

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Social and Behavioral Science

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 548 sections and resulted in a total of 12,856 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.	8,917	69.36%

List of courses where outcomes were mapped to the GEO (62 Unique Courses).

ACCT-208	RELIG-101	
ANTHRO-100	RELIG-113	
ANTHRO-102	RELIG-135	
ANTHRO-106	RELIG-175	
ANTHRO-116	RELIG-176	
ANTHRO-125	SOC-100	
BIOL-131	SOC-100H	
BUSAD-103	SOC-105	
BUSAD-131	SOC-130	
BUSAD-200	SOC-141	

BUSAD-210	SOC-145	
CD-105	SOWO-101	
CD-115	RELIG-101	
CD-295		
COMMST-135		
ECON-100		
ECON-200		
ECON-200H		
ECON-201		
ENGL-175		
HIST-100		
HIST-100H		
HIST-101		
HIST-101H		
HIST-135		
HIST-145		
HIST-170		
HIST-170H		
HIST-171		
HIST-171H		
HUM-101		
MARKET-100		
MARKET-110		
MARKET-181		
MARKET-183		
MULTI-100		
MULTI-150		
MULTI-152		
MULTI-214		
MULTI-250		
PHIL-101		
PHIL-105		
POLIT-100		
POLIT-100H		
POLIT-110		
PSYCH-100		
PSYCH-102		
PSYCH-103		
PSYCH-111		
PSYCH-201		

Use of Results/Proposed Actions – Individual Submissions

1	<p>SLO Goals/Questions 1 and 5 are assessed via quiz/testing not written discussions as this is a General Psychology class that surveys 16 areas of psychology. These discussion questions seem to be related to more advanced testing and research class. Students do discuss and apply psychology concepts to research studies reflected in SLO Goals/Questions 2 and 4.</p> <p>The students who attended class regularly and maintained assignments submissions did very well. Some students continue to struggle with focus as family issues continue be a problem with COVID related complications as well as Canvas power outage. Several students had to drop. Some students expressed the now common societal apathy as lock-downs and restrictions persist with the ongoing pandemic.</p> <p>Overall, CHC students were prepared, worked hard and had high success. My classes are highly structured with clear directions and expectations that help students succeed. Some students were more likely to succeed due to the accommodations noted below.</p> <p>Although I have taught online over 13 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1)Adjusted due dates during Canvas outage 2) Added standard one day "grace period" for due dates, 3) Daily contact with students with notices, attempted rapid response to emails, and office hours, 4) Special accommodations for students with specific COVID related problems.</p>
2	<p>Some students have difficulties understanding graphs and applying them to basic economic concepts. In addition to this the pandemic situation has created a difficult learning environment for students. I am hoping by using more online homework assignments and basic mathematic reviews I will be able to improve that.</p>
3	<p>Add more discussion topics dealing with equity and inclusion.</p> <p>Make videos clarifying the nature of a case study vs. experiment.</p>
4	<ol style="list-style-type: none"> 1. Think critically and reason logically on the basis of historical information. 2. Become familiar with various sources of historical information. 3. Understand and appreciate the nature of historical processes and methods. 4. Gain a knowledge and understanding of the origin, development and influence of the political, economic, and social movements and ideas in American life from 1865 to the present. 5. Understand present issues and problems in light of their roots in the past. <p>The idea is to build on the skills on a global platform using events, art, maps, literature, politics, war, economics, technology</p>

