

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Written and Oral Communication

Assessed: 2021-2022

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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 551 sections and resulted in a total of 9,818 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.	7,704	78.47%

List of courses where outcomes were mapped to the ILO (130 Unique Courses).

ACCT-208	ENGL-152	PSYCH-100
ANAT-101	ENGL-155	PSYCH-111
ANAT-150	ENGL-160	RADIOL-108
ART-100	ENGL-163	RADIOL-207
ART-102	ENGL-170	RADIOL-209
ART-103	ENGL-175	RADIOL-212
ART-105	ENGL-232	RELIG-100
ART-121	ENGL-260	RELIG-100H
ASL-101	ENGL-261	RELIG-101

ASL-102	ENGL-270	RELIG-113
ASL-103	ENGL-271	RELIG-135
ASL-104	ENGL-917	RELIG-175
ASL-105	ESL/N-601	SOC-100H
ASL-205	ESL/N-602	SOC-105
BIOL-100	GEOG-110	SOC-130
BIOL-130	HEALTH-267	SPAN-019
BIOL-130H	HIST-100	SPAN-101
BIOL-131	HIST-100H	SPAN-102
BUSAD-100	HIST-101	SPAN-103
BUSAD-105	HIST-101H	THART-124X2
BUSAD-145	HIST-145	THART-133
BUSAD-200	HIT-101	THART-140X2
BUSAD-210	HUM-101	THART-145
BUSAD-225	JAPN-101	THART-150
CD-112	JAPN-102	THART-220
CD-182	JAPN-103	THART-221
CD-295	JAPN-104	THART-245
CHEM-101	KIN/D-163A	THART-250
CHEM-123	KIN/F-105A	WFP/N-603
CHEM-150	KIN/F-107A	WFP/N-608
CHEM-151	KIN/F-121A	
CHEM-212	KIN/F-155A	
CHEM-213	KIN/F-155B	
COA/N-602	KIN/F-190A	
COMMST-100	KIN-231	
COMMST-140	MARKET-100	
COMMST-145	MARKET-110	
DANCE-143A	MICRO-150	
ECON-200	MULTI-100	
ECON-200H	MULTI-214	
ECON-201	MUSIC-120	
EMS-020	MUSIC-135	
EMS-066	MUSIC-136	
EMS-151	MUSIC-190	
EMS-152	MUSIC-235	
ENGL-010	MUSIC-236	
ENGL-101	PHIL-101	
ENGL-102	PHIL-109	
ENGL-102H	POLIT-100	
ENGL-109	POLIT-100H	

Use of Results/Proposed Actions – Individual Submissions

1	<p>Add more discussion topics dealing with equity and inclusion.</p> <p>Make videos clarifying the nature of a case study vs. experiment.</p>
2	<p>This statement is for a 101 support course. Students completed support assignments successfully. Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.</p>
3	<p>1) Continue setting required participation goals so that students are fully engaged in collaboration and learning</p> <p>2) The need for being more culturally responsive in our classrooms, especially to digital natives who have grown up with technology platforms. 3) Continue creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished throughout the semester.</p>
4	<p>1. Books+ program had caused confusion and significant delay for some of the students to get hands on the necessary course materials. I, as a teacher, was also having difficulty with keep providing copies of necessary pages of the course materials because it could violate copyright regulations.</p> <p>If Books+ program continues, it has to promptly and timely provide students necessary course materials at the start of the semester.</p> <p>2. Although I made (written and verbal) reminders of important deadlines (e.g. drop deadline) frequently and across many mediums, some students still were not able to follow the schedule. Any extra reminders that will get students' attention for important deadlines would be helpful.</p>
5	<p>1. Offer more tutoring services.</p> <p>2. Focus on more culturally responsive literature/assignments.</p> <p>3.Communicate more effectively with student services.</p> <p>4.Use Starfish more regularly.</p> <p>5. Frequently contact students who are struggling with the course material.</p> <p>6. Frequently contact students who have missing assignments or are missing classes.</p>
6	<p>1. Offer more tutoring services.</p> <p>2. Focus on more culturally responsive literature/assignments.</p> <p>3.Communicate more effectively with student services.</p> <p>4.Use Starfish more regularly.</p>

	<p>5. Frequently contact students who are struggling with the course material.</p> <p>6. Frequently contact students who have missing assignments or are missing classes.</p>
7	<p>10 students stopped participating in the course. It seems that many took the course just to take it. They did not do any assignments after the first week. I reached out to many students but they never responded. I do think the fact that it was a fast track class affected the students' performance.</p>
8	<p>13 out of 20 students were successful in meeting Student Learning Objectives. They were able to formulate a perfect thesis and reflect adequate grammar and usage and demonstrate basic research skills and beyond. I guided them through the research process with positive results and high quality work. I used music videos, image and readings to demonstrate critical thinking and reading skills. Students were able to read materials addressing the image of women, LGBTQ community, image of man in society, culture and race. Students were also able to demonstrate effective problem solving skills through critical feedback during round robin peer reviews, able to offer feed back orally as well as written feedback, offering their peers solutions to written mistakes and well as ideas. I believe the proposed actions I could take is to provide my students with more readings focusing on culture and media so they can gain a better perspective on social issues and popular culture of the past. I noticed that at times they couldn't make distinctive connections to social issues.</p>
9	<p>14 out of 17 students completed all assignments and met the SLO's. They were very productive, disciplined and dedicated to the craft. A majority of them were receptive to the materials and topics and connected the theme of the course to their lives and social structure. They were able to synthesize life of the 1980's and apply those issues to 2022. Only a few of the students began to disapprove of the topics being reflected due to their religion and cultural upbringing and it clashed with their ideologies and folkways. A few wanted alternative assignments so I accommodated them with either another homework assignment or discussion. I am attempting to make research sources available to students to study and make them acknowledge the kinds of sources I want from them, instead of allowing them to find them on their own. I have provided them sources to read and actually use and cite in their essays. Overall, a great summer semester with dedicated students.</p>
10	<p>A majority of the students evolved from the beginning of the course to the end. Many were challenged with the structure of the essay, quoting and citations. I constantly had to check for understanding and make the students return to the important handouts for the course. They were very adamant in not reading them as well as wanting to do what they wanted to do. As an instructor, I believe I have to constantly guide and check for understanding to push them to realizing what they have to do. 12 out of 13 students passes successfully due to constant revision and constant feedback from the professor. Even though I was available for them through Zoom and held office hours, the student still seemed to need more and more assistance. I think being more available to students needs is necessary but there is so much an instructor can do and extend themselves to.</p>
11	<p>Add more discussion topics dealing with equity and inclusion.</p> <p>Make videos clarifying the nature of a case study vs. experiment.</p>

