

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Critical Thinking & Information Literacy

**Assessed:** 2021-2022

### ***Learning Outcomes Statement***

Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 260 sections and resulted in a total of 12,493 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
8	Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	10,403	80.38%

### **List of courses where outcomes were mapped to the GEO (260 Unique Courses).**

ACCT-208-72	EMS-021-91	ENGL-101-81	FIRET-103-30	MATH-110-57
ART-100-70	EMS-021-92	ENGL-101-82	FIRET-104-45	MATH-110-70
ASL-102-70	EMS-021-93	ENGL-101H-14	FIRET-106-70	MATH-110-71
ASL-200-71	EMS-023-90	ENGL-102-02	FIRET-114-70	MATH-110-72
BIOL-131H-36	EMS-023-91	ENGL-102-04	FIRET-115-10	MATH-110-73
BUSAD-100-40	EMS-023-92	ENGL-102-05	FIRET-116-70	MATH-110-74
BUSAD-100-72	EMS-023-93	ENGL-102-06	FIRET-118-57	MATH-110-75
BUSAD-131-71	EMS-066-90	ENGL-102-21	FIRET-504-01	MATH-110-76
BUSAD-145-70	EMS-066-91	ENGL-102-22	FIRET-504-04	MATH-110-77
BUSAD-200-01	EMS-066-92	ENGL-102-25	FIRET-504-05	MATH-110-78

BUSAD-210-70	EMS-066-93	ENGL-102-26	FIRET-504-95	MATH-117-35
CHEM-101-01	EMS-067-90	ENGL-102-40	GEOG-110-80	MATH-117-36
CHEM-101-02	EMS-067-91	ENGL-102-45	HIST-100-70	MATH-265-50
CHEM-101-05	EMS-067-92	ENGL-102-70	HIST-100-72	MATH-902-25
CHEM-101-10	EMS-067-93	ENGL-102-71	HIST-170-65	MATH-903-25
CHEM-101-11	EMS-068-90	ENGL-102-72	HIST-170-70	MATH-910-10
CHEM-101-21	EMS-068-91	ENGL-102-73	HIST-170H-65	MATH-910-21
CHEM-101-60	EMS-068-92	ENGL-102-74	HIST-170H-70	MATH-910-77
CHEM-101-61	EMS-068-93	ENGL-102-75	HIST-171-70	MATH-915-20
CHEM-102-01	EMS-152-90	ENGL-102-76	HIST-171H-70	MATH-995-45
CHEM-102-70	EMS-152-95	ENGL-102-77	HIT-101-55	MULTI-151-70
CHEM-212-10	ENGL-010-12	ENGL-102-78	HIT-101-70	MULTI-170-70
CHEM-213-10	ENGL-010-29	ENGL-102-82	HIT-101-71	MULTI-214-70
CIS-095-57	ENGL-101-01	ENGL-102H-25	HIT-101-72	PHIL-101-70
CIS-101-20	ENGL-101-03	ENGL-102H-75	HUM-101-45	PHIL-101-71
CIS-101-55	ENGL-101-04	ENGL-152-70	LRC-900-95	PHIL-103-70
CIS-101-60	ENGL-101-05	ENGL-155-70	LRC-900-96	PHIL-103-72
CIS-101-61	ENGL-101-06	ENGL-160-70	LRC-900-97	PHIL-103-73
CIS-101-65	ENGL-101-08	ENGL-163-25	MARKET-100-15	PHIL-105-71
CIS-101-70	ENGL-101-11	ENGL-163-60	MARKET-183-70	PHIL-105H-71
CIS-101-71	ENGL-101-12	ENGL-170-40	MATH-102-02	PHIL-107-70
CIS-101-72	ENGL-101-14	ENGL-261-25	MATH-102-05	PHIL-109-70
CIS-101-74	ENGL-101-15	ENGL-270-50	MATH-102-20	PHIL-110-70
CIS-105-70	ENGL-101-20	ENGL-271-50	MATH-102-25	POLIT-100-72
CIS-109-60	ENGL-101-25	ENGL-917-25	MATH-102-40	PSYCH-100-02
CIS-130-01	ENGL-101-26	ENGL-917-26	MATH-102-41	PSYCH-102-20
CIS-136-70	ENGL-101-27	ESL/N-601-57	MATH-102-46	PSYCH-120-20
CIS-138-20	ENGL-101-28	ESL/N-602-57	MATH-102-60	RADIOL-090-50
CIS-140-50	ENGL-101-29	FIRET-040A-85	MATH-103-20	RELIG-176-70
CIS-142-61	ENGL-101-41	FIRET-040B-85	MATH-103-21	RESP-138-55
COMMST-100-73	ENGL-101-45	FIRET-040C-85	MATH-103-25	RESP-230-01
COMMST-125-70	ENGL-101-46	FIRET-040D-85	MATH-103-60	RESP-232-01
COMMST-135-70	ENGL-101-57	FIRET-100-01	MATH-110-01	RESP-235-15
COMMST-178-70	ENGL-101-62	FIRET-100-10	MATH-110-02	RESP-238-25
COUN-100-71	ENGL-101-70	FIRET-100-61	MATH-110-03	SOC-105-55
CSCI-110-70	ENGL-101-71	FIRET-100-70	MATH-110-04	WFP/N-601-21
CSCI-110-71	ENGL-101-72	FIRET-101-40	MATH-110-05	WFP/N-601-30
CSCI-120-70	ENGL-101-73	FIRET-101-55	MATH-110-10	WFP/N-602-21
EMS-020-90	ENGL-101-74	FIRET-101-60	MATH-110-21	WFP/N-602-30
EMS-020-91	ENGL-101-76	FIRET-101-70	MATH-110-22	WFP/N-603-21
EMS-020-92	ENGL-101-77	FIRET-102-70	MATH-110-25	WFP/N-603-30
EMS-021-90	ENGL-101-80	FIRET-103-15	MATH-110-41	WFP/N-608-30

