

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Critical Thinking & Information Literacy

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 934 sections and resulted in a total of 18,348 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.	14,641	79.80%

List of courses where outcomes were mapped to the GEO (143 Unique Courses).

ACCT-208	CSCI-120	FIRET-114	KIN/S-138B	PHIL-105
ART-100	CSCI-200	FIRET-115	KIN/S-148A	PHIL-107
ART-102	ECON-200	FIRET-116	KIN-200	PHIL-110
ART-103	EMS-103	FIRET-118	KIN-231	PHIL-113
ART-121	EMS-152	GEOG-110	MARKET-100	PHYSIC-251
ASL-102	ENGL-101	GEOG-111	MARKET-110	POLIT-100
BUSAD-100	ENGL-101H	GEOL-100	MATH-102	POLIT-100H
BUSAD-145	ENGL-102	GEOL-100H	MATH-103	PSYCH-100
BUSAD-200	ENGL-102H	GEOL-101	MATH-110	PSYCH-110
BUSAD-210	ENGL-152	GEOL-101H	MATH-115	PSYCH-111

CD-105	ENGL-155	GEOL-112	MATH-117	PSYCH-120
CD-115	ENGL-170	GEOL-113	MATH-200	RADIOL-114
CD-133	ENGL-226	GEOL-160	MATH-251	RADIOL-210
CD-250	ENGL-232	GEOL-170	MATH-265	RADIOL-212
CHEM-101	ENGL-260	GEOL-175	MATH-902	RADIOL-214
CHEM-102	ENGL-261	GEOL-246A	MATH-903	RELIG-101
CHEM-150	ENGL-917	GEOL-246B	MATH-915	RELIG-176
CHEM-151	ESL/N-601	HEALTH-104	MULTI-100	RESP-139
CIS-101	ESL/N-602	HIST-100	MULTI-111	RESP-235
CIS-105	ESL/N-603	HIST-100H	MULTI-130	SOC-100
CIS-109	ESL/N-604	HIST-101	MULTI-131	SOC-105
CIS-130	ETHS-132	HIST-101H	MULTI-173	SOC-130
CIS-135	ETHS-141	HIST-107	MULTI-230	SOC-132
CIS-137	ETHS-163	HIST-145	MUSIC-103H	SOC-141
CIS-140	FIRET-100	HIST-170	MUSIC-134	SOC-141H
COMMST-111H	FIRET-101	HIST-170H	MUSIC-174X4	THART-123
COMMST-125	FIRET-102	HIST-171H	PHIL-101	THART-147
COUN-100	FIRET-104	HIT-101	PHIL-103	PHIL-105
CSCI-110	FIRET-106	KIN/S-138A	PHIL-103H	PHIL-107

Use of Results/Proposed Actions – Individual Submissions

1	100% online format course may not be suitable for everyone. I did mention at the very beginning of the course, this is a very fast-paced 8 week course that requires discipline in order to succeed.
2	5 students in this course did not participate from the beginning until the end. Thus, they received failing grades for the course. This pulled the average of the class down. So, I think these results are a typical.
3	A student recommended incorporating some of the skills needed for the final project into earlier assignments. I feel that this is a great suggestion that I plan to implement.
4	Add lesson on media related presentation skills (1)
5	Add section on moral and religious reasoning
6	All resulted in two Cs and one student who stopped coming to class despite my contacting them several times.
7	All of my content was new this term and much of it I will keep and refine. Some of my assigned readings will change in light of the challenges they posed to many students. But ultimately I am very happy with this class and the outcomes of my students.
8	All of the students in Historical Geology understood the material! This was a great small class.
9	All students demonstrated proficiency in all SLO's for this class. Although these student were all successful, focus will be on making sure that information is understood and students are able to process, analyze, and apply knowledge continually. I will continue to try to improve understanding for future classes.
10	All targets met for this course.
11	Although outcomes met for this section, I must further reach out to students to ensure completion of course. Students cannot be assessed if they do not submit work, and although I

	tirelessly through the semester attempt to give students opportunities to submit work, there are a couple who opt out of completing the course material. This does not reflect actual student learning outcomes; therefore, does not capture students who do not put forth effort. This I will work on new strategies to further engage all students.
12	Although the data we are told says that students perform better in person than online, I found that my students have done better in online courses. One aspect that was extremely difficult with this course was not doing the work. Although students showed up to class and would engage with me and with each other, doing the work was a problem. The lack of submitting the final essay or using AI to write it, was what led to the 4 students not succeeding in the course. I even reached out to the students multiple times after submitting the final to give them a chance to do it over or to even submit it late. There was either a lack of response or a response that they were ok not passing. That is the biggest challenge I faced at the end of the semester. I am not entirely sure how I could combat this or overcome the obstacle. Maybe having the final paper due earlier? But then, it does not give students more time, especially since this a lengthy process. I will definitely need to work on a better game plan in which I can try to change outlooks.
13	Although, outcomes were met for these students, there are still strategies to be used to improve students long-term memories of the content such as written timelines, reflection papers, or enhancing class discussion.
14	Although, outcomes were met for this course, I would like to implement more hands on activities such as timelines and comparative analyses.
15	Apply new strategies to encourage student involvement and participation.
16	Argument #2 used as rubric from assessments 1 & 2.
17	As an instructor, I think I am going to have to create a different theme for my course. Students are uninterested in reading academic journals on the topic and I have constantly found myself adjusting and modifying lessons for greater understanding. I have noticed that the students start out very strong and mid way through the semester they just drop off. It is saddening that they just give up. The ones that do very well for themselves pull through. I have found that I have to constantly reteach. I have to constantly go over the important handouts, go over directions and adjust my essay guidelines because the expectations/ Rubric is too hard. I remain connected to the SLO's but it is very difficult to reach these 15 students. Maybe a new theme for the semester will be a better idea.
18	As usual, I used new material for One Book One College. Students seemed to enjoy the graphic novel. Will continue to refine.
19	Attempted to use "guided notes" this semester with mixed results. Some students appreciated having the framework available to take notes effectively and utilize them for quiz preparation, and assisted with keeping them engaged during our class sessions. Some students did not believe this guidance was necessary, and that is caused them more stress trying to keep up with the lecture and where it related to the notes themselves. Based on this response, I discontinued this practice at about the 1/4 mark of the semester. I believe with some refinement, i'll be able to utilize this system again next semester.
20	Attendance: Utilize Starfish New pacing with more smaller assignments a week works well Having video instructions available for students who miss class works well

