

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Critical Thinking & Information Literacy

Assessed: 2024-2025

Learning Outcomes Statement

Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 722 sections and resulted in a total of 14,950 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
8	Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	12,629	84.47%

List of courses where outcomes were mapped to the GEO (119 Unique Courses).

ANTHRO-107	CSCI-230	FIRET-118	MATH-915
ASL-200	CSCI-240	GEOG-175	MULTI-111
BUSAD-100	EMS-020	HEALTH-104	MULTI-130
BUSAD-155	EMS-025	HEALTH-265	MULTI-173
BUSAD-200	EMS-067	HIST-100	MULTI-214
BUSAD-210	EMS-068	HIST-100H	MUSIC-100
CD-105	EMS-103	HIST-101	PHIL-101
CD-182	EMS-152	HIST-101H	PHIL-103

CD-205	EMS-153	HIST-150	PHIL-103H
CHEM-101	ENGL-101	HIST-170	PHIL-105
CHEM-102	ENGL-102	HIST-170H	PHIL-105H
CHEM-150	ENGL-102H	HIST-171	PHIL-107
CHEM-151	ENGL-152	HIST-171H	PHIL-110
CIS-101	ENGL-163	HIT-101	PHIL-113
CIS-105	ENGL-170	JAPN-101	POLIT-100
CIS-106	ESL/N-601	KIN-200	POLIT-100H
CIS-109	ESL/N-602	LIBR-104	PSYCH-100
CIS-113	ESL/N-603	LIBR-106	PSYCH-100H
CIS-130	ESL/N-604	MATH-102	PSYCH-111
CIS-132	ETHS-163	MATH-103	PSYCH-201
CIS-136	FIRET-100	MATH-106	RESP-050
CIS-137	FIRET-101	MATH-110	RESP-130
CIS-138	FIRET-102	MATH-110H	RESP-139
CIS-140	FIRET-103	MATH-115	RESP-235
CIS-141	FIRET-104	MATH-117	RESP-301
CIS-142	FIRET-106	MATH-251	RESP-401
CIS-211	FIRET-113	MATH-252	RESP-404
COMMST-125	FIRET-114	MATH-265	RESP-407
CSCI-110	FIRET-115	MATH-266	RESP-410
CSCI-120	FIRET-116	MATH-902	

Use of Results/Proposed Actions – Individual Submissions

1	<p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason. Also, this course is cross-listed with ETHS-163-55).</p> <p>I made a minor adjustment to this course by adding an additional online peer review in addition to our in-person peer review for the Lit. analysis paper. This seemed to improve scores on this assignment and reduce the number of students who used AI in a way that was intended to circumvent learning.</p>
2	<p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p>
3	<p>(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A grade of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p> <p>For the honors section of this course, I had students work collaboratively towards a shared project. While I thought this project was incredibly successful, I would like to look into additional ways to align the course with outside projects related to honors so that students can deeply research a topic and have opportunities to present and share their research via research symposiums, etc.</p>

