

# Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Critical Thinking

**Assessed:** 2023-2024

***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 2023 or Spring 2024 semesters. Assessments occurred in 1,145 sections and resulted in a total of 23,571 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.	18,222	77.31%

**List of courses where outcomes were mapped to the ILO (185 Unique Courses).**

ACCT-105	ECON-201	HIST-171	PHIL-105	
ACCT-208	EMS-103	HIST-171H	PHIL-107	
ACCT-209	EMS-152	HIT-101	PHIL-109	
ANAT-101	ENGL-101	KIN/F-049	PHIL-110	
ANAT-150	ENGL-101H	KIN/F-108A	PHIL-113	
ANAT-151	ENGL-102	KIN/F-108B	PHYSIC-100	
ANTHRO-100	ENGL-102H	KIN/F-112B	PHYSIC-251	
ANTHRO-102	ENGL-152	KIN/F-155A	POLIT-100	
ANTHRO-110	ENGL-155	KIN/F-191A	POLIT-100H	

ART-100	ENGL-170	KIN/S-138A	PSYCH-100	
ART-102	ENGL-226	KIN/S-138B	PSYCH-111	
ART-103	ENGL-232	KIN/S-148A	PSYCH-118	
ART-120	ENGL-260	KIN/S-164B	RADIOL-106	
ART-121	ENGL-261	KIN/X-170BX3	RADIOL-114	
ART-124	ENGL-270	KIN/X-171BX3	RADIOL-115	
ART-126	ENGL-917	KIN/X-190AX3	RADIOL-205	
ART-175	ESL/N-601	KIN/X-191AX3	RADIOL-210	
ART-232	ESL/N-603	KIN-200	RADIOL-212	
ASL-102	ETHS-141	KIN-231	RADIOL-213	
ASTRON-150	FIRET-100	MARKET-100	RADIOL-214	
ASTRON-160	FIRET-101	MARKET-110	RELIG-101	
BIOL-100	FIRET-102	MARKET-181	RELIG-176	
BUSAD-053	FIRET-104	MATH-102	RESP-130	
BUSAD-100	FIRET-115	MATH-103	RESP-132	
BUSAD-145	FIRET-116	MATH-110	RESP-135	
BUSAD-200	FIRET-118	MATH-115	RESP-139	
BUSAD-210	GEOG-110	MATH-141	RESP-235	
BUSAD-225	GEOG-111	MATH-160	SOC-100	
CD-105	GEOL-100	MATH-200	SOC-105	
CD-132	GEOL-100H	MATH-250	SOC-141	
CD-133	GEOL-101	MATH-251	THART-100	
CD-250	GEOL-101H	MATH-252	THART-100H	
CHEM-101	GEOL-112	MATH-265	THART-120	
CHEM-102	GEOL-113	MATH-266	THART-147	
CHEM-123	GEOL-160	MATH-902	THART-226	
CHEM-150	GEOL-170	MATH-903		
CHEM-151	GEOL-175	MULTI-100		
CHEM-212	GEOL-246A	MULTI-111		
CHEM-213	GEOL-246B	MULTI-130		
CIS-109	HEALTH-102	MULTI-131		
CIS-113	HEALTH-104	MULTI-173		
CIS-130	HEALTH-263	MULTI-230		
CIS-135	HEALTH-263H	MUSIC-100		
CIS-137	HEALTH-265	MUSIC-103		
CIS-140	HEALTH-267	MUSIC-103H		
COUN-100	HIST-100	MUSIC-134		
COUN-110	HIST-100H	MUSIC-150X4		
CSCI-200	HIST-101	PHIL-101		
ECON-100	HIST-170	PHIL-103		
ECON-200	HIST-170H	PHIL-103H		

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

1	<p>I tried new strategies I added new content to my course I saw notable class improvement</p>
2	<p>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.</p> <p>I regularly look for new strategies, but they don't seem to be moving the dial.</p>
3	<ul style="list-style-type: none"> <li>* Increase in-class reading</li> <li>*Give students more access to the library</li> <li>*Modify essay requirements</li> <li>*Have one-on-one meetings with the students</li> </ul>
4	<ul style="list-style-type: none"> <li>*preparing more personalized videos within my lessons</li> <li>*adding more specific office hours for students</li> <li>*Along with COMMUNITY SERVICE, I am adding a CS presentation assignment.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Try new strategies? Used of the iPads provided through the Strong Workforce Grant increase the student success. Faculty lead has eLab manual and lab exercise intros loaded onto the iPads for students access. 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 tend 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. Will continue to use the lab practical to assess the SLOs as all labs use the same lab practical for consistency.</li> </ul>
6	<ul style="list-style-type: none"> <li>• The influence of a number of "adult" learners in this class had a very positive overall 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. Unfortunately, I believe this went well this semester due to the overall balance of student skills and experience in the class</li> </ul>
7	<p>5 students in this course did not participate from the beginning until the end. Thus, they received failing grades for the course. This pulled the average of the class down. So, I think these results are a typical.</p>
8	<p>A struggle in this class is the topic itself. A strategy I found useful is to remind students that this is a research-based class, and encourage them to keep an open mind when findings</p>

	<p>come up that conflict with their personal beliefs.</p> <p>For the future, I would like to see the SLOs for this class updated. They don't necessarily reflect all the diversity we cover in this course</p>
9	Add lesson on media specific presentation skills
10	Add section on moral and religious reasoning
11	AI resulted in two Cs and one student who stopped coming to class despite my contacting them several times.
12	All of my content was new this term and much of it I will keep and refine. Some of my assigned readings will change in light of the challenges they posed to many students. But ultimately I am very happy with this class and the outcomes of my students.
13	All of the students in Historical Geology understood the material! This was a great small class.
14	All second-year students are performing at a level they are expected to be at for where they are in the program, with some students exceeding expectations. I plan to monitor their progress more closely in the Spring and fine tune their skills to prepare them for becoming radiologic technologists.
15	All SLOs met criteria for this course.
16	All students demonstrated proficiency in all SLO's for this class. Although these student were all successful, focus will be on making sure that information is understood and students are able to process, analyze, and apply knowledge continually. I will continue to try to improve understanding for future classes.
17	All targets met for this course.
18	Apply new strategies to encourage student involvement and participation.
19	<p>As a beginning Pilates class most participations had limited experience with the Pilates method. As such, it was necessary for students to have a fundamental understanding about the key principles and concepts applicable to all exercises within this modality. Lecture was a large portion of class time within the first month. Students were required to take notes and were allowed to use those notes during quizzes, however, it was evident that some students were not grasping critical elements. Therefore, notes were subsequently posted on Canvas for students to access weekly and use for quizzes which helped improve retention of the critical information. This strategies will be continued for subsequent semesters.</p> <p>Student also commented that exercise building was slow in the beginning of the semester and fast at the end. Therefore, exercise building will be more uniform throughout subsequent semesters.</p>
20	<p>As a mixed level class, with beginning and intermediate Pilates students, it was necessary to take time at the beginning of the semester to make sure beginning students had a fundamental understanding of the key principles and concepts applicable to the Pilates modality. Therefore, lecture was a large portion of the class time within the first month and served as a refresher for intermediate students. Based on experience from the previous semester, lecture notes were posted on Canvas to help with retention of principles, concepts and with quizzes. I believe this was helpful with retention of the Pilates principles. In an effort to progress intermediate students beyond the beginning level, these students were encouraged to perform the beginning exercises at a higher level of intensity. In addition, new exercises, that could be modified as higher or lower intensity, were introduced in order to provide interest and challenge to the intermediate students. This</p>

	method appeared to be successful and will be used with future classes. Per feedback from students in the previous semester, the number of self-evaluations were reduced but the individual point value was increased. This was successful for those who regularly attended class and for those who missed more class days.
21	As an instructor, I think I am going to have to create a different theme for my course. Students are uninterested in reading academic journals on the topic and I have constantly found myself adjusting and modifying lessons for greater understanding. I have noticed that the students start out very strong and mid way through the semester they just drop off. It is saddening that they just give up. The ones that do very well for themselves pull through. I have found that I have to constantly reteach. I have to constantly go over the important handouts, go over directions and adjust my essay guidelines because the expectations/ Rubric is too hard. I remain connected to the SLO's but it is very difficult to reach these 15 students. Maybe a new theme for the semester will be a better idea.
22	As I do not teach by rote, but rather, I learn each semester new ways to reach our students. I am sure to learn about their interests and how I may best translate contemporary design elements and principles that engage and interest them to learn more. I am sure to create new assignments while teaching the basic knowledge students need to know.
23	As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary "Which is killing us, drive-by or drive-thrus?" along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.
24	As usual, I used new material for One Book One College. Students seemed to enjoy the graphic novel. Will continue to refine.
25	Attempted to use "guided notes" this semester with mixed results. Some students appreciated having the framework available to take notes effectively and utilize them for quiz preparation, and assisted with keeping them engaged during our class sessions. Some students did not believe this guidance was necessary, and that is caused them more stress trying to keep up with the lecture and where it related to the notes themselves. Based on this response, I discontinued this practice at about the 1/4 mark of the semester. I believe with some refinement, i'll be able to utilize this system again next semester.
26	Attrition rates in this online/asynchronous course may have impacted meeting targets for these SLO's. Additional efforts will be made to connect to individual students later in the semester to support continued involvement. Starfish will be used as well. Analyzing the types of assignments given (both for promoting completion of the course as well as better understanding of the learning objectives) will be considered for the next semester this course is taught.
27	Benchmark met
28	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>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>
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30	Both of the students in GEOL 100 were very successful, and understood plate tectonics well.
31	By adding powerpoint presentations to my lectures, I was able to really engage my students with the historical and technical aspects of singing. I also saw a marked improvement to the class by starting the process of learning the music for the group performance (the spring musical) much earlier in the semester, giving the students enough time to feel comfortable with the material before moving on to the other elements of the performance.
32	Change format of class to project based
33	Changing the format. Doing away with quizzes.
34	Changing the structure to project based
35	Class may need a prerequisite (Multi 100)
36	Class perform better at the end. Need to have more tutors provided for this class.
37	Class SLO percentages were significantly lower in this online class. Having one SLO percentage below the average rate is very unusual, due to non-completion. I had many

