

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Critical Thinking & Information Literacy

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 842 sections and resulted in a total of 18,132 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.	14,895	82.15%

List of courses where outcomes were mapped to the GEO (123 Unique Courses).

ACCT-208	CIS-109	ENGL-102H	HIST-171	PHIL-101H
ACCT-209	CIS-113	ENGL-152	HIST-171H	PHIL-103
ART-100	CIS-130	ENGL-152H	HIT-101	PHIL-105
ART-102	CIS-132	ENGL-155	KIN/F-127B	PHIL-105H
ART-103	CIS-136	ENGL-155H	KIN/S-138A	PHIL-107
ASL-101	CIS-137	ENGL-163	KIN/S-148A	PHIL-110
ASL-115	CIS-140	ENGL-232	KIN-200	PHIL-113
ASL-200	CIS-142	ENGL-260	MARKET-100	POLIT-100
BIOL-123	CIS-161	ENGL-261	MATH-102	POLIT-100H
BUSAD-100	COMMST-125	ENGL-271	MATH-103	PSYCH-100

BUSAD-105	COUN-100	ESL/N-601	MATH-110	PSYCH-102
BUSAD-145	CSCI-110	ETHS-163	MATH-110H	PSYCH-103
BUSAD-200	CSCI-120	FIRET-100	MATH-115	PSYCH-111
BUSAD-210	CSCI-200	FIRET-101	MATH-117	RESP-132
CD-105	CSCI-230	FIRET-103	MATH-160	RESP-134
CD-126	CSCI-240	FIRET-106	MATH-200	RESP-139
CD-137	ECON-100	FIRET-114	MATH-250	RESP-232
CHEM-101	ECON-200	FIRET-115	MATH-265	RESP-235
CHEM-102	ECON-201	FIRET-116	MATH-903	RESP-238
CHEM-123	EMS-020	FIRET-118	MATH-910	SOC-100
CHEM-150	EMS-151	HIST-100	MATH-915	SOC-141
CHEM-213	EMS-152	HIST-100H	MICRO-150	THART-134X4
CIS-095	ENGL-101	HIST-101	MULTI-211	WFP/N-601
CIS-101	ENGL-101H	HIST-170	MUSIC-103	
CIS-105	ENGL-102	HIST-170H	PHIL-101	

Use of Results/Proposed Actions – Individual Submissions

1	<p>25% of active students in class failed. 75% of active students in class passed. Thus target was met for all SLO's.</p> <p>Students coming to Crafton Hills College after COVID-19 are not up to mathematical standards after graduating high school. The passing and failing rates are due to students not understanding the rigors of college mathematics, not having good study habits, thinking that college is like high school and will be passed through with no consequences, and having bad note taking skills. We will see this type of student for the next several years.</p>
2	910 class was a bit spread out on the schedule which was a bit difficult to plan around but the extra time definitely let us go into more detail on topics.
3	A 70% success rate is not excellent. I will define this specific SLO by providing more academic resources for that specific chapter (well actually 2). I will also reevaluate and rewrite the exam questions so they are easier to understand.
4	A major success for this class was getting the students prepared for a career in Kinesiology and having them document a career path and how they are going to reach their educational and career goals. The students expressed this helped them define a path and how to pursue each one. In the future, I would like to incorporate more in-class projects to have them utilize what they have learned in class and use practical application to demonstrate the importance of each lesson.
5	A new strategy to try for the future is to lengthen the course time to be an 8-week course instead of 5.
6	A new strategy to try for the future is to offer the course as an in-person class that lasts 5 weeks.
7	Add a section on moral and religious reasoning

8	Add an additional unit to focus on NoSQL databases more thoroughly
9	Add to final project presentation video to make it more robust.
10	Added a written discussion component to ensure that reading was being completed; will continue if assigned this course again.
11	Added new content. Noted improvement in class performance
12	After meeting with Gio regarding how I evaluate my SLOs, I moved my measurement from the midterm to the final. I create a final exam question that mimicked the midterm exam to see if there were improvements and sure enough, that worked perfectly. The students took the information they learned from the midterm and applied that learning to their final exam and the results were exactly what I wanted. I will continue to evaluate in this manner moving forward.
13	After some adjustments made to my instruction to improve SLO 1 and 2, I didn't get the outcome I wanted. Perhaps measuring the outcome at the midterm for those two pieces is premature. I spoke with Gio and discussed other options with regard to objective measurements of both SLOs and we came up with a solution. I will modify the scenario I have for the final exam which will have multiple parts. One part will be used to measure SLO 1 and the other part will be used to measure SLO 2. This is an existing question I pose to the students, however, the scenario doesn't have all the same components as the two midterm questions that I have been using. I will modify my final scenario essay question to mimic the same bullet points I have for the midterm.
14	Again I am faced with lower-than-usual numbers. I am always fine with altering what isn't working, and some assignments could well be beyond some of these students, but what I am seeing here is a slightly more alarming version of what's been happening since many of us switched to online instruction: some students, sometimes a fair number of them, find themselves unable to sufficiently apply themselves in the absence of my physical presence. What shall I do? Probably provide a more direct heads up to incoming students, something along the lines of an alert: you must be, I should tell them, more than usually self-sufficient to pass when taking a class online (and you must ask more questions than you might expect).
15	Again, possible COR revision to move it away from general survey class and more toward real-world activity. Also find ways to mesh with child dev program, other majors, etc.
16	All met.
17	All objectives have been met.
18	All parameters were met; In the future goals will be achieved through different angles of learning, as well as, the staples that have been proven.
19	All SLO areas met or exceeded minimum thresholds for success. However, continued improvement will allow for 100% in all areas.
20	All SLO's effectively met without concern. New textbook was applied to this course, SLO's in general were the same but terminology and specifics were slightly changed. Overall preference for the new text and methodology used by publisher. No changes needed for next offering of this course.
21	All SLO's meet or exceed a 90% threshold for this class.
22	Although my numbers were under target, I felt that students still did much better overall than in my 101 classes last year. I redesigned my entire 101 course over the summer with new policies, kinds of assignments, and themes, which I feel led to more buy-in and student engagement. Attendance was certainly much improved from the 2021-2022 school year.

