

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Critical Thinking

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 1,513 sections and resulted in a total of 27,905 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.	21,450	76.87%

List of courses where outcomes were mapped to the ILO (245 Unique Courses).

ACCT-208	COA/N-602	FIRET-040D	MARKET-110	PSYCH-100
ACCT-209	COMMST-100	FIRET-100	MARKET-181	PSYCH-103
ANAT-101	COMMST-125	FIRET-101	MARKET-183	PSYCH-111
ANTHRO-100	COMMST-140	FIRET-102	MATH-095	PSYCH-120
ANTHRO-106	COMMST-145	FIRET-103	MATH-102	PSYCH-201
ANTHRO-116	COMMST-155	FIRET-104	MATH-103	RADIOL-111
ART-100	COUN-100	FIRET-106	MATH-110	RADIOL-114
ART-100H	COUN-110	FIRET-114	MATH-115	RADIOL-116
ART-102	CSCI-110	FIRET-116	MATH-117	RADIOL-117

ART-102H	CSCI-120	FIRET-504	MATH-141	RADIOL-208
ART-103	CSCI-200	GEOG-110	MATH-160	RADIOL-210
ART-105	CSCI-230	GEOG-111	MATH-250	RADIOL-211
ART-120	CSCI-240	GEOL-100	MATH-251	RADIOL-212
ART-121	DANCE-143A	GEOL-101	MATH-252	RADIOL-214
ART-124	EA-907	GEOL-150	MATH-265	RADIOL-217
ART-126	ECON-100	GEOL-150H	MATH-995	RELIG-100
ART-132	ECON-200	GEOL-160	MICRO-150	RELIG-100H
ART-175	ECON-201	GEOL-181	MULTI-100	RELIG-101
ART-226	EMS-020	GEOL-246A	MULTI-150	RELIG-101H
ART-232	EMS-021	GEOL-246B	MULTI-152	RELIG-113
ASL-101	EMS-022	GEOL-270	MULTI-170	RELIG-135
ASTRON-150	EMS-023	HEALTH-265	MULTI-211	RELIG-176
ASTRON-160	EMS-025	HEALTH-267	MULTI-214	RESP-130
BIOL-100	EMS-066	HIST-100	MULTI-250	RESP-135
BIOL-131H	EMS-067	HIST-100H	MUSIC-100	RESP-138
BUSAD-100	EMS-068	HIST-101	MUSIC-101	RESP-230
BUSAD-103	EMS-150	HIST-101H	MUSIC-102	RESP-232
BUSAD-105	EMS-152	HIST-135	MUSIC-103	RESP-235
BUSAD-131	EMS-153	HIST-145	MUSIC-103H	RESP-238
BUSAD-145	EMS-154	HIST-170	MUSIC-120	SOC-100
BUSAD-155	EMS-157	HIST-170H	MUSIC-141X4	SOC-100H
BUSAD-200	ENGL-010	HIST-171	MUSIC-201	SOC-105
BUSAD-210	ENGL-101	HIST-171H	MUSIC-202	SOC-130
BUSAD-225	ENGL-102	HIT-101	MUSIC-247A	SOC-145
CD-105	ENGL-102H	HUM-101	OCEAN-101	THART-100
CD-295	ENGL-109	KIN/D-130A	PHIL-101	THART-108
CHEM-101	ENGL-152	KIN/D-143A	PHIL-103	THART-109
CHEM-102	ENGL-155	KIN/D-163A	PHIL-105	THART-120
CHEM-123	ENGL-163	KIN/F-107A	PHIL-105H	THART-124X2
CHEM-150	ENGL-170	KIN/F-121A	PHIL-107	THART-140X2
CHEM-151	ENGL-232	KIN/F-155A	PHIL-109	THART-145
CHEM-212	ENGL-260	KIN/F-155B	PHIL-110	THART-147
CHEM-213	ENGL-261	KIN/F-190A	PHYSIC-100	THART-179
CIS-095	ENGL-270	KIN/S-116A	PHYSIC-110	THART-226
CIS-105	ENGL-271	KIN/S-159A	PHYSIC-111	THART-245
CIS-109	ESL/N-601	KIN/S-159B	PHYSIC-250	
CIS-130	ESL/N-602	KIN/S-159C	PHYSIC-251	
CIS-136	FIRET-040A	KIN/S-159D	PHYSIC-252	
CIS-138	FIRET-040B	KIN-231	POLIT-100	
CIS-140	FIRET-040C	MARKET-100	POLIT-100H	

Use of Results/Proposed Actions

1	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.
2	<p>Add more discussion topics dealing with equity and inclusion.</p> <p>Make videos clarifying the nature of a case study vs. experiment.</p>
3	<p>(1) Facilitate more opportunities for students to practice hypothesis testing and to conduct their own inferential studies.</p> <p>(2) Motivate and support students to retain dedication to their studies as the semester progresses.</p>
4	<ol style="list-style-type: none"> 1. Offer more tutoring services. 2. Focus on more culturally responsive literature/assignments. 3. Communicate more effectively with student services. 4. Use Starfish more regularly. 5. Frequently contact students who are struggling with the course material. 6. Frequently contact students who have missing assignments or are missing classes.
5	<ol style="list-style-type: none"> 1. Offer more tutoring services. 2. Focus on more culturally responsive literature/assignments. 3. Communicate more effectively with student services. 4. Use Starfish more regularly. 5. Frequently contact students who are struggling with the course material. 6. Frequently contact students who have missing assignments or are missing classes.
6	<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.

<p>5. Understand present issues and problems in light of their roots in the past.</p> <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 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</p>

	<p>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>
7	<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>
8	<p>14 out of 17 students completed all assignments and met the SLO's. They were very productive, disciplined and dedicated to the craft. A majority of them were receptive to the materials and topics and connected the theme of the course to their lives and social structure. They were able to synthesize life of the 1980's and apply those issues to 2022. Only a few of the students began to disapprove of the topics being reflected due to their religion and cultural upbringing and it clashed with their ideologies and folkways. A few wanted alternative assignments so I accommodated them with either another homework assignment or discussion. I am attempting to make research sources available to students to study and make them acknowledge the kinds of sources I want from them, instead of allowing them to find them on their own. I have provided them sources to read and actually use and cite in their essays. Overall, a great summer semester with dedicated students.</p>
9	<p>8 out of 18 students were active. 10 students were no shows after the drop date. This will affect the statistics of the class and not something that we can control as instructors. Targets for SLOs were met for those 8 students who made it to the end of the semester and took the final exam with minimum of 80% per SLO. No show students obviously brought down statistics for this course which the SLO program does not take into account when inputting data.</p> <p>Over 50 percent of Students enrolled in this level of class were not prepared for this level</p>

	of difficulty. Suspect cheating in prior class before coming into this class or failure on the instructor (HS or CHC) for not teaching all the material necessary to succeed in the next level of mathematics.
10	A very high proportion of my class got A's and B's. In the future, perhaps I should re-evaluate my weights for the categories.
11	Add more discussion topics dealing with equity and inclusion. Make videos clarifying the nature of a case study vs. experiment.
12	Add more problems solving skills activities
13	Add peer evaluations of notebook assignments to improve understanding of the SLO's
14	Additional instructional resources and ideas for online Lab content. Being fully online for this course, it would be helpful to see what resources other online instructors are using to help their students through the online Lab content. An instructor only Canvas shell or other online site where instructors could pool their ideas and online resources would be very helpful.
15	After meeting with [NAME] and [NAME], two conclusions are clear: <ul style="list-style-type: none"> - over the past 4 years the SLOs have been successfully met, however, - these SLOs were crafted by my predecessor, L. Shimeld, and are relatively repetitive Actions: <ul style="list-style-type: none"> - New SLOs must be crafted and simplified - SLOs should focus on areas where improvement can be observed - this is largely observed in the laboratory - Labs previously omitted by my predecessor (Antiseptics, sanitation, Selectivity and enterotubes, etc) are landmarks in transition into healthcare, these should be reintroduced and evaluated. Interests: Based on preparation of students for the first 2 lecture exams, students are often (self-reporting) coming unprepared (untrained) in subjects like general biology, general chemistry, organic chemistry, and physiology, which are essential in Microbiology - A new form of assessment to evaluate previous preparation in both lecture in lab should be introduced.
16	After meeting with [NAME] and [NAME], two conclusions are clear: <ul style="list-style-type: none"> - over the past 4 years the SLOs have been successfully met, however, - these SLOs were crafted by my predecessor, L. Shimeld, and are relatively repetitive Actions: <ul style="list-style-type: none"> - New SLOs must be crafted and simplified - SLOs should focus on areas where improvement can be observed - this is largely observed in the laboratory