	<p>In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students.</p> <p>For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times.</p> <p>Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help.</p> <p>Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc.</p> <p>What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management.</p> <p>I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources.</p> <p>The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development.</p> <p>There is a quiz every week based on the reading. Discussion boards to assess reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to assess cause and effect also remembering there is always a counter-narrative.</p> <p>Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety.</p> <p>Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them.</p> <p>Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through.</p>
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	<p>I have found students to be honorable and will own when they have messed up.</p> <p>Canvas can work however, you have to put in hours of thought and care to make it a real learning format.</p>
5	<ol style="list-style-type: none"> 1. Think critically and reason logically on the basis of historical information. 2. Become familiar with various sources of historical information. 3. Understand and appreciate the nature of historical processes and methods. 4. Gain a knowledge and understanding of the origin, development and influence of the political, economic, and social movements and ideas in American life from 1865 to the present. 5. Understand present issues and problems in light of their roots in the past. <p>To recognize and appreciate the gaps in or shadows in American history. Knowing that America has probably the most significant constitution in the world and established values that embrace concepts of democracy and yet understanding that America has not lived up to its ideals. In doing this is to be award of the counter-narrative and to enhance critical thinking.</p>
6	1.(Define and discuss the various components of culture), I will give the students more time to work on the assignments, this way they could understand it.
7	Add a critical thinking assessment?
8	<p>Add more discussion topics dealing with equity and inclusion.</p> <p>Make videos clarifying the nature of a case study vs. experiment.</p>
9	Again, my intent is to get beyond the 55-60% meeting or exceeding the SLOs - I'm working on that with the adjustments to my lesson planning and pedagogy.
10	Although goals met increase student interaction and participation in outside sociocultural activities/seminars
11	<p>Analysis of human groups how they interact via trade migration, warfare culture, language, inter-marriage, climate change.</p> <p>Compare and contrast political, social, and economic organization on a micro and macro level.</p> <p>Examine uses of world raw materials, in light of environmental developments and crisis</p> <p>In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students.</p>

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12	As an Honors course, I appraised the Honors project for this in addition to other assessments, so there may be different statements in the Outcomes Mapping than the

	non-Honors course. I will apply the same changes I'm looking at for my non-Honors sections for this section as well, although all targets were met here.
13	<p>As part of the final examination, students were asked the following questions:</p> <p>For the next 5 questions, please identify 5 specific aspects/forms of Mass Media and succinctly describe both the contemporary and historical role and influence it plays/has played in society. These can be anything aspect/form we have discussed in class.</p> <p>Sample:</p> <p>Form/Aspect Identified: Printing Press</p> <p>Contemporary role and influence: Though the printing press was developed in the 1400's, it remains a vital contemporary technology even in the age of electronic media as magazines, books, and newspapers are still globally utilized worldwide.</p> <p>Historical Role it has had on society: Historically, the printing press changed society as we knew it as it caused literacy to spread, assisted in eroding a class power system, and allowed the uneducated to become educated.</p> <p>Form/Aspect Identified:</p> <p>Contemporary Role and Influence it has on society today:</p> <p>Historical Role it has had on society:</p> <p>If students correctly identified 4-5 mass media correctly in both their historical and contemporary roles, the student was rewarded a 4. 2-3 a 3, 1 a 2 and 0 a 1.</p>
14	Benchmarks Met
15	Change #3 to define and explain the difference between human rights, civil liberties, and civil rights.
16	Continue as is with 70% target.
17	Continue as is. Way over 70% target.
18	Continue to encourage students to participate in discussion boards more meaningfully with more critical reflection on the materials covered.
19	continue to evaluate assignments and assessments to improve outcomes
20	continue to evaluate assignments and other assessments to improve outcomes
21	<p>Continue to expand on collaboration, set expectations for student achievements, contribute to positive academic, attitudinal,</p> <p>and social outcomes for students to increase success rates, along with continued use of diverse resources.</p>
22	Continue to find assessment tools to better evaluate student progress.
23	Continue to find ways of reaching out to students who disengage from the class.
24	Continue to have student research marketing topics. Continue to have students collaborate in a group to create and research marketing concepts.

