

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Society and Culture

Assessed: 2023-2024

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 2023, Spring 2024 semesters. Assessments occurred in 312 sections and resulted in a total of 6175 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.	4607	74.61%

List of courses where outcomes were mapped to the ILO (82 Unique Courses).

ANTHRO-100	CD-105	ENGL-270	KIN/D-150A	PSYCH-110
ANTHRO-102	CD-112	ENGL-271	KIN/D-150B	PSYCH-111
ANTHRO-110	CD-126	ETHS-132	KIN/F-108A	PSYCH-120
ANTHRO-116	CD-137	ETHS-141	KIN/F-108B	RELIG-176
ANTHRO-125	CD-182	ETHS-163	MUSIC-103	SOC-100
ART-100	CD-250	HEALTH-104	MUSIC-120	SOC-100H
ART-102	COMMST-111	HEALTH-265	MUSIC-134	SOC-105
ART-103	COMMST-111H	HEALTH-267	MUSIC-135	SOC-130

ART-121	COMMST-135	HIST-100	MUSIC-136	SOC-141
ART-132	COMMST-140	HIST-100H	MUSIC-195	SOC-141H
ART-226	COMMST-145	HIST-101	MUSIC-235	SOWO-101
ASL-101	COMMST-178	HIST-145	MUSIC-236	SPAN-104
ASL-102	COUN-100	HIST-170	PHIL-101	THART-100
ASL-103	ECON-200	HIST-170H	POLIT-100	THART-100H
ASL-104	ENGL-101	HIST-171	POLIT-100H	
ASL-105	ENGL-102	JAPN-101	PSYCH-100	
ASL-115	ENGL-163	JAPN-102	PSYCH-103	

Use of Results/Proposed Actions – Individual Submissions

1	All students that completed the course and did the assessment did very well this semester with the exception of one student. This student did not read any of the cultural readings and failed every examination.
2	Although the data we are told says that students perform better in person than online, I found that my students have done better in online courses. One aspect that was extremely difficult with this course was not doing the work. Although students showed up to class and would engage with me and with each other, doing the work was a problem. The lack of submitting the final essay or using AI to write it, was what led to the 4 students not succeeding in the course. I even reached out to the students multiple times after submitting the final to give them a chance to do it over or to even submit it late. There was either a lack of response or a response that they were ok not passing. That is the biggest challenge I faced at the end of the semester. I am not entirely sure how I could combat this or overcome the obstacle. Maybe having the final paper due earlier? But then, it does not give students more time, especially since this a lengthy process. I will definitely need to work on a better game plan in which I can try to change outlooks.
3	Although, outcomes were met for these students, there are still strategies to be used to improve students long-term memories of the content such as written timelines, reflection papers, or enhancing class discussion.
4	Although, outcomes were met for this course, I would like to implement more hands on activities such as timelines and comparative analyses.
5	Apply new strategies to encourage student involvement and participation.
6	As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary “Which is killing us, drive-by or drive-thrus? ” along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.
7	Attrition rates in this online/asynchronous course may have impacted meeting targets for these SLO's. Additional efforts will be made to connect to individual students later in the semester to support continued involvement. Starfish will be used as well. Analyzing the types of assignments given (both for promoting completion of the course as well as better

	understanding of the learning objectives) will be considered for the next semester this course is taught.
8	Based on this data- I will be trying newer strategies when it comes to cumulative expressive and receptive exams. I would like to look at their formative assessments in terms of expressive as well. I believe the scores would reflect differently. There were some students who missed the expressive or receptive exams completely and some students were completely inactive towards the end. I will offer more zoom pop in for online courses because that really helped in the beginning. That is something I would do differently next semester.
9	Become more engaged with Honors students and the Honors program.
10	Benchmark met
11	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.
12	Class participation, performances and grades were great
13	Class was great! The 4 who failed (F and D) late quit without dropping. Everyone else did a really great job!
14	Continue as is with further emphasis on interpreting scholarly research.
15	Continue to evaluate the relevance of assignments and presentations to best meet the needs and interests in our students.
16	Continue to improve student interaction and participation, there were a few students who did not turn in a final despite great attendance
17	Continue to refer students to the Tutoring Center for remedial basic math skills.
18	Continue to work on an assessment that means more than the grade and is not so strictly correlated with the final grade.
19	Continuously update résumé and interview assignments ensuring information is relevant to trends.
20	Create more open ended test questions.
21	Data is skewed by several zero/non-participation scores in each category. Exams need re-designed to better match content and assess the SLO's.
22	Data is skewed due to several zero/non-participation scores in each category. Although, #1 & #2 were less affected by zero scores. Will work on more following up and reaching out to students to gain more participation in assignments.
23	Discuss this with department meeting in Fall 2024
24	Due to increased engagement with the honors students, there is not much more I can do when we meet our target.
25	During the recent assessment, it was noted that two students missed taking the receptive portion. This absence had a noticeable impact on the overall average, considering these

