

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Society and Culture

**Assessed:** 2021-2022

### ***Learning Outcomes Statement***

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 350 sections and resulted in a total of 6719 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
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	5382	80.10%

### **List of courses where outcomes were mapped to the ILO (92 Unique Courses).**

ANTHRO-100	BUSAD-200	HIST-101H	MULTI-150	RELIG-113
ANTHRO-102	BUSAD-210	HIST-135	MULTI-214	RELIG-135
ANTHRO-106	CD-115	HIST-170	MUSIC-103	RELIG-175
ANTHRO-125	CD-182	HIST-170H	MUSIC-103H	SOC-100
ART-100	CIS-101	HIST-171	MUSIC-120	SOC-100H
ART-102	COMMST-135	HIST-171H	MUSIC-135	SOC-105
ART-103	COMMST-174	HUM-101	MUSIC-136	SOC-130
ART-105	COMMST-178	HUM-140	MUSIC-190	SOC-132

ART-120	DANCE-143A	JAPN-101	MUSIC-195	SOC-141
ART-121	EMS-151	JAPN-102	MUSIC-233	SOC-141H
ART-124	ENGL-101	JAPN-103	MUSIC-236	SOC-145
ASL-101	ENGL-261	JAPN-104	PHIL-101	SOWO-101
ASL-102	ETHS-141	KIN/D-130A	POLIT-100	SPAN-104
ASL-103	GEOG-110	KIN/F-190A	POLIT-110	THART-100
ASL-104	HEALTH-265	KIN/X-180AX3	PSYCH-100	THART-108
ASL-105	HEALTH-267	MARKET-100	PSYCH-111	WFP/N-602
ASL-115	HIST-100	MARKET-110	RELIG-100H	
ASL-200	HIST-100H	MARKET-183	RELIG-101	
BIOL-100	HIST-101	MULTI-100	RELIG-101H	

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

1	Add more discussion topics dealing with equity and inclusion. Make videos clarifying the nature of a case study vs. experiment.
2	#3 SLO - only one student submitted due to the COVID pandemic. A student submitted, but the video was unwatchable, and emailed the student to resubmit, but no response yet. Kahoot subscription would be great for the Zoom class format to make the class more entertaining for students. Online apps or platforms would gain the ASL students, especially those who take it remotely. 30 for the ASL course is too much, especially the ASL is a visual language, not sound-based. 15 would be ideal to be able to provide more feedback to students with their ASL acquisition/development as well as backchannels from students.
3	1. Books+ program had caused confusion and significant delay for some of the students to get hands on the necessary course materials. I, as a teacher, was also having difficulty with keep providing copies of necessary pages of the course materials because it could violate copyright regulations. If Books+ program continues, it has to promptly and timely provide students necessary course materials at the start of the semester. 2. Although I made (written and verbal) reminders of important deadlines (e.g. drop deadline) frequently and across many mediums, some students still were not able to follow the schedule. Any extra reminders that will get students' attention for important deadlines would be helpful.
4	1.(Define and discuss the various components of culture), I will give the students more time to work on the assignments, this way they could understand it.
5	1.Think critically and reason logically on the basis of historical information. 2.Become familiar with various sources of historical information. 3.Understand and appreciate the nature of historical processes and methods. 4.Gain a knowledge and understanding of the origin, development and influence of the political, economic, and social movements and ideas in American life from 1865 to the present. 5.Understand present issues and problems in light of their roots in the past. The idea is to build on the skills on a global platform using events, art, maps, literature, politics, war, economics, technology. In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students. For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get