12	Add more problems solving skills activities
13	Align the ethics project to better match the SLO description.
14	All targets met, proposed actions to continue to monitor students progress to see what can help them be successful. Each term I ask for course feedback on how to make the course better and I take all feedback into consideration for the following term.
15	All the above SLO statements were met in my class, although the above results might not show it since four students in this class have stopped attending and participating in the class activities (due to personal reasons) but never dropped the class.
16	All the above SLO statements were met in my class.
17	Although success rates are good, I need to focus on groups who are the most impacted. I joined the USC Equity training as a way to broaden the scope of my knowledge and practice.
18	An instructor perspective was used in measuring student attainment of learning outcomes.
19	Any additional help/assistance for understanding the importance and keeping up with consistent work would be helpful for the students like those who were reported for "2" in this course.
20	<p>Based on my current experience in learning and teaching, when considering world, or global, rhetorics, traditions outside Western perceptions, students perceive and approach them in the following ways:</p> <ol style="list-style-type: none"> 1. with uncertainty 2. value is not clear to them within a Westernized world economy 3. ontological tools required are still foreign and difficult to grasp in such short periods 4. various sociopolitical climates and times/events have brought pressure to assimilate 5. ethnic studies, diversity, inclusivity, equity, and civil rights are a continuation of the project of Decolonization, which conflicts with power relations reflective of colonial systems, such as religion and capitalism 5. value in culture in contrast to world economy is minimal, due to economic dependency and survival <p>Proposed actions:</p> <ol style="list-style-type: none"> 1. continue to expose students to various epistemologies and ontologies--various ways of seeing, being, and interpreting the world. 2. allowing student more opportunities to develop new was of sensing, which is key to develop and evolve perspectives 3. allow students to be more creative with their writing and expressions, particularly with their approaches to thinking and solving problems

	4. integrate more community based projects that thread academic epistemologies and ontologies into everyday epistemologies and ontologies
21	Be more aware of non attending students, engage those students.
22	Be more aware of non attending students. Increase student engagement.
23	Bring basic skills writing courses back in so that students have a choice to strengthen their skills before English 101.
24	Build in more soft skills into the course. Don't expect them to know any of the technology. Scaffold reading and elements of writing.
25	class has aspects that worked well online, but progress was slowed without in person corrections on body alignment. This class would best be taught as a hybrid course.
26	Considering many of my students are unaccustomed to being fully online, these outcomes are acceptable at present. I will continue to monitor, adjust, and polish both my materials and their presentation so to more completely fuse with the online experience.
27	Continue encouraging Mastering Chemistry assignments
28	Continue engaging students.
29	Continue to craft assignments that monitor required SLOs.
30	Continue to do what is working
31	Continue to encourage mastering chemistry assignments, many students still not doing them despite extra credit being offered there
32	Continue to encourage students to participate in discussion boards more meaningfully with more critical reflection on the materials covered.
33	Continue to engage students and develop composition skills.
34	Continue to engage students.
35	Continue to evaluate and monitor.
36	Continue to evaluate how students are doing through the course term to see if modifications are required.
37	CONTINUE TO EVALUATE STUDENTS' ABILITY TO PROCESS INFORMATION THROUGH TEXT AND MULTIMEDIA.
38	Continue to expand on collaboration, set expectations for student achievements, contribute to positive academic, attitudinal, and social outcomes for students to increase success rates, along with continued use of diverse resources.
39	Continue to focus on attrition, leading cause of attrition is students leaving program due to job placement
40	Continue to have student research marketing topics. Continue to have students collaborate in a group to create and research marketing concepts.
41	Continue to introduce, and use, challenging texts, but with prepared guides (with definitions and contexts) to help students understand more thoroughly the texts they are working with.
42	Continue to monitor student progress during term, and make adjustments when necessary.
43	Continue to monitor student success and make adjustments when necessary.
44	Continue to refine/revise COR to better align with student needs and population + ENGL writing program outcomes. Conduct more research and gather feedback from students.

45	Continue to support student learning and participation with a variety of assignments.
46	Continue to track outcomes connecting to the mapping program level, GE, and institutional mapping outcomes descriptions
47	Continue to work toward communication and flexibility for struggling students.
48	Continue using the college print shop services and classroom space that is conducive to group work.
49	<p>Continued communication between instructor and students of what needs to be accomplished and what the actual expectations of students are at the beginning of the semester - creating the bridge between students and standards because students should consistently have a sense of what needs to be accomplished.</p> <p>Set required participation goals so that students are fully engaged in collaboration activities throughout the semester.</p> <p>Instruction must include the use of updated technology and materials to keep digital natives engaged in learning what is needed in today's globalized marketing arenas. Use of a variety of resources need to be utilized in the marketing classes.</p>
50	Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
51	Covid has certainly influenced student retention for various reasons. I work diligently at having a safety net out to assist students to be most successful.
52	<p>Create a clear simple one page guide clarifying the distinctions between primary, secondary, and tertiary literature as a resource for students. Break the writing assignment into the smallest steps possible for a quick turn-around in peer reviews and instructor assessment.</p> <p>Some ESL, DSPS, and other students would benefit from reading-and-writing level assessment and guidance before taking 100-level courses, and more institutional support during the course.</p>
53	Create a few more preliminary exercises that aid students in improving the outcome skills before they submit the final assignment that will be measured for SLOs. Work on reaching out more to students who are not submitting work.
54	Design an activity for Honors students in which each Honors student partners as a mentor for one or more at-risk students in the class during laboratory activities and writing draft work. Embed this partnership within a peer review process involving the entire class so that the at-risk students do not feel labeled as special needs.
55	Discuss findings with the faculty member that normally teaches the course.
56	Diversify the communication activities, as well as the reading and writing assignments to promote more engagement among students.
57	During the pandemic, hands-on practice with laboratory tools was greatly condensed and limited. As we return to a more normal schedule, I plan to retain some activities that proved highly successful. Introducing a tool in one laboratory, using it again in a second lab meeting, and again at a more sophisticated level in a third activity builds student confidence and expertise.
58	Early intervention with students in the 2 and 3 score range as these levels seem largely due to lack of participation and completion of key assignments in the course.