	<p>students were proficient and likely would have achieved good grades. To ensure a fair reflection of their competency, it is recommended to allow these students to take the missed portion, even if they missed the deadline. This will provide them with the opportunity to demonstrate their abilities, thereby reflecting accurately in the evaluation report. In light of the circumstances, it is proposed to grant the two students who missed the receptive portion an opportunity to complete the assessment. This decision aligns with the principle of fairness and ensures that their competency is accurately reflected in the evaluation report. By allowing them to take the missed portion, the evaluation will provide a more comprehensive and equitable assessment of their abilities.</p>
26	<p>Each semester students bring their individual level of interest to the class and while some are surprised they like the class even though they see it as just a GE course, there is a level that so many other things are important in their lives. This ranges wildly from making appointments to meet with other faculty or counselors during our class time, to having to go to work, or sleep, dealing with mental health issues, and as I've taught this class at 7:30 AM, 10:00 AM, 2:00 PM, 3:00PM, 7:30PM, it appears these other life interruptions continue beyond the times the class is offered. As teaching is more than information bombing, my approach to these outside concerns is to be as empathetic and fair to all students as possible and as a practical approach to share ways as to how to look at their own schedules and to remind them they signed up for the class and the time, and that an online Art 103 is offered every semester for their convenience, or perhaps they should take it when it works within their life schedule. Each semester I evaluate the delivery of the material and the engagement of the students to figure out what works best for most of the students, I keep what seems to be working, discard what doesn't. Students abilities and social and cultural changes appear rapidly which all affect the way they learn, and I work to keep up with these changes to better approach them with the material. However, there are some students in each class that are argumentative, entitled, unwilling to do the work, to take online quizzes (with 7 days to take the quiz), severe absenteeism, and unable to take responsibility for their grades. Instead it is an external blaming for their own inability to manage class work and college. I do attempt to help these students in many ways. Proposed actions: keep working to learn who my students are each semester so we can communicate as well as possible.</p>
27	<p>Earlier intervention with students who do not demonstrate active participation or understanding of concepts.</p>
28	<p>Figure out a way to help online students retain information, rather than google random answers!</p>
29	<p>Focus more on the assessment mechanisms for specific topics within the SLOs to bring the number of students meeting or exceeding the SLO metrics up.</p>
30	<p>For this course, I focused more on feedback in terms of better developing their songs and websites. I noticed however, some students only accomplished what we did in class, and did not put forth effort outside of our class sessions. Rough drafts were submitted again for their final drafts, and feedback was not applied. Next year, I plan to restructure the class a bit to have more conversational practice in class, and optional time to work on projects (this will be encouraged to complete during office hours instead). I will require separate videos to be submitted as final drafts. This course is currently being taught as a once-a-week hybrid. I am considering making it a twice-a-week class so students don't lose conversational practice, but still have the time for in-class project work time. I am also looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would satisfy the "Deaf event requirement," making it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."</p>

