

## Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Social and Behavioral Science

**Assessed:** 2020-2021

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

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

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

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 121 sections and resulted in a total of 5,479 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
2	Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	2,316	73.22%

### **List of courses where outcomes were mapped to the GEO (33 Unique Courses).**

ANTHRO-100		
ANTHRO-102		
ANTHRO-106		
ANTHRO-116		
ART-103		
BUSAD-100		
CD-105		
CD-112		
CD-132		
CD-182		
CD-250		



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

1	<p>CD 182 Fall 2020</p> <p>This was the first semester that CD 182 was in a remote learning on Zoom due to the pandemic.</p> <p>Since the course has never been implemented in this environment, then many adjustments had to be made. Students did meet twice a week on Zoom which the instructor took roll at the beginning and end of the class; however, was still hard to determine if students were really present or just signed into Zoom. Instructor created break out sessions to have group activities, but some students participated and some did not so then instructor had to have the groups designed that people switched off on reporting their findings (either verbally or type in the chat board). Many of the observation assignments had to be modified into the instructor recorded videos at some preschools that she was affiliated with so students could still complete these SLOS. This semester the instructor revised the guidelines/instructions on all assignments with more details in expectations and more detail grading rubric of point destination for all assignments. The instructor created videos to help students on how to complete assignments.</p> <p>Additionally, previous semesters started the diversity project into a group project which there were some issues from last semester on clarity in how to perform the assignment as a group with distributing the work evenly among students in the group. This semester the instructor only allowed up to four students in a group to help keep a balance. Additionally, groups were determined off of students diversity introductions stating what topic they would like to investigate for the semester and instructor created groups off similar interests. This did work well, only two groups were group on broader similarities. Students conduct the paper, presentation and persona doll as a group which they would meet in break out sessions on Zoom. However, this semester the instructor will make it optional for groups to meet on Zoom during class time so some students decided that they did not need to meet; however there were issues at the end of the semesters of some groups not being prepared for the final written paper and presentation. In future, will make it a requirement to meet on Zoom or in class. Previous semesters, students complete the research component on their own but this year was divided up among the group- students stated they preferred this. Students come together as a group to decide what material would be used in the powerpoint presentation that they presented to the class. Students had the option for the students that tend to be more shy work on creating a video for presentation and some members of the group wanted to complete it live on Zoom so instructor allowed the groups members flexibility on what each person would like to do.. Additionally, students had the option to use video in the persona doll skits, which many student did do this in a impressive manner. The student that was more shy tend to do the recording of the video. Overall, the group project was conducted very well this semester. This will be used in future classes due to importance of collaborating in the field. The instructions were more clear this year, work was more balanced among the group, a video from last semester was used as a sample, groups worked well together this semester rather than previous classes.</p> <p>Things that were changed due to COVID, students still had quizzes on each chapter;</p>
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<p>however, there were no exams this semester. There were not exams due to adding in Chapter Reflections discussion board posts (Part A respond to set of questions provided and Part B respond to classmate's posts). Previous years, CD 182 did not have Chapter Reflections since most items were discussed in the face to face classroom. Previous years, many activities were conducted in the face to face classroom; however, this semester some activities were on discussion board posts and some as Zoom break out room activities. This semester the instructor created many how to complete assignment videos to help students since focusing on Zoom can be a challenge.