

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Critical Thinking

**Assessed:** 2022-2023

### ***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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 1,161 sections and resulted in a total of 23,094 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.	17,931	77.64%

### **List of courses where outcomes were mapped to the ILO (189 Unique Courses).**

ACCT-208	COUN-100	HIST-100	PHYSIC-250	
ACCT-209	COUN-110	HIST-100H	PHYSIC-251	
ANAT-101	CSCI-110	HIST-101	PHYSIC-252	
ANAT-150	CSCI-120	HIST-107	POLIT-100	
ANAT-159	CSCI-200	HIST-170	POLIT-100H	
ANTHRO-100	CSCI-230	HIST-170H	PSYCH-100	
ANTHRO-102	CSCI-240	HIST-171	PSYCH-102	
ANTHRO-106	ECON-100	HIST-171H	PSYCH-111	
ANTHRO-107	ECON-200	HIT-101	PSYCH-201	

ANTHRO-116	ECON-201	KIN/F-049	RELIG-101	
ART-100	EMS-020	KIN/F-105A	RESP-130	
ART-102	EMS-103	KIN/F-106A	RESP-132	
ART-103	EMS-151	KIN/F-108A	RESP-134	
ART-120	EMS-152	KIN/F-121A	RESP-135	
ART-121	EMS-153	KIN/F-127A	RESP-139	
ART-124	EMS-154	KIN/F-155A	RESP-230	
ASL-101	EMS-156	KIN/S-148A	RESP-232	
ASL-115	ENGL-101	KIN-200	RESP-235	
ASL-200	ENGL-101H	KIN-231	RESP-236	
ASTRON-150	ENGL-102	MARKET-100	RESP-237	
ASTRON-160	ENGL-102H	MATH-102	RESP-238	
BIOL-100	ENGL-108	MATH-103	SOC-100	
BIOL-123	ENGL-152	MATH-110	SOC-105	
BUSAD-053	ENGL-155	MATH-110H	SOC-130	
BUSAD-100	ENGL-155H	MATH-115	SOC-141	
BUSAD-103	ENGL-170	MATH-117	SOC-145	
BUSAD-105	ENGL-226	MATH-141	THART-100	
BUSAD-145	ENGL-232	MATH-160	THART-108	
BUSAD-200	ENGL-260	MATH-200	THART-120	
BUSAD-210	ENGL-261	MATH-250	THART-124X2	
CD-126	ENGL-271	MATH-251	THART-140X2	
CD-137	ETHS-107	MATH-252	THART-145	
CHEM-101	ETHS-141	MATH-265	THART-150	
CHEM-102	FIRET-100	MATH-266	THART-176	
CHEM-123	FIRET-101	MATH-902	THART-179	
CHEM-150	FIRET-103	MATH-903	THART-205	
CHEM-151	FIRET-116	MATH-915	THART-220	
CHEM-212	FIRET-118	MICRO-150	THART-221	
CHEM-213	GEOG-110	MULTI-100	THART-226	
CIS-095	GEOL-100	MULTI-230		
CIS-101	GEOL-100H	MUSIC-100		
CIS-105	GEOL-101	MUSIC-103		
CIS-109	GEOL-101H	PHIL-101		
CIS-130	GEOL-112	PHIL-101H		
CIS-132	GEOL-113	PHIL-103		
CIS-136	GEOL-160	PHIL-105H		
CIS-137	GEOL-195	PHIL-107		
CIS-140	HEALTH-102	PHIL-110		
CIS-142	HEALTH-265	PHIL-113		
COA/N-605	HEALTH-267	PHYSIC-100		

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

1	<p>The influence of a number of "adult" learners in this class had a positive influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, technique, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class. In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about there since of progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.</p>
2	<ul style="list-style-type: none"> <li>- Several teaching methods were used to establish a teaching style suitable to students' learning outcomes.</li> <li>- Real-life examples were implemented during lectures to make the concepts more accessible for students.</li> <li>- A new format for laboratory reports was used to familiarize students with how a professional laboratory report should look.</li> <li>- Group's final project was presented in a conference format and drew students' interest.</li> </ul>
3	<p>"The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low-stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p> <p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite</p>

	<p>them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and on weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them succeed in the course."</p>
4	<ul style="list-style-type: none"> <li>*using a new textbook</li> <li>*offering textbook free to students</li> <li>*having optional community service</li> </ul>
5	<ul style="list-style-type: none"> <li>*using new textbook</li> <li>*offering text free to students</li> <li>*optional community service</li> </ul>
6	<p>25% of active students in class failed. 75% of active students in class passed. Thus target was met for all SLO's.</p> <p>Students coming to Crafton Hills College after COVID-19 are not up to mathematical standards after graduating high school. The passing and failing rates are due to students not understanding the rigors of college mathematics, not having good study habits, thinking that college is like high school and will be passed through with no consequences, and having bad note taking skills. We will see this type of student for the next several years.</p>
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8	<p>A 70% success rate is not excellent. I will define this specific SLO by providing more academic resources for that specific chapter (well actually 2). I will also reevaluate and rewrite the exam questions so they are easier to understand.</p>
9	<p>A major success for this class was getting the students prepared for a career in Kinesiology and having them document a career path and how they are going to reach their educational and career goals. The students expressed this helped them define a path and how to pursue each one. In the future, I would like to incorporate more in-class projects to have them utilize what they have learned in class and use practical application to demonstrate the importance of each lesson.</p>
10	<p>A new strategy to try for the future is to lengthen the course time to be an 8-week course instead of 5.</p>

11	A new strategy to try for the future is to offer the course as an in-person class that lasts 5 weeks.
12	Add a section on moral and religious reasoning
13	Add an additional unit to focus on NoSQL databases more thoroughly
14	Add mapping of assignments with attendance and grades to determine areas to improve
15	Added new content. Noted improvement in class performance
16	Adding a section that deals with scientific discoveries or even the advancement of science; one student mentioned this topic and I think it would be an excellent topic to delve deeper into especially in relation to the Civil War. Talk briefly about diseases at the beginning of the course, but including this topic throughout the semester would be interesting. This class really communicated with me during my check-ins; I am still trying to find a way to tackle communicating with those that do not respond or reach out. I did use Starfish to ask for assistance, but I am not sure if this is the best process. I need to figure out an additional communication strategy aside from email.
17	After meeting with [NAME] regarding how I evaluate my SLOs, I moved my measurement from the midterm to the final. I create a final exam question that mimicked the midterm exam to see if there were improvements and sure enough, that worked perfectly. The students took the information they learned from the midterm and applied that learning to their final exam and the results were exactly what I wanted. I will continue to evaluate in this manner moving forward.
18	After some adjustments made to my instruction to improve SLO 1 and 2, I didn't get the outcome I wanted. Perhaps measuring the outcome at the midterm for those two pieces is premature. I spoke with [NAME] and discussed other options with regard to objective measurements of both SLOs and we came up with a solution. I will modify the scenario I have for the final exam which will have multiple parts. One part will be used to measure SLO 1 and the other part will be used to measure SLO 2. This is an existing question I pose to the students, however, the scenario doesn't have all the same components as the two midterm questions that I have been using. I will modify my final scenario essay question to mimic the same bullet points I have for the midterm.
19	Again, possible COR revision to move it away from general survey class and more toward real-world activity. Also find ways to mesh with child dev program, other majors, etc.
20	All categories of SLO were met this time. No action needed
21	All objectives have been met.
22	All objectives met as is expected with graduation from the program and successful completion of clinical requirements. No changes planned for future cohorts.
23	All parameters were met; In the future goals will be achieved through different angles of learning, as well as, the staples that have been proven.
24	All SLO areas met or exceeded minimum thresholds for success. However, continued improvement will allow for 100% in all areas.
25	All SLO's effectively met without concern. New textbook was applied to this course, SLO's in general were the same but terminology and specifics were slightly changed. Overall preference for the new text and methodology used by publisher. No changes needed for next offering of this course.
26	All SLO's meet or exceed a 90% threshold for this class.
27	All student performed will this semester and within the SLO for the class.

28	All students showed an in-depth comprehensive view on Human Resources, its cycles, and the purpose of Human Resource Management. I believe that more engagement could have been done on my part as it was an asynchronous course. Multimedia material was utilized and students were requested to provide regular feedback but engagement is still different. I believe I will attempt to provide various options for engagement versus simple discussions.
29	All the SLOs were met in my courses this semester. I will continue to implement the same teaching style and flow of the course I used this semester in other courses and hope for the same results. I been seeing improvement each semester; by adding in reviews and worksheets throughout the course has greatly helped improvement in my courses scores.
30	Allow students many opportunities to discuss religious topics with one another (discussion board) ! Have students read original writings ! Consider a religious studies art project !
31	Although both productions were successful this Spring, I feel that as the musicals get more complex it is a good idea to move the musical to the second slot. This will allow the students to work on the music and choreography more as both components get more complex.
32	Although my numbers were under target, I felt that students still did much better overall than in my 101 classes last year. I redesigned my entire 101 course over the summer with new policies, kinds of assignments, and themes, which I feel led to more buy-in and student engagement. Attendance was certainly much improved from the 2021-2022 school year.  18 out of the 21 enrolled students passed with a C or better. 11 out of the 18 who passed earned a B; 14 out of the 18 earned an A or a B. The 3 students who ultimately did not pass still met with me throughout the semester to work on assignments or to simply talk (never dropped contact), and my hope is that this means they will have a better chance at passing the next tim they take the course.
33	At the end of the semester I would like to spend more time on reviewing the concepts from earlier in the semester, the problems dealing with stuff from the beginning of the semester. I want to give more time in class for reviews and focus more time and effort on the real world problems and application of business calculus.
34	Attempting to reorganize this topic has lead to an increase in scoring, in this particular section, but this is a small sample size in comparison to section 65 which shares the same lecture and so exams. This section has shown that the newer organization can have a positive impact and so I will continue with this current organization with a few possible changes. Perhaps a different assignment type might be a better evaluation for this? Testing still remains the best option, but does not seem to fairly reflect interest if not retention of detail.
35	Attempting to reorganize this topic has not lead to an increase in scoring, though I feel the student engagement was increased. Perhaps a different assignment type might be a better evaluation for this? Testing still remains the best option, but does not seem to fairly reflect interest if not retention of detail.
36	Be more effective reaching out to struggling students.