31	Higher attrition rates in this online/asynchronous course played a role in not meeting targets as well as previous semesters. In future online/asynch sections of this course additional attempts will be made to contact individual students toward the end of the semester that appear to not be engaging with course work anymore, in hopes to reduce attrition. Starfish will be taken advantage of as well. It may also be helpful to adjust/change assignments to encourage more regular participation through the end of the semester.
32	Highly successful class
33	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
34	I am happy with the assessment data from this class. It will be interesting to compare this data to future classes to see if the assessments/class should be modified.
35	I believe offer students more time to submit work, and providing more group projects has allowed students to do much better in engagement, and fully understanding the concepts for the CLO'S
36	I changed the final project from a unit test to a final group scene project. Each student within the group was free to choose one of three roles: actor, director or technical director. This seemed to give the students the ability to use whatever they had learned during the term in a real-world assignment.
37	I definitely intend to try new group strategies, as well as try to find some more inclusive primary sources.
38	I did not meet this SLO because students did not submit the assignment. I had ten students out of thirty that just didn't do the assignment. I will work on more follow up with the students who did not submit. I send messages to those who do not submit, and next semester I will also send out general announcements for those that wish to submit their assignment late.
39	I feel like with this discussion I was not clear enough on the criteria for submission. In the directions, I state that I want them to quote from an article that I link to, and many lost points because they did not include that direct quote. Next semester I will go over the article in class and make sure they know the criteria for submission before they begin.
40	I filled this section out on a class level instead of student level to include the crosslisted religious studies students which do not show under the student report option. I still think we need consistent assessment quiz/ assignment.
41	I have introduced some new techniques.
42	I have made several tweaks over time and goes to show students are responding well to outcomes and meeting these goals. Will continue to add new content that's more relevant to current events and meeting outcomes as well.
43	I intend to incorporate more strategies to engage students. I had a few students who attended class, but rarely submitted work. I plan to come up with ways to mitigate this.
44	I need to intervene earlier with students who are inconsistent in their participation.
45	I plan to add more critical thinking skills to my lessons next semester
46	I see notable improvement in both expressive (signing skills) and awareness of Deaf culture (knowledge of Deaf culture). Even though receptive (understanding and interpreting ASL segments) is improving but it still need more improvement. I plan to have more activities to improve both expressive and receptive skills such as partnered or group signing game "ASL Bingo" and "Kahoot!" and watch more ASL videos related to units 1-4. With my proposed actions, students would able to understand, interpret ASL segments and express them through signing in ASL.

47	I see notable improvement in this class since I opened the missing assignments for the whole class to make up before the last day of this class.
48	I think for any student who did not do well on the assignment, connect with them and give them a chance to redo it.
49	I think we need a consistent assessment across the discipline for this course. Maybe in the form of a quiz or a particular assignment.
50	I thought the students did really well and the two who did not do as well, maybe give them another chance at completing the assignment after they study up.
51	I thought the students did really well. They had 2 chances at completing the assignment and I believe that helped with the scores.
52	I tried some new strategies with having more smaller assignments and making the exams and final paper smaller. It worked somewhat well. I assess students in a variety of ways (oral discussion, short writing, longer writing, multiple choice and essay exams, projects), but I am looking for more ways to assess that includes less formal paper writing and more AI proof work.
53	I will meet with students early in the semester to help them if they need help.
54	I would like to interact more with those who are struggling, but whenever I reach out to them, they don't respond. That had to do with the course being asynchronous.
55	I'm adjusting the rubrics for the final paper.
56	In each assignment, particularly with the in-class essays and critical thinking essays, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
57	In each critical thinking essays, the assignments that measured their understanding of the course objectives, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
58	In the future I will add SLO in cultural diversity, understand and respecting foreign cultures, and understanding the implications of performing a cultural dance as an American.
59	In the future I will try new strategies and make recommendations for more critical thinking of the content.
60	In the next iteration of the class, I plan to make minor adjustments to the schedule of readings to include another short novel. The novel Bless Me, Ultima seemed to really resonate with students and helped them make sense of the critical theory we had read, so I think having a second short novel will benefit students. We were also able to align with cultural events on campus, so I hope to modify the course so that the spring course also is able to align with campus events. I thought this particular element of the class was a success.
61	Influence if mass media assessment is embedded in final so we had a full turn out. The listening assessment was only completed by one student. Need to figure out why.
62	It looks like the ones who did poorly were not turning in assignments throughout the term, and as a result did not learn the material for the exam. Quite a few already had low grades and didn't take the exam at all for assessment. A change in SLO assessment I can see in the future is to