	18 out of the 21 enrolled students passed with a C or better. 11 out of the 18 who passed earned a B; 14 out of the 18 earned an A or a B. The 3 students who ultimately did not pass still met with me throughout the semester to work on assignments or to simply talk (never dropped contact), and my hope is that this means they will have a better chance at passing the next time they take the course.
23	Be more effective reaching out to struggling students.
24	Began working on more small group engagement exercises, and met with some success. I need to work on shorter and more focused lecturing with several short breaks, and more audio visual materials used.
25	Bit disappointed that not everyone passed. Next time? I need to work on community building in my online classes. I also think there are a few things I can do in my shell, we'll see.
26	Both informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, group work and synchronous ZOOM conferences. There are specific essay questions that addresses the SLO statements in these Likerts. Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained. An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level. For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis and assigned group activities. I will also encourage students to contact me during office hour and directed discussion meetings.
27	Brainstorm to discuss the solution of the approach to the project in the class.
28	Change some policies for students to complete work they missed at the end of the semester.
29	Continue as is.
30	Continue to drive class participation and involvement; there were a few students whose attendance was great but did not turn in a final.
31	Continue to incorporate well-defined rubrics accompanied with the Student Learning Outcomes for each lesson/class.
32	Continue to listen to students concerns and work to help the learning process for each student.
33	Continue to monitor student performance
34	Continue to support students by providing opportunities to overcome areas of weakness. For example math and pre-req. material
35	Continue with methods of content presentation and assessment for SLO 1 & 2. For SLO 3, find new ways to present information on strategies &/or different methods of assessment.
36	Continue with the Crawl, Walk Run philosophy of exposing the cadets to the 90 different manipulative 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

	<p>are accepted into the program.</p> <p>Continue with the new Jones & Bartlett 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>
37	Continued improvement is always important. All SLO's had greater than 80% success, although 100% on all SLO's is the goal. Continued effort will be made to reach 100% in all areas.
38	Discuss at next department SLO meeting.
39	Ditto as to 101-20.
40	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research to demonstrate basic mastery.
41	Evening (5pm+) History in person sections have high success rates.
42	Excellent academic performance with this online terminology class. Very motivated and participation was exceptional. One area of work was the pronunciation exercises. Although this isn't an SLO it still is an important component of the class. In the future, I will try to assess why the assignment had some students not participating—possible issues with the clarity of instructions. With the next class, I will follow up with all that did not participate in finding out the reason and correct it.
43	Excellent group of students.
44	Excellent participation and achievement in this summer 5-week class. Class average; 90% In my last SLO assessment, I recommended recording an instruction video for the pronunciation exercises due to poor participation. I recorded that video for this class session and I am happy to report it helped immensely, 97% participation! It was a lesson for me in the future, the instruction videos help with assignments students may be having problems accessing and or understanding.
45	Excellent participation and motivation for this fully online class. Excellent SLO assessment. At this time I will not modify the course curriculum or SLOs. Pass rate: 95% Class average: 88%
46	<p>Excellent participation and SLO outcomes for this online class. Pass rate: 97% Class average: 90%</p> <p>From my comments on the last class, the pronunciation exercise participation is not where I would like it to be. For the next class, I will make a video explaining the instructions in detail with examples. I'm hoping this will help the students to complete the assignment. I did contact the students that didn't complete the assignment and offered extra help, but I did not see much improvement.</p>
47	Five (LatinX) students stopped attending class between weeks 10-15. They each had plans to submit work late, but none of them did. I plan to allot class time to beginning assignments next semester in my Zoom classes.
48	Focus more on reading comprehension and note taking skills.
49	Focus on reviewing algebra skills
50	For Outcome 1, some students did not choose to come to office hours to have me help them on the lecture and lab assignments even though I let them know I was available and that it would be confidential. The problems were also discussed many times in class, and they did

