

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Written and Oral Communication

**Assessed:** 2022-2023

### ***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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 361 sections and resulted in a total of 5,283 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.	4,225	79.97%

### **List of courses where outcomes were mapped to the ILO (78 Unique Courses).**

ASL-101	MARKET-100	
ASL-102	MATH-115	
ASL-103	MATH-250	
ASL-104	MULTI-100	
ASL-105	MUSIC-103	
ASL-200	PHIL-101	
ASL-205	PHIL-101H	
BUSAD-100	PHYSIC-251	
BUSAD-105	PSYCH-100	

BUSAD-145	PSYCH-102	
BUSAD-200	PSYCH-111	
CHEM-123	RESP-237	
CHEM-151	SOC-141	
CIS-101	SOC-141H	
COA/N-605	SPAN-019	
COMMST-100	SPAN-101	
COMMST-100H	SPAN-102	
COMMST-111	SPAN-103	
COMMST-111H	THART-120	
COMMST-125	THART-124X2	
COMMST-135	THART-140X2	
COMMST-140	THART-145	
COMMST-145	THART-150	
COMMST-174	THART-176	
COMMST-178	THART-220	
EMS-103	THART-221	
EMS-151	THART-250	
ENGL-101	WFP/N-601	
ENGL-101H		
ENGL-102		
ENGL-102H		
ENGL-152		
ENGL-152H		
ENGL-155		
ENGL-155H		
ENGL-170		
ENGL-226		
ENGL-232		
ENGL-260		
ENGL-261		
ENGL-917		
ETHS-141		
FIRET-106		
FIRET-114		
HEALTH-265		
HIST-101		
HIT-101		
JAPN-102		
JAPN-104		
KIN/F-106A		

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

1	<ul style="list-style-type: none"> <li>- Several teaching methods were used to establish a teaching style suitable to students' learning outcomes.</li> <li>- Real-life examples were implemented during lectures to make the concepts more accessible for students.</li> <li>- A new format for laboratory reports was used to familiarize students with how a professional laboratory report should look.</li> <li>- Group's final project was presented in a conference format and drew students' interest.</li> </ul>
2	<ul style="list-style-type: none"> <li>*using a new textbook</li> <li>*offering textbook free to students</li> <li>*having optional community service</li> </ul>
3	<ul style="list-style-type: none"> <li>*using new textbook</li> <li>*offering text free to students</li> <li>*optional community service</li> </ul>
4	<p>85.2 % of the students assessed met the SLO. There were some knowledge and skills gaps for some students who didn't meet the SLO oral expectations. We must focus on targeting our instruction toward closing those gaps one step at a time. For now, more access to language tutoring services will help to improve this issue.</p>
5	<p>Add to final project presentation video to make it more robust.</p>
6	<p>Added new content. Noted improvement in class performance</p>
7	<p>Again I am faced with lower-than-usual numbers. I am always fine with altering what isn't working, and some assignments could well be beyond some of these students, but what I am seeing here is a slightly more alarming version of what's been happening since many of us switched to online instruction: some students, sometimes a fair number of them, find themselves unable to sufficiently apply themselves in the absence of my physical presence. What shall I do? Probably provide a more direct heads up to incoming students, something along the lines of an alert: you must be, I should tell them, more than usually self-sufficient to pass when taking a class online (and you must ask more questions than you might expect).</p>
8	<p>Again, possible COR revision to move it away from general survey class and more toward real-world activity. Also find ways to mesh with child dev program, other majors, etc.</p>
9	<p>Although both productions were successful this Spring, I feel that as the musicals get more complex it is a good idea to move the musical to the second slot. This will allow the students to work on the music and choreography more as both components get more complex.</p>
10	<p>Although my numbers were under target, I felt that students still did much better overall than in my 101 classes last year. I redesigned my entire 101 course over the summer with new policies, kinds of assignments, and themes, which I feel led to more buy-in and student engagement. Attendance was certainly much improved from the 2021-2022 school year.</p> <p>18 out of the 21 enrolled students passed with a C or better. 11 out of the 18 who passed earned a B; 14 out of the 18 earned an A or a B. The 3 students who ultimately did not pass still met with me throughout the semester to work on assignments or to simply talk (never</p>