37	Began working on more small group engagement exercises, and met with some success. I need to work on shorter and more focused lecturing with several short breaks, and more audio visual materials used.
38	Benchmark met
39	Bit disappointed that not everyone passed. Next time? I need to work on community building in my online classes. I also think there are a few things I can do in my shell, we'll see.
40	Both informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, group work and synchronous ZOOM conferences. There are specific essay questions that addresses the SLO statements in these Likerts.  Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.  An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.  For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis and assigned group activities. I will also encourage students to contact me during office hour and directed discussion meetings.
41	Brainstorm to discuss the solution of the approach to the project in the class.
42	Change some policies for students to complete work they missed at the end of the semester.
43	Changing some information due to new guidelines the students were very engaged and receptive with the information..  this class compared to the late start was interesting to see the change in participation numbers by the end of the class.  i will need to reflect and try and make changes from normal start to late start to try and keep student engagement more consistent.
44	Chapter 4 went better than expected due to stressing how difficult the material was and how they really need to study 4.6 and 4.7 (coordinate representation and basis for the nullspace).
45	Chemistry sec 60 was a much better student population, they had a slow start but by the end of the semester they got the hang of it and was much more attentive to their overall outcome. Only a selected few was not very complying to making the most effort to be engaged and work out through their problems in getting a better score. I have had many opportunities to for the latter group to able to turn in work with a different time frame. Most were not very interested in taking advantage of extra credit work or re-assessing low grades and improving their GPA. All other students did take

	<p>advantage of this opportunity.  More detailed lessons with emphasis on work habit needs to be evaluated with each student individually to allow more valuable work ethics. This will allow students to improve on wanting to succeed.</p>
46	<p>Class almost met the target. The lab section always seems to make the target, whereas the lecture only does not at times. Students in the lecture only are also less likely to attend tutoring or SI sessions. Somehow engagement and motivation with the lecture only sections needs to be increased.</p>
47	<p>Content will be added regarding human trafficking to maintain required state EMS objectives.</p>
48	<p>Continue as is.</p>
49	<p>Continue to drive class participation and involvement; there were a few students whose attendance was great but did not turn in a final.</p>
50	<p>Continue to get feedback from students to improve their learning experience.</p>
51	<p>Continue to have open dialogs and interact with the students during the class. Find ways to increase the interaction with activities that create an environment that encourages correspondence between the students.</p>
52	<p>Continue to incorporate well-defined rubrics accompanied with the Student Learning Outcomes for each lesson/class.</p>
53	<p>Continue to listen to students concerns and work to help the learning process for each student.</p>
54	<p>Continue to modify and update course.</p>
55	<p>Continue to schedule Math 110 classes in rooms with computers. Statistical software is cost-effective (equitable), plays a huge role in obtaining/visualizing results (inclusive for variety of learning styles), and allows students to engage with material/productive struggle before they ever leave the classroom.</p>
56	<p>Continue to support students by providing opportunities to overcome areas of weakness. For example math and pre-req. material</p>
57	<p>Continue with methods of content presentation and assessment for SLO 1 &amp; 2. For SLO 3, find new ways to present information on strategies &amp;/or different methods of assessment.</p>
58	<p>Continued improvement is always important. All SLO' had greater than 80% success, although 100% on all SLO's is the goal. Continued effort will be made to reach 100% in all areas.</p>
59	<p>Continued support for students  Community Service Component  Assignment submission options of PP, essay, video or other options  Several Weekly ANNOUNCEMENTS.  Constant positive feedback  Increased availability and contact options</p>
60	<p>Create more opportunities for students to build on the responses of others, through student feedback.  Create more real-world examples.</p>
61	<p>Current actions are sufficient.</p>
62	<p>Different strategies were needed in this semester with two students stating they needed additional resources and teaching strategies to aid in their comprehension and retention of the materials presented.  Additional content and before class / after class mentoring was provided to each student</p>



	which aided in their success in completing the course. In the future, due to the nature of the course itself, being fluid in teaching strategies is essential in every student's success.
63	Ditto as to 101-20.
64	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research.
65	Evaluate the listening exercises in the class to improve listening behaviors outcome.
66	Evening (5pm+) History in person sections have high success rates.
67	Excellent academic performance with this online terminology class. Very motivated and participation was exceptional. One area of work was the pronunciation exercises. Although this isn't an SLO it still is an important component of the class. In the future, I will try to assess why the assignment had some students not participating—possible issues with the clarity of instructions. With the next class, I will follow up with all that did not participate in finding out the reason and correct it.
68	Excellent group of students.
69	Excellent participation and achievement in this summer 5-week class. Class average; 90% In my last SLO assessment, I recommended recording an instruction video for the pronunciation exercises due to poor participation. I recorded that video for this class session and I am happy to report it helped immensely, 97% participation! It was a lesson for me in the future, the instruction videos help with assignments students may be having problems accessing and or understanding.
70	Excellent participation and motivation for this fully online class. Excellent SLO assessment. At this time I will not modify the course curriculum or SLOs. Pass rate: 95% Class average: 88%
71	Excellent participation and SLO outcomes for this online class. Pass rate: 97% Class average: 90%  From my comments on the last class, the pronunciation exercise participation is not where I would like it to be. For the next class, I will make a video explaining the instructions in detail with examples. I'm hoping this will help the students to complete the assignment. I did contact the students that didn't complete the assignment and offered extra help, but I did not see much improvement.
72	First Aid and CPR Slo modification would be:  Demonstrate knowledge and skill to perform basic level First Aid and CPR compliant with (certification organization) compliance in the preparation discipline of Kinesiology.  Skill improvement I would like more student involvement in the hybrid format of the In person CPR skill practice and assessment so more students are certified at the end of the course. I am not sure if maybe a Fitness Lab format would be suitable for students to work more around their schedules and for other instructors to gain in person teaching experience to keep their certification while I can complete a "final" assessment to grant or deny certification upon passing the course.

73	Five (LatinX) students stopped attending class between weeks 10-15. They each had plans to submit work late, but none of them did. I plan to allot class time to beginning assignments next semester in my Zoom classes.
74	Focus more on reading comprehension and note taking skills.
75	Focus on reviewing algebra skills
76	Follow up with the students who did not complete the assignment and let them make it up.
77	For Outcome 1, some students did not choose to come to office hours to have me help them on the lecture and lab assignments even though I let them know I was available and that it would be confidential. The problems were also discussed many times in class, and they did not listen or take notes as to what is expected nor read the instructions, nor reference their lecture notes that they should have completed. They were given many opportunities for help and did not seek it.  I did see a change in Students commitment to learning, many came to class late and many just did not show up.
78	For the Honor section of my course, all of my students exceeded the expectation and demonstrated an advanced understanding of the material and the analytical skills to assess it. Thus, I see no reason to alter the assessment tool or rubric for them in the future.
79	For this semester, I integrated more small group/problem solving exercises. I felt this was successful due to the level of student engagement which led to good overall class cohesion. Also this semester I began using "guided notes" for each chapter covered. I felt this was successful and led to better overall retention of information and a much better level of student engagement during lectures.
80	For this semester's class, I included numerous student models as examples of writing and allowed students the opportunity to correct written repeated mistakes on main written responses. Modeling examples of excellent writing proved to be a good help to allow students to improve their own writing and consistently evolve as a writer. Rubrics were also helpful to students before major writing assignments, so students could clearly see what they were being assessed on before they began their writing responses.
81	Frequent reminders about out of class work requirements.
82	Given the circumstances in which I took on the course, the entire undertaking involved new strategies and content. I was advised to incorporate more video clips in lecture--I'm making progress in that direction. I tried and will expand the use of discussion groups guided via questions I prepare in advance.
83	Good class overall. This was my first attempt at teaching this course which is always a learning experience. We did have two guest speakers that were well received. I could have done more small group work and a little less lecturing in some cases.
84	Good student/instructor engagement through facilitated discussions. Having recorded lectures seems to help students form a bond with me as well as help with information retention.
85	Handouts gives more time to do more examples in class. Videos have examples not done in class so students can go over a lecture at their leisure.
86	Honestly, I am at a loss to see these results. Normally, my class does very well. Before attempting to make any suggestions on improving student performance on the SLOs, I want you to know the following information. First, this course was asynchronous. Second, I aligned the SLOs to every final exam question in Canvas. Third, when students completed

