

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Health & Wellness

Assessed: 2023-2024

Learning Outcomes Statement

Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2023 or Spring 2024 semesters. Assessments occurred in 192 sections and resulted in a total of 3,218 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
9	Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.	2,721	84.56%

List of courses where outcomes were mapped to the GEO (38 Unique Courses).

CD-115	HIT-101	KIN/F-112A	KIN/S-148A	KIN/X-190BX3
COUN-110	KIN/D-150A	KIN/F-112A	KIN/S-159A	KIN/X-191AX3
COUN-120	KIN/D-150B	KIN/F-112B	KIN/S-164B	KIN/X-191BX3
HEALTH-102	KIN/F-049	KIN/F-155A	KIN/X-170BX3	KIN-200
HEALTH-263	KIN/F-106A	KIN/F-168A	KIN/X-171BX3	KIN-231
HEALTH-263H	KIN/F-108A	KIN/F-191A	KIN/X-181AX3	RADIOL-090
HEALTH-265	KIN/F-108B	KIN/S-111A	KIN/X-181BX3	
HEALTH-267	KIN/F-109A	KIN/S-138A	KIN/X-190AX3	

Use of Results/Proposed Actions – Individual Submissions

1	<p>As a beginning Pilates class most participations had limited experience with the Pilates method. As such, it was necessary for students to have a fundamental understanding about the key principles and concepts applicable to all exercises within this modality. Lecture was a large portion of class time within the first month. Students were required to take notes and were allowed to use those notes during quizzes, however, it was evident that some students were not grasping critical elements. Therefore, notes were subsequently posted on Canvas for students to access weekly and use for quizzes which helped improve retention of the critical information. This strategies will be continued for subsequent semesters.</p> <p>Student also commented that exercise building was slow in the beginning of the semester and fast at the end. Therefore, exercise building will be more uniform throughout subsequent semesters.</p>
2	<p>As a mixed level class, with beginning and intermediate Pilates students, it was necessary to take time at the beginning of the semester to make sure beginning students had a fundamental understanding of the key principles and concepts applicable to the Pilates modality. Therefore, lecture was a large portion of the class time within the first month and served as a refresher for intermediate students. Based on experience from the previous semester, lecture notes were posted on Canvas to help with retention of principles, concepts and with quizzes. I believe this was helpful with retention of the Pilates principles. In an effort to progress intermediate students beyond the beginning level, these students were encouraged to perform the beginning exercises at a higher level of intensity. In addition, new exercises, that could be modified as higher or lower intensity, were introduced in order to provide interest and challenge to the intermediate students. This method appeared to be successful and will be used with future classes. Per feedback from students in the previous semester, the number of self-evaluations were reduced but the individual point value was increased. This was successful for those who regularly attended class and for those who missed more class days.</p>
3	<p>As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary "Which is killing us, drive-by or drive-thrus? " along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.</p>
4	<p>Content of class seems to keep them engaged and challenged. Working on coming up with alternate learning options for days when inclement weather keeps the students from the pool.</p>
5	<p>Follow up more proactively during first weeks of semester re students who seem to be falling behind or simply not attending.</p>
6	<p>For this outcome, I showed the students how to calculate their desired exercise intensity. Then, had them perform a routine and to determine if they are reaching their prescribed intensity. All students reached the desired heart rate. The only students that did not were the ones that didn't complete the assignment. I am happy with their effort as their calculated heart rate demonstrated this. As for a challenge that I would like to improve is having the students submit their assignments in a timely manner rather than the last hour that it is due.</p>