</p> <p>Student Learning Objective #1 was determined by the Racial Privileges and Racial Oppression Video Chapter Reflection. Previous years, this was an actual written assignment paper that ranged from 6-10 pages in length. However, due to COVID, it was shortening to a Chapter Reflection 3-4 pages in length. Students also had to read other classmates' responses and respond to classmate's response posts, which did not have in previous semesters. Many students previous years did comment that they did not like the topic of this paper (privileges and oppression), however these topics are very important and need to be discussed. Overall, students did perform well on this assignment. Instructions were modified based on previous course struggles, the grading rubric and point distribution was changed, and instructor created a video to help with this assignment. Like many reflections, some students struggled with APA items even with a sample, cheat sheet notes, and videos were created by the instructor to help. The instructor did provide a cheat sheet of APA that was posted in canvas. Additionally, instructor placed samples in the announcement to help. APA Quiz was created and due the first week of the semester to help with APA. Even though the target was not meet, many students did perform well on this assignment; 19 students obtained an A score, 6 obtained a B score, 8 did obtain a D/F score bit out of these 8 students, 4 did not complete the assignment and the other 4 did not respond to classmates which was a big part of the score.</p> <p>Student Learning Objective 2 was determined by Activity Modification Paper, based on previous semester struggles the instructor did revise the assignment instructions (e.g., determining goals and objectives for the assignment), created a video to help with the go the instructions more thoroughly in class (e.g., the MOST approach) and how to write the paper, and provide more samples of similar work to help provide more clarification for the assignments. Normally, the instructor demonstrates the activities of the paper with materials but all were in the Crafton Office so instructor found videos and pictures to help students with understanding the assignment since the day instructor went over the assignment on Zoom many students were not understanding the assignment. This assignment continues to have struggles for some students but many do well on this assignment. Even though the target was not meet there are some things to be considered. Four students decided to not complete the paper even when provided an additional extension. Students obtained an A score were 11, 10 obtained a B score, 5 obtained a C score, 5 obtained a D/F score but out of these 5 students- 4 did not turn it in . Instructor did revise instructions, revised grading rubric, provided a sample from previous student, created a helpful tips announcement to help students, created a video on the assignment. Action Plan, create a video with the prompts, the specific activities, and with children (my own) to help students understand the assignment more.</p>
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	<p>Student learning objective #3 has previous been determined by Exam #3 but this semester decided to not have exams but just quizzes on the chapters. Therefore, SLO #3 was determined by the paper on Diversity Preschool Observation Classroom. Due to the pandemic, students could not observe a preschool as they have previous semesters for this assignment. Therefore, the instructor went and recorded a preschool classroom that she is affiliated that did not have any children in the class and took pictures of the preschool classroom on topics of diversity. There were pros and cons to this- students were limited on the diversity topics that they could focus on the paper, students did not get to view teachers and children interactions, some students stated they would prefer to observe the centers in person than a video, students could reference back to the video when they needed. Sample paper of previous students were provided to help, detailed instructions, instructor created a video on the assignment, and provided grading rubric. Even though this SLO did not meet the target area, there are things to consider: 9 students obtained an A score, 11 students obtained a B score, 8 students obtained a C score, 4 students obtained D/F scores but 3 of these students did not address all parts of the assignment and 1 student did not turn it in.</p> <p>Students did have detailed instructions, videos to help with the assignment, a sample from a previous student on the assignment and grading rubric. The action plan is to place the videos on Canvas Studio so instructor can track how is or not watching the videos and possibly assign points on watching the videos.</p>
2	All students met the outcome which is required to stay in the course.
3	All students met this outcome which is required to stay in the course.
4	Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
5	Benchmarks met for both SLOs
6	Benchmarks met for both SLOs. Note lower score for SLO2
7	<p>CD 105- SLOs Fall 2020</p> <p>This was during the pandemic which many students stopped turning in items after the drop date or were affected by COVID-19- either tested positive, family members tested positives, family-friends passed away, and struggles in balancing their children’s school schedules while working and/or attending colleges. All SLOs’ target criteria did not met the threshold; however, 5 students did not turn in majority of items so did affect this score. The students that were participating were actually providing higher quality work.</p> <p>Based on previous semester's action plan, instructor did create video on the observational assignment papers (the semester even made videos on all the options and how to write the paper) and video for Research Papers (this semester created a video in how to find empirical articles on online campus library and how to write the paper), did have two activity was mandatory for students to complete to stay enrolled in the class (last semester was one) that helps with the observation paper. Additionally, students were required to complete all weekly quizzes, had to complete 8 out of the 16 weekly Chapter Reflections which students were able to pick from (all provided at the beginning of the semester), and</p>