	have preset questions to rank instead of doing it based on overall performance. I can see maybe having questions at the midterm and see if they improved by the final.
63	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.
64	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.
65	Most - if not all - of the students who failed the course stopped participating AFTER the drop date. Some folks did not turn in one of the two large assignments (worth 20% each). Maybe we need a probationary period for online classes? Maybe an intro and skills course for online classes? Maybe less of a focus on graduation and more of a focus on understanding, retention and fluency?
66	Most of these students were highly motivated and did well. I have not figured out what to do with the others.
67	Need to add how to grading on these people who has botox..
68	Need to work with students to develop better study skills, more test prep and change testing methods.
69	New strategies, encourage students take the quiz during the classroom because they are often forgot the take the quiz.
70	New strategies: more required oral presentations. In the future I will focus on "no show" students through active outreach. I had several VA students who disappeared from the class. They ignored my efforts at contact, but I will go through the VRC next time.
71	New strategy: Some of my honors students have struggled to present at research conferences on campus due to work restrictions, nerves, etc... In the future I plan on creating an alternative assignment: Book Club Discussions, Critical Thinking Assignments, Mentoring Assignments, and/or Podcasts.
72	Numerous students either withdrew from or disengaged with the asynchronous course. Despite my efforts to reengage them, the outcomes were unsuccessful, resulting in a significant number missing the final assessments and subsequently failing the course. It is noteworthy that the identical course modules were employed in the previous year, where a considerable number of students successfully remained engaged and performed well. The disparity in outcomes between this semester and the prior one remains unclear. In response to feedback received, students expressed a desire for increased interactive opportunities with their peers. I take these suggestions seriously and intend to incorporate them into future iterations of the course. Specifically, I plan to develop more interactive assignments that facilitate meaningful "conversations" among students, while concurrently providing a platform for the evaluation of basic linguistic and grammar requirements.
73	Offering new and innovative forms of presentation options. Offering multiple ways and opportunities to complete community service. Trying new forms of video presentations for students learning options.
74	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.
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 more student interaction through class discussions. We need to review and update #3 as this is not really possible, as many organizations do not allow volunteers or shadowing.
77	Recommendation: I wholeheartedly recommend engaging in additional learning opportunities beyond our regular class sessions. To this end, I propose the implementation of practical online seminars that cater to the interests and questions of the students. These seminars will provide an interactive platform for a deeper exploration of macroeconomic concepts, ensuring a more comprehensive understanding of the subject matter. Practical Online Seminars:Timing: Evening sessions to accommodate students with varying schedules. Frequency: Weekly sessions to allow for consistent engagement. Subjects: Open for students to suggest topics of interest, fostering a dynamic and student-driven learning environment. Benefits: Interactive Learning: These seminars will encourage active participation, allowing for real-time discussions and clarifications. Tailored Content: Students can suggest subjects they find challenging or particularly intriguing, ensuring the content is directly relevant to their needs. Collaborative Environment: Foster a sense of community among students, creating a space where you can learn from one another.
78	Research Instruction provided by Library (Krista Ivy) - students attended an in-library session where how to do research and how to complete a "zine" were discussed. Students were given an opportunity to complete either an online version or a physical version of the Zine in which they wrote about their findings on the Revolutionary War. They were made aware that non-submission could affect their final grade. In future, I will make time for this assignment in class to encourage more participation.
79	Satisfied with this class although several students had to back out due to conflicts and other priorities leaving this class to 8 after spring break. Smallest class ever for me but it was fun as students were so eager and seems to enjoy extra attention covering wide range of topics related to the Deaf community.
80	Satisfied with this class outcomes and gradings.
81	See notes for ENGL-163
82	Spend more time on test review.
83	Student participation and attendance were great, there were 2 students who simply did not turn in anything at the end of the semester, not sure why, in the future I will emphasize the importance of turning in the portfolio
84	Student participation and involvement was great
85	Student participation, performance and grades were great, will be more encouraging of make up exams
86	Student success include communication throughout the semester, participation and completion/submission of coursework based on course/student expectations. Student's utilize campus resources (i.e writing center, student success/tutoring, SAS, EOPS, Student helpdesk, bookstore, and/or added department support services. Challenges incurred: Minimal/no participation, communication, and/or interactions from registered students. Instructor communication provided throughout the semester include but are not limited to: Weekly reminders, weekly live zoom sessions, 27/7 Canvas email access, scheduled one-on-one zoom sessions, availability before and after live zoom sessions (recorded and posted in Canvas modules for Online classes), and courtesy reminders related to withdrawal dates/drop options.
87	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.
88	Students in person, do better. Great group and class participation and community involvement. In the future, more class lecturers and outside class event participation. Great Honors students.
89	Students need to have more opportunities to watch live theatre.
90	Students seems to do well with grammar and culture assessment perhaps due to smaller set of questions. Perhaps add an essay with a question about culture to get a better sense of how students may explain from what they had learned from this course rather than general that ASL 1 could possibly answer. Unique question specific from Units 5 - 9 shud be added.
91	Students were able to grow together and individually in their movements. They learned and respected one another while learning, often encouraging on another. There were some challenges with illnesses but that is to be expected this season. Students learned about the cultures of the Middle East and cultural consideration when dancing a cultural dance. Students explored and respected the multicultural norms from these different Middle Eastern and Tribal dances.
92	Students whom attended the entire semester had great outcomes, several students stopped attending, In the future I will encourage students to improve attendance and reach out to those not attending
93	Take a look at the assessments, particularly the questions surrounding the SLOs, and figure out how to increase engagement and understanding. Continue to revise certain questions, especially as we continue through the semester, and pivot if need be.
94	The class averaged 70% just shy of 5 % from 75. One student who is performing high and does well could not make it to take this test which in effect pulled the average down by a notch. May need to revise expressive portion and use more graphics to encourage students not to get "stuck" on trying to find exact sign for them and instead give me a bigger picture using proper references, tokens, buoys and classifiers. They seem to do well with gifs over sentence translations which gave that idea to tweak for next assessments. Used real world scenario to discuss and incorporate new vocabulary. Increased time for students to have more conversations with each other.
95	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
96	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.
97	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs. This 14 week section performed better than the 18 week section or last semesters 8 week. I regularly look for new strategies, but they don't seem to be moving the dial.
98	The recent assessment scores in ASL 2 were notably lower than usual, primarily due to timing issues. Many students struggled with the time constraints, either failing to manage their time effectively or requiring additional time to complete the test. This issue raises the need for a comparative review with other courses to determine if the current time limit is appropriate. Given that these scores are the lowest among all ASL 2 classes I have taught, I am considering whether extending the time limit might better reflect student competencies, despite my initial