**Use of Results/Proposed Actions – Individual Submissions**

1	<p>#3 SLO - only one student submitted due to the COVID pandemic. A student submitted, but the video was unwatchable, and emailed the student to resubmit, but no response yet. Kahoot subscription would be great for the Zoom class format to make the class more entertaining for students. Online apps or platforms would gain the ASL students, especially those who take it remotely.</p> <p>30 for the ASL course is too much, especially the ASL is a visual language, not sound-based. 15 would be ideal to be able to provide more feedback to students with their ASL acquisition/development as well as backchannels from students.</p>
2	<p>(1) Facilitate more opportunities for students to practice hypothesis testing and to conduct their own inferential studies.</p> <p>(2) Motivate and support students to retain dedication to their studies as the semester progresses.</p>
3	<p>1 student did not take the final. The other student was frequently not involved in the course. I would like to implement a system that requires students to complete homework before being allowed to take exams/quizzes.</p>
4	<p>1) Continue setting required participation goals so that students are fully engaged in collaboration and learning</p> <p>2) The need for being more culturally responsive in our classrooms, especially to digital natives who have grown up with technology platforms. 3) Continue creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished throughout the semester.</p>
5	<p>14 out of 17 students completed all assignments and met the SLO's. They were very productive, disciplined and dedicated to the craft. A majority of them were receptive to the materials and topics and connected the theme of the course to their lives and social structure. They were able to synthesize life of the 1980's and apply those issues to 2022.</p> <p>Only a few of the students began to disapprove of the topics being reflected due to their religion and cultural upbringing and it clashed with their ideologies and folkways. A few wanted alternative assignments so I accommodated them with either another homework assignment or discussion. I am attempting to make research sources available to students to study and make them acknowledge the kinds of sources I want from them, instead of allowing them to find them on their own. I have provided them sources to read and actually use and cite in their essays. Overall, a great summer semester with dedicated students.</p>
6	<p>8 out of 18 students were active. 10 students were no shows after the drop date. This will affect the statistics of the class and not something that we can control as instructors. Targets for SLOs were met for those 8 students who made it to the end of the semester and took the final exam with minimum of 80% per SLO. No show students obviously brought down statistics for this course which the SLO program does not take into account when inputting data.</p> <p>Over 50 percent of Students enrolled in this level of class were not prepared for this level of difficulty. Suspect cheating in prior class before coming into this class or failure on the instructor (HS or CHC) for not teaching all the material necessary to succeed in the next level of mathematics.</p>

7	A majority of the students evolved from the beginning of the course to the end. Many were challenged with the structure of the essay, quoting and citations. I constantly had to check for understanding and make the students return to the important handouts for the course. They were very adamant in not reading them as well as wanting to do what they wanted to do. As an instructor, I believe I have to constantly guide and check for understanding to push them to realizing what they have to do. 12 out of 13 students passes successfully due to constant revision and constant feedback from the professor. Even though I was available for them through Zoom and held office hours, the student still seemed to need more and more assistance. I think being more available to students needs is necessary but there is so much an instructor can do and extend themselves to.
8	A very high proportion of my class got A's and B's. In the future, perhaps I should re-evaluate my weights for the categories.
9	Add more problems solving skills activities
10	All most all students understood the SLO's for this class. I feel I could put the SLO's in multiple tests to reinforce if they are learning those specific SLO's or not.
11	All of the targets were met. There are no proposed actions at this time.
12	All SLO's met or exceeded 80% success rate in required areas.
13	All targets were met for this course. No proposed actions at this time.
14	All targets were met. No proposed actions at this time. (2)
15	All the above SLO statements were met in my class, although the above results might not show it since four students in this class have stopped attending and participating in the class activities (due to personal reasons) but never dropped the class.
16	All the above SLO statements were met in my class.
17	Although success rates are good, I need to focus on groups who are the most impacted. I joined the USC Equity training as a way to broaden the scope of my knowledge and practice.
18	<p>Analysis of human groups how they interact via trade migration, warfare culture, language, inter-marriage, climate change.</p> <p>Compare and contrast political, social, and economic organization on a micro and macro level.</p> <p>Examine uses of world raw materials, in light of environmental developments and crisis</p> <p>In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students. For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times. Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help.</p> <p>Too, for the discussion boards there are carefully articulated rubrics that outline exactly what</p>

	<p>is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc.</p> <p>What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management.</p> <p>I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources.</p> <p>The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development.</p> <p>There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative.</p> <p>Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety.</p> <p>Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them.</p> <p>Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through.</p> <p>I have found students to be honorable and will own when they have messed up.</p> <p>Canvas can work however, you have to put in hours of thought and care to make it a real learning format.</p>
19	<p>As part of the final examination, students were asked the following questions: For the next 5 questions, please identify 5 specific aspects/forms of Mass Media and succinctly describe both the contemporary and historical role and influence it plays/has played in society. These can be anything aspect/form we have discussed in class.</p> <p>Sample: Form/Aspect Identified: Printing Press, Contemporary role and influence: Though the printing press was developed in the 1400's, it remains a vital contemporary technology even in the age of electronic media as magazines, books, and newspapers are still globally utilized worldwide.</p> <p>Historical Role it has had on society: Historically, the printing press changed society as we knew it as it caused literacy to spread, assisted in eroding a class power system, and allowed the uneducated to become educated.</p> <p>Form/Aspect Identified: Contemporary Role and Influence in has on society today:  Historical Role it has had on society: If students correctly identified 4-5 mass media correctly in both their historical and contemporary roles, the student was rewarded a 4. 2-3 a 3, 1 a 2 and 0 a 1.</p>
20	<p>As part of their final examination, students were asked to identify the top ten learned in the course with a direct emphasis on how it has effected their personal relationship/literacy with social media. Students identifying 7 or more literate behaviors were rewarded a 4, 5-6 a 3, 3-4, a 2 and 0-2 a 1.</p>
21	<p>Based on my current experience in learning and teaching, when considering world, or global, rhetoric's, traditions outside Western perceptions, students perceive and approach them in</p>