	dropped contact), and my hope is that this means they will have a better chance at passing the next time they take the course.
11	Be more effective reaching out to struggling students.
12	Bit disappointed that not everyone passed. Next time? I need to work on community building in my online classes. I also think there are a few things I can do in my shell, we'll see.
13	Challenges in this course was due to testing and program used to assure student compliance.
14	Change some policies for students to complete work they missed at the end of the semester.
15	Content will be added regarding human trafficking to maintain required state EMS objectives.
16	Continue following the processes outlined by the department.
17	Continue to assess. Met goal.
18	Continue to listen to students concerns and work to help the learning process for each student.
19	Derived from Personal Intercultural Experience Video for 1 and the GENE scale for SLO 2.
20	Different strategies were needed in this semester with two students stating they needed additional resources and teaching strategies to aid in their comprehension and retention of the materials presented. Additional content and before class / after class mentoring was provided to each student which aided in their success in completing the course. In the future, due to the nature of the course itself, being fluid in teaching strategies is essential in every student's success.
21	Discuss and biannual SLO meeting
22	Discuss and review this in the department meeting in the Fall 2023
23	Discuss at biannual SLO meeting.
24	Discuss at next department SLO meeting
25	Discuss at next department SLO meeting.
26	Discuss this further at the department meeting in Fall 2023
27	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research.
28	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research to demonstrate basic mastery.
29	Evaluate the listening exercises in the class to improve listening behaviors outcome.
30	Every student that finished the semester scored 80% or higher on the oral proficiency test! Very happy with the results for this course. Two students did not finish the course and stopped attending after the drop date.

31	Excellent academic performance with this online terminology class. Very motivated and participation was exceptional. One area of work was the pronunciation exercises. Although this isn't an SLO it still is an important component of the class. In the future, I will try to assess why the assignment had some students not participating—possible issues with the clarity of instructions. With the next class, I will follow up with all that did not participate in finding out the reason and correct it.
32	Excellent participation and achievement in this summer 5-week class. Class average; 90% In my last SLO assessment, I recommended recording an instruction video for the pronunciation exercises due to poor participation. I recorded that video for this class session and I am happy to report it helped immensely, 97% participation! It was a lesson for me in the future, the instruction videos help with assignments students may be having problems accessing and or understanding.
33	Excellent participation and motivation for this fully online class. Excellent SLO assessment. At this time I will not modify the course curriculum or SLOs. Pass rate: 95% Class average: 88%
34	Excellent participation and SLO outcomes for this online class. Pass rate: 97% Class average: 90%  From my comments on the last class, the pronunciation exercise participation is not where I would like it to be. For the next class, I will make a video explaining the instructions in detail with examples. I'm hoping this will help the students to complete the assignment. I did contact the students that didn't complete the assignment and offered extra help, but I did not see much improvement.
35	Far below department goal for listening Will discuss at Spring meetig
36	Far below department goal for listening Will discuss at Spring meeting. Perfect scores on listening assessment is curious.
37	Five (LatinX) students stopped attending class between weeks 10-15. They each had plans to submit work late, but none of them did. I plan to allot class time to beginning assignments next semester in my Zoom classes.
38	For our advanced students, this Summer's partnership was not productive. Many dropped the course following being recast or reassigned to other roles or positions. The one student who stayed involved was not as engaged as they could have been. We will pivot to other content in the future.
39	For the 1 student who did not follow through the class. I could try to see where they dropped interest from the class. The other is the Target Heart rate calculation. I could try to better explain how to calculate the numbers. Maybe explain more in depth each step. Try rewording my work sheet.
40	For this semester's class, I included numerous student models as examples of writing and allowed students the opportunity to correct written repeated mistakes on main written responses. Modeling examples of excellent writing proved to be a good help to allow students to improve their own writing and consistently evolve as a writer. Rubrics were also helpful to students before major writing assignments, so students could clearly see what they were being assessed on before they began their writing responses.
41	Frequent reminders about out of class work requirements.
42	I believe that I have found a sweet spot in making this course usable for students. We use three of the four major assignments to enhance this year's production and use the fourth