21	Attrition rates in this online/asynchronous course may have impacted meeting targets for these SLO's. Additional efforts will be made to connect to individual students later in the semester to support continued involvement. Starfish will be used as well. Analyzing the types of assignments given (both for promoting completion of the course as well as better understanding of the learning objectives) will be considered for the next semester this course is taught.
22	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.
23	Both of the students in GEOL 100 were very successful, and understood plate tectonics well.
24	Change format of class to project based
25	Class may need a prerequisite (Multi 100)
26	Class SLO percentages were significantly lower in this online class. Having one SLO percentage below the average rate is very unusual, due to non-completion. I had many students with family and personal health challenges. The majority did complete the class, but 5 students could not continue and plan to re-take the class. I did note that participation was best with group assignments, such as discussion board. I will know this for future courses and consider more group participation assignments. I will continue to encourage communication with the students who struggle with the material or have personal challenges that prevent them from participating. I will consider more counseling referrals through Starfish as well. Overall pass rate and class average were good. Pass rate: 86% Class average: 81%
27	Class was great! The 4 who failed (F and D) late quit without dropping. Everyone else did a really great job!
28	Confidence Intervals were a struggle this semester. Need to have options for intentional interventions, encourage more students to use tutoring center as a resource. Also, incentivize students to use office hours more. Hoping to work with colleagues over break to figure out new strategies to teach some of the harder concepts; i.e. Confidence Intervals, hypothesis tests, etc.
29	Continue to deliver the 2019 Firefighter 1 and 2 curriculum approved by California State Fire Training. All students met program outcomes.
30	Continue to evaluate the relevance of assignments and presentations to best meet the needs and interests in our students.

31	Continue to focus on engagement in our online environment to usher in a corporative learning experience.
32	Continue to provide relevant content and assessments
33	Continue to reach out to unresponsive students who are not actively engaging with the material available on Canvas.
34	Continue to refer students to the Tutoring Center for remedial basic math skills.
35	Continue to refer to Tutoring Center for basic math skills.
36	Course may need a prerequisite, students with previous knowledge in technology can implement the theoretical content better
37	Current practices used in this course seems to be working well. No proposed actions at this time.
38	Direct connection between class participation and success.
39	Discuss in 2024 department meeting
40	Due to increased engagement with the honors students, there is not much more I can do when we meet our target.
41	<p>Each semester students bring their individual level of interest to the class and while some are surprised they like the class even though they see it as just a GE course, there is a level that so many other things are important in their lives. This ranges wildly from making appointments to meet with other faculty or counselors during our class time, to having to go to work, or sleep, dealing with mental health issues, and as I've taught this class at 7:30 AM, 10:00 AM, 2:00 PM, 3:00PM, 7:30PM, it appears these other life interruptions continue beyond the times the class is offered.</p> <p>As teaching is more than information bombing, my approach to these outside concerns is to be as empathetic and fair to all students as possible and as a practical approach to share ways as to how to look at their own schedules and to remind them they signed up for the class and the time, and that an online Art 103 is offered every semester for their convenience, or perhaps they should take it when it works within their life schedule.</p> <p>Each semester I evaluate the delivery of the material and the engagement of the students to figure out what works best for most of the students, I keep what seems to be working, discard what doesn't. Students abilities and social and cultural changes appear rapidly which all affect the way they learn, and I work to keep up with these changes to better approach them with the material.</p> <p>However, there are some students in each class that are argumentative, entitled, unwilling to do the work, to take online quizzes (with 7 days to take the quiz), severe absenteeism, and unable to take responsibility for their grades. Instead it is an external blaming for their own inability to manage class work and college. I do attempt to help these students in many ways.</p> <p>Proposed actions: keep working to learn who my students are each semester so we can communicate as well as possible.</p>
42	Earlier intervention with students who do not demonstrate active participation or understanding of concepts.
43	Eng 101 students are really struggling with online and hybrid classes. I have suggested to the department chair to have more online class meetings and some face to face meetings for Eng 101 classes.

44	<p>Even though I am disappointed in the amount of students who did not choose to retake quizzes or complete work, those that participated with high effort did well.</p> <p>I will continue to engage students in meaningful ways, drop students more efficiently who are not completing work, and continue to improve student connections in the online medium.</p>
45	<p>Excel is a challenging topic in this class. Providing students tutorials and more examples will help increase their proficiency in this software application.</p>
46	<p>Excellent motivation, participation, and SLO completion for this online class. Pass rate: 97% Class average: 90%</p> <p>Through this SLO reporting, I am tracking class completion of the pronunciation assignment, which is not currently an SLO for the fall semester.</p> <p>Participation is improved through the instructional video I posted. I feel this part of the course is important, I'm striving for all students to participate and feel confident in their ability to correctly pronounce the medical terminology they have learned.</p>
47	<p>Excellent participation and academic achievement in this online class. Pass rate 98%, Class average 92%. I continue to track participation in the pronunciation exercises for the course. For this class, I'd consider it very good at 88%. I continue to concentrate on improving participation in this area, at this time I will not change the SLOs I currently use. Since implementing the instruction video and contacting students who are not participating, the rate of completion has significantly improved!</p>
48	<p>Experimented with ePortfolio system and creating multimodal public project towards the end. I think there is room for an online system to publish student work, perhaps the journalism course, etc.</p>
49	<p>First time teaching this class in five years, with a change in textbook and curriculum. Overall, semester went well. Was able to incorporate lecture, multimedia, and hands on presentations. Improvements for next iteration of this class would be to smooth out the powerpoint presentations and edit for length, and quality of slide material.</p>
50	<p>For this semester, I added more direct revision examples and writing models. Two major papers were process papers allowing students to revise and rewrite which helped with overall assessments being higher.</p>
51	<p>For this semester, I lengthened the amount of time we had for our middle research paper. I do feel this helped students complete this first more stressful assignment, but that left a little less time for the final paper.</p> <p>I do plan to look at other ways to help make sure that students get more writing done in class, which I think will also lessen the temptation to use AI for help on the final paper. I also plan to revise my statements on AI to make sure it's clearer when AI is acceptable to use and when it is not.</p>
52	<p>Good Class, no changes necessary</p>
53	<p>Great class! Everyone did a really great job! The one F was a student who never showed up and never dropped. Everyone else did a fantastic job with a recording and a performance!</p>
54	<p>Great class, no changes necessary</p>
55	<p>Great field class.</p>
56	<p>Great group of creative writers!</p>
57	<p>Great group of students and positive learning environment. Two students left after drop date due to family emergencies.</p>