7	<p>General off season Water Polo for potential returning athletes. Student athletes participated in land and water exercises while also diversifying their knowledge in fitness that is to the benefit of water polo. The primary objective was to keep the student athletes safe, healthy, and prevent detraining. In the future, we may provide further recruiting tactics, film to review, and enhance engagement with other students on campus to promote the sport.</p>
8	<p>I feel like in an ideal situation - the pole II students would have a separate class time than Pole I (although I understand that we don't quite have enough students in the course to make this happen yet). The reason why is that Pole I requires A LOT of my attention to student's in terms of their movement technique, need for confidence boosting, and general safety while doing movements. I felt like the Pole II students were held back a bit because of this or were listening to the same discussion topics they heard last semester. Next semester I am going to have written workout plans that I can give to Pole I or Pole II and have them do those workouts on their own while I have designated time to discuss other topics more in depth with the other group.</p> <p>*The two students who did not pass the course had schedule conflicts halfway through the semester and were unable to continue taking the course but it was too late to drop.</p>
9	<p>I plan to include more SLO test questions in exams to measure progress throughout the course.</p>
10	<p>I realized early on that with this group of young students, many of whom this was their first college course, they would require additional support and different methods of ensuring comprehensibility of course content. Many of the students encountered issues with their school issued laptops, not able to access youtube or canva. So I would oftentimes have to find ways to ensure the material was accessible to those students. Recognizing the needs of the students, particularly with the 9th & 10th graders in my class, I made syllabus modifications, extended deadlines, and allowed for re-submissions for papers to improve grades. When a student struggled with an assignment, perhaps submitting screenshots vs uploading a file, I would reach out to them to explain the assignment requirements and expectations. Oftentimes an assignment would require multiple emails, explaining step-by-step and repeating instructions to ensure the assignment was successfully accomplished. I did see a large gap between the quality of work between the 9th graders vs the 12th graders, particularly in following instructions and meeting deadlines.</p> <p>In the future, I would try to communicate with the school counselor or liaison for the dual-enrollment program to ensure students are aware and notified of the course drop date. Majority of the students who did not pass the course, stopped logging on or submitting work before the drop date. I had emailed students who I noticed stopped submitting work but I cannot confirm if they ever received or saw the email. I do not know if these students knew that they had the option to drop or withdraw from the course since this was their first college course, and they were enrolled through dual-enrollment. Additionally, I would try and add more opportunities for group work and collaboration, as well as invite guest speakers (recent graduates, seasoned professionals) and to incorporate additional diverse perspectives through TedTalks, videos, and articles so that students see themselves represented and can connect to various viewpoints (ethnicity, age, various expertise, etc.).</p>
11	<p>I re-vamped this class with shorter presentations, and video comment blogs to check understanding of lecture content in small doses. Students loved asking questions about specific lecture sections online, reinforcing content. Many students struggle to keep up with a fast-paced course like this, so we had several D's and F's from failure to complete assignments on time. In the future, I will set goal posts and more announcements to combat this.</p>

12	I saw notable improvement in student's confidence and commitment to their physical fitness throughout the course. I believe students can benefit from video tutorials and online resources to continue their movement journey after the class is over so I will incorporate those into student's learning materials next semester.
13	I will continue to optimize the strength and flexibility components of the class, as well as the athletic and artistic components. The class had great success is gaining strength, flexibility, and confidence in all areas of aerial. Students who had a lower score failed to have regular attendance. I will continue to emphasize attendance as being important, but I will also give grace to those who are having trouble attending on a regular basis.
14	I will continue to place an emphasis on attending class regularly, as this class demands daily practice for skill development, as well as strength and flexibility.
15	I will include more SLO questions in exams to measure progress.
16	In the future I will add SLO in cultural diversity, understand and respecting foreign cultures, and understanding the implications of performing a cultural dance as an American.
17	Instructor must be more thorough w Census Drops re students who are habitual no-shows to class.
18	Instructor was more intentional re guided class discussions which fostered greater student involvement.
19	Instructor was more proactive in following up on students missing assignments and on Gradebook staying up-to-date.
20	Maintained a full roster for the Men's team this season and further developed their skills. As mentioned with the Women's team, we are looking forward to implemented more concrete expectations, goals, and achievements.
21	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.
22	Next semester I will probably reinstate quarterly performance checks where students get to see their progress in a series of the same moves throughout the semester. This seems to keep students motivated.
23	Next semester we will do quarterly assessments so students can mark their progress throughout the semester. This keeps them motivated and helps them stay focused on their progress.
24	No action needed. Both Student Learning Outcomes were met. I will continue to instruct the class using the same technique in the future.
25	Program-level options are tailored to Kinesiology classes. Will recommend nutrition and health-specific options.
26	Propose changes to the program-level list to include nutrition and health-related options.
27	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
28	Student athletes participated in off season cross country and assisted in recruiting future athletes in the upcoming season. Student athletes provided beneficial insight to enhance our culture and prepare for a new team. General health and fitness was maintained as well as adding distance running to their lifestyle.
29	Students are provided with the information needed to complete all classwork for the class. Students are required to observe the clinical setting in the Medical Imaging Department at ARMC for 4 hours. Some students failed to attend their scheduled observation. If a student misses their observation, they cannot write the required paper reflecting on the observation which results in failing the course.
30	<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>
31	Students have successfully met SLO 1 and 2. Each group of students has been different, thus, strategies used are highly dependent on each student and how they work together as a group. I strive to find a way for students with transportation issues, childcare issues, and so on to still be able to experience this class.
32	Students performed exceptionally well this semester. The overall class performance was exceptional. Based on the USC Equity, Diversity, and Inclusion workshop, I implemented the following changes to the course: two attempts on quizzes, instead of one; allowing make-ups on missed assignments; changes to my syllabus-adding friendly information about CHC student services; and reminder announcements about Mental Health Services at CHC. Students traditionally do very well with this assignment, however, there are typically a few more students who do not complete the assignment. 50/52 students completed this assignment!!!! I attribute this result to the changes I made...thank you USC! Two students were not included in the outcome data because they did not submit the assignment.
33	<p>Students performed exceptionally well this semester. One student who received an overall failing grade was removed from the data set. This student performed very well with work that was submitted, however toward the end of the class, the student missed quizzes and assignments.</p> <p>The overall class performance was exceptional. Based on the USC Equity, Diversity, and Inclusion workshop, I implemented the following changes to the course: two attempts on quizzes, instead of one; allowing make-ups on missed assignments; changes to my syllabus-adding friendly information about CHC student services; and reminder announcements about Mental Health Services at CHC. Although students traditionally do very well in this class, there were more A grades, with higher overall percentages than previous semesters. YAY!</p>

