

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Society and Culture

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 304 sections and resulted in a total of 6459 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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| 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. | 5086 | 78.74% |

List of courses where outcomes were mapped to the ILO (74 Unique Courses).

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| ANTHRO-100 | BUSAD-145 | ENGL-155 | HIST-170H | PSYCH-103 |
| ANTHRO-102 | BUSAD-200 | ENGL-155H | HIST-171 | PSYCH-111 |
| ANTHRO-106 | CD-105 | ENGL-160 | HIST-171H | RELIG-101 |
| ANTHRO-110 | CD-126 | ENGL-160H | HUM-140 | RELIG-175 |
| ANTHRO-116 | CD-137 | ENGL-260 | JAPN-102 | SOC-100 |
| ANTHRO-125 | CIS-101 | ENGL-270 | JAPN-104 | SOC-100H |
| ART-100 | CIS-137 | ENGL-271 | KIN/F-108A | SOC-105 |
| ART-102 | COA/N-605 | ETHS-132 | KIN/F-108B | SOC-130 |

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| ART-103 | COMMST-111 | FIRET-101 | KIN/F-108D | SOC-132 |
| ASL-101 | COMMST-135 | HEALTH-265 | MARKET-100 | SOC-141 |
| ASL-102 | COMMST-145 | HEALTH-267 | MUSIC-103 | SOWO-101 |
| ASL-103 | COMMST-174 | HIST-100 | POLIT-100 | SPAN-104 |
| ASL-105 | COMMST-178 | HIST-100H | POLIT-100H | THART-100 |
| ASL-115 | COUN-120 | HIST-101 | PSYCH-100 | THART-108 |
| BUSAD-100 | ENGL-101 | HIST-170 | PSYCH-102 | |

Use of Results/Proposed Actions – Individual Submissions

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| 1 | Added a written discussion component to ensure that reading was being completed; will continue if assigned this course again. |
| 2 | Adding a section that deals with scientific discoveries or even the advancement of science; one student mentioned this topic and I think it would be an excellent topic to delve deeper into especially in relation to the Civil War. Talk briefly about diseases at the beginning of the course, but including this topic throughout the semester would be interesting. This class really communicated with me during my check-ins; I am still trying to find a way to tackle communicating with those that do not respond or reach out. I did use Starfish to ask for assistance, but I am not sure if this is the best process. I need to figure out an additional communication strategy aside from email. |
| 3 | All but one student met the target on the assessment. |
| 4 | Although outcomes were reasonably successful, I will be adding content and strategies for more class involvement. |
| 5 | As an 8 week, they did well. |
| 6 | Benchmark met |
| 7 | Bit disappointed that not everyone passed. Next time? I need to work on community building in my online classes. I also think there are a few things I can do in my shell, we'll see. |
| 8 | 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. 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. An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level. For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings. |
| 9 | Clarification needed on whether the class ought to target classical authors or contemporary, or a balance of both. I teach it as less of a survey course, the current COR leans toward survey. |
| 10 | Class overall did very well and in the future will add content since a short book but will adapt more outside literature and guest lecturers to compliment the curriculum. |
| 11 | Communicate early and often with students not doing work. |
| 12 | Continue as is. |