	to build for next year. I used more video this year than in the past and it seemed to increase comprehension.
43	I believe that, while some vital lessons were taught to the students this Summer, we should pursue other opportunities for both existing and incoming students. I do not think that this Summer's programs were the best way for them to showcase their talents and skills.
44	I follow the Honors program outline in addition to the actual course work
45	I had a lot of success with increased workshopping in class with the research paper. Throughout the semester students were also required to write and submit pieces of essays before the full rough drafts were due; this helped many of them make meaningful changes to their process before they completed their rough drafts.
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47	I had and assessed 4 students this semester in English 101H. All students met the target and displayed significant evidence of achievement for the course learning outcomes.  In the future, I would like to move up the timeline and deadline for the major honors projects around the college OneBook so that students are ready and encouraged to participate in other extracurricular honors activities outside of the class.
48	I have continued to add more DEI material, especially relating to Health Care Inequities. Performance is comparable to previous semesters.
49	I have received several complaints from students that they were not able to upload all videos on time for receptive portion and had to wait till its fully uploaded to see what was signed before selcting answers. This ran out their time limit. May consider removing time limit as the bandwidth varies with each student depending on where they live or how fast their internet is, etc.. This is clearly a hindrance for them to score better on this exam.
50	I reassigned essays for students who did not meet the requirement, but they did not revise and kept the original grade earned. I need to come up with a policy that rewriting essays is not negotiable.
51	I See notable improvement in students skills in higher level of American Sign Language for sure.
52	I think we need to rewrite our SLOs because they are too general and not very useful.
53	I will continue to reach out to students who are not participating in the lab.
54	I will reach out to students who aren't participating in prewriting strategies for the research paper. That way I can help them manage their time better, so more students will actually successfully finish the essay.
55	I will spend more time making sure students are prepare for the amount of time it takes to complete a research essay.
56	I will try to reach out to students who do not participate in peer review.
57	I will work on the rubric for SLOs so that they are more accurately describing the work done by students in this class. I currently have it set up so that most students score a 1 or 4, it doesn't represent the work between.
58	I will work on the rubric for these SLOs so they better represent the work being done in the class.

59	I'll be adding additional details, such ASL grammar and structures. The majority of students are producing excellent work on GoReact. Goal: While students need to understand how they can use grammar structures, we need to work on ASL sentence structure.
60	In my experience over the past few semesters, completely online Eng 101 classes are really struggling. There is a huge difference between my online classes that have some kind of online meeting component like Zoom and those that I do not meet with at all. I think that all online Eng 101 classes should be hybrid and have some kind of regular online meetings so that the instructor and the students can meet face to face. The students can ask questions and the instructor can clarify instruction. These meetings do not need to take place once a week, but every other week or 8-10 times per semester would be extremely beneficial to the students.
61	In the future I will continue to develop more creative ways of demonstrating the material a part from slides and traditional video. I will also create group activities that will encourage more consistent participation outside of discussion.
62	In this class, I identified a challenge with a group activity Signopardy (like Jeopardy!) which is competition to win got little out of control but quickly solved it by wait to take turns and play fairly. I noticed that reviewing what we have learned does help students a lot with preparing for quizzes/exams. I see that group discussion definitely support students' process of thoughts and expressive their thoughts through American Sign language. In future, I will create more activities to make the class enjoyable to learn and increase knowledge in Deaf culture. I will add new content in class such as real-life situation discussions. I will create more partnered discussions in class to improve signing skills and increase trust in classmates to support each other.
63	In this class, there was a gap between those who love learning Japanese and others. The former students studied at their own pace and quickly mastered grammar and vocabulary. On the other hand, the latter students tended to forget to do their assignments and often missed classes. In order to fill the gap, I introduced some Japanese games and fun activities, but it didn't fundamentally solve the problem. Those who had difficulty keeping up with the class had a problem with speaking skills of Japanese. Next semester, I am planning to give more video assignments to the students so that I can check their speaking skills and give them feedback more frequently.
64	Met or exceeded expectation in some areas. Need to develop more options for Cultural Diversity as not all students are able to drive to an event to experience real interactions such as being high school students or working over the weekends.
65	More marketing ethics concepts and studies post pandemic must be used to illustrate the importance of business ethics used in today's marketing decisions. Social media, multimedia, and AI technologies is a must for teaching up-to-date marketing skills for modern-day students to continue to succeed, while providing students with valuable information on marketing tactics to keep organizations profitable. Teaching how social responsibility and service is being used in marketing to create a greater impact with a businesses constituents are my recommendations. Collaborative group work and simulations for developing impactful marketing must continue to be integrated into the marketing curriculum, along with providing students with different viewpoints and encouraging open discussions and critical thinking.
66	More than half 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 spoken responses. The target was met but based on the results of this oral assessment, the