58	Having students practice their measurement skills each week greatly improved the outcome of the lab practical exam (SLO #3). Lab final multiple choice section (SLO #5) scores still low, more emphasis on reviewing those formulas next semester.
59	Higher attrition rates in this online/asynchronous course played a role in not meeting targets as well as previous semesters. In future online/asynch sections of this course additional attempts will be made to contact individual students toward the end of the semester that appear to not be engaging with course work anymore, in hopes to reduce attrition. Starfish will be taken advantage of as well. It may also be helpful to adjust/change assignments to encourage more regular participation through the end of the semester.
60	Highly successful class
61	Honors section is going well.
62	Honors students demonstrated the highest in effort and dedication to their course materials. I will continue to challenge honors students with work that feeds into their advance levels of research and critical thinking.
63	Honors students were asked to complete more assignments and assist instructor with mini-group activities. Weekly meetings directly after class were held with Honors students to answer any questions on their Honors assignments. All extra assignments assigned are designed to exercise their leadership qualities. While Honors students were in attendance of these weekly meetings, research methods and M.L.A. citation advice was given for atypical sources---social media posts and interviews the Honors students conducted. New strategies of learning need to be interactive assignments in the classroom as well as with the instructor to allow honors students to work with their peers and allow them to compete Honors requirements without taking time away from personal matters.
64	Honors students were required to provide a Research paper. Both submitted excellent work. I will continue with the format used for this honors section in future HIST 100 Honors classes
65	I am happy with the assessment data from this class. It will be interesting to compare this data to future classes to see if the assessments/class should be modified.
66	I believe this course would benefit from more personalized video content than just what is offered as a part of the text, as well as finding projects that encourage students to work together.
67	I did meet the qualifications here for the honors program
68	I do see gabs and thought so next time I will use the Socratic method with my students.
69	I feel quite satisfied with the results for this class. I'm looking into new strategies for reaching students that don't submit their assignments or come to class regularly.
70	I had 14 students in this course and a variety of them did and did not accomplish the assignment. The essay that was involved was 4.5-5.5 pages. It seemed like that was too many pages for them. They seemed very overwhelmed. But the students that did accomplish the assignment did very well for themselves. The rest of the students just seemed to give up or either had personal issues. This was a very hard semester in motivating the students to actually work. I am always adjusting and modifying lessons and assignments but I will not make is easier for the student.
71	I had 8 students stop attending class mid-semester despite numerous attempts to encourage attendance. Those who stayed did well and passed. Since my 17 week in person classes did so well, I'm curious to see if other's struggled with attendance/attrition in their Zoom classes this semester or their 13 week classes.
72	I modified the presentations to add student feedback into the course and bring the Child Development program in. I also had the students create their own fight choreography for the

	<p>final which improved student engagement. I think these elements will carry forward.</p> <p>I think next time I will attempt to include a section on live steel combat.</p>
73	<p>I need to do three books each semester or else students lose focus; next semester I will go back to three.</p> <p>I also need students to participate more extensively, so I return to my earlier method of having "student experts" each day reading is due. I will also include these grades in the 30% of their class grade that does not have to be writing. Students need to feel more accountable; when they are absent, they will get a zero; the same will be true for reading quizzes. Student attendance was terrible this semester in my period 1 class, and could have been better in period 2.</p>
74	I need to intervene earlier with students who are inconsistent in their participation.
75	I noticed for this class that towards the 2nd half of the semester, the students started to get less attentive and motivated. We may need to shorten this course from a full-semester long to 12-week long course.
76	I plan to add more critical thinking skills to my lessons next semester
77	I plan to add more non-fiction readings to the class next semester
78	I see notable improvement in this class since I opened the missing assignments for the whole class to make up before the last day of this class.
79	<p>I tried to use prior data (and the struggles students had) to help improve the areas of confidence intervals and hypothesis testing. I thought with some new resources and meaningful examples, students improved in these topics compared to past semesters. The biggest struggle I had this semester was attendance and students not coming to class regularly. I actually gave five F's this semester but didn't include 3 of them on the SLO report because they hadn't been to class in 6-8 weeks.</p> <p>I will continue to try new strategies and try to make content meaningful and engaging for students. Using real world scenarios is sometimes easier to do in the world of statistics than in other math classes. This fall there is a big presidential election, so maybe include some real time data to analyze as a class for this upcoming semester.</p>
80	I was happy with the outcomes. No actions needed.
81	I will meet with students early in the semester to help them if they need help.
82	I will need to try some other strategies to motivate these C & Ds students. Like team-based lab assignments and peer-to-peer based instruction.
83	I will try new strategies to fill any learning gaps for making decisions about data.
84	I will try to identify learning gaps earlier in the semester to catch those students who are struggling especially in the areas of reading skills and completing assignments.
85	<p>I would like to add more audiovisual content to this course to better explain and illustrate the connection of building construction and firefighter safety and survival.</p> <p>I am going to start grading participation in this class as I have noticed that participation drops off dramatically after spring break.</p> <p>I am going to tighten up my late work policy as I feel like my students are not actually learning some of the points in this class because they complete several assignments in one day to try and pass the class at the last minute.</p>
86	I would like to increase the audiovisual content in this class in hopes of better illustrating the technical requirements of success in the Fire service.

	<p>I intend to start adding attendance as a graded item as I have noticed that attendance drops off dramatically after spring break</p> <p>I am going to tighten up my policy on accepting late work</p>
87	<p>I would like to increase the audiovisual content in this class to help my students create a skillset that allows them to asses and take action on developments and changes in the wildland fire environment as it relates to firefighter safety and survival.</p> <p>I intend to add a grade value for attendance in this class as I have noticed that attendance drops off dramatically after spring break.</p> <p>I intend to tighten up my late work policy as it appears that some students attempt to do all of the assessments in a few sessions and do not actually learn to information.</p>
88	<p>I would like to see the type of questions other instructors are using to assess the SLOs.</p>
89	<p>I would like to spend more time communicating with the students that the answers they seek for the quizzes are right there in their textbooks. They need to understand the importance of reading and understanding the material to get better grades on the quizzes.</p>
90	<p>I would spend more time on the definitions of the first few chapters. I would also stress when to do what test for the SLO #3</p>
91	<p>I would use this assignment again. It was a helpful way with connect the literature to the student.</p>
92	<p>I'm looking for ways to motivate under-prepared students to submit their assignments after Census or midterms. I contacted them via Canvas messages in the grade portal and sent out numerous emails and announcements trying to encourage them to do the work. I'm going to tighten up my due-date expectations since I've softened them (accepting late work without penalty) in the pandemic crisis. I think it's time to change some of my rules for accepting late work. I don't want to be too extreme, just adjust the rules. I'm quite concerned about dropping students at Census and feel we need more guidelines on the matter since we're in the aftermath of the Covid crisis.</p>
93	<p>In each assignment, particularly with the in-class essays and critical thinking essays, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.</p>
94	<p>In each critical thinking essays, the assignments that measured their understanding of the course objectives, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.</p>
95	<p>In the future I intend to utilize more audio-visual aids to demonstrate to my students what is expected of them to be successful in the fire service.</p>
96	<p>In this class I had a couple of non-attenders, which was unusual for an Honors section. It may have been due to the early nature of the class, meeting at 8am. I did keep up and try to encourage these students to attend classes and make up missing assignments, but received mixed results at best. I'm not sure that there is much more I could have done to encourage these students. The assignment for the Honors project was the same as the one I've used in</p>