	<p>points. Too, there is a do list in each module with dates times. Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help.</p> <p>Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc. What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management. I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources. The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development. There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative. Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety. Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them. Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through. I have found students to be honorable and will own when they have messed up. Canvas can work however, you have to put in hours of thought and care to make it a real learning format.</p>
6	<p>13 out of 20 students were successful in meeting Student Learning Objectives. They were able to formulate a perfect thesis and reflect adequate grammar and usage and demonstrate basic research skills and beyond. I guided them through the research process with positive results and high quality work. I used music videos, image and readings to demonstrate critical thinking and reading skills. Students were able to read materials addressing the image of women, LGBTQ community, image of man in society, culture and race. Students were also able to demonstrate effective problem solving skills through critical feedback during round robin peer reviews, able to offer feed back orally as well as written feedback, offering their peers solutions to written mistakes and well as ideas. I believe the proposed actions I could take is to provide my students with more readings focusing on culture and media so they can gain a better perspective on social issues and popular culture of the past. I noticed that at times they couldn't make distinctive connections to social issues.</p>
7	<p>Add a critical thinking assessment?</p>
8	<p>Add more discussion topics dealing with equity and inclusion. Make videos clarifying the nature of a case study vs. experiment.</p>
9	<p>Again, my intent is to get beyond the 55-60% meeting or exceeding the SLOs - I'm working on that with the adjustments to my lesson planning and pedagogy.</p>
10	<p>Although goals met increase student interaction and participation in outside sociocultural activities/seminars</p>
11	<p>Analysis of human groups how they interact via trade migration, warfare culture, language, inter-marriage, climate change. Compare and contrast political, social, and economic organization on a micro and macro level. Examine uses of world raw materials, in light of</p>

	<p>environmental developments and crisis In addition, whether I am in the classroom or online I always know each student’s name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students.</p> <p>For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times. Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help. Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc. What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management. I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources. The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development. There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative.</p> <p>Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety. Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them. Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through. I have found students to be honorable and will own when they have messed up. Canvas can work however, you have to put in hours of thought and care to make it a real learning format.</p>
12	Any additional help/assistance for understanding the importance and keeping up with consistent work would be helpful for the students like those who were reported for "2" in this course.
13	Art 120 was successful in reaching goals, exposing students to cultural sensitivity through design study and developing a sense of presentation and work work ethics. Moving forward, continue to teach awareness of the ways in which society, gender identity, cultural differences influence design.
14	As an Honors course, I appraised the Honors project for this in addition to other assessments, so there may be different statements in the Outcomes Mapping than the non-Honors course. I will apply the same changes I'm looking at for my non-Honors sections for this section as well, although all targets were met here.
15	As part of the final examination, students were asked the following questions: For the next 5 questions, lease identify 5 specific aspects/forms of Mass Media and succinctly describe both the contemporary and historical role and influence it plays/has played in society. These can be anything aspect/form we have discussed in class. Sample: Form/Aspect Identified: Printing Press Contemporary role and influence: Though the printing press was developed in the 1400’s,

	it remains a vital contemporary technology even in the age of electronic media as magazines, books, and newspapers are still globally utilized worldwide. Historical Role it has had on society: Historically, the printing press changed society as we knew it as it caused literacy to spread, assisted in eroding a class power system, and allowed the uneducated to become educated. Form/Aspect Identified: Contemporary Role and Influence in has on society today: Historical Role it has had on society: If students correctly identified 4-5 mass media correctly in both their historical and contemporary roles, the student was reward a 4. 2-3 a 3, 1 a 2 and 0 a
16	As part of their final examination, students were asked to identify the top ten learned in the course with a direct emphasis on how it has effected their personal relationship/literacy with social media. Students identifying 7 or more literate behaviors were rewarded a 4, 5-6 a 3, 3-4, a 2 and 0-2 a 1.
17	Be more aware of non attending students, engage those students.
18	Be more aware of non attending students. Increase student engagement.
19	Benchmark met
20	Change #3 to define and explain the difference between human rights, civil liberties, and civil rights.
21	class has aspects that worked well online, but progress was slowed without in person corrections on body alignment. This class would best be taught as a hybrid course.
22	Continue as is with 70% arget.
23	Continue as is. Way over 70% target.
24	Continue classroom strategies.
25	Continue evaluating based on current SLOs
26	Continue starting each lesson with the student learning outcomes with students in order for them to process the desired outcomes.
27	Continue to create interactive assignments to engage students.
28	Continue to engage students and develop composition skills.
29	Continue to engage students, continue to apply practical skills.
30	Continue to engage students.
31	continue to evaluate assignments and assessments to improve outcomes
32	Continue to find assessment tools to better evaluate student progress.
33	Continue to find ways of reaching out to students who disengage from the class.
34	Continue to focus on attrition, leading cause of attrition is students leaving program due to job placement
35	Continue to give students well-organized rubrics to enable them to be successful in their student learning outcomes.
36	Continue to have student research marketing topics. Continue to have students collaborate in a group to create and research marketing concepts.
37	Continue to track outcomes connecting to the mapping program level, GE, and institutional mapping outcomes descriptions
38	Continue with actively engaging students.
39	Continue with and expand on collaborative learning exercises, as they seem to work well.
40	First in person class at CVHS. They do better in person!
41	Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.
42	For my course(s), I value the use of engagement even in an online setting. Learning students' names, majors, and hobbies helps the students feel connected and valued as an individual. This is done at the beginning of the course and has been an excellent way to "meet" with students

