

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Written and Oral Communication

Assessed: 2020-2021

Learning Outcomes Statement

Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 191 sections and resulted in a total of 3,733 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
2	Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	3,058	81.92%

List of courses where outcomes were mapped to the ILO (57 Unique Courses).

ANTHRO-102	THART-120	
ART-102	THART-124X2	
ART-103	THART-140X2	
ASL-101	THART-145	
ASL-102	THART-150	
ASL-103	THART-245	
ASL-104	THART-246A	
ASL-200		
ASL-205		

BIOL-100		
CD-112		
CD-132		
CD-250		
CHEM-101		
CHEM-123		
CHEM-150		
CHEM-151		
CHEM-212		
CHEM-213		
EMS-152		
ENGL-101		
ENGL-102		
ENGL-152		
ENGL-175		
ENGL-232		
ENGL-233		
ENGL-260		
ENGL-261		
ENGL-270		
ENGL-917		
FIRET-113		
HEALTH-263		
HEALTH-267		
HIT-101		
JAPN-101		
JAPN-102		
JAPN-104		
KIN/F-168A		
KIN-231		
MATH-103		
MICRO-102		
MICRO-150		
POLIT-100		
PSYCH-100		
RADIOL-090		
SPAN-019		
SPAN-101		
SPAN-102		
SPAN-103		
THART-110		

Use of Results/Proposed Actions – Individual Submissions

1	1) Redesign of some course modules to better facilitate student learning and access to needed support resources at the right time. I already earned my online teaching certification this term, so I am equipped to do this better for next term. 2) Increase individualized proactive contact with struggling students earlier.
2	A continued fire service career preparation program similar to what was delivered including: practice interviews, practice writing tests, problem solving discussion and cultural challenges will be very beneficial to the students. Considering that all of these students may not be at the point to enter the fire service or even sure if they want to be a firefighter. The delivery of information needs to be set to a broad group of students that need to learn more about all jobs in the fire service, importance of all competitive parts of the process. How to start to build their positive foundation now. Lastly, the importance of how social media can have an impact on their chances of being successful.
3	All expectations and targets met.
4	All students were able to write and differentiate between Radiologist, Radiologic Technologist, Radiology Assistant, and Radiologic Technician. Students were able to define the job duties of a Radiologic Technologists.
5	Although this was a particularly challenging term in teaching acting without meeting in person I was able to use alternate forms of education, namely more video, to demonstrate different forms. Zoom also allowed us to analyze texts together more than we had before. We also were able to touch on voice acting more than we have before. I will be incorporating the variety of this term into future terms.
6	As this is a rehearsal and performance class I cannot wait to get back to in-person instruction. As it was getting through a year of what would normally be an in-person section with only two students not meeting the target levels for SLOs is a minor miracle. We did learn that table reads over Zoom and streaming performances are very advantageous and we will continue these practices.
7	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.
8	Class attendance was sporadic because of circumstances due to covid/virtual learning. Some structure and more engagement through virtual conferencing with individual students regarding essay revisions would help.
9	<p>Class was a late start and was supposed to be 5 weeks, but ended up being 4 weeks because scheduling counted Spring Break as one of the weeks of instruction.</p> <p>I feel this caused the students to struggle finishing the material even after I amended the syllabus to accommodate for the mistake in length of the class. With the class being so short, struggling students did not have much time to withdraw causing the some to fail.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume.</p>