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| 13 | Continue following the processes outlined by the department. |
| 14 | Continue to drive class participation and involvement; there were a few students whose attendance was great but did not turn in a final. |
| 15 | Continue to have open dialogs and interact with the students during the class. Find ways to increase the interaction with activities that create an environment that encourages correspondence between the students. |
| 16 | Continue to monitor student performance. |
| 17 | Continue with methods of content presentation and assessment for SLO 1 & 2. For SLO 3, find new ways to present information on strategies &/or different methods of assessment. |
| 18 | Continued support for students, Community Service Component, Assignment submission options of PP, essay, video or other options Several Weekly ANNOUNCEMENTS. Constant positive feedback, Increased availability and contact options |
| 19 | Derived from Personal Intercultural Experience Video for 1 and the GENE scale for SLO 2. |
| 20 | Discuss at next department SLO meeting. |
| 21 | Evaluate the listening exercises in the class to improve listening behaviors outcome. |
| 22 | Excellent group of students. |
| 23 | Follow up with the students who did not complete the assignment and let them make it up. |
| 24 | Honors students do a great job being self-directed; I would only suggest checking in more with them as they work on their projects. |
| 25 | Honors students were engaged with the content and completed the course with excellent SLOs. |
| 26 | How make Brit Lit survey more representative? Focus more on groupings / women / other identities, read from diff. theoretical perspectives. SLOs too packed -- break out into simpler goals. |
| 27 | I am happy with my outcomes of the SLO for this class. |
| 28 | I communicated with students the importance of community service and offered various ways to complete community service. I allow students to submit work various formats..ie; essay, PP, video/audio submission, poetry, music and or other creative formats. |
| 29 | I have continued to add more DEI material, especially relating to Health Care Inequities. Performance is comparable to previous semesters. |
| 30 | I have received several complaints from students that they were not able to upload all videos on time for receptive portion and had to wait till its fully uploaded to see what was signed before selecting answers. This ran out their time limit. May consider removing time limit as the bandwidth varies with each student depending on where they live or how fast their internet is, etc.. This is clearly a hindrance for them to score better on this exam. |
| 31 | I see notable improvement in students skills in higher level of American Sign Language for sure. |
| 32 | I think this class did better, as it was a smaller class. also, an 8-week class. |
| 33 | I was more proactive in following up on absent students. |
| 34 | I was please with the papers the students did for these 2 assessments. |
| 35 | I was pleased with the results and will use the same assignments again. |
| 36 | I'll be adding additional details, such ASL grammar and structures. The majority of students are producing excellent work on GoReact. Goal: While students need to understand how they can use grammar structures, we need to work on ASL sentence structure. |
| 37 | In the future I will add additional content for new students while identify any learning gaps seen in class from students. This semester the honors students went above and beyond in the class assignments to be a part of the Honors Program. |

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| 38 | In this class I try to engage the students at the beginning and give them different types of assignments (quizzes, hands-on assignments, videos, etc) to keep them engaged. With an on-line class though it is hard if the student(s) do not respond back (compared to in-person where you see them and can make immediate communication. |
| 39 | In this class, there was a gap between those who love learning Japanese and others. The former students studied at their own pace and quickly mastered grammar and vocabulary. On the other hand, the latter students tended to forget to do their assignments and often missed classes. In order to fill the gap, I introduced some Japanese games and fun activities, but it didn't fundamentally solve the problem. Those who had difficulty keeping up with the class had a problem with speaking skills of Japanese. Next semester, I am planning to give more video assignments to the students so that I can check their speaking skills and give them feedback more frequently. |
| 40 | It was the same students who failed the different SLOs. Those were the ones who were not engaged. |
| 41 | Large online classes do not do as well! |
| 42 | Making changes to online testing, |
| 43 | Many students did not partake in their community service hours. In future classes, I will be more encouraging and assistive throughout the semester to ensure students have the resources available. |
| 44 | Met or exceeded expectation in some areas. Need to develop more options for Cultural Diversity as not all students are able to drive to an event to experience real interactions such as being high school students or working over the weekends. |
| 45 | Missed the mark on first test, will review better. |
| 46 | Most students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting. It was rewarding to see how many students really enjoyed the class and felt that they really learned about art history based on a final participation submitted in the last class for the semester. |
| 47 | Need to continue working on creating more accurate assessments for SLO3. This semester I transitioned to a different style of presenting content in this asynchronous section, as well as slightly varied assessment methods. Continuing to work on content presentation as well as assessment methods. Also need to work on student outreach (personally & via Starfish) to reduce attrition with affected SLO 2 outcomes especially, since it was an end of term assessment used for this SLO. |
| 48 | New strategies are working with issues of housing for some students needing direction to those resources. More interactions and awareness of campus events to help in their studies. In the future will have even more resources available. |
| 49 | New strategy to consider deals with due dates; possibly work on implementing a more flexible due date to see if this helps students. However, I see that this could also have a drawback with students relating to procrastination, but it may be helpful to experiment with this aspect during a summer course or another asynchronous course. The reason for this is that I had one student that had trouble meeting the deadlines and following through on communication even when I reached out to them. |
| 50 | None at this time with Honors. |
| 51 | Online sucks! 50 students online is nearly impossible! |