	<p>the following ways:</p> <ol style="list-style-type: none"> <li>1. with uncertainty</li> <li>2. value is not clear to them within a Westernized world economy</li> <li>3. ontological tools required are still foreign and difficult to grasp in such short periods</li> <li>4. various sociopolitical climates and times/events have brought pressure to assimilate</li> <li>5. ethnic studies, diversity, inclusivity, equity, and civil rights are a continuation of the project of Decolonization, which conflicts with power relations reflective of colonial systems, such as religion and capitalism</li> <li>5. value in culture in contrast to world economy is minimal, due to economic dependency and survival</li> </ol> <p>Proposed actions:</p> <ol style="list-style-type: none"> <li>1. continue to expose students to various epistemologies and ontologies--various ways of seeing, being, and interpreting the world.</li> <li>2. allowing student more opportunities to develop new was of sensing, which is key to develop and evolve perspectives</li> <li>3. allow students to be more creative with their writing and expressions, particularly with their approaches to thinking and solving problems</li> <li>4. integrate more community based projects that thread academic epistemologies and ontologies into everyday epistemologies and ontologies</li> </ol>
22	Based on PowerPoint, videos, and examples from local fire departments students are able to identify and understand what requirements are needed to review and require fire protection systems (plan review) and identify the hazardous materials that are found in various occupancies. Students work as teams and individually in assignments to re-enforce the information.
23	Better engage in student discussions to provide more immediate feedback and push students to think critically rather than give simple, pat answers,
24	Bring basic skills writing courses back in so that students have a choice to strengthen their skills before English 101.
25	Build in more soft skills into the course. Don't expect them to know any of the technology. Scaffold reading and elements of writing.
26	Closer collaboration with the Green Valley Workforce program would allow students to work with those they are less familiar with, but who are still learning the same course material.
27	Considering many of my students are unaccustomed to being fully online, these outcomes are acceptable at present. I will continue to monitor, adjust, and polish both my materials and their presentation so to more completely fuse with the online experience.
28	Continue classroom strategies.
29	Continue current classroom strategies.
30	Continue encouraging Mastering Chemistry assignments
31	Continue evaluating based on current SLOs
32	Continue evaluating.
33	Continue starting each lesson with the student learning outcomes with students in order for them to process the desired outcomes.
34	Continue to encourage mastering chemistry assignments, many students still not doing them despite extra credit being offered there
35	Continue to evaluate and monitor.
36	Continue to evaluate assignments and assessments to improve outcomes

37	Continue to evaluate assignments and other assessments to improve outcomes
38	CONTINUE TO EVALUATE STUDENTS' ABILITY TO PROCESS INFORMATION THROUGH TEXT AND MULTIMEDIA.
39	Continue to expand on collaboration, set expectations for student achievements, contribute to positive academic, attitudinal, and social outcomes for students to increase success rates, along with continued use of diverse resources.
40	Continue to find assessment tools to better evaluate student progress.
41	Continue to give students well-organized rubrics to enable them to be successful in their student learning outcomes.
42	Continue to make remote and in-person tutoring as accessible as possible.
43	Continue to monitor student success and make adjustments when necessary.
44	Continue to offer in class data projects and presentations.
45	Continue to offer this course as an on-ground, in-person course.
46	Continue to offer this course as an on-ground/in-person course. The bench mark is barely and the course should be offered as a 18-week instead of 14-week course.
47	Continue to provide hands-on lab activity opportunities to students.
48	Continue to provide students the materials and teaching necessary for them to meet the SLOs
49	Continue to refine/revise COR to better align with student needs and population + ENGL writing program outcomes. Conduct more research and gather feedback from students.
50	Continue to support student learning and participation with a variety of assignments.
51	Continue to use well-organized daily rubrics for students to use to help them understand what the student learning outcomes are before, during and after my directed lessons.
52	Continue to work on low stakes, formative, and alternative assessments to help students be successful. Work on student retention.
53	Continue to work on problem solving skills and include more reading comprehension activities
54	Continue to work toward communication and flexibility for struggling students.
55	Continue using the college print shop services and classroom space that is conducive to group work.
56	Continue with classroom strategies.
57	<p>Continue with the Crawl, Walk Run philosophy of exposing the cadets to the 90 different maipulative IFSAC skills that they are responsible for. This process starts even before that are enrolled in the program as we send the needed study information out to them as soon as they are accepted into the program.</p> <p>Continue with the new [name] Learning program (Navigate 2 Platform) for the cognitive testing process. After having switched to this new platform we are seeing very good results from the cadets from a cognitive testing process.</p>
58	<p>Continued communication between instructor and students of what needs to be accomplished and what the actual expectations of students are at the beginning of the semester - creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished.</p> <p>Set required participation goals so that students are fully engaged in collaboration activities throughout the semester.</p> <p>Instruction must include the use of updated technology and materials to keep digital natives</p>

	engaged in learning what is needed in today's globalized marketing arenas. Use of a variety of resources need to be utilized in the marketing classes.
59	Continued use of embedded tutors and training on how to maximize their involvement in the course. Intrusive support.
60	Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
61	Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
62	Create a few more preliminary exercises that aid students in improving the outcome skills before they submit the final assignment that will be measured for SLOs. Work on reaching out more to students who are not submitting work.
63	Create some time to work with colleagues in order to share strategies on best teaching practices when teaching hypothesis testing. Continue to create and provide students with supplemental resources for the course.
64	Discuss concepts and then provide an exercise where students need to demonstrate knowledge of the concepts and then are given a quiz. Try to provide various ways of presenting information so that however the students learning they are obtaining the information. Almost all students classify themselves as kinesthetic learners.
65	Do more student explanations at the board, and more questioning to help the student think through the concepts and processes.
66	Do not offer unlinked support courses. Attendance and successful completion is difficult to accomplish with different faculty teaching the main class.
67	Each student did well in this course this summer
68	Each student was able to read about the fire protection systems and complete a review of a case study with other students in a dynamic dialogue.
69	Early intervention with students in the 2 and 3 score range as these levels seem largely due to lack of participation and completion of key assignments in the course.
70	EMT is currently in the process of researching the attrition in the primary course. We have another spreadsheet that is evaluating student performance in the class based on their success in the 5 major subject errors of NREMT. We also do a student feedback survey that asks students what worked and what did not
71	Encourage students to continue the work of the class.
72	Excellent participation and students were all very motivated to do well. The class average was 88.89%. I will continue to work on initial engagement at the beginning of the course to keep students that are struggling motivated to continue the class. Due to the many challenges some students have, this can be difficult. I'm happy that this class was dedicated to finishing and doing well!
73	Explain the importance of homework assignments in students' learning process.
74	For my course(s), I value the use of engagement even in an online setting. Learning students' names, majors, and hobbies helps the students feel connected and valued as an individual. This is done at the beginning of the course and has been an excellent way to "meet" with students and to break down the "fear" of speaking with an instructor. For every assignment that is submitted, I write a personalized comment for the student to show support, encouragement, and appreciation for their work. I think in the future, I will actually try to schedule one-on-one meetings with the students that are struggling as opposed to letting them know they can reach out. I do three check-in emails for all students throughout the semester to keep in touch and to be that avenue of interaction, but I believe adding that