10	Continue to monitor student progress and make modification where necessary.
11	Continuing online education through COVID is getting better but is still tough. Students don't have a choice to choose the instructional model that works best for them, they all have to learn online. While this works for some, I feel success suffers for those who do better in the F2F environment.
12	Despite the challenges of distance learning, most students rose to the occasion and met the objectives. I'm looking forward to taking what we all learned this semester and streamlining the curriculum and the pace to encourage even more growth and participation.
13	Due to this course being online I feel I could offer more support through services provided by the institution.
14	Encourage and practice the skill of critical thinking, via group activities, individual practice, homework, problem sessions.
15	Encouraging students to periodically check their own performance on Canvas to find areas of improvement will help them for their regular self-evaluation.
16	Excellent assessment percentages for SLOS. I'm so proud of the students for their time and focus dedicated to class during these challenging times ! Class average is 87%.
17	Excellent SLO results for this class ! Outstanding participation, class average 90.78.
18	Five students dropped stopped attending after the drop date and did not take the assessment. If I eliminate those, then 83% met the target. Learning language online is not the best learning environment for speaking. As the course progressed it was clear that the students were not getting the interaction that they need to meet the goals of the course. As it became clear to the student that they could not pass the oral exams, they stopped attending and/or appearing for their oral exams.
19	For future summer sessions, I need to figure out some strategies for better retention of students- I started the term with 18 students and ended it with 7 students, only 5 of whom were actively engaged and completing assignments.
20	Frankly, work on retention methods. What few students of mine remained by the close of the course mostly demonstrated sufficient, or above average, skills.
21	Getting much exposure to Japanese, practicing learned vocabulary, and not relying on Google Translate easily but trying to use learned grammar and vocabulary will be helpful.
22	Go back to real teaching: in person.
23	I am really pleased with how this course went throughout the semester, the students' progress across the term, and the end result. This has been my highest performing class in a while. As of right now, I plan to keep everything the same and repeat for the future.
24	I am very satisfied with assessment percentages for the SLOS. I note that SLO #1 in this class, there were more than usual students that didn't participate, I'm not sure what the problem was. I will be more aware of possible technical issues with audio recordings. Class average for 89%, very good for 5 weeks summer session.
25	I believe that the GoReact tool is perfect for several assignments for this section moving forward. As I came to understand what it does late, I will study its application more.
26	I find since COVID started, not all students are wanting to receive the certification, they just want units for the class to transfer. This is causing a problem because not all the students are making the allotted class time to practice compression skills which is taking away from the class as a whole since we are not meeting face to face regularly.

	SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume
27	I found that pushing students to speak in class, freewrite, group work, and essay writing helped with meeting the three requirements. It was difficult to know if they were paying attention otherwise because their cameras were off. I found it necessary and more of a response when placing them in groups. They seemed to be excited about participating. In addition, the best response was from having students research for an online debate. It pushed students outside of their comfort zone. I do think that I need to push students to talk more and place participation at a higher grade percentage.
28	I modified the labs into virtual labs that made labs more engaging and interesting. I intend to continue with this lab format. Students who made good use of office hours especially after the first exams in the course were able to subsequently improve their grades in the class.
29	I need to question all students in discussion more regularly. Some students need more guided reading assignments, so I will develop those.
30	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here.</p> <p>Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture)</p> <p>Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness)</p> <p>Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work)</p> <p>Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like):</p>

	<p>By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p> <p>Take a picture of your goals placed somewhere that you will see them often and submit.</p> <p>Students use a meditation practice called the five senses meditation and journal about their experience after each day over a week period noticing how they feel different or the same each day.</p>
31	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here.</p> <p>Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture)</p> <p>Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness)</p> <p>Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work)</p> <p>Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like):</p> <p>By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p> <p>Take a picture of your goals placed somewhere that you will see them often and submit that to me for 5 points of this assignment. Also, type the goals as your answer to this assignment for another 5 points.</p>

32	I tried to incorporate more "hands-on" activities in the Zoom format with some success. I also used some new reading materials and course themes related to critical thinking. We used the breakout rooms often, as well as collaborative artifact assignments (using Google docs) during class that groups would share with the class over Zoom. Homework was given and assessed on Canvas, as were the essays and peer reviews. This class just missed the department's target success rate of 75%. The 4 students who did not pass the course stopped attending and submitting work halfway through the term.
33	I tried to incorporate more "hands-on" activities in the Zoom format with success. I also used some new reading materials and course themes related to critical thinking. We used the breakout rooms often, as well as collaborative artifact assignments (using Google docs) during class that groups would share with the class over Zoom. Homework was given and assessed on Canvas, as were the essays and peer reviews.
34	I will continue to make improvements to dynamic rhythm interpretation with the hopes to increase all my students to 4. This will include more practice with the monitor and exposure to the rhythms throughout the semester with interactive games and activities with the hope that the students will build more confidence and improve their speed without affecting accuracy.
35	I will continue to use these assignments as the students really were able to grasp the concepts.
36	I will include a pre-film discussion in addition to the post-film discussion to help students analyze the material for their essay reflections.
37	In the school-closure model, students never received a microscope. However, microscopic measurements were done through online work and were demonstrated in live courses. I am counting this adaptation under the circumstances.
38	It is essential that each student log into the Canvas system regularly for course updates, assignments, and semester expectations.
39	Keep up the good work. Take the COVID difficulties for students into account.
40	<p>Many of the assessed students at a 1 simply did not do the work. Those who came to class and took advantage of the office/support hours did exceedingly well and passed the expressive with flying colors. There is a definite difference in students who attended nearly every single class, and came to office/support hours and they overcame any struggles that were had during the expressive final.</p> <p>Similarly, the students who scored in the level 1 and 2 for Receptive where those who did not do the work, whereas the students with level 3 and 4 attended office/support hours, asked for time to study with peers on an open zoom call, and asked for help and instruction during class.</p> <p>I would propose more availability for instructors, especially part-time and/or tutors, to work with students during hours that meet their needs during online instruction. It greatly helped my students.</p> <p>Statement 3 was not covered in class as we were not able to have a socializing Deaf event during the semester. They were given a cultural equivalent that is not defined as the above</p>