	reservations about making such a change. This analysis aims to ensure that the assessment rigor remains intact while providing a fair opportunity for students to demonstrate their knowledge.
99	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper. Providing materials seems to do the trick. The students also address social issues presented within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
100	The SLO target was met; however, there is always room for improvement. I am working on a class contract for those who fail due to apathy or extenuating circumstances. I will further enhance group work as our classes begin to fill with more student post pandemic.
101	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.
102	There was only one student, and she was great as most honor students are.
103	These students were very enthusiastic about learning different ways to design their workouts and were very engaged in the class material. I added more topics like a Q&A fitness myth busting day and a few days of creating different workout plans for them to try and reflect upon. Next semester I want to do some research to find more current and up to date forms of workout tracking (like using apps) instead of writing it down on paper.
104	This class achieved very good success in SLO assessments overall. This term I assessed with essays and discussion board activities as well as 1 quiz. No planned changes to class SLO assessments at this time.
105	This class completed their academic year (ASL 101 and 102) following the ungraded method of assessment. They all did really well and loved the process. By looking at their final "grades," those who were engaged in class and completed their assignments (and reflections), passed the class. This is a vast improvement from the point system. I feel a better gauge of their learning was achieved. In order to increase Deaf event attendance, I am looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would make it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."
106	This class had a really good collection of hard-working enthusiastic students. I think it was partly because of the post-covid phenomenon. In May 8 of Year 2023, the Japanese government finally removed all the requirements and confinements for foreigners to visit Japan and for Japanese to live their lives in Japan. I hear many of the current students of JAPN101 are planning to enroll in JAPN 102, and some them are planning to travel to Japan during winter break or next year. So, now visiting Japan and using the language they learn has become a feasible goal for them, not just a dream. In response to their practical goals, I am planning to include more authentic materials such as youtube, anime, etc. in my class next semester.
107	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.
108	This crop of late start students did better than those of the previous semester.