59	Embedded tutoring would help.
60	Encourage students to continue the work of the class.
61	Engage students in frequent oral discussions, giving them more opportunities to respond, so they can hear their personal thoughts and reasoning process. This may lead to better critical reading, thinking and writing.
62	Excellent participation and students were all very motivated to do well. The class average was 88.89%. I will continue to work on initial engagement at the beginning of the course to keep students that are struggling motivated to continue the class. Due to the many challenges some students have, this can be difficult. I'm happy that this class was dedicated to finishing and doing well!
63	Explain the importance of homework assignments in students' learning process.
64	Fall semester students enjoyed learning Zumba remotely as all were new to Zumba and utilized the discussion boards, videos and step tutorials as references. This class would be best taught as a hybrid, with an online component, videos & discussions and a live class where students can feed off each others energy!
65	Fall semester students heavily enjoyed learned tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As always with this class, students found the discussion boards incredibly helpful for understanding the health benefits, traditions and origins of tai chi. Many requested that once the class is in person again, keeping the videos as references after a long weekend or between classes as well as having the weekly discussion boards to develop a deeper understanding for the martial arts. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.
66	First in person class at CVHS. They do better in person!
67	Five of nine students completed assignments and passed the course. The other four students did not complete assignments. They did not effectively engage in the course, yet they did not drop the class either. If they had engaged, I would be able to see where they were struggling. Then, I could have offered assistance in completing assignments. I did reach out to them to inquire about their lack of engagement. However, their responses were minimal or nonexistent.
68	Focus on the students who have a hard time completing these tasks. Starfish will definitely help with that.
69	Follow up with students sooner when they do not turn in assignments. Send additional email reminders before assignments are due.
70	For students who struggle in the future, I plan to work more with them individually to understand their exact difficulties and help resolve them.
71	For the first SLO I will need to introduce more examples of types of pieces so that there is a better understanding of form. The second SLO is very good. Most of the students understood the material. I think I just need to check for understanding more carefully.
72	Generally speaking 13 out of the 15 students are able to complete the reading and writing at the designated level fairly successfully. The biggest hurdle is technology.
73	Give the size of this class, and that it was 100% online, I am happy with the SLO results.

74	Given the size of this class, and the fact that it was 100% online, I am happy with the SLO results.
75	Have more reach out to those who start slowly.
76	Homework during the semester will need to have a higher weight towards the overall score, the lack of doing homework affected greatly students, it corresponded with low exam scores.
77	Honors students in 8 week courses are facing more stress than in full length classes. Reevaluate assignment/presentation load.
78	I am going to reach out more than once to the students who stop participating in the course.
79	I believe students did a great job in keeping up with their work especially during a pandemic. In hopes of restrictions lifting, students will be better able to stay focused on their studies and will be able to participate more in COMMUNITY SERVICE in the community. I have added several FREE references, resources and material that will better help each students learning ability.
80	I have revised my SLO's for next year. They still have the same core outcomes, however, their wording has been revised and there are specific assignments and/or assessments that can be used to evaluate mastery of each outcome.
81	I just have to follow up with students who are not making it to class.
82	I need to be aware of those falling behind and keep in touch better.
83	I need to focus more on writing cohesive essays.
84	I need to focus on groups who are the most impacted. The success rates are not bad but I can definitely make changes to improve my practice. For this reason, I joined the USC Equity training as a way to broaden the scope of my knowledge and practice. My other online class was taught in a similar way, and the success rates there are significantly higher. Need to look closer at data.
85	i need to provide more direct guidance for students who have fallen behind.
86	I only had 2 honor students in the class who did very well. I will continue to encourage students to read the required material, along with the supplemental information I have posted in the modules, i.e. Powerpoints, videos, articles, lectures, etc.
87	I strongly recommend a departmental revision of the SLOs for English 101 to bring them into line with what is standard for other colleges.
88	I strongly recommend that the English department work to align the SLOs for English 102 with those of other colleges, or at least with the statewide standard.
89	I think I will develop more robust rubrics in the future for assessment.
90	I want to make note of the unusual circumstances with this small class. Section 55 HIT101 was originally scheduled as an in-person class, but due to Covid surge was transferred online. The majority of students were not prepared to take an online course, but stuck it out and did well! I had 2 students out of 9 not finish so the class average was 72%, which is unusually low.
91	I was very pleased that all student met their goals.
92	I will continue to make improvements to dynamic rhythm interpretation and the ACLS critical thinking SLO components with the hopes to increase all my students to 4. This is our first class back fully from the shutdown. I noticed that study habits and note-taking

	skills are not what they should be. I will try to focus more on showing the students strong study habits and note-taking which have been proven to improve learning. I will make adjustments to my lecture periods and try to incorporate more class discussions and group activities to improve the student's critical thinking skills.
93	I will continue to offer assignments that will keep students focused and motivated to understand the various social problems that different families experience. In addition, I will continue offering feedback that is helpful to each individual student in understanding how families differ and how various cultures change over time.
94	I will continue to offer great DB, HOMEWORK and VOCAB assignments that are directly related to the course material. I will continue to offer weekly feedback on all assignments, offer a safe environment to express personal perspective and offer students a variety of work presentation styles that best meet their needs. I will continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
95	I will continue to offer great resource materials that will allow students to immerse into the course work. I will continue offering weekly feedback and communicate with students on a regular basis. I will also continue to motivate students to participate in COMMUNITY SERVICE to better understand the inner workings of their community.
96	I will have to do a better job of reaching out to students who are not showing up.
97	I will include more written assignments for each topic both in class and at home.
98	I will insert these exact questions for the discussions. I will encourage reading the chapters on these specific topics in order to meet all of the student learning outcomes. I already have Powerpoints, videos, written lectures in an online class, and articles to assist students. I must encourage them to review all of the tools that I have in the modules to better educate them on these specific topics.
99	I will reach out to students who stop participating in the course more.
100	I would like to improve my SLO for statement 4
101	I would like to see the department devise a set of critical reading assessments.
102	I'd really like to revisit the materials for this class as most were published in the late eighties and early nineties with DVD. Not user friendly for students who no longer have DVD players as laptops dont have built in DVD anymore. Frustrating to use them especially via ONLINE course. Will seriously do more research for a better resources for this class to continue.
103	Impacts of the pandemic on support courses is unknown. Will reassess course outcomes Spring term.
104	Implementing a career fair with local job creators at the school would provide a concrete goal for all students to work toward when creating their resumes in the class.
105	In person exams will help to see what the students are really learning. Exams in the online format are difficult to really evaluate the students knowledge as it is difficult to keep them from using notes or online resources. Some students are honest and do not use these resources but others are not. So, FALL 2022 we will have in person exams again and it will be a better indication of what the students know.
106	Include more organizational writing skills so that students are better prepared for other discipline course writing.
107	Incorporate more critical reading exercises earlier in the class. Include these as regular assignments rather than extra credit assignments.