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17	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.
18	Align the ethics project to better match the SLO description.
19	All most all students understood the SLO's for this class. I feel I could put the SLO's in multiple tests to reinforce if they are learning those specific SLO's or not.
20	All objectives have been met.
21	All objectives were met.
22	All of the targets were met. There are no proposed actions at this time.
23	All SLO's met or exceeded 80% success rate in required areas.
24	All targets met, proposed actions to continue to monitor students progress to see what can help them be successful. Each term I ask for course feedback on how to make the course better and I take all feedback into consideration for the following term.
25	All targets were met for this course. No proposed actions at this time.
26	All targets were met. No proposed actions at this time.
27	All targets were met. There are no proposed actions at this time.
28	All the above SLO statements were met in my class, although the above results might not show it since four students in this class have stopped attending and participating in the class activities (due to personal reasons) but never dropped the class.
29	All the above SLO statements were met in my class.
30	Although success rates are good, I need to focus on groups who are the most impacted. I joined the USC Equity training as a way to broaden the scope of my knowledge and practice.
31	Although this was a small class and online, only one student performed to the target. The other students had attendance issues, and at least one needed some remedial tutoring.
32	<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</p>

<p>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 learner the videos and power points help. If the student is a 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, Explorers, 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> <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>
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33	Art 120 was successful in reaching goals, exposing students to cultural sensitivity through design study and developing a sense of presentation and work work ethics. Moving forward, continue to teach awareness of the ways in which society, gender identity, cultural differences influence design.
34	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.
35	As an online class, the students had to use virtual microscope activities to meet that SLO. Where this does help them understand the skills and parts of the microscope, many still did not feel confident in its use. To aide in this concern, I will research videos and other online media of scientists in active use of a microscope to help students further understand its use and abilities.
36	Attrition in this course is on the rise. We are researching a means to better support the students while in their internship. Covid played a large factor in our liaisons not being able to ride out and support students and preceptors during this semester.
37	<p>Based on my current experience in learning and teaching, when considering world, or global, rhetorics, traditions outside Western perceptions, students perceive and approach them in the following ways:</p> <ol style="list-style-type: none"> 1. with uncertainty 2. value is not clear to them within a Westernized world economy 3. ontological tools required are still foreign and difficult to grasp in such short periods 4. various sociopolitical climates and times/events have brought pressure to assimilate 5. ethnic studies, diversity, inclusivity, equity, and civil rights are a continuation of the project of Decolonization, which conflicts with power relations reflective of colonial systems, such as religion and capitalism 5. value in culture in contrast to world economy is minimal, due to economic dependency and survival <p>Proposed actions:</p> <ol style="list-style-type: none"> 1. continue to expose students to various epistemologies and ontologies--various ways of seeing, being, and interpreting the world. 2. allowing student more opportunities to develop new was of sensing, which is key to develop and evolve perspectives 3. allow students to be more creative with their writing and expressions, particularly with their approaches to thinking and solving problems

	4. integrate more community based projects that thread academic epistemologies and ontologies into everyday epistemologies and ontologies
38	Based on PowerPoint, videos, and examples from local fire departments students are able to identify and understand what requirements are needed to review and require fire protection systems (plan review) and identify the hazardous materials that are found in various occupancies. Students work as teams and individually in assignments to re-enforce the information.
39	Both students are exceptional students.
40	Build in more soft skills into the course. Don't expect them to know any of the technology. Scaffold reading and elements of writing.
41	class has aspects that worked well online, but progress was slowed without in person corrections on body alignment. This class would best be taught as a hybrid course.
42	Considering many of my students are unaccustomed to being fully online, these outcomes are acceptable at present. I will continue to monitor, adjust, and polish both my materials and their presentation so to more completely fuse with the online experience.
43	Continue as is with 70 % target.
44	Continue as is with 70% target.
45	Continue as is with target of 70%.
46	Continue classroom strategies.
47	Continue encouraging Mastering Chemistry assignments
48	Continue evaluating based on current SLOs
49	Continue evaluating.
50	Continue to develop ear training materials for the theory sequence, to include 20th and 21st Century techniques.
51	Continue to develop Honors online component.
52	Continue to encourage mastering chemistry assignments, many students still not doing them despite extra credit being offered there
53	Continue to evaluate and monitor.
54	continue to evaluate assignments and assessments to improve outcomes
55	continue to evaluate assignments and other assessments to improve outcomes
56	Continue to evaluate how students are doing through the course term to see if modifications are required.
57	Continue to expand on collaboration, set expectations for student achievements, contribute to positive academic, attitudinal, and social outcomes for students to increase success rates, along with continued use of diverse resources.
58	Continue to explore scheduling options for this course to best fit student needs (5 week, 8 week, late start, hybrid, etc.).
59	Continue to find assessment tools to better evaluate student progress.
60	Continue to have student research marketing topics. Continue to have students collaborate in a group to create and research marketing concepts.

61	Continue to introduce, and use, challenging texts, but with prepared guides (with definitions and contexts) to help students understand more thoroughly the texts they are working with.
62	Continue to monitor student progress during term, and make adjustments when necessary.
63	Continue to monitor student success and make adjustments when necessary.
64	Continue to offer in class data projects and presentations.
65	Continue to offer this course as an on-ground, in-person course.
66	Continue to offer this course as an on-ground/in-person course. The bench mark is barely and the course should be offered as a 18-week instead of 14-week course.
67	Continue to provide students the materials and teaching necessary for them to meet the SLOs
68	Continue to recruit to increase student base. Work towards hiring Applied faculty.
69	Continue to refine/revise COR to better align with student needs and population + ENGL writing program outcomes. Conduct more research and gather feedback from students.
70	Continue to track outcomes connecting to the mapping program level, GE, and institutional mapping outcomes descriptions
71	Continue to track outcomes connecting to the program level, GE, and institutional mapping outcomes descriptions
72	Continue to use well-organized daily rubrics for students to use to help them understand what the student learning outcomes are before, during and after my directed lessons.
73	Continue to work for success.
74	Continue to work on integrating pharmacology with other EMS courses.
75	Continue to work on low stakes, formative, and alternative assessments to help students be successful. Work on student retention.
76	Continue to work on problem solving skills and include more reading comprehension activities
77	Continue to work toward communication and flexibility for struggling students.
78	Continue using the college print shop services and classroom space that is conducive to group work.
79	Continue with and expand on collaborative learning exercises, as they seem to work well.
80	Continue with the curriculum. In this online/virtual environment, continue to utilize and explore new ways to reach at-home learners.
81	Continued communication between instructor and students of what needs to be accomplished and what the actual expectations of students are at the beginning of the semester - creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished. Set required participation goals so that students are fully engaged in collaboration activities throughout the semester. Instruction must include the use of updated technology and materials to keep digital natives engaged in learning what is needed in today's globalized marketing arenas. Use of a variety of resources need to be utilized in the marketing classes.

82	Continued use of embedded tutors and training on how to maximize their involvement in the course. Intrusive support.
83	Create a few more preliminary exercises that aid students in improving the outcome skills before they submit the final assignment that will be measured for SLOs. Work on reaching out more to students who are not submitting work.
84	Create some time to work with colleagues in order to share strategies on best teaching practices when teaching hypothesis testing. Continue to create and provide students with supplemental resources for the course.
85	Current teaching/learning approach seems to be working. Maintain detailed guideline resources for students.
86	Develop assignments and assessments that increase students' conceptual understanding. Develop more material that engages and includes students in their learning process. Increase support to define and address corequisite skills. Intrusive support, reach out to students before it is too late.
87	Developing course materials for the Theory sequence.
88	Discuss concepts and then provide an exercise where students need to demonstrate knowledge of the concepts and then are given a quiz. Try to provide various ways of presenting information so that however the students learning they are obtaining the information. Almost all students classify themselves and kinesthetic learners.
89	Discuss findings with the faculty member that normally teaches the course.
90	Do more student explanations at the board, and more questioning to help the student think through the concepts and processes.
91	Do more student explanations at the board, and more questioning to help the student think through the concepts and processes. Concentrate more on correct notation.
92	Each student did well in this course this summer
93	Each student was able to read about the fire protection systems and complete a review of a case study with other students in a dynamic dialogue.
94	Early intervention with students in the 2 and 3 score range as these levels seem largely due to lack of participation and completion of key assignments in the course.
95	EMT is currently in the process of researching the attrition in the primary course. We have another spreadsheet that is evaluating student performance in the class based on their success in the 5 major subject errors of NREMT. We also do a student feedback survey that asks students what worked and what did not
96	Encourage students to continue the work of the class.
97	Engage students in frequent oral discussions, giving them more opportunities to respond, so they can hear their personal thoughts and reasoning process. This may lead to better critical reading, thinking and writing.
98	Evaluate logic statements and compute the context of the particular application.
99	Excellent participation and students were all very motivated to do well. The class average was 88.89%. I will continue to work on initial engagement at the beginning of the course to keep students that are struggling motivated to continue the class. Due to the many challenges some students have, this can be difficult. I'm happy that this class was dedicated to finishing and doing well!
100	Explain the importance of homework assignments in students' learning process.
101	Explore other options for the final project portion of this class. There are currently three fixed options and one open option. It would be valuable to explore other options.