34	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.
35	Students were able to grow together and individually in their movements. They learned and respected one another while learning, often encouraging on another. There were some challenges with illnesses but that is to be expected this season. Students learned about the cultures of the Middle East and cultural consideration when dancing a cultural dance. Students explored and respected the multicultural norms from these different Middle Eastern and Tribal dances.
36	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.
37	Students who did not complete their goals did not attend class. In future, I will utilize starfish more to help them feel more compelled to come to class.
38	<p>Technology can be a great asset but along with it comes many challenges as well. Offering this course as a zoom format I believe has benefited the students as it gave them the opportunity to ask questions and get answers in real time - offering a questions and answer portion of class time and reviewing assignments in class together I believe has helped students in navigating canvas and expectations for the course.</p> <p>I also believe organizing the course content on canvas has helped students to easily find assignments for the week, access to our class zoom link, and grades. Simplifying the navigation bar on the left hand side has helped as well.</p> <p>As for learning gaps, because this is a dual-enrollment course, many students had online access through their k-12 school laptops, which limited their accessibility to particular online assignments, sharing assignments through canvas or google drive and word processing platforms such as Microsoft Word.</p> <p>In the future, I would increase the amount of discussions in breakout rooms for the students to connect with one another instead of having a whole-class discussion. I found that many students were hesitant or shy when it came to speaking in our large group setting, but shared more when in small groups or pairs.</p> <p>I might also in the future emphasize at the beginning of the course how important college coursework is while also explaining and bringing awareness to drop and withdraw dates. It was mentioned and posted several times throughout the course, modules, emails, and class session, but I could probably do more.</p>
39	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.
40	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.
41	The graduating class is proficient in their clinical skills. They are all ready to become radiologic technologists.
42	The honor student met the target.
43	The lab is great if utilized to reduce work out of class. (2)

44	The majority of the students indicated an understanding of the subject. Those that did not had an attendance issue.
45	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.
46	<p>The most youthful group in the academy since we have been instructing it. Despite the change in overall cohesiveness or unitary among themselves, the cadets passed all of their physical assessments. Additionally, they all improved significantly at the end of their assessments.</p> <p>We altered the CHCPAT to make it more challenging and closer to the actual CPAT. It took longer to complete, however the cadets still passed. Overall, it was a successful semester and environment.</p>
47	The outcome data indicates that students were successful at analyzing local resources which address food insecurity. Students who did not submit the assignment were excluded from the outcome data. One interesting point when comparing the 4-week section with the 9-week section--a greater percentage of students in the 9-week section did not submit this assignment and other assignments. Students are more engaged with shorter, fast-track courses.
48	The question is how to help students who are not prepared for the course.
49	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.
50	<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.</p> <p>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.</p> <p>Enhanced Guidance for Projects: While the projects were successful, I recognized the need for additional guidance to maximize their impact.</p> <p>Transition Homework to Group Work and Implement Check-ins: I am moving towards incorporating group work as homework assignments to foster collaboration and decrease</p>