108	Incorporate more Geographic Information Systems projects during the semester.
109	Increase engagement of students. Develop more application strategies.
110	Increase student engagement and use of materials in real world conditions.
111	Increased efforts to capture students in the first week and check in often to keep them up with formative assignments.
112	Increased group activities will allow students to further practice the content covered in this course.
113	Integrate research writing throughout. Introduce midterm in-class essay.
114	Investigating ways to retain students after week 5.
115	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs.</p> <p>Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses.</p>
116	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs.</p> <p>Too many unknown variables at play, including illness, access to technology, death in the family, eviction, deportation, and other sociocultural factors.</p> <p>Need more data to assess further courses. Perhaps incorporating a mechanism with various options signaling diverse student conditions in surveys at the end of the semester?</p> <p>Work on developing more spaces for students to engage on campus outside their courses, especially students who are only taking online courses. How do we reach them? How do we make them feel more of a part of Crafton?</p>
117	<p>It is challenging to quantify and qualify the impacts of the pandemic to our SLOs. Too many unknown variables at play.</p> <p>Need more data to assess further courses.</p>
118	It was little harder for those students who did not do well while taking ONLINE.. but otherwise I have seen alot of improvement in other students..
119	It would be nice to work on a set of SLOs that are specific to Honors English.
120	Just need to reach students who "disappear." Keep more track f those students who don't submit drafts.
121	Keep doing what we are doing!
122	Keep it up.
123	Keep monitoring.
124	Many of my students informed me that if/when they failed to complete an assignment or make a consistent, positive effort in the course, it had nothing to do with the available learning content or the difficulty of the assignment itself. Rather, they told me almost overwhelmingly that the reason was due to their poor time management skills and

	procrastination. In order to help students with this aspect of their academics, I plan to incorporate more components (or alter existing elements) that address these challenges of time management and motivation/procrastination.
125	Many of these high school students were not ready for college level courses cognitively and academically. It was manifested in various ways that greatly hindered their overall course performances such as not being able to follow schedule and instructions despite numerous reminders in verbal and written formats in various mediums. The standard for allowing high school students to take college level courses should be set in such a way to more accurately assess their readiness.
126	Modify the assessments to better align with the listed SLOs.
127	Modify the assignments to better assess for SLOs.
128	Modify to better align the ethics project with the SLO.
129	More communication with students who are not responsive early on in the course.
130	Most all students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.
131	<p>Most of my students met or exceeded the stated SLOs. Frequent assignments and constant feedback were great factors in drilling them and guiding them to what they needed to accomplish. Students could practice their skills and learn their strengths and weaknesses.</p> <p>A few students performed below the stated outcomes, but they were the students who did not come to class or showed up with incomplete work.</p> <p>From evaluating their writing sample from the first day of class, their writing was very strong, but just needed to be cleaned up. They come to the class with prior knowledge and were successful in gaining those strengths in watching specific wording and structure. Students were given the opportunity for constant revision in order for success as well as seeing how their writing has evolved.</p> <p>Seven students were not assessed either because they withdrew from the class or because they did not complete enough of the required work. Constant repetition and high expectations and feedback from me helped them become successful writers. Their greatest strength was being able to critically think about images and music videos as well as offer critical feedback to their peers written work.</p>
132	most of the students did pretty good job doing online.. few did not really pass.
133	Most students did really well in the class. There were a few that kept getting in contact, saying they would finish things, but then never actually following through. I think in the future I'd like to try to reach out to them in different ways or to set an individualized schedule for them and then follow up. Other than that, I think that the class was pretty successful!
134	Most students were capable of the work; however, the ones who didn't pass had issues with submitting work, despite extensions, and other challenges.

135	My greatest concern being critical reading skills, continue to use high-quality texts with appropriate guides keyed to those texts.
136	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.
137	Need more hands on laboratory experience. This should be addressed in FALL 2022 as we return to in person labs
138	Need to revisit assignments and improve students' receptive skills to ensure that they pass this above 75% by end of semester. Close but should be above 80% like other categories.
139	Need to revisit Reception/Comprehension assessment as the questions may be misleading or options that are similar with other answers. However its known that this portion of assessment is most challenging of the 3 by watching the video of signer signing sentences. More difficult than in person or in real world settings. Worth exploring the questions and answer and modify as needed.
140	Normally I would measure student perspectives but for this SLO I took an instructor perspective of student attainment of learning outcomes.
141	Offer basic skills writing courses so that students can choose to have a stronger grasp on writing before they take this class. Validate that instructors are actually teaching to the course outlines on record. Students in this course are underprepared for college writing.
142	On-line peer review continues to be overwhelming and less successful compared to in-person practices. If instruction of this type must be delivered online or remotely, review processes that help guide students to success may benefit from breaking up tasks into even smaller goals for intermediate assessment and feedback.
143	Outcomes, participation, and grades were excellent for this online class. Grade average 89%.
144	Overall this was a productive semester and students did well. There were only a couple of students that failed to participate in the course past the first essay assignment. I did reach out to them and flag them on Starfish. I don't know if there is much else I could have done in an online course, unfortunately.
145	Overall, the semester went well, but there were some students that consistently attended courses that didn't turn in items. They often made them up, but after a while some stopped turning in items altogether. I will make a greater effort to reach out to students that may be struggling in the future. (Several of these students I did speak to and were having trouble at home or with their work schedule.) Students otherwise seemed to understand and grasp the material. I need to work on online group discussions, since it became apparent that not all students were participating to the same degree.
146	Please make this a class for all students in the first year as an introduction to learning how to interact with others, how to study, how to write, and how to use ethics, values, literacy, art, history, philosophy, religion, soft-sciences and environmental sciences to understand the world around them and open their minds to curiosity and a desire to learn and be more cognitive. Yes, I would like to have these new SLO's made the outline for the true HUM101 - Discovering the Humanities. It includes so much more opening of the mind and understanding the many points of view of the numerous parts of humanities in a broad view, not just one particular part in depth in a single view.
147	Prior implementation of student support to guide students to meet expectations for professional communication have increasingly been successful with the exception of ESL students. Partnerships with the Writing Center for targeted course-specific support for ESL