	<p>students with family and personal health challenges. The majority did complete the class, but 5 students could not continue and plan to re-take the class. I did note that participation was best with group assignments, such as discussion board. I will know this for future courses and consider more group participation assignments.</p> <p>I will continue to encourage communication with the students who struggle with the material or have personal challenges that prevent them from participating. I will consider more counseling referrals through Starfish as well.</p> <p>Overall pass rate and class average were good. Pass rate: 86% Class average: 81%</p>
38	Class was great! The 4 who failed (F and D) late quit without dropping. Everyone else did a really great job!
39	<p>Confidence Intervals were a struggle this semester. Need to have options for intentional interventions, encourage more students to use tutoring center as a resource. Also, incentivize students to use office hours more.</p> <p>Hoping to work with colleagues over break to figure out new strategies to teach some of the harder concepts; i.e. Confidence Intervals, hypothesis tests, etc.</p>
40	Content of class seems to keep them engaged and challenged. Working on coming up with alternate learning options for days when inclement weather keeps the students from the pool.
41	Continue to evaluate the relevance of assignments and presentations to best meet the needs and interests in our students.
42	Continue to focus on engagement in our online environment to usher in a corporative learning experience.
43	Continue to give informative feedback for assignments throughout the term.
44	Continue to have open dialogue 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.
45	Continue to improve student interaction and participation, there were a few students who did not turn in a final despite great attendance
46	Continue to listen to student feedback and look into ways to improve student's learning experience.
47	Continue to provide relevant content and assessments
48	Course may need a prerequisite, students with previous knowledge in technology can implement the theoretical content better
49	Direct connection between class participation and success.
50	Disabled #5 since I did not have a final test.
51	Doing ratio analysis is fundamental part of managerial accounting. Students were not only able to do the analysis but successfully compare different companies within the same industry. Target is above satisfactory.
52	Due to increased engagement with the honors students, there is not much more I can do when we meet our target.
53	Each semester students bring their individual level of interest to the class and while some are surprised they like the class even though they see it as just a GE course, there is a level that so many other things are important in their lives. This ranges wildly from making appointments to meet with other faculty or counselors during our class time, to having to

	<p>go to work, or sleep, dealing with mental health issues, and as I've taught this class at 7:30 AM, 10:00 AM, 2:00 PM, 3:00PM, 7:30PM, it appears these other life interruptions continue beyond the times the class is offered.</p> <p>As teaching is more than information bombing, my approach to these outside concerns is to be as empathetic and fair to all students as possible and as a practical approach to share ways as to how to look at their own schedules and to remind them they signed up for the class and the time, and that an online Art 103 is offered every semester for their convenience, or perhaps they should take it when it works within their life schedule.</p> <p>Each semester I evaluate the delivery of the material and the engagement of the students to figure out what works best for most of the students, I keep what seems to be working, discard what doesn't. Students abilities and social and cultural changes appear rapidly which all affect the way they learn, and I work to keep up with these changes to better approach them with the material.</p> <p>However, there are some students in each class that are argumentative, entitled, unwilling to do the work, to take online quizzes ( with 7 days to take the quiz), severe absenteeism, and unable to take responsibility for their grades. Instead it is an external blaming for their own inability to manage class work and college. I do attempt to help these students in many ways.</p> <p>Proposed actions: keep working to learn who my students are each semester so we can communicate as well as possible.</p>
54	Earlier intervention with students who do not demonstrate active participation or understanding of concepts.
55	Eng 101 students are really struggling with online and hybrid classes. I have suggested to the department chair to have more online class meetings and some face to face meetings for Eng 101 classes.
56	<p>Excellent motivation, participation, and SLO completion for this online class. Pass rate: 97% Class average: 90%</p> <p>Through this SLO reporting, I am tracking class completion of the pronunciation assignment, which is not currently an SLO for the fall semester.</p> <p>Participation is improved through the instructional video I posted. I feel this part of the course is important, I'm striving for all students to participate and feel confident in their ability to correctly pronounce the medical terminology they have learned.</p>
57	<p>Excellent participation and academic achievement in this online class. Pass rate 98%, Class average 92%. I continue to track participation in the pronunciation exercises for the course. For this class, I'd consider it very good at 88%. I continue to concentrate on improving participation in this area, at this time I will not change the SLOs I currently use.</p> <p>Since implementing the instruction video and contacting students who are not participating, the rate of completion has significantly improved!</p>
58	Expanding my availability for online office hours to provide additional support for students in understanding the course materials.
59	<p>Experimented with ePortfolio system and creating multimodal public project towards the end.</p> <p>I think there is room for an online system to publish student work, perhaps the journalism course, etc.</p>



60	First time I have ever taught this course, so it was a learning experience. I noticed a lack of basic skills in mathematics, so I allowed group activities to assist in this problem.
61	First time teaching this class in five years, with a change in textbook and curriculum. Overall, semester went well. Was able to incorporate lecture, multimedia, and hands on presentations. Improvements for next iteration of this class would be to smooth out the powerpoint presentations and edit for length, and quality of slide material.
62	Focus more on the assessment mechanisms for specific topics within the SLOs to bring the number of students meeting or exceeding the SLO metrics up.
63	For SLO 1: I will review and reemphasize the importance of knowing how to calculate a gas law problem next time. More practices and going over the problem will help.
64	For this semester, I added more direct revision examples and writing models. Two major papers were process papers allowing students to revise and rewrite which helped with overall assessments being higher.
65	For this semester, I lengthened the amount of time we had for our middle research paper. I do feel this helped students complete this first more stressful assignment, but that left a little less time for the final paper.  I do plan to look at other ways to help make sure that students get more writing done in class, which I think will also lessen the temptation to use AI for help on the final paper.
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67	Gaps are still present, but improving. Will work on having more inclusive curriculum to potentially help close the achievement gap.
68	Giving points for taking notes during class. That will encourage those who miss class to copy the notes from other students.
69	Good Class, no changes necessary
70	Great class, no changes necessary
71	Great field class.
72	Great group of creative writers!
73	Great group of students and positive learning environment. Two students left after drop date due to family emergencies.
74	Group discussions and brainstorming sessions will be applied to develop new strategies.
75	Having students practice their measurement skills each week greatly improved the outcome of the lab practical exam (SLO #3). Lab final multiple choice section (SLO #5) scores still low, more emphasis on reviewing those formulas next semester.
76	Higher attrition rates in this online/asynchronous course played a role in not meeting targets as well as previous semesters. In future online/asynch sections of this course additional attempts will be made to contact individual students toward the end of the semester that appear to not be engaging with course work anymore, in hopes to reduce attrition. Starfish will be taken advantage of as well. It may also be helpful to adjust/change assignments to encourage more regular participation through the end of the semester.

77	Honors section is going well.
78	Honors students were asked to complete more assignments and assist instructor with mini-group activities. Weekly meetings directly after class were held with Honors students to answer any questions on their Honors assignments. All extra assignments assigned are designed to exercise their leadership qualities. While Honors students were in attendance of these weekly meetings, research methods and M.L.A. citation advice was given for atypical sources---social media posts and interviews the Honors students conducted. New strategies of learning need to be interactive assignments in the classroom as well as with the instructor to allow honors students to work with their peers and allow them to compete Honors requirements without taking time away from personal matters.
79	I added an assignment in the beginning of the class on the basics of play and screenplay construction to open the discussion on analysis. This assignment was very helpful in setting up discussions. I am definitely going to keep it. I also swapped out a screening on The Great Dictator in favor of Pan's Labyrinth to broaden the offerings on foreign cinema and genre, which was also a winner.
80	I am adding personalized video and lectures to the course for more in depth student learning I am creating a COMMUNITY SERVICE oriented presentation as FINAL ASSIGNMENT option I will be updating my HOME page to assist students more efficiently
81	I am happy with the assessment data from this class. It will be interesting to compare this data to future classes to see if the assessments/class should be modified.
82	I am pleased with the number of successes in this course. However, the number of unsuccessful students is still concerning. I will strive to implement additional pre-assessments that will pinpoint student weaknesses in essay format and citation format.
83	I believe by increasing interaction with my students I can help them improve their performance in class.
84	I believe increasing interaction with my students improves their performance in class.
85	I believe that the students who stayed engaged in this course did an excellent job identifying pertinent information and applying it appropriately. I believe if I did this course again, I would like to present more content to enforce reading material as well as add additional media. I would also like to have the students engage with each other outside of discussions.
86	I believe that there is an opportunity to provide more engagement between the students that is not discussion related. Although this course is asynchronous, I would like to continue to develop strategies to keep the students engaged.
87	I believe that there is an opportunity to provide more engagement between the students that is not discussion related. Although this course is asynchronous, I would like to continue to develop strategies to keep the students engaged. One of these strategies would include zoom discussions.
88	I changed the final project from a unit test to a final group scene project. Each student within the group was free to choose one of three roles: actor, director or technical director. This seemed to give the students the ability to use whatever they had learned during the term in a real-world assignment.
89	I did a good job.
90	I did meet the qualifications here for the honors program

