

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Critical Thinking

Assessed: 2020-2021

Learning Outcomes Statement

Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across disciplines.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 680 sections and resulted in a total of 15,012 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the ILO.

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
1	Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across disciplines.	12,128	80.79%

List of courses where outcomes were mapped to the ILO (126 Unique Courses).

ANAT-101	ENGL-260	MUSIC-103
ANAT-150	ENGL-261	PHIL-101
ANAT-151	ENGL-270	PHIL-103
ANTHRO-100	ENGL-917	PHYSIC-100
ANTHRO-102	FIRET-100	PHYSIC-250
ANTHRO-106	FIRET-101	PHYSIC-251
ART-100	FIRET-102	PHYSIC-252
ART-102	FIRET-103	POLIT-100
ART-103	FIRET-104	PSYCH-100
ART-120	FIRET-106	RESP-130

ART-121	FIRET-114	RESP-131
ART-175	GEOL-100	RESP-135
ASL-200	GEOL-100H	RESP-139
ASTRON-150	GEOL-101	RESP-237
ASTRON-160	GEOL-112	RESP-238
BIOL-100	GEOL-113	THART-108
BUSAD-100	GEOL-160	THART-109
CD-105	GEOL-180	THART-124X2
CD-182	GEOL-251	THART-140X2
CD-250	HEALTH-102	THART-145
CHEM-101	HEALTH-104	THART-176
CHEM-102	HEALTH-263	THART-220
CHEM-123	HEALTH-267	THART-221
CHEM-150	HIST-100	THART-226
CHEM-151	HIST-100H	THART-245
CHEM-212	HIST-145	THART-246A
CHEM-213	HIST-171	
CIS-095	HIST-171H	
CIS-106	HIT-101	
CIS-111	KIN/F-168A	
CIS-132	KIN/S-116A	
CIS-137	KIN-231	
CIS-138	MATH-085	
CIS-140	MATH-095	
CIS-142	MATH-102	
CIS-143	MATH-103	
CIS-190A	MATH-110	
COA/N-605	MATH-110H	
COMMST-125	MATH-115	
COUN-110	MATH-117	
CSCI-110	MATH-160	
EMS-020	MATH-250	
EMS-021	MATH-251	
EMS-023	MATH-252	
EMS-068	MATH-265	
EMS-152	MATH-995	
EMS-156	MICRO-102	
ENGL-101	MICRO-150	
ENGL-102	MICRO-247A	
ENGL-152	MUSIC-100	

Use of Results/Proposed Actions – Individual Submissions

1	Overall, the assessment looks good. There are some students who will need further attention on key assignments.
2	<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 destitution 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.</p> <p>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</p>

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.

Things that were changed due to COVID, students still had quizzes on each chapter; 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.

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.

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

	<p>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> <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>
3	<p>Continue to offer solutions and options for an increased level physical fitness for the majority of our student population and society as a whole. Also, find new ways to engage with the students for overall mental health improvement and increased knowledge in nutrition consumption.</p>

4	<p>#2 Students were put into collaborative groups of 3-4 students. Each group was given a health issue such as cardiovascular disease, sugar diabetes, high cholesterol etc. They had to as a group, create a power point giving the definition of the disease, symptoms, outcomes if poor behavior continues. They had to develop a plan to assist this person(s) with the disease to improve their over all health. They then had to present the power point to the class.</p> <p>Students achieved the outcome. The issue with this lesson was lack of student participation. Student participation was low, it was due to the fact the class is a remote class. Many students did not know that I was presenting the class synchronously as well as asynchronously. I called each student personally to let them know that they were missed and that the class was being offered in a face to face virtual platform should they want to participate. Attendance improved tremendously. I also set up one on one facetime/whatsapp weekly calls to assist students who may not have been able to attend class. In the future I will make those phone calls before the semester begins to communicate. Many students do not look at emails and there for are left in the dark?</p> <p>#3 Demonstrate an Understanding of the manifestations of the mind-body connections</p> <p>This was done in the final exam. Students were given the opportunity to demonstrate the connection through a variety of multiple choice question and a couple true/false questions in their final exam. Most student had an understanding and were able to demonstrate the connections of the mind/body.</p> <p>I would only change my communication again at the beginning of the semester to inform students of the virtual class as an added support for their learning. I will call each student and assist them in the protocol of online instruction.. The asynchronous assignments, videos and recorded lessons, assignments and consultations allowed students to achieve success regardless of virtual attendance.</p>
5	<p>1) Redesign of some course modules to better facilitate student learning and access to needed support resources at the right time. I already earned my online teaching certification this term, so I am equipped to do this better for next term. 2) Increase individualized proactive contact with struggling students earlier.</p>
6	<p>All evaluated SLO's were met. All students successfully passed three performance demonstration competencies related to high risk procedures performed in the field and expected of licensed RCP's. Additional SLO's related to advanced cardiac life support for the adult and pediatric patient. No changes indicated at this time.</p>
7	<p>All expectations and targets met.</p>