4	<p>(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A grade of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p> <p>This course exceeded my targets of a 70 percent success rate, so I plan to only make minor adjustments to the structure of this course.</p>
5	<p>(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A score of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p> <p>To address challenges with AI use that attempted to circumvent learning, I incorporated an ungraded quiz assignment prior to the first essay that requires students to acknowledge the course policies with respect to AI use and academic dishonesty. In order to unlock and submit the final draft of Essay 1, students must complete this quiz and acknowledge their understanding of the policies. While my policies were already clearly expressed in the syllabus and orientation module (as well as in various assignments), making a quiz so that students could not deny that they had read and understood these policies seems to have resulted in a significant reduction in the abuse of AI.</p> <p>In my previous online course, approximately 40 percent of students abused AI to circumvent learning, and approximately 30 percent (7 students) failed as a result of repeated academic dishonesty. This term, while the success rate did not significantly improve, the number of students who engaged in academic dishonesty via AI reduced to just 23 percent of the course with only 3 (14 percent of the course) failing for AI misuse. While this is a substantive reduction in academic dishonesty, some students did not submit at all, and some students began using AI later in the course (such as on the final essay), which made it more difficult to give opportunities to resubmit and re-evaluate the papers. This is largely a problem only in online courses.</p> <p>One change I plan to make is to incorporate an assignment that shows the limitations of AI a bit sooner in the course. In the current iteration of the course, this assignment comes a bit later in the course, intended to teach about the limitations of AI. Perhaps an additional assignment sooner may be needed to reinforce these concepts. While I give every attempt to be flexible with students who misuse AI, I am only assigning failing grades to assignments when the AI use creates a document that would have failed anyway (which I think is incredibly generous), so more education on the limitations of AI may be needed because students still submit this work as their own.</p>
6	<ul style="list-style-type: none"> • I tried out some new strategies, like changing up how I delivered content and giving students more flexible ways to engage with assignments. • I added extra materials (like videos and articles) to help reinforce the main concepts. • I saw some real improvement in student performance, especially in their writing and class participation. • There were still a few learning gaps, particularly with reading comprehension and time management, so those are things I'll keep working on.
7	<ul style="list-style-type: none"> • I tried out some new strategies, like changing up how I delivered content and giving students more flexible ways to engage with assignments. • I added extra materials—like videos and articles—to help reinforce the main concepts. • I saw some real improvement in student performance, especially in their writing and class participation. • There were still a few learning gaps, particularly with reading comprehension and time management, so those are things I'll keep working on.

<p>8</p>	<ul style="list-style-type: none"> • SLO 1, 19 were assessed where 47.4% had a rubric score of 3+ • SLO 2, 17 were assessed where 58.8% had a rubric score of 3+ • SLO 3, 16 were assessed where 75% had a rubric score of 3+ <p>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.</p> <p>In reviewing the Student Learning Outcomes (SLOs), I noticed some significant shifts in student performance:</p> <ul style="list-style-type: none"> • SLO 1: Out of 19 students assessed, 47.4% received a rubric score of 3 or higher. This was a decline from previous semesters, likely due to the initial disruptions in the course. Many students struggled early on, making it difficult for them to build a strong foundation in statistical concepts. • SLO 2: Out of 17 students assessed, 58.8% scored a 3 or higher. This was a notable improvement from the previous semester (13.3%), suggesting that students were better able to grasp continuous and discrete probabilities. I believe the additional lab assignments played a role in this improvement. • SLO 3: Out of 16 students assessed, 75% achieved a rubric score of 3 or higher. This aligns with previous performance, which I attribute to the oral final assessment and the natural increase in student motivation at the end of the semester. <p>Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track.</p>
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9	<ul style="list-style-type: none"> • SLO 1, 19 were assessed where 47.4% had a rubric score of 3+ • SLO 2, 17 were assessed where 58.8% had a rubric score of 3+ • SLO 3, 16 were assessed where 75% had a rubric score of 3+ <p>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.</p> <p>In reviewing the Student Learning Outcomes (SLOs), I noticed some significant shifts in student performance:</p> <ul style="list-style-type: none"> • SLO 1: Out of 19 students assessed, 47.4% received a rubric score of 3 or higher. This was a decline from previous semesters, likely due to the initial disruptions in the course. Many students struggled early on, making it difficult for them to build a strong foundation in statistical concepts. • SLO 2: Out of 17 students assessed, 58.8% scored a 3 or higher. This was a notable improvement from the previous semester (13.3%), suggesting that students were better able to grasp continuous and discrete probabilities. I believe the additional lab assignments played a role in this improvement. • SLO 3: Out of 16 students assessed, 75% achieved a rubric score of 3 or higher. This aligns with previous performance, which I attribute to the oral final assessment and the natural increase in student motivation at the end of the semester. <p>Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track.</p> <p>This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 23 students enrolled, and 19 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate:</p> <ul style="list-style-type: none"> • The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning. • The oral final, which though scary to students, seems to motivate them to persist through the end of the semester. • Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester. <p>Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced.</p>
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10	<ul style="list-style-type: none"> • SLO 1, 31 were assessed where 51.6% had a rubric score of 3+ • SLO 2, 30 were assessed where 56.7% had a rubric score of 3+ • SLO 3, 27 were assessed where 70.4% had a rubric score of 3+ <p>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.</p> <ul style="list-style-type: none"> • SLO 1: Out of 31 students assessed, 51.6% received a rubric score of 3 or higher. While this is a slight improvement from the morning section this semester (47.4%), it still suggests that students struggle early on. I believe implementing more structured early interventions, such as low-stakes quizzes and targeted review sessions, could further improve performance in this area. • SLO 2: Out of 30 students assessed, 56.7% scored a 3 or higher. This result remains fairly consistent from the morning section this semester (58.8%), indicating that while students are making progress in distinguishing between continuous and discrete probabilities, there is still room for improvement. I plan to continue using lab assignments incorporating statistical technology, as this approach has shown promise in reinforcing these concepts. • SLO 3: Out of 27 students assessed, 70.4% achieved a rubric score of 3 or higher. While this is a slight decrease from the morning section this semester (75%), it still reflects relatively strong performance. The oral final continues to be an effective tool in assessing students' conceptual understanding and application of statistical methods. <p>Overall, I see some positive trends but also recognize that early interventions remain critical to student success, particularly for SLO 1. Moving forward, I will focus on refining instructional strategies at the beginning of the semester to ensure students build a solid foundation, while also reinforcing probability concepts throughout the course to improve SLO 2 outcomes.</p> <p>This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 33 students enrolled, and 27 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate:</p> <ul style="list-style-type: none"> • The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning. • The oral final, which though scary to students, seems to motivate them to persist through the end of the semester. • Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester. <p>Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced.</p>
11	6 students dropped before the withdraw date and 3 after the date. Since this is my first fully DE course and it was a late start, I'm curious if this matches other online instructors. I plan to revise my online course and reach out more frequently to prevent students from dropping the course--especially since everyone who stayed was successful.
12	94.7% of students were able to demonstrate both SLO's. The goal is 100%. Continued focus will be made toward assessment of diseases, specifically ARDS..
13	Add additional equipment based lab assignments.
14	Add additional group-based lab assignments.
15	Add additional hands-on activity.
16	Add more assignment activities to be completed in class.
17	Add more in-class activities for honors students to connect.
18	Add more in-class activities for students.
19	Add more in-class activities to help students learn the material.
20	add on campus section