	other classes with almost 100% pass rate, so I can't think of any other reasons it might have been different.
97	In this class, I revised the content in some significant ways: I included the One Book/One College text (They Called Us Enemy), I changed the second course unit to be focused on students' own communities, and I spent more time working with students in the researched writing unit. The plan is to continue to adapt the research unit to include more more upfront with students' personal values and beliefs to help them choose research topics very relevant to their own lives and communities.
98	Incentive to seek a college degree
99	Including more diverse topics for this essay may be helpful in the future.
100	Incorporate more group work and individual practice.
101	Incorporated elements: 1) new strategies 2) new content The main issue is how to navigate the new wave of machine learning written texts.
102	Incorporated elements: 1) new teaching and learning strategies 2) new content--i.e. texts, assignments, activities 3) interactive and flexible lesson plans geared toward student interest
103	Incorporated elements: 1) new teaching and learning strategies 2) new content--i.e. texts, assignments, activities 3) student centered discussions
104	Incorporated elements: 1) new teaching and learning strategies 2) new content--i.e. texts, assignments, activities The main/current issue is how to navigate the new wave of machine learning written texts.
105	Increase in-class reading. Give students more access to the library. Modify essay requirements. Have one-on-one meetings with the students
106	It was my first time teaching this class, and it went very well. I used a program called Stat Crunch for this class, but I will try to use Excel and calculator to do the calculation for teaching this class in the future.
107	I've added supplemental content that's been useful in the current climate which has become topical with the content of the class, and I think it's made the topic more relatable.
108	I've edited content to be more equity minded and I think it's helped. I feel like I'll be revising it even more and also making sure to communicate with students who are not participating or coming to class earlier on in the term.
109	I've implemented a documentary on the author that I think makes the topic more relevant for discussion and the students were really engaged in it.
110	Lab information is not being retained. Weekley quizzes may be necessary. (1)
111	Like the other section of 111, the students demonstrated a commitment to their success in this course, and in this project in particular.
112	Many students did not submit the required essay and those who did were impacted by others lack of participation. In the future, I will try to establish more/different drafting activities to ensure adequate participation and feedback.
113	Met all requirements. (2)
114	Met all requirements. Had students that did not want to work on the course material.

115	Met all the SLOs
116	Missed the target on SLO 2. Moving forward I will provide more resources for students on writing.
117	More focus on making measurements in the lab
118	Most of the students understood the material well.
119	Moving forward I intend to do a better job of grading assignment in a timely manner so that my students get more consistent feedback and more opportunities to improve their performance. I also intend to participate further in discussion assignments. I have a very liberal policy on late work that I may have to dial back a little as I feel like students are taking advantage. I may take the imitative to drop students who are not participating at the halfway point in the semester as well.
120	Moving forward I will continue outreach/communication to unresponsive students. The big challenge does not seem to be content or assessment for this course, but rather a majority of students in a late start dual enrollment course feeling overwhelmed with pace and workload. In the future, I will attempt to stress the importance of weekly check-ins.
121	My biggest challenge with this class is to get the students to complete the professional interview assignment. I think this assignment is the most beneficial in this class. Roughly 50% of the students did not complete this assignment. With these numbers, I am going to have them select an individual to interview earlier in the semester to hopefully increase the likelihood of them completing this.
122	Need to rethink grading strategies.
123	Need to use more just-in-time support.
124	New lab was introduced this semester, results were consistent and positive.
125	New strategies were implemented to improve student's math skill. More work sheets and group activities were very helpful. The lab partners were able to help each other to complete the Lab in addition to the prelab lectures and procedures.
126	New strategies-- will switch to Signing Naturally curriculum.
127	New strategies: more required oral presentations. In the future I will focus on "no show" students through active outreach. I had several VA students who disappeared from the class. They ignored my efforts at contact, but I will go through the VRC next time.
128	New strategy: Some of my honors students have struggled to present at research conferences on campus due to work restrictions, nerves, etc... In the future I plan on creating an alternative assignment: Book Club Discussions, Critical Thinking Assignments, Mentoring Assignments, and/or Podcasts.
129	Not as high as a pass rate as I would have liked to have seen. I noticed that many students missed essays and just stopped submitting anything. I did have one student who consistently plagiarized using AI. Even though I communicated to her several times that this wasn't acceptable she continued to do it. I need to update with an AI policy in my next syllabus and follow-up further with emailing students who fall behind.
130	Notable improvements in applying professional workflows observed
131	of the 12 students enrolled in this class, 6 students were no shows. they did not complete assignments, laboratory, exams or final exams. This made the SLO target percentages very low. Students struggling in this class were extremely weak in basic math skills.
132	Okay. Small sample size.
133	Ongoing evaluation of student proformance

134	Online sections of Multi 111 are very successful. Video instruction for projects allow for individual pacing
135	Only three students were taking the lab by itself. One of the students did not have the foundation to be able to be successful in the course.
136	Outcomes for students met. Will continue to strategize ways to improve student engagement, identify students struggling with effort, and improve the connections made on the online medium.
137	Overall I felt the course went well and the students overall did well in the course. The one SLO that was not met number #2 I believe was just due to the fact that at this time but the end of the semester they forgot what to do for these problems and I feel like I needed to do more review of these problem at the end of the semester and remind the students of this concept.
138	Overall, objectives met in this class. Again difficult to assess students who do not put forth effort. Although the majority did well, there are those that do bare minimum work or show little desire. I will continue to look into strategies to help students who appear to be falling behind or show little effort. I will continue to look for innovative ways to engage students better.
139	Overall, outcomes met. I will continue to improve ways to engage students especially in the online format, identify those that should be dropped or need additional resources outside of class.
140	Perhaps try different formats in the lab to improve success in Math 102.
141	Plan to ground the class more on campus by hosting events in the children's reading room. New reader will hopefully lead to more compressed coherent units of work. Students often don't prioritize this class -- also having clearer criteria for knowledge, i.e. testing for terms, vocabulary, etc. would help.
142	Proposed actions will be considered at the time of the PPR.
143	Provide more time in class to practice critical writing skills.
144	Provide varied resources and activities that cater to different learning styles and levels of understanding. Encourage students to take advantage of office hours, embedded tutor hours, class activity time to ask questions. Encourage students to reflect on their performance and develop action plans for improvement.
145	Recommendation: I wholeheartedly recommend engaging in additional learning opportunities beyond our regular class sessions. To this end, I propose the implementation of practical online seminars that cater to the interests and questions of the students. These seminars will provide an interactive platform for a deeper exploration of macroeconomic concepts, ensuring a more comprehensive understanding of the subject matter. Practical Online Seminars: Timing: Evening sessions to accommodate students with varying schedules. Frequency: Weekly sessions to allow for consistent engagement. Subjects: Open for students to suggest topics of interest, fostering a dynamic and student-driven learning environment. Benefits: Interactive Learning: These seminars will encourage active participation, allowing for real-time discussions and clarifications. Tailored Content: Students can suggest subjects they find challenging or particularly intriguing, ensuring the content is directly relevant to their needs. Collaborative Environment: Foster a sense of community among students, creating a space where you can learn from one another.
146	Remote teaching has been the practice in the recent environment and I used the canvas model. I put video lectures on canvas, therefore allowing students to review lectures over and over at their own pace. I also had the students upload their assigned lecture handouts to