8	Although this course was entirely online with no zoom meetings, I consider it a success. The level of student engagement was high due to active discussions, clear and concise instructions given, and a good Canvas organization. Areas for improvement include, more diverse and timely discussion topics, and periodic face to face (zoom) interactions with the students.
9	As this is a rehearsal and performance class I cannot wait to get back to in-person instruction. As it was getting through a year of what would normally be an in-person section with only two students not meeting the target levels for SLOs is a minor miracle. We did learn that table reads over Zoom and streaming performances are very advantageous and we will continue these practices.
10	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.
11	Benchmarks met for both SLOs
12	Besides providing an overview of current local, national, and global trends in both communicable and non-communicable disease; I feel the class since covid -19 could also push in exploring behavioral, social, and environmental determinants of population health while pressing the new ethical and civil/ individual rights challenges facing public health emergencies. Additionally, I would like to emphasize the need for individuals to consider public health as a career opportunity available to them within the human science fields.

13	<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 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</p>
----	---

discussion board activities.

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.

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.

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 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.

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

	<p>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>
14	Class attendance was sporadic because of circumstances due to covid/virtual learning. Some structure and more engagement through virtual conferencing with individual students regarding essay revisions would help.
15	Class needs to be a hybrid format so students can proactive First Aid and CPR skills in person with an instructor present.

16	<p>Class was a late start and was supposed to be 5 weeks, but ended up being 4 weeks because scheduling counted Spring Break as one of the weeks of instruction.</p> <p>I feel this caused the students to struggle finishing the material even after I amended the syllabus to accommodate for the mistake in length of the class. With the class being so short, struggling students did not have much time to withdraw causing the some to fail.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume.</p>
17	<p>Considering this is the first time I taught the class ever, plus it was in the middle of the pandemic, I think everyone performed pretty well. Most of the changes that will/could take place will come with experience in teaching in an online format.</p>
18	<p>Continue to develop activities for virtual learning that maximize student engagement.</p> <p>Continue to research best practices for virtual learning.</p> <p>Continue to research and develop authentic discussions that emphasize conceptual understanding over procedure.</p>
19	<p>Continue to monitor student progress and make modification where necessary.</p>
20	<p>Continue to promote the use of student services outside of the classroom to reinforce graphical literacy content.</p>
21	<p>Continue to try to make the assignments and understanding of content applicable to the online format.</p>
22	<p>Continue to try to make the assignments and understanding of content more applicable to the online format, at least for the background and lecture component.</p>
23	<p>Continue to try to make the assignments and understanding of content more applicable to the online format.</p>
24	<p>Create more opportunities to learn skills online.</p>
25	<p>Currently looking at research and student feedback to provide stronger instruction and teaching methodologies. Pass rates are consistent with other EMS teaching institutions due to COVID and remote access to education</p>
26	<p>Dedicate more class time, as well as individual and group practice, to techniques for solving trigonometric equations.</p>

27	Despite the challenges of distance learning, most students rose to the occasion and met the objectives. I'm looking forward to taking what we all learned this semester and streamlining the curriculum and the pace to encourage even more growth and participation.
28	Develop more techniques to engage students in asynchronous environment. Piloting an Honors section of this online class this Fall (2021).
29	Due to this course being online I feel I could offer more support through services provided by the institution.
30	Encourage and practice the skill of critical thinking, via group activities, individual practice, homework, problem sessions.
31	Excellent assessment percentages for SLOS. I'm so proud of the students for their time and focus dedicated to class during these challenging times ! Class average is 87%.
32	Excellent SLO results for this class ! Outstanding participation, class average 90.78.
33	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.
34	For future summer sessions, I need to figure out some strategies for better retention of students- I started the term with 18 students and ended it with 7 students, only 5 of whom were actively engaged and completing assignments.
35	For Standard 3, I will adjust my schedule to have students focus on fewer sections when learning about hypothesis testing.
36	For the students to be able to identify and understand various fire protection systems.
37	Frankly, work on retention methods. What few students of mine remained by the close of the course mostly demonstrated sufficient, or above average, skills.
38	Group work had some difficulties as a few students were not participating. But the group members were able to work out conflicts with their resources.
39	Have more practice assignments for the students to have the chance to just practice the problems where it wont affect their grades.
40	I altered the assignment structure from last year to this year which helped immensely in keeping both students and the instructor more on task. Generally student engagement was higher and there were more students focused throughout the term. I am considering altering the final assignment to allow for analysis of more traditional elements or current analysis.