102	Fall semester students enjoyed learning Zumba remotely as all were new to Zumba and utilized the discussion boards, videos and step tutorials as references. This class would be best taught as a hybrid, with an online component, videos & discussions and a live class where students can feed off each others energy!
103	Fall semester students heavily enjoyed learned tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As always with this class, students found the discussion boards incredibly helpful for understanding the health benefits, traditions and origins of tai chi. Many requested that once the class is in person again, keeping the videos as references after a long weekend or between classes as well as having the weekly discussion boards to develop a deeper understanding for the martial arts. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
104	Few students took both pre and post tests and results are not statistically relevant to take significant actions.
105	Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.
106	Follow up with students sooner when they do not turn in assignments. Send additional email reminders before assignments are due.
107	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.
108	For SLO #1, I would embed an additional strengths-based assessment into the course to provide an additional tool for students' self understanding and reflection. The Clifton Strengths Finder assessment that Crafton's Career Center utilizes would further support the students' holistic understanding of themselves and their ability to synthesize those findings with their academic major and career research. For SLO #2, I would create a more comprehensive way to provide mock interview feedback that is specific to each student's interview performance. I would also embed this into their career action plan so the students can identify continued areas of growth and improvement.
109	For SLO 2- This measurement was for one specific experiment, toward the first third of the class. In comparing to SLO #4 which is a measurement of all lab points, we see that students were able to improve their scores and demonstrate application of the material presented. Continue to monitor student success and make adjustments when necessary.

110	For students who struggle in the future, I plan to work more with them individually to understand their exact difficulties and help resolve them.
111	For the first SLO I will need to introduce more examples of types of pieces so that there is a better understanding of form. The second SLO is very good. Most of the students understood the material. I think I just need to check for understanding more carefully.
112	For the students who did not meet the desired outcome, I will continue to reach out to them weekly and suggest methods to improve, understand, and to cope with the course workload.
113	From assessing the students, there were 8 students out of 15 that accomplished the assignments and earned a grade or higher. 7 students did not accomplish anything all semester. I emailed them and continued to ask them questions and many were just in the course to sit and do nothing. There were only 8 students who met the SLO rubric.
114	Further evaluation is needed as to the results given above. Student satisfaction surveys were given and are currently being analyzed
115	Further evaluation needs to be conducted regarding student compliance. COVID waves and vaccinations played a significant role in student completion
116	Further evaluation needs to be done regarding the results recorded. COVID seems to be a significant factor in student completion
117	Further evaluation of the results recorded needs to be conducted. COVID seems to be a factor in student completion for this course
118	Generally speaking 13 out of the 15 students are able to complete the reading and writing at the designated level fairly successfully. The biggest hurdle is technology.
119	Great start to the class! I thought the results from the first Exam were a bit too good actually and may have overcorrected when we got to probability. Either way probability was a low point for my class here and I believe I just need to redo all of my probability section. I think my lecture is alright in terms of giving the main rules of probability but my students were clearly lacking understanding so I need to focus more on having more involved examples of the rules and why they work. The next section on inference actually had students bounce back a bit which is impressive since it is such a tougher section than probability. By this point I was running short on time and didn't really get to have a chance to make sure that everyone was up to speed. I feel that many of these students would have really prospered with an extra support section. Either way I would like to keep refining this section. I have some great group activities but I feel that I really need to nail the introduction of hypothesis testing a bit better since it is such a foreign process.
120	Great student. Met requirement.
121	Had a very small class this summer and a couple of students who were doing poorly ended up dropping before the class ended. But those who were able to stick with the faster pace schedule ended up doing pretty good! The roughest section was solving for trigonometric equations which also includes covering many of the trigonometric identities. I wish we could've spent more time there but we had to move on to the next chapter. It might be worth having an Exam before covering trigonometric equations and spending more time with them and the rest of the material afterwards.
122	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

	<p>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>
123	<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. As well as all these requirements honor's students had to do a research essay on one of the areas under study. This meant having a meeting with the librarian, learning how to use data bases and using the appropriate for writing format for history. There is a tendency in community colleges for students to only know how to use MLA format. Unfortunately that is a rather limited format and not needed for other disciplines.</p>
124	Have more reach out to those who start slowly.
125	Have special tutoring sessions for Hypothesis testing available for students in person at the tutoring center and online through zoom. This always seems to be a struggle conceptually for students. Students also have trouble making a final conclusion at the end and relating back to the initial scenario. What decision comes from the data? I tweak my strategies every semester and will continue to try new ways to teach the material.
126	Have the student who only partially met the objective redo the assignment.
127	Having such a small group of students helped them understand the subject a lot more.

128	Hip Hop online was a struggle for many students. While they enjoyed learning about hip hop culture and history via videos, lectures and discussion boards, many student missed dancing in a group and were more fearful to try more technical moves- which in dance classes- are traditionally overcome by watching peers attempt it and spending sufficient time practicing the choreography and specific steps. This was the first time hip hop was taught completely online, and as the instructor I feel this class would be better taught in person or as a hybrid class, to ensure proper technique and spotting.
129	Homework during the semester will need to have a higher weight towards the overall score, the lack of doing homework affected greatly students, it corresponded with low exam scores.
130	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.
131	Honors students in 8 week courses are facing more stress than in full length classes. Reevaluate assignment/presentation load.
132	Hybrid class: being able to meet face to face really helped. Just by see the student faces I could tell when just-in-time remediation was necessary, thus using the white boards in the classroom.
133	I am going to work on giving out more handouts and practice worksheets to do in class in groups or individual that must be turned in that day or the following to make sure the students are staying up on the material.
134	I am working to determine the best place in our schedule to place the Online Honors section of this course. It was too rushed to have it be part of this 8 week section.
135	I believe by providing more online office hours I will be able to improve my students' performance in my classed.
136	I believe by providing more online office hours I will be able to improve my students' performance in my classes.
137	I believe by providing more online office hours I will be able to improve my students' performance in this class.
138	I believe I should institute some sort of group work in the areas that where less than 65%.
139	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.
140	I experimented mid-term with posting my PowerPoints early so that students could take notes on the slides. This was a success. I am also going to organize my presentations according to unit modules. Both of these were items I picked up in the DE Certification class.
141	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.

142	I have revised my SLO's for next year. They still have the same core outcomes, however, their wording has been revised and there are specific assignments and/or assessments that can be used to evaluate mastery of each outcome.
143	I have used Jamboard for online interactive engagement in the class. This tool is nice to see every student typing the answers at the same time; however, it's not perfect website for math students. I will try to use new feature of Mymathlab this upcoming Fall and hope it will give more benefit to students' learning virtually.
144	I just have to follow up with students who are not making it to class.
145	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 from this eight-week class take the test twice and reinforces the positive action of continuous effort to improve.
146	I need to be aware of those falling behind and keep in touch better.
147	I need to focus more on writing cohesive essays.
148	I need to focus on groups who are the most impacted. The success rates are not bad but I can definitely make changes to improve my practice. For this reason, I joined the USC Equity training as a way to broaden the scope of my knowledge and practice. My other online class was taught in a similar way, and the success rates there are significantly higher. Need to look closer at data.
149	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.
150	I plan on doing a better test review and more check ins during the semester to look for competency.
151	I plan to spend more time connecting social placement with experience within institutions.
152	I reached out to the non-passing students. I let them take assessments twice. I also let the student who missed a test twice take the test a different day. The students may have not passed the class, but reaching out to them made the students continue their effort and adjust their study skills. Eight-week math classes may be considered extreme to many students and the actions I took during the class was an effort to lower the stress for the students and keep them focused on continued effort.
153	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.
154	I strongly recommend a departmental revision of the SLOs for English 101 to bring them into line with what is standard for other colleges.
155	I strongly recommend that the English department work to align the SLOs for English 102 with those of other colleges, or at least with the statewide standard.
156	I think I will develop more robust rubrics in the future for assessment.
157	I used the curriculum Josh Robles uses again this semester, and I really am liking it. I think the students are doing well partly because of that curriculum.

158	I want to improve the first two SLO's I hope to have all my students to a 4. I found some errors in both rhythm interpretation and others with treatment. I will work to get the students to focus on the objective findings within the strip so they don't miss key factors. I will also get to think about other treatment options that would benefit the patient that may go beyond what they are shown in AHA.
159	I want to make note of the unusual circumstances with this small class. Section 55 HIT101 was originally scheduled as an in-person class, but due to Covid surge was transferred online. The majority of students were not prepared to take an online course, but stuck it out and did well! I had 2 students out of 9 not finish so the class average was 72%, which is unusually low.
160	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.
161	I was making sure to take time in the class to let them work together in small groups on the concepts we are working on, doing problems similar to the homework and then going over these problems as extra examples. This method during the summer course, greatly helped students understand the material. Especially when we get into the last chapters on probability and statistical concepts.
162	I was very pleased that all student met their goals.
163	I will change the due dates to two weeks instead of one week so this way students would be able to complete their assignments due to the COVID-19 themselves or in their family they have to put their studies on the side and help their family or face death in the family. This way the students can complete anytime within two weeks.
164	I will continue offering in depth, fun assignments and activities the 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.
165	I will continue to define clear student learning outcomes at the beginning of each class to highlight the importance of what I am teaching to the students.
166	I will continue to emphasize critical analysis as it pertains to families.
167	I will continue to investigate different pedagogical methods for teaching set operations and their applications.
168	I will continue to make improvements to dynamic rhythm interpretation and the ACLS critical thinking SLO components with the hopes to increase all my students to 4. This is our first class back fully from the shutdown. I noticed that study habits and note-taking skills are not what they should be. I will try to focus more on showing the students strong study habits and note-taking which have been proven to improve learning. I will make adjustments to my lecture periods and try to incorporate more class discussions and group activities to improve the student's critical thinking skills.
169	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.