	work outside of class. Regular check-ins on portfolio progress will be implemented to ensure continuous improvement.
51	The student had a basic understanding of plate tectonics.
52	The student had an adequate understanding of the concepts.
53	The student had an understanding of the material.
54	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.
55	<p>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 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>
56	The students in the lab worked very well together. By the end of the semester, all of those in the lab were very successful.
57	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.
58	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.
59	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.
60	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.
61	The two students who did not do well, did not make it to class often because of health concerns but I checked in with them often. Hopefully this will not be an issue in future.
62	The two students who did not meet their semester goals, did not attend class regularly. I checked in with them often but they chose not to come. There is only so much a professor can do with students who choose not to attend class.
63	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.

64	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.
65	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.
66	There was one honors student enrolled in this section. Outstanding evidence of thorough research and critical thinking. No new strategies are needed.
67	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 work topics in more depth and to develop new topics to research and write about independently.
68	There was only one student, and she was great as most honor students are.
69	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.
70	There were three honors students in this section. Two completed the assignment to perfection. The third student reached out the last day of the class to inform me that he would not be submitting the honors project. I sent several reminders indicating that I was available for help... "No worries, no stress, I am here to help." He did not ask for help. Honors students are often times under enormous stress. I will continue to encourage and send reminders of my availability. It should also be noted that this is not typical. Most honors students submit their project and do very well.
71	These students were very enthusiastic about learning different ways to design their workouts and were very engaged in the class material. I added more topics like a Q&A fitness myth busting day and a few days of creating different workout plans for them to try and reflect upon. Next semester I want to do some research to find more current and up to date forms of workout tracking (like using apps) instead of writing it down on paper.
72	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.
73	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.

74	<p>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.</p> <p>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.)</p> <p>I don't know if I would take over a class part way through again.</p>
75	<p>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.</p>
76	<p>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.</p> <p>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.</p>
77	<p>This class performed well and always attended lecture and lab.</p>
78	<p>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</p>
79	<p>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.</p>
80	<p>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.</p>
81	<p>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.</p>
82	<p>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.</p>
83	<p>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.</p>
84	<p>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.</p>

85	This course can be lengthen to an 8-week course in order to cover more cybersecurity techniques.
86	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.
87	This course seems to be working well as is. No proposed actions at this time.
88	This course should be offered right after CIS136 course in the same semester.
89	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.
90	This course was very fast-faced taught remotely and asynchronously over 5 weeks. It should be at least 8 week long.
91	This course's daily contact hours could be lengthened so the students have more time to work on the computer lab activities.
92	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.
93	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.
94	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.
95	This group of students really met my expectations with regard to completing the research project. The 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.
96	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.
97	This is my first time teaching, I will incorporate one minute paper in where the students would have the opportunity to express what they did not understand on the material, so I may review it and make it more clear to them. I would also revise my syllabus and make it more warming and change the wording so it may flow more fluently.
98	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

	<p>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.</p>
99	<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>
100	<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>
101	<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. As the results indicate, the target was not met, and many students abandoned the course mid-way, without finishing the research project. I will be developing a new approach to teaching the research skill pieces -- more in-class work in a flipped format.</p>
102	<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>
103	<p>This quarter there was a substantial drop in grades for this class compared with the summer cohort. As highlighted above 14 enrolled students has minimal participation, total scores ranging from .67%- 49.0%. I used Star fish to notify these students, however their involvement remained minimal. Several students tried to submit, all 8 weeks of assignments in the last two weeks of class. While these were excepted, the late penalties on the dropped the grades significantly. Additionally, it was apparent, the assignments were not properly completed missing word count and not meeting defined rubrics. The upper portion of the class was incredibly engaged. Emailing with extra questions and setting up zooms to discuss further study in the area. A new strategy I may try is requiring readings and lecture videos to have a "mini" comment specifically regarding covered content worth points and barring students</p>