	not listen or take notes as to what is expected nor read the instructions, nor reference their lecture notes that they should have completed. They were given many opportunities for help and did not seek it. I did see a change in Students commitment to learning, many came to class late and many just did not show up.
51	For this semester, I integrated more small group/problem solving exercises. I felt this was successful due to the level of student engagement which led to good overall class cohesion. Also this semester I began using "guided notes" for each chapter covered. I felt this was successful and led to better overall retention of information and a much better level of student engagement during lectures.
52	For this semester's class, I included numerous student models as examples of writing and allowed students the opportunity to correct written repeated mistakes on main written responses. Modeling examples of excellent writing proved to be a good help to allow students to improve their own writing and consistently evolve as a writer. Rubrics were also helpful to students before major writing assignments, so students could clearly see what they were being assessed on before they began their writing responses.
53	Given the circumstances in which I took on the course, the entire undertaking involved new strategies and content. I was advised to incorporate more video clips in lecture--I'm making progress in that direction. I tried and will expand the use of discussion groups guided via questions I prepare in advance.
54	Good class overall. This was my first attempt at teaching this course which is always a learning experience. We did have two guest speakers that were well received. I could have done more small group work and a little less lecturing in some cases.
55	Good student/instructor engagement through facilitated discussions. Having recorded lectures seems to help students form a bond with me as well as help with information retention.
56	Having the support class allowed me to really take my time with these concepts, helping them understand more so than stand alone classes.
57	Honestly, I am at a loss to see these results. Normally, my class does very well. Before attempting to make any suggestions on improving student performance on the SLOs, I want you to know the following information. First, this course was asynchronous. Second, I aligned the SLOs to every final exam question in Canvas. Third, when students completed the final exam I ran the Canvas outcomes analysis report on my final exam which displayed the numbers I entered here into the SLO Cloud. Fourth, I searched the Canvas Community for information regarding how outcome results are tabulated and calculated without much success. Lastly, I am interested in the collected SLO data between asynchronous, synchronous, hybrid, and in-person. Analyzing this data could reveal strategies for asynchronous courses.
58	Honors students are doing well.
59	Honors students do a great job being self-directed; I would only suggest checking in more with them as they work on their projects.
60	I am happy with my outcomes of the SLO for this class.
61	I did the first part of the class lecture style with the students engaging in discussions. Then the students were allowed time to work individually on Word, PowerPoint, Excel and Access projects. This format seemed to work for most students. Allowing the students to work at their own pace seemed to yield a higher rate of assignments being turned in.
62	I did try new strategies, add content, saw some improvement in performance, and identified some learning gaps. In particular, although I did prepare the students for the paper, I want to

	develop exercises which lead up to the paper more incrementally. I will also, more generally, add (somewhat relevant) popular culture content because such content seems to encourage engagement.
63	I had a lot of students stop doing work after the census date. They never dropped the course and that is reflected in my failing grades. The students that stayed involved did well. I will try to keep students on track more for these online courses.
64	I had and assessed 4 students this semester in English 101H. All students met the target and displayed significant evidence of achievement for the course learning outcomes. In the future, I would like to move up the timeline and deadline for the major honors projects around the college OneBook so that students are ready and encouraged to participate in other extracurricular honors activities outside of the class.
65	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 this action reinforce the positive action of continuous effort to improve. (New) This semester I used starfish to contact students who missed the first attempt of a test. This implies that the students must have been preoccupied to miss the test the first time.
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67	I reassigned essays for students who did not meet the requirement, but they did not revise and kept the original grade earned. I need to come up with a policy that rewriting essays is not negotiable.
68	I think I will try different methods for homework. Those who struggle are usually the ones with poor attendance. Making the lectures available online helps but then may encourage many to not attend class.
69	I think it is important to focus on how the cold war led to the Vietnam War and the ideas of the domino effect. Indeed, it is necessary to understand how the US changed during the war protests, the women's movement and how music and art helped to create a very different generation. Too, how the civil rights movement influenced this new generations and the ideas of protest.
70	I think we need to rewrite our SLOs because they are too general and not very useful.
71	I tried to group/lump the confidence intervals and hypothesis testing into a "big picture" lesson and then tried to apply it to the different parameters. I think it helped a little bit but could still use some work. Attendance is still an issue, encouraging more consistent attendance would help with the learning gaps. In the future I will continue to try new ways wo make content more accessible. This could be done by using relevant examples, flexible technology, maybe offer academic incentives for attending office hours. Also open to try new things.

72	I try to get the students to envision and understand the application of the various fire protection systems within various occupancies. There are a series of assignments that have them conduct research to see how these systems affect the safety of a building. I think in the future having more discussion groups would be helpful for the students.
73	I was delighted with our course outcomes in this class; students were on task and interested in their course work. I was challenged by two students that stopped attending class without contacting me or responding to my email and phone calls and hope they are alright! I tried new strategies coming back into the face to face classroom by using Canvas as an informative homepage and will specify due-dates in upcoming courses. I think students were thrilled to be back on campus; the fact that they could stay home when they were feeling ill made all the difference since they could still participate virtually and by email. I also participated in the USC Race & Equity Training this fall, and we took a close look at certain assignments like our Commentary Survey on Credible Articles. That is the first challenging assignment for many students so we need to prepare more for it in future classes.
74	I would like to find a way to incorporate more written assignments
75	In order to understand the present you must understand the past. For this reason the cultural economic societal and religious divides have a direct impact leading to the civil war. In directing attention to these things students can see how and why the civil war happened.
76	In out come statements 1, 2, and 3. the 5 that is in the one column are students who gave up or did not drop the course and are considered inactive after the drop date. I am not counting those students in the results for target met.
77	In the future, I would like to present a group project where they would apply inferential statistics to make decisions about data and have students present in class. I've been looking for ways to incorporate more projects in class, and I believe this would benefit students understand these applications a bit more.
78	In the new semester I will work on giving the student's more situations In which they need to compare data.
79	In this class I try to engage the students at the beginning and give them different types of assignments (quizzes, hands-on assignments, videos, etc) to keep them engaged. With an on-line class though it is hard if the student(s) do not respond back (compared to in-person where you see them and can make immediate communication.
80	Incorporated elements: 1) equitable teaching and learning strategies 2) equitable content--i.e. texts, assignments, activities *two students, although passed the course, decided to stay in the same level. SLO data demonstrates actual course success.
81	Increase engagement. Cover important study skills.
82	It was the same students who failed the different SLOs. Those were the ones who were not engaged.
83	Low scores came from students that were not engaged in the course. Develop way to get students involved.
84	Math 160 Summer 23 class was an online one. I think the students need to submit more written solutions. I encouraged them to place their solutions from HW and Quizzes in Discussion board. Also part of each exam was a written part. For my next class I will be working more on the written assignments. It will be nice if students online classes be required to take (some) exams on the campus.