	the final exam I ran the Canvas outcomes analysis report on my final exam which displayed the numbers I entered here into the SLO Cloud. Fourth, I searched the Canvas Community for information regarding how outcome results are tabulated and calculated without much success. Lastly, I am interested in the collected SLO data between asynchronous, synchronous, hybrid, and in-person. Analyzing this data could reveal strategies for asynchronous courses.
87	Honors students are doing well.
88	Honors students do a great job being self-directed; I would only suggest checking in more with them as they work on their projects.
89	I am going to try mastery grading next semester.
90	I am happy with my outcomes of the SLO for this class.
91	I am happy with the design of this course. I do want to encourage more discussion and I am adding a timeline project.
92	I believe having online office hours helped my students to do better in this class.
93	I believe it was a successful class due to the students comradery. Student driven study groups after class.
94	I believe recording and posting my lectures have improved the class performance.
95	I believe that I have found a sweet spot in making this course usable for students. We use three of the four major assignments to enhance this year's production and use the fourth to build for next year. I used more video this year than in the past and it seemed to increase comprehension.
96	I believe that, while some vital lessons were taught to the students this Summer, we should pursue other opportunities for both existing and incoming students. I do not think that this Summer's programs were the best way for them to showcase their talents and skills.
97	I communicated with students the importance of community service and offered various ways to complete community service. I allow students to submit work various formats..ie; essay, PP, video/audio submission, poetry, music and or other creative formats.
98	I did the first part of the class lecture style with the students engaging in discussions. Then the students were allowed time to work individually on Word, PowerPoint, Excel and Access projects. This format seemed to work for most students. Allowing the students to work at their own pace seemed to yield a higher rate of assignments being turned in.
99	I did try new strategies, add content, saw some improvement in performance, and identified some learning gaps. In particular, although I did prepare the students for the paper, I want to develop exercises which lead up to the paper more incrementally. I will also, more generally, add (somewhat relevant) popular culture content because such content seems to encourage engagement.
100	I had a lot of students stop doing work after the census date. They never dropped the course and that is reflected in my failing grades. The students that stayed involved did well. I will try to keep students on track more for these online courses.
101	I had a lot of success with increased workshopping in class with the research paper. Throughout the semester students were also required to write and submit pieces of essays before the full rough drafts were due; this helped many of them make meaningful changes to their process before they completed their rough drafts.

102	I had about 6 students stop coming to class and get zeros the last two weeks when the last exams happened. I will work on retention for summer in the future. More check in's with the students. More alternative assessments.
103	I had and assessed 4 students this semester in English 101H. All students met the target and displayed significant evidence of achievement for the course learning outcomes.  In the future, I would like to move up the timeline and deadline for the major honors projects around the college OneBook so that students are ready and encouraged to participate in other extracurricular honors activities outside of the class.
104	I had students stop doing the work after the census date. The students that continued did well. Keeping them motivated and accountable will be something I work on.
105	I have continued to add more DEI material, especially relating to Health Care Inequities. Performance is comparable to previous semesters.
106	I have continued to rely on testing for evaluation but have reduced the number of topics for this particular exam. Allowing more focus on this topic is resulting in increased success.
107	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 reminder announcements and other communication.
108	I have offered students new and exciting ways to complete community service. Inquired with or school officials to find a king list of local, physical options for community service. Offered multiple different options for students to complete homework submissions: essay, pp, video/audio, poetry, music and other creative options. I allow for students to not only choose from several options for their final writing assignment, but also allow for them to choose their own topic in the form of essay or pp. I allow for students to complete additional community service in order to opt out of their final writing assignment.
109	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 this action reinforce the positive action of continuous effort to improve. (New) This semester I used starfish to contact students who missed the first attempt of a test. This implies that the students must have been preoccupied to miss the test the first time.
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111	I think I will try different methods for homework. Those who struggle are usually the ones with poor attendance. Making the lectures available online helps but then may encourage many to not attend class.
112	I think it is important to focus on how the cold war led to the Vietnam War and the ideas of the domino effect. Indeed, it is necessary to understand how the US changed during the

	war protests, the women's movement and how music and art helped to create a very different generation. Too, how the civil rights movement influenced this new generations and the ideas of protest.
113	I think we need to rewrite our SLOs because they are too general and not very useful.
114	I tried making new handouts based on the lecture everyday to let students work and apply appropriate techniques for solving trigonometric functions and equations.
115	I tried new strategies and saw notable improvement in class performance when Visible Body content was added new to the canvas shell.
116	I tried to group/lump the confidence intervals and hypothesis testing into a "big picture" lesson and then tried to apply it to the different parameters. I think it helped a little bit but could still use some work.  Attendance is still an issue, encouraging more consistent attendance would help with the learning gaps.  In the future I will continue to try new ways wo make content more accessible. This could be done by using relevant examples, flexible technology, maybe offer academic incentives for attending office hours. Also open to try new things.
117	I try to get the students to envision and understand the application of the various fire protection systems within various occupancies. There are a series of assignments that have them conduct research to see how these systems affect the safety of a building. I think in the future having more discussion groups would be helpful for the students.
118	I was delighted with our course outcomes in this class; students were on task and interested in their course work. I was challenged by two students that stopped attending class without contacting me or responding to my email and phone calls and hope they are alright! I tried new strategies coming back into the face to face classroom by using Canvas as an informative homepage and will specify due-dates in upcoming courses. I think students were thrilled to be back on campus; the fact that they could stay home when they were feeling ill made all the difference since they could still participate virtually and by email. I also participated in the USC Race & Equity Training this fall, and we took a close look at certain assignments like our Commentary Survey on Credible Articles. That is the first challenging assignment for many students so we need to prepare more for it in future classes.
119	I was happy with the results and for those who did not fully met the slo, I could let them have redo the assignment.
120	I was please with the results and the one studnet who did not get above 90%, maybe let them retake the quiz.
121	I would like to find a way to incorporate more written assignments
122	I would like to integrate applications and projects more into the course.
123	Identify areas to improve situational presentation and awareness.
124	implement additional practice problems during lecture
125	Improvement from continuous 2nd chances.
126	In order to understand the present you must understand the past. For this reason the cultural economic societal and religious divides have a direct impact leading to the civil war. In directing attention to these things students can see how and why the civil war happened.

127	In out come statements 1, 2, and 3. the 5 that is in the one column are students who gave up or did not drop the course and are considered inactive after the drop date. I am not counting those students in the results for target met.
128	In the future I will continue to develop more creative ways of demonstrating the material a part from slides and traditional video. I will also create group activities that will encourage more consistent participation outside of discussion.
129	In the future, I would like to present a group project where they would apply inferential statistics to make decisions about data and have students present in class. I've been looking for ways to incorporate more projects in class, and I believe this would benefit students understand these applications a bit more.
130	In this class I try to engage the students at the beginning and give them different types of assignments (quizzes, hands-on assignments, videos, etc) to keep them engaged. With an on-line class though it is hard if the student(s) do not respond back (compared to in-person where you see them and can make immediate communication.
131	Increase engagement Cover important study skills
132	Increase engagement Cover important study skills
133	Increase one-on-one activities at the beginning of the semester to minimize drop rates.
134	Increase retention in my online class. Students stopped attending after drop date.
135	It was the same students who failed the different SLOs. Those were the ones who were not engaged.
136	Low scores came from students that were not engaged in the course. Develop way to get students involved.
137	Math 160 Summer 23 class was an online one. I think the students need to submit more written solutions. I encouraged them to place their solutions from HW and Quizzes in Discussion board. Also part of each exam was a written part. For my next class I will be working more on the written assignments. It will be nice if students online classes be required to take (some) exams on the campus. Only 3-4 on campus meetings during the semester. With showing days of the meetings in the class schedule.
138	Met all learning outcomes.
139	Met all the objectives.
140	Met all the requirements of the assignment.
141	Met all the requirements.
142	Met targets
143	Met them all.
144	More preparatory help is needed.
145	More preparatory support is needed.
146	More support for preparatory work is needed.
147	Most 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.

