

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Information Literacy

Assessed: 2023-2024

Learning Outcomes Statement

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2023, Spring 2024 semesters. Assessments occurred in 363 sections and resulted in a total of 7,402 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 |
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| 5 | Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully. | 5970 | 80.65% |

List of courses where outcomes were mapped to the ILO (91 Unique Courses).

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| ACCT-105 | CIS-105 | HEALTH-263 | MATH-250 | PSYCH-120 |
| ANAT-101 | CIS-113 | HEALTH-265 | MATH-251 | RADIOL-090 |
| ANAT-150 | CIS-130 | HIST-100 | MATH-252 | RESP-132 |
| ANAT-151 | CIS-137 | HIST-101 | MATH-265 | SOC-105 |
| ANAT-159 | CIS-140 | HIST-170 | MATH-902 | SOC-141 |
| ANAT-259 | CSCI-110 | HIST-170H | MATH-915 | THART-100 |
| ART-100 | CSCI-120 | HIT-101 | MULTI-100 | THART-100H |
| ART-102 | CSCI-240 | KIN/S-148A | MULTI-111 | THART-120 |
| ART-103 | EMS-103 | KIN/S-164B | MULTI-130 | THART-123 |
| ART-124 | EMS-152 | KIN/X-170BX3 | MULTI-131 | THART-134X4 |
| ART-132 | ENGL-101 | KIN/X-171BX3 | MULTI-173 | THART-145 |

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| ART-175 | ENGL-102 | KIN-200 | MULTI-230 | THART-147 |
| ART-226 | ENGL-226 | KIN-231 | MUSIC-134 | THART-220 |
| BIOL-100 | ENGL-261 | MARKET-100 | MUSIC-174X4 | THART-221 |
| BUSAD-100 | ENGL-917 | MATH-102 | PHIL-101 | THART-226 |
| BUSAD-225 | ESL/N-601 | MATH-103 | POLIT-100 | |
| CHEM-101 | ETHS-141 | MATH-110 | PSYCH-100 | |
| CHEM-102 | FIRET-100 | MATH-115 | PSYCH-111 | |
| CIS-101 | HEALTH-104 | MATH-117 | PSYCH-118 | |

Use of Results/Proposed Actions – Individual Submissions

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| 1 | <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 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> |
| 2 | <p>A student recommended incorporating some of the skills needed for the final project into earlier assignments. I feel that this is a great suggestion that I plan to implement.</p> |
| 3 | <p>Add lesson on media related presentation skills</p> |
| 4 | <p>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.</p> |
| 5 | <p>Although, outcomes were met for this course, I would like to implement more hands on activities such as timelines and comparative analyses.</p> |
| 6 | <p>Attendance: Utilize Starfish. New pacing with more smaller assignments a week works well Having video instructions available for students who miss class works well</p> |
| 7 | <p>Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific essay questions that address the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.</p> |
| 8 | <p>Change format of class to project based.</p> |
| 9 | <p>Changing the format. Doing away with quizzes.</p> |
| 10 | <p>Changing the structure to project based.</p> |
| 11 | <p>Class was great! The 4 who failed (F and D) late quit without dropping. Everyone else did a really great job!</p> |

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| 12 | 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. |
| 13 | Continue to refer to Tutoring Center for basic math skills. |
| 14 | Course may need a prerequisite, students with previous knowledge in technology can implement the theoretical content better |
| 15 | Current practices used in this course seems to be working well. No proposed actions at this time. |
| 16 | Excel is a challenging topic in this class. Providing students tutorials and more examples will help increase their proficiency in this software application. |
| 17 | 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. |
| 18 | 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. |
| 19 | Gaps are still present, but improving. Will work on having more inclusive curriculum to potentially help close the achievement gap. |
| 20 | Giving points for taking notes during class. That will encourage those who miss class to copy the notes from other students. |
| 21 | Good class, no changes necessary |
| 22 | Great class! Everyone did a really great job! The one F was a student who never showed up and never dropped. Everyone else did a fantastic job with a recording and a performance! |
| 23 | Group discussions and brainstorming sessions will be applied to develop new strategies. |
| 24 | 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. |
| 25 | 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. |
| 26 | 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 |
| 27 | I am going to make a change in the focus of the course for next year. As this is an intermediate course designed to assist students in the roles, I will have two components: contemporary character development and classical preparation. |
| 28 | 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. |
| 29 | I believe this course would benefit from more personalized video content than just what is offered as a part of the text, as well as finding projects that encourage students to work together. |
| 30 | 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 |