41	I am very satisfied with assessment percentages for the SLOS. I note that SLO #1 in this class, there were more than usual students that didn't participate, I'm not sure what the problem was. I will be more aware of possible technical issues with audio recordings. Class average for 89%, very good for 5 weeks summer session.
42	I found that pushing students to speak in class, freewrite, group work, and essay writing helped with meeting the three requirements. It was difficult to know if they were paying attention otherwise because their cameras were off. I found it necessary and more of a response when placing them in groups. They seemed to be excited about participating. In addition, the best response was from having students research for an online debate. It pushed students outside of their comfort zone. I do think that I need to push students to talk more and place participation at a higher grade percentage.
43	I found that putting an emphasis on communication and student interactions pays off. I also found that varying the method of information delivery helped engage the students more than before. I will look to employ these methods when we get back into the physical classroom. I also experimented with items like Kahoot and feel more comfortable in using it now.
44	I have developed several worksheets which are concise and have seemed to improve the students ability to grasp these concepts. I continue to use them in future semesters.
45	I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through announcements and other communication. The students in this particularly class were very motivated to succeed and do well.
46	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students take the test twice and reinforces the positive action of continuous effort to improve.
47	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students take the test twice and reinforces the positive action of continuous effort to improve.
48	I modified the labs into virtual labs that made labs more engaging and interesting. I intend to continue with this lab format. Students who made good use of office hours especially after the first exams in the course were able to subsequently improve their grades in the class.

49	I need to provide better examples of scenarios to give students more practice in Sampling Techniques. Also, I need to provide students with more instruction on properly reading problems to determine which type of confidence intervals and hypothesis testing to conduct.
50	I need to question all students in discussion more regularly. Some students need more guided reading assignments, so I will develop those.
51	I plan on adding more group work with challenge problems. More projects rather than traditional tests, to see if the student can express their knowledge in different ways.
52	I ran out of time to get to more sections in this course. Im am going to concentrate a little less in the first chapter to give me more time in the end to cover more material.
53	I suggest we reach out to failing students early on so that they can withdraw with time. Meaning a professor email them more frequently regarding their grade. Also, encourage students to go to tutoring services.
54	<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-</p>

bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.

Here are mine that I wrote to share with you as an example (Feel free to steal anything you like):

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.

Take a picture of your goals placed somewhere that you will see them often and submit.

55	<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>
----	--

56	<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>
57	<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>

58	I tried to incorporate more "hands-on" activities in the Zoom format with some success. I also used some new reading materials and course themes related to critical thinking. We used the breakout rooms often, as well as collaborative artifact assignments (using Google docs) during class that groups would share with the class over Zoom. Homework was given and assessed on Canvas, as were the essays and peer reviews. This class just missed the department's target success rate of 75%. The 4 students who did not pass the course stopped attending and submitting work halfway through the term.
59	I tried to incorporate more "hands-on" activities in the Zoom format with success. I also used some new reading materials and course themes related to critical thinking. We used the breakout rooms often, as well as collaborative artifact assignments (using Google docs) during class that groups would share with the class over Zoom. Homework was given and assessed on Canvas, as were the essays and peer reviews.
60	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.
61	I will continue to make improvements to dynamic rhythm interpretation with the hopes to increase all my students to 4. This will include more practice with the monitor and exposure to the rhythms throughout the semester with interactive games and activities with the hope that the students will build more confidence and improve their speed without affecting accuracy.
62	I will include a pre-film discussion in addition to the post-film discussion to help students analyze the material for their essay reflections.
63	Identify students at risk of failing the class and remind these students, on a daily basis, of my office hours and of tutoring through the Tutoring Center.
64	In the future, if this class remains on-line I would structure the assignments in blocks to try to keep the level of engagement and development up so the first SLO's target would get met. Most students liked the convenience of being online, however, an overwhelming majority of the students stated that for this particular class they would prefer it be face to face for social and physical reasons.
65	In the school-closure model, students never received a microscope. However, microscopic measurements were done through online work and were demonstrated in live courses. I am counting this adaptation under the circumstances.
66	Include more breakout sessions for the students to work out problems similar to the lessons and homework assignments.