	Only 3-4 on campus meetings during the semester. With showing days of the meetings in the class schedule.
85	Met all learning outcomes
86	Met all requirements. (3)
87	Met all targets.
88	Met all the objectives.
89	More marketing ethics concepts and studies post pandemic must be used to illustrate the importance of business ethics used in today's marketing decisions. Social media, multimedia, and AI technologies is a must for teaching up-to-date marketing skills for modern-day students to continue to succeed, while providing students with valuable information on marketing tactics to keep organizations profitable. Teaching how social responsibility and service is being used in marketing to create a greater impact with a businesses constituents are my recommendations. Collaborative group work and simulations for developing impactful marketing must continue to be integrated into the marketing curriculum, along with providing students with different viewpoints and encouraging open discussions and critical thinking.
90	<p>Most students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.</p> <p>It was rewarding to see how many students really enjoyed the class and felt that they really learned about art history based on a final participation submitted in the last class for the semester.</p>
91	Much better job of incorporating group work, and critical thinking exercises. Need to shorten and focus lectures to keep the class better engaged.
92	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
93	My online English course was slightly different. It seems that I need to constantly question the students if they have read the handouts in the modules. I have to somehow develop a way to make sure they read the handout because I have to constantly make them refer back to the necessary handout for their greater success in the course. A majority of the students are not utilizing AI. It is their own work and I can see the evolvment of their writing skills. I am also glad that the students had the confidence to constantly email me with their questions and concerns. It just shows their discipline and dedication in the course.
94	Need to continue working on creating more accurate assessments for SLO3. This semester I transitioned to a different style of presenting content in this asynchronous section, as well as slightly varied assessment methods. Continuing to work on content presentation as well as assessment methods. Also need to work on student outreach (personally & via Starfish) to

	reduce attrition with affected SLO 2 outcomes especially, since it was an end of term assessment used for this SLO.
95	Need to find new strategies to retain students late in the semester.
96	New strategy to consider deals with due dates; possibly work on implementing a more flexible due date to see if this helps students. However, I see that this could also have a drawback with students relating to procrastination, but it may be helpful to experiment with this aspect during a summer course or another asynchronous course. The reason for this is that I had one student that had trouble meeting the deadlines and following through on communication even when I reached out to them.
97	None at this time with Honors.
98	Observing the students this summer semester I have noticed a few of them are utilizing the AI computer program. They are having that source write their papers and using vocabulary, jargon, and terminology the students do not know or understand. As an instructor, I need to be vigilant in making sure my students do not use that AI program. It is creating a form of plagiarism and the students are not accomplishing the work on their own. The improvements I need to do is to create writing workshop in class so students are not using AI. I am going to create in class workshop where student can begin their essays in class, write it in class and turn it in at the end of 1.5 weeks. I have also noticed second language learners are utilizing it. They cannot pronounce the advanced wording or vocabulary. This summer semester I had to adjust and modify my lessons to fit the needs of some struggling students who used AI and create a seminar class of discussion and workshop. I was more like a tutor rather than the instructor teaching them the information. I had to address each student, look at their essay and recognize the tone, vocabulary, and constantly question the students work. Next semester will evolve into a different class of workshop and group work. Luckily, I had a small summer class because during the semester this will be a challenge, but I am ready for it.
99	Of the 40 students, 10 failed the class. These 10 students received a 1. Of those who passed the class, they were able to meet the SLO goals of the course. In the future, more effort will be made to reach out to students failing.
100	One of these test was a take home and the problem on the other was an easy problem so next time I will look and the SLO's and give much harder problems.
101	One student decided to no longer participate in class since they were already accepted as a transfer student. New strategies: Have students complete more of lab report in class. New Content: New worksheets developed Learning Gaps: I have made sure each student feels seen and has opportunity to talk without other students listening into the conversation.
102	One surprising take-away from this semester was how well many of my students performed on a timed writing examination. In that assignment, I had fewer gradations in my rubric, which I do believe gave students clearer goals to aim for in the assignment. I hope to replicate this more in the future. While this class did meet the target goal of above a 70 percent pass rate, I do feel there are areas of possible improvement. Having spoken to a few of the students who just did not persist and continue attending, many of them simply had life events that made continuing difficult. I hope to have more conversation about support for these students so they know their options in terms of withdrawal from the course. I also will be using an embedded tutor for all of my 101 courses so that students are more aware of support available to them on campus.