91	I did notice some improvement in student motivation for learning this term compared to the first year we returned from remote instruction. To enhance student comprehension and engagement, I've introduced additional content in the form of several worksheets.
92	I do see gaps and thought so next time I will use the Socratic method with my students.
93	I feel like in an ideal situation - the pole II students would have a separate class time than Pole I (although I understand that we don't quite have enough students in the course to make this happen yet). The reason why is that Pole I requires A LOT of my attention to student's in terms of their movement technique, need for confidence boosting, and general safety while doing movements. I felt like the Pole II students were held back a bit because of this or were listening to the same discussion topics they heard last semester. Next semester I am going to have written workout plans that I can give to Pole I or Pole II and have them do those workouts on their own while I have designated time to discuss other topics more in depth with the other group. *The two students who did not pass the course had schedule conflicts halfway through the semester and were unable to continue taking the course but it was too late to drop.
94	I feel quite satisfied with the results for this class. I'm looking into new strategies for reaching students that don't submit their assignments or come to class regularly.
95	I feel the semester was a success. The biggest problem was getting this class to turn in their work. I did give extra time and options. The four that received failing grades chose not to respond to me.
96	I had 14 students in this course and a variety of them did and did not accomplish the assignment. The essay that was involved was 4.5-5.5 pages. It seemed like that was too many pages for them. They seemed very overwhelmed. But the students that did accomplish the assignment did very well for themselves. The rest of the students just seemed to give up or either had personal issues. This was a very hard semester in motivating the students to actually work. I am always adjusting and modifying lessons and assignments but I will not make it easier for the student.
97	I had 8 students stop attending class mid-semester despite numerous attempts to encourage attendance. Those who stayed did well and passed. Since my 17 week in person classes did so well, I'm curious to see if other's struggled with attendance/attrition in their Zoom classes this semester or their 13 week classes.
98	I have been struggling to increase the performance of student for this evaluation. While still relying on exams for quantification, I decided to break the topic up and spread it across 2 different exams. The logic was that possibly student struggle had to do with the breath of the exam as this topic is considerable in size (3 bulky chapters). I moved the third and largest portion to the following exam. After averaging the results of the exam it was clear that goals still remain to be met and I view no positive increase in performance. I return to the idea that exams may not be the best tool for evaluation.
99	I have incorporated active learning techniques which have increased the level of engagement considerably. Also, providing multiple low stakes assignments and assessments to identify areas where students are struggling.
100	I have introduced some new techniques.
101	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. Attempts were made via email/canvas message system and starfish to encourage non-participatory

	students to participate in course, and communicate their needs. These 3-4 students did not respond to these efforts.
102	I maybe spent too much time on groupwork. Needed more time for students to review for final because of many low scores on final.
103	I modified the presentations to add student feedback into the course and bring the Child Development program in. I also had the students create their own fight choreography for the final which improved student engagement. I think these elements will carry forward.  I think next time I will attempt to include a section on live steel combat.
104	I need to adjust some of my rubrics for these student activity outcomes.
105	I need to intervene earlier with students who are inconsistent in their participation.
106	I plan to add more critical thinking skills to my lessons next semester
107	I plan to add more non-fiction readings to the class next semester
108	I plan to include more SLO test questions in exams to measure progress throughout the course.
109	I re-vamped this class with shorter presentations, and video comment blogs to check understanding of lecture content in small doses. Students loved asking questions about specific lecture sections online, reinforcing content. Many students struggle to keep up with a fast-paced course like this, so we had several D's and F's from failure to complete assignments on time. In the future, I will set goal posts and more announcements to combat this.
110	I saw improvement this semester as it concerns the success rate, although admittedly as the semester progressed fewer students submitted their assignments than at the start. I remind my students of upcoming assignments, but perhaps I will need to brainstorm new ways of approaching student retention as the semester gets deeper.
111	I see notable improvement in this class since I opened the missing assignments for the whole class to make up before the last day of this class.
112	I think for any student who did not do well on the assignment, connect with them and give them a chance to redo it.
113	I thought the students did really well and the two who did not do as well, maybe give them another chance at completing the assignment after they study up.
114	I thought the students did really well. They had 2 chances at completing the assignment and I believe that helped with the scores.
115	I tied in the Fall productions more into this class than I had before. This seemed to make the lessons more relatable. This was borrowed from the Intermediate/Advanced classes, so I will continue doing this. I think that I can use this mentality to make the program more integrated across class sections.
116	I tried to use prior data (and the struggles students had) to help improve the areas of confidence intervals and hypothesis testing. I thought with some new resources and meaningful examples, students improved in these topics compared to past semesters. The biggest struggle I had this semester was attendance and students not coming to class regularly. I actually gave five F's this semester but didn't include 3 of them on the SLO report because they hadn't been to class in 6-8 weeks.  I will continue to try new strategies and try to make content meaningful and engaging for students. Using real world scenarios is sometimes easier to do in the world of statistics

	then in other math classes. This fall there is a big presidential election, so maybe include some real time data to analyze as a class for this upcoming semester.
117	I used many videos, applets, and outside sources, in addition to my own videos. I used the Pearson program for homework which provides additional support through the assignments that helped students better understand the material. Overall the students excelled in this course.
118	I used new strategies and techniques.
119	I was happy with the outcomes. No actions needed.
120	I will continue to add detailed notes and descriptions for accomplishing the tasks.
121	I will include more SLO questions in exams to measure progress.
122	I will meet with students early in the semester to help them if they need help.
123	I will need to try some other strategies to motivate these C & Ds students. Like team-based lab assignments and peer-to-peer based instruction.
124	I will try new strategies to fill any learning gaps for making decisions about data.
125	I will try to identify learning gaps earlier in the semester to catch those students who are struggling especially in the areas of reading skills and completing assignments.
126	I will try to increase interactions with my students to improve their performance in class
127	I would like to add more audiovisual content to this course to better explain and illustrate the connection of building construction and firefighter safety and survival. I am going to start grading participation in this class as I have noticed that participation drops off dramatically after spring break. I am going to tighten up my late work policy as I feel like my students are not actually learning some of the points in this class because they compete several assignments in one day to try and pass the class at the last minute.
128	I would like to add more audiovisual content to this course to better explain and illustrate the connection of chemistry and fire behavior as it relates to fire suppression. I am going to start grading participation in this class as I have noticed that participation drops off dramatically after spring break. I am going to tighten up my late work policy as I feel like my students are not actually learning some of the points in this class because they compete several assignments in one day to try and pass the class at the last minute.
129	I would like to be more involved with students who struggle, but this can be difficult with asynchronous courses.
130	I would like to increase the audiovisual content in this class in hopes of better illustrating the technical requirements of success in the Fire service. I intend to start adding attendance as a graded item as I have noticed that attendance drops off dramatically after spring break I am going to tighten up my policy on accepting late work
131	I would like to increase the audiovisual content in this class in hopes of better illustrating the technical requirements of success in the Fire service. I intend to start adding participation as a graded item as I have noticed that attendance drops off dramatically after spring break I am going to tighten up my policy on accepting late work
132	I would like to increase the audiovisual content in this class to help my students create a skillset that allows them to assess and take action on developments and changes in the wildland fire environment as it relates to firefighter safety and survival. I intend to add a grade value for attendance in this class as I have noticed that attendance

	<p>drops off dramatically after spring break.</p> <p>I intend to tighten up my late work policy as it appears that some students attempt to do all of the assessments in a few sessions and do not actually learn to information.</p>
133	I would like to interact more with those who are struggling, but whenever I reach out to them, they don't respond. That had to do with the course being asynchronous.
134	I would like to see the type of questions other instructors are using to assess the SLOs.
135	I would like to spend more time communicating with the students that the answers they seek for the quizzes are right there in their textbooks. They need to understand the importance of reading and understanding the material to get better grades on the quizzes.
136	I would spend more time on the definitions of the first few chapters. I would also stress when to do what test for the SLO #3
137	I would use this assignment again. It was a helpful way with connect the literature to the student.
138	Identify learning gaps.
139	I'm looking for ways to motivate under-prepared students to submit their assignments after Census or midterms. I contacted them via Canvas messages in the grade portal and sent out numerous emails and announcements trying to encourage them to do the work. I'm going to tighten up my due-date expectations since I've softened them (accepting late work without penalty) in the pandemic crisis. I think it's time to change some of my rules for accepting late work. I don't want to be too extreme, just adjust the rules. I'm quite concerned about dropping students at Census and feel we need more guidelines on the matter since we're in the aftermath of the Covid crisis.
140	In each assignment, particularly with the in-class essays and critical thinking essays, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
141	In each critical thinking essays, the assignments that measured their understanding of the course objectives, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
142	In the future I intend to utilize more audio-visual aids to demonstrate to my students what is expected of them to be successful in the fire service.
143	In the future I will focus on teaching the students about cultural differences in psychology.
144	<p>In the future I will introduce forming a hypothesis and analyzing data earlier in the semester.</p> <p>Students struggled with basic math skills, such as calculating percentages. Reviewing formulas and examples was critical.</p> <p>Students scoring at level 1 were absent during lab activities, skipped lecture and had many missing assignments. Learn options available for reaching out to students to encourage attendance and participation.</p>

145	In the future I will try new strategies and make recommendations for more critical thinking of the content.
146	In the future, I will add in additional pre-assessments to identify learning gaps. Surprisingly, many students did not have a good grasp of essay writing, research documentation format that they should have acquired in freshman composition.
147	In this class I had a couple of non-attenders, which was unusual for an Honors section. It may have been due to the early nature of the class, meeting at 8am. I did keep up and try to encourage these students to attend classes and make up missing assignments, but received mixed results at best. I'm not sure that there is much more I could have done to encourage these students. The assignment for the Honors project was the same as the one I've used in other classes with almost 100% pass rate, so I can't think of any other reasons it might have been different.
148	In this class, I revised the content in some significant ways: I included the One Book/One College text (They Called Us Enemy), I changed the second course unit to be focused on students' own communities, and I spent more time working with students in the researched writing unit. The plan is to continue to adapt the research unit to include more more upfront with students' personal values and beliefs to help them choose research topics very relevant to their own lives and communities.
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151	In this Stat class for technology I mostly used excel. In my Spring class I am going to use a StatCrunch. Hopefully it make calculations easier.
152	Incentive to seek a college degree
153	Including more diverse topics for this essay may be helpful in the future.
154	Incorporate more group work and individual practice.
155	Increasing interactions with my students through online office hours and zoom meetings has improved their performance in class.
156	It was definitely a challenge to get students engaged early in the semester. I distributed surveys to students throughout the semester to find out what was working for them and what wasn't working for them. One thing they requested was to have more in-class interactive activities. I did see an improvement in their thinking and reasoning the more we did this. Students continuously expressed that it was hard to them to keep track of the historical aspects of psychology and sometimes struggled to see the relevance in the real world. I began trying to make more connections as to how any particular study can shed light into human behavior. In the future, I think I will incorporate more academic article discussions so they can see that connection more clearly.

