

Crafton Hills College - Outcomes Assessment Report

General Education Learning Outcome 3: Humanities

Term Assessed: 2015 Fall

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)

On In-Service Day, August 17, 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 Humanities GEO. Seventeen adjunct and full-time instructional and non-instructional faculty from 12 different disciplines attended the session and chose which GEO or 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 Humanities based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped to the Humanities GEO. A list of proposed actions, courses with outcomes mapped to Humanities, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO #4: Humanities.

14 week, i.e, 2 hour class meeting works the best for humanities classes as seen above - Spring early exit - very successful. Thank you!
A high percentage of students appeared to take the quizzes having inadequately studied their notes, textbook, and any flashcards they may have made. Although I did cycle learning by often spending a few minutes at the beginning of each class recapping main concepts and terms from the previous class(es), helping students make connections with older material in new lecture-discussions, and doing a 10 to 15 minute review in class just before quizzes, more is needed. I had short meetings on study skills with students who were struggling on exams but this did not often translate into better grades. Recommendations: 1) In future renditions, I recommend to myself attempting to "cover" a little less content and spend more time in class reviewing through games and discussion older and new concepts and terms together. However, there is no substitute for taking time to study terms on one's own, as often they are foreign words from Sanskrit, Chinese, Hebrew, Greek, or Latin. Thus, I also recommend: 2) Showing students at times throughout the course flash-card makers online and on phone apps, 3) Inviting experts from tutoring center to give short presentations on study skills and note-taking skills, and perhaps also 4) Make periodic checks of students' notes, study guides, and flash-cards.
Continue as is.
Continue best practices
Continue best practices.
Continue with the current strategies. One of the students that received a #1 above did not show up to take the test.
Honors students are doing great.
Many students took time off between ASL 102 and 103. They barely skated by in 103 and were under prepared for ASL 104. I suggest that we run our ASL 101 and 102 (non-credit) refresher courses during the spring semesters when there is not an ASL 103 class for students to immediately enroll in.

Methods of evaluation which include writing/research assignments need to be in concert with no co or pre req requirements. Redo in Curricunet. Room and equipment need to be appropriate. 2 hr. class meeting is essential; early exit is most successful; late start is most problematic.
New ASL 102 curriculum will be used next semester so that is our next focus as a discipline. We are working to develop new assessments.
none
Not sure what to put here - above says it needs a value??? Class went well.???
Reading Kanji is still very difficult for students even though I dedicated considerable time in class. Paragraph reading should be continued in class and homework, which will improve to read kanji appropriately in sentences/paragraphs. Grammar drills and paragraph reading maybe be increased, which will help to improve their vocabulary and grammar knowledge.
Students do not like oral presentation and paragraph reading even though they can do well. Those activities should be continued in class and homework. Kanji practice should be increased and should be assessed.
The following prompt was given to students to write a 3-5 pg essay: Why did Islamic and Mongol influence spread so far and wide during the post-classical period? Which of the two had a more significant impact on the post-classical period? (500 CE – 1500 CE) Explain your answer and use specific examples to defend your position. SLO scores of 2 or below mostly summarized both Islamic and Mongol Empires but did not go into any explanation as to the multiple reasons why both spread.

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

#	General Education Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Humanities: 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	69	238	771	1,009	86.68%

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

ASL-102	ENGL-270	HUM-140	RELIG-101H
ASL-104	ENGL-271	JAPN-102	SPAN-104
ENGL-101	HIST-170	JAPN-104	
ENGL-261	HUM-102	RELIG-101	

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

Apparently, with 87% of students reaching the target, there are several practices that are working well. It would be important to identify these successfully practices. It would be good if the IEAOC worked with the PDC to identify these best practices and shared with the campus community.