25	Continue to provide students the materials and teaching necessary for them to meet the SLOs
26	Continue with and expand on collaborative learning exercises, as they seem to work well.
27	Continue with classroom strategies.
28	<p>Create a clear simple one page guide clarifying the distinctions between primary, secondary, and tertiary literature as a resource for students. Break the writing assignment into the smallest steps possible for a quick turn-around in peer reviews and instructor assessment.</p> <p>Some ESL, DSPS, and other students would benefit from reading-and-writing level assessment and guidance before taking 100-level courses, and more institutional support during the course.</p>
29	For my course(s), I value the use of engagement even in an online setting. Learning students' names, majors, and hobbies helps the students feel connected and valued as an individual. This is done at the beginning of the course and has been an excellent way to "meet" with students and to break down the "fear" of speaking with an instructor. For every assignment that is submitted, I write a personalized comment for the student to show support, encouragement, and appreciation for their work. I think in the future, I will actually try to schedule one-on-one meetings with the students that are struggling as opposed to letting them know they can reach out. I do three check-in emails for all students throughout the semester to keep in touch and to be that avenue of interaction, but I believe adding that scheduling component would be a nice addition. While I have zoom office hours set, I think splitting them to be on separate days may provide more opportunities for students as opposed to only offering them one day a week.
30	<p>Had the students do a quiz weekly on each chapter worth 50 points this in addition to doing an history journal that included at least 6 paragraphs of pertinent information for each the chapter worth 10 points. This aided in study review for the 3 essay tests. The historical journal helped students with their online discussion board with their classmates. it was interesting to see the discussion referencing things I had seen in the historical journal and how they built on this for their essay exams.</p> <p>I was careful to have every module with dates and weekly assignments carefully organized. Each subset of the weekly module had detailed requirements dates and times whether for readings, videos and journals, discussions and tests.</p> <p>Too, I made a point of using students names in every response and offered detailed analysis of why and how they earned the grade they did so this supported the rubrics. The rubrics were carefully designed to make clear why and how each grade was earned.</p> <p>In addition, if I saw a students work drop off or there was inconsistent behavior I reached out to them and also noted grade and what extra credit they could do to add to or help a grade that dropped. Though this was an synchronous class we had time for class meetings on zoom every week plus if a student wanted to me at other times we did.</p>
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32	Have more reach out to those who start slowly.
33	Have the student who only partially met the objective redo the assignment.
34	Honestly, I'm not sure where exactly the individual SLOs match up with the ILOs, so if it's meant to be something different, please let me know. I'm working on my courses for increased mastery of the overall survey course, as well as the significance of specific events and concepts that influence the events by incorporating more low-stakes assessments and resources for evaluation both individually and as a class.
35	Honors students in 8 week courses are facing more stress than in full length classes. Reevaluate assignment/presentation load.
36	I believe by providing more online office hours I will be able to improve my students' performance in my classed.
37	I believe by providing more online office hours I will be able to improve my students' performance in my classes.
38	I believe by providing more online office hours I will be able to improve my students' performance in this class.
39	I believe students did a great job in keeping up with their work especially during a pandemic. In hopes of restrictions lifting, students will be better able to stay focused on their studies and will be able to participate more in COMMUNITY SERVICE in the community. I have added several FREE references, resources and material that will better help each students learning ability.
40	I just have to follow up with students who are not making it to class.
41	I need to be aware of those falling behind and keep in touch better.
42	i need to provide more direct guidance for students who have fallen behind.
43	I only had 2 honor students in the class who did very well. I will continue to encourage students to read the required material, along with the supplemental information I have posted in the modules, i.e. Powerpoints, videos, articles, lectures, etc.
44	I plan to spend more time connecting social placement with experience within institutions.