157	It was my first time teaching this class, and it went very well. I used a program called Stat Crunch for this class, but I will try to use Excel and calculator to do the calculation for teaching this class in the future.
158	I've added supplemental content that's been useful in the current climate which has become topical with the content of the class, and I think it's made the topic more relatable.
159	I've edited content to be more equity minded and I think it's helped. I feel like I'll be revising it even more and also making sure to communicate with students who are not participating or coming to class earlier on in the term.
160	Keeping students engage in an online class is challenging. I will try to improve that area of my classes.
161	Lab information is not being retained. Weekly quizzes may be necessary.
162	Lab information is not being retained. Weekly quizzes may be required.
163	Maintained a full roster for the Men's team this season and further developed their skills. As mentioned with the Women's team, we are looking forward to implemented more concrete expectations, goals, and achievements.
164	Many students did not submit the required essay and those who did were impacted by others lack of participation. In the future, I will try to establish more/different drafting activities to ensure adequate participation and feedback.
165	Met all requirements.
166	Met all requirements. Had students that did not want to work on the course material.
167	Met all the requirements.
168	Met all the requirements.
169	Missed the target on SLO 2. Moving forward I will provide more resources for students on writing.
170	more emphasis in lab knowledge is needed.
171	More emphasis needed in lab understanding.
172	More focus on making measurements in the lab
173	Most - if not all - of the students who failed the course stopped participating AFTER the drop date. Some folks did not turn in one of the two large assignments (worth 20% each). Maybe we need a probationary period for online classes? Maybe an intro and skills course for online classes? Maybe less of a focus on graduation and more of a focus on understanding, retention and fluency?
174	<p>Most of the students in this course have shown progress in the clinical setting. We have received feedback over the past couple weeks that one of our students is not participating in clinic as we would have hoped. This student has struggled with showing initiative since the beginning of the semester. We have spoken to this student on several occasions, and it doesn't seem like any progress has been made in that area. Another student is not retaining information regarding positioning patients for multiple exams that have been taught this semester. The rest of the students are at a level we expect of them for this point in the program and some are exceeding our expectations.</p> <p>I am new to this position and in the Spring semester, I plan to implement more one on one opportunities for students in a lab/clinical setting and allow them more time to practice what they have learned.</p>
175	Most of the students understood the material well.



176	Most of these students were highly motivated and did well. I have not figured out what to do with the others.
177	Most students understand how to interpret descriptive statistics and identify the correct sampling technique used in a problem situation, but fewer understand how to use discrete and continuous probability distributions to answer real-world questions and fewer understand how to apply confidence intervals and regression. This might mean that more time needs to be dedicated on the topics of confidence intervals, regression, and hypothesis testing.
178	Moving forward I intend to do a better job of grading assignment in a timely manner so that my students get more consistent feedback and more opportunities to improve their performance. I also intend to participate further in discussion assignments. I have a very liberal policy on late work that I may have to dial back a little as I feel like students are taking advantage. I may take the imitative to drop students who are not participating at the halfway point in the semester as well.
179	My Actions. Because this is an online learning course, there were about 8 students that just did not participate in the course. Despite attempts to connect with these students to either participate and/or drop the course, they remained in the class. Due to this, these students did not demonstrate or communicate growth, knowledge and understanding with the SLOs presented. I have learned that it is key to connect with students early in the class and help them to understand the learning process and their commitment to this process. I have also 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 student learning outcomes.
180	My biggest challenge with this class is to get the students to complete the professional interview assignment. I think this assignment is the most beneficial in this class. Roughly 50% of the students did not complete this assignment. With these numbers, I am going to have them select an individual to interview earlier in the semester to hopefully increase the likelihood of them completing this.
181	Need time and help with basic skills.
182	Need to rethink grading strategies.
183	Need to use more just-in-time support.
184	New lab was introduced this semester, results were consistent and positive.
185	New strategies were implemented to improve student's math skill. More work sheets and group activities were very helpful. The lab partners were able to help each other to complete the Lab in addition to the prelab lectures and procedures.
186	New strategies-- will switch to Signing Naturally curriculum.
187	New strategies: more required oral presentations.  In the future I will focus on "no show" students through active outreach. I had several VA students who disappeared from the class. They ignored my efforts at contact, but I will go through the VRC next time.
188	New strategy: I tried using a new lecture notes for students to utilize during lecture. Students stated that these were valuable. There was a slight improvement in overall class performance.

	In the future: Greater encouragement for student to complete assignments and quizzes. There were more students like this in the current class than in previous BIOL 100 courses that I have taught.
189	New strategy: Some of my honors students have struggled to present at research conferences on campus due to work restrictions, nerves, etc... In the future I plan on creating an alternative assignment: Book Club Discussions, Critical Thinking Assignments, Mentoring Assignments, and/or Podcasts.
190	Not as high as a pass rate as I would have liked to have seen. I noticed that many students missed essays and just stopped submitting anything. I did have one student who consistently plagiarized using AI. Even though I communicated to her several times that this wasn't acceptable she continued to do it. I need to update with an AI policy in my next syllabus and follow-up further with emailing students who fall behind.
191	Notable improvements in applying professional workflows observed
192	of the 12 students enrolled in this class, 6 students were no shows. they did not complete assignments, laboratory, exams or final exams. This made the SLO target percentages very low. Students struggling in this class were extremely weak in basic math skills.
193	Offering new and innovative forms of presentation options Offering multiple ways and opportunities to complete community service Trying new forms of video presentations for students learning options.
194	Ongoing evaluation of student proformance
195	Only three students were taking the lab by itself. One of the students did not have the foundation to be able to be successful in the course.
196	Overall I felt the course went well and the students overall did well in the course. The one SLO that was not met number #2 I believe was just due to the fact that at this time but the end of the semester they forgot what to do for these problems and I feel like I needed to do more review of these problem at the end of the semester and remind the students of this concept.
197	Overall, the students did well on these assessments, although for SLO 1 I had fewer students submit the assignment. For that SLO I use a research type paper that students generally seem to enjoy, albeit fewer did it this semester. This may well be the result of issues on their end, but perhaps I might stress the importance of the paper in future classes more than I did this semester. Although students did well on it, I would like to have seen more students complete the assignment, all of them in fact.
198	Perhaps increase the units for this class to aid in covering and comprehending the overwhelming amount of course material.
199	Perhaps the biggest learning gap was not critical thinking but the writing element. The way the course is set up is that they do historical journals for each chapter. Here, to discuss why, how, where who when and how this creates cause and effect. The students are given points for reading and doing the journal. Because this was only an 8-week class they did not do journals. The exams were multiple choice and essay. Towards the end of the 8 weeks, they were grasping the why and how this is critical thinking. Indeed, the idea being that critical thinking leads to preemptive thinking and how mistakes or misjudgments happen in history because of this. In additon we discussed how propaganda functioned in the past and how social media functions now. We looked at portraits of Napoleon, George Washington and significant figures to evaluate the symbols and the symbols revealed monarchic power, democracy

	and fascism. This was highly effective, and the students enjoyed it.
200	Perhaps try different formats in the lab to improve success in Math 102.
201	Plan to ground the class more on campus by hosting events in the children's reading room. New reader will hopefully lead to more compressed coherent units of work. Students often don't prioritize this class -- also having clearer criteria for knowledge, i.e. testing for terms, vocabulary, etc. would help.
202	Program-level options are tailored to Kinesiology classes. Will recommend nutrition and health-specific options.
203	Propose changes to the program-level list to include nutrition and health-related options.
204	Proposed actions will be considered at the time of the PPR.
205	Provide more time in class to practice critical writing skills.
206	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
207	Provide varied resources and activities that cater to different learning styles and levels of understanding. Encourage students to take advantage of office hours, embedded tutor hours, class activity time to ask questions. Encourage students to reflect on their performance and develop action plans for improvement.
208	Provide varied resources and activities that cater to different learning styles and levels of understanding. Encourage students to take advantage of office hours, embedded tutor hours, class activity time to ask questions. Encourage students to reflect on their performance and develop action plans for improvement.
209	<p>Recommendation: I wholeheartedly recommend engaging in additional learning opportunities beyond our regular class sessions. To this end, I propose the implementation of practical online seminars that cater to the interests and questions of the students. These seminars will provide an interactive platform for a deeper exploration of macroeconomic concepts, ensuring a more comprehensive understanding of the subject matter.</p> <p>Practical Online Seminars:</p> <p>Timing: Evening sessions to accommodate students with varying schedules. Frequency: Weekly sessions to allow for consistent engagement. Subjects: Open for students to suggest topics of interest, fostering a dynamic and student-driven learning environment. Benefits:</p> <p>Interactive Learning: These seminars will encourage active participation, allowing for real-time discussions and clarifications. Tailored Content: Students can suggest subjects they find challenging or particularly intriguing, ensuring the content is directly relevant to their needs. Collaborative Environment: Foster a sense of community among students, creating a space where you can learn from one another.</p>