	students or any other student with writing skills barriers seem one potential avenue to pursue.
148	provide further reminder announcements concerning when assignments are due. include rubrics with all assignments
149	Question #1 had 6 students who did not participate. Question #2, 7 students did not participate at all, earning a zero grade. The same with question 3. Three students did not participate at all in this discussion. My goal for the next session is to monitor closely participants and to reword the question so as to hopefully engage students more with the discussions to provide critical thinking and a response to the questions.
150	Remind students to utilize tutoring services on campus.
151	Scaffold assignments better. Come up with more interactive, collaborative learning activities.
152	Several had gone past time limit for Receptive portion which affected their grades tremendously. Will need to reevaluate as this was not an issue in previous courses of mine. Not sure why quite few of them went past the time limit and missed out on many questions.
153	Since I taught online, part of the issue with certain students was absences during online critiques, or other class discussion meetings. Unfortunately I don't have a proposed action to address this, or I would have implemented it!
154	Since this class is a 101 level, the class covered only the basic level. Even though there were a few students who failed in this class, many of the enrolled students acquired the basic level of Japanese language and culture.
155	SLO # 4 result does reflect the true result as two students did not do any assignment on Mastering Chemistry, and 9 students did only a few assignments. I'm planning on discussing the importance of the online assignments with my class not only to improve their grades in the class but also to better understand the course concepts.
156	SLO #4: This was an Applications project where students are to research a chosen organic compound and write up the project from an organic chemistry point of view. Many students did well, a few of them chose not to see me the numerous times I had available for me to guide them through the project, the class was remote and that put the student in charge of attending the Zoom session and to initiate questions. All instructions and a Rubric was posted in Canvas for students to view, but I feel like if this course was in-person and not remote, I would have been able to get to know the students better and make the point to encourage them and help guide them through this process.
157	SLO 1 was assessed through the written assignment in Module 1, and the topic was Hinduism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment. SLO 2 was assessed through the written assignment in Module 5, and the topic was Judaism. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.

	<p>SLO 3 was assessed through the written assignment in Module 2, and the topic was Buddhism. The results were impressive. The results were impressive, but to help students improve, reminders will be sent out prior to the due date and include tips and instructions about commonly misunderstood parts of the assignment.</p> <p>SLO 4 was assessed through the written responses student made to their classmates on Discussion Board 1. The topic was Hinduism, but they discussed their personal religious beliefs with one another. There were several students who scored low on this assignment because they simply didn't complete it. This may be because the due date was unclear. In the future, frequent reminders will be sent out via email.</p>
158	<p>SLO Goals/Questions 1 and 5 are assessed via quiz/testing not written discussions as this is a General Psychology class that surveys 16 areas of psychology. These discussion questions seem to be related to more advanced testing and research class. Students do discuss and apply psychology concepts to research studies reflected in SLO Goals/Questions 2 and 4.</p> <p>The students who attended class regularly and maintained assignments submissions did very well. Some students continue to struggle with focus as family issues continue to be a problem with COVID related complications as well as Canvas power outage. Several students had to drop. Some students expressed the now common societal apathy as lockdowns and restrictions persist with the ongoing pandemic.</p> <p>Overall, CHC students were prepared, worked hard and had high success. My classes are highly structured with clear directions and expectations that help students succeed. Some students were more likely to succeed due to the accommodations noted below.</p> <p>Although I have taught online over 13 years, I adjusted all classes to accommodate the high level of stress in the following ways:</p> <p>1) Adjusted due dates during Canvas outage 2) Added standard one day "grace period" for due dates, 3) Daily contact with students with notices, attempted rapid response to emails, and office hours, 4) Special accommodations for students with specific COVID related problems.</p>
159	<p>SLOs for this 5 week's summer session were excellent! All SLOs were assessed at 90% or higher, and participation and class engagement reflected the SLO scores. Job well done!</p>
160	<p>Smaller class and everyone excelled on the assessments. One student was waived from two kinds of assessment which explained the difference in Total Assessed if one looked and wondered why.</p>
161	<p>Smaller class sizes have a higher success rate. Promote lowering the class capacity for History classes.</p>
162	<p>Some 102 level students need more reminders early on in the semester of MLA requirements. Despite some modules this semester with quizzes/materials related to reminding students of those requirements (assigned as homework), some students still missed some major parts of MLA/college level writing requirements. Students need more explicit in-class activities reminiscent of those in 101. However, a majority of the class does seem to have a grasp of effective argument writing and college-level writing conventions, so a partner-scaffolded exercise might work best.</p>

163	Some students struggle to manage larger, high stakes assignments (especially in online settings where independent initiative and time management are so essential). I found that many procrastinated (despite their self-admissions that they wanted to stop this behavior), which led to rushed submissions and lower quality work. I have already used some scaffolding in the past on other assignments that greatly improved the submission rate and overall quality of those assignments, so I intend to find ways to continue integrating scaffolding into other larger assignments to help more students learn how to pace themselves and produce work more effectively.
164	Stronger math skills, teach note taking and effective studying, push tutoring center more, teach how to be a student and time management.
165	Student attendance and active participation is essential to course success.
166	Student attendance and active participation is essential to course success.
167	Student attendance is essential to course success. Active participation and communication assists with understanding course content.
168	Student engagement and math skills needs improvement. *this section had 7 students who remained in class but did not participate in lecture, lab or assessment. these students were included in this data.
169	Student focus and math skills need to be addressed and assisted. better ways to encourage and push tutoring is being planned.
170	Student learning in Fine Arts courses is assessed using level-appropriate rubrics and evaluations of presentations, papers, projects, and discussion reflections. Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
171	Students are able to demonstrate the knowledge of special radiographic procedures and manipulate the equipment properly.
172	Students are able to identify the types of diseases along with the appearance on the medical images.
173	Students are still affected by Coronavirus Thank you
174	Students did very well with the pacing, reading, and assignments. For those who still struggled sometimes, I will spend more one-on-one time so that they can more successfully revise essays.
175	Students did well in the class and there were only 2 that stopped completing assignments at a bit of an awkward time. I've tried interventions for this, but it seems that there are always a couple that slip by.
176	Students need more math knowledge and understanding before being able to solve problems. Tutoring and STEM center will be a big part of improving this need, as well as workshops and refresher videos.
177	Students need to be made more aware of the additional challenges of summer courses, particularly relating to the condensed semester format and workload. Most of the students I encountered didn't really understand when they registered for the course that the workload of a traditional 18-week English 102 course would be condensed into 10-week summer format. Some of the students really struggled because they were not originally

