART-103, ASL-101, ASL-102, ASL-103, ASL-104, ASL-105, ASL-205, EMS-156, SPAN-101

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

1. Provide faculty with assistance in developing relationships and connections with outside organizations that support learning.
2. Provide faculty who are teaching dual enrollment with training in Canvas.
3. Provide time for faculty to collaborate and develop strategies to support student learning.
4. Provide professional development that includes strategies for in class review and reflection.
5. Provide additional support for students who learn differently.
6. Increase professional development for faculty on how to teach students who learn differently (e.g.: AVID, Universal Design).