<p>had to complete 8 out of the 16 weekly activities (2 were mandatory to stay enrolled in the class). The students that were participating in the class (20 students) did complete majority of Chapter Reflections and Activities compared to previous semester. Instructor created a video to help students understand the required 8 Chapter Reflections and 8 Activities requirements and included this expectation in the two weekly reminders of items due. Additionally, after week 9, instructor sent individual inbox to every students stating how many the student has completed and how many still needed to complete for the semester. Additionally, after week 9, instructor included at the end of Chapter Reflection and Activity feedback in how many items (Chapter Reflections and Activities) the student still had to complete by the end of the semester. This semester, at week 12, instructor included at the end of Chapter Reflection and Activity feedback in how many items (Chapter Reflections and Activities) the student still had to complete by the end of the semester. These strategies really did help encourage students to complete the requirements which was a struggle last semester.</p> <p>The beginning chapter reflections mandatory prior to the drop date to prevent this issue from previous semester; however this semester had more students (even more than last semester) to stop turning in work after the drop date. Additionally, students were performing as expected on Chapter Reflections and Activities than previous semesters (the ones participating). There were samples of every Chapter Reflections and Activity that were posted in the discussion boards for students to observe. There were also samples of Chapter Reflections and Activities that had instructors comments on them in the modules to help students to be successful on the assignments. Videos were also created to help with Chapter Reflections, How to Create a Handout, How to complete discussion board activities.</p> <p>This semester had numerous students stop completing work after the drop date, more than the instructor has ever experienced in any class which was the same as last semester. And many students dropped or had EW due to COVID.</p> <p>However, this semester there were 12 students that obtained an A in the class, 7 students that received a B in the class, 2 students that obtained a C in the course, 1 student that obtained a D and 4 students that received a F in the course. These 4 students stopped turning in assignments after the drop date. So there were improvements in the letter A and B grades earned.</p> <p>SLO #1- Students did not meet target percentage for this SLO. This SLO was evaluated based on an observational written assignment on observation paper. Students were provided the guidelines and grading rubric in the beginning of the semester. This semester, the instructor made 4 additional video (three were on the specific options for the assignment and one was how to write the assignment) to help with Observation paper which did seem to help scores. This semester, due to COVID, only one observation paper was required for the course verses the two in previous semesters. However, even though there was only one paper, the paper was modified to have more requirements. Overall, students that turned in the assignment did perform well on the assignment. A few students need to make more clear that students are require to cite textbook, powerpoints, or readings into the paper in APA (majority of students did do this). However, 4 students did not turn in the assignment which resulted in a F grade. This affected reaching the target</p>
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	<p>goal of 70%. This was due Week 9 of the semester. However, 14 students obtained A letter score on this paper, 6 obtained B letter scores, 0 obtained a C letter score and 2 obtained a D letter score while 4 did not turn in the assignment even when provided an extension to do so. So students did do better on the assignment which is not reflective of the target percentage since 4 students did not turn in this paper. Students did have detailed instructions, videos to help with the assignment, a sample from a previous student on the assignment and grading rubric. The action plan is to place the videos on Canvas Studio so instructor can track how is or not watching the videos and possibly assign points on watching the videos.</p> <p>SLO #2- Students did not meet the 70% target for this SLO. Previous semester the SLO was evaluated based on students exam #2 or 8 activities but this semester this was evaluated in overall scores of the Research Paper which focused on this SLO. Students were required to find 5 empirical articles on 1 topic which were due a week before the paper so instructor could approve the articles (this did help since previous semesters did not require this but did have students turn in with the paper). Students then had to write a research paper (miniature literature review of the articles and connect to course). Three videos were created to help students (one on how to find empirical articles on the campus online library, one of how to write the assignments and one going over the sample and grading rubric). Overall, the students that completed the Research Paper did perform well, 9 students received an A, 3 students received a B, 3 students received a C, 1 student received a D, and 5 students received F. The students that received a 5 did not turn in the assignment- it was due the last day of the semester which affected the target score. Action plan to help in future is have the empirical articles due 2-3 weeks prior to the Research Paper. Students did have detailed instructions, videos to help with the assignment, a sample from a previous student on the assignment and grading rubric. The action plan is to place the videos on Canvas Studio so instructor can track how is or not watching the videos and possibly assign points on watching the videos.</p> <p>SLO #3- Students did not meet the target percentage for this SLO This SLO was evaluated based on exam #1 scores since the focus on the exam was theoretical perspectives from child development. This exam consisted on 20 multiple choices based on chapters 1-4. Students were provided a study guide at the beginning of the semester for the exam and the weekly quiz questions were the majority of the questions on the exam. Overall, the students that completed the weekly chapter reflections, weekly activities and weekly quizzes did perform well on the exam. This exam students were provided 20 multiple questions and had an hour to complete the exam and this semester were allowed to complete the quiz multiple times within the hour. This addition did help overall scores. The exam was completed prior to the drop date so this helped students complete it. However, many students did do well on the Exam #1- 13 obtain an A score, 7 obtained a B score, 1 obtained a C score and 3 obtained D/F scores.</p> <p>This semester the students that did participated did seem to improve based on all the samples, weekly modules, videos created by instructor, the 2 announcement a week reminder of items, individually connecting to students about how many Chapter Reflections and Activities they had left.</p>
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8	Continue efforts to engage students in the online format. Students do well overall with the course content and meeting SLO's.
9	Continue efforts to engage students in the online format. Students do well overall with the course content.
10	Due to this course being online I feel I could offer more support through services provided by the institution.
11	First asynchronous course utilizing video assessments as part of graded assignments. Continue to do the email check-ins since this makes students realize they are valued and supported.
12	I do not have any proposed actions at this time
13	I do not have any proposed actions at this time.
14	I do not have any proposed actions at this time. All students improved their fitness levels.
15	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here.</p> <p>Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture)</p> <p>Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness)</p> <p>Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work)</p> <p>Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like):</p> <p>By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p>