67	<p>It is difficult to determine if the students actually scored at these SLO's levels, since everything is being accomplished/completed outside of class, in the now online environment. I can not always tell weather they are getting help via online support or phone apps available to help in mathematics or not.</p> <p>I would proposed that the math department has a specific set of SLO's questions for the different courses offered. A prebuilt SLO's quiz that is given at the end of the semester for every instructor implement in their class.</p>
68	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
69	It seems that most students either do not participate at all or do very well with most SLO's/concepts with a score of 85% or better. I propose to reach out consistently at the start of the term to those who are not active in order to get them to submit work and making progress from the start. Typically, those that start and progress initially will engage in the content and end up passing the course.
70	<p>Keep up the good work.</p> <p>Take the COVID difficulties for students into account.</p>
71	Large class size hinders learning and reaching students who struggle with material.
72	Live zoom lectures, synchronized lectures, were present for students. The fast paced-class with distance-learning is a challenge live lectures may facilitate. This techniques was employed to prevent the loss of students over the time of the semester. The different totals above represent three tests in the term where the highest total represented the first test.
73	Many of the numbers reflect the fact that four people didn't return the exam. They were given several opportunities to make it up and chose not to. I will continue to provide detailed materials for them to draw from and lecture based on those materials. The feedback I received from the majority of the students said the appreciated this approach and attention to detail.
74	Many of the students who didn't do well were experiencing issues and hardships outside of the scope of the classroom.
75	Many students did not complete Mastering Chemistry assignments. Will remind weekly of upcoming due dates and emphasize importance for course grade.
76	More engagement from the students. 7 of my students just stopped doing any work and failed the class. Weekly check ins and reminders of assignments might help this.
77	More interaction through (online) conferences regarding essay revision to help fine-tune their essays.

78	More training for faculty to assist with the computer aided design efforts for students. Perhaps provide computer programs for students to use. Integrate photographing artwork into the SLO.
79	My class was much smaller this time around which made it easier to make sure everyone was on the same page. Again for SLO 1 and 3 there were two students who did not attempt the assessment so they ended up with 0s. I was very happy with the results of the students who did take the assessment. I had maybe two students who were mostly learning on their own or by watching recordings but the rest were regularly showing up to my lectures and coming in to office hours to get additional help when needed. With less people we had more opportunities to go over questions and clarify any confusing topics. I would like to do better with SLO 3 which is definitely the toughest part of the class. I noticed that many students understood the many techniques and identities we use but were unsure of when to use them. I would like to reinforce the tell tale signs of when to use which identity in the future.
80	My instructions this Fall semester (2020) went pretty well considering all the uncertainties that came with hosting a hybrid online and in-person course. I was able to use zoom break rooms effectively for my virtual labs which made the labs a lot more interactive. The students tend to engage better when in small groups. The hybrid component also went quite well although in-person labs were cancelled for one week due to fire outbreaks close to campus. I was able to make adjustments to the course schedule that brought the class back on track. I will continue with similar teaching methods next semester, and I will add break rooms to lectures where feasible to get students to interact more in the lectures.
81	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.