45	I stated that, yes, targets were met, because they were over half the class who met or exceeded the target. However, I'm continually aiming for 70% at or above target, which was not met in this class. I'm working to make late-start courses comparable in meeting objectives to the full semester courses.
46	I think I will develop more robust rubrics in the future for assessment.
47	I thought the results were really good.
48	I was happy with the results of the SLO assessments. I used specific HW and MP assignments to assess these learn outcomes. Action 1: I'd like to incorporate more assignments, than the two I used this time, to look further at these results.
49	I will continue offering in depth, fun assignments and activities that will offer the best learning experience for students. I offer a FREE online textbook and plenty of resources. As the pandemic mandates lift, I will continue to motivate students to participate in community service.
50	I will continue to emphasize critical analysis as it pertains to families.
51	I will continue to offer assignments that will keep students focused and motivated to understand the various social problems that different families experience. In addition, I will continue offering feedback that is helpful to each individual student in understanding how families differ and how various cultures change over time.
52	I will continue to offer great DB, HOMEWORK and VOCAB assignments that are directly related to the course material. I will continue to offer weekly feedback on all assignments, offer a safe environment to express personal perspective and offer students a variety of work presentation styles that best meet their needs. I will continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
53	I will continue to offer great resource materials that will allow students to immerse into the course work. I will continue offering weekly feedback and communicate with students on a regular basis. I will also continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
54	I will continue to offer students intriguing assignments that will motivate them to utilize valuable information learned in our course. In addition, I will encourage each and every student to give back to the community.
55	I will engage more with the students
56	I will insert these exact questions for the discussions. I will encourage reading the chapters on these specific topics in order to meet all of the student learning outcomes. I already have Powerpoints, videos, written lectures in an online class, and articles to assist students. I must encourage them to review all of the tools that I have in the modules to better educate them on these specific topics.
57	In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students. For time-management I make sure they set up all their notifications. In the first week of

	<p>class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times.</p> <p>Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help.</p> <p>Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc.</p> <p>What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management.</p> <p>I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources.</p> <p>The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development.</p> <p>There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative.</p> <p>Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety.</p> <p>Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them.</p> <p>Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through.</p> <p>I have found students to be honorable and will own when they have messed up.</p> <p>Canvas can work however, you have to put in hours of thought and care to make it a real learning format.</p>
58	Incorporate real-life examples. Guest speakers from non-profits or civic members who are currently working on social problems.
59	Increase end of course engagement

60	Invite members of the community for which is being discussed.
61	Keep it up.
62	Keep on keeping on.
63	Keep on truckin'. Continue using current methods of assessment.
64	My online office hours helped my students to improve their performance in the class.
65	No more zoom! Zoom makes students zombies.
66	No need to improve
67	No proposed action.
68	No proposed actions. The fail rate was high only with students who disappeared from the online classroom altogether. Despite using Canvas announcements, Starfish, and weekly reminders there is a high # of inactive students in the online platform during the pandemic.
69	No proposed actions. The fail rate was high only with students who disappeared from the online classroom altogether. Despite using Canvas announcements, Starfish, and weekly reminders there is a high # of inactive students in the online platform during the pandemic. The students who did participate throughout the semester passed the class successfully.
70	One strategy that I will try to encompass is the use of Perusall with the OER text for the course in order to help with comprehension and engagement. I feel that this will help those that may have struggled with the written materials.
71	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
72	Provide more assistance to students who are falling behind; encourage students to participate in discussion boards with more critical reflection on course materials.
73	Provide opportunities for more live engagements to help students expand their critical thinking capacities.
74	Push the laggards earlier. Return to the on campus office.
75	Question #1 had 6 students who did not participate. Question #2, 7 students did not participate at all, earning a zero grade. The same with question 3. Three students did not participate at all in this discussion. My goal for the next session is to monitor closely participants and to reword the question so as to hopefully engage students more with the discussions to provide critical thinking and a response to the questions.
76	Same SLO's for ETHS141-70
77	<p>SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 2 was assessed through the written assignment in Module 5, and the topic was Judaism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p>