	scheduling component would be a nice addition. While I have zoom office hours set, I think splitting them to be on separate days may provide more opportunities for students as opposed to only offering them one day a week.
75	For SLO 2- This measurement was for one specific experiment, toward the first third of the class. In comparing to SLO #4 which is a measurement of all lab points, we see that students were able to improve their scores and demonstrate application of the material presented. Continue to monitor student success and make adjustments when necessary.
76	From assessing the students, there were 8 students out of 15 that accomplished the assignments and earned a grade or higher. 7 students did not accomplish anything all semester. I emailed them and continued to ask them questions and many were just in the course to sit and do nothing. There were only 8 students who met the SLO rubric.
77	Further evaluation is needed as to the results given above. Student satisfaction surveys were given and are currently being analyzed
78	Further evaluation needs to be conducted regarding student compliance. COVID waves and vaccinations played a significant role in student completion
79	Further evaluation needs to be done regarding the results recorded. COVID seems to be a significant factor in student completion
80	Further evaluation of the results recorded needs to be conducted. COVID seems to be a factor in student completion for this course
81	Generally speaking 13 out of the 15 students are able to complete the reading and writing at the designated level fairly successfully. The biggest hurdle is technology.
82	Great course, allowed me to be very flexible and apply material from Math 103.
83	<p>Great start to the class! I thought the results from the first Exam were a bit too good actually and may have overcorrected when we got to probability. Either way probability was a low point for my class here and I believe I just need to redo all of my probability section. I think my lecture is alright in terms of giving the main rules of probability but my students were clearly lacking understanding so I need to focus more on having more involved examples of the rules and why they work.</p> <p>The next section on inference actually had students bounce back a bit which is impressive since it is such a tougher section than probability. By this point I was running short on time and didn't really get to have a chance to make sure that everyone was up to speed. I feel that many of these students would have really prospered with an extra support section. Either way I would like to keep refining this section. I have some great group activities but I feel that I really need to nail the introduction of hypothesis testing a bit better since it is such a foreign process.</p>
84	Had a very small class this summer and a couple of students who were doing poorly ended up dropping before the class ended. But those who were able to stick with the faster pace schedule ended up doing pretty good! The roughest section was solving for trigonometric equations which also includes covering many of the trigonometric identities. I wish we could've spent more time there but we had to move on to the next chapter. It might be worth having an Exam before covering trigonometric equations and spending more time with them and the rest of the material afterwards.
85	Had the students do a quiz weekly on each chapter worth 50 points this in addition to doing an history journal that included at least 6 paragraphs of pertinent information for each the chapter worth 10 points. This aided in study review for the 3 essay tests. The historical journal helped students with their online discussion board with their classmates. it was interesting to

	<p>see the discussion referencing things I had seen in the historical journal and how they built on this for their essay exams.</p> <p>I was careful to have every module with dates and weekly assignments carefully organized. Each subset of the weekly module had detailed requirements dates and times whether for readings, videos and journals, discussions and tests.</p> <p>Too, I made a point of using students names in every response and offered detailed analysis of why and how they earned the grade they did so this supported the rubrics. The rubrics were carefully designed to make clear why and how each grade was earned.</p> <p>In addition, if I saw a students work drop off or there was inconsistent behavior I reached out to them and also noted grade and what extra credit they could do to add to or help a grade that dropped. Though this was an synchronous class we had time for class meetings on zoom every week plus if a student wanted to me at other times we did.</p>
86	<p>Have special tutoring sessions for Hypothesis testing available for students in person at the tutoring center and online through zoom. This always seems to be a struggle conceptually for students. Students also have trouble making a final conclusion at the end and relating back to the initial scenario. What decision comes from the data? I tweak my strategies every semester and will continue to try new ways to teach the material.</p>
87	<p>Having such a small group of students helped them understand the subject a lot more.</p>
88	<p>Homework during the semester will need to have a higher weight towards the overall score, the lack of doing homework affected greatly students, it corresponded with low exam scores.</p>
89	<p>Honors student excelled in every category listed in department SLOs.</p> <p>With acknowledgement to this outcome, here are the following elements that worked well that will be applied again with slight improvements:</p> <ol style="list-style-type: none"> <li>1. information literacy: working closer with the library can help give students access to more personalized information, which can lead to more profound degrees of knowledge production.</li> <li>2. engaging students with more developed community based projects might improve student perception of the value of formal (academic) instruction (pandemic has brought challenges still under examination/consideration).</li> <li>3. creating more opportunities for students to engage with instructor on an individual basis</li> </ol>
90	<p>I am going to work on giving out more handouts and practice worksheets to do in class in groups or individual that must be turned in that day or the following to make sure the students are staying up on the material.</p>
91	<p>I feel as though my current program is meeting my Outcomes well. It appears as if my students are learning the desired information and I am getting positive feedback from the fire academy instructors that the students that come through my class prior to the fire academy are well prepared. I will continue to find ways to improve student outcomes whenever possible.</p>
92	<p>I felt that the 910 section was a great aid to my students. I only had 5 students who failed 2 of which stopped showing up rather early in the class. Having that extra time ensured that some students who may have gotten a C had extra time to finish up homework and practice material to get that B or higher. I feel that the students who failed did so mostly due to them not showing up often enough despite them still putting in work to catch up when they were present.</p>

93	I have revised my SLO's for next year. They still have the same core outcomes, however, their wording has been revised and there are specific assignments and/or assessments that can be used to evaluate mastery of each outcome.
94	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students from this eight-week class take the test twice and reinforces the positive action of continuous effort to improve.
95	I need to focus on groups who are the most impacted. The success rates are not bad but I can definitely make changes to improve my practice. For this reason, I joined the USC Equity training as a way to broaden the scope of my knowledge and practice. My other online class was taught in a similar way, and the success rates there are significantly higher. Need to look closer at data.
96	I strongly recommend a departmental revision of the SLOs for English 101 to bring them into line with what is standard for other colleges.
97	I strongly recommend that the English department work to align the SLOs for English 102 with those of other colleges, or at least with the statewide standard.
98	I used the curriculum [name} uses again this semester, and I really am liking it. I think the students are doing well partly because of that curriculum.
99	I want to improve the first two SLO's I hope to have all my students to a 4. I found some errors in both rhythm interpretation and others with treatment. I will work to get the students to focus on the objective findings within the strip so they don't miss key factors. I will also get to think about other treatment options that would benefit the patient that may go beyond what they are shown in AHA.
100	I want to make note of the unusual circumstances with this small class. Section 55 HIT101 was originally scheduled as an in-person class, but due to Covid surge was transferred online. The majority of students were not prepared to take an online course, but stuck it out and did well! I had 2 students out of 9 not finish so the class average was 72%, which is unusually low.
101	I will continue to define clear student learning outcomes at the beginning of each class to highlight the importance of what I am teaching to the students.
102	I will continue to make improvements to dynamic rhythm interpretation and the ACLS critical thinking SLO components with the hopes to increase all my students to 4. This is our first class back fully from the shutdown. I noticed that study habits and note-taking skills are not what they should be. I will try to focus more on showing the students strong study habits and note-taking which have been proven to improve learning. I will make adjustments to my lecture periods and try to incorporate more class discussions and group activities to improve the student's critical thinking skills.
103	I will continue to research and implement different techniques for students to engage with the material.
104	I will explore different pedagogical strategies for teaching the graphs of polynomial, rational, exponential, and logarithmic functions as well as solving exponential, logarithmic, and algebraic equations.
105	I will move on to another SLO for Spring 2022. I have done a pretty god job with this particular SLO.
106	I would like to dedicate more time to SLO 1 in future semesters.