	aware of this fact when they registered, and many had signed up for multiple summer courses, which made their total workload even more burdensome. In the beginning of the course, I stressed the difference between the 18-week vs. 10 week structure, and I'll emphasize it in future courses as well, but it's a little late to mention it once the class has already started. It would be more effective to make sure students are aware of what they're getting into when they are registering for summer courses from the very beginning.
178	Students need to be stronger in algebra and completed higher in math to success in number 2
179	Students on The whole did well; however, more than 50% of students in SLO 3 appear to misunderstand the difference between doing moral observations in which one simply watches and records the fact that different people behave differently in terms of moral behavior (the difference between the actual actions and behaviors of individuals and groups) and the practice of doing moral philosophy and its relation to applied ethics as a rational as well as practical exercise. This appears to be strongly related to the students expressing the use of strictly empirical practices learned in other social and behavioral sciences or subjective self-expression and "lived personal experience" in the literary arts and not practicing rational and analytic thinking to ascertain truth and objectivity through concise logic and reasoning skills. Stronger emphasis on the learning of rational and analytic thinking is thus warranted.
180	Students really struggled this semester. Past changed and improvements that have been successful did not work as effectively. I believe students needed more scaffolding for writing assignments, especially in the due dates.
181	Students showed repeatedly that they had the critical reading and problem solving skills, but they did not complete the assigned essay. Next semester I will scaffold writing assignments so that students are less daunted by them, especially when it is clear that they have done the reading necessary to understand the assignments.
182	Students stopped coming to class and/or doing their work during the end of the semester. I've never seen anything quite like it. I assume it reflects attitudes and mental health during the pandemic, but it was still frustrating. I spent most of my time reaching out to students, but the energy just wasn't there. I was extremely flexible in my due dates on assignments, but mostly to no avail. I plan to do both of these earlier and more frequently next year.
183	Students were a bit behind on reading comprehension and reading analysis in this section. Use of reading logs and focused note taking helped as the semester went on, which if necessary, I will utilize in future classes. Presentations also helped determine the depth of understanding students had with the material.
184	Students were able to describe the somatic and genetic effects of radiation exposure on humans and the radiation damage it can cause.
185	Students were able to discuss the imaging chain of the fluoroscopy unit and the image intensifier.
186	Students wrote well in person this semester, especially coming after a year spent via distance learning. Utilizing rewrites and process essays helped students improve grammatical skills and overall writing skills. Also utilizing models for students to see and discuss good writing helped improve skills, which I hope to continue in the future.
187	Success rates are good; however, I joined the USC Equity training to broaden my knowledge and practice. With the updated Ethnic Studies component, and me being the only one in the department

	<p>teaching ETH courses at the moment, I would like to keep expanding on my knowledge to build better courses for students. Students enjoy the class and I am proud of all the work. There are various degrees of student tensions with the material that are natural in these types of spaces. It takes a lot of emotional and mental preparation to teach these types of classes, and I do not think people across campus realize that, yet.</p> <p>More support from other campus entities with ETH curriculum will also help.</p> <p>With that said, there is still much more to learn about this paradigm shift in education. And I am excited to be leading the way into ETH studies courses in the English department.</p>
188	Target met. No proposed action.
189	Teach Bloom's taxonomy to students. Follow outcomes of Citation Project more closely, i.e. focus on selection, summary, and synthesis.
190	The 8 week format seems to be the best combination during the online format. I received good feedback compared to the 5 week and 16 week length classes. I will continue to have the students come into the classroom once a semester to evaluate their CPR skills to receive certification.
191	The 8 week sessions are a lot of pressure for Honors students. Work with Judy to better prepare the students for the additional stress.
192	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. Since the target is not met in this section, more support to the adjunct instructor will be provided by the faculty leads. The instructor of this course may choose to attend various professional development to broaden the scope of techniques and expand the utilization of resources available. Students may use various student services (e.g., tutoring center, library, instructor's office hour, etc.) to increase their efficiency of the course.
193	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty in this program.
194	The ANAT program will continue to provide unbiased high-quality instructions and work with students' diversities to ensure that the target goals are met. The lead faculty will continue to work with and provide support to all adjunct faculty members in this program.
195	The class refinement over the past year has yielded excellent results. The changes that have been implemented will be carried over into the 22-23 year.
196	The data shows that all students have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies.
197	The data shows that all students have met the expectations and requirements for Spanish 103. The results of the assessment are satisfactory. I will continue using current instructional strategies.
198	The enrolled students in JAPN 103 had already had a high motivation to learn Japanese language and culture. Also, many of them had had some cultural background or had been familiar with the Japanese culture through pop culture including anime and manga. They seemed to study steadily each day and showed an excellent achievement to the learning goal. They also established a study group and an official Japanese Study Club, and not only cooperated with each other to study Japanese but also helped the students enrolled in JAPN 101 and 102. They did an amazing job.

199	The fact that the SLOs for 102 are identical to those for 101 should speak to the need for revising them in the department.
200	The hands on laboratory component was missing in the course which lead to the poorer results on laboratory equipment skills. When we are safe to have lab back in person, this should be enough to get the target met.
201	The level of receptive communication of this group has been quite good. The number of activities where this skill is practiced is very favorable. It is necessary to continue doing this type of activities with emphasis on questions that require an open response.
202	The lowest percent on all the SLO's is 75%, that is for the exams and homework administered through the online site MyLab/Mastering, this is an acceptable target for this class which has no perquisites and is fully online.
203	The majority met the goal. Three out of the eight did not succeed at meeting the reading comprehension goal. No actions proposed.
204	The majority of the students successfully meet the criteria and objectives. However, a few students failed to follow instructions and did not provide complete ideas for their written responses. A proposed action is to make sure students have clear guidelines and reminders to improve the overall results of the assessment.
205	The numbers do not represent that students chose to not complete the course. Overall, students need the choice to take basic skills writing courses. Unfortunately, students who take this course typically are underprepared for college writing. 101 courses need to have more accountability for instructors to assure that they are teaching to the course outline on record.
206	The pandemic has created a difficult learning environment for students.
207	The second SLO statement involving Service Learning by visiting diverse religious settings and writing reaction reports to them is better handled when the students can freely choose a location to visit in person. Covid shut down many of the institutions that previous students had been afforded access to. I think the students enjoy going in person rather than watching streaming content of a virtual service online. Once we have no more shut down, and the mandates are lifted fully, I think the outcomes will be more positive in this area.
208	The students struggled with participating in discussions this term. I continually emphasized it's importance by stating the following: "Forums are a critical component of your class. The interaction you have with your peers can be critical in assisting your comprehension of the topics. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text." Though I used announcements (among other) avenues of communication as reminders, I could not encourage the students to participate enough in order to meet the target in SLO 1 or 2. I plan on providing students with material regarding work ethic from the Health and Wellness Center and Tutoring Center to inspire perseverance.
209	The students that did participate regularly did well. I am not sure if the rise in cases attributed to many students not finishing the course. I will continue to reach out to students to help them as much as I can finish the course with a passing grade.
210	The students who submitted work all the way to the end of the course demonstrated most SLOs; perhaps finding ways to make all students commit to the end and carry though would be beneficial. Several students had hardships related to Covid though.
211	There are three students who remained in the course roster while not showing up/participating the class. Thus they are assessed as "1" for all SLO statements above and