210	<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, we need for lab instructor to focus on the 'physiology' portion of this course for future courses.</li> <li>• Add content? Will continue use of review sheets.</li> <li>• See notable improvement in class performance? No, in fact more challenges to get faculty to teach more of 'physiology'.</li> <li>• Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more.</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Ask faculty to focus more on physiology in program meetings.</li> <li>• Make recommendations for content, assessment, or SLO modification? No plans for SLO modification for now.</li> </ul>
211	<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, we need for lab instructor to focus on the 'physiology' portion of this course for future courses.</li> <li>• Add content? Will continue use of review sheets.</li> <li>• See notable improvement in class performance? No, in fact more challenges to get faculty to teach more of 'physiology'.</li> <li>• Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more.</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Ask faculty to focus more on physiology in program meetings.</li> <li>• Make recommendations for content, assessment, or SLO modification? No plans for SLO modification for now.</li> </ul>
212	<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. We had new anatomical models were added to the lab.</li> <li>• Add content? No. Continue used of Review sheets.</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.</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>
213	<p>Remote teaching has been the practice in the recent environment and I used the canvas model. I put video lectures on canvas, therefore allowing students to review lectures over and over at their own pace. I also had the students upload their assigned lecture handouts to canvas. The handouts verified the students viewed the lectures. The students had two tries for each online exam. Each online exam question has it's own test bank, therefore each test is similar but not exactly the same. Many students took the exam only once since they liked their score. However, this semester many students time management skills did not align with the week window to take the exam twice. Sometimes life happens and school is put aside, the student reaches out to me. I extended the test window for the requests made so they can try their ( first ) second attempt. This students centered focus kept the students trying.</p>
214	<p>Remote teaching has been the practice in the recent environment so when I had this face-to-face class I used the canvas resources. I put video lectures on canvas, therefore allowing</p>

	students to review lectures at their own pace. The video lectures allowed students the opportunity to keep up with the class even though injuries or illness may have prevented them from coming to class. I also had the students turn-in their lecture handouts to canvas. Most of the students knew how to upload their work to canvas. However a few who did not know how to upload to canvas, they turned-in their work directly to me. I was surprised to have a student who failed the first two test stop taking test continued showing up to class and missed only the last two lectures. This class is new to me, so all the strategies I used was from strategies I use in other classes.
215	Rethinking grading methods.
216	Revises plagiarism policy to include specific recommendations/cautions regarding use of language models as a tool to complete assignments.
217	Same as my other section here. I think I could benefit from having more inclusive curriculum.
218	Satisfactory
219	Several students were simply coming to the class and occasionally making up work. These were the students that failed the course. Otherwise, students did very well. Overall, it was a good semester, but I think that further follow-up with struggling students is needed.
220	Spend more time analyzing examples of compositions
221	Spent a lot of time focusing on study techniques with this group. I used daily quizzes but there were still students who didn't bother to study for them.  Kinetics is always a difficult issue in this course as it more mathematical than anything else we do. Unfortunately a lot of the math classes they are taking have moved to projects and the students lack the math skills. I may try adding a math worksheet for them.
222	Structure of offering Multi 130 in Fall and Multi 230 in Spring works very well
223	Structure of weekly skills practice assignments to accomplish the projects works very well
224	Student active participation and commitment to the class is essential for course success. It is essential for each student to incorporate each component needed (i.e., assignments, discussion boards, exams) to optimize their ability to be successful with the class. Additional support from the writing center may assist with increase writing skills and understanding of APA format. Department support (i.e., SAS, writing center, library, etc.) is provided in the course syllabus, student comments/feedback, and on-campus meeting sessions.
225	Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.
226	Student engagement was high in this course. The students were eager to learn, and completed their work efficiently and timely. Access to their textbook (at times) proved difficult, but this did not impede their learning experience.
227	Student success include communication throughout the semester, participation and completion/submission of coursework based on course/student expectations. Student's utilize campus resources (i.e writing center, student success/tutoring, SAS, EOPS, Student helpdesk, bookstore, and/or added department support services.  Challenges incurred: Minimal/no participation, communication, and/or interactions from registered students. Instructor communication provided throughout the semester include but are not limited to: Weekly reminders, weekly live zoom sessions, 27/7 Canvas email access, scheduled one-on-one zoom sessions, availability before and after live zoom

	sessions (recorded and posted in Canvas modules for Online classes), and courtesy reminders related to withdrawal dates/drop options.
228	Students are struggling more with math than in the past ever since they are allowed to self place into math. I will give them more math review worksheets to see if this helps.
229	Students are weak in Math and knowledge of the pre-requisite for this course.
230	<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>
231	Students easily met the target.
232	<p>Students engaged and responded actively throughout the course, especially during kinesthetic activities. The format of our course was well received and appreciated the low stress atmosphere. The students were always aware of what material was going to be provided throughout the semester and was provided numerous resources.</p> <p>The students found the most benefit to having guest speakers in various positions of Kinesiology and recommended to have more in the future if possible. Additionally, providing more kinesthetic activities related to the material we were viewing. These activities appeared to provide the most interactive atmospheres and look forward to implementing the above in future courses.</p>
233	Students explored a range of new materials and the majority of them experienced getting out of their comfort zones with a series of experiments and techniques discussed in class.
234	Students liked the textbook, I will continue using it for this class. I did not assign a final project, due to the short duration of the course. Instead I assigned smaller research questions throughout the weeks. Most students did well. If done in person, more group work is recommended.
235	Students met the standard. This topic was covered more extensively, and the results show!
236	Students need better basic skills.
237	Students need help with basic skills.
238	Students need more practices on excel or computer programming to do problem more efficiently. Students perform better on chapter 6,7,8,9 and 10 compared to chapter 1 to 5.
239	Students need more steps of the research process broken down and practiced repeatedly so that they are not overwhelmed by the giant paper at the semester's end. After fall semester, I decided to add more research early in the semester, in addition to the autobiographical writing they do.
240	Students need more time to practice. We do not have adequate space to allow for this. We have one room at a hospital that we can only use at a certain time on Fridays. It is very limiting.
241	Students need to have more opportunities to watch live theatre.
242	Students need to start practicing steps of the research process early in the semester so that they are not overwhelmed by the big research paper at the semester's end. Students

	need to focus more on databases early on, as well as combining sources in body paragraphs.
243	<p>Students performed exceptionally well this semester. The overall class performance was exceptional. Based on the USC Equity, Diversity, and Inclusion workshop, I implemented the following changes to the course: two attempts on quizzes, instead of one; allowing make-ups on missed assignments; changes to my syllabus-adding friendly information about CHC student services; and reminder announcements about Mental Health Services at CHC. Students traditionally do very well with this assignment, however, there are typically a few more students who do not complete the assignment. 50/52 students completed this assignment!!!! I attribute this result to the changes I made...thank you USC!</p> <p>Two students were not included in the outcome data because they did not submit the assignment.</p>
244	<p>Students performed exceptionally well this semester. One student who received an overall failing grade was removed from the data set. This student performed very well with work that was submitted, however toward the end of the class, the student missed quizzes and assignments.</p> <p>The overall class performance was exceptional. Based on the USC Equity, Diversity, and Inclusion workshop, I implemented the following changes to the course: two attempts on quizzes, instead of one; allowing make-ups on missed assignments; changes to my syllabus-adding friendly information about CHC student services; and reminder announcements about Mental Health Services at CHC. Although students traditionally do very well in this class, there were more A grades, with higher overall percentages than previous semesters. YAY!</p>
245	<p>Students seem to struggle with the Group Project in regard to communication. I want to implement a small practice communication assignment to help the students learn how to communicate with the students across an online based class.</p> <p>Higher overall grades of students who actively participate has been improving with the late start course, but I do see a small decline in participation on the late start section, more than the normal start session. I use the same communication and workload as my kin-231-70 session. In my late start session, I do typically see higher enrollment rates, but have more students completely disappear and stop all communication after census causing my overall target of passing students not to be met.</p> <p>A new SLO Modification could be: Students demonstrate knowledge of First Aid and CPR Protocols, Procedures and Strategies with the current certifying organization's standards ages infant to adult.</p> <p>New SLO: Students are capable of physically performing and correctly administering First Aid and CPR with AED from ages infant to adult.</p>
246	<p>Students seem to struggle with the Group Project in regard to communication. I want to implement a small practice communication assignment to help the students learn how to communicate with the students across an online based class.</p> <p>Retention of students has been improving with the 8 week course and asynchronous platform.</p>

247	Students were engaged during the class and understood the stroke progressions and techniques. I will add more content in videos to help with student learning techniques. I did not see any learning gaps. for a new strategie I will use more games combined with drills to help with student engagement.
248	Students were engaged during the class and understood the stroke progressions and techniques. I will add more content in videos to help with student learning techniques. I did not see any learning gaps. for a new strategie I will use more games combined with drills to help with student engagement.
249	students who are weak in math do not do well with the critical thinking skills and laboratory skills. More research needs to be done to see how these students are can overcome the shortage of basic math
250	Students who received low marks did not turn in all assignments. The final project was found, by most, to be very helpful in learning. The book was not very popular. I will change to a different textbook next fall for this class.
251	<p>Successes:</p> <ul style="list-style-type: none"> <li>* Over the course of the semester, many students improved in their ability to graph functions.</li> <li>* Students seemed to appreciate working in groups on application problems</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>* Many students needed improvement in algebraic skills, such as simplifying expressions and factoring binomials and trinomials.</li> <li>* The desk arrangement in the classroom (CNTL-136) made it difficult for students to work in groups, mingle, and write on the whiteboards.</li> </ul> <p>In the future:</p> <ul style="list-style-type: none"> <li>* I plan to integrate more algebraic skills practice into the group activities</li> <li>* More time (per class meeting) is needed to cover the lessons and allow students to work individually and in groups.</li> </ul>
252	<p>Successes:</p> <ul style="list-style-type: none"> <li>* Over the course of the semester, many students improved in their ability to use technology (Excel and Desmos) to perform statistical analysis.</li> <li>* Students were engaged and supportive of each other in the discussion board assignments.</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>* Several students were unable to complete the course due to personal circumstances.</li> <li>* I hosted (and recorded) live class meetings on Zoom twice a week. Attendance was optional. Nevertheless, very few students attended these optional class meetings, and very few students watched the recordings of my class meetings.</li> </ul> <p>In the future:</p> <ul style="list-style-type: none"> <li>* I plan to create more assignments and opportunities that allow for live (or recorded) student-to-student and student-to-teacher interaction on Zoom.</li> </ul>
253	Successfully achieved SLO's for 100% of students in the course. Proposed actions to reinforce learning and retention to be utilized in the future pathway of the MICN is to improve and increase scenario based testing. Scenarios are utilized in education and lecturing by the instructor. To weigh and assess retention and regurgitation of essential basics of the MICN student, scenario based testing may be beneficial.