	<p>canvas. The handouts verified the students viewed the lectures. The students had two tries for each online exam. Each online exam question has it's own test bank, therefore each test is similar but not exactly the same. Many students took the exam only once since they liked their score. However, this semester many students time management skills did not align with the week window to take the exam twice. Sometimes life happens and school is put aside, the student reaches out to me. I extended the test window for the requests made so they can try their (first) second attempt. This students centered focus kept the students trying.</p>
147	<p>Remote teaching has been the practice in the recent environment so when I had this face-to-face class I used the canvas resources. I put video lectures on canvas, therefore allowing students to review lectures at their own pace. The video lectures allowed students the opportunity to keep up with the class even though injuries or illness may have prevented them from coming to class. I also had the students turn-in their lecture handouts to canvas. Most of the students knew how to upload their work to canvas. However a few who did not know how to upload to canvas, they turned-in their work directly to me. I was surprised to have a student who failed the first two test stop taking test continued showing up to class and missed only the last two lectures. This class is new to me, so all the strategies I used was from strategies I use in other classes.</p>
148	<p>Rethinking grading methods.</p>
149	<p>Revises plagiarism policy to include specific recommendations/cautions regarding use of language models as a tool to complete assignments.</p>
150	<p>Same assignment given to this student. Same comments as for the FA23 100-20 class</p>
151	<p>Several students were simply coming to the class and occasionally making up work. These were the students that failed the course. Otherwise, students did very well. Overall, it was a good semester, but I think that further follow-up with struggling students is needed.</p>
152	<p>Spend more time analyzing examples of compositions</p>
153	<p>Spent a lot of time focusing on study techniques with this group. I used daily quizzes but there were still students who didn't bother to study for them. Kinetics is always a difficult issue in this course as it more mathematical than anything else we do. Unfortunately a lot of the math classes they are taking have moved to projects and the students lack the math skills. I may try adding a math worksheet for them.</p>
154	<p>Starfish for attendance. Additional support for SAS Multimedia students</p>
155	<p>Structure of offering Multi 130 in Fall and Multi 230 in Spring works very well</p>
156	<p>Structure of weekly skills practice assignments to accomplish the projects works very well</p>
157	<p>Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increased writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, counseling, etc) is provided in the course syllabus, student comments/feedback, weekly announcements, and modules in Canvas</p>
158	<p>Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.</p>
159	<p>Students are struggling more with math then in the past ever since they are allowed to self place into math. I will give them more math review worksheets to see if this helps.</p>
160	<p>Students are weak in Math and knowledge of the pre-requisite for this course.</p>
161	<p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and</p>

	<p>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>
162	Students easily met the target.
163	<p>Students engaged and responded actively throughout the course, especially during kinesthetic activities. The format of our course was well received and appreciated the low stress atmosphere. The students were always aware of what material was going to be provided throughout the semester and was provided numerous resources.</p> <p>The students found the most benefit to having guest speakers in various positions of Kinesiology and recommended to have more in the future if possible. Additionally, providing more kinesthetic activities related to the material we were viewing. These activities appeared to provide the most interactive atmospheres and look forward to implementing the above in future courses.</p>
164	Students liked the textbook, I will continue using it for this class. I did not assign a final project, due to the short duration of the course. Instead I assigned smaller research questions throughout the weeks. Most students did well. If done in person, more group work is recommended.
165	Students met the standard. This topic was covered more extensively, and the results show!
166	Students need better basic skills. (2)
167	Students need more steps of the research process broken down and practiced repeatedly so that they are not overwhelmed by the giant paper at the semester's end. After fall semester, I decided to add more research early in the semester, in addition to the autobiographical writing they do.
168	Students need more time to practice. We do not have adequate space to allow for this. We have one room at a hospital that we can only use at a certain time on Fridays. It is very limiting.
169	Students need to start practicing steps of the research process early in the semester so that they are not overwhelmed by the big research paper at the semester's end. Students need to focus more on databases early on, as well as combining sources in body paragraphs.
170	<p>Students seem to struggle with the Group Project in regard to communication. I want to implement a small practice communication assignment to help the students learn how to communicate with the students across an online based class.</p> <p>Higher overall grades of students who actively participate has been improving with the late start course, but I do see a small decline in participation on the late start section, more than the normal start session. I use the same communication and workload as my kin-231-70 session. In my late start session, I do typically see higher enrollment rates, but have more students completely disappear and stop all communication after census causing my overall target of passing students not to be met.</p> <p>A new SLO Modification could be: Students demonstrate knowledge of First Aid and CPR Protocols, Procedures and Strategies with the current certificating organization's standards ages infant to adult.</p>

	New SLO: Students are capable of physically performing and correctly administering First Aid and CPR with AED from ages infant to adult.
171	Students seem to struggle with the Group Project in regard to communication. I want to implement a small practice communication assignment to help the students learn how to communicate with the students across an online based class. Retention of students has been improving with the 8 week course and asynchronous platform.
172	Students were engaged during the class and understood the stroke progressions and techniques. I will add more content in videos to help with student learning techniques. I did not see any learning gaps. for a new strategie I will use more games combined with drills to help with student engagement.
173	Students who are weak in math do not do well with the critical thinking skills and laboratory skills. More research needs to be done to see how these students are can overcome the shortage of basic math
174	Students who received low marks did not turn in all assignments. The final project was found, by most, to be very helpful in learning. The book was not very popular. I will change to a different textbook next fall for this class.
175	Successes: Over the course of the semester, many students improved in their ability to use technology (Excel and Desmos) to perform statistical analysis. Students were engaged and supportive of each other in the discussion board assignments. Challenges: Several students were unable to complete the course due to personal circumstances. I hosted (and recorded) live class meetings on Zoom twice a week. Attendance was optional. Nevertheless, very few students attended these optional class meetings, and very few students watched the recordings of my class meetings. In the future: I plan to create more assignments and opportunities that allow for live (or recorded) student-to-student and student-to-teacher interaction on Zoom.
176	Successfully achieved SLO's for 100% of students in the course. Proposed actions to reinforce learning and retention to be utilized in the future pathway of the MICN is to improve and increase scenario based testing. Scenarios are utilized in education and lecturing by the instructor. To weigh and assess retention and regurgitation of essential basics of the MICN student, scenario based testing may be beneficial.
177	Take a look at the assessments, particularly the questions surrounding the SLOs, and figure out how to increase engagement and understanding. Continue to revise certain questions, especially as we continue through the semester, and pivot if need be.
178	Target met with one honor student.
179	Target was met for students overall. Students who obtained low assessment scores is not because of an outcome of the work, but the lack of effort from students to even submit work. Will continue to try find strategies to reach students who are not demonstrating effort, better identify students who should be dropped in time, and find ways to better engage students in the online medium.
180	The Beginner students adapted quickly to the training progression and quickly understood how to perform the different strokes. The advanced student were able to adapt quickly to strategies and point construction. In the future to help improve the performance of both levels of players I will set up more videos to help with technique and strategies of the game. I could not identify any learning gaps.