82	<p>Nearly expectations and targets met. This course met where exams were online and there was huge potential to cheat by using the internet. I rewrote the lab reports to include a lot more problems that students needed to do on their own and where they were most likely to not find the answers unless they posted them to a homework help site which was not permitted. I am not surprised by the outcome since I found many students were very good at looking up answers online rather than learning and applying the information presented. The lab reports did even the playing field for those students that did study.</p> <p>For Outcome 4, some students did not choose to come to office hours to have me help them on the lab assignments even though I let them know I was available and that it would be confidential. The problems were also discussed many times in class, and they did not listen or take notes as to what is expected nor read the instructions, nor reference their lecture notes that they should have completed. They were given many opportunities for help and did not seek it, I am at a loss as to what I could have done differently, these are chemistry students wanting to become Nurses and dental hygienists.</p>
83	Need to elevate the goal to 70% or above
84	need to make student more engagement on some specific topics in this class.
85	need tutor support for this class
86	Next semester I need to break assignments down even more so that students learn to master smaller skills before facing an assignment with many new demands. Many of my students did not pass because they did not write the required essays. Next semester I will require at least 2 mini research papers before we do our full-length research report so that students will grow comfortable with many of the formatting and research requirements earlier in the course.
87	Next time I teach this class, I need to spend more time with mathematical modeling. This seemed to be challenging to most of the students in the class. Students definitely seemed to apply for the most part correct strategies in order to solve and manipulate algebraic expression and equations.
88	No actions are needed
89	No actions needed at this time, target met
90	No additional action needed at this time
91	no additional actions are needed.
92	No additional actions are required.
93	No further action is need at this time. Students are successful and meeting the objective. Minor layout and module presentations may be altered from semester to semester to present students with up to date concepts
94	No further action needed at this time

95	No further action needed, target met
96	No further actions are needed at this time
97	No further actions needed at this time
98	No further actions needed, target met
99	No new actions are needed.
100	Overall, I'd say this class did well, considering it was our first Zoom term only a few months after Covid hit. 14 of the 15 students who passed the course earned either an A or B; one of those students earned a C. We did have 5 students not pass the course, but again, it seems that this was due to a variety of confounding factors related to Covid.
101	Overall, the assessment looks good. There are some students who will need further attention on key assignments.
102	Provide additional videos and support for confidence intervals and hypothesis testing that focus on calculation as well as interpreting results.
103	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in a one-on-one setting.
104	Require students to attend office hours.
105	Review SLO for improvements.
106	Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory. Microbiology requires more than analyzing the Unknown Project grandfathered in from professor [NAME] course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these.
107	Satisfied with results, no need for changes at this time. Will continue to apply completion of performance competencies as SLO's for this course.
108	Several low-scoring individuals simply provided too little work to enable adequate assessment. Retention, for some here, made little sense.
109	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.
110	Stand pat, in this case; I'd say this is, overall, an acceptable outcome (though I'd still prefer even greater student accomplishments).
111	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.
112	Students met or exceeded a minimum threshold of 70% for each of the SLO's evaluated.

113	Students performed well this semester, for the most part. There are 2 students I'm not including in the data because they stopped attending halfway through. I attempted to reach out to them, but was unsuccessful. In the future, more effort will be put into contacting or catching students that may perform poorly before they stop attending.
114	Target at -risk students sooner and suggest interventions like the tutoring center and my office hours. Make sure the resources available are clear to all students. Use Starfish more in addition to reaching out to individuals directly. Encourage study groups outside of class.
115	Targets met.
116	The ANAT program will continue to provide high-quality instructions and work with students' diversities to ensure that the target goals will continue to be met. The lead faculty will continue to work with and provide support to all adjunct faculty in this program.
117	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.
118	<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 destitution 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</p>

delegated. There were issues with the groups in delegating work evenly which manifested at the end of the semester so instructor had to 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 due 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 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.

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.

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>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 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>
119	The math department will review the results.
120	the math department will review the results.
121	The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials).
122	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.
123	The results will be discussed in a departmental meeting.

124	<p>The short week format for this class at 5 weeks is slightly too short for the material. The 8 week format seems to work best for the students and the fluidity of the material. I am still finding some students are still struggling with Canvas even after direction and some students being online for a full year. This format is not for everyone, and I hope face-to-face instruction can resume soon, at least for a Hybrid format for First Aid and CPR.</p> <p>Giving the students the option to go at their own pace during the 5 week course worked significantly more than the previous Kin 231-71 section that was structured week to week. Even though the outcome was not where I wanted it, the participation, communication and class activity on Canvas was more of a success than the previous section.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume</p>
125	The student will recognize and apply appropriate techniques to solve and graph with regard to the course outline.
126	The students did very well as this is only a 5 week class and they have to become engaged very quickly.
127	<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>
128	The target was met, and would have been 100% if the last student would have turned in the work.
129	The technique of skeletal handouts of the lecture seemed to work at the beginning of the term however more strategies seem necessary for the end of term especially at this remote/distance learning environment.