	<p>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>
67	<p>More than half 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. Additionally, the 6 students who scored a 1 are students who were inactive and failed to submit their work. A proposed action is to make sure students have clear guidelines, reminders, as well as additional practice throughout the semester to improve the overall results of the assessment.</p>
68	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
69	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
70	<p>My online English course was slightly different. It seems that I need to constantly question the students if they have read the handouts in the modules. I have to somehow develop a way to make sure they read the handout because I have to constantly make them refer back to the necessary handout for their greater success in the course. A majority of the students are not utilizing AI. It is their own work and I can see the evolvment of their writing skills. I am also glad that the students had the confidence to constantly email me with their questions and concerns. It just shows their discipline and dedication in the course.</p>
71	<p>My students did not do as well as I would have liked. I would like to explore the possible reason why.</p>
72	<p>Need to find new strategies to retain students late in the semester.</p>
73	<p>Next semester I would add more specific exercises to help develop students' critical thinking skills. These goals got a bit waylaid among other activities this semester.</p>
74	<p>No actions proposed at this time.</p>



75	Not sure why the turnout for the listening assessment was so low when we did this in class. Could it be clerical error?
76	Observing the students this summer semester I have noticed a few of them are utilizing the AI computer program. They are having that source write their papers and using vocabulary, jargon, and terminology the students do not know or understand. As an instructor, I need to be vigilant in making sure my students do not use that AI program. It is creating a form of plagiarism and the students are not accomplishing the work on their own. The improvements I need to do is to create writing workshop in class so students are not using AI. I am going to create in class workshop where student can begin their essays in class, write it in class and turn it in at the end of 1.5 weeks. I have also noticed second language learners are utilizing it. They cannot pronounce the advanced wording or vocabulary. This summer semester I had to adjust and modify my lessons to fit the needs of some struggling students who used AI and create a seminar class of discussion and workshop. I was more like a tutor rather than the instructor teaching them the information. I had to address each student, look at their essay and recognize the tone, vocabulary, and constantly question the students work. Next semester will evolve into a different class of workshop and group work. Luckily, I had a small summer class because during the semester this will be a challenge, but I am ready for it.
77	Of the 40 students, 10 failed the class. These 10 students received a 1. Of those who passed the class, they were able to meet the SLO goals of the course. In the future, more effort will be made to reach out to students failing.
78	Often I had two or three students who struggled with basic things like multiplying or reducing fractions, which made it extra challenging when going over permutations and combinations. So, I did add some new content to help with these learning gaps, such as frequent little quick side notes and examples of these fundamental concepts. The immediate verbal feedback from the students was typically positive.
79	Once again, I will try to reach out to students who do not participate in prewriting techniques.
80	One challenge was getting students to apply class content to a new situation. I had the students use an online chemistry lab simulator to do calculations for a titration. This was a strategy to discover if students are understanding concepts versus learning by rote or memorizing steps. I will continue with this strategy.
81	<p>One surprising take-away from this semester was how well many of my students performed on a timed writing examination. In that assignment, I had fewer gradations in my rubric, which I do believe gave students clearer goals to aim for in the assignment. I hope to replicate this more in the future.</p> <p>While this class did meet the target goal of above a 70 percent pass rate, I do feel there are areas of possible improvement. Having spoken to a few of the students who just did not persist and continue attending, many of them simply had life events that made continuing difficult. I hope to have more conversation about support for these students so they know their options in terms of withdrawal from the course. I also will be using an embedded tutor for all of my 101 courses so that students are more aware of support available to them on campus.</p>
82	Only one honors student though only a 2 on listening assessment is curious and will be discussed.

83	Other than the one student that was given an Incomplete, this group was involved and group more discussion-oriented as the term went on. I am going to switch out The Great Dictator out for Pan's Labyrinth in an effort to add in one more genre that has another world view.
84	Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring.  No changes to class planned at this time.
85	Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
86	Recognized that the Deaf Culture/History was difficult one for students to tackle and will need to review how it was administered and perhaps make smaller chunks of quizzes that leads up to final assessment. The rest looked good and are reflective of previous classes.
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88	SLO's 1 and 2 are derived from the second argument assignment due in class. To be discussed at next Faculty meeting.
89	So excited that this is one of my most successful classes to date. I think community was the huge difference here -- the students built a chat group and we had a potluck in class. We also did things like visit the community garden and other feel good activities.  I'd like to do more of that -- build in the support for the community, it doesn't always happen, but won't if it isn't there from the beginning -- only question is, how do you do it on an online class.
90	So strange as I only received 4 responses for listening which seems to be in error as we completed these in class. It surprises me that there are not 8 responses like SLO 1, which assessment is embedded in the final exam.
91	Spring semester 2023 I tried to engage students with more group work where critical thinking was involved, along with keeping learning more interactive to keep students