170	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.
171	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.
172	I will engage more with the students
173	I will explore different pedagogical strategies for teaching the graphs of polynomial, rational, exponential, and logarithmic functions as well as solving exponential, logarithmic, and algebraic equations.
174	I will have more interactive and in-class exploration when writing proofs and analyzing derivatives.
175	I will have to do a better job of reaching out to students who are not showing up.
176	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.
177	I will move on to another SLO for Spring 2022. I have done a pretty good job with this particular SLO.
178	I will reframe the question that students missed and also add notes in the lecture to clarify.
179	I will rephrase several of the discussion questions as I realized some student did not fully understand the question.
180	I would like to dedicate more time to SLO 1 in future semesters.
181	I would like to improve my SLO for statement 4
182	I would like to see the department devise a set of critical reading assessments.
183	I would like to use an assessment system that allows students more flexibility in choosing what to learn.
184	Implement more group work during class. Do a better job explaining importance of homework.
185	Improve the quality of existing asynchronous lecture materials; include a full unit on newer NoSQL database technologies; research and develop more interactive course activities
186	<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</p>

	<p>lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learner the videos and power points help. If the student is a 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>
187	<p>In person exams will help to see what the students are really learning. Exams in the online format are difficult to really evaluate the students knowledge as it is difficult to keep them from using notes or online resources. Some students are honest and do not use these resources but others are not. So, FALL 2022 we will have in person exams again and it will be a better indication of what the students know.</p>
188	<p>In the future I plan to incorporate more self graded homework where students have clearly outlined learning objectives.</p>

189	In the process of sending out and calculating student satisfaction surveys for this course
190	Include more organizational writing skills so that students are better prepared for other discipline course writing.
191	Incorporate a cumulative project.
192	Incorporate more critical reading exercises earlier in the class. Include these as regular assignments rather than extra credit assignments.
193	Incorporate more Geographic Information Systems projects during the semester.
194	Incorporate real-life examples. Guest speakers from non-profits or civic members who are currently working on social problems.
195	Increase engagement of students. Develop more application strategies.
196	Increase student engagement and use of materials in real world conditions.
197	Investigating ways to retain students after week 5.
198	Invite members of the community for which is being discussed.
199	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs.</p> <p>Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses.</p>
200	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs.</p> <p>Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses, especially students who are only taking online courses. How do we reach them? How do we make them feel more of a part of Crafton?</p>
201	It was an online class. So, more attention on showing written work on logic problems.
202	It would be nice to work on a set of SLOs that are specific to Honors English.
203	Keep doing what we are doing!
204	Keep having cooperative learning activities. Do more student explanations at the board, and more questioning to help the student think through the concepts and processes.
205	Keep monitoring.
206	Look into possibly moving this class towards a hybrid model. During Covid, this class was done on Zoom and there were some real benefits to having it remote.
207	Maintain current information sharing process and course content.
208	Many of my students informed me that if/when they failed to complete an assignment or make a consistent, positive effort in the course, it had nothing to do with the available

	learning content or the difficulty of the assignment itself. Rather, they told me almost overwhelmingly that the reason was due to their poor time management skills and procrastination. In order to help students with this aspect of their academics, I plan to incorporate more components (or alter existing elements) that address these challenges of time management and motivation/procrastination.
209	Many of those who failed to meet the criteria simply did not submit assignments, and thus, this summer semester was a bit skewed.
210	Math 095 is no longer going to be offered. No action required.
211	Math department will discuss these results.
212	Modify the assessments to better align with the listed SLOs.
213	Modify the assignments to better assess for SLOs.
214	More communication with students who are not responsive early on in the course.
215	More low-stakes assignments with feedback to better track students who are struggling before it is too late. Make sure that students are watching lecture videos, not just attempting homework and using MML tools to answer questions without retaining or understanding concepts.
216	More students will succeed in future classes when they are in a chemistry lab rather than use an online chemistry laboratory simulator.
217	More support
218	More support of some kind is needed. Many students are extremely deficient in the skills required to successfully complete this course.
219	More training on how to maximize embedded tutor in the classroom. More low stakes assignments to offer feedback and better prepare students for exams. Offering more low stakes quizzes has helped with exam anxiety. Less time lecturing, more time actively learning in the classroom. Need to develop more real world examples that can be used in the course.
220	More training on how to maximize embedded tutor in the classroom. More low stakes assignments to offer feedback and better prepare students for exams. Offering more low stakes quizzes has helped with exam anxiety. Less time lecturing, more time actively learning in the classroom. Need to develop more real world examples that can be used in the course. Intrusive support. Reach out to online students sooner and more frequently.
221	Most all students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.
222	Most students are prepared for 102. Still have to review basic mathematical skills such as radicals (et al) and exponent rules. Note taking skills need to be honed. Covid has not helped the math situation. More lab time is needed.
223	Most students did really well in the class. There were a few that kept getting in contact, saying they would finish things, but then never actually following through. I think in the future I'd like to try to reach out to them in different ways or to set an individualized schedule for them and then follow up. Other than that, I think that the class was pretty successful!
224	Most students were capable of the work; however, the ones who didn't pass had issues with submitting work, despite extensions, and other challenges.

225	My class was made up of 8 students. This small classroom made it so I was able to give a lot of attention to each student. However, it must be noted that the attendance for this small groups was also good (rarely had any absences).
226	My greatest concern being critical reading skills, continue to use high-quality texts with appropriate guides keyed to those texts.
227	My online office hours helped my students to improve their performance in the class.
228	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.
229	N further action needed at this time. Students will continue to be evaluated and surveyed for course satisfaction
230	Need more hands on laboratory experience. This should be addressed in FALL 2022 as we return to in person labs
231	Need to assess student compliance and satisfaction with the course. Surveys are out to determine needs for this course
232	Need to change number/type of end of year drafts.
233	Need to spend more time on reviewing the proper sampling techniques with my students. Need to attempt to implement the three SLO objectives throughout all tests, if possible.
234	No action needed at this point. Course evaluation will continue to promote student success
235	No action. Those who scored 4 on rubric were not engaged in course.
236	No actions at this time. The zero score for statements #1 & #2 were students who did not submit the assignment addressing these SLOs.
237	No further action is needed at this time
238	No further action needed at this time. Will continue to survey students for satisfaction
239	No further action needs to be taken at this time. Students will continue to be evaluated and surveyed for course satisfaction
240	No further actions needed - Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects
241	Normal social circumstances, post COVID, will be best for our students. Many students have suffered personal, emotional, employment losses, and more, making it extremely difficult for them to function well in college. I will continue to be available to all my students and help through these impossible times. Unfortunately, many students stopped attending and submitting work due to personal issues.
242	Nothing was identified at this time.
243	Nothing will be changed.
244	Objectives were met.
245	Offer basic skills writing courses so that students can choose to have a stronger grasp on writing before they take this class. Validate that instructors are actually teaching to the course outlines on record. Students in this course are underprepared for college writing.
246	One of the students that did not meet the target had a problem with attendance. Recommending better attendance will be done. Encouraging students to attend tutoring and SI will also be done.
247	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.

248	Only 7 students assessed due to low class size. I believe it was successful overall for those I was able to keep in class.
249	Outcomes, participation, and grades were excellent for this online class. Grade average 89%.
250	Overall this was a productive semester and students did well. There were only a couple of students that failed to participate in the course past the first essay assignment. I did reach out to them and flag them on Starfish. I don't know if there is much else I could have done in an online course, unfortunately.
251	Overall, I am happy with these results, but would provide some deeper instruction on Set Operations.
252	Overall, the semester went well, but there were some students that consistently attended courses that didn't turn in items. They often made them up, but after a while some stopped turning in items altogether. I will make a greater effort to reach out to students that may be struggling in the future. (Several of these students I did speak to and were having trouble at home or with their work schedule.) Students otherwise seemed to understand and grasp the material. I need to work on online group discussions, since it became apparent that not all students were participating to the same degree.
253	Perhaps if we know which SLOs will be assessed for the semester for Math 110, I can spend some more time in class emphasizing and going over those topics to better prepare the students for the final exam. I can also tailor my final exam to make sure the questions I am asking align with the SLOs that are being assessed.
254	Plan to update assignment to include more current journal papers to review
255	Plan to update assignment to include more current journal papers to review. Attempt to get more students to complete assignments, maybe make them worth more points?
256	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.
257	Provide more assistance to students who are falling behind; encourage students to participate in discussion boards with more critical reflection on course materials.
258	Provide more clarity on the critical thinking project.
259	Provide opportunities for more live engagements to help students expand their critical thinking capacities.
260	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in a one-on-one setting.
261	Push the laggards earlier. Return to the on campus office.
262	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.
263	Record lectures for student to view before testing

