

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Written and Oral Communication

Assessed: 2023-2024

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 2023 or Spring 2024 semesters. Assessments occurred in 482 sections and resulted in a total of 6,809 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.	5,333	78.32%

List of courses where outcomes were mapped to the ILO (92 Unique Courses).

ANTHRO-102	FIRET-106	
ART-100	FIRET-114	
ART-126	HEALTH-102	
ART-132	HEALTH-263	
ART-226	HEALTH-265	
ART-232	HEALTH-267	
ASL-101	HIST-100	
ASL-102	HIST-101	
ASL-103	HIT-101	

ASL-104	JAPN-101	
ASL-105	JAPN-102	
ASL-205	KIN/F-106A	
BIOL-100	MULTI-100	
BUSAD-145	MUSIC-100	
CD-133	MUSIC-103	
CHEM-123	MUSIC-150X4	
CHEM-150	PHIL-103	
CHEM-151	POLIT-100	
CHEM-212	POLIT-100H	
CHEM-213	PSYCH-100	
COMMST-100	PSYCH-111	
COMMST-100H	PSYCH-120	
COMMST-111	PSYCH-201	
COMMST-111H	RADIOL-106	
COMMST-125	RESP-237	
COMMST-135	RESP-302	
COMMST-140	RESP-303	
COMMST-145	RESP-401	
COMMST-155	SOC-100	
EMS-103	SOC-105	
ENGL-101	SOC-141	
ENGL-102	SPAN-019	
ENGL-102H	SPAN-101	
ENGL-127	SPAN-102	
ENGL-128	SPAN-103	
ENGL-152	THART-100	
ENGL-152H	THART-120	
ENGL-155	THART-123	
ENGL-155H	THART-124X2	
ENGL-163	THART-134X4	
ENGL-170	THART-145	
ENGL-226	THART-245	
ENGL-232		
ENGL-917		
ESL/N-601		
ESL/N-602		
ESL/N-603		
ESL/N-604		
ETHS-141		
ETHS-163		

Use of Results/Proposed Actions – Individual Submissions

1	<p>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.</p> <p>I regularly look for new strategies, but they don't seem to be moving the dial.</p>
2	Add lesson on media related presentation skills
3	Add lesson on media specific presentation skills
4	AI resulted in two Cs and one student who stopped coming to class despite my contacting them several times.
5	All the students met the requirements for the student learning outcomes. I plan to add my variation in media content to address the need for different learning types in the course.
6	Argument #2 used as rubric from assessments 1 & 2.
7	As an instructor, I think I am going to have to create a different theme for my course. Students are uninterested in reading academic journals on the topic and I have constantly found myself adjusting and modifying lessons for greater understanding. I have noticed that the students start out very strong and mid way through the semester they just drop off. It is saddening that they just give up. The ones that do very well for themselves pull through. I have found that I have to constantly reteach. I have to constantly go over the important handouts, go over directions and adjust my essay guidelines because the expectations/ Rubric is too hard. I remain connected to the SLO's but it is very difficult to reach these 15 students. Maybe a new theme for the semester will be a better idea.
8	As mentioned in previous SLO submissions, student love exploring food from a global perspective as well as exploring their cultural backgrounds in respect to their food preferences. This class continues to be incredibly popular, incorporating lecture with highly current videos to prompt lively discussion boards. Added this quarter was the Billie Elish documentary "Which is killing us, drive-by or drive-thrus? " along with "They're Trying to Kill Us". The final paper gave students the goal of writing a 2,000-word essay on their culture, upbringing, and how living here has impacted their cultural pluralism continues to prompt deep thought and cultural awareness. I plan on adding additional current events, podcasts and videos for the course in spring 24.
9	As this was my first semester officially teaching, I have a lot to improve, especially in class management and having better and improved class activities. That said, I felt I had good rapport with students and since I will be having the same students for next semester, I hope to try new strategies. One of these changes, for example is having copies of all handouts in class and not just a digital copy. This request was made by students, since they feel more comfortable with a hard copy than a digital copy that can be difficult to access due to WIFI connectivity.
10	As usual, I used new material for One Book One College. Students seemed to enjoy the graphic novel. Will continue to refine.
11	Based on this data- I will be trying newer strategies when it comes to cumulative expressive and receptive exams. I would like to look at their formative assessments in terms of expressive as well. I believe the scores would reflect differently. There were some students who missed the expressive or receptive exams completely and some students were completely inactive towards the end. I will offer more zoom pop in for