	from "hopping" around modules. Sports nutrition is a highly technical topic (biochemistry based) and many students seem unaware of this when enrolling for what they believe will be an easy class about getting ripped. I'm pleased with the comments I received from students that engaged in the class, as they broadened their understanding and applied the knowledge to their personal wellness journey.
104	<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>
105	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. Students who persisted demonstrated a commitment to meeting the course goals and completed activities on time.
106	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.
107	This semester I tried new strategies. I will keep tweaking it.
108	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.
109	<p>This semester was as straight forward as it can be, as echoed by the Fire Chief. Every fire academy student gradually improved over time and achieved the necessary benchmark goals. No specific new content was provided as well as continuing effective strategies. The class itself was physically impressive, which led to general success in their performances.</p> <p>With the above, it does appear time to adapt a more interactive teaching style and begin applying further challenging physical assessments and activities to parallel each academy's improving physical capacities.</p>
110	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!
111	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.

112	This was a small class with successful results. % Assessed was all higher than 70% and all the targets were met.
113	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.
114	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.
115	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.
116	This was an online class. It almost met the target.
117	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.
118	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.
119	This was one of our more successful online yoga classes in terms of grades, in a long time. I wouldn't change much.
120	This was the first semester offering this course. I found that movement progressions went much slower than I expected so I regressed my plan for the course quite a bit. Students were very enthusiastic about the class and I had high attendance and lively participation in discussions- but they were extremely self-conscious about moving their bodies and also did not have much of a basic fitness, sport, or dance background. I kept the pole skills to a VERY basic level, and repeated workout lesson plans multiple times to give students more time to adapt to the skills. New strategies I tried were to spend more time discussing body awareness, body image, and societal stigmas around pole sport. In the future I will add more lessons about basic lifestyle fitness, injury prevention, and the mental health aspect of fitness participation. I believe that the Pole Fitness I course needs to be mostly focused on the fundamentals of how to workout and strategies for developing a more positive body image - with some pole basic exercises; and not necessarily concerned with achieving pole poses or skills.
121	This was the first semester teaching this course. I provided an interactive and equitable syllabus for this course that the students appreciated as well as many opportunities to perform activities/assignments on their own time. We took to every available trail on campus and explored sites that the students did not know existed on campus. With outside/online

	<p>assignments or makeup participation points allowed the students to participate in an activity or hike on their own time and send me details and photographs of their activity. The students really enjoyed this option and availability with students finding many new parks and trails in their immediate areas.</p> <p>They had great social interactions with one another and I felt the course was open, welcoming, and effectively challenging for their physical, emotional, and psychological health. Over the course, the students greatly improved their fitness and even took it upon themselves to exceed their own goals.</p> <p>Next semester, I do plan on making the hikes more challenging and further define personal goals for the students. I am looking forward to the next semester.</p>
122	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.
123	This year, I also revised this course with multiple short lectures with required Q and A sessions and broke down topics into smaller, more specific educational goals—this increased understanding, particularly in students with no science background. Students enjoyed creating their fitness plan, and I will add a mental health extra credit assignment in the future to support student athletes who take the class.
124	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.
125	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.
126	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.
127	Top notch student.
128	Try different strategies.
129	Used Specifications Grading (non-traditional grading system) and saw improvements in class performance
130	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.
131	Utilize automated flags in Starfish for missing assignments
132	Very Successful Swim Season.... Current athletes did very well and made substantial progress in their disciplines throughout the season. Continuing recruitment for next season.
133	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.
134	We could increase more students meeting B or above grade by offering the course as a full-semester long course.

135	We had a large influx of women participate this season and maintained a strong bond throughout. Looking forward in continuing to build the culture and further define requirements, expectations, and exceed personal goals.
136	We implemented newly revised curriculum this semester.
137	We need to write better SLOS.
138	We need to write more comprehensive SLOs that directly relate to film analysis.
139	We need to write more comprehensive SLOs.
140	We need to write SLOs that are tailored to individual courses.
141	We revised curriculum this term based on data from previous years.
142	Will increase efforts to tie ethical awareness into learning about current trends and values of our present lives.