181	<p>The class did not do as well as I would have liked, although many students did not submit these assignments although they remained enrolled in the class and, frequently, attended live lectures. This semester I provided students with examples of the assignments and I assigned the questions to them as they appear in the outcome statement. Much of what I did see were assignments that were very underdeveloped and where a lack of attention to detail was present.</p> <p>In the future, I may provide more specific details for the students to focus on, although I did also do this during this session, but perhaps more direction and more time to complete the questions will help.</p>
182	The class meets the rubric standards for several reasons. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become firefighters and learn about the culture of the fire service. Having all the students involved is a big part of a successful class. The students who did not meet the rubric standard failed to complete all the assignments. I will continue to have all my students engage in all activities in my class.
183	The class was not high achieving, and frequently missed lectures and labs. The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was a disconnect as a result.
184	The class was offered as a full face to face rather than a hybrid class. it was very successful.
185	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss, especially with the lecture only group. There was a profound disconnect with this class in particular.
186	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. The result of this can be really seen with this group, which is the lecture only class.
187	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was a disconnect as a result.
188	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
189	The final critical thinking assignment was very low-stakes at 5% of the grade that quite a few students didn't submit it thus lowering the success rate. These statistics can be deceiving without more qualitative data. The class performance was satisfactory.
190	The goal is 100% for all SLO's. Attention will be paid to those areas where students fell below this threshold.
191	The graduating class has become proficient in their clinical skills and are all ready to become Radiologic Technologists.
192	The graduating class is proficient in the requirements for completing special procedures in the Radiology Department at ARMC. They are ready to become Radiologic Technologists.
193	The graduating class is proficient in their clinical skills. They are all ready to become radiologic technologists.
194	The honor student met the target.
195	The lab is great if utilized to reduce work out of class. (2)
196	The majority of the students indicated an understanding of the subject. Those that did not had an attendance issue.

197	The most immediate change I intend to make moving forward is taking attendance. I'm hoping that this will make my students more accountable and increase success rates. I noticed a significant drop off in attendance after the students became familiar with the layout of the class. I also intend to reach out to my underperforming students sooner to try and salvage their grade before it becomes too difficult. I also intend to drop students who are not participating at the halfway point to save myself some work at the end of the semester.
198	The question is how to help students who are not prepared for the course.
199	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper. Providing materials seems to do the trick. The students also address social issues presented within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
200	<p>The semester posed some challenges as I observed a notable decrease in student attendance and an increase in course drops. While the projects implemented were well-received by students, it became apparent that more guidance and stricter rules for missing assignments are necessary to enhance retention.</p> <p>Successes: Exploration through Projects: The introduction of projects was a success, with students expressing enthusiasm. I was able to see them delve into how course content relates to their majors or future careers, exploring areas like fractals in-depth.</p> <p>Challenges: Student Engagement and Retention: Unfortunately, a significant number of students either stopped attending class or dropped the course, impacting overall comprehension. Future Plans</p> <p>Stricter Assignment Rules: To address the issue of missing assignments, my plan moving forward is to drop students who fail to submit assignments for two consecutive weeks without presenting a plan for catching up. Enhanced Guidance for Projects: While the projects were successful, I recognized the need for additional guidance to maximize their impact. Transition Homework to Group Work and Implement Check-ins: I am moving towards incorporating group work as homework assignments to foster collaboration and decrease work outside of class. Regular check-ins on portfolio progress will be implemented to ensure continuous improvement.</p>
201	The student had a basic understanding of plate tectonics.
202	The student had an adequate understanding of the concepts.
203	The student had an understanding of the material.
204	The student who received low marks did not complete all of the work in the course. The final project was found to be very useful to most students. The text worked well and will be used again in the future. If this class is in person, more group work may be introduced. For online, students may do the work on their own.
205	The students are well disciplined in mathematics at this level of mathematics. This level of mathematics was rich with a mix vocabulary and concepts where the rigor of the examples had to be correct to minute detail. Therefore I used the strategies of previous classes to make

	<p>sure students were not overwhelmed.</p> <p>This was a face-to-face class and I used the canvas model for resources. I put video lectures on canvas, therefore allowing students to review lectures mostly after the face-to-face lectures. The video lectures allowed students the opportunity to keep up with the class even though injuries or illness may have prevented them from coming to class. I also supplied handouts for the lectures to keep the students focused and filling-in missing important details for understanding. The students turn-in their lecture handouts to canvas. Most of the students knew how to upload their work to canvas. This class is new to me, so all the strategies I used was from strategies I use in other classes.</p>
206	<p>The students in the lab worked very well together. By the end of the semester, all of those in the lab were very successful.</p>
207	<p>The students were amazing in this course. They were disciplined and dedicated to critical thinking and writing. The course was a success and inspired students to become a voice in society. Their writing was very high and class performance was inspiring. They also worked well as a group motivating others and inspiring each other in their work. My new strategies is to reteach the important handouts at least 2-3 times. The students seem to be very forgetful. The students enjoyed the work and the ability to become a voice in the class and have an opinion.</p>
208	<p>The target was barely met with this group. The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was more of a disconnect as a result.</p>
209	<p>The three students who didn't make it either did not turn in work despite numerous attempts to contact them and give them extensions. I need to devise a strategy for that.</p>
210	<p>The time allotted for each class period has allowed these meetings to be dialogue-driven. The information is shared via lecture and then discussed and analyzed through the lens of the time period. This approach has allowed the students to consider the interdisciplinary nature of U.S. history.</p>
211	<p>There are several reasons the class meets the rubric standards. The students completed all assignments online promptly. They were engaged with the instructor and all assignments to become firefighters and learn about hydraulics, hose lines, and water supply. Having all the students involved is a massive part of a successful class.</p>
212	<p>There are several reasons the class meets the rubric standards. The students were online 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. Four students failed to complete all the work, which brought their percentage down. I explained to the students they needed to do the work to pass. The students stated they had jobs and that it was very difficult to complete all assignments. I guided the students in the direction that they should take this class when they had more time to study, and that they should drop so it does not go on their transcript. The students did not drop.</p>
213	<p>There are several reasons this class meets the course rubric. The fire technology students interacted with other students in the class. Three students did not complete them, which did lower the overall percentages. Students stated that they started to work and did not have time to study and get the assignments finished. I will ensure that students drop the course properly if they can't make it to class.</p>
214	<p>There was only one honors student in this section, and the student performed at a fairly high level throughout the semester. I will continue encouraging honors students to explore the</p>

