

Crafton Hills College - Outcomes Assessment Report

General Education Outcome D2: Oral Traditions

Term Assessed: 2015 Spring

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)

On Flex Day, April 1, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Oral Traditions GEO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which GEO group to participate in.

Summary of Evidence

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

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO D2: Oral Traditions.

Continue with what we have been doing.
I don't have a rubric with 4 levels so I hope I completed this correctly.
Provide more variety or teaching techniques, dialogue practice, and role play. Sometime students show a lack of motivation.
Some students had a rough start at the beginning of the semester due to a lack of preparedness from past instructors who no longer teach on our campus. In the future, if instances like this should arise, I will provide them with more review material and initiate a buddy system to help get those students caught up. Hopefully this will prevent them from being overwhelmed and increase their success rate.
This class really struggled with their receptive skills. I do not assign homework but instead give it daily as an option for students to do for extra practice. In situations such as this, I may need to start requiring it. In regards to their expressive skills, I am surprised it is not higher since this was a "tablet pilot" class where they were required to sign each night and share it with their peers the following class. I will work to make this a more effective process and hold students accountable for providing good feedback.
This class was amazing! I loved their energy and motivation. I don't see a need for further action in regard to the performance of this class.
This class was very small. Many of them had issues with transportation and therefore did not attend many/any Deaf events.

Table 2: Number and Percent of students scoring 3 or Higher on the Oral Traditions GEO.

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
6	Oral Traditions: 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.	20	40	95	144	239	79.93%

Table 3: List of Courses where Outcomes were mapped to the Oral Traditions GEO.

ASL-101
ASL-102
ASL-103
SOC-100
SPAN-103

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

- Before we can propose “next actions” we feel there needs to be some kind of training on how to fill out the next “actions” box in the SLO cloud. They are not very useful.
- Expand “Day of Advocacy” to incorporate multiple disciplines.
- Increase club visibility on campus by having them practice presenting in front of one another about their clubs. Educate one another.
- Have mock job interviews for students
- Make field trips more accessible (funding) to encourage more engaging conversations.
- Employees encourage students to speak properly & not answer until communication is clear (but provide coaching).