	online courses because that really helped in the beginning. That is something I would do differently next semester.
12	By adding powerpoint presentations to my lectures, I was able to really engage my students with the historical and technical aspects of singing. I also saw a marked improvement to the class by starting the process of learning the music for the group performance (the spring musical) much earlier in the semester, giving the students enough time to feel comfortable with the material before moving on to the other elements of the performance.
13	Challenging student, but I survived.
14	Class SLO percentages were significantly lower in this online class. Having one SLO percentage below the average rate is very unusual, due to non-completion. I had many students with family and personal health challenges. The majority did complete the class, but 5 students could not continue and plan to re-take the class. I did note that participation was best with group assignments, such as discussion board. I will know this for future courses and consider more group participation assignments. I will continue to encourage communication with the students who struggle with the material or have personal challenges that prevent them from participating. I will consider more counseling referrals through Starfish as well. Overall pass rate and class average were good. Pass rate: 86% Class average: 81%
15	Clearly, new strategies are called for, but honestly only in the area of retention; students who stick around succeed in reasonable numbers. The trouble is, after altering my approach in terms of written communication (I now teach online exclusively), I have scarcely cracked the retention case: regardless of my approach, students drop sometimes in large numbers, occasionally even before the first paper grades are in. What's left are 1) accept it, 2) lower my standards, or 3) change the material. I've tried the latter, to little effect. Perhaps I will ask my co-chairs and colleagues for their input.
16	Continue to give informative feedback for assignments throughout the term.
17	Continue to improve student interaction and participation, there were a few students who did not turn in a final despite great attendance
18	Continue to introduce new examples. Monitor drops more carefully and intervene as appropriate.
19	Continue to listen to student feedback and look into ways to improve student's learning experience.
20	Continue to reach out to unresponsive students who are not actively engaging with the material available on Canvas.
21	Continue to refine ePortfolio (evidence-based grading).
22	Continuously update résumé and jinterview assignments ensuring information is relevant to trends.
23	Direct connection between class participation and success.
24	Discuss at Fall 2024 department meeting
25	Discuss at next SLO meeting
26	Discuss in 2024 department meeting

27	Discuss this with department meeting in Fall 2024
28	Due to increased engagement with the honors students, there is not much more I can do when we meet our target.
29	<p>During the recent assessment, it was noted that two students missed taking the receptive portion. This absence had a noticeable impact on the overall average, considering these students were proficient and likely would have achieved good grades. To ensure a fair reflection of their competency, it is recommended to allow these students to take the missed portion, even if they missed the deadline. This will provide them with the opportunity to demonstrate their abilities, thereby reflecting accurately in the evaluation report.</p> <p>In light of the circumstances, it is proposed to grant the two students who missed the receptive portion an opportunity to complete the assessment. This decision aligns with the principle of fairness and ensures that their competency is accurately reflected in the evaluation report. By allowing them to take the missed portion, the evaluation will provide a more comprehensive and equitable assessment of their abilities.</p>
30	Eng 101 students are really struggling with online and hybrid classes. I have suggested to the department chair to have more online class meetings and some face to face meetings for Eng 101 classes.
31	<p>Excellent motivation, participation, and SLO completion for this online class. Pass rate: 97% Class average: 90%</p> <p>Through this SLO reporting, I am tracking class completion of the pronunciation assignment, which is not currently an SLO for the fall semester.</p> <p>Participation is improved through the instructional video I posted. I feel this part of the course is important, I'm striving for all students to participate and feel confident in their ability to correctly pronounce the medical terminology they have learned.</p>
32	<p>Excellent participation and academic achievement in this online class. Pass rate 98%, Class average 92%. I continue to track participation in the pronunciation exercises for the course. For this class, I'd consider it very good at 88%. I continue to concentrate on improving participation in this area, at this time I will not change the SLOs I currently use. Since implementing the instruction video and contacting students who are not participating, the rate of completion has significantly improved!</p>
33	<p>Experimented with ePortfolio system and creating multimodal public project towards the end.</p> <p>I think there is room for an online system to publish student work, perhaps the journalism course, etc.</p>
34	<p>For this course, I focused more on feedback in terms of better developing their songs and websites. I noticed however, some students only accomplished what we did in class, and did not put forth effort outside of our class sessions. Rough drafts were submitted again for their final drafts, and feedback was not applied. Next year, I plan to restructure the class a bit to have more conversational practice in class, and optional time to work on projects (this will be encouraged to complete during office hours instead). I will require separate videos to be submitted as final drafts. This course is currently being taught as a once-a-week hybrid. I am considering making it a twice-a-week class so students don't lose conversational practice, but still have the time for in-class project work time. I am also looking to host a field trip to CSDR or CSUN. This could be done in partnership with the</p>

	Hands on ASL club and would satisfy the "Deaf event requirement," making it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."
35	For this outcome, I showed the students how to calculate their desired exercise intensity. Then, had them perform a routine and to determine if they are reaching their prescribed intensity. All students reached the desired heart rate. The only students that did not were the ones that didn't complete the assignment. I am happy with their effort as their calculated heart rate demonstrated this. As for a challenge that I would like to improve is having the students submit their assignments in a timely manner rather than the last hour that it is due.
36	For this semester, I lengthened the amount of time we had for our middle research paper. I do feel this helped students complete this first more stressful assignment, but that left a little less time for the final paper. I do plan to look at other ways to help make sure that students get more writing done in class, which I think will also lessen the temptation to use AI for help on the final paper.
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38	Great bunch of Honor's students!
39	Great group of creative writers!
40	Great group of students and positive learning environment. Two students left after drop date due to family emergencies.
41	I am adding personalized video and lectures to the course for more in depth student learning I am creating a COMMUNITY SERVICE oriented presentation as FINAL ASSIGNMENT option I will be updating my HOME page to assist students more efficiently
42	I believe offer students more time to submit work, and providing more group projects has allowed students to do much better in engagement, and fully understanding the concepts for the CLO'S
43	I did notice some improvement in student motivation for learning this term compared to the first year we returned from remote instruction. To enhance student comprehension and engagement, I've introduced additional content in the form of several worksheets.
44	I encouraged students to go to the Tutoring Center for help on their essays, and those that did wrote better essays. In the future, I will require it.
45	I feel quite satisfied with the results for this class. I'm looking into new strategies for reaching students that don't submit their assignments or come to class regularly.
46	I feel the semester was a success. The biggest problem was getting this class to turn in their work. I did give extra time and options. The four that received failing grades chose not to respond to me.
47	I had 14 students in this course and a variety of them did and did not accomplish the assignment. The essay that was involved was 4.5-5.5 pages. It seemed like that was too many pages for them. They seemed very overwhelmed. But the students that did