	work topics in more depth and to develop new topics to research and write about independently.
215	There was only one student, and she was great as most honor students are.
216	There were four students who stopped attending and who stopped responding to messages. I believe I could do better to drop them before the last day to drop. I also feel that the Zoom platform was a particular challenge for several students due to their internet connection.
217	This assignment introduced students to analyzing primary documents (political cartoon - American Empire) where they were to discuss not only what they saw, but evaluate the source and the creator. I saw an improvement from the first attempt at the beginning of the semester, when discussing a different political cartoon. Some students did not participate/submit the analysis. I will reuse this political cartoon, but will have students work in groups to discuss the various items of analysis before they submit for a grade.
218	This assignment works well, although I may try to scaffold the two parts even more. Part 1 is a script that details the content to be delivered in Part 2- a PowerPoint Presentation (recorded) I think if I scaffold the script - whether a in-person class or an online asynchronous class, students may get more out of the project.
219	This class changed instructors midway through. There are a number of students who stopped coming when they found out about the transition. I have not given scores for those students I never assessed. The students who did come to class definitely improved through the class. They learned a great deal about analysis. Their presentations for their research papers were quite good. I wish I had done more presenting throughout the class (though we had discussions and other opportunities.) I don't know if I would take over a class part way through again.
220	This class had a high success rate. Lower class caps help with success rates. Many of these students had taken a History class before, so they were well trained in analyzing primary and secondary sources prior to the start of class.
221	This class had a support lab attached to it, which I know helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. Of the 6 students who did not pass the course, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed the course was active all the way till the end.) I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.
222	This class performed well and always attended lecture and lab.
223	This class showed a decent distribution of skill levels with 8/10 participating students completing SLO outcomes at a C or better level. This meets my assessment/student success goals. Still, continued improvement is the goal, and something I have been considering implementing are different strategies for scaffolding research essay assignments
224	This class struggled with reading comprehension. Their performance on reading based quizzes and discussion reflected an inability to understand, process and analyze. I suspect the eight week course timeline is mostly responsible. I will reassess how my reading material is presented and the current timeline I execute regarding it.

225	This class was a dual enrollment class that had a learning curve at the beginning with being newly exposed to college level writing. They improved really well overall and were very responsive in participating together online.
226	This class was an absolute blast because I deviated from typical structure and allowed the students to lead the discussions. It was a unique strategy, as the students were extremely knowledgeable in history to begin with. I addressed learning gaps by meeting with students individually who struggled and discussed better note taking strategies with them.
227	This class was revamped this quarter with newly recorded lectures on current health issues, and the student outcomes reflect the benefits of these topics. I want to return a public health promotion project to the curricula, perhaps omitting the final exam for a reflection paper and culminating project to improve writing skills and contribute to public health issues on campus and within the local community.
228	This class was very high performing overall. In the future, would like to include more problem-solving assignments to challenge them to think at an even higher level.
229	This class went well. The students who did not pass did not complete the assigned work. Most students displayed their knowledge and understanding of the overall course with their final marketing projects. I am not planning any changed for this asynchronous course except to update the discussions.
230	This course can be lengthen to an 8-week course in order to cover more cybersecurity techniques.
231	This course met weekly on Mon (10AM - 11:50AM 1 hr & 50 min.) and Wed (10AM -10:50AM 50 min.) It really needs to be offered for the same amount of time on both sessions weekly. It was difficult to manage student participation, they would attend one session and skip another weekly.
232	This course seems to be working well as is. No proposed actions at this time.
233	This course should be offered right after CIS136 course in the same semester.
234	This course was offered as a remote and synchronous course. It should be offered as an in-class in-person course so the hands-on/ lab portion of the course can be more effective and less confusing.
235	This course was very fast-faced taught remotely and asynchronously over 5 weeks. It should be at least 8 week long.
236	This course's daily contact hours could be lengthened so the students have more time to work on the computer lab activities.
237	This Fall, I had several students (5) fail. They had poor participation and did not complete assignments. I used Starfish to notify them, but the did not reach out. Two students responded through starfish, but their engagement was low and temporary. They rest of the class did very well, however, I did run into issues with using AI for discussion posts as well as not citing sources when they pulled information from the net for assignments and papers. This next quarter, I plan to use embedded videos in discussion boards with specific questions from the video to avoid AI use. Additionally I have expanded my syllabus to include use of AI for discussion boards.
238	This group had some very weak students. I don't know if they didn't put effort into studying or if they just lacked background. Those that put in effort did well. I will continue to give daily quizzes and put emphasis on studying in small quantities not just for an an exam. I may develop a math worksheet to help those who are struggling with the simple math.
239	This group of students demonstrated a high degree of collaboration and self-efficacy as it involves gathering, evaluating and summarizing peer-reviewed research. Nevertheless, a

	significant portion of students do not complete the course, and tend to abandon when the research assignments are due.
240	This group of students really met my expectations with regard to completing the research project. They showed commitment to completing the work with a high degree of quality. They demonstrated confidence in their ability to carry out the process. This group were mostly students who had a definite focus for their educational future, and could understand the relevance of this particular set of outcomes for the course.
241	This is a dual enrollment class and the students had some challenges making a critical analysis of historical events. Through class discussions and regular writing assignments the students improved their scholarly arguments while recognizing the interdisciplinary nature of U.S. History.
242	This is the second time trying my new approach to SLO measurement and it has been proven to be an effective approach. My class as a whole met all learning objectives. There were a couple of students who missed the mark in some areas and I will sit down to try to identify the source in order to achieve 100% target objective.
243	<p>This is the support lab attached to English 101, and I know it helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed 101 with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. The lab was surely instrumental in this, because of the additional time with the students. We used lab to begin homework, conference with the tutor and instructor, and look through more writing resources.</p> <p>Of the 6 students who did not pass the main course, English 101, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed 101 was active all the way till the end, and they did receive a PASS for the lab, English 917). I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
244	<p>This online class did well and SLOs were met, the class average was 86%. I did have a couple of students that I felt would benefit from tutoring, they were not familiar with Canvas and struggled with basic computer skills. I referred them to the tutoring center, and they followed up with them, but the students did not participate.</p> <p>I have a continued concern with the pronunciation exercises as they are an important part of the course. I offered recorded instructions with my 5-week summer class and noticed an improvement in participation. This 8-week class did not participate as much as I expected. For the summer course, I use the pronunciation exercises as an SLO, I'm not sure if this made a difference but I am considering trying it for my 8-week course.</p>
245	<p>This outcome focused primarily on student's capacity to develop a research topic, conduct scholarly research of peer-reviewed content to be successfully incorporated into a scholarly paper.</p> <p>As the results indicate, the target was not met, and many students abandoned the course mid-way, without finishing the research project.</p> <p>I will be developing a new approach to teaching the research skill pieces -- more in-class work in a flipped format.</p>