	It was rewarding to see how many students really enjoyed the class and felt that they really learned about art history based on a final participation submitted in the last class for the semester.
148	Move Drawing terms module earlier into the term to have written references of accurate terms for discussion.
149	Much better job of incorporating group work, and critical thinking exercises. Need to shorten and focus lectures to keep the class better engaged.
150	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
151	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
152	<p>My class had a pretty successful semester. We were able to get through all of the coursework and they had pretty good performance on the later sections. I was particularly happy with the second SLO since that is usually my lowest. I had more activities having them work with physical cards and run probability simulations which held their interest. There were some who stopped showing up part way through the class which usual happens. I would like to be better with following up when students miss a couple of classes just to check in.</p> <p>For the third SLO I used by exam three scores which cover hypothesis testing and confidence intervals. I have another Exam that covers linear regression and ANOVA etc. A fourth SLO might not be needed but I'm unsure how to include that data. Also I am not super informed on what I should be for the Program level/Outcomes mapping/institutional. I hope they are relevant.</p>
153	My main objective was to be able to reach out to student to appreciate learning in a scientific and comprehensive manner. I wanted students to find the relevance of chemistry with every day life and personal daily interactions. Since Chemistry is a very hard subject for students and requires greater investment of their time, reaching at least 50% of the student body in being able to comprehend and critically understand and be able to see the

	significance of our science, is a great accomplishment. At Ivy 4 year colleges and university this 50% is not even reached in most chemistry class but a below 20% effectiveness. Plus our students within this class have not had any significant chemistry background from high school and their math skills are bare minimum. I plan in the future to be able to emphasize more on problem solving and mathematical interpretation for future student body and give a more indebt correlation of the problem solving to daily aspects.
154	My online English course was slightly different. It seems that I need to constantly question the students if they have read the handouts in the modules. I have to somehow develop a way to make sure they read the handout because I have to constantly make them refer back to the necessary handout for their greater success in the course. A majority of the students are not utilizing AI. It is their own work and I can see the evolvement of their writing skills. I am also glad that the students had the confidence to constantly email me with their questions and concerns. It just shows their discipline and dedication in the course.
155	Need to find new strategies to retain students late in the semester.
156	Need to try various lab formats.
157	Need to work on review and rewrite for final and clearer explanation of assignments
158	New strategy to consider deals with due dates; possibly work on implementing a more flexible due date to see if this helps students. However, I see that this could also have a drawback with students relating to procrastination, but it may be helpful to experiment with this aspect during a summer course or another asynchronous course. The reason for this is that I had one student that had trouble meeting the deadlines and following through on communication even when I reached out to them.
159	Next semester I would add more specific exercises to help develop students' critical thinking skills. These goals got a bit waylaid among other activities this semester.
160	No action is needed.
161	No proposed actions
162	None at this time with Honors.
163	Observing the students this summer semester I have noticed a few of them are utilizing the AI computer program. They are having that source write their papers and using vocabulary, jargon, and terminology the students do not know or understand. As an instructor, I need to be vigilant in making sure my students do not use that AI program. It is creating a form of plagiarism and the students are not accomplishing the work on their own. The improvements I need to do is to create writing workshop in class so students are not using AI. I am going to create in class workshop where student can begin their essays in class, write it in class and turn it in at the end of 1.5 weeks. I have also noticed second language learners are utilizing it. They cannot pronounce the advanced wording or vocabulary. This summer semester I had to adjust and modify my lessons to fit the needs of some struggling students who used AI and create a seminar class of discussion and workshop. I was more like a tutor rather than the instructor teaching them the information. I had to address each student, look at their essay and recognize the tone, vocabulary, and constantly question the students work. Next semester will evolve into a different class of workshop and group work. Luckily, I had a small summer class because during the semester this will be a challenge, but I am ready for it.
164	One challenge was getting students to apply class content to a new situation. I had the students use an online chemistry lab simulator to do calculations for a titration. This was a



	strategy to discover if students are understanding concepts versus learning by rote or memorizing steps. I will continue with this strategy.
165	<p>One of the challenges for any summer course is the length of time we have to teach: just less than 5 weeks. Students, no doubt, find it very difficult to cover 18 weeks worth of content in that time, and it is reflected in the depth and detail of their work. Although I what I can to limit some content, I have to ensure that what students learn in my summer classes meets the standard and rigor of the 18 week courses. Thus, one major challenge that resulted in lower scores is simply the pace.</p> <p>Another challenge is the number of students who enroll in these classes: 55 students in my case. This is a great number of students for one teacher to manage, as I address 18 weeks worth of assignments in just 4.5 weeks, but for 55 students.3-4 assessment questions a week times 55 students makes for a lot of reading.</p> <p>That said, these are not challenges I can change personally alter, so I will need to to reexamine how I assess students, perhaps using less written assessments and more multiple choice question based assessments.</p>
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167	One of these test was a take home and the problem on the other was an easy problem so next time I will look and the SLO's and give much harder problems.
168	<p>One student decided to no longer participate in class since they were already accepted as a transfer student.</p> <p>New strategies: Have students complete more of lab report in class.</p> <p>New Content: New worksheets developed</p> <p>Learning Gaps: I have made sure each student feels seen and has opportunity to talk without other students listening into the conversation.</p>

169	<p>One surprising take-away from this semester was how well many of my students performed on a timed writing examination. In that assignment, I had fewer gradations in my rubric, which I do believe gave students clearer goals to aim for in the assignment. I hope to replicate this more in the future.</p> <p>While this class did meet the target goal of above a 70 percent pass rate, I do feel there are areas of possible improvement. Having spoken to a few of the students who just did not persist and continue attending, many of them simply had life events that made continuing difficult. I hope to have more conversation about support for these students so they know their options in terms of withdrawal from the course. I also will be using an embedded tutor for all of my 101 courses so that students are more aware of support available to them on campus.</p>
170	Ongoing evaluation of student performance is in process.
171	<p>Online format is not working for intro chem students. They are weak in math and generally are not disciplined enough to pay attention and follow direction on their own. Tutoring was offered and students did not use that option to make the outcomes better.</p> <p>For Fall 2023 chem 101 will not be offered online.</p>
172	<p>Online format is not working for intro chem students. They are weak in math and generally are not disciplined enough to pay attention and follow direction on their own. Tutoring was offered and students did not use that option to make the outcomes better.</p> <p>For Fall 2023 chem 101 will not be offered online.</p>
173	Other than the one student that was given an Incomplete, this group was involved and group more discussion-oriented as the term went on. I am going to switch out The Great Dictator out for Pan's Labyrinth in an effort to add in one more genre that has another world view.
174	<p>Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring.</p> <p>No changes to class planned at this time.</p>
175	<p>Overall, my students did well this semester and met the target for each SLO. That said, a major challenge I encountered this semester, across all of my CHC classes, were students who simply did not submit their work, and thus, a number of them were not calculated in this raw data. To combat this I habitually sent reminders about upcoming assignments, I contacted students via email to check in with them when assignments were missed, often times with little to no response from the student, and I even allowed for students to make up assignments and submit the late, again, often with little to no response from the student.</p> <p>Aside from that challenge, in future classes I intend to create more distinct assessments to evaluate these SLOs, assessments other than Discussion Boards. That is, assessments that do not resemble weekly assignments. I have a hunch that more specialized assignments,</p>

	perhaps worth more points, and perhaps with more digital requirements, that these might catch the attention of more students and more directly target the intended SLO.
176	<p>Overall, my students did well this semester and met the target for each SLO. That said, a major challenge I encountered this semester, across all of my CHC classes, were students who simply did not submit their work, and thus, a number of them were not calculated in this raw data. To combat this I habitually sent reminders about upcoming assignments, I contacted students via email to check in with them when assignments were missed, often times with little to no response from the student, and I even allowed for students to make up assignments and submit the late, again, often with little to no response from the student.</p> <p>This semester I even altered all of my SLO assessment assignments to more directly reflect the SLO.</p>
177	Overall, students performed very well in this course. 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.
178	Overall, the students did very well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays. I will consider developing a quiz/short answer option for the SLO questions on research. The research chapter is only one of 16 areas covered. The research questions really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That would be a department decision.
179	Overall, this class had a high success rate in achieving the Student Learning Outcomes. Outcome # 4 was not met, as it was a low weighted assignment that many students chose not to submit, as it wouldn't affect their grade significantly. Again, there seems to be a theme of students focusing more on their GPA than the fun of learning.
180	Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
181	Perhaps removing some content from Math 102 if possible and add more basic skills needed to complete this course successfully.
182	Perhaps removing some content if possible could help.
183	Possibly remove content from Math 102 if possible and add time to include more basic skills to help students be successful in Math 102. Even with this lab course, it seems like many students need more time to gain the skills necessary to complete Math 102.
184	Post COVID, as my first in person class in this Art 103, I found many of the students were woefully ill prepared for college/returning to school. Many stop attending at different

	<p>intervals, many responded to my emails informing me of personal difficulties but they wanted to continue in the class but did not return. Many did not take the short quizzes which they had four days to complete and thus continued the spiral to failure. This was the most difficult class to work with to keep in the seats and be successful. However, most did the work, came to class and engaged in the in class work to gain credit and learn new concepts and understand the connection of their lives to artists and their works. From teaching this course I often gain students in our studio courses and that was the case even in this difficult time.</p>
185	<p><b>Proposed Actions:</b>  Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific essay questions that address the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.</p>
186	Provide more time in class to practice critical writing skills.
187	Provide students with more help and resources for writing
188	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
189	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
190	<p>Providing a more practical approach to the introduction of Kinesiology rather than a theoretical aspect helps students determine career paths earlier in the students academic career I found.</p> <p>if was able to teach this course again, there was a new interactive website and textbook that the students may find more useful and interactive</p> <p>New strategies would be find new ways for students to engage with their classmates in group assignments when the course is strictly online. This was the main struggle I found this course even though the groups were randomly assigned and a discussion board was available for the students to communicate and pick their topics.</p>
191	<p>Reach out to students to finish the whole semester. to stress the importance of fitness to students (even just walking is an exercise that most student can do.</p> <p>Better explain calculations for the Target Heart Range assignment.</p>