130	The toughest section seemed to be the sketching and graphing of trigonometric functions. This was definitely a tough section to do remotely and especially tough to assess since sketching the graphs was not an easy task. I hope to do better when returning to the class room. I can note that for SLO 1 and 3 there were 4 students who did not attempt the assessment in each case which is inflating those numbers. But regardless I do hope to improve on the graphing section by having students do more graphing on their own rather than just me show and explain the graphs.
131	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
132	There are a number of reasons the class meets the course rubric. The students came to Zoom meetings and discussed the fire service, and completed all work that was assigned every day. The students were engaged with the course and the instructor taught the students all about how to become a firefighter. Having all students engaged is a very important part of a course which is why we had 100% completion.
133	There are a number of reasons the class meets the rubric, The students showed up to class and did the work, and checked in every week. There were two students that did not complete the course due to personal reasons and did not drop the course. I explained to them that they needed to drop. I will continue to explain to the students if they stop coming to drop.
134	There are a number of reasons the class meets the rubric. The students showed up to class and did the work and checked in every week. There was one student that did not complete the course due to personal reasons. I explained to him that he needs to drop. I will continue to explain to the students if they stop coming to drop.
135	There are a number of reasons this class meets the course rubric. The fire technology students are able to join the Fire Club which helps students to engage with fellow students outside of the classroom. Fire students are able to interact with the current Fire Academy Cadets. In addition, the fire technology club has used career firefighters as guest speakers to discuss career pathways in the fire service. All students have met the target of the class.
136	There are a number of reasons this class meets the course rubric. The fire technology students are able to join the fire club which helps students to engage with fellow students outside of the classroom. Fire technology students are able to interact with the current fire academy cadets. In addition, the fire technology club has used career firefighters as guest speakers to discuss career pathways in the fire service. All students have met the target of the class.

137	There are a number of reasons this class meets the rubric. There was one student that did not complete them, which lowered the percentages overall. I will make sure in my next class that if you are not going to continue to come to class, you need to drop the proper way so you do not receive an F for not coming.
138	There are certain assignments, such as video quizzes, that I altered the delivery method on that I will be keeping. Checking in on the paper/presentation assignment continued to be effective during quarantine.
139	There are only two enrolled in this section this semester.
140	<p>There are several reasons this class did not meet the course rubric. There were four students who did not adapt well to the online classroom environment. When asked about their struggles, the three students agreed that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>
141	<p>There are several reasons this class did not meet the course rubric. There were three students who did not adapt well to the online classroom environment. When asked about their struggles, the three students agreed that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>
142	There was a large number of students that did not take the final. I think this was specific to COVID. Student understanding (3 and 4 level) was high for those that did take the final.

143	<p>There were a couple of reasons this class did not meet the course rubric. There were three students who did not adapt well to the online classroom environment. When asked about their struggles, several students agreed that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>
144	There were more students than usual that did not take the final exam. In general, the ratio to 4-3-2 was very successful.
145	There were no students for this class. It would not allow me to submit with 0 values.
146	There were no students for this class. It would not let me submit with 0 values.
147	This class also had a high number of student interested in transitioning to a plant based diet as well as several student who took the class last year. I feel this class would benefit from live instruction and in person cooking demonstrations using a demo cart.
148	<p>This class did meet the criterion set by the faculty in the development of the outcome. There were some students who did not adapt well to the online classroom environment. When asked about their struggles, students stated that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>

149	<p>This class did not meet the criterion set by the faculty in the development of the outcome. There were students who did not adapt well to the online classroom environment. When asked about their struggles, students stated that the amount of reading material in the assignments was difficult for them. They stated they were not used to reading that amount of technical material.</p> <p>These conversations illuminated a need to develop "Virtual Lectures" for each chapter. Virtual lectures were a resource for students who also wanted a classroom lecture presentation environment in improving their student learning. Students who took advantage of listening to the "Virtual Lectures" made comments on how beneficial the Virtual Lectures were in assisting them with clarity in understanding the reading material. The Virtual Lectures will be included in future online classes to improve the continued success in student learning.</p>
150	<p>This class did well with all of the challenges they were presented with. I had several students struggling with mental health issues, and others just overwhelmed with work, family and school. The class average was 82%, considerably lower than the summer 4 week class. I had more students than normal fail, just not completing work. Hopefully they will take the course again minus some of the stressors.</p> <p>I will continue with the same SLOs; support and encourage students thorough class.</p>
151	<p>This class had the advantage of doing an extraordinary amount of table work with their scripts. I think that I will look into more written assignments to utilize this in the future.</p>
152	<p>This class in particular, lacks motivation. Their attendance is lower, and their engagement is less. For next semester, I will have to find a way to be more engaging.</p>
153	<p>This class is an excellent example of a format that is just as effective, if not more effective in an online format. Students watched the lecture 50% of the time, but engaged in the discussion boards 80%, completed quizzes 85% and had an average passing rate of 79.5% Students wrote excellent reviews of the class and 29% signed up for additional health courses at Crafton for the following semester.</p>
154	<p>This class is generally more engaged, asks many questions, and attends SI regularly.</p>
155	<p>This class needs to be taught in-person whenever possible.</p>
156	<p>This course covered two plays which were recorded for editing and playback via streaming. I cannot commend the students and staff high enough for their dedication and flexibility in staying on task and getting these projects finished. I think that certain things, such as book work and character work, can still be done by Zoom I cannot wait until we get back to actually rehearsing and performing plays in person.</p>