	accomplish the assignment did very well for themselves. The rest of the students just seemed to give up or either had personal issues. This was a very hard semester in motivating the students to actually work. I am always adjusting and modifying lessons and assignments but I will not make it easier for the student.
48	I had 8 students stop attending class mid-semester despite numerous attempts to encourage attendance. Those who stayed did well and passed. Since my 17 week in person classes did so well, I'm curious to see if other's struggled with attendance/attrition in their Zoom classes this semester or their 13 week classes.
49	I have introduced some new techniques.
50	I have made several tweaks over time and goes to show students are responding well to outcomes and meeting these goals. Will continue to add new content that's more relevant to current events and meeting outcomes as well.
51	I intend to incorporate more strategies to engage students. I had a few students who attended class, but rarely submitted work. I plan to come up with ways to mitigate this.
52	I need to do three books each semester or else students lose focus; next semester I will go back to three. I also need students to participate more extensively, so I return to my earlier method of having "student experts" each day reading is due. I will also include these grades in the 30% of their class grade that does not have to be writing. Students need to feel more accountable; when they are absent, they will get a zero; the same will be true for reading quizzes. Student attendance was terrible this semester in my period 1 class, and could have been better in period 2.
53	I noticed that many students had a period of declined participation around midterms. Many of them commented on this themselves to me in various ways, and many of them attributed it to burnout and procrastination, so I'm wondering if it would be best to have some kind of gentle student conferences around that time in the semester. I've done student conferences occasionally in past semesters, usually to touch base with students about their current grades, and I honestly wasn't sure if these conferences were an effective use of our class time or not. However, I'm wondering if a better focus for student conferences in order to address these issues of burnout and procrastination might be to emphasize the students' self-efficacy/accomplishments and to encourage them overall rather than just a basic, general grade check like I've done in past semesters.
54	I plan to add more non-fiction readings to the class next semester
55	I plan to include more SLO test questions in exams to measure progress throughout the course.
56	I re-vamped this class with shorter presentations, and video comment blogs to check understanding of lecture content in small doses. Students loved asking questions about specific lecture sections online, reinforcing content. Many students struggle to keep up with a fast-paced course like this, so we had several D's and F's from failure to complete assignments on time. In the future, I will set goal posts and more announcements to combat this.
57	I see notable improvement in both expressive (signing skills) and awareness of Deaf culture (knowledge of Deaf culture) but need to improve receptive (understanding and interpreting ASL segments). I plan to have more activities to improve receptive skills such as partnered or group signing game "ASL Bingo" and "Kahoot!" and watch more ASL videos related to units 1-4. With my proposed actions, students would be able to understand and interpret ASL segments.

58	I see notable improvement in both expressive (signing skills) and awareness of Deaf culture (knowledge of Deaf culture). Even though receptive (understanding and interpreting ASL segments) is improving but it still need more improvement. I plan to have more activities to improve both expressive and receptive skills such as partnered or group signing game "ASL Bingo" and "Kahoot!" and watch more ASL videos related to units 1-4. With my proposed actions, students would able to understand, interpret ASL segments and express them through signing in ASL.
59	I see notable improvement in both receptive (understanding and interpreting ASL segments) and awareness of Deaf culture (knowledge of Deaf culture) but need to improve expressive (signing skills). I plan to have more activities to improve expressive skills such as partnered and/or group dialogues during class so they can have conversation between two or more people. With my proposed actions, students would able to understand and interpret ASL segments.
60	I think for any student who did not do well on the assignment, connect with them and give them a chance to redo it.
61	I think that the formula of video, lecture and active presentation of a script is a winning combination for this class. Several students have signed up for more classes and opportunities following the class.
62	I tied in the Fall productions more into this class than I had before. This seemed to make the lessons more relatable. This was borrowed from the Intermediate/Advanced classes, so I will continue doing this. I think that I can use this mentality to make the program more integrated across class sections.
63	I tried incorporating an activity with an element of AI (we played a game of "stump the chump" that used AI as the "chump" role of the game), and it went very well. I'm finding that a lot of students are unsure what to make of AI, especially in academics, so the game opened up an opportunity to interact with AI and to have a conversation about its pros/cons and best/worst usages. I'd like to keep investigating AI as a potential course component for other possible activities.
64	I want to move to make my literature classes evidence-based. Under that system students will have more clear-cut criteria on how they prove competence with this SLO. I think greater transparency is needed for students in how to succeed.
65	I will add more assignments where students practice citing.
66	I will include more SLO questions in exams to measure progress.
67	I will try to identify learning gaps earlier in the semester to catch those students who are struggling especially in the areas of reading skills and completing assignments.
68	I would like to be more involved with students who struggle, but this can be difficult with asynchronous courses.
69	I would like to interact more with those who are struggling, but whenever I reach out to them, they don't respond. That had to do with the course being asynchronous.
70	I would use this assignment again. It was a helpful way with connect the literature to the student.
71	I'm looking for ways to motivate under-prepared students to submit their assignments after Census or midterms. I contacted them via Canvas messages in the grade portal and sent out numerous emails and announcements trying to encourage them to do the work. I'm going to tighten up my due-date expectations since I've softened them (accepting late work without penalty) in the pandemic crisis. I think it's time to change some of my rules for accepting late work. I don't want to be too extreme, just adjust the rules. I'm quite