21	Added more primary source analyses into the class. Students did well in group work activities which turned into small study sessions prior to quizzes.
22	Adding more real world examples to help guide the students.
23	<p>All listed objectives are fully aligned with Program Learning Outcomes for BSRC at Crafton.</p> <p>PLO 1: Professional Communication: Utilize effective oral and written communication skills consistent with professional communication as may be published in a peer-reviewed journal or presented at a professional conference. You will have both oral and written exercises in this course that will allow you to fine tune your communication skills and develop confidence in your oral and written work.</p> <p>PLO 2: Leadership Development: Apply leadership and management theory through the lens of change theory to both the educational and clinical environments.</p> <p>PLO 3: Educational Development: Utilize educational theory in the development of an educational module to inform colleagues, patients, or public.</p> <p>The teaching assignments in this course allow you to develop your teaching style and apply accepted principles of pedagogy to conveying respiratory information.</p> <p>PLO 4: Evidence Based Inquiry: Apply research design, methods, and analysis to answer a critical research question relevant to the advancement of the field. All of your communications in Discussion Forums and Teaching Assignments in this course must be evidence-based with appropriate citation and referencing.</p> <p>PLO5: Advanced Knowledge - Explain advanced concepts relating to critical care pathophysiology, disease management, clinical management and care coordination.</p> <p>PLO 6: Organizational Management: Apply organizational management theory, quality improvement standards, ethical practice, and innovative approaches for organizational change.</p> <p>All PLO's and SLO's successfully met by this graduating class. No changes indicated at this time. Minor instructional improvements will be implemented for ease of understanding expectations and progressive development of the capstone project in sections as the course progresses.</p>
24	<p>All Math 103 should have a lab connected to it.</p> <p>There are too many students who need 102 or lower review of topics needed for this course.</p>
25	All SLO's were met. No Changes need to be made
26	All students demonstrated proficiency in all measured SLO's
27	Alter course assignments so students get more experience conducting reference interviews.
28	<p>Although the dept target wasn't met for As and Bs, the pass rate (students earning an A, B, or C) was 90.9%.</p> <p>This term was hard in several ways, but namely the campus closures due to the Line Fire. Aside from that, though, I think I assigned too many small writing assignments (the homework load was too much) on top of the already challenging texts. I'd also like to do more instruction in integrating source material into one's own writing.</p>
29	Argument #2 was used to generate scores for information and creating arguments. TBD at our next faculty meeting.
30	<p>Assessments were focused on 5 major writing assignments/responses. Students went through drafting, peer editing, and revision processes for 4 of the major writing assignments. Students also took quizzes/tests on readings/books. Students needed to meet certain standards for each writing assignment or master those standards.</p> <p>Looking forward to trying some new writing strategies and prompts for the next round of 102 classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing.</p>
31	Assuming the one student with an outstanding grade of Incomplete does not pass the course by April, the pass rate would end up at 79%. If they do pass, the pass rate would be 83%. While not awful, I'd still like to see that rate go up the next time I teach the course. This term was hard in several ways, but namely the campus closures due to the Line Fire. Aside from that, though, I think I assigned too many small writing assignments (the homework load was too much) on top of the already challenging texts. I'd also like to do more instruction in integrating source material into one's own writing.
32	Attendance: Utilize Starfish