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| 52 | Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring. No changes to class planned at this time. |
| 53 | Overall, my students did well this semester and met the target for each SLO. That said, a major challenge I encountered this semester, across all of my CHC classes, were students who simply did not submit their work, and thus, a number of them were not calculated in this raw data. To combat this I habitually sent reminders about upcoming assignments, I contacted students via email to check in with them when assignments were missed, often times with little to no response from the student, and I even allowed for students to make up assignments and submit the late, again, often with little to no response from the student. Aside from that challenge, in future classes I intend to create more distinct assessments to evaluate these SLOs, assessments other than Discussion Boards. That is, assessments that do not resemble weekly assignments. I have a hunch that more specialized assignments, perhaps worth more points, and perhaps with more digital requirements, that these might catch the attention of more students and more directly target the intended SLO. |
| 54 | Overall, the students did very well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays. I will consider developing a quiz/short answer option for the SLO questions on research. The research chapter is only one of 16 areas covered. The research questions really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That would be a department decision. |
| 55 | Overall, this class had a high success rate in achieving the Student Learning Outcomes. Outcome # 4 was not met, as it was a low weighted assignment that many students chose not to submit, as it wouldn't affect their grade significantly. Again, there seems to be a theme of students focusing more on their GPA than the fun of learning. |
| 56 | Post COVID, as my first in person class in this Art 103, I found many of the students were woefully ill prepared for college/returning to school. Many stop attending at different intervals, many responded to my emails informing me of personal difficulties but they wanted to continue in the class but did not return. Many did not take the short quizzes which they had four days to complete and thus continued the spiral to failure. This was the most difficult class to work with to keep in the seats and be successful. However, most did the work, came to class and engaged in the in class work to gain credit and learn new concepts and understand the connection of their lives to artists and their works. From teaching this course I often gain students in our studio courses and that was the case even in this difficult time. |
| 57 | Present approaches are working well. |
| 58 | Probably the best class that I have ever had. Spent more time on the review sheets for both tests. will do this again! |
| 59 | Recognized that the Deaf Culture/History was difficult one for students to tackle and will need to review how it was administered and perhaps make smaller chunks of quizzes that leads up to final assessment. The rest looked good and are reflective of previous classes. |
| 60 | Short term classes do much better! |
| 61 | SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results of "% assessed 3 or higher" were below 80%, but these results were skewed by four |

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| | <p>students not completing the assignment and thus receiving zeroes. If the scores of these four students were left off, then the percentage above 3 would be 85%, which is both impressive and an improvement on the scores from the previous summer (2022SM). To help students improve, more 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 skewed by five students not completing the assignment. If these scores were dropped, the percentage would be 84%, which is impressive. To help students improve, more reminders and tips will be added to the assignment. SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive, and the number of students not completing the assignment decreased from 4 to 2 from the previous assignment. 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. Four students did not complete the assignment, which skewed the results. In the future, more reminders and tips will be sent out prior to the due date.</p> |
| 62 | <p>SLO 5 is predicated on the student attending both of the school productions. This is done so that we can discuss the productions using the common language that we have been studying with regards to what makes a play. As is always the case, students choose not to attend, which is frustrating. This is a Theatre class, and, as such, part of the experience is the viewing of live performances. The rest of the assignments went very well. I need to explore options to raise awareness of the critique assignments.</p> |
| 63 | <p>So strange as I only received 4 responses for listening which seems to be in error as we completed these in class. It surprises me that there are not 8 responses like SLO 1, which assessment is embedded in the final exam.</p> |
| 64 | <p>So thrilled everyone was successful here. I have intentions to build my content expertise through study and design more engaging, esp. top down diversity oriented curriculum (had a lot of success with small instances of this, so basically want to expand it). Oh, also, I want to build a hard critical thinking essay -- maybe a genre comparison / genre evolution essay.</p> |
| 65 | <p>Somehow, the late-start section attracted my no-start students who just sat this one out.</p> |
| 66 | <p>Student met or exceeded outcomes as planned. One aspect I would like to be persistent on is resource support. Ensuring resources and especially community service opportunities are posted in Canvas as well as within classroom discussions. In addition, for my honors students, I would like to designate research days specifically for them.</p> |
| 67 | <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions, and create new conclusions and understandings not previously attained. I was pleased to get very positive feedback about the class from the majority of student participants. 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> |
| 68 | <p>Students generally did better with assignments than exams in demonstrating knowledge. Will consider more assignments to add in addition to or in place of exams. Data for SLO 3 is somewhat skewed by a higher number of students that did not submit the assignment. There was attrition at the end of the summer course. Will try to add more reminders and interactions</p> |