	concerned about dropping students at Census and feel we need more guidelines on the matter since we're in the aftermath of the Covid crisis.
72	<p>I'm not sure what to put in these SLOs as have not had training on it either way. I am happy to provide more feedback to the program based on my records.</p> <p>There were many requests for a English conversation class students could retake.</p>
73	In each assignment, particularly with the in-class essays and critical thinking essays, students were introduced to multiple ways of outlining their essays to effectively present and defend their opinions. Among these multiple ways are published essay examples, video essay examples, and argumentative forms. There was a great need for encouraging class participation through group work and class work in either discussions or interactive activities. In the future, students will be learning through more interactive activities to learn in multiple ways.
74	<p>In the future I will introduce forming a hypothesis and analyzing data earlier in the semester.</p> <p>Students struggled with basic math skills, such as calculating percentages. Reviewing formulas and examples was critical.</p> <p>Students scoring at level 1 were absent during lab activities, skipped lecture and had many missing assignments. Learn options available for reaching out to students to encourage attendance and participation.</p>
75	<p>In the next iteration of the class, I plan to make minor adjustments to the schedule of readings to include another short novel. The novel Bless Me, Ultima seemed to really resonate with students and helped them make sense of the critical theory we had read, so I think having a second short novel will benefit students.</p> <p>We were also able to align with cultural events on campus, so I hope to modify the course so that the spring course also is able to align with campus events. I thought this particular element of the class was a success.</p>
76	In this class I had a couple of non-attenders, which was unusual for an Honors section. It may have been due to the early nature of the class, meeting at 8am. I did keep up and try to encourage these students to attend classes and make up missing assignments, but received mixed results at best. I'm not sure that there is much more I could have done to encourage these students. The assignment for the Honors project was the same as the one I've used in other classes with almost 100% pass rate, so I can't think of any other reasons it might have been different.
77	In this class, I revised the content in some significant ways: I included the One Book/One College text (They Called Us Enemy), I changed the second course unit to be focused on students' own communities, and I spent more time working with students in the researched writing unit. The plan is to continue to adapt the research unit to include more more upfront with students' personal values and beliefs to help them choose research topics very relevant to their own lives and communities.
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80	In this course, more students did not cite correctly. I may add another citing assignment next semester.
81	Including more diverse topics for this essay may be helpful in the future.
82	Incorporated elements: 1) new teaching and learning strategies 2) new content--i.e. texts, assignments, activities 3) interactive and flexible lesson plans geared toward student interest
83	Influence if mass media assessment is embedded in final so we had a full turn out. The listening assessment was only completed by one student. Need to figure out why.
84	It was definitely a challenge to get students engaged early in the semester. I distributed surveys to students throughout the semester to find out what was working for them and what wasn't working for them. One thing they requested was to have more in-class interactive activities. I did see an improvement in their thinking and reasoning the more we did this. Students continuously expressed that it was hard to them to keep track of the historical aspects of psychology and sometimes struggled to see the relevance in the real world. I began trying to make more connections as to how any particular study can shed light into human behavior. In the future, I think I will incorporate more academic article discussions so they can see that connection more clearly.
85	I've edited content to be more equity minded and I think it's helped. I feel like I'll be revising it even more and also making sure to communicate with students who are not participating or coming to class earlier on in the term.
86	Listening assessment still have execution issues
87	Many students did not submit the required essay and those who did were impacted by others lack of participation. In the future, I will try to establish more/different drafting activities to ensure adequate participation and feedback.
88	Many students stopped attending the course and doing the assignments that led up to the essay. I will reach out to them more next semester.
89	Many students stopped attending the lab and doing the assignments. I will reach out to them more next semester.
90	Many students stopped attending the labe and doing the assignments. I will reach out to them more next semester.
91	Missed the target on SLO 2. Moving forward I will provide more resources for students on writing.
92	Most of the students in this course have shown progress in the clinical setting. We have received feedback over the past couple weeks that one of our students is not participating in clinic as we would have hoped. This student has struggled with showing initiative since the beginning of the semester. We have spoken to this student on several occasions, and it doesn't seem like any progress has been made in that area. Another student is not retaining information regarding positioning patients for multiple exams that have been