192	<p>Recognized that the Deaf Culture/History was difficult one for students to tackle and will need to review how it was administered and perhaps make smaller chunks of quizzes that leads up to final assessment.</p> <p>The rest looked good and are reflective of previous classes.</p>
193	<p>Recording and posting my lectures for the class has improved the class performance.</p>
194	<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> <li>• Try new strategies? No, this course has students who'd meant the ANAT 101 or had completed the ANAT 150/151 series with good grades.</li> <li>• Add content? We used the same techniques and prosections as there's not much new things added.</li> <li>• See notable improvement in class performance? N/A</li> <li>• Identify any learning gaps? None</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Not for now. Will continue with this model.</li> <li>• Make recommendations for content, assessment, or SLO modification? Not at this point.</li> </ul>
195	<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> <li>• Try new strategies? Yes, with the addition of the iPads provided through the Strong Workforce Grant increase the student success. New anatomical models were added to the lab. Additionally, will work with the Tutoring and STEM centers to improve success rate.</li> <li>• Add content? review sheets were introduced in all labs by the lead faculty for this semester.</li> <li>• See notable improvement in class performance? No, this may be due to a small sample size of 12 instead of a section cap of 32.</li> <li>• Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more. May have to release iPad time and more anatomical model time.</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Yes. Will continue with anatomical models, lab time interaction, and Tutoring and STEM centers.</li> <li>• Make recommendations for content, assessment, or SLO modification? Yes. Will continue to use the lab practical to assess the SLOs as all labs use the same lab practical for consistency. Additionally, have students be more interactive in the lab room.</li> </ul>
196	<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> <li>• Try new strategies? Yes, with the addition of the iPads provided through the Strong Workforce Grant increase the student success. New anatomical models were added to the lab.</li> <li>• Add content? review sheets were introduced in all labs by the lead faculty for this semester.</li> <li>• See notable improvement in class performance? Yes, more student interactions in the laboratory setting where SLOs are assessed.</li> <li>• Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more. May have to release iPad time and more anatomical model time.</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Not for now. Will continue with this model.</li> <li>• Make recommendations for content, assessment, or SLO modification? Not at this point.</li> </ul>

	Will continue to use the lab practical to assess the SLOs as all labs use the same lab practical for consistency.
197	Reflection: Smaller weighted assignments aren't taken as seriously as the heavier weighted assignments and students are more likely to skip class those days (smaller weighted assignments). Students are focused more on GPA than learning.
198	Remove some College Algebra content if at all possible and add some more time for basic skills.
199	Saw improvements with daily concept checks.
200	SLO 5 is predicated on the student attending both of the school productions. This is done so that we can discuss the productions using the common language that we have been studying with regards to what makes a play. As is always the case, students choose not to attend, which is frustrating. This is a Theatre class, and, as such, part of the experience is the viewing of live performances.  The rest of the assignments went very well. I need to explore options to raise awareness of the critique assignments.
201	SLO assessed as passing of 70% or higher would show much higher % Passing SLOs
202	SLOs need to be restructured to get a better understanding of where students are successful and where they are struggling. right now this data is showing a generalized picture. students who were dropped or left the program are in the NA column since not enough data was collected to add a percentage of achievement to their overall grades.
203	Smaller class this semester led to a better level of engagement on all levels. Small group discussions were more focused and productive, and whole class exercises were easier to manage and led to engagement by all students. Need to work on better strategies to retain student interest in lectures. Need to shorten duration, better focus on key subjects, and encourage note taking.
204	So excited that this is one of my most successful classes to date. I think community was the huge difference here -- the students built a chat group and we had a potluck in class. We also did things like visit the community garden and other feel good activities.  I'd like to do more of that -- build in the support for the community, it doesn't always happen, but won't if it isn't there from the beginning -- only question is, how do you do it on an online class.
205	So thrilled everyone was successful here. I have intentions to build my content expertise through study and design more engaging, esp. top down diversity oriented curriculum (had a lot of success with small instances of this, so basically want to expand it).  Oh, also, I want to build a hard critical thinking essay -- maybe a genre comparison / genre evolution essay.
206	Some students had difficulties understanding the theories and concepts in the class. In the future I am going to video presentations to assists my students in class.
207	Some students were not engaged in this online course which pulled down the target average. Moving forward I need to develop ways to get students more engaged online.
208	Somehow, the late-start section attracted my no-start students who just sat this one out.
209	spend more time discussing deductive and inductive logic

210	spend more time of identities
211	<p>Strategies working well is the video aids provided by the certifying body for First Aid CPR to help students understand the material.</p> <p>New strategies I need to try in future courses is reaching out more to students who seem to not log in after 4 to 5 weeks into the class. The course is only 8 weeks and those students who stay in the class like the format, but overall grading is not reflecting positively for class average. I would like to make the certification mandatory, so more students engage in the hybrid format of coming to campus for one in class session to practice CPR technique and become certified.</p> <p>SLO Modification by adding: Attend in person CPR class to practice First Aid and CPR Techniques and evaluate skills prior to certification to be eligible to receive certification lasting 2 years.</p>
212	Student met target.
213	Student met the target. The course was difficult for them, but they were motivated and engaged throughout.
214	<p>Students all achieved SLO's, some required re-evaluation and coaching but effectively accomplished evaluation requirements and met the standards for performance.</p> <p>No need for change in the future, these evaluation criteria are specific and appropriate to course outcomes.</p>
215	<p>Students benefitted from drafting models and time to work with me directly as they revised essays.</p> <p>Students showed ability when they read and wrote but struggled with deadlines, so their grades do not reflect their abilities.</p> <p>Students with a strong reading foundation were far more likely to succeed with all assigned work.</p>
216	<p>Students benefitted from examples of well-argued paragraphs and essays. Many wrote stronger essays as the semester progressed. Students also benefitted from time in class to work with me individually.</p> <p>Students who did not complete the reading homework struggled to complete the essays with success.</p>
217	Students coming in are severely under prepared for this course.
218	<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. I was pleased to get very positive feedback about the class from the majority of student participants.</p> <p>For future consideration, I will probably become more actively communicating one-on-one, define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>

219	<p>Students did a great job on both assignments above. They seemed to get the concept of SMART goals much better this semester. I made an extra video explaining the goals. There are always a few who don't watch the videos or read the directions and give me goals that don't meet the criteria. However, after letting them redo it they eventually catch on.</p> <p>Allowing students to redo assignments helps them a lot.</p>
220	<p>Students either really got the assignment or just turned in incomplete work. It wasn't that they didn't understand it was that they just didn't want to spend the extra time finishing it for all the points. I added a second lecture to try to help students this semester, but it doesn't look like they watched it. In my other sections of the class it seems they were a bit more motivated and completed the work more successfully.</p>
221	<p>Students excelled.</p>
222	<p>Students generally did better with assignments than exams in demonstrating knowledge. Will consider more assignments to add in addition to or in place of exams. Data for SLO 3 is somewhat skewed by a higher number of students that did not submit the assignment. There was attrition at the end of the summer course. Will try to add more reminders and interactions after midpoint of the course/semester, and could benefit from use of Starfish if used for summer courses.</p>
223	<p>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.</p>
224	<p>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.</p> <p>IMPORTANT UPDATE: I accidentally inputted the SLO results from another class when I submitted this report originally on June 6, 2022. I am updating the SLO results for this class today as I realized my mistake. Thank you!</p>
225	<p>Students may need more practice with understanding the meaning of and writing mathematical notation.</p>
226	<p>Students met the learning objectives.</p>
227	<p>Students met the standards.</p>
228	<p>Students met the target easily. A really good group of students.</p>
229	<p>Students met the target, but just barely due to the smaller class.</p>
230	<p>Students performed well on this SLO.</p>
231	<p>Students responded well to the online discussions and the textbook. Some students were overwhelmed with the final project that was done alone and would have rather done it as a group project. However, in the past group projects assigned to asynchronous online classes have not been successful. I assigned the final project in steps and next time I will have the students turn in each step for credit to encourage good time management.</p>
232	<p>Students strongest work was in SLO 3. This is often the weakest material for students. Seeing this result is great, because it means students understood the most difficult material in the course.</p> <p>Students struggled with SLO 2. This is medium difficulty material that takes place at the half-way point in the semester. A take-home homework or quiz on this assignment near the end of the semester will help students in the future.</p>



233	<p>Students were eager to be in studio classes. Every semester for every class I teach, I evaluate the lessons necessary for students to learn and practice, as I keep up with industry and artistic standards. Design is part of everyday life and students can find employment in many design fields and opportunities. Studio lacks enough storage space for individual assignments, and an extra white board would be helpful having been requested for many years now.</p> <p>Thank you.</p>
234	<p>Students were engaged and ready to do research and create work in Three Dimensional Design taking into consideration the notion of design in its many forms, functions, audience, and time.</p> <p>Space for assignments to be stored safely is always an issue.</p> <p>An extra whiteboard has been requested for many years in studio room 130 which would also be helpful.</p> <p>Thank you</p>
235	<p>Students were, for the most part, engaged. In the future, I will do more follow up to make sure no student is left behind.</p>
236	<p>Students who fell behind early just could not catch up. Students who got help and met deadlines managed to get a good grade, even if their math or writing skills were limited.</p>
237	<p>Supply a proctoring center to support outcome-based grading and no due dates/late penalties. Also, this method of SLO evaluation may not work for outcome-based grading. The math department should request a testing/proctoring center to support equity-minded grading practices in their PPR.</p>
238	<p>Switched to zero textbook this semester. Will continue to look for a high quality free textbook alternative.</p>
239	<p>Target met for those students who passed the class. Those students who got a 1 for outcome statement (1) were students who no longer showed up to class and didn't drop the class or it was too late to drop the class. So, even though the percentage is low, the target was met by those those students who stuck it out = 9 out of 9 and not 9 out of 14.</p> <p>Same goes for outcome statement 2.</p>
240	<p>Target met was assessed at at least a 70% (3 or better).</p>
241	<p>Target met was assessed at level 2 or higher (70+%).</p>
242	<p>Target Met!</p> <p>[NAME] runs a fine Honors Program with disciplined students.</p>
243	<p>Target met! :-)</p> <p>Notable improvement with diverse activities: video assignments, group work activities, learning quizzes, exams.</p>
244	<p>Target met.</p> <p>There was a notable improvement in class discussion performance when I used the gradebook to contact students directly who weren't posting their discussion forums.</p>
245	<p>Target met.</p> <p>This class was informal, relying less on structured PowerPoint presentations and more on historical conversations that turned out to be fruitful.</p>