	statement states. Therefore, I placed all students in the one column as they had no interaction with Deaf Culture as they would during an on campus, non quarantined class.
41	Many of the students who didn't do well were experiencing issues and hardships outside of the scope of the classroom.
42	Many students did not complete Mastering Chemistry assignments. Will remind weekly of upcoming due dates and emphasize importance for course grade.
43	More interaction through (online) conferences regarding essay revision to help fine-tune their essays.
44	Most of the students did well with the course. Some students did not turn in their assignments. Thank you
45	Most of the students did well with the expectations of distance learning.
46	Most often what lead to their inadequate performance are due to the lack of basic skills such as how to read and follow schedules, directions, keeping deadlines, etc. For this, what appears to be vital especially for those who struggled is, before they start attending the course, to help them well prepared to understand and meet the expectations college level (online) courses require.
47	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.
48	Next semester I need to break assignments down even more so that students learn to master smaller skills before facing an assignment with many new demands. Many of my students did not pass because they did not write the required essays. Next semester I will require at least 2 mini research papers before we do our full-length research report so that students will grow comfortable with many of the formatting and research requirements earlier in the course.
49	None necessary
50	One student stopped attending after the drop date and did not take the assessment. The target was not met. Learning language online is not the best learning environment for speaking. As the course progressed it was clear that the students were not getting the interaction that they need to meet the goals of the course.
51	Online was very difficult for some of the students..
52	Overall, I'd say this class did well, considering it was our first Zoom term only a few months after Covid hit. 14 of the 15 students who passed the course earned either an A or B; one of those students earned a C. We did have 5 students not pass the course, but again, it seems that this was due to a variety of confounding factors related to Covid.
53	Practicing writing Japanese using workbook exercises and actively participating in class for speaking practice will be helpful.
54	Several low-scoring individuals simply provided too little work to enable adequate assessment. Retention, for some here, made little sense.
55	Stand pat, in this case; I'd say this is, overall, an acceptable outcome (though I'd still prefer even greater student accomplishments).
56	Students accomplished great success this term despite the burn out of "zoom"/online. Many desire to return to on-campus classes and expressed the need to be with others.
57	Students met expectation. In the following semesters I will continue with in-class oral practices, to emphasize speaking.
58	Students performed well this semester, for the most part. There are 2 students I'm not including in the data because they stopped attending halfway through. I attempted to