	<p>taught this semester. The rest of the students are at a level we expect of them for this point in the program and some are exceeding our expectations.</p> <p>I am new to this position and in the Spring semester, I plan to implement more one on one opportunities for students in a lab/clinical setting and allow them more time to practice what they have learned.</p>
93	Most of these students were highly motivated and did well. I have not figured out what to do with the others.
94	Moving forward I will continue outreach/communication to unresponsive students. The big challenge does not seem to be content or assessment for this course, but rather a majority of students in a late start dual enrollment course feeling overwhelmed with pace and workload. In the future, I will attempt to stress the importance of weekly check-ins.
95	Need English writing basic skills. Will increase draft focus. Will work to provide adequate SPSS program time with and without supervision for students.
96	None
97	Need to rethink grading strategies.
98	Need to use more just-in-time support.
99	New strategies, encourage students take the quiz during the classroom because they are often forgot the take the quiz.
100	None. For this single student, at least, no actions seem warranted. I might emphasize more often the importance of proper citation, but even that seems generally unnecessary in this case.
101	Not as high as a pass rate as I would have liked to have seen. I noticed that many students missed essays and just stopped submitting anything. I did have one student who consistently plagiarized using AI. Even though I communicated to her several times that this wasn't acceptable she continued to do it. I need to update with an AI policy in my next syllabus and follow-up further with emailing students who fall behind.
102	<p>Numerous students either withdrew from or disengaged with the asynchronous course. Despite my efforts to reengage them, the outcomes were unsuccessful, resulting in a significant number missing the final assessments and subsequently failing the course. It is noteworthy that the identical course modules were employed in the previous year, where a considerable number of students successfully remained engaged and performed well. The disparity in outcomes between this semester and the prior one remains unclear.</p> <p>In response to feedback received, students expressed a desire for increased interactive opportunities with their peers. I take these suggestions seriously and intend to incorporate them into future iterations of the course. Specifically, I plan to develop more interactive assignments that facilitate meaningful "conversations" among students, while concurrently providing a platform for the evaluation of basic linguistic and grammar requirements.</p>
103	<p>Offering new and innovative forms of presentation options</p> <p>Offering multiple ways and opportunities to complete community service</p> <p>Trying new forms of video presentations for students learning options.</p>
104	Overall, this course went well. Students seemed very engaged with the course content, and most were able to keep up with the intense and difficult schedule of a late-start DE course. A new challenge that I am noticing is students' ambiguous interactions with AI to "help" them on their assignments. While some AI usage is intentional academic dishonesty, I am also finding that many students simply don't know enough about how to differentiate

	between ethical and unethical uses of AI. To address this, I am planning on making a special lecture/lesson to help inform them more effectively, and with time I will likely integrate class activities to also help them understand best/worst AI practices.
105	Plan to ground the class more on campus by hosting events in the children's reading room. New reader will hopefully lead to more compressed coherent units of work. Students often don't prioritize this class -- also having clearer criteria for knowledge, i.e. testing for terms, vocabulary, etc. would help.
106	Refine use of ePortfolio and improve transparency of grading.
107	Results will be discussed in department meeting
108	Rethinking grading methods.
109	Revises plagiarism policy to include specific recommendations/cautions regarding use of language models as a tool to complete assignments.
110	Satisfied with this class outcomes and gradings.
111	See notes for ENGL-163
112	Several students were simply coming to the class and occasionally making up work. These were the students that failed the course. Otherwise, students did very well. Overall, it was a good semester, but I think that further follow-up with struggling students is needed.
113	SLO's successfully achieved, no changes indicated. Assessment involved performance demonstration competencies and final exam performance analysis. Results demonstrate effective achievement of learning objectives for this course, no changes to instruction or assessment indicated.
114	Something is still incorrect concerning the listening assessment execution
115	Starfish for attendance Additional support for SAS Multimedia students
116	Still not convinced the listening assessment was executed correctly. A couple of top student received very poor scores.
117	Student commitment is essential to coursework success and ability to incorporate each component needed to be successful for the semester.
118	Student engagement was high in this course. The students were eager to learn, and completed their work efficiently and timely. Access to their textbook (at times) proved difficult, but this did not impede their learning experience.
119	Students are struggling more with math then in the past ever since they are allowed to self place into math. I will give them more math review worksheets to see if this helps.
120	Students did very well on this assessment. The students that did poorly in the course were those that did not do the homework and the one negative score is from a student who just stopped attending and did not do the assessment.
121	Students did very well on this assignment. A few didn't submit it, though. I will reach out to students who don't seem to be completing their assignments next semester.
122	Students need more steps of the research process broken down and practiced repeatedly so that they are not overwhelmed by the giant paper at the semester's end. After fall semester, I decided to add more research early in the semester, in addition to the autobiographical writing they do.
123	Students need more written practice. Some exercises will be given to turn in on a daily basis in the classroom rather than only on the Supersite.
124	Students need to start practicing steps of the research process early in the semester so that they are not overwhelmed by the big research paper at the semester's end. Students

	need to focus more on databases early on, as well as combining sources in body paragraphs.
125	Students seems to do well with grammar and culture assessment perhaps due to smaller set of questions. Perhaps add an essay with a question about culture to get a better sense of how students may explain from what they had learned from this course rather than general that ASL 1 could possibly answer. Unique question specific from Units 5 - 9 shud be added.
126	Successfully achieved SLO's for 100% of students in the course. Proposed actions to reinforce learning and retention to be utilized in the future pathway of the MICN is to improve and increase scenario based testing. Scenarios are utilized in education and lecturing by the instructor. To weigh and assess retention and regurgitation of essential basics of the MICN student, scenario based testing may be beneficial.
127	The assessment results show that majority of the students (91%) have met the expectations for level 3.
128	The assessment results show that majority of the students (96%) have met the expectations for level 1. One student got #1 because he didn't show up for exam. Overall, the results of the assessment were satisfactory. I will continue using current instructional strategies.
129	The assessment results show that majority of the students have met the expectations for level 1. Few students demonstrated a lack of proficiency in grammar and spelling. One student did'n show up for exam. To improve student proficiency in grammar and spelling, I will incorporate more in-class written activities and grammar drill.
130	The assessment results show that majority of the students have met the expectations for level 2. Few students demonstrated a lack of proficiency in grammar and spelling. To improve student proficiency in grammar and spelling, I will incorporate more in-class written activities and grammar drill.
131	The class averaged 70% just shy of 5 % from 75. One student who is performing high and does well could not make it to take this test which in effect pulled the average down by a notch. May need to revise expressive portion and use more graphics to encourage students not to get "stuck" on trying to find exact sign for them and instead give me a bigger picture using proper references, tokens, buoys and classifiers. They seem to do well with gifs over sentence translations which gave that idea to tweak for next assessments. Used real world scenario to discuss and incorporate new vocabulary. Increased time for students to have more conversations with each other.
132	The class meets the rubric standards for several reasons. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become firefighters and learn about the culture of the fire service. Having all the students involved is a big part of a successful class. The students who did not meet the rubric standard failed to complete all the assignments. I will continue to have all my students engage in all activities in my class.
133	The department must do better with the listening assessment. My students struggled with the way it was presented to them.
134	The honors student completed all the work necessary to earn honors in the course. I guided the student to her highest potential. The student was responsible, dedicated, disciplined and sought out help when needed. The quality of work was very high. As a