	More historically based motion pictures were featured in this class which also lead to lively discussions that connected to the textbook readings.
246	Target met. Honors Presentations in class led to compelling discussions.
247	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty members in this program. For the future, resources such as the eLab manual and customized virtual Lab website will be continued to be use to support student success.
248	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty members in this program. This section did not meet the goal set. Therefore, looking into the future, resources such as the eLab manual, customized virtual Lab website, and a lab review sheet will be supplied to support student success. Additionally, this program will continue to work with the STEM and Tutoring Centers to increase student success rate.
249	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty members in this program. For the future, resources such as the eLab manual, customized virtual Lab website, and a lab review sheet will be supplied to support student success. Additionally, this program will continue to work with the STEM and Tutoring Centers to increase student success rate.
250	The biggest indicator of success in this goal was attendance and participation in the preliminary writing assignments that scaffold the essay writing process. Students who did not attend or missed assignments eventually dropped the course and were graded N/A. Attendance policy was strict this semester, and it did not seem to improve student attendance. I am unsure of where to go from here, I think perhaps in the future I should provide multiple opportunities to engage with each phase of writing rather than one assignment.  For critical thinking, most students exhibited great affinity towards thinking about complex subjects due to multiple group-based analyses of texts. Class discussion was routine, and all students present participated (even the ones who eventually dropped due to attendance/missing assignments). I believe this aspect of my class is the strongest and will not likely change.
251	The challenges are the students that do not do the work, or they do not care and stoped coming to class.  New strategies: do group discussion for the SLO for each class
252	The class met the target, but just barely due to the small class. The student who missed the target was not really engaged or motivated. This is an ongoing issue with the lecture only section.
253	The class size is too small to definitively identify any learning gap. More computer hardware may be needed.
254	The class size is too small to definitively identify any learning gap. The class may need to be a full-semester long instead of 8 weeks.

255	The course continues to run well and as designed.
256	The course organization worked well. I need to clarify certain test questions and add a section on "spin" to the discussion of fake news.
257	The course pacing was more effective in the previous 8 week format. Recommendation is to go back to a 8 week scheduling for this course.
258	the course should be at least 8 weeks long.
259	The course should be offered as a full-term instead of 12-week long.
260	<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 collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the 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. Many said it was their favorite class of the semester, some said favorite ever.</p> <p>For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
261	The final assessment used to determine the 4th SLO will be changed in the next semester to encourage further critical thinking skills. Otherwise, the other assessments have evolved based on student feedback and communication and will continue to do so through this semester as well, as that is what I believe has brought up the SLO data even here.
262	The findings this semester are not as good as I would hope. Although some of the low scores reflect assignments that students simply did not turn in, for example, SLO 4, although it shows 7 students obtaining a score of only 1, 5 of those were because assignments simply were not handed in, I do think alterations to the assignment questions would be helpful. As a result, I intend to create new assignments for the coming semester that more directly assess these questions. Rather than using quizzes, for instance, to gauge SLO, I plan to create a series of discussion boards that will allow students to both speak more broadly on these topics, quiz questions were just too narrow, while also allowing them a forum to discuss aspects of the topic with their peers that they may not have initially thought about.
263	The findings this semester are not as good as I would hope. Although some of the low scores reflect assignments that students simply did not turn in, for example, SLO 4, although it shows 7 students obtaining a score of only 1, 5 of those were because assignments simply were not handed in, I do think alterations to the assignment questions would be helpful. As a result, I intend to create new assignments for the coming semester that more directly assess these questions. Rather than using quizzes, for instance, to gauge SLO, I plan to create a series of discussion boards that will allow students to both speak

	more broadly on these topics, quiz questions were just too narrow, while also allowing them a forum to discuss aspects of the topic with their peers that they may not have initially thought about.
264	The Honors Program is very successful! Kuddos to [NAME] for her incredible work.
265	The Honors project is scaffolded, which has been a practice I've seen as successful for several semesters now, so I will continue to utilize this. I've also taken student feedback and communication into consideration with the structure of the class - how the information within the course is presented to be the most effective for learning and student success, particularly within the honors program.
266	The influence of a number of "adult" learners in this class had a very positive influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, the code, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class. In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about there since of progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.
267	The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments.
268	The numbers may not seem to indicate it, for I certainly lost a few students this time, but I feel I'm on the right track here. The numbers reflect an unfortunate reality: sometimes it isn't the instructor; sometimes it isn't the material; sometimes it's just the luck of the draw. "Effective" moves I might make aren't ones I'm comfortable with: using, for example, easier readings, or assigning simpler papers. I will be mulling over assigning a--lord help me--simplified analysis paper, but I doubt I'll go that far.
269	The one honors student met the target.
270	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs.
271	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. More interaction occurred this semester, but I want to plan for group meetings and not just one-on-one so they have a connection with others in the program.
272	The research project needs to happen sooner and have much more emphasis. Also, I think making the project a portfolio-style project, where students submit a range of

	evidence for their ability to conduct and compose research would make sense (I will experiment with this next semester.)
273	<p>The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p> <p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>
274	The students all demonstrated the required competency to complete the course. I will only be teaching this course one time.
275	The students did a great job in this class. This was the first time this field class was offered, and it went well. Some minor adjustments, mostly concerning logistics will be done before it is offered again.
276	The students did not like being made to do problems on the board at 1st. But after the 2nd test they began to understand the problems better and were happy with their improvements.

277	The students responded well to discussions and group projects. The book did not provide enough information. Videos and other resources are recommended.
278	<p>The students who were engaged all semester did very well and applied their knowledge to weekly discussions and critical thinking effectively.</p> <p>I would like to continue my class to complete a group project, but I would like the try and have the students create their own groups hopefully to see a better outcome of participation.</p> <p>hardest challenge in the springs are students dropping out and completing partial of the work and then not finishing out the semester.</p>
279	The students' feedback is positive about the online homework assignments. I am planning to continue using them in the future.
280	The students' feedback is positive about the online homework assignments. I am planning to continue using them.
281	The success of the course is mostly attributed to having lab and hands-on in a classroom environment instead of a remote/online setting.
282	The summer course is asynchronous so I added more slides from the text publisher and added an article for the students to reach that falls in line with the chapter topic of the book. I made a requirement for the students to view all of the slides and take part in discussion before taking the quiz at the end of the week.
283	The target was met for each SLO. Short term classes have high success rates. This group performed better with group work activities than most classes, probably due to the lengthy amount of time we met each Monday and Wednesday, as it was an 8 week session.
284	<p>The two students scoring D and F stopped attending class the last month or so. They did take the final, but each missed a quiz and one didn't turn in a large assignment worth 25%. I reached out to them, offered help and was told they were fine...</p> <p>The students who attended class did great and seemed to get a lot out of the class. The two that didn't performed poorly.</p>
285	<p>There are no SLOs for this course, unable to complete outcome statement</p> <p>Need to create clear SLOs for this course.</p>
286	There are several reasons the class did not meet the rubric standards. A handful of students did not complete the assignments because the course was fast-paced, so they did not stay up on all the tasks. The students that passed came to class prepared and were engaged in all assignments. I explained that they should drop the course if they did not complete the work because it is a fast-paced class. The students failed to drop the course.
287	There are several reasons the class meets the rubric standards. The students were online and prepared to do all assignments and quizzes. The students were engaged with the instructor and communicated all assignments to become a firefighter. Having all the students engaged is a huge part of the success. Seven students failed to complete all the work, which brought the percentage down. I explained to the students they needed to do the work to pass. The students stated that they got a job, and it was tough to complete the assignments. I told the students to drop the course, but they did not.
288	There are several reasons this class meets the course rubric. The fire technology students can interact with the current Fire Academy cadets. In addition, the fire technology club has used career firefighters as guest speakers to discuss career pathways in the fire service.