264	Require students to show written solutions for problems like confidence intervals, hypothesis testing, and linear regression.
265	Research enrollment options for this course to make sure that students taking it should be taking it.
266	review material relevant to local and state functions as it relates to what occurs within a fire prevention bureau and the roles/job descriptions. Also provide various assignments that deal with the topics to further enforce the learning. Conduct a campus-wide inspection and scavenger hunt of common fire hazards found on inspections.
267	Scaffold assignments better. Come up with more interactive, collaborative learning activities.
268	Several quizzes were low scoring across the board. Need to look over modules in question to clarify information, and offer more review for preparation.
269	Several students failed to turn in the work required to meet the SLO.
270	Since I taught online, part of the issue with certain students was absences during online critiques, or other class discussion meetings. Unfortunately I don't have a proposed action to address this, or I would have implemented it!
271	SLO # 4 result does reflect the true result as two students did not do any assignment on Mastering Chemistry, and 9 students did only a few assignments. I'm planning on discussing the importance of the online assignments with my class not only to improve their grades in the class but also to better understand the course concepts.
272	SLO #4: This was an Applications project where students are to research a chosen organic compound and write up the project from an organic chemistry point of view. Many students did well, a few of them chose not to see me the numerous times I had available for me to guide them through the project, the class was remote and that put the student in charge of attending the Zoom session and to initiate questions. All instructions and a Rubric was posted in Canvas for students to view, but I feel like if this course was in-person and not remote, I would have been able to get to know the students better and make the point to encourage them and help guide them through this process.
273	SLO 1 and 2 were not met partly due to zeros pulling down the average. Some students did not complete these assignments.
274	<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</p>

	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.
275	SLO 4 was not entirely possible during the pandemic
276	SLO 4 was not entirely possible given the pandemic
277	<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 to 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 lockdowns 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>
278	SLOs for this 5 week's summer session were excellent! All SLOs were assessed at 90% or higher, and participation and class engagement reflected the SLO scores. Job well done!
279	Some kind of measure is needed to determine if the students have a reasonable chance to succeed in the course they enroll in.
280	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.
281	Some students have difficulties understanding and applying graphs to basic economic issues. I will try to improve this by using more online homework assignments.
282	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.
283	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.
284	Spend more time graphing and recognition of functions
285	Spend more time on counting methods
286	Spring semester students preferred learning tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As requested last semester, I keep the videos available as references for student to review and master the movements. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
287	Starting the semester online hindered student learning. Make the class face-to-face for the entire semester.
288	Strong results with outcome. No proposed actions for now.
289	Stronger math skills, teach note taking and effective studying, push tutoring center more, teach how to be a student and time management.
290	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
291	Student did an excellent job.
292	Student engagement and math skills needs improvement. *this section had 7 students who remained in class but did not participate in lecture, lab or assessment. these students were included in this data.
293	Student focus and math skills need to be addressed and assisted. better ways to encourage and push tutoring is being planned.
294	Student learning in Fine Arts courses is assessed using level-appropriate rubrics and evaluations of presentations, papers, projects, and discussion reflections. 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.
295	Students are able to demonstrate the knowledge of special radiographic procedures and manipulate the equipment properly.
296	Students are able to gain knowledge on Art History from Prehistoric to Medieval
297	Students are able to gain knowledge on figure drawing techniques
298	Students are able to gain knowledge on Modern Art
299	Students are able to gain knowledge on Modern Art History
300	Students are able to gain knowledge on Painting techniques
301	Students are able to identify anatomy to specific radiographic procedures.
302	Students are able to identify the requirements for tents, canopies, and temporary membrane through PowerPoint, video, and review of local fire ordinances and assignments to go into the field to look for various requirements from the State Fire Marshal. Students also use local fire ordinances to review the requirements for fireworks/explosions and

	WUI. The continued use of videos and actual inspections help to re-enforce the learning process.
303	Students are mixed with the late start attendance and participation. The format of 8 weeks is very positive, but I need to see what some students are struggling with when starting a Late Start class during the semester.
304	Students are unprepared entering Crafton Hills from high school. Students are lacking basic mathematical skills.
305	Students coming into this class are exceedingly lacking the skills needed to succeed. So much so that a lab alone may not even been enough to help many of them. Some additional support is needed. Just what that may be needs to be a discussion the math department needs to address.
306	Students did a great job and met target.
307	Students did a great job with their field studies.
308	Students did very well with the pacing, reading, and assignments. For those who still struggled sometimes, I will spend more one-on-one time so that they can more successfully revise essays.
309	Students did well in the class and there were only 2 that stopped completing assignments at a bit of an awkward time. I've tried interventions for this, but it seems that there are always a couple that slip by.
310	Students may need more practice on interpreting descriptive statistics, applying methods of discrete and continuous probabilities to real-world situations, and apply inferential statistical methods such as confidence intervals and hypothesis testing.
311	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of a written quiz, and class projects. Overall, the class had a good understanding of the course material and concepts due to a zoom virtual lecture. However, some students struggled with taking an online class for the first time. They had to overcome leaning how to navigate Canvas and keeping up with the class schedule.
312	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of quizzes and class projects. Overall, the class had a good understanding of the course material and concepts due to a zoom virtual lecture. However, some students struggled with taking an online class for the first time. They had to overcome leaning how to navigate Canvas and keeping up with the class schedule.
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314	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects. Overall, the class had a good understanding of the course material and concepts due to hands-on demonstrations with group discussions which provided a learning environment that challenged the students, allowing student input with feedback comparison to real-life scenarios.
315	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects. Overall, the class had a good understanding of the course material and concepts. In the future more hands on experience and demonstrations should help with student success. In addition more group discussions should also help with student success. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios.

316	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of written quizzes and class projects. Overall, the class had a good understanding of the course material and concepts due to videos and power point lectures. However, some students struggled with taking an online class for the first time. They had to overcome leaning how to navigate Canvas and keeping up with the class schedule.
317	Students meet the minimum standard or above in the student learning outcomes. Assessment was a result of written quizzes and class projects. Overall, the class had a good understanding of the course material and concepts due to videos and power point lectures. However, some students struggled with taking an online class for the first time. They had to overcome leaning how to navigate Canvas and keeping up with the class schedule.
318	Students meet the minimum standard or above the student learning outcomes. Assessment was a result of student feedback surveys, group discussions, and class projects. Overall, the class had a good understanding of the course material and concepts due to hands-on demonstrations with group discussions which provided a learning environment that challenged the students, allowing student input with feedback comparison to real-life scenarios.
319	Students need more math knowledge and understanding before being able to solve problems. Tutoring and STEM center will be a big part of improving this need, as well as workshops and refresher videos.
320	Students need to be made more aware of the additional challenges of summer courses, particularly relating to the condensed semester format and workload. Most of the students I encountered didn't really understand when they registered for the course that the workload of a traditional 18-week English 102 course would be condensed into 10-week summer format. Some of the students really struggled because they were not originally aware of this fact when they registered, and many had signed up for multiple summer courses, which made their total workload even more burdensome. In the beginning of the course, I stressed the difference between the 18-week vs. 10 week structure, and I'll emphasize it in future courses as well, but it's a little late to mention it once the class has already started. It would be more effective to make sure students are aware of what they're getting into when they are registering for summer courses from the very beginning.
321	Students need to be stronger in algebra and completed higher in math to success in number 2
322	Students need to solve the problem correctly. It means not just to give a correct answer, but to write correct steps. Students need to learn how to organize their written work. To help them, I would place more examples with written solutions on the Discussion Board. Also, to suggest students to place their own written work as an example for other students.
323	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.
324	Students really struggled this semester. Past changes and improvements that have been successful did not work as effectively. I believe students needed more scaffolding for writing assignments, especially in the due dates.
325	Students review topic based on a PowerPoint and supporting documents from local fire departments and then complete assignments to re-enforce the material dealing with the types of building construction, understanding and being able to identify the different types of occupancies and the typical fire hazards within each of them. Students also calculate based on the formula what the occupant load is for various occupancies.
326	Students seem to be very receptive on the 8 week format. I am finding students enjoy the online format and those wanting the certification participate in the In person practice.
327	Students showed repeatedly that they had the critical reading and problem solving skills, but they did not complete the assigned essay. Next semester I will scaffold writing assignments so that students are less daunted by them, especially when it is clear that they have done the reading necessary to understand the assignments.
328	Students spend more class time working on problems in groups. Encourage peer tutoring during group-work time.
329	Students stopped coming to class and/or doing their work during the end of the semester. I've never seen anything quite like it. I assume it reflects attitudes and mental health during the pandemic, but it was still frustrating. I spent most of my time reaching out to students, but the energy just wasn't there. I was extremely flexible in my due dates on assignments, but mostly to no avail. I plan to do both of these earlier and more frequently next year.
330	<p>Students successfully completed exams, quizzes, assignments, and projects during the summer session. This was due to their dedication to studying and the time spent in class review and discussions.</p> <p>To increase student success:</p> <ul style="list-style-type: none"> - I will further develop topic discussions with students. - I will develop curriculum and application of information. - I will spend more time outside of class updating and increasing my knowledge to become more proficient.
331	Students transferring from high school to Crafton are unprepared mathematically. Students lack the ability to do basic mathematic computations. Students also have a compulsion to use calculators without knowing basic calculations on their own as well as a lack of understanding how to enter certain calculations in a calculator.
332	Students were a bit behind on reading comprehension and reading analysis in this section. Use of reading logs and focused note taking helped as the semester went on, which if necessary, I will utilize in future classes. Presentations also helped determine the depth of understanding students had with the material.
333	Students were able to adapt technical variables to minimize radiation exposure to patients and optimize image quality.
334	Students were able to analyze and identify the basic radiographic images.
335	Students were able to fully demonstrate entry level of competency.