	<p>SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 4 was assessed through the written responses student made to their classmates on Discussion Board 1. The topic was Hinduism, but they discussed their personal religious beliefs with one another. There were several students who scored low on this assignment because they simply didn't complete it. This may be because the due date was unclear. In the future, frequent reminders will be sent out via email.</p>
78	Smaller class sizes have a higher success rate. Promote lowering the class capacity for History classes.
79	Some new strategies included reading instruction and assistance, as well as further support in the completion of the Honors project. I continue to see improvement in critical thinking and analysis in the annotation assignments that I use, as well as further online interaction between myself as the instructor and my students.
80	Some students have difficulties understanding and applying graphs to basic economic issues. I will try to improve this by using more online homework assignments.
81	Some students have difficulties understanding graphs and applying them to basic economic concepts. In addition to this the pandemic situation has created a difficult learning environment for students. I am hoping by using more online homework assignments and basic mathematic reviews I will be able to improve that.
82	Some students have difficulties understanding graphs and applying them to basic economic concepts. In addition to this the pandemic situation has created a difficult learning environment for students. I am hoping by using more online homework assignments and basic mathematic reviews I will be able to improve that.
83	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
84	Students on The whole did well; however, more than 50% of students in SLO 3 appear to misunderstand the difference between doing moral observations in which one simply watches and records the fact that different people behave differently in terms of moral behavior (the difference between the actual actions and behaviors of individuals and groups) and the practice of doing moral philosophy and its relation to applied ethics as a rational as well as practical exercise. This appears to be strongly related to the students expressing the use of strictly empirical practices learned in other social and behavioral sciences or subjective self-expression and "lived personal experience" in the literary arts and not practicing rational and analytic thinking to ascertain truth and objectivity through concise logic and reasoning skills. Stronger emphasis on the learning of rational and analytic thinking is thus warranted.
85	Taking into consideration the proposed actions I made from FA 2021, I do see an increase in the number of students meeting the SLO requirements. Looking at the students that have not met this standard, I plan to be more diligent at the beginning of the semester to recognize any obstacles the students may face. Furthermore, I plan to incorporate more RAF strategies that I learned last semester. One proposed action is to have a chapter of the text or even a section of it be the topic for a discussion post or a writing assignment. This will enable students to establish strategies in reading comprehension that fit their style and need.

86	Target met. No proposed action.
87	The 8 week sessions are a lot of pressure for Honors students. Work with Judy to better prepare the students for the additional stress.
88	The action that I purpose is to be very iterative in going over these different terms over the semester. Having the students write about these terms on more than one occasion helps them memorize and comprehend the terminology.
89	The class did very well on the two exercises for these two slos. One student did not complete the first exercise and two students did not complete the second exercise.
90	The explanation for SLO # 3 not meeting the target relates to transitioning from Zoom to in-person during the Spring 2022 semester. We must offer classes that are consistently online, on Zoom, or in-person rather than fluctuating between various methods of instruction. The transition was difficult on the students.
91	The pandemic has created a difficult learning environment for students.
92	The percentage of those who assessed 3 or higher was slightly lower in this class compared to my other classes. Some students have difficulties understanding graphs and applying them to basic economic concepts. In addition to this the pandemic situation has created a difficult learning environment for students. I am hoping by using more online homework assignments and basic mathematic reviews I will be able to improve that.
93	The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another.
94	The relevant action is to main the focus of this class on the real student outcome: a finished project.
95	The second SLO statement involving Service Learning by visiting diverse religious settings and writing reaction reports to them is better handled when the students can freely choose a location to visit in person. Covid shut down many of the institutions that previous students had been afforded access to. I think the students enjoy going in person rather than watching streaming content of a virtual service online. Once we have no more shut down, and the mandates are lifted fully, I think the outcomes will be more positive in this area.
96	The small class size allowed for more individual attention on students, which enabled them to succeed in the course with more support from me. They were actually held to the same standards as the Honors students, and performed magnificently!
97	The students struggled with participating in discussions this term. I continually emphasized it's importance by stating the following: "Forums are a critical component of your class. The interaction you have with your peers can be critical in assisting your comprehension of the topics. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text." Though I used announcements (among other) avenues of communication as reminders, I could not encourage the students to participate enough in order to meet the target in SLO 1 or 2. I plan on providing students with material regarding work ethic from the Health and Wellness Center and Tutoring Center to inspire perseverance.
98	The target of 70% or higher was met. This class had 2 students who stopped participating within the first 3 weeks but did enough to remain enrolled- this accounts for the 2 lowest scores. The class also had 2 students that did not submit final projects but otherwise showed higher marks on general assignments in relation to the SLOs assed, this account for