	<p>motivated. This included business simulations, collaboratively working on SWOT matrices for various business organizations and timed group challenges where teams had to work together to accomplish tasks to be awarded bonus points. I also integrated newer, post pandemic ethical case studies where companies have been challenged with many ethical issues since the pandemic. Challenges continue to be keeping students motivated, engaged, and wanting to learn more about the globalized business world that we live in today. Moving forward I feel that it is important that students continue to cooperate, socialize, and work together in the classroom on business activities that keep them occupied and challenged. I also feel that the integration of more technology-driven activities is a must moving into the future classroom environments.</p>
92	Student was assessed as part of the main class.
93	<p>Students all achieved SLO's, some required re-evaluation and coaching but effectively accomplished evaluation requirements and met the standards for performance.</p> <p>No need for change in the future, these evaluation criteria are specific and appropriate to course outcomes.</p>
94	Students assessed under main class.
95	<p>Students benefitted from drafting models and time to work with me directly as they revised essays.</p> <p>Students showed ability when they read and wrote but struggled with deadlines, so their grades do not reflect their abilities.</p> <p>Students with a strong reading foundation were far more likely to succeed with all assigned work.</p>
96	<p>Students benefitted from examples of well-argued paragraphs and essays. Many wrote stronger essays as the semester progressed. Students also benefitted from time in class to work with me individually.</p> <p>Students who did not complete the reading homework struggled to complete the essays with success.</p>
97	summer course
98	<p>Target Met.</p> <p>PowerPoint Presentations were popular assignments and well liked by the students.</p>
99	<p>The biggest indicator of success in this goal was attendance and participation in the preliminary writing assignments that scaffold the essay writing process. Students who did not attend or missed assignments eventually dropped the course and were graded N/A. Attendance policy was strict this semester, and it did not seem to improve student attendance. I am unsure of where to go from here, I think perhaps in the future I should provide multiple opportunities to engage with each phase of writing rather than one assignment.</p> <p>For critical thinking, most students exhibited great affinity towards thinking about complex subjects due to multiple group-based analyses of texts. Class discussion was routine, and all students present participated (even the ones who eventually dropped due to attendance/missing assignments). I believe this aspect of my class is the strongest and will not likely change.</p>

100	The course continues to run as designed and has resulted in students understanding the practice and content of Philosophy as a discipline.
101	The course continues to run well and as designed.
102	The course organization worked well. I need to clarify certain test questions and add a section on "spin" to the discussion of fake news.
103	The learning gap I identified as the most prominent was the one that arose between students and the different levels of motivation they had to engage in the course material. I will continue to work on closing this gap by increasing student buy-in to the material by highlighting the use it has for them as they enter the professional world.
104	The numbers may not seem to indicate it, for I certainly lost a few students this time, but I feel I'm on the right track here. The numbers reflect an unfortunate reality: sometimes it isn't the instructor; sometimes it isn't the material; sometimes it's just the luck of the draw. "Effective" moves I might make aren't ones I'm comfortable with: using, for example, easier readings, or assigning simpler papers. I will be mulling over assigning a--lord help me--simplified analysis paper, but I doubt I'll go that far.
105	The only students who "did not meet expectations" were those who either were notified at the beginning of the semester as "not being ready for the class" or those who had a high number of missing assignments. I am pleased with the results from this class.
106	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs.
107	The research project needs to happen sooner and have much more emphasis. Also, I think making the project a portfolio-style project, where students submit a range of evidence for their ability to conduct and compose research would make sense (I will experiment with this next semester.)
108	The students did not like being made to do problems on the board at 1st. But after the 2nd test they began to understand the problems better and were happy with their improvements.
109	The students were assessed on their speaking skills. According to the data all students demonstrated the mastery of vocabulary and grammar in their oral presentations and have met the expectations and requirements for Spanish 101. Some students still struggle with pronunciation. To improve their pronunciation, I may need to assign reading aloud as homework. One student didn't show up for the exam. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
110	The students were assessed on their speaking skills. The data shows that all students demonstrated the mastery of vocabulary and grammar in their oral presentations and have met the expectations and requirements for Spanish 101. Some students still struggle with pronunciation. To improve their pronunciation, I may need to assign reading aloud as homework. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
111	The students were assessed on their speaking skills. The data shows that all students demonstrated the mastery of vocabulary and grammar in their oral presentations and have met the expectations and requirements for Spanish 102. One student didn't show up for the exam. I am pleased with the results of this assessment, and I will continue using current instructional methods.
112	The students who excelled were the students who came to have one-on-one interaction with me and/or a tutor, so I think in future semesters I'm going to spend more time