	reach out to them, but was unsuccessful. In the future, more effort will be put into contacting or catching students that may perform poorly before they stop attending.
59	Students turn in their assignments. Some of the students are not active online. The fluency of signing is pretty low this year due to the pandemic.
60	Students who received an F in this class all did so due to personal issues in their lives. Due to personal reasons, they were unable to turn in their assignments. For those who were at a B, I would suggest more face to face time/tutoring time, which was limited this semester due to the pandemic. I would highly suggest ASL 4 tutors for students in this course as school opens to full functionality. I would also suggest a heavy emphasis on Deaf Culture and communication with the Deaf Community.
61	<p>Students who regularly attended class and came to office hours/study and support hours did exceedingly well on the Expressive portion. They were regularly given in class skits and assignments that reflected the skills needed to express themselves in the target language. As such, they did extremely well on the expressive portion.</p> <p>Similarly, those same students who came to class regularly and participated in nearly all study and support sessions did equally well on the receptive portion, barring those who either did not take either part of the test (expressive or receptive). It was clear that students who has access to more study and one on one time with the instructor and peer practice groups did exceedingly well.</p> <p>Statement three was unmet due to the requirements of isolation during quarantined time countrywide during fall semester.</p> <p>I would suggest dedicated tutoring hours outside of normal office hours for students to access support in this language.</p>
62	Targets met.
63	Teaching remote for the first full semester has been interesting, full of pros and cons. This semester, I noticed students who were not as serious about the class and who likely would have done poorly on the SLO assessments, stopped attending class and did not make it to this point. In regards to things I can do and control, I plan to make more videos for concepts I normally nonchalantly mention in class but aren't part of the curriculum. These side lessons do play a role in helping conceptualize, understand, and remember the content.
64	The assessment results show that majority of the students have met the expectations for level 1.
65	The assessment results show that majority of the students have met the expectations for level 2. Few students demonstrated a lack of proficiency in grammar and spelling. To improve student proficiency in grammar and spelling, more written activities and grammar drill will be incorporated.
66	The assessment results show that majority of the students have met the expectations for level 2. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
67	The discussion boards were an excellent means of evaluating these. I will simply endeavor to be more active in participation and guiding the development of the threads.