	and to break down the "fear" of speaking with an instructor. For every assignment that is submitted, I write a personalized comment for the student to show support, encouragement, and appreciation for their work. I think in the future, I will actually try to schedule one-on-one meetings with the students that are struggling as opposed to letting them know they can reach out. I do three check-in emails for all students throughout the semester to keep in touch and to be that avenue of interaction, but I believe adding that scheduling component would be a nice addition. While I have zoom office hours set, I think splitting them to be on separate days may provide more opportunities for students as opposed to only offering them one day a week.
43	Given the size of this class, and the fact that it was 100% online, I am happy with the SLO results.
44	Had the students do a quiz weekly on each chapter worth 50 points this in addition to doing an history journal that included at least 6 paragraphs of pertinent information for each the chapter worth 10 points. This aided in study review for the 3 essay tests. The historical journal helped students with their online discussion board with their classmates. it was interesting to see the discussion referencing things I had seen in the historical journal and how they built on this for their essay exams. I was careful to have every module with dates and weekly assignments carefully organized. Each subset of the weekly module had detailed requirements dates and times whether for readings, videos and journals, discussions and tests. Too, I made a point of using students names in every response and offered detailed analysis of why and how they earned the grade they did so this supported the rubrics. The rubrics were carefully designed to make clear why and how each grade was earned. In addition, if I saw a students work drop off or there was inconsistent behavior I reached out to them and also noted grade and what extra credit they could do to add to or help a grade that dropped. Though this was an synchronous class we had time for class meetings on zoom every week plus if a student wanted to me at other times we did.
45	Have more reach out to those who start slowly.
46	Hiring a new head coach that will recruit and train this next season will make a difference. (I came in toward the end of the season.) Having clear expectation from the beginning for athletes.
47	Honestly, I'm not sure where exactly the individual SLOs match up with the ILOs, so if it's meant to be something different, please let me know. I'm working on my courses for increased mastery of the overall survey course, as well as the significance of specific events and concepts that influence the events by incorporating more low-stakes assessments and resources for evaluation both individually and as a class.
48	I believe students did a great job in keeping up with their work especially during a pandemic. In hopes of restrictions lifting, students will be better able to stay focused on their studies and will be able to participate more in COMMUNITY SERVICE in the community. I have added several FREE references, resources and material that will better help each students learning ability.
49	I experimented mid-term with posting my PowerPoints early so that students could take notes on the slides. This was a success. I am also going to organize my presentations according to unit modules. Both of these were items I picked up in the DE Certification class.
50	I plan to spend more time connecting social placement with experience within institutions.
51	I stated that, yes, targets were met, because they were over half the class who met or exceeded the target. However, I'm continually aiming for 70% at or above target, which was not met in this class. I'm working to make late-start courses comparable in meeting objectives to the full semester courses.
52	I thought the results were really good.