107	I would like to see the department devise a set of critical reading assessments.
108	I would like to use an assessment system that allows students more flexibility in choosing what to learn.
109	Implementing a career fair with local job creators at the school would provide a concrete goal for all students to work toward when creating their resumes in the class.
110	Improve the quality of existing asynchronous lecture materials; include a full unit on newer NoSQL database technologies; research and develop more interactive course activities
111	<p>In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students.</p> <p>For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times.</p> <p>Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help.</p> <p>Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc.</p> <p>What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management.</p> <p>I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources.</p> <p>The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development.</p> <p>There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative.</p> <p>Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety.</p> <p>Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage</p>

	them to stay on track. I have found that this is important and has helped them. Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through. I have found students to be honorable and will own when they have messed up. Canvas can work however, you have to put in hours of thought and care to make it a real learning format.
112	In the process of sending out and calculating student satisfaction surveys for this course
113	Include more organizational writing skills so that students are better prepared for other discipline course writing.
114	Incorporate a cumulative project.
115	Increase engagement of students. Develop more application strategies.
116	Increase student engagement and use of materials in real world conditions.
117	Increased contact with community members as the pandemic subsides will increase student access to professional perspectives on this material.
118	Increased efforts to capture students in the first week and check in often to keep them up with formative assignments.
119	Increased group activities will allow students to further practice the content covered in this course.
120	Integrate research writing throughout. Introduce midterm in-class essay.
121	Investigating ways to retain students after week 5.
122	It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors. Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester? Work on developing more spaces for students to engage on campus outside their courses.
123	It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors. Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester? Work on developing more spaces for students to engage on campus outside their courses, especially students who are only taking online courses. How do we reach them? How do we make them feel more of a part of Crafton?
124	It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play. Need more data to assess further courses.
125	It would be nice to work on a set of SLOs that are specific to Honors English.
126	Many of my students informed me that if/when they failed to complete an assignment or make a consistent, positive effort in the course, it had nothing to do with the available learning content or the difficulty of the assignment itself. Rather, they told me almost overwhelmingly that the reason was due to their poor time management skills and procrastination. In order to help students with this aspect of their academics, I plan to incorporate more components (or alter existing elements) that address these challenges of time management and motivation/procrastination.
127	Math department will discuss these results.
128	Modify the assignments to better assess for SLOs.
129	More communication with students who are not responsive early on in the course.
130	More support

131	More support of some kind is needed. Many students are extremely deficient in the skills required to successfully complete this course.
132	Most students are prepared for 102. Still have to review basic mathematical skills such as radicals (et al) and exponent rules. Note taking skills need to be honed. Covid has not helped the math situation. More lab time is needed.
133	Most students did really well in the class. There were a few that kept getting in contact, saying they would finish things, but then never actually following through. I think in the future I'd like to try to reach out to them in different ways or to set an individualized schedule for them and then follow up. Other than that, I think that the class was pretty successful!
134	Most students had questions and did use the lab hour to ask these. Several regularly stayed and worked on assignments in the lab and we worked through problems in essays and smaller low-stakes tasks. There were a couple of students that didn't regularly use lab hours that might have used this time more effectively, but overall, it was a good use of time for students that were able to attend. I might encourage students that are struggling to use this time more in the future.
135	Most students were capable of the work; however, the ones who didn't pass had issues with submitting work, despite extensions, and other challenges.
136	My class was made up of 8 students. This small classroom made it so I was able to give a lot of attention to each student. However, it must be noted that the attendance for this small groups was also good (rarely had any absences).
137	N further action needed at this time. Students will continue to be evaluated and surveyed for course satisfaction
138	Need to assess student compliance and satisfaction with the course. Surveys are out to determine needs for this course
139	Need to change number/type of end of year drafts.
140	Need to spend more time on reviewing the proper sampling techniques with my students. Need to attempt to implement the three SLO objectives throughout all tests, if possible.
141	No actions at this time. The zero score for statements #1 & #2 were students who did not submit the assignment addressing these SLOs.
142	No further action is needed at this time
143	No further action needed at this time. Will continue to survey students for satisfaction
144	No further action needs to be taken at this time. Students will continue to be evaluated and surveyed for course satisfaction
145	No further actions needed at this time. The department will continue to evaluate and survey students
146	No proposed actions.
147	Nothing will be changed.
148	Of the 20 registered students only 6 would attend class on a regular basis. For students who missed class, I provided lecture recordings from a previous semester. However, many students would not communicate or the ones who did communicate had many personal issues-- such as a family member passed, family was in the hospital, having to work more hours, etc. I feel the results of this SLO are highly dependent on the pandemic and not a reflection of the course.
149	Of the 5 D/Fs that I had 3 of them who didn't take the final and stopped showing up beforehand. I did feel that the extra support section gave the opportunity for many of my students to not only pass but maybe get a higher grade than they would've otherwise gotten. Many of my B and A students were able to spend the extra time getting help and extra practice