254	Take a look at the assessments, particularly the questions surrounding the SLOs, and figure out how to increase engagement and understanding. Continue to revise certain questions, especially as we continue through the semester, and pivot if need be.
255	Target met with one honor student.
256	The Beginner students adapted quickly to the training progression and quickly understood how to perform the different strokes. The advanced student were able to adapt quickly to strategies and point construction. In the future to help improve the performance of both levels of players I will set up more videos to help with technique and strategies of the game. I could not identify any learning gaps.
257	<p>The class did not do as well as I would have liked, although many students did not submit these assignments although they remained enrolled in the class and, frequently, attended live lectures. This semester I provided students with examples of the assignments and I assigned the questions to them as they appear in the outcome statement. Much of what I did see were assignments that were very underdeveloped and where a lack of attention to detail was present.</p> <p>In the future, I may provide more specific details for the students to focus on, although I did also do this during this session, but perhaps more direction and more time to complete the questions will help.</p>
258	The class was not high achieving, and frequently missed lectures and labs. The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was a disconnect as a result.
259	The class was offered as a full face to face rather than a hybrid class. it was very successful.
260	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss, especially with the lecture only group. There was a profound disconnect with this class in particular.
261	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss.
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263	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. The result of this can be really seen with this group, which is the lecture only class.
264	The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was a a disconnect as a result.
265	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
266	The final projects were not presentation ready, which is something that I will remedy for this session. I will move the timetable up and have the Honors students present a preliminary report then have them revise things before giving their final presentation.
267	The goal is 100% for all SLO's. Attention will be paid to those areas where students fell below this threshold.
268	The graduating class has become proficient in their clinical skills and are all ready to become Radiologic Technologists.

269	The graduating class is proficient in the requirements for completing special procedures in the Radiology Department at ARMC. They are ready to become Radiologic Technologists.
270	The graduating class is proficient in their clinical skills. They are all ready to become radiologic technologists.
271	The honor student met the target.
272	The lab is great if utilized to reduce work out of class.
273	The lab is great if utilized to reduce work outside of class
274	The majority of the students indicated an understanding of the subject. Those that did not had an attendance issue.
275	The most immediate change I intend to make moving forward is taking attendance. I'm hoping that this will make my students more accountable and increase success rates. I noticed a significant drop off in attendance after the students became familiar with the layout of the class. I also intend to reach out to my underperforming students sooner to try and salvage their grade before it becomes too difficult. I also intend to drop students who are not participating at the halfway point to save myself some work at the end of the semester.
276	The new strategy used was writing the "textbook" and making the class a zero cost class. Students have complemented the reading (text) and it will be continued to be used. There are plans for revisions and updates to include current events, provide more equity and inclusion and examples for better student understanding.
277	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.  This 14 week section performed better than the 18 week section or last semesters 8 week.
278	The overall scores for numbers 1 and 3 were not what I hoped, although both of those came at the start of the semester and its possible I was less clear with my expectations than I could have been. I may well consider providing a more elaborate example at the start for students to assess. This was also a late start class, and the content came at students a bit faster than it would in a longer course, which may also have contributed to this. Also, as the semester progressed fewer students submitted their assignments than at the start. I remind my students of upcoming assignments, but perhaps I will need to brainstorm new ways of approaching student retention as the semester gets deeper.
279	The question is how to help students who are not prepared for the course.
280	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper. Providing materials seems to do the trick. The students also address social issues presented within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
281	The semester posed some challenges as I observed a notable decrease in student attendance and an increase in course drops. While the projects implemented were well-received by students, it became apparent that more guidance and stricter rules for missing assignments are necessary to enhance retention.

	<p>Successes:</p> <p>Exploration through Projects: The introduction of projects was a success, with students expressing enthusiasm. I was able to see them delve into how course content relates to their majors or future careers, exploring areas like fractals in-depth.</p> <p>Challenges:</p> <p>Student Engagement and Retention: Unfortunately, a significant number of students either stopped attending class or dropped the course, impacting overall comprehension.</p> <p>Future Plans:</p> <p>Stricter Assignment Rules: To address the issue of missing assignments, my plan moving forward is to drop students who fail to submit assignments for two consecutive weeks without presenting a plan for catching up.</p> <p>Enhanced Guidance for Projects: While the projects were successful, I recognized the need for additional guidance to maximize their impact.</p> <p>Transition Homework to Group Work and Implement Check-ins: I am moving towards incorporating group work as homework assignments to foster collaboration and decrease work outside of class. Regular check-ins on portfolio progress will be implemented to ensure continuous improvement.</p>
282	<p>The semester posed some unique challenges as I observed a notable decrease in student attendance and an increase in course drops. This class, in particular, experienced a considerable number of mental health crises among students. While the projects implemented were well-received by students, it became apparent that more guidance and stricter rules for missing assignments were necessary to enhance comprehension.</p> <p>Successes:</p> <p>Exploration through Projects: The introduction of projects was a success, with students expressing enthusiasm. I was able to see them delve into how course content relates to their majors or future careers, exploring areas like fractals in-depth.</p> <p>Challenges:</p> <p>Student Engagement and Retention: Unfortunately, a significant number of students either stopped attending class or dropped the course, impacting overall comprehension.</p> <p>Future Plans:</p> <p>Stricter Assignment Rules: To address the issue of missing assignments, my plan moving forward is to drop students who fail to submit assignments for two consecutive weeks without presenting a plan for catching up.</p> <p>Enhanced Guidance for Projects: While the projects were successful, I recognized the need for additional guidance to maximize their impact.</p> <p>Transition to Group Work: I am moving towards incorporating group work as homework</p>

	assignments to foster student connection and reduce work outside of class. Regular check-ins on portfolio progress will be implemented to ensure continuous improvement.
283	The SLOs for this course need to be updated as they currently reflect MARKET 100 SLOs, not a course on pricing. I recommend this class have a longer duration than 7 weeks. Some of the concepts take a little of time to master. In future courses I recommend more real life examples and formula examples be added to the lectures (slides).
284	The student had a basic understanding of plate tectonics.
285	The student had an adequate understanding of the concepts.
286	The student had an understanding of the material.
287	The student who received low marks did not complete all of the work in the course. The final project was found to be very useful to most students. The text worked well and will be used again in the future. If this class is in person, more group work may be introduced. For online, students may do the work on their own.
288	<p>The students are well disciplined in mathematics at this level of mathematics. This level of mathematics was rich with a mix vocabulary and concepts where the rigor of the examples had to be correct to minute detail. Therefore I used the strategies of previous classes to make sure students were not overwhelmed.</p> <p>This was a face-to-face class and I used the canvas model for resources. I put video lectures on canvas, therefore allowing students to review lectures mostly after the face-to-face lectures. The video lectures allowed students the opportunity to keep up with the class even though injuries or illness may have prevented them from coming to class. I also supplied handouts for the lectures to keep the students focused and filling-in missing important details for understanding. The students turn-in their lecture handouts to canvas. Most of the students knew how to upload their work to canvas. This class is new to me, so all the strategies I used was from strategies I use in other classes.</p>
289	The students in the lab worked very well together. By the end of the semester, all of those in the lab were very successful.
290	The students were amazing in this course. They were disciplined and dedicated to critical thinking and writing. The course was a success and inspired students to become a voice in society. Their writing was very high and class performance was inspiring. They also worked well as a group motivating others and inspiring each other in their work. My new strategies is to reteach the important handouts at least 2-3 times. The students seem to be very forgetful. The students enjoyed the work and the ability to become a voice in the class and have an opinion.
291	The target for this SLO was met. In this particular SLO students are given the steps to follow. Therefore, if the student has specific instructions there is a bigger chance of doing proper entry. They don't need to know accounting rules, just reason and calculate to enter the transactions as instructed.
292	The target was barely met with this group. The department lost their embedded tutors and supplemental instructors, and the number of students meeting the targets for SLOs definitely reflects this loss. With this class, there was more of a disconnect as a result.
293	The three students who didn't make it either did not turn in work despite numerous attempts to contact them and give them extensions. I need to devise a strategy for that.
294	The time allotted for each class period has allowed these meetings to be dialogue-driven. The information is shared via lecture and then discussed and analyzed through the lens of the time period. This approach has allowed the students to consider the interdisciplinary nature of U.S. history.