53	I will continue to emphasize critical analysis as it pertains to families.
54	I will continue to offer great resource materials that will allow students to immerse into the course work. I will continue offering weekly feedback and communicate with students on a regular basis. I will also continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
55	I will continue to offer students intriguing assignments that will motivate them to utilize valuable information learned in our course. In addition, I will encourage each and every student to give back to the community.
56	I will continue to reinforce this using my concert assignment. However, in the future I might put greater emphasis on going to a concert they are less familiar with. By doing this, I hope to engage them on a deeper level.
57	I will continue to reinforce this using my concert assignment. However, in the future I might put greater emphasis on going to a concert they are less familiar with. By doing this, I hope to engage them on a deeper level.
58	I will engage more with the students
59	I will move on to another SLO for Spring 2022. I have done a pretty good job with this particular SLO.
60	In addition, whether I am in the classroom or online I always know each student's name by the first week. Too, again whether in the classroom or online always address the student by name. This with emails or with discussion response always any kind of interaction I use their names. This creates an identity for them with me, with the class and for themselves as my students. For time-management I make sure they set up all their notifications. In the first week of class there is a syllabus quiz, a setup notifications quiz and they provide an introduction with photos. Each one of these tasks get points. Too, there is a do list in each module with dates times. Within each module are reading assignments, short documentary videos power points and lectures that are compliant with all learning disability requirements for the state of California. Also, if a student is a visual learning the videos and power points help. If the student is kinetic learner the discussions help and if the student is an auditory learner then the lectures and videos help. Too, for the discussion boards there are carefully articulated rubrics that outline exactly what is required. Also, all students are divided into discussion groups with names like Innovators, Explores, Pioneers etc. What I think has been helpful is all the announcements are calibrated to work required for each week with modules and due dates. Again, this helps with time management. I provide a free online digital textbook. Open Stax and other companies and publishers are doing a great job with free digital resources. The discussion boards provide interaction for students and a place to enter conversations and present different points of views or counter-narratives. This is a part of critical thinking development. There is a quiz every week based on the reading. Discussion boards to access reading comprehension and essay tests to evaluate critical thinking. My goal is to see: why, how, who, when, where lead to the ability to access cause and affect also remembering there is always a counter-narrative. Every two weeks I scan grades, and just with reading discussion boards I can track if there is a fall off in performance or missing work. I immediately am in contact with these students, and we sort out what is going on. This I have found important. Sometimes internet has been cut off, a death in the family, job loss or depression or anxiety. Too, if I see a student is close to a C, B or A I send emails to inform them of this and encourage them to stay on track. I have found that this is important and has helped them. Really to do the job right you have to look at the whole person. Understanding where the student is coming from and what they are going through. I have found students to be honorable and will own when they have messed up.

	Canvas can work however, you have to put in hours of thought and care to make it a real learning format.
61	Incorporate more Geographic Information Systems projects during the semester.
62	Incorporate real-life examples. Guest speakers from non-profits or civic members who are currently working on social problems.
63	Increased contact with community members as the pandemic subsides will increase student access to professional perspectives on this material.
64	Invite members of the community for which is being discussed.
65	It was a summer class, twice the pace of the normal semester. Students didn't have the time necessary in 5 weeks, even though I did condense the content, without sacrificing SLOs. It was the first time I taught such an accelerated class. All that said, I'm proud of what the students were able to glean. These concepts are deep and require time to germinate. Future strategy? 6-8 weeks instead.
66	It was little harder for those students who did not do well while taking ONLINE.. but otherwise I have seen alot of improvement in other students..
67	Keep on truckin'. Continue using current methods of assessment.
68	Low/No submission seems to correlate with new first time students. Early education on the rigor and expectations in this course.
69	Many of these high school students were not ready for college level courses cognitively and academically. It was manifested in various ways that greatly hindered their overall course performances such as not being able to follow schedule and instructions despite numerous reminders in verbal and written formats in various mediums. The standard for allowing high school students to take college level courses should be set in such a way to more accurately assess their readiness.
70	Many of those who failed to meet the criteria simply did not submit assignments, and thus, this summer semester was a bit skewed.
71	Modify the assignments to better assess for SLOs.
72	Most all students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.
73	Most of the students did pretty good job doing online.. few did not really pass.
74	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.
75	Need to identify famous people and build that into the assessment here. They are all without names of famous people but more focused of why their work was important or made a significant contribution to society at large.
76	Need to revisit assignments and improve students' receptive skills to ensure that they pass this above 75% by end of semester. Close but should be above 80% like other categories.
77	Need to revisit Reception/Comprehension assessment as the questions may be misleading or options that are similar with other answers. However its known that this portion of assessment is most challenging of the 3 by watching the video of signer signing sentences. More difficult than in person or in real world settings. Worth exploring the questions and answer and modify as needed.
78	No more zoom! Zoom makes students zoombies.
79	None! Same SLO's for ETHS141-71