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| | after midpoint of the course/semester, and could benefit from use of Starfish if used for summer courses. |
| 69 | Students were able to demonstrate improvements to their muscular strength by documenting their improvements and comparing their scores from the beginning of the term to the conclusion of the course. |
| 70 | Summer is a compressed session with a huge work load. Fall will be better, although the students who persevere in summer are better academically so I'm pleased with the success of the SLOs, but the numbers are low because enrollment is low. The largest learning gap is sadly the FORM, which is the crux of the class. So perhaps I will add more on that for Fall. |
| 71 | Target met! Notable improvement with diverse activities: video assignments, group work activities, learning quizzes, exams. |
| 72 | Target met. Honors Presentations in class led to compelling discussions. |
| 73 | Target met. This class was informal, relying less on structured PowerPoint presentations and more on historical conversations that turned out to be fruitful. More historically based motion pictures were featured in this class which also lead to lively discussions that connected to the textbook readings. |
| 74 | Target met. There was a notable improvement in class discussion performance when I used the gradebook to contact students directly who weren't posting their discussion forums. |
| 75 | Tests seem difficult. |
| 76 | The challenges are the students that do not do the work, or they do not care and stoped coming to class. New strategies: <u>do group discussion for the SLO for each class</u> |
| 77 | The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including group discussion, quizzes, midterm exams, final exams, written essays, museum visits, group collaboration and synchronous ZOOM conferences. A specific essay question on the final addresses two of the SLO statements in the 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. Many said it was their favorite class of the semester, some said their favorite ever. For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment. |
| 78 | The final assessment used to determine the 4th SLO will be changed in the next semester to encourage further critical thinking skills. Otherwise, the other assessments have evolved based on student feedback and communication and will continue to do so through this semester as well, as that is what I believe has brought up the SLO data even here. |
| 79 | The Honors project is scaffolded, which has been a practice I've seen as successful for several semesters now, so I will continue to utilize this. I've also taken student feedback and communication into consideration with the structure of the class - how the information within the course is presented to be the most effective for learning and student success, particularly within the honors program. |
| 80 | The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to- |

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| | dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments. |
| 81 | The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs. |
| 82 | The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another. More interaction occurred this semester, but I want to plan for group meetings and not just one-on-one so they have a connection with others in the program. |
| 83 | The students responded well to discussions and group projects. The book did not provide enough information. Videos and other resources are recommended. |
| 84 | The target was met. The smaller class size assisted in learning and success. This class was on Zoom which made engagement difficult, but they enjoyed the combination of video assignments, breakout rooms, and lecture. |
| 85 | The time restriction for expressive was too short or tight as we only have 50 minutes to complete and this class seems to require more time than other class did. Perhaps use library next time so they can stay longer and complete the exam in 90 minutes than 50. |
| 86 | The two students scoring D and F stopped attending class the last month or so. They did take the final, but each missed a quiz and one didn't turn in a large assignment worth 25%. I reached out to them, offered help and was told they were fine...The students who attended class did great and seemed to get a lot out of the class. The two that didn't performed poorly. |
| 87 | The work and activities were perfect for the class and participation. I will identify and work with students needing extra help, but this is constantly offered to all on a daily class basis. Working on new ways to engage the class and offering students time management ideas to stay on track, not only this class but their full class-load. |
| 88 | These do not load and have no PLO's attached to them. |
| 89 | This class accomplished an extraordinarily high level of Japanese communication skills. Their final group presentations (creative skits in Japanese) were all amazing. One student dropped the course in February or so due to a medical reason, which was unfortunate. But all the remaining students really enjoyed and mastered a lot of Japanese language and culture. |
| 90 | This class felt (and was) much more successful than when I taught it the previous fall. I think this is mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I also created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. |
| 91 | This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community. |
| 92 | This class had lowest rate of level 3 & 4 (# of Students Meeting SLO Rubric) based my teaching experience at the college. I need to observe future classes in order to identify any learning gap. |
| 93 | This class has been incredibly popular because it allows students to exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food |