33	Battling AI in all classes. It takes time for students to make up missing work and then it's not always their best effort because they have moved on to the next assignment, essentially having to do two assignments at once since they are using time to rewrite the AI submission.
34	Bring Back Math 095
35	<p>Challenges remain in closing learning gaps related to deeper interpretation of statistical variability. Not taking the time to analyze the graphs hindered their responses.</p> <p>Some students still struggled with finding probabilities using technology. Although using Excel and StatCrunch was highly encouraged and always used during lecture, I had many students wanting to use the formulas, so using technology will be an area to reinforce moving forward.</p> <p>While many showed strong growth using inferential statistics methods with guided examples, some needed additional support interpreting results independently in more complex scenarios.</p>
36	Changing applications and projects.
37	Changing books and adding more real world examples.
38	ChatGPT scuttled several students' grades in this class. Rhetoric was a challenge to understand. Include social media and ads instead of just YouTube influencers for content. Use less of the first book--first chapter was effective, rest was less so. Fire evacuation interrupted flow of class. Try to get an embedded tutor for students whose skills were subpar.
39	Content was added to the course
40	Continually try new strategies
41	Continually trying new strategies
42	Continue to create equitable and inclusive teaching and learning environment.
43	Continue to develop an equitable and inclusive teaching and learning environment.
44	Continue to develop equitable and inclusive teaching and learning environment.
45	Continue to include business ethics and case studies into lecture discussions regarding sole proprietorships, partnerships, corporations, and franchises when evaluating their advantages and disadvantages
46	Continue to try new strategies
47	continue to work on engagement and delivery strategies to keep students involved during lectures.
48	Continue trying new strategies and incorporate more real-world applications into content to boost engagement and understanding. Will also explore project-based and alternative assessments to give students more meaningful ways to demonstrate learning.
49	Continue what I am doing by staying engaged.
50	Convert a writing assignment into a video presentation and update grading rubrics.
51	Course material and resources were increased and improved to provide students more guidance in projects. The course being a full semester helped cement understanding of Java syntax and programming concepts. However, with the fully online format, many students started to lack participation. Most students approached me about a hybrid format, where in-person lectures can be carried, but were dissuaded and discouraged when informed the course could only be held online (even with my adamant suggestions of virtual one-on-one meetings). Many lecture and demonstration videos were created to counter such sentiments, however students seem to be highly requesting a hybrid format for this course.