157	This course is a Work Experience Program and offers students Work Experience with Clients, and obtain business experience. The challenges this semester were with clients as we lost 3 clients due to COVID-19 and other related business impacts.
158	This course is very successful in assisting students with statistics technology.
159	This course should be taught in a in-person environment whenever possible.
160	This course was remote due to COVID. The students that stayed engaged did very well. However, about 25% of the class "disappeared" after spring break. Need to find a way to keep students engaged even after a break.
161	This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.
162	This is a very useful method of evaluating the effectiveness of the teaching strategies and communication between the teacher and students which should be continued since it helps the teacher adjust his/her teaching methods to better the learning outcome of the students.
163	This is the first semester that I have taught during the pandemic. The students have done reasonably well considering. The Supplemental Instruction program has been helping tremendously.

164	<p>This particular course, there was an even split of students that met and did not meet the overall course demands and assignments that were related to the course SLOs</p> <p>I learned that as a professor, I will need to communicate the importance of these assignments and provide ample time and options for submitting assignments. In addition, it will be suitable to also incorporate more class time to the importance of the assignments, how it relates to their critical thinking, self-awareness, career decision making and overall understanding of the benefits and consequences of their choices for a major/career and as a student. I believe it will also be good to have students share where they are in the process of their growth and understanding of each of the SLO areas, this may help to motivate and encourage the students that are not progressing to make progress towards demonstrating success in each of the SLO areas.</p> <p>I will also need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas by submitting assignments and communicating their understanding and knowledge through class time/lecture and discussion posts.</p>
165	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to COVID). A few students did not demonstrate achievement in these areas. Despite, my actions to provide opportunity for discussion and feedback on assignments.</p> <p>I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas</p>
166	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to it being a short-term only 5 week summer course in July). More students did not demonstrate achievement in these areas. Despite, my actions and encouragement to plan ahead to complete assignments and ask for help as needed.</p> <p>I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas.</p>

167	<p>This particular course, there were a good number of students that struggled with meeting the overall course demands, due to adjustments in learning environments and academic routines due to COVID. More students did not demonstrate achievement in these areas. Despite, my actions to provide opportunity for discussion, individual meetings and feedback on assignments.</p> <p>I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas.</p>
168	<p>This particular course, there were a good number of students that struggled with meeting the overall course demands, due to adjustments in learning environments and routines due to COVID. More students did not demonstrate achievement in these areas. Despite, my actions to provide opportunity for discussion, individual meetings and feedback on assignments.</p> <p>I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas.</p>
169	<p>This semester with so much being via Zoom only - I utilized numerous models of good writing as examples for students. I also gave students optional opportunities to rewrite written responses that were below the 3 or higher category to improve their grades. Both of these practices turned out to be valuable to students who followed through. By utilizing models of good writing and allowing students who were not meeting the standards to rewrite, students improved slowly but surely as the semester went on.</p>
170	<p>This SLO is based on the second argument created in a self-rebuttal to their first argument. The grading rubric is this SLO concerning the first two SLO's. The third SLO was not measured this semester.</p>
171	<p>This SLO measured how well they understood the concept of Checks and Balances. This particular SLO was measured using two written questions. 82% of the class have a good understanding of it. I will continue to teach this particular SLO using the modalities that I have been using this semester. For the next SLO assessment, I will measure a different SLO.</p>
172	<p>This was a completely online course which means they did not work in lab in person. The one SLO that was not met was one that pertains mainly to lab. I'm not too worried about that. I will simply emphasize more analysis in the next semester.</p>
173	<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>