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| | give the students the ability to use whatever they had learned during the term in a real-world assignment. |
| 31 | I definitely intend to try new group strategies, as well as try to find some more inclusive primary sources. |
| 32 | I did a good job. |
| 33 | I do see gaps and thought so next time I will use the Socratic method with my students. |
| 34 | I have introduced some new techniques. |
| 35 | 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. |
| 36 | I noticed for this class that towards the 2nd half of the semester, the students started to get less attentive and motivated. We may need to shorten this course from a full-semester long to 12-week long course. |
| 37 | I plan to include more SLO test questions in exams to measure progress throughout the course. |
| 38 | 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. |
| 39 | I think that the formula of video, lecture and active presentation of a script is a winning combination for this class. Several students have signed up for more classes and opportunities following the class. |
| 40 | 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. |
| 41 | I tried new strategies. I added new content to my course. I saw notable class improvement. |
| 42 | 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 than 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. |
| 43 | I was happy with the outcomes. No actions needed. |
| 44 | I will include more SLO questions in exams to measure progress. |
| 45 | I will try new strategies to fill any learning gaps for making decisions about data. |
| 46 | 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. |
| 47 | I would like to see the type of questions other instructors are using to assess the SLOs. |
| 48 | I'm adjusting the rubrics for the final paper. |
| 49 | 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, |

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| | 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. |
| 50 | In the future I will focus on teaching the students about cultural differences in psychology. |
| 51 | In the future I will introduce forming a hypothesis and analyzing data earlier in the semester. Students struggled with basic math skills, such as calculating percentages. Reviewing formulas and examples was critical. 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. |
| 52 | 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. |
| 53 | Incorporated elements: 1) new strategies, 2) new content, The main issue is how to navigate the new wave of machine learning written texts. |
| 54 | 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. |
| 55 | 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. |
| 56 | 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. |
| 57 | I've implemented a documentary on the author that I think makes the topic more relevant for discussion and the students were really engaged in it. |
| 58 | Lab information is not being retained. Weekly quizzes may be necessary. |
| 59 | Like the other section of 111, the students demonstrated a commitment to their success in this course, and in this project in particular. |
| 60 | More focus on making measurements in the lab |
| 61 | Most of these students were highly motivated and did well. I have not figured out what to do with the others. |
| 62 | 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. |
| 63 | Need to create more options for light hang for people with different availabilities. Need to create a prop list with all the students not just the stage management team. |

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| 64 | Need to rethink grading strategies. |
| 65 | Need to use more just-in-time support. |
| 66 | New lab was introduced this semester, results were consistent and positive. |
| 67 | 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. |
| 68 | 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. |
| 69 | Notable improvements in applying professional workflows observed |
| 70 | 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. |
| 71 | Okay. Small sample size. |
| 72 | Online sections of Multi 111 are very successful. Video instruction for projects allow for individual pacing |
| 73 | 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. |
| 74 | Perhaps try different formats in the lab to improve success in Math 102. |
| 75 | Preparing more personalized videos within my lessons: Adding more specific office hours for students, Along with COMMUNITY SERVICE, I am adding a CS presentation assignment. |
| 76 | 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. |
| 77 | Reflect and comment on the successes and challenges in this class. Did you: <ul style="list-style-type: none"> • Try new strategies? No, we need for lab instructor to focus on the 'histology' portion of this course for future courses. • Add content? Will continue use of review sheets. • See notable improvement in class performance? No, in fact more challenges to get faculty to teach more of 'histology'. • Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more. In future will you <ul style="list-style-type: none"> • Try new strategies? Ask faculty to focus more on physiology in program meetings. • Make recommendations for content, assessment, or SLO modification? No plans for SLO modification for now. |
| 78 | Reflect and comment on the successes and challenges in this class. Did you: <ul style="list-style-type: none"> • Try new strategies? No. We had new anatomical models were added to the lab. • Add content? No. Continue used of Review sheets. • See notable improvement in class performance? Yes, more student interactions in the laboratory setting where SLOs are assessed. |