336	Students were able to identify and describe the block diagram of the CT scanner, and they were able to make some calculations.
337	Students were able to perform basic procedures under direct supervision and properly use radiation protection practices on themselves and patients.
338	Students were able to properly manipulate equipment to capture specific anatomy and pathology.
339	Students were able to properly manipulate equipment to demonstrate specific anatomy and use proper radiation protection devices.
340	Students were able to successfully performed advanced procedures under indirect supervision and demonstrated proper use to equipment while practicing ALARA principle.
341	Students will be more engaged and committed to the class in an in-person setting.
342	Students wrote well in person this semester, especially coming after a year spent via distance learning. Utilizing rewrites and process essays helped students improve grammatical skills and overall writing skills. Also utilizing models for students to see and discuss good writing helped improve skills, which I hope to continue in the future.
343	<p>Success rates are good; however, I joined the USC Equity training to broaden my knowledge and practice.</p> <p>With the updated Ethnic Studies component, and me being the only one in the department teaching ETH courses at the moment, I would like to keep expanding on my knowledge to build better courses for students. Students enjoy the class and I am proud of all the work. There are various degrees of student tensions with the material that are natural in these types of spaces. It takes a lot of emotional and mental preparation to teach these types of classes, and I do not think people across campus realize that, yet.</p> <p>More support from other campus entities with ETH curriculum will also help.</p> <p>With that said, there is still much more to learn about this paradigm shift in education. And I am excited to be leading the way into ETH studies courses in the English department.</p>
344	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.
345	Target met, continue as is
346	Target was met so will continue with current SLO's
347	Target was met so will continue with the current SLOs.
348	Target was not met. I can do more inquiry activities to try to improve student understanding.
349	The 8 week format seems to be the best combination during the online format. I received good feedback compared to the 5 week and 16 week length classes. I will continue to have the students come into the classroom once a semester to evaluate their CPR skills to receive certification.

350	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.
351	The application problems was very help full and student will apply it to real life situations.
352	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.
353	The class started out small, and kept getting smaller. My plan for the next semester is to engage with students in the beginning to be sure they are all getting the material from the every start.
354	The current instructional support system seems to be working. Maintain detailed instructions with example sets as a learning resource.
355	<p>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, I will probably change the Essay to visiting a real museum (instead of virtual) and possibly re-work the synergy of the Group Work Assignment</p>
356	The fact that the SLOs for 102 are identical to those for 101 should speak to the need for revising them in the department.
357	The first part of the class was on zoom and then we transitioned to classroom (this is where one student stopped coming). Throughout the entire semester students were given assignments and worksheets that had them apply information from the topic towards an exercise or assignment. There were many "hands-on" activities which the students really like.
358	The goal is to have greater than 90% positive outcomes within all three SLO's. SLO #3 is at 73.7%. Emphasis will be placed on hemodynamic monitoring and appropriate treatment.
359	The hands on laboratory component was missing in the course which lead to the poorer results on laboratory equipment skills. When we are safe to have lab back in person, this should be enough to get the target met.
360	The lowest percent on all the SLO's is 75%, that is for the exams and homework administered through the online site MyLab/Mastering, this is an acceptable target for this class which has no perquisites and is fully online.
361	The one student enrolled is an exceptional student.
362	The only student who did not meet the target had an attendance problem. I will continue to encourage students to attend class.
363	The pandemic has created a difficult learning environment for students.

364	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.
365	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.
366	The relevant action is to main the focus of this class on the real student outcome: a finished project.
367	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.
368	The student that did not meet the target had a difficult time with attendance. More encouragement should be done to ensure that students attend lab.
369	The students in this section were exceptional. 100% passed the course, most with As, and all but one exceeding Outcome expectations. I plan to explore the timing and format of this course to see if this can be recreated.
370	The students really enjoyed being back to a face to face class with the out door and team elements. In the future I hope to grow the class to the pre-covid size for better engagement and a higher level of competition with a broader learning curve.
371	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.
372	The students that did not meet the target failed to turn in the report to show that they knew what they were doing.
373	The students that did participate regularly did well. I am not sure if the rise in cases attributed to many students not finishing the course. I will continue to reach out to students to help them as much as I can finish the course with a passing grade.
374	The students who submitted work all the way to the end of the course demonstrated most SLOs; perhaps finding ways to make all students commit to the end and carry though would be beneficial. Several students had hardships related to Covid though.
375	The studio we work in for sculpture is a multi-use studio and clean up is imperative. However, the studio is not adequate for both 2D & 3D studies. We would also like to work in clay, a basic material for sculpture (leading to animation interests of most students in the 21st century), however, it is difficult for the studio to support many sculpture processes.

376	The target levels for both SLOs were met.
377	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.
378	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.
379	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.
380	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.
381	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.
382	The targets for the SLOs were met. No need to improve.
383	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
384	There are a number of reasons the class meets the rubric standards. The students came to class prepared with all assignments completed. The students were engaged with the instructor and all assignments to become a firefighter. Having all the students engaged is a very big part of a successful class. One student did not do any work but came to class and said that he just wanted to come to class and do no work. I explained to the student that in order to pass he needs to do the work. He stated that he did not have time for homework and I stated to him to drop the course but he said no.
385	There are a number of reasons the class meets the rubric standards. The students completed all classes online in a timely manner. The students were engaged with the instructor and all assignments to become a firefighter and learn about water supply. Having all the students engaged is a very big part of a successful class.

386	There are a number of reasons this class meets the rubric. There were 2 students that did not meet the rubric because of attendance and missing assignments which lowered the percentages overall. I will make sure in my next class that if a student stops coming to class that they need to drop the course so they do not receive an F.
387	There are a number of reasons this class meets the rubric. There were 5 students that did not meet the rubric because of attendance and missing assignments which lowered the percentages overall. I will make sure in my next class that if a student stops coming to class that they need to drop the course so they do not receive an F.
388	There are several reasons why the class meets the rubric standards. The students came to class prepared with all assignments completed. The students were engaged with the instructor and all assignments to become a firefighter. Engaging all the students is a big part of a successful class. Four students did not complete all the work, and I explained to them that all work needed to be completed to pass the course. I explained that they should drop the course if they do not complete all the work. The students did not drop.
389	There was only one student enrolled in this section, and they did great. No action needed.
390	There were no students enrolled in this section this semester; therefore, no assessment was necessary.
391	There were no students enrolled this semester in this section; therefore, no assessment was done.
392	There will be a stronger emphasis on all SLO statements in future classes, given that future classes will have a higher number of students.
393	There will be a stronger emphasis on SLO statement #1 in future classes.
394	There will be a stronger emphasis on SLO statements #1, 2 and 3 in future classes.
395	These numbers are based upon the number of students who completed the math 141 - 70 class in Fall 2021.
396	These students may have been added to my 100-50 SLO. I will have to be more careful with combined sections and reporting SLOs.
397	This average is lower than I would like I had 4 students who never participated, despite sending multiple emails and starfish notifications. I had 3 students who habitually did not turn in assignments, and 2 of those turned in final papers that were 50% plagiarized. The rest of the class did extremely well, with 18/31 (58%) earning a 90% or higher in the class. The overall pass rate was 77.4% Several students in their final papers and evaluations stated that they were surprised at how much they enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences and future health goals.
398	This class did extremely well with all the material and notes I provided them. I will continue with this plan in the future.
399	This class did very well on the slo for this semester.
400	this class had 6 "no show" students after the drop date passed. The 5 students that stayed in the class did not complete assignments. Proposed action would be to find a miracle way to inspire and motivate the students who simply do not care/can not care to study for the course.
401	This class had a better distribution than the other two--more like what I'm used to from a pre-pandemic course. However, 33% of students still failed to produce. Like the other two classes, most just faded away without any communication, though I tried to reach out to them. Some of them, who did return my emails, said their lives had become too