68	<p>Overall, students did well on the class.</p> <p>This was the first semester that CD 182 was in a remote learning on Zoom due to the pandemic.</p> <p>Since the course has never been implemented in this environment, then many adjustments had to be made. Students did meet twice a week on Zoom which the instructor took roll at the beginning and end of the class; however, was still hard to determine if students were really present or just signed into Zoom. Instructor created break out sessions to have group activities, but some students participated and some did not so then instructor had to have the groups designed that people switched off on reporting their findings (either verbally or type in the chat board). Many of the observation assignments had to be modified into the instructor recorded videos. This semester the instructor revised the guidelines/instructions on all assignments with more details in expectations and more detail grading rubric of point destination for all assignments. The instructor created videos to help students on how to complete assignments.</p> <p>Additionally, previous semesters started the Guidance Group project into a group project which there were some issues from last semester on clarity in how to perform the assignment as a group with distributing the work evenly among students in the group. This semester the instructor only allowed up to four students in a group to help keep a balance. Additionally, the students picked their own groups and the required items for the project were broken down in tasks that the students delegated. There were issues with the groups in delegating work evenly which manifested at the end of the semester so instructor had to step in and mediate. Students would meet in break out sessions on Zoom. However, this semester the instructor will make it optional for groups to meet on Zoom during class time so some students decided that they did not need to meet; however there were issues at the end of the semesters of some groups not being prepared for the final written paper. In future, will make it a requirement to meet on Zoom or in class. Overall, the group project was conducted very well this semester. This will be used in future classes due to importance of collaborating in the field. The instructions were more clear this year, work was more balanced among the group, samples were provided from previous years, a video was created by instructor to help with the assignments and the went over previous samples, groups worked well together but had some issues dur to students being overly stressed due to COVID and class finals.</p> <p>Instructions to the Personal Belief Paper were revised to be more clear based on previous course struggles. Action Plan from last year was implemented by modified the instructions and grading rubric to be more clear and more detailed in the point distributions. Students did complete this paper overall well and did not need a revision option like previous courses.</p> <p>Last years Action Plan of the Guidance Plan Group Project regarding instructions of provide more clarification for future (e.g., indoor and outdoor blueprints must be organized/not handwritten, no blank spaces on parent brochures, staff handbooks need to have visual appeal/color, extra) were implemented in this course. This class was provided more in class time to work on projects than last year which did seem to help since instructor would walk around and check in with each group. However, one group did have</p>
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<p>some issues since one of the group member (one mentioned above) was not communicating with group, not completing tasks until last minute that group expressed concerns so instructor met with the group members individually to hear all sides of the issues and then with the entire group. After this meeting the group did seem to collaborate more effectively, not complete the daily schedule with two versions: one with detail explanations of the schedule and a second version of the schedule provided on door of classroom. Fall 2019 will need to address this more verbally but the group that did not complete this requirement missed numerous classes; therefore, will make a details canvas announcement on key tips to be successful on this assignment.</p> <p>Instructor requested permission from elite students to make a copy of their work (blacking out student information) to provide a sample for future classes to help visually show instructors expectations of assignments (handbook, indoor/outdoor blue prints, parent brochure) which did seem to help this years group.</p> <p>Student Learning Objective #1 was evaluated by personal belief paper. Overall, students performed very well on this assignment. An area to improve on this assignment is make it more clear that the students must cite textbook, reading and lectures to connect material to the assignment. This was explained in class on Zoom. Like many papers, some students struggled with APA items even with a sample, cheat sheet notes, and videos were created by the instructor to help. The instructor did provide a cheat sheet of APA that was posted in canvas. Additionally, instructor placed samples in the announcement to help. APA Quiz was created and due the first week of the semester to help with APA. Instructor created a video on the assignment this semester to help students understand the assignment more which also had a previous sample of this assignment and went over the sample. This video did seem to help. Did meet target range- 6 students obtained A scores, 2 obtained B scores, and 3 obtained C scores.</p> <p>Student learning objective #2 was evaluated by Child Guidance Plan Group Project. Overall this group project was performed well by students. Instructor allowed multiple in class time for groups to collaborate (more than previous semesters) on Zoom in break-out sessions; however, some days was up to the group to take class time to work and some decided not to. In future, will not provide it as an option since towards the end of the semester some groups were struggling. Instructions were revised based on previous classes struggles which did help. Instructor waited until after the drop date to establish groups due to previous struggles of students dropping the class. However, one group struggled a bit so a meeting was conducted (as stated above). Instructor did create a helpful tips announcement for this assignment when approaching due date to help with this issue, provided samples from previous students, had more in class meeting time where the instructor went to each group to see their thoughts, and instructor create a personal video on the assignment that students can watch at any time. Students did perform well; 4 obtained an A score and 7 obtained B scores.</p> <p>Student Learning objective #3 was evaluated based on Developmental Chart Assignment. The instructions were revised based on previous courses struggles, a sample was created to help students with this assignment and a personal video was created to help students with the assignment, This is the first assignment of the semester that instructor typically provides a revision option; however only one student needed a revision option and one</p>
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	<p>student did not turn it in even with an extension provided. Instructor did revise instructions, created a helpful tips announcement, went over the assignment multiple times in class and created a more detailed grading rubric with more specific point distribution and create a video on the assignment so students can view at any time. Students did well overall, 5 obtained an A score, 2 obtained B scores, 2 obtained C scores, 1 received a D scores (was one that revised) and one student did not turn in.</p> <p>Student learning objective #4 was determined by the average scores of the 13 Activities completed (creating handouts, watching videos and responding in discussion board, in class activities, extra). Some activities were completed in class and others on Canvas which required other students to view and respond to classmate's posts or items posted. Students did do overall well on the activities but some students would not turn in all the activities or did not complete Part B to activities (6 students obtained A scores, 3 obtained B scores and 2 F scores). The ones that obtained F scores either did not complete items on canvas or were missing class or combination of both. Instructor did provide reminder announcements (2 a week for items), provided samples of activities from previous students, did create personal videos to help students, and did remind students when in class activities would be held. The issues with this SLO was more students not coming to class or completing the activities- students that did complete the activities did very well.</p> <p>Students did have detailed instructions, videos to help with the assignment, a sample from a previous student on the assignment and grading rubric. The Action Plan is to place the videos on Canvas Studio so instructor can track how is or not watching the videos and possibly assign points on watching the videos.</p> <p>Overall, the course met the 70% target.</p>
69	<p>The short week format for this class at 5 weeks is slightly too short for the material. The 8 week format seems to work best for the students and the fluidity of the material. I am still finding some students are still struggling with Canvas even after direction and some students being online for a full year. This format is not for everyone, and I hope face-to-face instruction can resume soon, at least for a Hybrid format for First Aid and CPR.</p> <p>Giving the students the option to go at their own pace during the 5 week course worked significantly more than the previous Kin 231-71 section that was structured week to week. Even though the outcome was not where I wanted it, the participation, communication and class activity on Canvas was more of a success than the previous section.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume</p>
70	<p>The student will recognize and apply appropriate techniques to solve and graph with regard to the course outline.</p>
71	<p>The students who attended class regularly and maintained assignments submissions did excellent in this class. This was a difficult semester with COVID related complications as well as area power outages.</p>