295	There are several reasons the class meets the rubric standards. The students were online 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. Four students failed to complete all the work, which brought their percentage down. I explained to the students they needed to do the work to pass. The students stated they had jobs and that it was very difficult to complete all assignments. I guided the students in the direction that they should take this class when they had more time to study, and that they should drop so it does not go on their transcript. The students did not drop.
296	There are several reasons this class meets the course rubric. The fire technology students interacted with other students in the class. Three students did not complete them, which did lower the overall percentages. Students stated that they started to work and did not have time to study and get the assignments finished. I will ensure that students drop the course properly if they can't make it to class.
297	There was one honors student enrolled in this section. Outstanding evidence of thorough research and critical thinking. No new strategies are needed.
298	There was only one honors student in this section, and the student performed at a fairly high level throughout the semester. I will continue encouraging honors students to explore the work topics in more depth and to develop new topics to research and write about independently.
299	There were four students who stopped attending and who stopped responding to messages. I believe I could do better to drop them before the last day to drop. I also feel that the Zoom platform was a particular challenge for several students due to their internet connection.
300	There were three honors students in this section. Two completed the assignment to perfection. The third student reached out the last day of the class to inform me that he would not be submitting the honors project. I sent several reminders indicating that I was available for help... "No worries, no stress, I am here to help." He did not ask for help. Honors students are often times under enormous stress. I will continue to encourage and send reminders of my availability. It should also be noted that this is not typical. Most honors students submit their project and do very well.
301	These students were very enthusiastic about learning different ways to design their workouts and were very engaged in the class material. I added more topics like a Q&A fitness myth busting day and a few days of creating different workout plans for them to try and reflect upon. Next semester I want to do some research to find more current and up to date forms of workout tracking (like using apps) instead of writing it down on paper.
302	This class achieved very good success in SLO assessments overall. This term I assessed with essays and discussion board activities as well as 1 quiz. No planned changes to class SLO assessments at this time.
303	This class begins with post Civil War and studies the failures to rectify the effects of slavery and racism. We study the 14th. and 15th. amendments and then look at poll taxes which affected both African Americans, Mexicans and immigrants.  At the same time that the South is still segregated immigrants from Eastern Europe are coming on mass to America. Unlike the first Western immigrants from Ireland, England, and Germany and the Scandinavians countries the Eastern Europeans looked different, spoke foreign languages ate funny food and were Catholic or Jewish. There will be

	<p>immigrant slums and labor abuses which lead to the Progressive era. There will be two world wars and the Spanish Flu. Ironically because of Covid the students related to this. Too we noted the US military was not integrated until the Korean War. Also the Japanese camps the Zoot Suit Riots and the treatment of the Chinese were also examined. Ironically most people lynched in one day happened downtown Los Angeles they were Chinese.</p> <p>Indeed, what we see is that until Brown vs. Board of Education and the Johnson Administration segregation is alive and thriving in America. Understanding the politics of the Dixiecrats and their hold over most administrations until President Johnson was a revelation for students. The other process we watched was the evolution from the Christian Leadership Conference with Martin Luther King and his cohorts to the idea of Black Power with the Panthers, SDS. What was pointed out to the students is that all the people under the CLCC were well dressed, obeyed laws, did not engage in violence of aggressive behavior. The point being MLK and his people law abiding citizens were being attacked with clubs, dogs and high-powered water hoses. The other Panthers and the SDS felt the need to being more vocal and confront the racism.</p> <p>Too, at the same time we examine the treatment of Mexican field workers and the work Caesar Chavez. The Silent Spring of Rachel Carson related to the Mexican field workers as it was discovered the many of the workers were dying from diseases because of the chemical they used in the fields. Chemicals killed the animals and the people.</p> <p>We look at Vietnam the longest US war the first one they lost. The split between the culture of the fifties and the 80s is ruptured. Indeed as we approach the 2000s we note the racial, economic and cultural disparities that are still in place.</p> <p>As I tell the students with this class we look the the ideal and the realities of America. We examine the gaps and failures to live up to the American Dream for all.</p>
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	<p>people under the CLCC were well dressed, obeyed laws, did not engage in violence of aggressive behavior. The point being MLK and his people law abiding citizens were being attacked with clubs, dogs and high-powered water hoses. The other Panthers and the SDS felt the need to being more vocal and confront the racism.</p> <p>Too, at the same time we examine the treatment of Mexican field workers and the work Caesar Chavez. The Silent Spring of Rachel Carson related to the Mexican field workers as it was discovered the many of the workers were dying from diseases because of the chemical they used in the fields. Chemicals killed the animals and the people.</p> <p>We look at Vietnam the longest US war the first one they lost. The split between the culture of the fifties and the 80s is ruptured. Indeed as we approach the 2000s we note the racial, economic and cultural disparities that are still in place.</p> <p>As I tell the students with this class we look the the ideal and the realities of America. We examine the gaps and failures to live up to the American Dream for all.</p> <p>In additon, we examine Iraq, the Afghanistan war the Kyoto Protocols, and the LGBTQ. For the future the divide between the cultural and political conservative and liberal organization will be explored. Too, the situation in the Middle East.</p>
305	<p>This class changed instructors midway through. There are a number of students who stopped coming when they found out about the transition. I have not given scores for those students I never assessed.</p> <p>The students who did come to class definitely improved through the class. They learned a great deal about analysis. Their presentations for their research papers were quite good. I wish I had done more presenting throughout the class (though we had discussions and other opportunities.)</p> <p>I don't know if I would take over a class part way through again.</p>
306	<p>This class had a support lab attached to it, which I know helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy.</p> <p>Of the 6 students who did not pass the course, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed the course was active all the way till the end.) I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
307	<p>This class performed well and always attended lecture and lab.</p>
308	<p>This class showed a decent distribution of skill levels with 8/10 participating students completing SLO outcomes at a C or better level. This meets my assessment/student success goals. Still, continued improvement is the goal, and something I have been considering implementing are different strategies for scaffolding research essay assignments</p>
309	<p>This class struggled with reading comprehension. Their performance on reading based quizzes and discussion reflected an inability to understand, process and analyze. I suspect the eight week course timeline is mostly responsible. I will reassess how my reading material is presented and the current timeline I execute regarding it.</p>
310	<p>This class was a dual enrollment class that had a learning curve at the beginning with being newly exposed to college level writing. They improved really well overall and were very responsive in participating together online.</p>

311	This class was an absolute blast because I deviated from typical structure and allowed the students to lead the discussions. It was a unique strategy, as the students were extremely knowledgeable in history to begin with. I addressed learning gaps by meeting with students individually who struggled and discussed better note taking strategies with them.
312	This class was revamped this quarter with newly recorded lectures on current health issues, and the student outcomes reflect the benefits of these topics. I want to return a public health promotion project to the curricula, perhaps omitting the final exam for a reflection paper and culminating project to improve writing skills and contribute to public health issues on campus and within the local community.
313	This class was very high performing overall. In the future, would like to include more problem-solving assignments to challenge them to think at an even higher level.
314	This class went well. The students who did not pass did not complete the assigned work. Most students displayed their knowledge and understanding of the overall course with their final marketing projects. I am not planning any changes for this asynchronous course except to update the discussions.
315	This course can be lengthened to an 8-week course in order to cover more cybersecurity techniques.
316	This course should be offered right after CIS136 course in the same semester.
317	This course was offered as a remote and synchronous course. It should be offered as an in-class in-person course so the hands-on/ lab portion of the course can be more effective and less confusing.
318	This course, and evaluation of SLO, has traditionally been quantified using exam scores. I am learning that student exam scores do not necessarily reflect their comprehension of the material. In future courses it may be useful to find another means of evaluation or quantification.
319	This crop of late start students did better than those of the previous semester.
320	This Fall, I had several students (5) fail. They had poor participation and did not complete assignments. I used Starfish to notify them, but they did not reach out. Two students responded through starfish, but their engagement was low and temporary. The rest of the class did very well, however, I did run into issues with using AI for discussion posts as well as not citing sources when they pulled information from the net for assignments and papers. This next quarter, I plan to use embedded videos in discussion boards with specific questions from the video to avoid AI use. Additionally, I have expanded my syllabus to include use of AI for discussion boards.
321	This group had some very weak students. I don't know if they didn't put effort into studying or if they just lacked background. Those that put in effort did well. I will continue to give daily quizzes and put emphasis on studying in small quantities not just for an exam.  I may develop a math worksheet to help those who are struggling with the simple math.
322	This is an 8-week online class so it's very challenging for students to catch up with materials. It would be better if this class can be offered as 10 weeks.
323	This is a dual enrollment class and the students had some challenges making a critical analysis of historical events. Through class discussions and regular writing assignments, the students improved their scholarly arguments while recognizing the interdisciplinary nature of U.S. History.