	the next two lowest scores. All students who persisted scored within 3 and 4. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores.
99	The target of 70% or higher was met. This class had 2 students who stopped participating within the first 6 weeks but did enough to remain enrolled- this accounts for the 2 lowest scores. All students who persisted scored within 3 and 4 with the majority scoring 4s. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores.
100	The target of 70% or higher was met. This class had 2 students who stopped participating within the first 6 weeks but did enough to remain enrolled- this accounts for the 2 lowest scores. All students who persisted scored within 3 and 4. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores.
101	The target of 70% or higher was met. This class had 3 students who stopped participating within the first 3 weeks but did enough to remain enrolled- this accounts for the 3 lowest scores. All students who persisted scored within 3 and 4 with the majority scoring 4. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores.
102	The target of 70% or higher was met in 2 of the 3 SLOs. This class had 2 students who did not continue participating in any meaningful after midterms. One of these two students scored well prior to ceasing meaningful participation. The other three students continued to participate and scored high in all 3 SLOs. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores. This class ran as an accelerated 8 week course. In spring 2022 the class has been adjusted to a 17 week course to see if the additional time will increase retention.
103	The two students who did not meet any of the SLOs did not attend class at all, but also did not drop the class, greatly skewing the analysis of the outcomes. Of the students who attended regularly, 75% met the outcomes. I will continue to develop meaningful activities and assessments to improve student achievement
104	There does seem to be a higher success rate in on-ground classes in History during the pandemic. The students who did participate throughout the semester passed the class successfully. Offer more on-ground classes in History is the proposition.
105	There will be a stronger emphasis on all SLO statements in future classes, given that future classes will have a higher number of students.
106	There will be a stronger emphasis on SLO statement #1 in future classes.
107	There will be a stronger emphasis on SLO statements #1, 2 and 3 in future classes.
108	These students may have been added to my 100-50 SLO. I will have to be more careful with combined sections and reporting SLOs.
109	This class did very well on the slo for this semester.
110	This class was a late start. As many classes there were numerous students who dropped throughout the course since it was double chapters some weeks. The students who stayed were very active and supported each other, ending up with overall exceptional scores. I teach summer school and another late start class at another institution and students are usually very successful. Communication is key to students succeeding in fast pace classes. I continually make

	reminder "announcements" and personally "message" students on their progress beyond normal class time. One consideration would be to move the last SLO to earlier in the term, but that could cause a big disruption in the flow of chapter to chapter work so not sure this would make much a difference, specially since previous classes have done well as it is. There were more low grades this term than previous terms. I used starfish for mid term reports. Another idea would be to use the tool earlier in term when assessing slower moving students. Do note I already contact students when they seem to struggle but using starfish early in term may help some.
111	This class was asynchronous. It included many online discussions, quizzes and assignments. I recommend an advertising project be included for in person classes with fewer online assignments.
112	This semester witnessed many students not submitting their work. I think it would be helpful for me to more frequently check in with non-active students and offer help. This shows both compassion and helps to keep students accountable for their work.
113	This was an honors section so the quality of student is different as they tend to be more academic focused.
114	Tie in more about health care disparities, which is what I have been doing in the 111 class.
115	Tie in more about healthcare disparities.
116	We did meet the target. 56.3% assessed 3 or higher.
117	Well, maybe 8-week classes are not such a great idea!
118	Zoom can turn students into zombies. Adjust accordingly when on zoom.