52	<p>Create a learning contract that students will have to sign at the beginning of the semester committing to attendance, effort, and using support resources.</p> <p>Require a short exit ticket before students leave (e.g., a quick problem or reflection on the day's topic) to ensure engagement.</p> <p>Change concept checks to include "how did you solve this?" or "what was the most difficult part?".</p>
53	Created my own lecture videos with built in quizzes instead of youtube videos.
54	<p>Each outcome successfully met the target rate of 70 or above. I think the wide variety of assignments that was assigned throughout the course (essays, reading responses, and prewriting tasks) all contributed to helping students meet the requirements of the course. I felt that reading responses really helped students critically reflect and think about the readings that were assigned throughout the course and reflect and write about them, which then helped them to utilize those thoughts into a research paper. I also think the peer reviews and pre-writing tasks really helped students evaluate each other's work, providing feedback on strengths and areas for improvement. This process requires students to analyze their peer's writing, identify problems, and suggest constructive solutions. Compared to last semester, I did utilize more in pre-writing tasks or checkins for larger papers to ensure that students do submit their papers on time and also submit their final paper-- submission was not as big of an issue as last semester.</p>
55	Earlier communication with the students. Making sure in the introduction presentation, that the key requirements are outlined and made clear for all students. Provide clear examples of what are the exceptions for a complete narrative.
56	early outreach to low performing students
57	Embedded Tutor and concept checks are helping.
58	Embedded Tutor and concepts checks are helping.
59	<p>Employ more activities within the classroom and outside when accessible. Students greatly appreciated and positively responded to activities following a lecture/lesson to obtain tactile and kinesthetic knowledge of what was being presented. Additionally allowed for students to interact with one another in meaningful ways. Add career options that are both closer to their specific requests as well as tangible items from guest speakers to provide.</p>
60	<p>Everyone passed. That's a big deal in an online math class and really speaks to the methods used. The engagement with projects helped students succeed because it was interesting, interactive, and relevant. Having projects and flexibility in the course meant that students' success was based on what they actually learned, not on how well they could jump through hoops. The structure prioritized critical thinking and real-world application over busywork, helping students build lasting skills and confidence.</p> <p>Student quotes:</p> <p>"This course has shown me that statistics isn't just about numbers; it's about context, critical thinking, and storytelling... understanding statistics is essential... for any engaged citizen."</p> <p>"I really like the project assignments... It also was a good chance for me to apply what we were learning in class."</p> <p>"I have a new appreciation for statistics and data-driven claims... I was also able to develop confidence in the skills that I learned."</p> <p>"I really love talking about the SSCCC and my work in advocating for students... I learned so much through doing the project."</p> <p>"Now I ask questions like how the data was collected or if there's any bias... I've gained a lot more confidence in the topic."</p> <p>"I realized that statistics is actually a powerful tool that helps us make sense of the world... the language behind informed decisions."</p>