	Four students did not complete them, which did lower the overall percentages. I will ensure that students must drop the course properly if they can't make it to class.
289	There are several reasons this class meets the course rubric. The fire technology students interacted with other students in the class. Six students did not complete them, which did lower the overall percentages. Students stated that they started to work and did not have the time to complete the assignments. I will ensure that students drop the course properly if they can't make it to class.
290	There is a high success rate in short term classes with a lower cap count. Additionally, equity is achieved with lower class caps.
291	There is an improvement in this class performance. One factor contributing to this is that I had posted my lectures on Canvas so students could review them.
292	There was a large amount of students that did not complete all task or final assignment.
293	This class allows for diverse texts and much critical thinking. No changes.
294	This class continues to be a successful online fitness class. Students had a lot of progress this spring as their technique and strength increased. I added content this quarter that encourages them to reflect on how they felt before and after a workout to note if it enhanced their mood. We also incorporated breathing techniques and myofascial release for soreness which students enjoyed. In the future I will add more of this throughout the module.
295	This class could simply be atypical, but I would like to see higher scores. My classes are all online, so much depends on my written material. While avoiding simplification that insults better readers, I may have to simplify my writing.
296	This class did a wonderful job in taking up the design mantle as we were bouncing from one classified tech to another. While not intended, their work was put into productions with style. This was a hands-on class, which made it possible. The amount of practical experience they garnered was great for their resumes.
297	This class did well achieving these SLOs, however we did not achieve our targets as the class was small, and two student only turned in 1 assignment and therefore failed the course, but the others excelled. This summer I added reflection prompts, guided mediations and dimensions of health assement tools to help student develop and health and fitness goal during the course and beyond. Students responded well to this, commenting on how they will continue many of the practices even after the course conclusion.
298	This class did well achieving these SLOs. This quarter this class was highly motivated working online and enjoyed the flexibility of using Goreact to receive body corrections. I also added mental health coping tools, mediation and box breathing to support the current needs of students.
299	This class felt (and was) much more successful than when I taught it the previous fall. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work. Students were in most class meetings consistently throughout the term, which led to greater undertstanding of the material when they worked on their written assignments at home. I also created new lessons for and practice with peer editing of papers, which led to more effecitve online peer reviews for the essays. I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rappport between students and with me, as well.

300	This class has been incredibly popular because it allows students to exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences. This summer I incorporated more videos to prompt lively discussion boards such as " which is killing us drive by's or drive thrus? " which students really connected with. I also change the final from a text format and allowed for students to write a 2,000 word essay on their culture, upbringing and how living her has impacted their own cultural pluralism. This prompted some amazing papers, so I will definitely continue this in the syllabus.
301	This class originally had 20 students enrolled but almost half dropped once they realized nutrition for fitness and performance relies heavily on sciences and some math. The students that did remain in the class were athletes, fire science and those trying to make lifestyle changes. These students did extremely well. They interacted heavily with each other and discussion boards, asked questions and stated they left the class empowered to achieve their nutrition and fitness goals safely and effectively. I think in the future the description might include that this focuses on the scientific research and theory as opposed to non- scientific advice.
302	This class was enormously successful as an online class. Students loved it. 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. Student left messages like " I just wanted to say thank you. This class was a lot of fun and I loved getting to try all the different workouts. The adult nutrition class was also a great resource, as well as the reading material you provided for us every week. Thank you for putting so much time and effort into designing this course, it was truly a great class!"
303	This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to helped improve student performance from the beginning of the semester to the end of the semester.
304	This class was relatively small. I believe the size of the class was an important factor in the students' performance in the class.
305	This class was very successful with given notes and lectures. I feel this should be the norm as I move forward.
306	This course continues to see adjustments every term. Results have improved and in future terms results form this term will be used for minor tweaking to continue pushing the course to achieve higher SLO 3 or higher averages.
307	<p>This course was a 15-week late-start online course. Other than the information stated below, this class tended to perform significantly lower in all assessments than the 17-week online courses.</p> <p>The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their</p>



	<p>own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p> <p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>
308	This dual enrollment group was well-prepared for College English and easily met the writing and reading standards. If anything, they might need more focus on time management because of their work load and extracurricular activities. Breaking some assignments down into smaller parts might help them keep up.
309	This is a face to face-to-face class. There is an improvement in the students' performance in class.
310	This is a general area of interest for students. Many seem motivated in lecture. There is a relatively high level of detail discussed/tested and perhaps this could be evaluated and slightly reduced or identify a new aim on testing techniques.
311	This is a small sample size issue, when taken into context with the over all class(including section 35) I am seeing a positive trend in the success rate for this SLO.
312	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.
313	This late start section had a higher proportion of low grades: students who just stopped doing the work (or really never started).

	It is not that I am teaching the SLOs differently. This is just a different crop of students in the late start section, with different motives and expectations.
314	This non-credit course is always well received. Student taking the class select it many times as they have a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans. This summer I added cooking videos of myself preparing plant based foods for students to "cook along" with.
315	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planned slow transitions to a significantly reduced meat diet. In spring I added additional commercial websites to help students find and try plant based products and added plant based eating for athletes and those looking to weight lift. This was well received and I will continue to keep this module in the future to attract more athletes to the class and disspell the myth that one must eat meat to be able to compete. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
316	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
317	This online cardio class was incredibly successful, particularly because this quarter we focused on "at home" workouts with common item and how to use hiking in local areas as a way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 75% which is equal to in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.
318	This particular course did exceptionally well. I did feel that there was a greater sense of teamwork and camaraderie within the course, which I think could be attributed to generally higher attendance. I wonder if courses a bit later in the afternoon tend to do better than those early in the morning. I hope to replicate this more in future classes, perhaps with more collaborative work and by including an embedded tutor in the course.
319	<p>This particular course, there were a few more students that did not meet the overall course demands and assignments that were related to the course SLOs. More students in this course, this particular semester participation in course was low.</p> <p>I learned that as a professor, I will need to communicate the importance of these assignments and provide ample time and options for submitting assignments. In addition, it will be suitable to also incorporate more class time to the importance of the assignments, how it relates to their critical thinking, self-awareness, career decision making and overall understanding of the benefits and consequences of their choices for a major/career and as a student. I believe it will also be good to have students share where they are in the process of their growth and understanding of each of the SLO areas, this may help to motivate and encourage the students that are not progressing to make progress towards demonstrating success in each of the SLO areas.</p> <p>I will also need to communicate in multiple ways (through announcements, course</p>

	<p>lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas by submitting assignments and communicating their understanding and knowledge through class time/lecture and discussion posts.</p> <p>In addition, maintaining good contact with students outside of class to learn more about their specific needs and situations as to why participation in class is low can be beneficial to help with optimal performance in the class.</p>
320	<p>This particular course, there were a good number of students that struggled with meeting the overall course demands. More students in this section did not demonstrate achievement in these areas. Despite my actions to provide opportunity for discussion, individual meetings and my announcements to be willing to accept late work, students still did not achieve as well as other courses.</p> <p>This is a late start course, 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. In addition, providing additional support through motivational messages and the importance of syllabus timelines, like withdraw dates need to be set as given reminders to students.</p>
321	<p>This semester I provide multiple low-stakes assessments so that students have more opportunities to review and master the materials as well as push up their grades.</p>
322	<p>This semester I utilized the SLO rubric which based on the grading for each example, shows some drastic improvements that need to be addressed. Both SLOs that didn't meet the target were initially measured at midterm, however, there were similar assessments on the final summative exam which measured the same outcomes with better results because students were able to take the feedback from the midterm and make the appropriate corrections. I however would like to use this data to make adjustments to instructions and improve the above results.</p>
323	<p>This semester, a more systematic approach was used by further narrowing the types of workouts from last semester down to a handful of routines that were progressive in nature. Throughout the semester 7-8 workouts were used on a rotating basis and each week 2-4 of those workouts were repeated and increased in difficulty and/or duration. This allowed for a more accurate way to track progress and focus the workouts on the specific skills needed for fire fighting. A new approach to strength training was used, alternating assigned workouts with student selected workouts. This gave them the autonomy to assess their own physical needs and create a strength routine using the assigned workouts as a guide to create the workout most beneficial to their individual needs. In general, the students showed good progress throughout the semester. Although some still fell short of the ultimate goal of a couple of the progress assessments. Future classes will take into account those areas of most difficulty and will add more workouts to address those areas. A new approach was also used for lecture topics, specifically in nutrition. Students were divided in to 5 groups and asked to evaluate a food item as a group and then collectively as a class to determine which of the items had the best nutritional content. Once a consensus was reached the department then purchased this item for the class to have on hand in their classroom for energy snacks. This created an opportunity for students to gain a thorough understanding of how to critically evaluate a food item and apply that to other food choices in the future. Additional lecture topics were discussed as they applied to the workouts, such as stretching, recovery, flexibility and progression, again giving students a concrete example and direct application to the current activity.</p>