	to move their grade up. I would like to come up with more activities and better ways to have students working together so that they are able to better support their peers.
150	Offer basic skills writing courses so that students can choose to have a stronger grasp on writing before they take this class. Validate that instructors are actually teaching to the course outlines on record. Students in this course are underprepared for college writing.
151	One strategy that I will try to encompass is the use of Perusall with the OER text for the course in order to help with comprehension and engagement. I feel that this will help those that may have struggled with the written materials.
152	Outcomes, participation, and grades were excellent for this online class. Grade average 89%.
153	Overall this was a productive semester and students did well. There were only a couple of students that failed to participate in the course past the first essay assignment. I did reach out to them and flag them on Starfish. I don't know if there is much else I could have done in an online course, unfortunately.
154	Overall, the semester went well, but there were some students that consistently attended courses that didn't turn in items. They often made them up, but after a while some stopped turning in items altogether. I will make a greater effort to reach out to students that may be struggling in the future. (Several of these students I did speak to and were having trouble at home or with their work schedule.) Students otherwise seemed to understand and grasp the material. I need to work on online group discussions, since it became apparent that not all students were participating to the same degree.
155	Perhaps if we know which SLOs will be assessed for the semester for Math 110, I can spend some more time in class emphasizing and going over those topics to better prepare the students for the final exam. I can also tailor my final exam to make sure the questions I am asking align with the SLOs that are being assessed.
156	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
157	Provide more clarity on the critical thinking project.
158	Record lectures for student to view before testing
159	Require students to show written solutions for problems like confidence intervals, hypothesis testing, and linear regression.
160	review material relevant to local and state functions as it relates to what occurs within a fire prevention bureau and the roles/job descriptions. Also provide various assignments that deal with the topics to further enforce the learning. Conduct a campus-wide inspection and scavenger hunt of common fire hazards found on inspections.
161	Scaffold assignments better. Come up with more interactive, collaborative learning activities.
162	Several quizzes were low scoring across the board. Need to look over modules in question to clarify information, and offer more review for preparation.
163	SLO # 4 result does reflect the true result as two students did not do any assignment on Mastering Chemistry, and 9 students did only a few assignments. I'm planning on discussing the importance of the online assignments with my class not only to improve their grades in the class but also to better understand the course concepts.

164	SLO #4: This was an Applications project where students are to research a chosen organic compound and write up the project from an organic chemistry point of view. Many students did well, a few of them chose not to see me the numerous times I had available for me to guide them through the project, the class was remote and that put the student in charge of attending the Zoom session and to initiate questions. All instructions and a Rubric was posted in Canvas for students to view, but I feel like if this course was in-person and not remote, I would have been able to get to know the students better and make the point to encourage them and help guide them through this process.
165	SLO 1 and 2 were not met partly due to zeros pulling down the average. Some students did not complete these assignments.
166	SLOs for this 5 week's summer session were excellent! All SLOs were assessed at 90% or higher, and participation and class engagement reflected the SLO scores. Job well done!
167	Some kind of measure is needed to determine if the students have a reasonable chance to succeed in the course they enroll in.
168	Students are able to identify the requirements for tents, canopies, and temporary membrane through PowerPoint, video, and review of local fire ordinances and assignments to go into the field to look for various requirements from the State Fire Marshal. Students also use local fire ordinances to review the requirements for fireworks/explosions and WUI. The continued use of videos and actual inspections help to re-enforce the learning process.
169	Students coming into this class are exceedingly lacking the skills needed to succeed. So much so that a lab alone may not even been enough to help many of them. Some additional support is needed. Just what that may be needs to be a discussion the math department needs to address.
170	Students did well in the class and there were only 2 that stopped completing assignments at a bit of an awkward time. I've tried interventions for this, but it seems that there are always a couple that slip by.
171	Students may need more practice on interpreting descriptive statistics, applying methods of discrete and continuous probabilities to real-world situations, and apply inferential statistical methods such as confidence intervals and hypothesis testing.
172	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of quizzes and class projects. Overall, the class had a good understanding of the course material and concepts due to a zoom virtual lecture. However, some students struggled with taking an online class for the first time. They had to overcome leaning how to navigate Canvas and keeping up with the class schedule.
173	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects.
174	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects. Overall, the class had a good understanding of the course material and concepts. In the future more hands on experience and demonstrations should help with student success. In addition more group discussions should also help with student success. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios.
175	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of written quizzes and class projects. Overall, the class had a good understanding of the course material and concepts due to videos and power point lectures.

	However, some students struggled with taking an online class for the first time. They had to overcome learning how to navigate Canvas and keeping up with the class schedule.
176	Students meet the minimum standard or above the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects. Overall, the class had a good understanding of the course material and concepts due to hands-on demonstrations with group discussions which provided a learning environment that challenged the students, allowing student input with feedback comparison to real-life scenarios.
177	Students need to be made more aware of the additional challenges of summer courses, particularly relating to the condensed semester format and workload. Most of the students I encountered didn't really understand when they registered for the course that the workload of a traditional 18-week English 102 course would be condensed into 10-week summer format. Some of the students really struggled because they were not originally aware of this fact when they registered, and many had signed up for multiple summer courses, which made their total workload even more burdensome. In the beginning of the course, I stressed the difference between the 18-week vs. 10 week structure, and I'll emphasize it in future courses as well, but it's a little late to mention it once the class has already started. It would be more effective to make sure students are aware of what they're getting into when they are registering for summer courses from the very beginning.
178	Students review topic based on a PowerPoint and supporting documents from local fire departments and then complete assignments to re-enforce the material dealing with the types of building construction, understanding and being able to identify the different types of occupancies and the typical fire hazards within each of them. Students also calculate based on the formula what the occupant load is for various occupancies.
179	Students should apply the skills learn in math 115.
180	Students stopped coming to class and/or doing their work during the end of the semester. I've never seen anything quite like it. I assume it reflects attitudes and mental health during the pandemic, but it was still frustrating. I spent most of my time reaching out to students, but the energy just wasn't there. I was extremely flexible in my due dates on assignments, but mostly to no avail. I plan to do both of these earlier and more frequently next year.
181	Students were able to differentiate the job duties between Radiologist, Radiologic Technologist, Radiology Assistant, and Radiologic Technician. They were able to differentiate the type of education needed for each career path.
182	<p>Success rates are good; however, I joined the USC Equity training to broaden my knowledge and practice. With the updated Ethnic Studies component, and me being the only one in the department teaching ETH courses at the moment, I would like to keep expanding on my knowledge to build better courses for students. Students enjoy the class and I am proud of all the work. There are various degrees of student tensions with the material that are natural in these types of spaces. It takes a lot of emotional and mental preparation to teach these types of classes, and I do not think people across campus realize that, yet.</p> <p>More support from other campus entities with ETH curriculum will also help. With that said, there is still much more to learn about this paradigm shift in education. And I am excited to be leading the way into ETH studies courses in the English department.</p>
183	Taking into consideration the proposed actions I made from FA 2021, I do see an increase in the number of students meeting the SLO requirements. Looking at the students that have not met this standard, I plan to be more diligent at the beginning of the semester to recognize any