61	<p>Exam proctoring can still be a challenge for some students to enable successfully on a regular basis. In class demonstration as well as external step by step instructions were utilized to help guide students through the process.</p> <p>In the future I will spend more time educating myself on how external plug ins effect Proctoring applications on Canvas.</p>
62	Exam scores were low, continue to encourage attending office hours and going to tutoring.
63	Exam scores were lower than usual, will continue to encourage office hours and tutoring.
64	<p>Excellent engagement and final grades for this online class! SLO percentages were outstanding as well. We had challenges of the Line fire emergencies through this class which we all worked through. I am keeping track of pronunciation assignment participation, this class was good at 76%, but my goal is 100% participation. I will continue with my current strategies, as there is improvement. The pass rate for this class is 97% with a grade average of 91%..</p>
65	<p>Fire academy curriculum is mandated by State Fire Training with terminal objectives validated through testing. We added additional practice days for sets and repetitions to ensure success on psychomotor testing days. We added additional content to the Wildland portion of the program which enhances their understanding and practical application of using chainsaws for fire line construction. No learning gaps were identified. SLO's are reviewed to ensure they remain relevant</p>
66	<p>Flexibility is essential, especially for struggling or nontraditional students, but without strong accountability, some fell behind. Students repeatedly said this class helped them see statistics in the media, in healthcare, in policy, in injustice, and recognize when it's being misused. The best classes aren't the ones where students say "this was easy." They're the ones where students say "I think differently now." And that's exactly what they said.</p> <p>Student quotes:</p> <p>"I used to think stats was just hard math. Now I know it's everywhere—news, politics, health, social media."</p> <p>"I did enjoy this class. I feel like it helped me have more of an understanding on the use of analyzing data and charts—and how it's used in the world and how it has an effect on things."</p> <p>"This class made me way more aware of how stats are used and sometimes misused in the media... It's kind of wild how often stats get twisted, so this course helped me become way more skeptical and thoughtful."</p> <p>"This course has significantly transformed my perception of statistics and its role in society... I've come to appreciate its broader impact—how it shapes public policy, influences business decisions, and even affects individual perceptions."</p> <p>"I was expecting a lot more 'book work'... but a lot more ideas were brought up through discussions and projects. It opened up more ideas about how statistics relate to real world problems."</p>
67	<p>For SLO#5: There were some students that are still taking ASL 103 and some had a break from ASL classes for a year and had difficulties remembering vocabulary so to measure register at this point was difficult if not moot. Unless this course has a prerequisite of ASL 103 or 104 then this metric will make sense.</p>
68	<p>For this particular section, making sure the students are logged into Fisdap and pronto earlier to better communicate with them. Make sure the students have a clear understanding of the pcr requirements. Making sure the students are given a completed representation of what the pcr expectations are. More frequent check in's by myself with the students throughout the semester.</p>

69	For utilizing Microsoft Excel, students had more in-class time to interact with the application and receive guidance with the projects. The interactive environment helped with miscommunication, as well as students were able to assist each other if they got confused with the software. As viewed during some lectures, there were in-class discussions of the usage of spreadsheets which sparked curiosity and further exploration of the application. In-class activities and discussions helped with understanding of spreadsheets and will be utilized for future courses.
70	Group project might be a better way.
71	Group projects might be a better way to improve the result.
72	Having students practice their measurement skills each week greatly improved the outcome of the lab practical exam (SLO #3). Lab final multiple choice section (SLO #5) scores still low, more emphasis on reviewing those formulas next semester.
73	Honors students during Fall 2024 seemed overwhelmed with requirements and deadlines. I created optional assignments for those who could not present at research seminars.
74	I am going to continue researching ways to scaffold teaching and learning. I am going to continue redesigning my courses to address student needs.
75	I am not satisfied that only a single person got to this point, but I am happy that she did so very well—which I hope means what I do works, though I give full credit to the brainy surviving (and ethical) student.. I am back to what I have written before: I will continue to remind students of the value of ethical conduct—and the tragedy of avoiding it.
76	I am satisfied with this assessment. However, just in case someone is actually reading this, I'll point out that this platform crashes a lot (all it takes is a wrong cursor move), knocking me out and zeroing out my work—irritating. Fixable?
77	I am still fine tuning how I accept late work and what penalties will be assessed. I am also still playing with the wording of of the instructions that accompany my comprehensive writing projects and research project. Finally I am going through all of my quizzes and homework assignments to ensure that the questions in the assignments are reflective of the materials the students are using for the class.
78	I am still fine tuning how I accept late work and what penalties will be assessed. I am also still playing with the wording of of the instructions that accompany my comprehensive writing projects and research project. Finally I am going through all of my quizzes and homework assignments to ensure that the questions in the assignments are reflective of the materials the students are using for the class.
79	I assigned a diverse set of readings: Gwendolyn Brooks and Frank Chin are some of the authors my students read. I also assigned a particular mode of literary analysis with each text. We learned about literary theory through one of Crafton's O.E.R.s. Class analysis and essay writing were the majority assignments of the class. Diversifying the way in which I analyze text will be helpful to students in the future.
80	I believe afternoon classes are considerably less successful than earlier scheduled classes. (This class 10% less successful than earlier sections and essentially the same class / same instruction.) I'd like to see GE classes scheduled in blocks in the morning.
81	I can see room for improvement, specifically on SLO 2. I will work on focusing on that a bit more. I see that SLO 3 went pretty well because we spend a lot of time on those topics near the end of course. I also think I could find better ways of testing some of these on the final exam for next time.