324	This is a dual enrollment class and there was a challenge in having students take a critical approach to the subject. By having the students write response papers on a regular basis they showed an increase in critical thinking skills while considering the interdisciplinary nature of U.S. History.
325	This is a transferable course. It is very intricate. Even though the percentage assessed of 3 or higher is 56.40. The percentage students achieving the assessments according to transfer standards is 84%.
326	<p>This is the lowest scored class in all the years of online teaching I have taught at CHC. There were a lot more students who struggled with writing essays and discussions as compared to previous years. Fewer students participated in the student to student discussions which lowered scores. It appeared past Covid crisis has effected quality of skills students have now in college. I have added additional modules on study and writing skills as well as utilizing Starfish program. I also made numerous weekly assessment reminders throughout the term as well as recommendations for the writing center.</p> <p>Overall, most students did well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays.</p> <p>The research chapter is only one of 16 areas covered. The research questions still 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 may help with scores as they only have one week on research and design. That would be a department decision.</p> <p>It may be beneficial to add other types of learning activities that cover these topics. I do have these already in my courses but will reevaluate adding or adjusting these to cover SLO's rather than just essays and chapter discussions.</p>
327	This is the second time trying my new approach to SLO measurement and it has been proven to be an effective approach. My class as a whole met all learning objectives. There were a couple of students who missed the mark in some areas and I will sit down to try to identify the source in order to achieve 100% target objective.
328	<p>This is the support lab attached to English 101, and I know it helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed 101 with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. The lab was surely instrumental in this, because of the additional time with the students. We used lab to begin homework, conference with the tutor and instructor, and look through more writing resources.</p> <p>Of the 6 students who did not pass the main course, English 101, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed 101 was active all the way till the end, and they did receive a PASS for the lab, English 917). I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
329	This online class did well and SLOs were met, the class average was 86%. I did have a couple of students that I felt would benefit from tutoring, they were not familiar with Canvas and struggled with basic computer skills. I referred them to the tutoring center,

	<p>and they followed up with them, but the students did not participate. I have a continued concern with the pronunciation exercises as they are an important part of the course. I offered recorded instructions with my 5-week summer class and noticed an improvement in participation. This 8-week class did not participate as much as I expected. For the summer course, I use the pronunciation exercises as an SLO, I'm not sure if this made a difference but I am considering trying it for my 8-week course.</p>
330	<p>This quarter there was a substantial drop in grades for this class compared with the summer cohort. As highlighted above 14 enrolled students has minimal participation, total scores ranging from .67%- 49.0%. I used Star fish to notify these students, however their involvement remained minimal. Several students tried to submit, all 8 weeks of assignments in the last two weeks of class. While these were excepted, the late penalties on the dropped the grades significantly. Additionally, it was apparent, the assignments were not properly completed missing word count and not meeting defined rubrics. The upper portion of the class was incredibly engaged. Emailing with extra questions and setting up zooms to discuss further study in the area. A new strategy I may try is requiring readings and lecture videos to have a "mini" comment specifically regarding covered content worth points and barring students from "hopping" around modules. Sports nutrition is a highly technical topic (biochemistry based) and many students seem unaware of this when enrolling for what they believe will be an easy class about getting ripped. I'm pleased with the comments I received from students that engaged in the class, as they broadened their understanding and applied the knowledge to their personal wellness journey.</p>
331	<p>This section met as an Synchronous Online section at 7am... The students who scored at 1 largely had abandoned the course at some point, and didn't continue.</p> <p>Students who persisted demonstrated a commitment to meeting the course goals and completed activities on time.</p>
332	<p>This seems to be going well. I might try to institute peer reviews of papers, but this is a literature class.</p>
333	<p>this semester I have a few students not take the final, and a few stopped showing up after the midterm; those who attended and participate did great, in the future I will be more encouraging of make up exams and reach out to students whose attendance is suffering</p>
334	<p>This semester I modified my reading list and I found much higher engagement with the texts in the earlier section of my class, whcih I was very happy with. Along with that I included a new assignment that was a bit of a risk considering how much freedom and collaboration it required from students. I was pleased with the assignment submissions and the feedback I received on the project. There are a few modifications I will make in the future including providing some models for them and supplemental readings about genre and genre analysis, but overall I really enjoyed the engagement with this assignment.</p>
335	<p>This semester I tried new strategies. I will keep tweaking it.</p>
336	<p>This semester I used a new novel in English 101 that reflected a greater cultural diversity than previous curriculums. Students did respond well to the new book/author and it facilitated great discussions and strong written responses. I also adapted a new research paper to respond to more current issues. This paper also seemed to produce more meaningful responses and documentation. In the future I'm planning to keep this particular novel and look to include even more culturally relevant, multimodal sources.</p>

337	<p>This semester was as straight forward as it can be, as echoed by the Fire Chief. Every fire academy student gradually improved over time and achieved the necessary benchmark goals. No specific new content was provided as well as continuing effective strategies. The class itself was physically impressive, which led to general success in their performances.</p> <p>With the above, it does appear time to adapt a more interactive teaching style and begin applying further challenging physical assessments and activities to parallel each academy's improving physical capacities.</p>
338	<p>This semester, I reached out to students who were performing poorly, asking what I could do to assist them. Some responded and we collaborated on making up missed assignments. Unfortunately, others who did not respond were subsequently dropped. That process led to a 70% completion rate. That is an improvement from last semester.</p>
339	<p>This semester, I reached out to students who were performing poorly, asking what I could do to assist them. Some responded and we collaborated on making up missed assignments. Unfortunately, others who did not respond were subsequently dropped. That process led to a 76% completion rate. That is an improvement from last semester.</p>
340	<p>This semester, in this class, I have never met with so much student apathy. I will keep trying to encourage students to keep trying.</p>
341	<p>This student is exceptional, and will be presenting their mapping research of the San Andreas Fault area at the AAAS meeting in San Diego in June!</p>
342	<p>This was a larger online class that struggled a bit. I plan to review the questions on the assessments pertaining to the SLOs and see where I can improve, as well as where I can improve overall engagement.</p>
343	<p>This was a small class with successful results. % Assessed was all higher than 70% and all the targets were met.</p>
344	<p>This was a very rewarding session as I think that I was blessed with an exceptional group of students. There was a real sense of advocacy that came from the discussions and papers. I am definitely keeping the early Poetics assignment as it was a good ice breaker.</p>
345	<p>This was a very strong class. I had only one student who really didn't understand material. I see no changes to make in the next semester as they all performed well this semester.</p>
346	<p>This was an extremely rewarding class. I suppose the SLOs were crafted and revised along the way. It was important to me to discover what students wanted from this class and allow their voices to take center stage. Overall we met many of the outcomes they expressed a desire to achieve. I think we built a sense of support and community in our class and held space for everyone's experiences to be heard. Students valued the class as a way to practice English and be with others who understand the experience of being a non-native English speaker in the US.</p>
347	<p>This was an online class. It almost met the target.</p>
348	<p>This was the first semester teaching this course. I provided an interactive and equitable syllabus for this course that the students appreciated as well as many opportunities to perform activities/assignments on their own time. We took to every available trail on campus and explored sites that the students did not know existed on campus. With outside/online assignments or makeup participation points allowed the students to participate in an activity or hike on their own time and send me details and photographs of their activity. The students really enjoyed this option and availability with students finding many new parks and trails in their immediate areas.</p>

	<p>They had great social interactions with one another and I felt the course was open, welcoming, and effectively challenging for their physical, emotional, and psychological health. Over the course, the students greatly improved their fitness and even took it upon themselves to exceed their own goals.</p> <p>Next semester, I do plan on making the hikes more challenging and further define personal goals for the students. I am looking forward to the next semester.</p>
349	<p>This was the first time i've taught this class in 2 years. I need to improve student engagement during lectures by implementing group exercises, or "think, pair, share" activities. Also, I need to seek out more video or multimedia material to help illustrate some of the more technical information that this class contains. I'm hoping to have all of this put together before the beginning of the next semester.</p>
350	<p>This year I implemented more test focused trivia, and study guides prior to exams. The feedback was good from the students and the overall test scores appeared better. In the future I will continue to implement these group trivia sessions and work on ways to improve overall participation in class discussions.</p>
351	<p>This year, I also revised this course with multiple short lectures with required Q and A sessions and broke down topics into smaller, more specific educational goals—this increased understanding, particularly in students with no science background. Students enjoyed creating their fitness plan, and I will add a mental health extra credit assignment in the future to support student athletes who take the class.</p>
352	<p>This year, the course utilized zero-cost textbooks and materials. The reading assignments, crafted as textbook replacements, were designed with a focus on inclusion, race, and equity. They incorporated videos, pictures, and highlighted topics to reinforce these principles.</p>
353	<p>This year's field class was exceptional. Their understanding and participation in the course was exhilarating. The only student that did not meet the SLO is new to the field, and I expect as they gain more experience, they will develop a better understanding of the concepts.</p>
354	<p>Though this data indicates an increase in performance it is associated (stacked) with section 65, which did not show this increase in performance. This course, and evaluation of SLO, has traditionally been quantified using exam scores. I am learning that student exam scores do not necessarily reflect their comprehension of the material. In this case the exam data supports reaching goals, but also reflects that some excel in exams where others do not, even with literally the same instruction. In future courses it may be useful to find another means of evaluation or quantification.</p>
355	<p>To ensure a stronger incentive to seek tutoring services when students fail to write effective essays although they receive credit for scheduling a tutoring session.</p>
356	<p>Top notch student.</p>
357	<p>Try different strategies.</p>
358	<p>Try hybrid versions of the course.</p>
359	<p>Used Specifications Grading (non-traditional grading system) and saw improvements in class performance</p>
360	<p>Utilize automated flags in Starfish for missing assignments</p>
361	<p>Very Successful Swim Season.... Current athletes did very well and made substantial progress in their disciplines throughout the season. Continuing recruitment for next season.</p>

362	We could increase more students meeting B or above grade by offering the course as a full-semester long course.
363	We had a large influx of women participate this season and maintained a strong bond throughout. Looking forward in continuing to build the culture and further define requirements, expectations, and exceed personal goals.
364	We implemented newly revised curriculum this semester.
365	We need to write better SLOS.
366	We need to write more comprehensive SLOs that directly relate to film analysis.
367	We need to write more comprehensive SLOs.
368	We need to write SLOs that are tailored to individual courses.
369	We revised curriculum this term based on data from previous years.
370	Will need to try new strategies. maybe new courses.
371	Work more on getting students involved in the discussions - there were many students gone on specific days when we covered certain topics. I may also look at different assessment strategies, at least for my in-person classes, as this was.
372	Working on retention
373	Working on retention.
374	Would spend more time reviewing necessary skills students should have mastered in their algebra classes