80	Of the 20 registered students only 6 would attend class on a regular basis. For students who missed class, I provided lecture recordings from a previous semester. However, many students would not communicate or the ones who did communicate had many personal issues-- such as a family member passed, family was in the hospital, having to work more hours, etc. I feel the results of this SLO are highly dependent on the pandemic and not a reflection of the course.
81	One strategy that I will try to encompass is the use of Perusall with the OER text for the course in order to help with comprehension and engagement. I feel that this will help those that may have struggled with the written materials.
82	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
83	provide further reminder announcements concerning when assignments are due. include rubrics with all assignments
84	Provide more examples of legal principles in scenarios that students can better relate to.
85	Provide opportunities for more live engagements to help students expand their critical thinking capacities.
86	Same as Eths141-30
87	Same class as ETHS141
88	Same SLO's for ETHS141-70
89	Several had gone past time limit for Receptive portion which affected their grades tremendously. Will need to reevaluate as this was not an issue in previous courses of mine. Not sure why quite few of them went past the time limit and missed out on many questions.
90	Since I taught online, part of the issue with certain students was absences during online critiques, or other class discussion meetings. Unfortunately I don't have a proposed action to address this, or I would have implemented it!
91	Since this class is a 101 level, the class covered only the basic level. Even though there were a few students who failed in this class, many of the enrolled students acquired the basic level of Japanese language and culture.
92	SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 2 was assessed through the written assignment in Module 5, and the topic was Judaism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 4 was assessed through the written responses student made to their classmates on Discussion Board 1. The topic was Hinduism, but they discussed their personal religious beliefs with one another. There were several students who scored low on this assignment because they simply didn't complete it. This may

	be because the due date was unclear. In the future, frequent reminders will be sent out via email.
93	SLO 4 was not entirely possible during the pandemic
94	SLO 4 was not entirely possible given the pandemic
95	Smaller class and everyone excelled on the assessments. One student was waived from two kinds of assessment which explained the difference in Total Assessed if one looked and wondered why.
96	Smaller class sizes have a higher success rate. Promote lowering the class capacity for History classes.
97	Some new strategies included reading instruction and assistance, as well as further support in the completion of the Honors project. I continue to see improvement in critical thinking and analysis in the annotation assignments that I use, as well as further online interaction between myself as the instructor and my students.
98	Spring semester students preferred learning tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As requested last semester, I keep the videos available as references for student to review and master the movements. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
99	Student attendance and active participation is essential to course success.
100	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
101	Student learning in Fine Arts courses is assessed using level-appropriate rubrics and evaluations of presentations, papers, projects, and discussion reflections. Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
102	Students are still affected by Coronavirus Thank you
103	Students chose 4 out of 8 SLOs after practicing all semester long.
104	Students on The whole did well; however, more than 50% of students in SLO 3 appear to misunderstand the difference between doing moral observations in which one simply watches and records the fact that different people behave differently in terms of moral behavior (the difference between the actual actions and behaviors of individuals and groups) and the practice of doing moral philosophy and its relation to applied ethics as a rational as well as practical exercise. This appears to be strongly related to the students expressing the use of strictly empirical practices learned in other social and behavioral sciences or subjective self-expression and "lived personal experience" in the literary arts and not practicing rational and analytic thinking to ascertain truth and objectivity through concise logic and reasoning skills. Stronger emphasis on the learning of rational and analytic thinking is thus warranted.
105	Taking into consideration the proposed actions I made from FA 2021, I do see an increase in the number of students meeting the SLO requirements. Looking at the students that have not met this standard, I plan to be more diligent at the beginning of the semester to recognize any obstacles the students may face. Furthermore, I plan to incorporate more RAF strategies that I learned last semester. One proposed action is to have a chapter of the text or even a section of it be the topic for a discussion post or a writing assignment. This will enable students to establish strategies in reading comprehension that fit their style and need.
106	Target met. No proposed action.

107	Target not met for SLO 1 due to lack of participation. Get students more involved.
108	The 8 week sessions are a lot of pressure for Honors students. Work with Judy to better prepare the students for the additional stress.
109	The action that I purpose is to be very iterative in going over these different terms over the semester. Having the students write about these terms on more than one occasion helps them memorize and comprehend the terminology.
110	The class refinement over the past year has yielded excellent results. The changes that have been implemented will be carried over into the 22-23 year.
111	The course may need to be offered in a longer format instead of 10-week format.
112	The enrolled students in JAPN 103 had already had a high motivation to learn Japanese language and culture. Also, many of them had had some cultural background or had been familiar with the Japanese culture through pop culture including anime and manga. They seemed to study steadily each day and showed an excellent achievement to the learning goal. They also established a study group and an official Japanese Study Club, and not only cooperated with each other to study Japanese but also helped the students enrolled in JAPN 101 and 102. They did an amazing job.
113	The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert. 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. Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history. For future consideration, I will probably change the Essay to visiting a real museum (instead of virtual) and possibly re-work the synergy of the Group Work Assignment
114	The explanation for SLO # 3 not meeting the target relates to transitioning from Zoom to in-person during the Spring 2022 semester. We must offer classes that are consistently online, on Zoom, or in-person rather than fluctuating between various methods of instruction. The transition was difficult on the students.
115	The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another.
116	The second SLO statement involving Service Learning by visiting diverse religious settings and writing reaction reports to them is better handled when the students can freely choose a location to visit in person. Covid shut down many of the institutions that previous students had been afforded access to. I think the students enjoy going in person rather than watching streaming content of a virtual service online. Once we have no more shut down, and the mandates are lifted fully, I think the outcomes will be more positive in this area.
117	The small class size allowed for more individual attention on students, which enabled them to succeed in the course with more support from me. They were actually held to the same standards as the Honors students, and performed magnificently!
118	The student in this section showed tremendous growth ever since he started in this course several years ago. However, he has difficulties mastering the above concepts with stylistic accuracy and rhythmic precision. If the student continues to work with a metronome as well as learn pieces in small segments in his daily practice, he should be able to continue progressing.