	encouraging students to visit me during my office hours and to visit tutors when they need support. I may even use student-teacher conferences more.
113	The time restriction for expressive was too short or tight as we only have 50 minutes to complete and this class seems to require more time than other class did. Perhaps use library next time so they can stay longer and complete the exam in 90 minutes than 50.
114	There are several reasons the class meets the rubric standards. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become a firefighter and learn about life safety. Having all the students involved is a massive part of a successful class.
115	There are several reasons the class meets the rubric standards. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become a firefighter and learn about water supply. Having all the students involved is a massive part of a successful class.
116	This class accomplished an extraordinarily high level of Japanese communication skills. Their final group presentations (creative skits in Japanese) were all amazing. One student dropped the course in February or so due to a medical reason, which was unfortunate. But all the remaining students really enjoyed and mastered a lot of Japanese language and culture.
117	This class allows for diverse texts and much critical thinking. No changes.
118	This class could simply be atypical, but I would like to see higher scores. My classes are all online, so much depends on my written material. While avoiding simplification that insults better readers, I may have to simplify my writing.
119	This class felt (and was) much more successful than when I taught it the previous fall. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I also created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well.
120	This class met or exceeded all SLOs and did great. The student(s) who struggled, admitted to not doing the work, but had a number of "reasons" (aka excuses) as to why. I would love to see "student accountability" be a topic in our CHC or intro to college classes.
121	This class originally had 20 students enrolled but almost half dropped once they realized nutrition for fitness and performance relies heavily on sciences and some math. The students that did remain in the class were athletes, fire science and those trying to make lifestyle changes. These students did extremely well. They interacted heavily with each other and discussion boards, asked questions and stated they left the class empowered to achieve their nutrition and fitness goals safely and effectively. I think in the future the description might include that this focuses on the scientific research and theory as opposed to non- scientific advice.
122	This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to

	helped improve student performance from the beginning of the semester to the end of the semester.
123	<p>This course was a pilot course for going gradeless. After talking with the students, I learned about some changes I will make for future gradeless classes, as well as this course specifically.</p> <ol style="list-style-type: none"> <li>1. Include more 5-point rubrics so students can get an idea of the grade they would be receiving, without actually being graded.</li> <li>2. Make sure to have quizzes, benchmarks, or assessments to motivate students to study more and review their notes more frequently.</li> <li>3. Change weekly Skills Demonstration videos to every other week, with the in-between weeks requiring students to make corrections and resubmit the previous weeks' video.</li> </ol>
124	This dual enrollment group was well-prepared for College English and easily met the writing and reading standards. If anything, they might need more focus on time management because of their work load and extracurricular activities. Breaking some assignments down into smaller parts might help them keep up.
125	<p>This late start section had a higher proportion of low grades: students who just stopped doing the work (or really never started).</p> <p>It is not that I am teaching the SLOs differently. This is just a different crop of students in the late start section, with different motives and expectations.</p>
126	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
127	This particular course did exceptionally well. I did feel that there was a greater sense of teamwork and camaraderie within the course, which I think could be attributed to generally higher attendance. I wonder if courses a bit later in the afternoon tend to do better than those early in the morning. I hope to replicate this more in future classes, perhaps with more collaborative work and by including an embedded tutor in the course.
128	This semester all 4 students have demonstrated the excellent proficiency in speaking Spanish.
129	This SLO function is problematic insofar as assigning the correct Instructors to each section for the listening assessment. It appears from the received printout I (Urbanovich) am the instructor for sections 10, 70, 71....though I was only the instructor for section 71. The small number turned out appears to be a problem of administration, not a low amount of student participation in the SLO. Will work with OIERP on this matter.
130	This SLO function is problematic insofar as assigning the correct Instructors to each section. It appears from the received printout I (Urbanovich) am the instructor for sections 10, 70, 71....though I was only the instructor for section 71. The small number turned out appears to be a problem of administration, not a low amount of student participation in the SLO. Will work with OIERP on this matter.
131	This small hybrid class was most students' first on-campus experience since the pandemic. Overall the students were motivated, and participation and attendance were excellent! I did find the confidence in their knowledge of the word parts did lack. For the next hybrid class, I would spend more class time on reviews and quizzes on the word parts. Overall I was happy with the outcome and wouldn't change any content or SLOs. Class average: 88% Pass rate: 93%