103	Ongoing evaluation of student performance is in process.
104	Online format is not working for intro chem students. They are weak in math and generally are not disciplined enough to pay attention and follow direction on their own. Tutoring was offered and students did not use that option to make the outcomes better. For Fall 2023 chem 101 will not be offered online.
105	Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
106	Perhaps removing some content from Math 102 if possible and add more basic skills needed to complete this course successfully.
107	Perhaps removing some content if possible could help.
108	Post COVID, as my first in person class in this Art 103, I found many of the students were woefully ill prepared for college/returning to school. Many stop attending at different intervals, many responded to my emails informing me of personal difficulties but they wanted to continue in the class but did not return. Many did not take the short quizzes which they had four days to complete and thus continued the spiral to failure. This was the most difficult class to work with to keep in the seats and be successful. However, most did the work, came to class and engaged in the in class work to gain credit and learn new concepts and understand the connection of their lives to artists and their works. From teaching this course I often gain students in our studio courses and that was the case even in this difficult time.
109	Present approaches are working well.
110	Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific essay questions that address the SLO statements in these Likerts. Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained. An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level. For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.

111	Provide more time in class to practice critical writing skills.
112	Provide students with more help and resources for writing
113	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
114	<p>Providing a more practical approach to the introduction of Kinesiology rather than a theoretical aspect helps students determine career paths earlier in the students academic career I found.</p> <p>if was able to teach this course again, there was a new interactive website and textbook that the students may find more useful and interactive</p> <p>New strategies would be find new ways for students to engage with their classmates in group assignments when the course is strictly online. This was the main struggle I found this course even though the groups were randomly assigned and a discussion board was available for the students to communicate and pick their topics.</p>
115	<p>Recognized that the Deaf Culture/History was difficult one for students to tackle and will need to review how it was administered and perhaps make smaller chunks of quizzes that leads up to final assessment.</p> <p>The rest looked good and are reflective of previous classes.</p>
116	Remove some College Algebra content if at all possible and add some more time for basic skills.
117	SLO's 1 and 2 are derived from the second argument assignment due in class. To be discussed at next Faculty meeting.
118	SLOs need to be restructured to get a better understanding of where students are successful and where they are struggling. right now this data is showing a generalized picture. students who were dropped or left the program are in the NA column since not enough data was collected to add a percentage of achievement to their overall grades.
119	Smaller class this semester led to a better level of engagement on all levels. Small group discussions were more focused and productive, and whole class exercises were easier to manage and led to engagement by all students. Need to work on better strategies to retain student interest in lectures. Need to shorten duration, better focus on key subjects, and encourage note taking.
120	<p>So excited that this is one of my most successful classes to date.</p> <p>I think community was the huge difference here -- the students built a chat group and we had a potluck in class.</p> <p>We also did things like visit the community garden and other feel good activities.</p> <p>I'd like to do more of that -- build in the support for the community, it doesn't always happen, but won't if it isn't there from the beginning -- only question is, how do you do it on an online class.</p>
121	<p>So thrilled everyone was successful here.</p> <p>I have intentions to build my content expertise through study and design more engaging, esp. top down diversity oriented curriculum (had a lot of success with small instances of this, so basically want to expand it).</p> <p>Oh, also, I want to build a hard critical thinking essay -- maybe a genre comparison / genre evolution essay.</p>

122	Some students were not engaged in this online course which pulled down the target average. Moving forward I need to develop ways to get students more engaged online.
123	Specifically for support, I would like to include more time for students to start assignments in class.
124	Spend more time discussing deductive and inductive logic
125	Spend more time of identities
126	<p>Spring semester 2023 I tried to engage students with more group work where critical thinking was involved, along with keeping learning more interactive to keep students motivated. This included business simulations, collaboratively working on SWOT matrices for various business organizations and timed group challenges where teams had to work together to accomplish tasks to be awarded bonus points. I also integrated newer, post pandemic ethical case studies where companies have been challenged with many ethical issues since the pandemic.</p> <p>Challenges continue to be keeping students motivated, engaged, and wanting to learn more about the globalized business world that we live in today. Moving forward I feel that it is important that students continue to cooperate, socialize, and work together in the classroom on business activities that keep them occupied and challenged. I also feel that the integration of more technology-driven activities is a must moving into the future classroom environments.</p>
127	Students benefitted from drafting models and time to work with me directly as they revised essays. Students showed ability when they read and wrote but struggled with deadlines, so their grades do not reflect their abilities. Students with a strong reading foundation were far more likely to succeed with all assigned work.
128	Students benefitted from examples of well-argued paragraphs and essays. Many wrote stronger essays as the semester progressed. Students also benefitted from time in class to work with me individually. Students who did not complete the reading homework struggled to complete the essays with success.
129	Students coming into the course had little to no knowledge of fundamental HTML and CSS and so struggled with some of the more complex aspects of web design. Either a reevaluation of requiring a pre-requisite course or a stronger focus on HTML and CSS fundamentals for this course should be explored.
130	<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. I was pleased to get very positive feedback about the class from the majority of student participants.</p> <p>For future consideration, I will probably become more actively communicating one-on-one, define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
131	Students excelled.
132	Students generally did better with assignments than exams in demonstrating knowledge. Will consider more assignments to add in addition to or in place of exams. Data for SLO 3 is somewhat skewed by a higher number of students that did not submit the assignment. There was attrition at the end of the summer course. Will try to add more reminders and interactions after midpoint of the course/semester, and could benefit from use of Starfish if used for summer courses.