	professor, it is a joy to see students who are ready to work and be an influence in the class and to inspire other students.
135	The listening assessment provided by the department needs better directions. Students had a hard time accessing the video and then assessment.
136	The majority of the class did well, some students not participating in the final writing assignment skewed the results.
137	<p>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 spoken responses. The target was met but based on the results of these written and oral assessments, the proposed action is to prepare all students with all the tools and resources to reach excellence. Despite constant review of formality with patients in the Spanish-speaking context, many students still need to get accustomed to this practice. This is the major area that needs improvement in the future.</p> <p>Students were well-prepared and the majority demonstrated proficiency in conversations and oral questions, as well as reading comprehension. 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>
138	The new strategy used was writing the "textbook" and making the class a zero cost class. Students have complemented the reading (text) and it will be continued to be used. There are plans for revisions and updates to include current events, provide more equity and inclusion and examples for better student understanding.
139	<p>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.</p> <p>This 14 week section performed better than the 18 week section or last semesters 8 week.</p>
140	The outcomes for this class were perfectly acceptable. I think, though, I may emphasize a bit more assignment due dates. That might help students who tend to miss assignments.
141	The plan for next year is to complete the magazine before the semester ends. Other than still needing to adjust the timeline, I'd say that it was a very successful semester, and the magazine is turning out wonderfully.
142	The plan for next year is to complete the magazine before the semester ends. Other than still needing to adjust the timeline, I'd say that it was a very successful semester, and the magazine is turning out wonderfully.
143	The recent assessment scores in ASL 2 were notably lower than usual, primarily due to timing issues. Many students struggled with the time constraints, either failing to manage their time effectively or requiring additional time to complete the test. This issue raises the need for a comparative review with other courses to determine if the current time limit is appropriate. Given that these scores are the lowest among all ASL 2 classes I have taught, I am considering whether extending the time limit might better reflect student competencies, despite my initial reservations about making such a change. This analysis aims to ensure that the assessment rigor remains intact while providing a fair opportunity for students to demonstrate their knowledge.
144	The semester and the students were much stronger and stayed in the course. The research paper addressed was successful. They all accomplished it. I added new content and more academic journals and magazines for students to read and use for their research paper.

	Providing materials seems to do the trick. The students also address social issues presented within the musical artist they researched. Once applying the music to their lives and society, they students seemed to enjoy that because it was something they were familiar with. At times I had to reteach but it wasn't a lot. They seemed to grasp the idea of what was expected.
145	The students were amazing in this course. They were disciplined and dedicated to critical thinking and writing. The course was a success and inspired students to become a voice in society. Their writing was very high and class performance was inspiring. They also worked well as a group motivating others and inspiring each other in their work. My new strategies is to reteach the important handouts at least 2-3 times. The students seem to be very forgetful. The students enjoyed the work and the ability to become a voice in the class and have an opinion.
146	The three students who didn't make it either did not turn in work despite numerous attempts to contact them and give them extensions. I need to devise a strategy for that.
147	The time allotted for each class period has allowed these meetings to be dialogue-driven. The information is shared via lecture and then discussed and analyzed through the lens of the time period. This approach has allowed the students to consider the interdisciplinary nature of U.S. history.
148	There are several reasons the class meets the rubric standards. The students completed all assignments online in a timely matter. 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 big part of a successful class.
149	There are several reasons the class meets the rubric standards. The students completed all assignments online promptly. They were engaged with the instructor and all assignments to become firefighters and learn about hydraulics, hose lines, and water supply. Having all the students involved is a massive part of a successful class.
150	There was only one student, and she was great as most honor students are.
151	There were four students who stopped attending and who stopped responding to messages. I believe I could do better to drop them before the last day to drop. I also feel that the Zoom platform was a particular challenge for several students due to their internet connection.
152	This class achieved my goal. The major difference between this and the 101-11 section was this one was later in the day and I had better overall attendance and participation.
153	This class achieved very good success in SLO assessments overall. This term I assessed with essays and discussion board activities as well as 1 quiz. No planned changes to class SLO assessments at this time.
154	This class changed instructors midway through. There are a number of students who stopped coming when they found out about the transition. I have not given scores for those students I never assessed. The students who did come to class definitely improved through the class. They learned a great deal about analysis. Their presentations for their research papers were quite good. I wish I had done more presenting throughout the class (though we had discussions and other opportunities.) I don't know if I would take over a class part way through again.
155	This class completed their academic year (ASL 101 and 102) following the ungraded method of assessment. They all did really well and loved the process. By looking at their final "grades," those who were engaged in class and completed their assignments (and