	<p>complicated to keep up with the course, even though I had flexible due dates in place. Those who did pass did extremely well with the content, better than my face-to-face classes, which surprised me given that this was my first late start DE course. I would do things similarly again.</p>
402	<p>This class has been enormously successful! Student have really enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences.</p>
403	<p>This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.</p>
404	<p>This class modality is remote in Zoom.</p> <p>Next term this class will be in person, and I will be able to monitor the students better, and also have opportunities to get to know them and encourage them in the course in person.</p>
405	<p>This class started with more students, however, ended up with only 1 in the class. The student did well working 1:1 with me to achieve the SLOs. I feel this class would be more effective in person to be able to correct student movements as they do them.</p>
406	<p>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.</p> <p>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.</p>
407	<p>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.</p>
408	<p>This class was enormously successful as a hybrid/outdoor and online class. Students loved it. In this section had 1 student with disabilities who flourished in the class, and learned how to modify exercises and stretched for her body. This class has near perfect attendance all semester, and students stated this class helped them cope with the stress of online school while engaging both their mind and bodies.</p>
409	<p>This class was enormously successful as a hybrid/outdoor and online class. Students loved it. In this section only 1 student registered, but never attended or participated. This class has near perfect attendance all semester, and students stated this class helped them cope with the stress of online school while engaging both their mind and bodies.</p>
410	<p>This class was enormously successful as an online class. I was surprised, as I felt it would be more successful as a hybrid course. Students enjoyed the online format using Goreact and</p>

	engaged in discussion boards. This class had perfect attendance all semester, despite having two student who never attended. Students stated this class helped them cope with the stress of online school by taking time for self care.
411	This class was extremely difficult as it is normally taught in person but was shifted to a Zoom format. Two of the students had extreme technical issues and found it challenging to contribute meaningfully. I highly recommend that this be at least a hybrid course from now on. The students are good students and I feel that they were punished through no fault of their own.
412	This class was small but mighty! It had perfect attendance with all beginner students. The student worked hard, asked questions to improve, and wanted to incorporate what they learned into their social lives as well as their fitness plans. As an instructor, I prefer teaching this in person to help develop the artistic/ cultural side, but student loved using videos to drill combos and moves until they could do them! This would be a great hybrid course for Craft in the future.
413	This class was very small. The four students that attended achieved 100% of the SLOs. 1 student never attended, and the other contacted me several times about missing classes and assignments, but never turned anything in. I am pleased that this class has become a very effective online course for students who log into canvas and participate.
414	This class, always under-enrolled, had by the end very few participants, which does interesting things to the numbers. In part, I must attribute this outcome to the newness of students to the online experience; however, because I worry, I plan to incorporate materials that some students may find more relevant to their lives and that, I trust, will encourage more of them to remain active participants.
415	This course has done well. SLO 2 is the only one that did not meet the target. This was due to several students not participating and getting zeros. I can try to send out more reminder emails next time to encourage more participation.
416	This course has several students who stopped attending and submitting work but did not withdraw from the course, resulting in failing grades. I spent considerable time doing outreach to try to work with those students (email, comments on any submitted work, one-to-one conferences, and Starfish) but those efforts were not quite enough to help those students get back on track. Others who did not pass may have attended regularly but submitted work that wasn't meeting the minimum learning requirements. I believe that a large reason some students really struggled in the course was related to Covid in some way (e.g. illness, increased work hours, family responsibilities). That being said, I think that more efforts to get students to use the tutoring center services would mean more student success.
417	This course is built around project based learning, and will develop through scaffold knowledge and skill sets. Each project will build upon the previous while expanding proficiency with Adobe Photoshop.
418	This course should be offered as 100% in-person class.
419	This course should include more learning objectives addressing current technologies such as cloud computing and virtualization. I will be focusing more on these components in the next course session, and updating the curriculum accordingly.
420	This course was fascinating in that it covered three broad areas of technical theatre and the students responded with very distinct levels of interest to each. I like that we began with all of the lecture up front and got into the application of knowledge later. I think for

	next year we will have a stronger assigned lock in to each area to alleviate any ambiguity in duties, which we ran into this time.
421	This course was the first time Multi100 was offered in a week 5 summer format. Ultimately the results showed that if students engaged in the course they were highly successful with everyone who engaged receiving an A- and not an easy A either, the work was fantastic. All 4 students who did not engage dropped off after the first two weeks when i assume the realization set in that this class runs at over 3 times the speed of a 17 week course. While I did my best to inform students about the accelerated nature of the course I feel the path to improvement would be to even better communicate to prospective students that these 5 week courses do require a much larger per week commitment than they are expecting from a traditional college course.
422	This dual enrollment class was fantastic. All but one student showed every time. They were thoughtful, asked questions and were interested in the topic. There was a large gap in teaching the metabolism aspects of this class, as most of these students had not had chemistry yet. In the future, I will not focus on the metabolism aspect, and more on the practical/applied approaches for non- health/science majors/students.
423	<p>This is a fundamental SLO, “the ability to apply mathematics to chemical measurements”. This Fall semester I created a math review, it was optional. So just a couple of students use it. I started with a full class, and lost 10 students by the end. Math reviews will get more emphasis next time.</p> <p>The SLO “the ability to do problems involving reaction stoichiometry” is essential for future chemistry classes. I think students could use a more discussion-based presentation of stoichiometry to clarify terminology.</p> <p>The SLO ‘comprehension and use of laboratory skills in synthetic, quantitative and instrumental methods as scientific approaches to gathering and verifying knowledge” in my view is the SLO that had suffered the most by doing virtual labs instead of a face-to-face lab. Techniques such “titrations” had not been giving the needed justice due to the lack of hands on. In this area, I am looking forward to teaching the lab face-to-face.</p>
424	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.
425	This non-credit course was well received. Student taking the class had a personal interest in learning about heart disease and planned to share the information with their extended families. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
426	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to COVID). More 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>

427	<p>This particular course, there were a few more students that struggled with meeting the overall course demands. (It may be due to the rise in COVID cases during this time, therefore were less focused). More students did not demonstrate achievement in these areas. Despite, my actions to provide opportunity for assistance 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>
428	This section had only one student.
429	This section was overall a pretty successful group of students.
430	This semester a large challenge was students doubting their capabilities, and not reaching out for help. To try to resolve this problem, there will be an assignment where they visit the tutoring center at least once (via online or in person), and to stop by office hours at least once in my future classes. My hopes are that if they know how to access some resources, they will be more willing to use their learning resources.
431	<p>This semester I had 2 students cheat and plagiarizes all lab reports. One student did all the work, the other copied. This was discovered during the last weeks of the term, then all lab reports were carefully looked over. I scored 7 of the lab reports as zero since those were the reports with overwhelming evidence of cheating. The students were informed of the consequence and admitted to doing it. The amount of points needed to pass the course was no longer possible for these students to earn and they stopped participating in all course assignments and exams.</p> <p>This class modality is remote in Zoom. I had two other students that initially would attend the Zoom sessions, but they soon stopped actively participating in the course.</p> <p>Next term this class will be in person, and I will be able to monitor the students better, and also have opportunities to get to know them and encourage them in the course in person.</p>
432	This semester I had better results with probability but my class had a tougher time with the hypothesis testing/confidence interval section. Part of those one's for SLO 3 are students who didn't show up for that Exam. But still I would like to rework some of my material there to have more of an emphasis on how confidence intervals and hypothesis testing are using some of the same methods.
433	This semester teaching ballroom online required using another teacher to help demonstrate correct placement of the hands and feet with a partner- this was well received by students and will further institute this action for online classes. Additionally, student feedback from the videos identified that students prefer seeing explanations filmed from the front, but demonstration of the movements filmed from behind as to "follow along". Additionally, this semester, I expanded upon discussion boards to look more heavily at the cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.
434	This semester was a lesson for me as far as explaining b=very basic concepts that I had not had to explain before. I am going back into my notes to see where I can incorporate more video and slide presentations.

435	This semester was particularly difficult with the return from distance learning to the in person model. There was a definite disconnect between the students understanding the importance of turning in assignments in a timely fashion and their success in this class. As an instructor, my failure was to provide a better environment for learning and better consistency in lecture, assignments, and hands on learning. My goal for the next semester improve in all facets to raise the SLO's for better student success.
436	This semester was particularly tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. I also felt that the themes of my course did not resonate with a significant number of my students, so my plan was to redesign my entire 101 course over the summer with new policies, kinds of assignments, and themes.
437	This semester was tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. However, for this literature class, we still met the target success rate (barely). There was also one student who took an incomplete and is not factored in the scoring above. The next time I teach this class, I'll reconsider some of my policies and in-class assignments to be more hands-on and inclusive.
438	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.
439	This should be a half-semester long course.
440	This SLO is given as the final assignment for the course Argument Building Assignment. The results have been considerably stronger since the SLO was given at the conclusion of the semester, creating an argument for the second time.
441	This student enrolled in the lab by itself was exceptional.
442	This term we experimented with student involvement on some of the videos we watched. These methods proved very effective for raising student involvement in the course. I also designed more visual presentations for the class which helped students visualize the material better.
443	This was a challenging semester with the beginning of instruction having been done remotely. However, when back to in person instruction the bond between the class and myself became more pronounced, and we were able to get on a good path toward fulfilling our SLO's. My plan for the next semester is to do a better job of automating the links between test question and student outcomes.
444	This was a difficult class. Half left by the end. Those who stayed and completed the work did very well, but too many left. Not sure what to do as I did aggressive outreach, filled out several BIT reports, etc. It worked for a couple students, but many left without a reply. I'll chalk this one up to COVID and the difficulty of returning to campus.
445	This was a new course and was used to parallel the main stage productions to teach some of the valuable movement skills for each play. When I teach this again, I will move assignments around to better suit the production schedule, as the bulk of the students were involved in the plays. I would like to add Commedia masks for the class next time. We added Kendo practice swords for this class and the results were amazing.
446	This was a tricky semester with 5/17 students passing the course. Most simply stopped attending and/or doing their work. While I attempted to communicate more extensively