	<p>Although I have taught online over 12 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1) Adjusted due dates during power outages, 2) Added standard "grace period" for due dates, 3) added one extra credit option, 4) introduced easy level "chapter activities" to engage students in chapter assignments early. 4) Daily contact with students with notices, attempted rapid response to emails, and office hours, 5) Special accommodations for students with specific COVID related problems.</p>
72	<p>The target was met but based on the results of this oral assessment, the proposed action is to prepare all students with all the tools and resources to reach excellence. Students were well prepared and the majority demonstrated excellent proficiency in conversations in medical contexts. By making the necessary changes to the course curriculum, students will be able to demonstrate mastery of the grammatical structures and vocabulary with minor errors with constant communicative exchanges in class.</p>
73	<p>The target was met but based on the results of this oral assessment, the proposed action is to prepare all students with all the tools and resources to reach excellence. Students were well prepared and the majority demonstrated proficiency in conversations and oral questions. By making the necessary changes to the course curriculum, students will be able to demonstrate mastery of the grammatical structures and vocabulary with minor errors with constant communicative exchanges in class.</p>
74	<p>This class did well with all of the challenges they were presented with. I had several students struggling with mental health issues, and others just overwhelmed with work, family and school. The class average was 82%, considerably lower than the summer 4 week class. I had more students than normal fail, just not completing work. Hopefully they will take the course again minus some of the stressors.</p> <p>I will continue with the same SLOs; support and encourage students thorough class.</p>
75	<p>This class is an excellent example of a format that is just as effective, if not more effective in an online format. Students watched the lecture 50% of the time, but engaged in the discussion boards 80%, completed quizzes 85% and had an average passing rate of 79.5% Students wrote excellent reviews of the class and 29% signed up for additional health courses at Crafton for the following semester.</p>
76	<p>This class were doing great during the pandemic!</p>
77	<p>This course covered two plays which were recorded for editing and playback via streaming. I cannot commend the students and staff high enough for their dedication and flexibility in staying on task and getting these projects finished. I think that certain things, such as book work and character work, can still be done by Zoom I cannot wait until we get back to actually rehearsing and performing plays in person.</p>
78	<p>This course was taught through the lens of social justice and equity. The role of the interpreter on all levels was discussed and analyzed from the viewpoint of creating social justice and equity. This approach resulted in deeper analysis and critical thinking about the true impact interpreters have on the Deaf community. I would support and encourage this perspective. Students had some difficulty in performing self-analysis of their work in terms of interpretations and translations. However, students are at the very beginning stages of learning about interpreting, so this is not unexpected. These assignments were treated as experience for creating beneficial deliberate practice models for use in interpreting programs they may transfer to.</p>

79	This is the lowest grade ever due to the pandemic and everything is online..
80	This process was a great success with the students. As a department, we need to find a way to integrate getting back on stage with finding new works. Perhaps something where we do four readings in addition to normal rehearsal would work.
81	This semester with so much being via Zoom only - I utilized numerous models of good writing as examples for students. I also gave students optional opportunities to rewrite written responses that were below the 3 or higher category to improve their grades. Both of these practices turned out to be valuable to students who followed through. By utilizing models of good writing and allowing students who were not meeting the standards to rewrite, students improved slowly but surely as the semester went on.
82	This was a completely online course which means they did not work in lab in person. The one SLO that was not met was one that pertains mainly to lab. I'm not too worried about that. I will simply emphasize more analysis in the next semester.
83	This was a unique situation where we are crafting a script for the upcoming Shakespeare video. We have rough drafts near completion and enough chunks of texts edited and ready to rehearse to set up the Spring semester. I believe that this section was wildly successful.
84	This was an engaged class over Zoom for intro to lit studies. Students attended regularly and participated in discussions of the readings quite well. We were way over the target of 75% (with a 91.7 success rate). All students passed the course, and most earned an A or B.
85	This was an engaged literature class over Zoom. Students attended regularly and participated in discussions of the readings quite well.
86	To increase effective essay writing, include more instruction time in essay writing. To increase effectiveness in essay writing, encourage additional drafting and review of essays.
87	To increase student success: - I will spend more time with students on the project's outcomes, methods, and time frame for completion. - This project incorporates information students learned during the semester. Developing my overall curriculum will prepare students to problem solve and think critically when completing this project.
88	When students begin to miss class, encourage them to participate or withdraw.
89	Will endeavor to include more exercises and practice, written and oral, to enable more upside in critical reading and problem solving.
90	Work on ways to encourage participation in an unexpected online format.
91	Work on ways to encourage participation in an unexpected online format.