	<p>reflections), passed the class. This is a vast improvement from the point system. I feel a better gauge of their learning was achieved.</p> <p>In order to increase Deaf event attendance, I am looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would make it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."</p>
156	<p>This class completed their the semester following the ungraded method of assessment. While almost all loved the process, some students did say they got lazy because there were no points, and therefore sense of urgency. I feel a better gauge of their learning was achieved.</p> <p>In order to increase Deaf event attendance, I am looking to host a field trip to CSDR or CSUN. This could be done in partnership with the Hands on ASL club and would make it easier for students to achieve their SLO "Deaf Cultural Diversity and Appreciation."</p>
157	<p>This class had a really good collection of hard-working enthusiastic students. I think it was partly because of the post-covid phenomenon. In May 8 of Year 2023, the Japanese government finally removed all the requirements and confinements for foreigners to visit Japan and for Japanese to live their lives in Japan. I hear many of the current students of JAPN101 are planning to enroll in JAPN 102, and some them are planning to travel to Japan during winter break or next year. So, now visiting Japan and using the language they learn has become a feasible goal for them, not just a dream.</p> <p>In response to their practical goals, I am planning to include more authentic materials such as youtube, anime, etc. in my class next semester.</p>
158	<p>This class had a support lab attached to it, which I know helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy.</p> <p>Of the 6 students who did not pass the course, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed the course was active all the way till the end.) I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
159	<p>This class showed a decent distribution of skill levels with 8/10 participating students completing SLO outcomes at a C or better level. This meets my assessment/student success goals. Still, continued improvement is the goal, and something I have been considering implementing are different strategies for scaffolding research essay assignments</p>
160	<p>This class was a dual enrollment class that had a learning curve at the beginning with being newly exposed to college level writing. They improved really well overall and were very responsive in participating together online.</p>
161	<p>This class was at the outer edge of acceptable, but then retention was fairly slight. I would get a better sense of success rates were I to generate higher retention, but frankly my take is that, while college is supposed to be difficult, the outcome of making it so is to lose a great many students. I can increase, say, certain offers of, and appearance of, support (I teach online), but anything beyond that would probably lead me into where many</p>

	colleagues already live: grade-inflation territory. My last, best bet is to initiate contact more often--though I do quite a bit of that now.
162	This class was very high performing overall. In the future, would like to include more problem-solving assignments to challenge them to think at an even higher level.
163	This crop of late start students did better than those of the previous semester.
164	This is a dual enrollment class and the students had some challenges making a critical analysis of historical events. Through class discussions and regular writing assignments the students improved their scholarly arguments while recognizing the interdisciplinary nature of U.S. History.
165	This is a dual enrollment class and there was a challenge in having students take a critical approach to the subject. By having the students write response papers on a regular basis they showed an increase in critical thinking skills while considering the interdisciplinary nature of U.S. History.
166	This is the first time this course was provided and is part of the first online bachelors curriculum for respiratory therapy degree advancement. ALL SLO's were effectively met. Students communicated that they appreciated the knowledge gain achieved from this course and the activities completed. Only changes being considered would involve more instruction in the form of short recordings that explain the topic material for the week and the activities to be completed, this would also be done for the final major project. Additionally the project may be due in a first draft form and with peer review requirements prior to final submission.
167	<p>This is the support lab attached to English 101, and I know it helped the majority of the students in the course, as did our having an embedded tutor. 18 students passed 101 with a C or better, and I saw many students experience improvement in their reading and writing skills and a stronger information literacy. The lab was surely instrumental in this, because of the additional time with the students. We used lab to begin homework, conference with the tutor and instructor, and look through more writing resources.</p> <p>Of the 6 students who did not pass the main course, English 101, 5 were students who stopped attending class before or around spring break but did not drop or withdraw; I used Starfish and sent multiple messages checking in with these students, but was unable to reach any of them. (Only 1 student who failed 101 was active all the way till the end, and they did receive a PASS for the lab, English 917). I plan to think about how to reach students earlier on who are at risk for or are already becoming inactive in the course.</p>
168	<p>This online class did well and SLOs were met, the class average was 86%. I did have a couple of students that I felt would benefit from tutoring, they were not familiar with Canvas and struggled with basic computer skills. I referred them to the tutoring center, and they followed up with them, but the students did not participate.</p> <p>I have a continued concern with the pronunciation exercises as they are an important part of the course. I offered recorded instructions with my 5-week summer class and noticed an improvement in participation. This 8-week class did not participate as much as I expected. For the summer course, I use the pronunciation exercises as an SLO, I'm not sure if this made a difference but I am considering trying it for my 8-week course.</p>
169	This quarter there was a substantial drop in grades for this class compared with the summer cohort. As highlighted above 14 enrolled students has minimal participation, total scores ranging from .67%- 49.0%. I used Star fish to notify these students, however their involvement remained minimal. Several students tried to submit, all 8 weeks of