	and intrusively than I have in the past, I will attempt to do so earlier and more frequently in the process.
447	This was a very small class. One of the students struggled all semester. With only one not meeting the criteria, the target could not be met.
448	This was an honors section so the quality of student is different as they tend to be more academic focused.
449	This was high school class that had this class via zoom for zero period. I believe one of the main challenges was that this was a zero period class, and attendance was not its best. Perhaps we should consider offering these courses after their main classes instead of before?
450	This was my first time teaching trigonometry in person! It made the experience much smoother than I had in previous remote years. The best SLO target was the second one which made sense since it is the first section we really cover. The other two sections had some lower results which was unfortunate. I feel like I spent too much time focusing on the different graphing rules and not enough of the students just going up and practicing their graphs. A bit more trial and error there for them would have maybe resulted in them identifying what common mistakes were and ironing out that process. The last section on solving trig equations was also skewed lower but by that point 3 students were not really showing up any more. Regardless of those students who didn't take that Exam I did see the rest of the class struggling and performing lower than before. It's a tough section and I feel like I can pass through it again and focus more on the main ways to solve equations. There are many special cases which the book highlights but I think focusing on the main methods first and then going over whatever special cases I can would be better.
451	This was the first semester i've taught this class with this textbook. It was challenging, but, with assitional work on my part, i'm sure I will be able to better link the lessons with the SLO's.
452	This was the first semester that 103H was offered online. I am working to find ways to keep this class 100% online and yet still meet the needs of the Honors students enrolled.
453	This was the first term since I have been at Crafton that we successfully staged two full productions. I believe that the structure that we had as far as having one active cast at a time contributed to student success.
454	This was the first term that we attempted a musical and a classical play in the same term and the students responded very well to the challenge. I believe that getting the classical cast started early with their texts and characters was successful and will continue this in the future.
455	This was a great class which met the target.
456	Though my students performed very well indeed this semester, I decline to take much credit. Instead, I will heed their advice, which I solicited, and change a few things: add current events, use fewer very long essays (a bit), and so forth.
457	Throughout the entire semester students wrote a review on various case studies and responded to their peers. Students also were provided worksheets that had them apply information from the topic towards an exercise. Students seemed to enjoy being in the classroom as apposed to the zoom meetings the first part of the semester.
458	Tie in more about health care disparities, which is what I have been doing in the 111 class.
459	Tie in more about healthcare disparities.

460	To ensure student success in writing effective essays, a tutoring component was added to the grading book, which may be an incentive for students to further utilize the campus resources at that level.
461	<p>To improve scores for the Application SLO, I will aim to give more low-stakes assessments, such as quizzes and group-work focused on identifying the type of problem students are solving, and applying the methods.</p> <p>To improve scores for the the Notational Literacy SLO, I will plan to give more creative assignments (of the discussion board, take-home, or written nature), challenging students to increased written communication of mathematics.</p>
462	<p>To increase student success:</p> <ul style="list-style-type: none"> - I will spend more time with students outside of the scheduled time as part of my development plan. For example: study/review sessions. - I will continue to improve and build remote/online material. This can be done by reviewing current material and reflecting on student success and struggles from previous semesters. - Developing my overall curriculum will prepare students to problem solve and think critically. This can be completed by reviewing students exams to gauge the overall understanding of the class. <p>After meeting with Gio and Gwen, two conclusions are clear:</p> <ul style="list-style-type: none"> - over the past 4 years the SLOs have been successfully met, however, - these SLOs were crafted by my predecessor, L. Shimeld, and are relatively repetitive <p>Actions:</p> <ul style="list-style-type: none"> - New SLOs must be crafted and simplified - SLOs should focus on areas where improvement can be observed - this is largely observed in the laboratory - Labs previously omitted by my predecessor (Antiseptics, sanitation, Selectivity and enterotubes, etc) are landmarks in transition into healthcare, these should be reintroduced and evaluated. <p>Interests:</p> <p>Based on preparation of students for the first 2 lecture exams, students are often (self-reporting) coming unprepared (untrained) in subjects like general biology, general chemistry, organic chemistry, and physiology, which are essential in Microbiology - A new form of assessment to evaluate previous preparation in both lecture in lab should be introduced.</p>

463	<p>To increase student success:</p> <ul style="list-style-type: none"> - I will spend more time with students outside of the scheduled time as part of my development plan. For example: study/review sessions. - I will continue to improve and build remote/online material. This can be done by reviewing current material and reflecting on student success and struggles from previous semesters. - Developing my overall curriculum will prepare students to problem solve and think critically. This can be completed by reviewing students exams to gauge the overall understanding of the class. <p>After meeting with [NAME] and [NAME], two conclusions are clear:</p> <ul style="list-style-type: none"> - over the past 4 years the SLOs have been successfully met, however, - these SLOs were crafted by my predecessor, L. Shimeld, and are relatively repetitive <p>Actions:</p> <ul style="list-style-type: none"> - New SLOs must be crafted and simplified - SLOs should focus on areas where improvement can be observed - this is largely observed in the laboratory - Labs previously omitted by my predecessor (Antiseptics, sanitation, Selectivity and enterotubes, etc) are landmarks in transition into healthcare, these should be reintroduced and evaluated. <p>Interests:</p> <p>Based on preparation of students for the first 2 lecture exams, students are often (self-reporting) coming unprepared (untrained) in subjects like general biology, general chemistry, organic chemistry, and physiology, which are essential in Microbiology - A new form of assessment to evaluate previous preparation in both lecture in lab should be introduced.</p>
464	<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. - I will continue to improve remote/online lab mechanics. This can be done by reviewing current material and reflecting on student success and struggles from previous semesters. - This project incorporates information students learn during the semester. Developing my overall curriculum will prepare students to

	problem solve and think critically when completing this project. This can be completed by reviewing student work to gauge the overall understanding of the class.
465	To organize more practice of graphing by hand.
466	Try to get more students to persevere and complete the course since 2 students in this section choose to not take the final.
467	Try to get more students to persevere and complete the course since 3 students in this section choose to not take the final.
468	Try to get more students to persevere and complete the course since 4 students in this section choose to not take the final.
469	Tutor
470	Two issues were encountered. Students felt since pre-test was not included in the overall grade, some of them opted to make quick guesses to move to the next assignment on Canvas. The post-test had a mistake in SLO 5 that I did not catch until after it was administered. Those who rationalized the correct answer and opted for the closest one, were given full credit. This mistake was corrected for future implementation. Students overall did better in other assessments in class including discussions, labs, homework and exams. Quizzes, such as these pre and post-tests do not seem to reflect student progress in this calc based physics class. Therefore, I think assessing SLOs for this class should consider reevaluating this method of assessment in future implementations.
471	Two students did not turn in the assignment, which was the primary reason for not meeting the target.
472	Update Honors components.
473	update program level outcomes
474	Use better technology
475	Use more time in class for students to work on problems in groups. Encourage peer tutoring during group-work time.
476	We did meet the target. 56.3% assessed 3 or higher.
477	We may need to spend more time helping students recognize the various types of equations that are covered in Math 095, such as rational, quadratic, or radical equations. This will help them apply the appropriate strategy to solve these types of equations. Students may need more time to learn how to graph various functions such as quadratic, absolute value, and others. More practice solving application problems may be necessary.
478	We need to continue having opportunities for students to write and speak so that they continue to practice the skill of formulating their ideas and thoughts. Synthesizing information is another area for continued focus.
479	We need to write better SLOs.
480	We need to write more effective SLOs.
481	Will adjust number/type of end of semester essay drafts.
482	Will create more opportunities to work in groups to improve collaboration and peer feedback.
483	Will place more emphasis on the importance of understanding weaning parameters.
484	With this online class, a higher than the normal number of students stopped participating towards the end of the course. I believe there were many reasons for this, namely

	personal, family, or work challenges. I've had some successfully take the class over. Class average 81%.
485	Work on course materials for the theory sequence, especially ear training materials.
486	work on integrating Theory knowledge with other EMS courses.
487	Work on trying to reach out more to students who are not submitting work.
488	<p>Work to develop more specific experimental design labs that focus more closely on data interpretation.</p> <p>SLO1 Assessment used: Evolution, Founding Theories and Principles</p> <p>SLO2 Assessment used: Experimental Design</p> <p>SLO3 Assessment used: Trophic Levels: Grazers and Consumers</p> <p>SLO4 Assessment used: Light Microscopy</p>
489	Worked diligently to keep students on track. It seemed to be strongest early on in this section compared to my other section. So I will continue this practice from the first week until I see that students are staying on track.
490	Working on course materials for this course and the others in the Theory sequence.
491	Would establish better group activities to help the students who were having difficulties understanding the material.
492	Write better SLOS