246	<p>This particular section left me scratching my head ... there was a high degree of interactivity with this group of students. They were very comfortable engaging in class discussions, asking thoughtful questions, but in the end, they didn't perform the necessary work to succeed in the course, and the research project was an area of remarkable low performance.</p> <p>I will be incorporating much more in-class interactive work, which I think would have redirected these students and consequently helped them to accomplish the research goals of the course, and achieve the outcomes.</p>
247	<p>This section did an excellent job with their student learning outcomes. For many this subject was part of their major interest or were graduating and thus the effort was noted.</p> <p>I will continue to help students to better engage with the materials in various ways such as incorporating diverse types of quizzing (Kahoot, jeopardy etc.) which I do in all courses, but can always improve upon.</p>
248	<p>This section met as an Synchronous Online section at 7am... The students who scored at 1 largely had abandoned the course at some point, and didn't continue.</p> <p>Students who persisted demonstrated a commitment to meeting the course goals and completed activities on time.</p>
249	<p>This semester I modified my reading list and I found much higher engagement with the texts in the earlier section of my class, which I was very happy with. Along with that I included a new assignment that was a bit of a risk considering how much freedom and collaboration it required from students. I was pleased with the assignment submissions and the feedback I received on the project. There are a few modifications I will make in the future including providing some models for them and supplemental readings about genre and genre analysis, but overall I really enjoyed the engagement with this assignment.</p>
250	<p>This semester I tried new strategies. I will keep tweaking it.</p>
251	<p>This semester I used a new novel in English 101 that reflected a greater cultural diversity than previous curriculums. Students did respond well to the new book/author and it facilitated great discussions and strong written responses. I also adapted a new research paper to respond to more current issues. This paper also seemed to produce more meaningful responses and documentation. In the future I'm planning to keep this particular novel and look to include even more culturally relevant, multimodal sources.</p>
252	<p>This student is exceptional, and will be presenting their mapping research of the San Andreas Fault area at the AAAS meeting in San Diego in June!</p>
253	<p>This was a research-based assignment that asked students to select a topic of interest within the period under study. They submitted both a script and voiced (recorded) PowerPoint presentation. As this the final project for this online class, most students submitted the assignment, but some did not provide both sections (those who scored in the 60%). In future, I will continue to use this scaffolded assignment, as it guides students through the elements of research. I think I will introduce the examples of the script and presentation earlier and invite questions a little earlier too.</p>
254	<p>This was a small class with successful results. % Assessed was all higher than 70% and all the targets were met.</p>
255	<p>This was a very rewarding session as I think that I was blessed with an exceptional group of students. There was a real sense of advocacy that came from the discussions and papers. I am definitely keeping the early Poetics assignment as it was a good ice breaker.</p>

256	This was a very strong class. I had only one student who really didn't understand material. I see no changes to make in the next semester as they all performed well this semester.
257	This was an extremely rewarding class. I suppose the SLOs were crafted and revised along the way. It was important to me to discover what students wanted from this class and allow their voices to take center stage. Overall we met many of the outcomes they expressed a desire to achieve. I think we built a sense of support and community in our class and held space for everyone's experiences to be heard. Students valued the class as a way to practice English and be with others who understand the experience of being a non-native English speaker in the US.
258	This was an online class. It almost met the target.
259	This was my first time ever teaching statistics. Overall, although the targets were not met, I think the class went well, as many students passed, and I got close to meeting the targets. The lowest was on the third SLO. I believe this occurred because students did not understand how to do hypothesis testing on the difference between means in their final project. Next time I teach this class, I will put more emphasis on teaching and explaining that part of the final project, so that students know what they are expected to do. Also, next time, I might try a project for SLO 2, so students will be more engaged in understanding how to apply probability distributions to real world situations.
260	This was my first time teaching this class. My most successful assignment, where students specifically commented they enjoyed it, was one where they paired up to count M&M's in a bag, then used Excel to analyze the data. To increase student engagement in the future when teaching this class, I will incorporate more hands-on activities that require students to work together. But I am happy with the level of engagement in the class.
261	This was the first time i've taught this class in 2 years. I need to improve student engagement during lectures by implementing group exercises, or "think, pair, share" activities. Also, I need to seek out more video or multimedia material to help illustrate some of the more technical information that this class contains. I'm hoping to have all of this put together before the beginning of the next semester.
262	This year's field class was exceptional. Their understanding and participation in the course was exhilarating. The only student that did not meet the SLO is new to the field, and I expect as they gain more experience, they will develop a better understanding of the concepts.
263	To be discussed at our Spring SLO meeting. The reason SLO's 1 and 2 objectives were met is due to the 0's as the assessment not being turned in.
264	To ensure a stronger incentive to seek tutoring services when students fail to write effective essays although they receive credit for scheduling a tutoring session.
265	Top notch student.
266	Try different strategies.
267	Used Specifications Grading (non-traditional grading system) and saw improvements in class performance
268	Using the messaging directly from the Canvas gradebook was helpful, when reaching out to students who hadn't posted prior to an upcoming deadline. My students had a higher success rate altogether since using this function, it is much more effective than announcements but I use both.
269	Utilize automated flags in Starfish for missing assignments
270	We accomplished almost everything that we set out to this term. The addition of the George Takei event gave us the chance to go into special event lighting but also took away from the

	time at the end of the term to do dance lighting, something that probably will not occur next time. We still need to figure out how to work in the ETC certification.
271	We could increase more students meeting B or above grade by offering the course as a full-semester long course.
272	We implemented newly revised curriculum this semester.
273	We need to write better SLOS.
274	We need to write more comprehensive SLOs that directly relate to film analysis.
275	We need to write more comprehensive SLOs.
276	We need to write SLOs that are tailored to individual courses.
277	We revised curriculum this term based on data from previous years.
278	Will increase efforts to tie ethical awareness into learning about current trends and values of our present lives.
279	Will need to try new strategies. maybe new courses.
280	Working on retention.