174	This was a unique situation where we are crafting a script for the upcoming Shakespeare video. We have rough drafts near completion and enough chunks of texts edited and ready to rehearse to set up the Spring semester. I believe that this section was wildly successful.
175	<p>This was a very dedicated group of students who would all attend a live 8 am zoom class. They were very vocal and asked a lot of questions (mostly algebra).</p> <p>This groups thrived working in a group setting and would complete test reviews in breakout sessions.</p>
176	This was an accelerated (9 week) distance education class. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, written essays, museum visits, group work and conferences. Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. I was very pleased with the 100% success rate of meeting SLO 3 or higher rating but was discouraged that 3 or 4 students dropped the class midway through the semester.
177	<p>This was an accelerated Summer (5 week) Distance Education class during the COVID19 pandemic. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained.</p> <p>Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history.</p> <p>For future consideration, since COVID seems to be over, I will probably change the Essay to visiting a real museum and possible-work the synergy of the Group Work Assignment</p>

178	This was an engaged class over Zoom for intro to lit studies. Students attended regularly and participated in discussions of the readings quite well. We were way over the target of 75% (with a 91.7 success rate). All students passed the course, and most earned an A or B.
179	This was an engaged literature class over Zoom. Students attended regularly and participated in discussions of the readings quite well.
180	<p>This was an unusual semester due to the COVID issue (Some students were directly effected by the pandemic in their families or themselves personally. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, virtual museum visit, group work and synchronous ZOOM conferences.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. There were specific SLO questions in the final exam where statistics were mined.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students really enjoyed the class and felt they learned a great deal. Many stated that the class enhanced their appreciation and perspective of Art History and also influenced their critical thinking as applied in other context and classes.</p> <p>For future consideration I will probably re-work the synergy of the Group Work Assignment and be more specific about requirements for the VIRTUAL Museum exploration essays. I also want to promote more one on one connections with the students.</p>
181	to be discussed in a departmental meeting.
182	To be discussed in a departmental meeting.
183	<p>To improve SLOs:</p> <ul style="list-style-type: none"> - Communicate with the students on a regular basis - Conduct practice and revision tests for better learning outcomes - Pinpoint their mistakes to identify their weaknesses and strengths
184	<p>To improve SLOs:</p> <ul style="list-style-type: none"> - Conduct debates, use Discussion Board. - Encourage students to ask questions.

185	<p>To increase effective essay writing, include more instruction time in essay writing.</p> <p>To increase effectiveness in essay writing, encourage additional drafting and review of essays.</p>
186	<p>To increase student success:</p> <ul style="list-style-type: none"> - I will spend more time with students on the project's outcomes, methods, and time frame for completion. - This project incorporates information students learned during the semester. Developing my overall curriculum will prepare students to problem solve and think critically when completing this project.
187	To insure that students know the basic applications of positions, roles, codes, and approaches to conducting fire prevention inspections.
188	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.
189	Try to get more students to persevere and complete the course since 10 students in this section choose to not take the final.
190	Try to get more students to persevere and complete the course since 3 students in this section choose to not take the final,
191	Try to get more students to persevere and complete the course since 7 students in this section choose to not take the final.
192	Update course to include digital spreadsheet, shared document editing, tools similar to Excel.
193	Update future SLO to include cascading stylesheets, introduction to website development, and opportunities for development as a career.
194	update program level outcomes
195	We have seen a significant decrease in the success rate of EMT students due to the remote educational format. Faculty are brain storming concepts for student engagement, retention, skills development, and comprehension of medical terminology. These are the area of greatest concern and where we see student decline in success
196	We were unable to assess SLO #2 due to computer error regarding the transmission of the testing results. Numerous emails and calls have been made with no resolution. To improve SLO #1 the plan is to create modules which would force a minimum passing percentage in order to complete it. Student will be able to review weak areas as they require.

197	While it was in no way ideal, the use of canvas and Zoom for distance learning has opened my eyes to new ways that I can help the students learn about artists and talk about art. Also using the assignment feature has helped the students make better choices with deadlines has allowed me to give more personal feedback.
198	Will endeavor to include more exercises and practice, written and oral, to enable more upside in critical reading and problem solving.
199	Work on improving communication and clear directions.