119	The students choose 4 out of 8 for analysis, so they choose the four they understand the best.
120	The students met the target outcomes. I had one student who did not turn in the assignment I assessed, so I will work to follow up with students better when they do not turn in an assignment.
121	The target of 70% or higher was met. This class had 2 students who stopped participating within the first 6 weeks but did enough to remain enrolled- this accounts for the 2 lowest scores. All students who persisted scored within 3 and 4 with the majority scoring 4s. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores.
122	The target of 70% or higher was met in 2 of the 3 SLOs. This class had 2 students who did not continue participating in any meaningful after midterms. One of these two students scored well prior to ceasing meaningful participation. The other three students continued to participate and scored high in all 3 SLOs. This indicates that for future courses while content and delivery must continue to improve, a significant effort for retention is key to improving SLO assessment scores. This class ran as an accelerated 8 week course. In spring 2022 the class has been adjusted to a 17 week course to see if the additional time will increase retention.
123	There are three students who remained in the course roster while not showing up/participating the class. Thus they are assessed as "1" for all SLO statements above and kept the course to meet the target goals. They are those who never responded to my repeated attempts to reach out. It would be helpful if there are any other ways the school can assist and advise them of timely course planning.
124	There was only one student enrolled in this section, and they did great. No action needed.
125	These students may have been added to my 100-50 SLO. I will have to be more careful with combined sections and reporting SLOs.
126	This average is lower than I would like I had 4 students who never participated, despite sending multiple emails and starfish notifications. I had 3 students who habitually did not turn in assignments, and 2 of those turned in final papers that were 50% plagiarized. The rest of the class did extremely well, with 18/31 (58%) earning a 90% or higher in the class. The overall pass rate was 77.4% Several students in their final papers and evaluations stated that they were surprised at how much they enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences and future health goals.
127	This class has been enormously successful! Student have really enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences.
128	This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.
129	This class was a late start. As many classes there were numerous students who dropped throughout the course since it was double chapters some weeks. The students who stayed were very active and supported each other, ending up with overall exceptional scores. I teach summer school and another late start class at another institution and students are usually very successful. Communication is key to students succeeding in fast pace classes. I continually make reminder "announcements" and personally "message" students on their progress beyond normal class time. One consideration would be to move the last SLO to earlier in the term, but that could cause a big disruption in the flow of chapter to chapter work so not sure this would