	<p>assignments in the last two weeks of class. While these were excepted, the late penalties on the dropped the grades significantly. Additionally, it was apparent, the assignments were not properly completed missing word count and not meeting defined rubrics. The upper portion of the class was incredibly engaged. Emailing with extra questions and setting up zooms to discuss further study in the area. A new strategy I may try is requiring readings and lecture videos to have a "mini" comment specifically regarding covered content worth points and barring students from "hopping" around modules. Sports nutrition is a highly technical topic (biochemistry based) and many students seem unaware of this when enrolling for what they believe will be an easy class about getting ripped. I'm pleased with the comments I received from students that engaged in the class, as they broadened their understanding and applied the knowledge to their personal wellness journey.</p>
170	<p>this semester I have a few students not take the final, and a few stopped showing up after the midterm; those who attended and participate did great, in the future I will be more encouraging of make up exams and reach out to students whose attendance is suffering</p>
171	<p>This semester I used a new novel in English 101 that reflected a greater cultural diversity than previous curriculums. Students did respond well to the new book/author and it facilitated great discussions and strong written responses. I also adapted a new research paper to respond to more current issues. This paper also seemed to produce more meaningful responses and documentation. In the future I'm planning to keep this particular novel and look to include even more culturally relevant, multimodal sources.</p>
172	<p>This was a great class. Aside from the students who stopped coming to class, they submitted their work on time and attended most class sessions. They took instructor feedback seriously, applied it to future assignments, and completed their student learning reflections thoroughly. The ungrading approach worked well with this group. Many students graded themselves lower than deserved, and were thrilled when they earned a higher grade than expected. I plan to continue with this approach with minor modifications for improvement.</p>
173	<p>This was a section with one honors student who worked at a very high level. She was also a major in this subject area. I would consider assigning a higher level writing assignment in the future.</p>
174	<p>This was a small class with sucessfull results. % Assessed was all higher than 70% and all the targets were met.</p>
175	<p>This was a very rewarding session as I think that I was blessed with an exceptional group of students. There was a real sense of advocacy that came from the discussions and papers. I am definitely keeping the early Poetics assignment as it was a good ice breaker.</p>
176	<p>This was a very strong class. I had only one student who really didn't understand material. I see no changes to make in the next semester as they all performed well this semester.</p>
177	<p>This was an identical class to 101-73 (also online). I think the outcomes were this different merely because it was the second identical section of this class. I think if we merged sections this "second section" bias could be overcome. I suspect any second section is likely to be skewed.</p> <p>I will personally aim to switch which shell I develop / give feedback on first, but I think institutionally we need to get with the program and merge shells.</p>

178	<p>This was my first semester using the ungraded approach with a large 101 class. My results were two fold. They did extremely well on the final SLO assessments, but their final grades in class did not match. Many of those with low grades commented the ungrading approach caused them to lose motivation to turn in assignments on time or at all. For this I will better explain the approach in the future, and tighten the window in which I will accept late work. Personally, I love this approach, and the feedback from students is all positive. I will continue to use this approach with minor modifications.</p> <p>SLO 3 (Cultural Diversity and Appreciation) has skewed results. It says 100% of students met or exceeded the outcome, however this was based on an assignment, one many students did not complete. These students were marked N/A above, which does not factor in to the success rate.</p>
179	<p>This year, the course utilized zero-cost textbooks and materials. The reading assignments, crafted as textbook replacements, were designed with a focus on inclusion, race, and equity. They incorporated videos, pictures, and highlighted topics to reinforce these principles.</p>
180	<p>Those who remained did well, save one, who had a very hard time writing coherent texts and following directions. I referred that person to various on-campus organizations I thought might help—if the student followed my suggestions, it did not show, sadly. (And my notes reaching out to him went unanswered.)</p> <p>So, what to do? Perhaps I might refer seriously struggling students even earlier in the semester.</p>
181	<p>Three students stopped attending in the middle due to their health conditions or other reasons, and one student could not pass the course. Those four students are listed in the category #1. All the others achieved the target level. The students who were often absent and those who passed JAPN 101 several semesters ago had difficulty keeping up with the course. Maybe some remedies will be needed for those who cannot write Japanese correctly at the beginning of semester. I hope there will be some Japanese tutors constantly who help those with difficulty with writing.</p>
182	<p>To be discussed at our Spring SLO Meeting. I do have some concerns about the execution of the listening assessment.</p>
183	<p>To be discussed at our Spring SLO meeting. I do have some concerns about the execution of the listening SLO.</p>
184	<p>To be discussed at our Spring SLO meeting. The reason SLO's 1 and 2 objectives were met is due to the 0's as the assessment not being turned in.</p>
185	<p>To be discussed at Spring 2024 SLO meeting.</p>
186	<p>To be discussed at Spring SLO meeting.</p>
187	<p>We accomplished almost everything that we set out to this term. The addition of the George Takei event gave us the chance to go into special event lighting but also took away from the time at the end of the term to do dance lighting, something that probably will not occur next time. We still need to figure out how to work in the ETC certification.</p>
188	<p>We are finally at a point in developing the program where we have the casts from one production perform technical or support roles for the second. This allowed for better preparation all around.</p>
189	<p>We implemented newly revised curriculum this semester.</p>
190	<p>We need to write better SLOS.</p>
191	<p>We need to write more comprehensive SLOs that directly relate to film analysis.</p>

192	We need to write more comprehensive SLOs.
193	We need to write SLOs that are tailored to individual courses.
194	We revised curriculum this term based on data from previous years.
195	will continue to introduce new examples. ill monitor drops or potential drops more closely and intervene as appropriate.
196	Will continue with progress being made. Wil monitor drops or potentials drops and intervene as appropriate.
197	Will discuss action in SLO's in Fall 2024 department meetings.
198	Work with all students on a prop list and not just with the SM team
199	Working on retention.