	kept the course to meet the target goals. They are those who never responded to my repeated attempts to reach out. It would be helpful if there are any other ways the school can assist and advise them of timely course planning.
212	Thirteen out of fourteen students sat for the final. The 14th student stopped coming to class, but it was passed the drop date. Two students didn't complete the final with an 80% or higher. Eleven students completed the skills testing and one student was unsuccessful. The overall percent is almost to an 80%, so this class almost met the target. I will continue to support the students and prepare them to be successful at the end of this course. Hoping to see a target met next semester.
213	This average is lower than I would like I had 4 students who never participated, despite sending multiple emails and starfish notifications. I had 3 students who habitually did not turn in assignments, and 2 of those turned in final papers that were 50% plagiarized. The rest of the class did extremely well, with 18/31 (58%) earning a 90% or higher in the class. The overall pass rate was 77.4% Several students in their final papers and evaluations stated that they were surprised at how much they enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences and future health goals.
214	this class had 6 "no show" students after the drop date passed. The 5 students that stayed in the class did not complete assignments. Proposed action would be to find a miracle way to inspire and motivate the students who simply do not care/can not care to study for the course.
215	This class had a better distribution than the other two--more like what I'm used to from a pre-pandemic course. However, 33% of students still failed to produce. Like the other two classes, most just faded away without any communication, though I tried to reach out to them. Some of them, who did return my emails, said their lives had become too complicated to keep up with the course, even though I had flexible due dates in place. Those who did pass did extremely well with the content, better than my face-to-face classes, which surprised me given that this was my first late start DE course. I would do things similarly again.
216	This class is a spatial study of the Earth's dynamic physical systems and processes. Physical Geography is important because once we learn and understand how our Earth works, we can figure out ways to use these processes for our benefit. In addition, we can figure out solutions to problems that will enhance our days here on this Earth.
217	This class started with more students, however, ended up with only 1 in the class. The student did well working 1:1 with me to achieve the SLOs. I feel this class would be more effective in person to be able to correct student movements as they do them.
218	This class was asynchronous. It included many online discussions, quizzes and assignments. I recommend an advertising project be included for in person classes with fewer online assignments.
219	This class was enormously successful as a hybrid/outdoor and online class. Students loved it. In this section had 1 student with disabilities who flourished in the class, and learned how to modify exercises and stretched for her body. This class has near perfect attendance all semester, and students stated this class helped them cope with the stress of online school while engaging both their mind and bodies.

220	This class was enormously successful as a hybrid/outdoor and online class. Students loved it. In this section only 1 student registered, but never attended or participated. This class has near perfect attendance all semester, and students stated this class helped them cope with the stress of online school while engaging both their mind and bodies.
221	This class was extremely difficult as it is normally taught in person but was shifted to a Zoom format. Two of the students had extreme technical issues and found it challenging to contribute meaningfully. I highly recommend that this be at least a hybrid course from now on. The students are good students and I feel that they were punished through no fault of their own.
222	This class was really a good class. All the students actively tried to use the target language even in their personal emails. As a result, all of them attained a high achievement.
223	This class, always under-enrolled, had by the end very few participants, which does interesting things to the numbers. In part, I must attribute this outcome to the newness of students to the online experience; however, because I worry, I plan to incorporate materials that some students may find more relevant to their lives and that, I trust, will encourage more of them to remain active participants.
224	This consists of instructor perspective of student attainment of learning outcomes.
225	This course has several students who stopped attending and submitting work but did not withdraw from the course, resulting in failing grades. I spent considerable time doing outreach to try to work with those students (email, comments on any submitted work, one-to-one conferences, and Starfish) but those efforts were not quite enough to help those students get back on track. Others who did not pass may have attended regularly but submitted work that wasn't meeting the minimum learning requirements. I believe that a large reason some students really struggled in the course was related to Covid in some way (e.g. illness, increased work hours, family responsibilities). That being said, I think that more efforts to get students to use the tutoring center services would mean more student success.
226	This course was the first time Multi100 was offered in a week 5 summer format. Ultimately the results showed that if students engaged in the course they were highly successful with everyone who engaged receiving an A- and not an easy A either, the work was fantastic. All 4 students who did not engage dropped off after the first two weeks when I assume the realization set in that this class runs at over 3 times the speed of a 17 week course. While I did my best to inform students about the accelerated nature of the course I feel the path to improvement would be to even better communicate to prospective students that these 5 week courses do require a much larger per week commitment than they are expecting from a traditional college course.
227	This in person class did much worse than online equivalents. I suggest faculty create a workgroup with the aim of supporting student transition back to in person.
228	This is a fundamental SLO, "the ability to apply mathematics to chemical measurements". This Fall semester I created a math review, it was optional. So just a couple of students use it. I started with a full class, and lost 10 students by the end. Math reviews will get more emphasis next time. The SLO "the ability to do problems involving reaction stoichiometry" is essential for future chemistry classes. I think students could use a more discussion-based presentation of stoichiometry to clarify terminology.

	<p>The SLO ‘comprehension and use of laboratory skills in synthetic, quantitative and instrumental methods as scientific approaches to gathering and verifying knowledge’ in my view is the SLO that had suffered the most by doing virtual labs instead of a face-to-face lab. Techniques such “titrations” had not been giving the needed justice due to the lack of hands on. In this area, I am looking forward to teaching the lab face-to-face.</p>
229	<p>This non-credit course was well received. Student taking the class had a personal interest in learning about heart disease and planned to share the information with their extended families. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.</p>
230	<p>This online cardio class was incredibly successful, particularly because this quarter we focused on "at home" workouts with common item and how to use hiking in local areas as a way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 100% (with above a 70% final score --67% received a 90% or higher) which is greater than in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.</p>
231	<p>This section has surpassed the target. No actions planned.</p>
232	<p>This section was overall a pretty successful group of students.</p>
233	<p>This semester teaching ballroom online required using another teacher to help demonstrate correct placement of the hands and feet with a partner- this was well received by students and will further institute this action for online classes. Additionally, student feedback from the videos identified that students prefer seeing explanations filmed from the front, but demonstration of the movements filmed from behind as to "follow along". Additionally, this semester, I expanded upon discussion boards to look more heavily at the cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.</p>
234	<p>This semester was challenging as students transitioned from a distance learning model back to an in-person classroom environment. Students were displaying skills at the start of the semester MUCH lower than I had previously seen. To help improve writing skills I tried to utilize as many models of excellent writing as possible - mainly from former students and students in the current class who exceeded standards. I also allowed rewrites on major writing assignments, so students who received a low grade could revise, rewrite, correct, and try to fix their mistakes and ultimately improve their writing skills by taking the time to do so. This proved to be very helpful for students who took the time to rewrite their papers in class. Students were given the ability to rewrite 5 of the 6 major writing responses for this semester. They did not have time to rewrite the last assignment, but they knew they would not have this opportunity because of the structure of the class and the semester schedule. Ultimately, the students who did not meet the SLOs this semester did not complete the major writing assignments and missed a significant number of classes. Students who were consistent in attendance, and consistent in turning in the major writing assignments, successfully passed the class and met the standards.</p>
235	<p>This semester was particularly tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had</p>