	obstacles the students may face. Furthermore, I plan to incorporate more RAF strategies that I learned last semester. One proposed action is to have a chapter of the text or even a section of it be the topic for a discussion post or a writing assignment. This will enable students to establish strategies in reading comprehension that fit their style and need.
184	Target met, continue as is
185	Teach Bloom's taxonomy to students. Follow outcomes of Citation Project more closely, i.e. focus on selection, summary, and synthesis.
186	The class refinement over the past year has yielded excellent results. The changes that have been implemented will be carried over into the 22-23 year.
187	The class started out small, and kept getting smaller. My plan for the next semester is to engage with students in the beginning to be sure they are all getting the material from the every start.
188	The course may need to be offered in a longer format instead of 10-week format.
189	The current instructional support system seems to be working. Maintain detailed instructions with example sets as a learning resource.
190	<p>The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained.</p> <p>Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history.</p> <p>For future consideration, I will probably change the Essay to visiting a real museum (instead of virtual) and possibly re-work the synergy of the Group Work Assignment</p>
191	The fact that the SLOs for 102 are identical to those for 101 should speak to the need for revising them in the department.
192	The first part of the class was on zoom and then we transitioned to classroom (this is where one student stopped coming). Throughout the entire semester students were given assignments and worksheets that had them apply information from the topic towards an exercise or assignment. There were many "hands-on" activities which the students really like.
193	The goal is to have greater than 90% positive outcomes within all three SLO's. SLO #3 is at 73.7%. Emphasis will be placed on hemodynamic monitoring and appropriate treatment.
194	The largest hurdle to student progress in the Workforce class is the dual enrollment process. The majority of students are still working on enrolling into the class despite participating in the curriculum.
195	The numbers do not represent that students chose to not complete the course. Overall, students need the choice to take basic skills writing courses. Unfortunately, students who take this course typically are underprepared for college writing. 101 courses need to have more accountability for instructors to assure that they are teaching to the course outline on record.
196	The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another.

197	The students who submitted work all the way to the end of the course demonstrated most SLOs; perhaps finding ways to make all students commit to the end and carry through would be beneficial. Several students had hardships related to Covid though.
198	There are a number of reasons the class meets the rubric standards. The students came to class prepared with all assignments completed. The students were engaged with the instructor and all assignments to become a firefighter. Having all the students engaged is a very big part of a successful class. One student did not do any work but came to class and said that he just wanted to come to class and do no work. I explained to the student that in order to pass he needs to do the work. He stated that he did not have time for homework and I stated to him to drop the course but he said no.
199	There are a number of reasons the class meets the rubric standards. The students completed all classes online in a timely manner. The students were engaged with the instructor and all assignments to become a firefighter and learn about water supply. Having all the students engaged is a very big part of a successful class.
200	There are a number of reasons this class meets the rubric. There were 2 students that did not meet the rubric because of attendance and missing assignments which lowered the percentages overall. I will make sure in my next class that if a student stops coming to class that they need to drop the course so they do not receive an F.
201	There are a number of reasons this class meets the rubric. There were 5 students that did not meet the rubric because of attendance and missing assignments which lowered the percentages overall. I will make sure in my next class that if a student stops coming to class that they need to drop the course so they do not receive an F.
202	There are several reasons why the class meets the rubric standards. The students came to class prepared with all assignments completed. The students were engaged with the instructor and all assignments to become a firefighter. Engaging all the students is a big part of a successful class. Four students did not complete all the work, and I explained to them that all work needed to be completed to pass the course. I explained that they should drop the course if they do not complete all the work. The students did not drop.
203	These two SLOs are a somewhat broad and may need to be rewritten with more focused criteria.
204	This class had a better distribution than the other two--more like what I'm used to from a pre-pandemic course. However, 33% of students still failed to produce. Like the other two classes, most just faded away without any communication, though I tried to reach out to them. Some of them, who did return my emails, said their lives had become too complicated to keep up with the course, even though I had flexible due dates in place. Those who did pass did extremely well with the content, better than my face-to-face classes, which surprised me given that this was my first late start DE course. I would do things similarly again.
205	This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.
206	This class modality is remote in Zoom. Next term this class will be in person, and I will be able to monitor the students better, and also have opportunities to get to know them and encourage them in the course in person.
207	This class, always under-enrolled, had by the end very few participants, which does interesting things to the numbers. In part, I must attribute this outcome to the newness of students to the online experience; however, because I worry, I plan to incorporate materials

	that some students may find more relevant to their lives and that, I trust, will encourage more of them to remain active participants.
208	This course has done well. SLO 2 is the only one that did not meet the target. This was due to several students not participating and getting zeros. I can try to send out more reminder emails next time to encourage more participation.
209	This course should be a full-semester class and offered in-person.
210	This course should be offered as 100% in-person class.
211	This course should be offered as a full semester course and whenever possible in-person.
212	This course should be offered as full semester class.
213	This course should be offered in person.
214	This course should include more learning objectives addressing current technologies such as cloud computing and virtualization. I will be focusing more on these components in the next course session, and updating the curriculum accordingly.
215	This in person class did much worse than online equivalents. I suggest faculty create a workgroup with the aim of supporting student transition back to in person.
216	<p>This is a fundamental SLO, “the ability to apply mathematics to chemical measurements”. This Fall semester I created a math review, it was optional. So just a couple of students use it. I started with a full class, and lost 10 students by the end. Math reviews will get more emphasis next time.</p> <p>The SLO “the ability to do problems involving reaction stoichiometry” is essential for future chemistry classes. I think students could use a more discussion-based presentation of stoichiometry to clarify terminology.</p> <p>The SLO ‘comprehension and use of laboratory skills in synthetic, quantitative and instrumental methods as scientific approaches to gathering and verifying knowledge’ in my view is the SLO that had suffered the most by doing virtual labs instead of a face-to-face lab. Techniques such “titrations” had not been giving the needed justice due to the lack of hands on. In this area, I am looking forward to teaching the lab face-to-face.</p>
217	This section had only one student.
218	This section was overall a pretty successful group of students.
219	This semester a large challenge was students doubting their capabilities, and not reaching out for help. To try to resolve this problem, there will be an assignment where they visit the tutoring center at least once (via online or in person), and to stop by office hours at least once in my future classes. My hopes are that if they know how to access some resources, they will be more willing to use their learning resources.
220	<p>This semester I had 2 students cheat and plagiarizes all lab reports. One student did all the work, the other copied. This was discovered during the last weeks of the term, then all lab reports were carefully looked over. I scored 7 of the lab reports as zero since those were the reports with overwhelming evidence of cheating. The students were informed of the consequence and admitted to doing it. The amount of points needed to pass the course was no longer possible for these students to earn and they stopped participating in all course assignments and exams.</p> <p>This class modality is remote in Zoom. I had two other students that initially would attend the Zoom sessions, but they soon stopped actively participating in the course. Next term this class will be in person, and I will be able to monitor the students better, and also have opportunities to get to know them and encourage them in the course in person.</p>