	<p>Take a picture of your goals placed somewhere that you will see them often and submit.</p> <p>Students use a meditation practice called the five senses meditation and journal about their experience after each day over a week period noticing how they feel different or the same each day.</p>
16	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here.</p> <p>Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture)</p> <p>Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness)</p> <p>Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work)</p> <p>Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like).</p> <p>By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p> <p>Take a picture of your goals placed somewhere that you will see them often and submit that to me for 5 points of this assignment. Also, type the goals as your answer to this assignment for another 5 points.</p>
17	<p>I think that the strategies I have been doing with the Honors students have been working well, but I will continue to evaluate and change accordingly.</p>
18	<p>I was please with the outcome of student's work. There were several who did not complete the assignments so they could not be assessed on these particular assignments.</p>

19	I will continue to use these assignments as the students really were able to grasp the concepts.
20	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
21	Maybe compare different routines, rather than just one.
22	Maybe compare different routines, rather than just one.
23	Most students met this outcome which is required to stay in the course.
24	One student did not complete the assessment
25	SLO #1 - The six students at level 1 did not participate, bringing the success rate lower for this assessment. To make improvement on future assessments in this area, I will manage the number of students who do not participate to encourage them to get more involved.
26	SLO 1 was measured by a portion of the final exam which asks students to identify 5 forms of mass media and to compare its contemporary use with its historical origins.  SLO 2 was measured through their final project to see evidence of media competence.
27	Students accomplished great success this term despite the burn out of "zoom"/online. Many desire to return to on-campus classes and expressed the need to be with others.
28	The assessed score is based on the 12 who did not participate in the discussion that week. In order to make improvements, I will monitor the non-participation among students, and encourage students to participate and emphasize the value of the student learning outcome with this discussion question.
29	<p>The Fall 2020 CD 250 course</p> <p>Overall, students did well on the class.</p> <p>This was the first semester that CD 182 was in a remote learning on Zoom due to the pandemic.</p> <p>Since the course has never been implemented in this environment, then many adjustments had to be made. Students did meet twice a week on Zoom which the instructor took roll at the beginning and end of the class; however, was still hard to determine if students were really present or just signed into Zoom. Instructor created break out sessions to have group activities, but some students participated and some did not so then instructor had to have the groups designed that people switched off on reporting their findings (either verbally or type in the chat board). Many of the observation assignments had to be modified into the instructor recorded videos. This semester the instructor revised the guidelines/instructions on all assignments with more details in expectations and more detail grading rubric of point destination for all assignments. The instructor created videos to help students on how to complete assignments.</p> <p>Additionally, previous semesters started the Guidance Group project into a group project which there were some issues from last semester on clarity in how to perform the assignment as a group with distributing the work evenly among students in the group. This semester the instructor only allowed up to four students in a group to help keep a balance. Additionally, the students picked their own groups and the required items for the project were broken down in tasks that the students delegated. There were issues with the groups in delegating work evenly which manifested at the end of the semester so instructor had to</p>

step in and mediate. Students would meet in break out sessions on Zoom. However, this semester the instructor will make it optional for groups to meet on Zoom during class time so some students decided that they did not need to meet; however there were issues at the end of the semesters of some groups not being prepared for the final written paper. In future, will make it a requirement to meet on Zoom or in class. Overall, the group project was conducted very well this semester. This will be used in future classes due to importance of collaborating in the field. The instructions were more clear this year, work was more balanced among the group, samples were provided from previous years, a video was created by instructor to help with the assignments and the went over previous samples, groups worked well together but had some issues dur to students being overly stressed due to COVID and class finals.

Instructions to the Personal Belief Paper were revised to be more clear based on previous course struggles. Action Plan from last year was implemented by modified the instructions and grading rubric to be more clear and more detailed in the point distributions. Students did complete this paper overall well and did not need a revision option like previous courses.