132	<p>This summer I tried new strategies this semester having ONLINE and CLASSROOM participation first few weeks and the rest of the semester. It was challenging. 1 out of 3 completed the ONLINE as asynchronous while the other 2 did not come or complete the course.</p> <p>The class/GoReact performance has great results since I added options for the students ONLINE and CLASSROOM access.</p>
133	<p>This term, we presented two new plays which gave the students the opportunity to create their roles without having any preconceived notions of what other performers had done. We will continue to do this to foster a sense of creativity.</p>
134	<p>This was a brand new course this semester. I offered a textbook free course including numerous materials that were intriguing, interesting and simple to navigate. I give the option for community service with the option to opt out of the final writing assignment with the inclusion of additional community service hours.</p> <p>I will be researching additional textbooks for additional reference purposes as well as videos, articles and reference material.</p>
135	<p>This was a brand new course this semester. I offered a textbook free course with excellent pp's, reference material, videos and other outside sources for an excellent learning experience for students. I allow students to submit their work in multiple formats, essays, pps, video/audio, poetry, music and other creative formats. I allow for students to choose from a list of interesting topics for their final writing assignment as well as offer the opportunity for them to choose their own topics in the form of essay or pp. Students can complete community service with the ability to opt out of their final writing assignment with additional community service.</p> <p>I will seek additional textbooks and information to further add to the resources for the best learning experience possible.</p>
136	<p>This was a summer course.</p>
137	<p>This was my first time teaching an 8-week accelerated online DE course, so it was a new learning experience for me as well as my students. One thing I noticed was that even though I held regular office hours and those office hour times are posted clearly in a variety of places, no students came to my Zoom room of their own accord. There were two particular students who had emailed me with questions about the course work, and when I asked them if they could attend my office hour, they were very comfortable doing so. When I asked why they hadn't sought me out through my office hours earlier, they each replied that it hadn't occurred to them to do so because it wasn't a Zoom course. This makes me think that I'll reach out to students far more actively in any future 8-week DE courses I teach. I'll be sure to regularly remind students during the weekly announcements I already post that they're welcome to seek me out on Zoom during my office hours, and when students email me with questions individually, I'll invite them individually. The two students who attended my office hours did much better in the course than they would have if they hadn't had that face-to-face time with me, so it's worth actively campaigning for office hour visits.</p>
138	<p>This was one of the most successful acting classes that I have ever had. I implemented some changes to the activity schedule, such as the accent exercise, and was able to build a better skill set for the student actors. We also emphasized the opening assignment of individual video clips to get a common language as to what each student thought good acting was, which served as a through line for the rest of the term.</p>

	The initial group stayed more stable throughout the term, so I think that I will continue this structure.
139	This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As. They had the fewest posts, the lowest number of submitted essays, the most missed quizzes. I hope this section does not portend the future.
140	To be discussed at annual Comm Studies meeting.
141	To be discussed at annual faculty meeting.
142	To be discussed at Bi-Annual SLO meeting.
143	Used novel essay structure in class -- intend to expand on and simply that. Content will remain same, but be expanded, i.e. solider basis in research given. Building course reader and dedicated Canvas Shell.
144	We need a new SLO assessment to try something new
145	we need a new SLO to asses
146	We need to write better SLOs.
147	We need to write more comprehensive SLOs.
148	We will discuss this in the Spring 2023 SLO Department Meeting.
149	Will discuss at spring 2023 SLO meeting
150	Will discuss results at Spring 2023 SLO meeting
151	Will discuss SLO results at the Spring Department Meeting
152	Will discuss this in the department meeting in the Fall 2023
153	Will reevaluate the effectiveness of the listening SLO. SLO 1 embedded in final examination for course.
154	Will review at our faculty department meeting in Fall 2023 semester.
155	With near 90% success on most SLOs, I plan to continue using the lessons and assignments I have in place. I may re-word some of the SLOs to better align with the assignments and combine those that use the same assignments for measurement purposes.
156	Work on retention techniques, provided this does not necessitate a lowering of standards.