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| | <ul style="list-style-type: none"> • Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more. <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies? Not for now. Will continue with this model. • Make recommendations for content, assessment, or SLO modification? Not at this point. |
| 79 | <p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? No. • Add content? No, just more questions from students. • See notable improvement in class performance? Yes. • Identify any learning gaps? None. <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies? Not for now. Will continue with this model. • Make recommendations for content, assessment, or SLO modification? Not at this point. |
| 80 | <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> |
| 81 | Rethinking grading methods. |
| 82 | Same as my other section here. I think I could benefit from having more inclusive curriculum. |
| 83 | Satisfactory |
| 84 | <p>Several strategies were very effective in that it gave students several avenues to understanding and perspective toward completing their assignments. I would add smaller demos to repeat information, and to help students to be clear on what is expected. I could see from student work and constant feedback students were learning new skills and were able to apply them in order to have finished artworks. I will add canvas discussions to try to stimulate more student to student learning. I will always look for new strategies, as I am constantly striving to be a better instructor, and the more I know the better I can be clear to my students.</p> |
| 85 | Spend more time analyzing examples of compositions |
| 86 | <p>Starfish for attendance Additional support for SAS Multimedia students</p> |
| 87 | Structure of offering Multi 130 in Fall and Multi 230 in Spring works very well |
| 88 | Structure of weekly skills practice assignments to accomplish the projects works very well |
| 89 | <p>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.</p> |
| 90 | <p>Students are provided with the information needed to complete all classwork for the class. Students are required to observe the clinical setting in the Medical Imaging Department at ARMC for 4 hours. Some students failed to attend their scheduled observation. If a student misses their observation, they cannot write the required paper reflecting on the observation which results in failing the course.</p> |
| 91 | <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</p> |

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| | <p>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> |
| 92 | Students need to have more opportunities to watch live theatre. |
| 93 | <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 certificating 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> |
| 94 | <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> |
| 95 | 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 |
| 96 | <p>Successes:</p> <ul style="list-style-type: none"> * Over the course of the semester, many students improved in their ability to use technology (Excel and Desmos) to perform statistical analysis. * Students were engaged and supportive of each other in the discussion board assignments. <p>Challenges:</p> <ul style="list-style-type: none"> * Several students were unable to complete the course due to personal circumstances. * 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. <p>In the future:</p> <ul style="list-style-type: none"> * I plan to create more assignments and opportunities that allow for live (or recorded) student-to-student and student-to-teacher interaction on Zoom. |
| 97 | 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. |

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| 98 | 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. |
| 99 | The class was offered as a full face to face rather than a hybrid class. it was very successful. |
| 100 | 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. |
| 101 | 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. |
| 102 | <p>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> <p>Successes: 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: 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: 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> |
| 103 | <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> |

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| 104 | 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. |
| 105 | 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. |
| 106 | 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. 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.) I don't know if I would take over a class part way through again. |
| 107 | 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. 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. |
| 108 | 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. |
| 109 | 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. |
| 110 | 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. |
| 111 | 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. |
| 112 | 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. |
| 113 | This course met weekly on Mon (10AM - 11:50AM 1 hr & 50 min.) and Wed (10AM -10:50AM 50 min.) It really needs to be offered for the same amount of time on both sessions weekly. It was difficult to manage student participation, they would attend one session and skip another weekly. |

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| 114 | This course seems to be working well as is. No proposed actions at this time. |
| 115 | This course should be offered right after CIS136 course in the same semester. |
| 116 | This course was very fast-paced taught remotely and asynchronously over 5 weeks. It should be at least 8 week long. |
| 117 | This course's daily contact hours could be lengthened so the students have more time to work on the computer lab activities. |
| 118 | This crop of late start students did better than those of the previous semester. |
| 119 | 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. |
| 120 | This group of students demonstrated a high degree of collaboration and self-efficacy as it involves gathering, evaluating and summarizing peer-reviewed research. Nevertheless, a significant portion of students do not complete the course, and tend to abandon when the research assignments are due. |
| 121 | This group of students really met my expectations with regard to completing the research project. They showed commitment to completing the work with a high degree of quality. They demonstrated confidence in their ability to carry out the process. This group were mostly students who had a definite focus for their educational future, and could understand the relevance of this particular set of outcomes for the course. |
| 122 | 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. |
| 123 | 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. |
| 124 | This is my first time teaching, I will incorporate one minute papers in where the students would have the opportunity to express what they did not understand on the material, so I may review it and make it more clear to them. I would also revise my syllabus and make it more warming and change the wording so it may flow more fluently. |
| 125 | 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. |
| 126 | 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. Of the 6 students who did not pass the main course, English 101, 5 were students who stopped |