	very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. I also felt that the themes of my course did not resonate with a significant number of my students, so my plan was to redesign my entire 101 course over the summer with new policies, kinds of assignments, and themes.
236	This semester was tough. Students had trouble consistently attending and completing work outside of the classroom. Morale felt low and anxieties were high. I had very lenient assignment deadlines, and that may have helped some of my students but it also may have led to lack of success for others. However, for this literature class, we still met the target success rate (barely). There was also one student who took an incomplete and is not factored in the scoring above. The next time I teach this class, I'll reconsider some of my policies and in-class assignments to be more hands-on and inclusive.
237	This semester witnessed many students not submitting their work. I think it would be helpful for me to more frequently check in with non-active students and offer help. This shows both compassion and helps to keep students accountable for their work.
238	This term we were able to fully integrate the class into the Spring productions which proved to be a bonus for the students as it gave them a chance to do deep dives into the characters. I will keep this format moving forward.
239	This was a difficult class. Half left by the end. Those who stayed and completed the work did very well, but too many left. Not sure what to do as I did aggressive outreach, filled out several BIT reports, etc. It worked for a couple students, but many left without a reply. I'll chalk this one up to COVID and the difficulty of returning to campus.
240	This was a tricky semester with 5/17 students passing the course. Most simply stopped attending and/or doing their work. While I attempted to communicate more extensively and intrusively than I have in the past, I will attempt to do so earlier and more frequently in the process.
241	This was an excellent Honors section and both students did magnificent work. I had a student participate in the Honors Consortium here on campus and it was overall a great experience for them, I think.
242	This was an honors section so the quality of student is different as they tend to be more academic focused.
243	This was the first term since I have been at Crafton that we successfully staged two full productions. I believe that the structure that we had as far as having one active cast at a time contributed to student success.
244	This was the first term that we attempted a musical and a classical play in the same term and the students responded very well to the challenge. I believe that getting the classical cast started early with their texts and characters was successful and will continue this in the future.
245	This was the first time this course was offered as an 8-week option. It seems students' receptive and expressive skills developed favorably, however only 3 out of 8 students completed the cultural assignment (SLO #3). While this shows as 100% since all three did well, it does not take into account the fact that so many students didn't complete or submit it at all. Given we are still in a pandemic and the shortened course length than they are used to, the students did not plan ahead enough or make time to complete the assignment, despite being told to sign up for different organization's mailing lists so they would be notified of events. In the future (including the follow up 8-week class that will start after spring break), I plan to send an announcement with more specific ideas where

	Deaf Events and gatherings may be taking place, which in this area, is mostly Church services.
246	<p>This was the first time we offered an 8-week ASL 105 class, and had it as a hybrid. Students were able to register either for the hybrid class as it was intended, but I also have them the option to take the course as 100% online. The course started with 4 students in-person and 6 students online. By the end of the course, 4 out of the 6 online students had dropped, and all 4 of the in-person students successfully completed the course.</p> <p>Due to the recent pandemic, many students came into ASL 105 unprepared for the language level and structure of the class. I had to adapt our timelines and assignments as a result. Due to the small class size in person, students were able to connect well with one another and use each other as a resource throughout the term. The online students were a bit more isolated, and it was demonstrated in their skill level as their receptive and productive abilities lacked behind their in-person counterparts.</p> <p>Enrollment for the upper level classes (such as ASL 104 and 105) tends to be low, so I try to make multiple enrollment options available for students, however I struggle with keeping the online students as involved (mainly practicing and using their skills outside of the class), in order to grow their language skills as quickly as the face to face students.</p>
247	<p>This year we held the New Works Festival in person for the first time and expanded it over seven weeks rather than one. This gave the students a chance to take ownership over the weekly presentation of the plays on a week-to-week basis and they did not disappoint. I think for next year we will work to give more production elements available to them I do not think that we will expand the number of plays we will do, as this seemed to be the right amount of content for each week.</p> <p>I would like to recruit more students so that we can implement more front of house elements.</p>
248	Though my students performed very well indeed this semester, I decline to take much credit. Instead, I will heed their advice, which I solicited, and change a few things: add current events, use fewer very long essays (a bit), and so forth.
249	Tie in more about health care disparities, which is what I have been doing in the 111 class.
250	Tie in more about healthcare disparities.
251	<p>To increase student success:</p> <ul style="list-style-type: none"> - I will spend more time with students on the project's outcomes, methods, and time frame for completion. - I will continue to improve remote/online lab mechanics. This can be done by reviewing current material and reflecting on student success and struggles from previous semesters. - This project incorporates information students learn during the semester. Developing my overall curriculum will prepare students to <p>problem solve and think critically when completing this project. This can be completed by reviewing student work to gauge the overall understanding of the class.</p>
252	Update activities and assignments related to spoken messages

253	Upon careful examination, SLO statement #3 was a bit difficult to determine because there wasn't one particular instrument of assessment that would indicate this outcome. SLO statement #3, being a very general and unclear statement, seems better suited for a math course than a freshman writing course. I had to examine multiple points to determine this outcome. My opinion: SLO#3 should be discarded and replaced with an SLO that aligns more clearly with the purpose and focus of what a Freshman English course ought to achieve. Do we really want English 101 students to be better problem solvers or better academic writers? What kind of specific problem should English 101 students be able to solve? Are we talking about quantitative or qualitative problem solving here? If a student corrects a comma mistake then does this student meet this requirement even if other elements of the essay are lacking? Because college level essays can have problems at so many levels, determining which problem to assess was challenging. A clearer and easier outcome to assess would be something like: "applies citation conventions appropriately."
254	<p>Various informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in this Likert. Written papers are used to ascertain the student learning outcomes of 3 and 4.</p> <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.</p> <p>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.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion with images to promote critical thinking and also encourage students to contact me during office hour.</p>
255	We did meet the target. 56.3% assessed 3 or higher.
256	We need to write better SLOs.
257	We need to write more effective SLOs.
258	We tried a different format this term that not only boosted enrollment but gave us a chance to learn via a cohort.
259	With this online class, a higher than the normal number of students stopped participating towards the end of the course. I believe there were many reasons for this, namely personal, family, or work challenges. I've had some successfully take the class over. Class average 81%.
260	Work on exam structure
261	Work on exam structure/content
262	Work on trying to reach out more to students who are not submitting work.

263	Worked diligently to keep students on track. It seemed to be strongest early on in this section compared to my other section. So I will continue this practice from the first week until I see that students are staying on track.
-----	--