133	Students have repeated this class and have improved on their health and wellness by showing improvement throughout the semester.
134	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.
135	Students met the learning objectives.
136	Students met the standard
137	Students performed well in all categories and assessments. Consolidation of current course SLOs might be advisable as some of them share common objectives.
138	Students strongest work was in SLO 3. This is often the weakest material for students. Seeing this result is great, because it means students understood the most difficult material in the course. Students struggled with SLO 2. This is medium difficulty material that takes place at the half-way point in the semester. A take-home homework or quiz on this assignment near the end of the semester will help students in the future.
139	Students were, for the most part, engaged. In the future, I will do more follow up to make sure no student is left behind.
140	Switched to zero textbook this semester. Will continue to look for a high quality free textbook alternative.
141	Target Met! [NAME] runs a fine Honors Program with disciplined students.
142	Target met! Notable improvement with diverse activities: video assignments, group work activities, learning quizzes, exams.
143	Target met. There was a notable improvement in class discussion performance when I used the gradebook to contact students directly who weren't posting their discussion forums.
144	Target met. This class was informal, relying less on structured PowerPoint presentations and more on historical conversations that turned out to be fruitful. More historically based motion pictures were featured in this class which also lead to lively discussions that connected to the textbook readings.
145	Target met. Honors Presentations in class led to compelling discussions.
146	Target Met. PowerPoint Presentations were popular assignments and well liked by the students.
147	The biggest indicator of success in this goal was attendance and participation in the preliminary writing assignments that scaffold the essay writing process. Students who did not attend or missed assignments eventually dropped the course and were graded N/A. Attendance policy was strict this semester, and it did not seem to improve student attendance. I am unsure of where to go from here, I think perhaps in the future I should provide multiple opportunities to engage with each phase of writing rather than one assignment. For critical thinking, most students exhibited great affinity towards thinking about complex subjects due to multiple group-based analyses of texts. Class discussion was routine, and all students present participated (even the ones who eventually dropped due to attendance/missing assignments). I believe this aspect of my class is the strongest and will not likely change.
148	The challenges are the students that do not do the work, or they do not care and stoped coming to class. New strategies: do group discussion for the SLO for each class

149	The class size is too small to definitively identify any learning gap. More computer hardware may be needed.
150	The class size is too small to definitively identify any learning gap. The class may need to be a full-semester long instead of 8 weeks.
151	The course continues to run as designed and has resulted in students understanding the practice and content of Philosophy as a discipline.
152	The course continues to run well and as designed.
153	The course organization worked well. I need to clarify certain test questions and add a section on "spin" to the discussion of fake news.
154	The course should be at least 8 weeks long.
155	The course should be offered as a full-term instead of 12-week long.
156	<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 collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the 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. Many said it was their favorite class of the semester, some said favorite ever.</p> <p>For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
157	The final assessment used to determine the 4th SLO will be changed in the next semester to encourage further critical thinking skills. Otherwise, the other assessments have evolved based on student feedback and communication and will continue to do so through this semester as well, as that is what I believe has brought up the SLO data even here.
158	The Honors Program is very successful! Kuddos to [name] Cannon for her incredible work.
159	The Honors project is scaffolded, which has been a practice I've seen as successful for several semesters now, so I will continue to utilize this. I've also taken student feedback and communication into consideration with the structure of the class - how the information within the course is presented to be the most effective for learning and student success, particularly within the honors program.
160	The influence of a number of "adult" learners in this class had a very positive overall influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, the code, and etiquette.

	<p>One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class.</p> <p>In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about there since of progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.</p>
161	<p>The learning gap I identified as the most prominent was the one that arose between students and the different levels of motivation they had to engage in the course material. I will continue to work on closing this gap by increasing student buy-in to the material by highlighting the use it has for them as they enter the professional world.</p>
162	<p>The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments.</p>
163	<p>The numbers may not seem to indicate it, for I certainly lost a few students this time, but I feel I'm on the right track here. The numbers reflect an unfortunate reality: sometimes it isn't the instructor; sometimes it isn't the material; sometimes it's just the luck of the draw. "Effective" moves I might make aren't ones I'm comfortable with: using, for example, easier readings, or assigning simpler papers. I will be mulling over assigning a--lord help me--simplified analysis paper, but I doubt I'll go that far.</p>
164	<p>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. More interaction occurred this semester, but I want to plan for group meetings and not just one-on-one so they have a connection with others in the program.</p>
165	<p>The research project needs to happen sooner and have much more emphasis. Also, I think making the project a portfolio-style project, where students submit a range of evidence for their ability to conduct and compose research would make sense (I will experiment with this next semester.)</p>
166	<p>The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p>