	make much a difference, specially since previous classes have done well as it is. There were more low grades this term than previous terms. I used starfish for mid term reports. Another idea would be to use the tool earlier in term when assessing slower moving students. Do note I already contact students when they seem to struggle but using starfish early in term may help some.
130	This class was asynchronous. It included many online discussions, quizzes and assignments. I recommend an advertising project be included for in person classes with fewer online assignments.
131	This class was really a good class. All the students actively tried to use the target language even in their personal emails. As a result, all of them attained a high achievement.
132	This class was small but mighty! It had perfect attendance with all beginner students. The student worked hard, asked questions to improve, and wanted to incorporate what they learned into their social lives as well as their fitness plans. As an instructor, I prefer teaching this in person to help develop the artistic/ cultural side, but student loved using videos to drill combos and moves until they could do them! This would be a great hybrid course for Craft in the future.
133	This course should be a full-semester class and offered in-person.
134	This course should be offered as a full semester course and whenever possible in-person.
135	This course should be offered as full semester class.
136	This course should be offered in person.
137	This course was the first time Multi100 was offered in a week 5 summer format. Ultimately the results showed that if students engaged in the course they were highly successful with everyone who engaged receiving an A- and not an easy A either, the work was fantastic. All 4 students who did not engage dropped off after the first two weeks when i assume the realization set in that this class runs at over 3 times the speed of a 17 week course. While I did my best to inform students about the accelerated nature of the course I feel the path to improvement would be to even better communicate to prospective students that these 5 week courses do require a much larger per week commitment than they are expecting from a traditional college course.
138	This dual enrollment class was fantastic. All but one student showed every time. They were thoughtful, asked questions and were interested in the topic. There was a large gap in teaching the metabolism aspects of this class, as most of these students had not had chemistry yet. In the future, I will not focus on the metabolism aspect, and more on the practical/applied approaches for non- health/science majors/students.
139	This semester was tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. However, for this literature class, we still met the target success rate (barely). There was also one student who took an incomplete and is not factored in the scoring above. The next time I teach this class, I'll reconsider some of my policies and in-class assignments to be more hands-on and inclusive.
140	This was a short term 8 week class. The drop date wasn't clear - or far enough out - to be helpful to students wanting to drop or me to instructor drop (I didn't have enough data to know really who I should drop). Maybe allow instructors to drop up till the last week?
141	This was the first time this course was offered as an 8-week option. It seems students' receptive and expressive skills developed favorably, however only 3 out of 8 students completed the cultural assignment (SLO #3). While this shows as 100% since all three did well, it does not take into account the fact that so many students didn't complete or submit it at all. Given we are still in a pandemic and the shortened course length than they are used to, the students did not plan

	ahead enough or make time to complete the assignment, despite being told to sign up for different organization's mailing lists so they would be notified of events. In the future (including the follow up 8-week class that will start after spring break), I plan to send an announcement with more specific ideas where Deaf Events and gatherings may be taking place, which in this area, is mostly Church services.
142	This was the first time we offered an 8-week ASL 105 class, and had it as a hybrid. Students were able to register either for the hybrid class as it was intended, but I also have them the option to take the course as 100% online. The course started with 4 students in-person and 6 students online. By the end of the course, 4 out of the 6 online students had dropped, and all 4 of the in-person students successfully completed the course. Due to the recent pandemic, many students came into ASL 105 unprepared for the language level and structure of the class. I had to adapt our timelines and assignments as a result. Due to the small class size in person, students were able to connect well with one another and use each other as a resource throughout the term. The online students were a bit more isolated, and it was demonstrated in their skill level as their receptive and productive abilities lacked behind their in-person counterparts. Enrollment for the upper level classes (such as ASL 104 and 105) tends to be low, so I try to make multiple enrollment options available for students, however I struggle with keeping the online students as involved (mainly practicing and using their skills outside of the class), in order to grow their language skills as quickly as the face to face students.
143	Tie in more about health care disparities, which is what I have been doing in the 111 class.
144	Tie in more about healthcare disparities.
145	To continue informing students about the student learning outcomes that I am teaching towards in order for them to understand the purposes of my instruction.
146	To improve this course, I would recommend 16 weeks instead of 8 weeks so the information can be shared full instead of halfway online and other halfway independent online if for 16 weeks we can share the information 8 weeks of online and 8 weeks of on-field evaluation to improve skills.
147	Two students had to drop due to not being prepared. Another failed to meet the goal on the cultural component. Overall, the students started at a great disadvantage since they had never before had an in-person Spanish class. Their speaking skills and knowledge of the grammar were not at the level required for the course. This was the result of only having online courses due to Covid up until this semester and also six weeks of Zoom this semester.
148	Various informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in this Likert. Written papers are used to ascertain the student learning outcomes of 3 and 4. 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. Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history. For future consideration, I will probably increase student interaction through more directed discussion with images to promote critical thinking and also encourage students to contact me during office hour.
149	Well, maybe 8-week classes are not such a great idea!
150	Work to develop more specific experimental design labs that focus more closely on data interpretation. SLO1 Assessment used: Evolution, Founding Theories and Principles. SLO2

	Assessment used: Experimental Design. SLO3 Assessment used: Trophic Levels: Grazers and Consumers. SLO4 Assessment used: Light Microscopy
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