Last years Action Plan of the Guidance Plan Group Project regarding instructions of provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra) were implemented in this course. This class was provided more in class time to work on projects than last year which did seem to help since instructor would walk around and check in with each group. However, one group did have some issues since one of the group member (one mentioned above) was not communicating with group, not completing tasks until last minute that group expressed concerns so instructor met with the group members individually to hear all sides of the issues and then with the entire group. After this meeting the group did seem to collaborate more effectively, not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment.

Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor blue prints, parent brochure) which did seem to help this years group.

Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class on Zoom. Like many papers, some students struggled with APA items even with a sample, cheat sheet notes, and videos were created by the instructor to help. The instructor did provide a cheat sheet of APA that was posted in canvas. Additionally, instructor placed samples in the announcement to help. APA Quiz was created and due the first week of the semester to help with APA. Instructor created a video on the assignment this semester to help students understand the assignment more

<p>which also had a previous sample of this assignment and went over the sample. This video did seem to help. Did meet target range- 6 students obtained A scores, 2 obtained B scores, and 3 obtained C scores.</p> <p>Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) on Zoom in break-out sessions; however, some days was up to the group to take class time to work and some decided not to. In future, will not provide it as an option since towards the end of the semester some groups were struggling. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one group struggled a bit so a meeting was conducted (as stated above). Instructor did create a helpful tips announcement for this assignment when approaching due date to help with this issue, provided samples from previous students, had more in class meeting time where the instructor went to each group to see their thoughts, and instructor create a personal video on the assignment that students can watch at any time. Students did perform well; 4 obtained an A score and 7 obtained B scores.</p> <p>Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles, a sample was created to help students with this assignment and a personal video was created to help students with the assignment, This is the first assignment of the semester that instructor typically provides a revision option; however only one student needed a revision option and one student did not turn it in even with an extension provided. Instructor did revise instructions, created a helpful tips announcement, went over the assignment multiple times in class and created a more detailed grading rubric with more specific point distribution and create a video on the assignment so students can view at any time. Students did well overall, 5 obtained an A score, 2 obtained B scores, 2 obtained C scores, 1 received a D scores (was one that revised) and one student did not turn in.</p> <p>Student learning objective #4 was determined by the average scores of the 13 Activities completed (creating handouts, watching videos and responding in discussion board, in class activities, extra). Some activities were completed in class and others on Canvas which required other students to view and respond to classmate's posts or items posted. Students did do overall well on the activities but some students would not turn in all the activities or did not complete Part B to activities (6 students obtained A scores, 3 obtained B scores and 2 F scores). The ones that obtained F scores either did not complete items on canvas or were missing class or combination of both. Instructor did provide reminder announcements (2 a week for items), provided samples of activities from previous students, did create personal videos to help students, and did remind students when in class activities would be held. The issues with this SLO was more students not coming to class or completing the activities- students that did complete the activities did very well.</p> <p>Students did have detailed instructions, videos to help with the assignment, a sample from a previous student on the assignment and grading rubric. The Action Plan is to place the</p>
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	<p>videos on Canvas Studio so instructor can track how is or not watching the videos and possibly assign points on watching the videos.</p> <p>Overall, the course met the 70% target.</p>
30	<p>The proposed action that I take is to always open the class to a discussion. I find that the students learn better when it is done less in a lecture format and more in a discussion base. It encourages them to take responsibility for their own learning. I also re-enforce this in homework assignment where they have to answer the question in a essay format of no less than 350 words.</p>
31	<p>The students did very well as this is only a 5 week class and they have to become engaged very quickly.</p>
32	<p>The students who attended class regularly and maintained assignments submissions did excellent in this class. This was a difficult semester with COVID related complications as well as area power outages.</p> <p>Although I have taught online over 12 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1) Adjusted due dates during power outages, 2) Added standard "grace period" for due dates, 3) added one extra credit option, 4) introduced easy level "chapter activities" to engage students in chapter assignments early. 4) Daily contact with students with notices, attempted rapid response to emails, and office hours, 5) Special accommodations for students with specific COVID related problems.</p>
33	<p>The weekly readings exposed students to the concepts, the weekly discussions allowed us all to learn how the concepts apply in real life, and the quizzes allowed to students to show what was learned</p>
34	<p>This was a unique situation during the pandemic and highlighted the need for more DE tools to be utilized in the course. Explore various tools that would not only promote engagement but also create formative assessments to demonstrate the needs.</p>
35	<p>Transform the structure of the course to be more truncated to help breakdown the flow of the course; delve in more detail what has been covered in the text since the textbook may be a little difficult to get through.</p>
36	<p>Use more images and 3D images to aid students in understanding the material. This is an online lab, so students may be adjusting to this format.</p>