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| | <p>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> |
| 127 | <p>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, and they followed up with them, but the students did not participate.</p> <p>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> |
| 128 | <p>This outcome focused primarily on student's capacity to develop a research topic, conduct scholarly research of peer-reviewed content to be successfully incorporated into a scholarly paper.</p> <p>As the results indicate, the target was not met, and many students abandoned the course mid-way, without finishing the research project.</p> <p>I will be developing a new approach to teaching the research skill pieces -- more in-class work in a flipped format.</p> |
| 129 | <p>This particular section left me scratching my head ... there was a high degree of interactivity with this group of students. They were very comfortable engaging in class discussions, asking thoughtful questions, but in the end, they didn't perform the necessary work to succeed in the course, and the research project was an area of remarkable low performance. I will be incorporating much more in-class interactive work, which I think would have redirected these students and consequently helped them to accomplish the research goals of the course, and achieve the outcomes.</p> |
| 130 | <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> |
| 131 | <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</p> |

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| | models for them and supplemental readings about genre and genre analysis, but overall I really enjoyed the engagement with this assignment. |
| 132 | This semester I tried new strategies. I will keep tweaking it. |
| 133 | This semester, in this class, I have never met with so much student apathy. I will keep trying to encourage students to keep trying. |
| 134 | This was a growth term for the honors section. We codified the elements of the final project but I feel I need to post the details from day 1. |
| 135 | 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. |
| 136 | This was my first time ever teaching statistics. Overall, although the targets were not met, I think the class went well, as many students passed, and I got close to meeting the targets. The lowest was on the third SLO. I believe this occurred because students did not understand how to do hypothesis testing on the difference between means in their final project. Next time I teach this class, I will put more emphasis on teaching and explaining that part of the final project, so that students know what they are expected to do. Also, next time, I might try a project for SLO 2, so students will be more engaged in understanding how to apply probability distributions to real world situations. |
| 137 | This was my first time teaching this class. My most successful assignment, where students specifically commented they enjoyed it, was one where they paired up to count M&M's in a bag, then used Excel to analyze the data. To increase student engagement in the future when teaching this class, I will incorporate more hands-on activities that require students to work together. But I am happy with the level of engagement in the class. |
| 138 | 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. |
| 139 | Try different strategies. |
| 140 | Try new strategies? Students are introduced to various dissection techniques by the instructor. Add content? Provided Grant's dissector book. See notable improvement in class performance? Yes, students interact with each other in the cadaver dissection room. Identify any learning gaps? ANAT 259 students guides ANAT 159 students. In future will you: Try new strategies? No plans to as the current techniques work well. May encounter student-to-student interactions more. Make recommendations for content, assessment, or SLO modification? Not at this time. |
| 141 | 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. Add content? Review sheets were introduced in all labs by the lead faculty for this semester. See notable improvement in class performance? Yes, more student interactions in the laboratory setting where SLOs are assessed. 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. Try new strategies? Not for now. Will continue with this model. 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. |

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| 142 | <p>Try new strategies? Yes, use of "practice" labels during the lab.</p> <ul style="list-style-type: none"> • Add content? Continue with review sheets in all labs by the lead faculty for this semester. • See notable improvement in class performance? Yes, more student interactions in the laboratory setting. • Identify any learning gaps? There remains a small number of students have a tendency to interact with the iPad more. • Try new strategies? Not for now. Will continue with this model. • 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. |
| 143 | <p>Unfortunately, some students take this class without taking Financial Accounting, Bookkeeping or having any accounting experience. The class teaches you how to use the software, to facilitate your accounting work. But if you don't know any accounting you will be at a loss. That is why the expected outcome of SLO #1 is 50%.</p> |
| 144 | <p>Used Specifications Grading (non-traditional grading system) and saw improvements in class performance</p> |
| 145 | <p>Utilize automated flags in Starfish for missing assignments</p> |
| 146 | <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> |
| 147 | <p>We accomplished almost everything that we set out to this term. The addition of the George Takei event gave us the chance to go into special event lighting but also took away from the time at the end of the term to do dance lighting, something that probably will not occur next time. We still need to figure out how to work in the ETC certification.</p> |
| 148 | <p>We are finally at a point in developing the program where we have the casts from one production perform technical or support roles for the second. This allowed for better preparation all around.</p> |
| 149 | <p>We could increase more students meeting B or above grade by offering the course as a full-semester long course.</p> |
| 150 | <p>We revised curriculum this term based on data from previous years.</p> |
| 151 | <p>Will increase efforts to tie ethical awareness into learning about current trends and values of our present lives.</p> |
| 152 | <p>Will need to try new strategies. maybe new courses.</p> |
| 153 | <p>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.</p> |
| 154 | <p>Working on retention.</p> |
| 155 | <p>Writing skills continue to decrease and grammatical errors interfere with successful communication. Continue to address these on papers and have already increased referrals to the Tutoring Center.</p> |