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| | preferences. This summer I incorporated more videos to prompt lively discussion boards such as " which is killing us drive by's or drive thru's? " which students really connected with. I also change the final from a text format and allowed for students to write a 2,000 word essay on their culture, upbringing and how living her has impacted their own cultural pluralism. This prompted some amazing papers, so I will definitely continue this in the syllabus. |
| 94 | This class met or exceeded all SLOs and did great. The student(s) who struggled, admitted to not doing the work, but had a number of "reasons" (aka excuses) as to why. I would love to see "student accountability" be a topic in our CHC or intro to college classes. |
| 95 | This class originally had 20 students enrolled but almost half dropped once they realized nutrition for fitness and performance relies heavily on sciences and some math. The students that did remain in the class were athletes, fire science and those trying to make lifestyle changes. These students did extremely well. They interacted heavily with each other and discussion boards, asked questions and stated they left the class empowered to achieve their nutrition and fitness goals safely and effectively. I think in the future the description might include that this focuses on the scientific research and theory as opposed to non- scientific advice. |
| 96 | this class sorely lacked motivation, maybe 17 weeks is too long! UGH |
| 97 | This class was dual enrollment. For the most part, students met or exceeded my expectations, and learning outcomes were met. The discussion was difficult in Zoom. In breakout rooms, students were quiet. My strategy will be to look for fun ways to have students interact with one another. I did have regular polls and did Kahoot etc., but I am missing what brings students to engage together. I will work on this. |
| 98 | This class was with the ETH-132 students. This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community. |
| 99 | This late start section had a higher proportion of low grades: students who just stopped doing the work (or really never started). It is not that I am teaching the SLOs differently. This is just a different crop of students in the late start section, with different motives and expectations. |
| 100 | This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planned slow transitions to a significantly reduced meat diet. In spring I added additional commercial websites to help students find and try plant based products and added plant based eating for athletes and those looking to weight lift. This was well received and I will continue to keep this module in the future to attract more athletes to the class and disspell the myth that one must eat meat to be able to compete. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans. |
| 101 | This summer I tried new strategies this semester having ONLINE and CLASSROOM participation first few weeks and the rest of the semester. It was challenging. 1 our of 3 completed the ONLINE as asynchronous while the other 2 did not come or complete the course. The class/GoReact performance has great results since I added options for the students ONLINE and CLASSROOM access. |
| 102 | This was a small class so everything was done in a discussions/small group format. The student were able to have individual attention to their career planning and group project. |
| 103 | This was a tough class, as it was a late-start with an odd amount of total weeks, so some assessments I had to tailor more than in the past. I feel that this impacted a lot of student's work negatively, and I'm planning to correct that in my next late-start class. |

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| 104 | This was my first Zoom class and it was a success. 18 of the 24 students in the class earned a score of 70% or above. |
| 105 | This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As. They had the fewest posts, the lowest number of submitted essays, the most missed quizzes. I hope this section does not portend the future. |
| 106 | Three students scored a zero, by not submitting the assignment. The target would undoubtedly be much higher if these students submitted the assignment. I will continue to reach out to students who do not complete assignment and also students with low scores.75% target was met at 78.6%. |
| 107 | Too many outcomes which some can be blended such as History and Famous people. They correlate each other due to timeline of history and who were there that time that made a difference or made history. Other than that...students are performing well and meeting if not exceeding expectations and met all outcomes. |
| 108 | Try new strategies to encourage student participation and interaction. |
| 109 | Want to refine my assignment sequence and build in student feedback. |
| 110 | Will reevaluate the effectiveness of the listening SLO. SLO 1 embedded in final examination for course. |
| 111 | Working on new strategies. |
| 112 | Working on the new updated with powerpoint and create a new strategies. |