221	This semester I had better results with probability but my class had a tougher time with the hypothesis testing/confidence interval section. Part of those one's for SLO 3 are students who didn't show up for that Exam. But still I would like to rework some of my material there to have more of an emphasis on how confidence intervals and hypothesis testing are using some of the same methods.
222	This semester was particularly difficult with the return from distance learning to the in person model. There was a definite disconnect between the students understanding the importance of turning in assignments in a timely fashion and their success in this class. As an instructor, my failure was to provide a better environment for learning and better consistency in lecture, assignments, and hands on learning. My goal for the next semester improve in all facets to raise the SLO's for better student success.
223	This semester was particularly tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. I also felt that the themes of my course did not resonate with a significant number of my students, so my plan was to redesign my entire 101 course over the summer with new policies, kinds of assignments, and themes.
224	This semester was tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. However, for this literature class, we still met the target success rate (barely). There was also one student who took an incomplete and is not factored in the scoring above. The next time I teach this class, I'll reconsider some of my policies and in-class assignments to be more hands-on and inclusive.
225	This should be a half-semester long course.
226	This SLO is given as the final assignment for the course Argument Building Assignment. The results have been considerably stronger since the SLO was given at the conclusion of the semester, creating an argument for the second time.
227	This statement is for a 101 support course. Students completed support assignments successfully. Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
228	This was a challenging semester with the beginning of instruction having been done remotely. However, when back to in person instruction the bond between the class and myself became more pronounced, and we were able to get on a good path toward fulfilling our SLO's. My plan for the next semester is to do a better job of automating the links between test question and student outcomes.
229	This was a difficult class. Half left by the end. Those who stayed and completed the work did very well, but too many left. Not sure what to do as I did aggressive outreach, filled out several BIT reports, etc. It worked for a couple students, but many left without a reply. I'll chalk this one up to COVID and the difficulty of returning to campus.
230	This was a tricky semester with 5/17 students passing the course. Most simply stopped attending and/or doing their work. While I attempted to communicate more extensively and intrusively than I have in the past, I will attempt to do so earlier and more frequently in the process.
231	This was an excellent Honors section and both students did magnificent work. I had a student participate in the Honors Consortium here on campus and it was overall a great experience for them, I think.

232	This was high school class that had this class via zoom for zero period. I believe one of the main challenges was that this was a zero period class, and attendance was not its best. Perhaps we should consider offering these courses after their main classes instead of before?
233	This was my first time teaching trigonometry in person! It made the experience much smoother than I had in previous remote years. The best SLO target was the second one which made sense since it is the first section we really cover. The other two sections had some lower results which was unfortunate. I feel like I spent too much time focusing on the different graphing rules and not enough of the students just going up and practicing their graphs. A bit more trial and error there for them would have maybe resulted in them identifying what common mistakes were and ironing out that process. The last section on solving trig equations was also skewed lower but by that point 3 students were not really showing up any more. Regardless of those students who didn't take that Exam I did see the rest of the class struggling and performing lower than before. It's a tough section and I feel like I can pass through it again and focus more on the main ways to solve equations. There are many special cases which the book highlights but I think focusing on the main methods first and then going over whatever special cases I can would be better.
234	This was the first semester i've taught this class with this textbook. It was challenging, but, with assitional work on my part, i'm sure I will be able to better link the lessons with the SLO's.
235	Though my students performed very well indeed this semester, I decline to take much credit. Instead, I will heed their advice, which I solicited, and change a few things: add current events, use fewer very long essays (a bit), and so forth.
236	Throughout the entire semester students wrote a review on various case studies and responded to their peers. Students also were provided worksheets that had them apply information from the topic towards an exercise. Students seemed to enjoy being in the classroom as apposed to the zoom meetings the first part of the semester.
237	To continue informing students about the student learning outcomes that I am teaching towards in order for them to understand the purposes of my instruction.
238	To improve scores for the Application SLO, I will aim to give more low-stakes assessments, such as quizzes and group-work focused on identifying the type of problem students are solving, and applying the methods.  To improve scores for the the Notational Literacy SLO, I will plan to give more creative assignments (of the discussion board, take-home, or written nature), challenging students to increased written communication of mathematics.
239	To improve this course, I would recommend 16 weeks instead of 8 weeks so the information can be shared full instead of halfway online and other halfway independent online if for 16 weeks we can share the information 8 weeks of online and 8 weeks of on-field evaluation to improve skills.
240	Try to get more students to persevere and complete the course since 2 students in this section choose to not take the final.
241	Try to get more students to persevere and complete the course since 3 students in this section choose to not take the final.
242	Try to get more students to persevere and complete the course since 4 students in this section choose to not take the final.
243	Update program level outcomes
244	Upon careful examination, SLO statement #3 was a bit difficult to determine because there wasn't one particular instrument of assessment that would indicate this outcome. SLO

	statement #3, being a very general and unclear statement, seems better suited for a math course than a freshman writing course. I had to examine multiple points to determine this outcome. My opinion: SLO#3 should be discarded and replaced with an SLO that aligns more clearly with the purpose and focus of what a Freshman English course ought to achieve. Do we really want English 101 students to be better problem solvers or better academic writers? What kind of specific problem should English 101 students be able to solve? Are we talking about quantitative or qualitative problem solving here? If a student corrects a comma mistake then does this student meet this requirement even if other elements of the essay are lacking? Because college level essays can have problems at so many levels, determining which problem to assess was challenging. A clearer and easier outcome to assess would be something like: "applies citation conventions appropriately."
245	Use better technology
246	Use more time in class for students to work on problems in groups. Encourage peer tutoring during group-work time.
247	We need to write better SLOs.
248	We need to write more effective SLOs.
249	We will continue to attempt to reach the 100 percent mark with our outreach and student feedback. We've been marketing with stickers and signs, and continued training has helped with the customer service aspect.
250	We will continue to reach out to students and look for ways we can improve.
251	Will adjust number/type of end of semester essay drafts.
252	Will place more emphasis on the importance of understanding weaning parameters.
253	With this online class, a higher than the normal number of students stopped participating towards the end of the course. I believe there were many reasons for this, namely personal, family, or work challenges. I've had some successfully take the class over. Class average 81%.
254	Work on trying to reach out more to students who are not submitting work.
255	Worked diligently to keep students on track. It seemed to be strongest early on in this section compared to my other section. So I will continue this practice from the first week until I see that students are staying on track.
256	Would establish better group activities to help the students who were having difficulties understanding the material.
257	Write better SLOS