	<p>The new approaches appeared to be well received by and beneficial to the students learning objectives, however, every class dynamic is different and adaptations will need to take place as situations arise. However, based on the success of this approach, it will be repeated in future semesters.</p> <p>The current content and assessment matrix continues to reflect the objectives for the fire academy students so no changes are recommended at this time.</p>
324	<p>This semester, the only failures were two students who chose not to participate in the SLO-focused assignments. This is an improvement over past outcomes and suggests the basic instructional strategy of creating several screening steps that lead to the final semester project product is working. An additional screening step focused on statistical data will be implemented for the future. Another helpful activity could be added that ensures students know how to use the CHC Library.</p> <p>The current online format makes it difficult to assess our content focused SLOs, as currently worded. These ineffective SLOs need to be deleted or modified.</p>
325	<p>This set of students outperformed the other set in the same section. I am unsure as to why this was, as they were all in the same classroom hearing the same instructions. Test scores were comparable, but the participation in viewing productions was different. I think I am going to offer a small bonus if they can recognize when the productions are.</p>
326	<p>This small hybrid class was most students' first on-campus experience since the pandemic. Overall the students were motivated, and participation and attendance were excellent! I did find the confidence in their knowledge of the word parts did lack. For the next hybrid class, I would spend more class time on reviews and quizzes on the word parts. Overall I was happy with the outcome and wouldn't change any content or SLOs. Class average: 88% Pass rate: 93%</p>
327	<p>This term, we presented two new plays which gave the students the opportunity to create their roles without having any preconceived notions of what other performers had done. We will continue to do this to foster a sense of creativity.</p>
328	<p>This time around I changed the structure of what was taught and had a higher rate of assignments completed. I will carry this forward. I also offered an externship that I might make mandatory next time.</p>
329	<p>This time around I focused on redoing some of the later sections and expanding it to use more technology. This seems to work great as the third SLO was reflected as the strongest by the class. I ending up having more time for review available later in the class and I want to use this extra time to really spend more time on the probability section of the class. I always feel like I don't have enough time for it but I end up being able to finish up the class comfortably. This next semester I'm going to try to devote entire days just to working on the probability concepts without having to introduce anything new.</p>
330	<p>This was a 5 week class at the end of the semester and I had quite a few students who just stopped after the first assignments.</p> <p>The students who stuck with the class did an amazing job on the assignments overall. I had just a few that submitted half done assignments. Not because they didn't know the material, but more because they just didn't do it.</p>
331	<p>This was a brand new course this semester. I offered a textbook free course including numerous materials that were intriguing, interesting and simple to navigate. I give the option for community service with the option to opt out of the final writing assignment with the inclusion of additional community service hours.</p>

	I will be researching additional textbooks for additional reference purposes as well as videos, articles and reference material.
332	This was a brand new course this semester. I offered a textbook free course with excellent pp's, reference material, videos and other outside sources for an excellent learning experience for students. I allow students to submit their work in multiple formats, essays, pps, video/audio, poetry, music and other creative formats. I allow for students to choose from a list of interesting topics for their final writing assignment as well as offer the opportunity for them to choose their own topics in the form of essay or pp. Students can complete community service with the ability to opt out of their final writing assignment with additional community service. I will seek additional textbooks and information to further add to the resources for the best learning experience possible.
333	This was a short-term class. Despite the fact that this was an accelerated course students did well. I believe having frequent online office hours helped students to do better in class.
334	This was a short-term class. Even though this was an accelerated course students did well. I believe having frequent online office hours helped my students to do better in this class.
335	This was a small class and it benefited students to get more one-on-one help and prepare better for the assessments. students were able to do group study session and use extra time in lab and outside of class to prepare. Use of study groups will be implemented in future semester based on the results of this group.
336	This was a small class so everything was done in a discussions/small group format. The student were able to have individual attention to their career planning and group project.
337	This was a tough class, as it was a late-start with an odd amount of total weeks, so some assessments I had to tailor more than in the past. I feel that this impacted a lot of student's work negatively, and I'm planning to correct that in my next late-start class.
338	This was an accelerated clinical schedule only 8 weeks and I believe this lead to the decrease in SLO target.
339	This was an eight week a face-to-face class. I supplied a skeletal handout packets that outlined the lectures so the students focused their time writing down calculations, important processes and solutions to content discussion questions instead of trying to down background perspectives that led to the content discussions. I also filled the canvas shell with the video lectures used for a non face-to-face class and many students voiced that they where viewing the lectures before class and also after class to reinforce their understanding. I also used the canvas shell when students turned in their work, this made grading late work easier to manage. I had a process for students to make test corrections and possibly move up old low test scores. The test correction policy was a way to demonstrate good study skills to do before taking a test. I would look at the students test corrections only if they passed the next test, thus demonstrating they were able to apply their new study skills process. The eight week summer pace is challenging for the students and I believe some of the strategies above kept them on task with optimism and understanding that the focus was always on the students trying to find a way through the course that worked for them.
340	This was my first semester teaching this course; I felt like students were pretty enthusiastic about their workouts and learning useful lifestyle fitness skills. Next semester I would like to offer more resources that they can utilize once the class is over - specifically apps or fitness tracker tools which are so common now.

341	This was my first time teaching a class with an attached support lab. A reason so many people failed my class is 7 people stopped attending after the second midterm. It would be nice to have some support on retention strategies for students. I also would like to try more activities on college algebra review in the support lab. I feel that now I have taught trigonometry once, I can better structure what to focus on in class so that I have time for more review activities.
342	This was my first time teaching this lab section and I had a blast. I feel that overall most of the students got a good peek into some more advanced ideas and also learned tools that helped them excel in the main class. My grading scheme was 80% weekly labs and 20% was an optional article write up or final project. I got some great final projects although I would like to have more structure if I get to teach this again. I would also like to switch up some of the labs and make them more involved. Overall it went well for my first lab!
343	This was my first time teaching trigonometry at any college/university.  For graphical literacy, now that I am more familiar with teaching the material, I will include more hands-on interactive lessons on graphing equations using Desmos to improve performance.  As for trigonometric equations, because I was behind schedule, I only touched on them for one day, and did not have time to cover it before the final midterm. Thus my students ended up ignoring this content, and mostly skipped the corresponding question on the final. I will devote more time in class on this topic next time I teach trigonometry.
344	This was my first Zoom class and it was a success. 18 of the 24 students in the class earned a score of 70% or above.
345	This was one of the most successful acting classes that I have ever had. I implemented some changes to the activity schedule, such as the accent exercise, and was able to build a better skill set for the student actors. We also emphasized the opening assignment of individual video clips to get a common language as to what each student thought good acting was, which served as a through line for the rest of the term.  The initial group stayed more stable throughout the term, so I think that I will continue this structure.
346	This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As. They had the fewest posts, the lowest number of submitted essays, the most missed quizzes. I hope this section does not portend the future.
347	To focus on slavery and the impact this had on events that lead to the civil war and the different kinds of peoples who came to the New England and to the Southern states and why they came. Some came for religious freedom, some to make fortunes. In the process European cultural norms destroyed first nation peoples world and practiced forms of genocide as with the case of the Trail of Tears.
348	To focus on the civil rights movement and see how the and to understand how the this influenced the women's movement, the protests during Vietnam and how mistrust in the government developed. Also to understand the rise of unions and then the attacks on unions how this undermines the middle class which can lead to fascists' governments as witnessed after WWI in Germany.

349	Too many outcomes which some can be blended such as History and Famous people. They correlate each other due to timeline of history and who were there that time that made a difference or made history. Other than that...students are performing well and meeting if not exceeding expectations and met all outcomes.
350	Took over class from a previous instructor. Only taught the class for the last half of the course. Students responded well to practice exams. Showed marked improvement during the final exam.
351	Took over the course mid semester. Only taught the final half of the course. Students seemed to respond favorably to practice exams as study guides. Marked improvement made during the final.
352	Try different strategies in delivering full term content in a short term course.
353	Try letting the students who did not fully meet the standards at the highest level to redo the assignment.
354	Try new strategies to encourage student participation and interaction.
355	Two students stopped coming to class after the last day for a W. I did let all student know before that date that a letter grade will be assigned, they chose to not withdraw from the course.
356	Used novel essay structure in class -- intend to expand on and simply that. Content will remain same, but be expanded, i.e. solider basis in research given. Building course reader and dedicated Canvas Shell.
357	Variations in Unknown project 2 are not optimal. Will continue to seek better options to create a 3-4 week project. Exams overall improving when solely done over canvas. Will seek to modify exams via canvas. Still cannot perform lab practicals this week. Seeking new options. Until steady improvement is observed, will maintain these SLOs.
358	Want to refine my assignment sequence and build in student feedback.
359	We need to investigate our SLOs to a deeper level. This seems to be to generalized of a learning outcome to understand what the shortcomings are for the students. We are currently distributing student satisfaction surveys to the students to gain a better understanding of what worked for them and what did not.
360	We need to write more comprehensive SLOs.
361	Will provide student self learning disease modules.
362	With near 90% success on most SLOs, I plan to continue using the lessons and assignments I have in place. I may re-word some of the SLOs to better align with the assignments and combine those that use the same assignments for measurement purposes.
363	With respects to SLO 4, this SLO is assessed first, and I have a suspicion that students are adjusting to class expectations, and as such, perform weaker. I believe it would be to their benefit if I spent more time looking at that content prior to assessing them on it, while also altering the assessment type. Currently, I use a quiz, but it might be better to broaden the questions asked and have them engage in a class discussion via a discussion board. Doing so would allow students to broaden the scope of their responses and allow me to assess a broader range of knowledge.
364	With the class being long, I would often have student's burnout. I often had to try new strategies to keep students attention and interest. For the new semester I will try to create more active learning strategies to keep students engaged and challenged.

365	With this group of students, there were many who were not engaged with the subject. Additional methodologies should be utilized to try to increase engagement.
366	Work on improving instructional methods and identify struggling students earlier.
367	Work on retention techniques, provided this does not necessitate a lowering of standards.