109	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.
110	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.
111	This is the lowest scored class in all the years of online teaching I have taught at CHC. There were a lot more students who struggled with writing essays and discussions as compared to previous years. Fewer students participated in the student to student discussions which lowered scores. It appeared post Covid crisis has effected quality of skills students have now in college. I have added additional modules on study and writing skills as well as utilizing Starfish program. I also made numerous weekly assessment reminders throughout the term as well as recommendations for the writing center. Overall, most students did well in this short, fast paced, late start class. These SLO's are all evaluated from group discussions and essays. The research chapter is only one of 16 areas covered. The research questions still really dominate the SLO's but this class is a general psychology class and perhaps SLO's can reflect some of the other 16 areas that are covered besides research studies and methods. That may help with scores as they only have one week on research and design. That would be a department decision. It may be beneficial to add other types of learning activities that cover these topics. I do have these already in my courses but will reevaluate adding or adjusting these to cover SLO's rather than just essays and chapter discussions.
112	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.
113	This seems to be going well. I might try to institute peer reviews of papers, but this is a literature class.
114	This semester I have a few students not take the final, and a few stopped showing up after the midterm; those who attended and participate did great, in the future I will be more encouraging of make up exams and reach out to students whose attendance is suffering

115	This semester I modified my reading list and I found much higher engagement with the texts in the earlier section of my class, which I was very happy with. Along with that I included a new assignment that was a bit of a risk considering how much freedom and collaboration it required from students. I was pleased with the assignment submissions and the feedback I received on the project. There are a few modifications I will make in the future including providing some models for them and supplemental readings about genre and genre analysis, but overall I really enjoyed the engagement with this assignment.
116	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.
117	This was a larger online class that struggled a bit. I plan to review the questions on the assessments pertaining to the SLOs and see where I can improve, as well as where I can improve overall engagement.
118	This was a small class which helped with more communication between instructor and students. Will continue to evaluate exams and papers/projects to maintain effectiveness of instruction and application of content.
119	This was my first semester using the ungraded approach with a large 101 class. My results were two fold. They did extremely well on the final SLO assessments, but their final grades in class did not match. Many of those with low grades commented the ungrading approach caused them to lose motivation to turn in assignments on time or at all. For this I will better explain the approach in the future, and tighten the window in which I will accept late work. Personally, I love this approach, and the feedback from students is all positive. I will continue to use this approach with minor modifications. SLO 3 (Cultural Diversity and Appreciation) has skewed results. It says 100% of students met or exceeded the outcome, however this was based on an assignment, one many students did not complete. These students were marked N/A above, which does not factor in to the success rate.
120	This was the YHS class, the seniors did better than the juniors. Update course materials and add more technology for the younger students.
121	This year, I also revised this course with multiple short lectures with required Q and A sessions and broke down topics into smaller, more specific educational goals—this increased understanding, particularly in students with no science background. Students enjoyed creating their fitness plan, and I will add a mental health extra credit assignment in the future to support student athletes who take the class.
122	Three students stopped attending in the middle due to their health conditions or other reasons, and one student could not pass the course. Those four students are listed in the category #1. All the others achieved the target level. The students who were often absent and those who passed JAPN 101 several semesters ago had difficulty keeping up with the course. Maybe some remedies will be needed for those who cannot write Japanese correctly at the beginning of semester. I hope there will be some Japanese tutors constantly who help those with difficulty with writing.
123	To be discussed at our Spring SLO meeting. I am not sure why the listening assessment is not found in the report from the research office as it was administered.
124	To continue to stress to students the importance of being in class, not only for assignments but to make connections with their classmates to have support if they do miss a session. To edit course content to make more streamline for students to comprehend. Continue to remind to students, the importance of the syllabus for assignment deadlines and continue to support students on their projects.

125	UGH! Online teaching and learning is proving to be very difficult. Currently updated entire course to create a more equitable grading system and less subjective tests.
126	WE should actively engage with more honors events on campus.
127	Will continue to monitor.
128	Work with students to improve study ant test taking skills.
129	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.