	<p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>
167	The students all demonstrated the required competency to complete the course. I will only be teaching this course one time.
168	The students did not like being made to do problems on the board at 1st. But after the 2nd test they began to understand the problems better and were happy with their improvements.
169	The students' feedback is positive about the online homework assignments. I am planning to continue using them in the future.
170	The success of the course is mostly attributed to having lab and hands-on in a classroom environment instead of a remote/online setting.
171	The target was met for each SLO. Short term classes have high success rates. This group performed better with group work activities than most classes, probably due to the lengthy amount of time we met each Monday and Wednesday, as it was an 8 week session.
172	<p>The target was met. The smaller class size assisted in learning and success.</p> <p>This class was on Zoom which made engagement difficult, but they enjoyed the combination of video assignments, breakout rooms, and lecture.</p>
173	There are several reasons the class did not meet the rubric standards. A handful of students did not complete the assignments because the course was fast-paced, so they did not stay up on all the tasks. The students that passed came to class prepared and were engaged in all assignments. I explained that they should drop the course if they did not complete the work because it is a fast-paced class. The students failed to drop the course.
174	There are several reasons the class meets the rubric standards. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become a firefighter and learn about life safety. Having all the students involved is a massive part of a successful class.
175	There are several reasons the class meets the rubric standards. The students were online and prepared to do all assignments and quizzes. The students were engaged with the instructor and communicated all assignments to become a firefighter. Having all the students engaged is a huge part of the success. Seven students failed to complete all the work, which brought

	the percentage down. I explained to the students they needed to do the work to pass. The students stated that they got a job, and it was tough to complete the assignments. I told the students to drop the course, but they did not.
176	There are several reasons this class meets the course rubric. The fire technology students can interact with the current Fire Academy cadets. In addition, the fire technology club has used career firefighters as guest speakers to discuss career pathways in the fire service. Four students did not complete them, which did lower the overall percentages. I will ensure that students must drop the course properly if they can't make it to class.
177	There are several reasons this class meets the course rubric. The fire technology students interacted with other students in the class. Six students did not complete them, which did lower the overall percentages. Students stated that they started to work and did not have the time to complete the assignments. I will ensure that students drop the course properly if they can't make it to class.
178	There is a high success rate in short term classes with a lower cap count. Additionally, equity is achieved with lower class caps.
179	There was a large amount of students that did not complete all task or final assignment.
180	These are adult school dual enrollment students. We changed the course to the full semester and I noted improvement in scores for projects and attendance. I changed an assignment to reflect their current level of ability. I saw notable improvement in attendance and completion of projects by demonstrating the projects in person. I will try recording my demonstrations so that they can replay them.
181	They met the target requirements.
182	This class allows for diverse texts and much critical thinking. No changes.
183	This class could simply be atypical, but I would like to see higher scores. My classes are all online, so much depends on my written material. While avoiding simplification that insults better readers, I may have to simplify my writing.
184	This class felt (and was) much more successful than when I taught it the previous fall. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I also created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well.
185	This class had lowest rate of level 3 & 4 (# of Students Meeting SLO Rubric) based my teaching experience at the college. I need to observe future classes in order to identify any learning gap.
186	This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to helped improve student performance from the beginning of the semester to the end of the semester.
187	This course was a 15-week late-start online course. Other than the information stated below, this class tended to perform significantly lower in all assessments than the 17-week online courses. The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4

	<p>should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p> <p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>
188	<p>This dual enrollment group was well-prepared for College English and easily met the writing and reading standards. If anything, they might need more focus on time management because of their work load and extracurricular activities. Breaking some assignments down into smaller parts might help them keep up.</p>
189	<p>This particular course did exceptionally well. I did feel that there was a greater sense of teamwork and camaraderie within the course, which I think could be attributed to generally higher attendance. I wonder if courses a bit later in the afternoon tend to do better than those early in the morning. I hope to replicate this more in future classes, perhaps with more collaborative work and by including an embedded tutor in the course.</p>
190	<p>This semester I utilized the SLO rubric which based on the grading for each example, shows some drastic improvements that need to be addressed. Both SLOs that didn't meet the target were initially measured at midterm, however, there were similar assessments on the final summative exam which measured the same outcomes with better results because students were able to take the feedback from the midterm and make the appropriate corrections. I</p>

	however would like to use this data to make adjustments to instructions and improve the above results.
191	<p>This semester, the only failures were two students who chose not to participate in the SLO-focused assignments. This is an improvement over past outcomes and suggests the basic instructional strategy of creating several screening steps that lead to the final semester project product is working. An additional screening step focused on statistical data will be implemented for the future. Another helpful activity could be added that ensures students know how to use the CHC Library.</p> <p>The current online format makes it difficult to assess our content focused SLOs, as currently worded. These ineffective SLOs need to be deleted or modified.</p>
192	<p>This small hybrid class was most students' first on-campus experience since the pandemic. Overall the students were motivated, and participation and attendance were excellent! I did find the confidence in their knowledge of the word parts did lack. For the next hybrid class, I would spend more class time on reviews and quizzes on the word parts. Overall I was happy with the outcome and wouldn't change any content or SLOs. Class average: 88% Pass rate: 93%</p>
193	<p>This time around I focused on redoing some of the later sections and expanding it to use more technology. This seems to work great as the third SLO was reflected as the strongest by the class. I ending up having more time for review available later in the class and I want to use this extra time to really spend more time on the probability section of the class. I always feel like I don't have enough time for it but I end up being able to finish up the class comfortably. This next semester I'm going to try to devote entire days just to working on the probability concepts without having to introduce anything new.</p>
194	<p>This was a short-term class. Despite the fact that this was an accelerated course students did well. I believe having frequent online office hours helped students to do better in class.</p>
195	<p>This was a short-term class. Even though this was an accelerated course students did well. I believe having frequent online office hours helped my students to do better in this class.</p>
196	<p>This was a small class and it benefited students to get more one-on-one help and prepare better for the assessments. students were able to do group study session and use extra time in lab and outside of class to prepare. Use of study groups will be implemented in future semester based on the results of this group.</p>
197	<p>This was a small class so everything was done in a discussions/small group format. The student were able to have individual attention to their career planning and group project.</p>
198	<p>This was a tough class, as it was a late-start with an odd amount of total weeks, so some assessments I had to tailor more than in the past. I feel that this impacted a lot of student's work negatively, and I'm planning to correct that in my next late-start class.</p>
199	<p>This was an eight week a face-to-face class. I supplied a skeletal handout packets that outlined the lectures so the students focused their time writing down calculations, important processes and solutions to content discussion questions instead of trying to down background perspectives that led to the content discussions.</p> <p>I also filled the canvas shell with the video lectures used for a non face-to-face class and many students voiced that they where viewing the lectures before class and also after class to reinforce their understanding. I also used the canvas shell when students turned in their work, this made grading late work easier to manage. I had a process for students to make test corrections and possibly move up old low test scores. The test correction policy was a way to demonstrate good study skills to do before taking a test. I would look at the students test</p>

	<p>corrections only if they passed the next test, thus demonstrating they were able to apply their new study skills process. The eight week summer pace is challenging for the students and I believe some of the strategies above kept them on task with optimism and understanding that the focus was always on the students trying to find a way through the course that worked for them.</p>
200	<p>This was my first time teaching trigonometry at any college/university.</p> <p>For graphical literacy, now that I am more familiar with teaching the material, I will include more hands-on interactive lessons on graphing equations using Desmos to improve performance.</p> <p>As for trigonometric equations, because I was behind schedule, I only touched on them for one day, and did not have time to cover it before the final midterm. Thus my students ended up ignoring this content, and mostly skipped the corresponding question on the final. I will devote more time in class on this topic next time I teach trigonometry.</p>
201	<p>This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As.</p> <p>They had the fewest posts, the lowest number of submitted essays, the most missed quizzes.</p> <p>I hope this section does not portend the future.</p>
202	<p>To focus on slavery and the impact this had on events that lead to the civil war and the different kinds of peoples who came to the New England and to the Southern states and why they came. Some came for religious freedom, some to make fortunes. In the process European cultural norms destroyed first nation peoples world and practiced forms of genocide as with the case of the Trail of Tears.</p>
203	<p>To focus on the civil rights movement and see how the and to understand how the this influenced the women's movement, the protests during Vietnam and how mistrust in the government developed. Also to understand the rise of unions and then the attacks on unions how this undermines the middle class which can lead to fascists' governments as witnessed after WWI in Germany.</p>
204	<p>Too many outcomes which some can be blended such as History and Famous people. They correlate each other due to timeline of history and who were there that time that made a difference or made history. Other than that...students are performing well and meeting if not exceeding expectations and met all outcomes.</p>
205	<p>Took over the course mid semester. Only taught the final half of the course. Students seemed to respond favorably to practice exams as study guides. Marked improvement made during the final.</p>
206	<p>Try new strategies to encourage student participation and interaction.</p>
207	<p>Used novel essay structure in class -- intend to expand on and simply that.</p> <p>Content will remain same, but be expanded, i.e. solider basis in research given.</p> <p>Building course reader and dedicated Canvas Shell.</p>
208	<p>Variations in Unknown project 2 are not optimal. Will continue to seek better options to create a 3-4 week project.</p> <p>Exams overall improving when solely done over canvas. Will seek to modify exams via canvas.</p> <p>Still cannot perform lab practicals this week. Seeking new options.</p> <p>Until steady improvement is observed, will maintain these SLOs.</p>
209	<p>Want to refine my assignment sequence and build in student feedback.</p>

210	We have few people in the class and need to find additional sources for students to do the work required to put on the productions at CHC.
211	We need to investigate our SLOs to a deeper level. This seems to be too generalized of a learning outcome to understand what the shortcomings are for the students. We are currently distributing student satisfaction surveys to the students to gain a better understanding of what worked for them and what did not.
212	We need to write better SLOs.
213	We need to write more comprehensive SLOs.
214	Will provide student self learning disease modules.
215	With near 90% success on most SLOs, I plan to continue using the lessons and assignments I have in place. I may re-word some of the SLOs to better align with the assignments and combine those that use the same assignments for measurement purposes.
216	With the class being long, I would often have student's burnout. I often had to try new strategies to keep students attention and interest. For the new semester I will try to create more active learning strategies to keep students engaged and challenged.
217	Work on retention techniques, provided this does not necessitate a lowering of standards.