82	<p>I had a lot of no-shows who never turned in any projects and never participated (in person or on Canvas) at all. I fell behind and missed the deadline to drop students. Otherwise, I think students who actually kept up with course materials mostly did well. So again, just try to be more "intrusive" in nagging students to show up and submit assignments. And remember to drop students who never showed up/log in.</p> <p>One student did require an accessibility tool that the classroom computer didn't have, and I think I failed in providing that for her due to various reasons. I reached out to IT but I don't think it ever got sorted out, and she just stopped showing up.</p>
83	<p>I had to redo this entire class's SLO submission because even though I hit the Save and Submit button a couple of times, it did not save my info and kicked me off the site at the end of my entry. It gave me an error message. Maybe we can figure out some other way to save our work midway through to prevent such things. This class wanted to earn As and so responded my regular communication when issues arose. They also used AI inappropriately in some cases but worked hard to make up for it.</p>
84	<p>I have been changing my classes each semester to find what works best for me. This semester I tried taking roll but not counting it towards the final grade, as well as changing the formula I use for accepting late work. I will continue to make adjustments to these as well as other aspects of my classes to benefit my students</p>
85	<p>I have been changing my classes each semester to find what works best for me. This semester I tried taking roll but not counting it towards the final grade, as well as changing the formula I use for accepting late work. I will continue to make adjustments to these as well as other aspects of my classes to benefit my students.</p>
86	<p>I have been using specifications grading for this class. It seems to be working well. No other actions proposed at this time.</p>
87	<p>I have no idea what else can be done to get the students to complete their projects.</p>
88	<p>I implemented a 'chat' with each lab student at the end of the semester to get feedback on their experience and how well prepared they felt for the class. I wanted to determine if our prerequisite classes were giving the students the information they needed to be successful lab students. Given their performance in the lab as reported by the Lead Teacher and their self reports, we are on track.</p>
89	<p>I learned midway through that my students needed to be writing a longer research paper than the one I have been doing. This made the assignment especially difficult for my students who ended up not doing well in the class. In the future, I will scaffold more gradually and purposefully to help the lower-performing students take smaller steps to complete this massive project.</p>
90	<p>I need to work on entering the SLO's into Canvas and utilize the automation to make this process easier and more scientific (with less hand counting and hunting).</p>
91	<p>I put more emphasis on class discussions and I think that was helpful in guiding thought process and overall execution.</p>
92	<p>I refer readers to my comments about 101, with a few slight changes. Some—not many, however—of this semester's 102 students did, in fact, produce papers without the use of AI (I think), but even one of the most dedicated of them apparently ended up using it for her final. In the end, although a few more students passed 102 than 101, my 101 assessment applies here: because we cannot get rid of AI, we must limit students' ability to access it while they are writing (and my colleagues should stop teaching students how to use it—but that is another matter).</p>

93	<p>I should try to assess SLO 1 earlier in the semester on the first exam rather than on the final exam while the content is fresher in the students' memories. I can also give more in-class practice where the students summarize and create graphs for various data.</p> <p>Probability can sometimes be a difficult concept for students to understand. Perhaps I can emphasize how probability is used in real-life to increase students' achievement on SLO 2 topics. Also give them more in-class practice on these topics.</p> <p>Lastly, the students may need more practice with advanced hypothesis testing topics such as regression, goodness of fit, and ANOVA problems (SLO 3). I can also spend more time in class reviewing these topics, so the students are better prepared to do them when they appear on the final.</p>
94	<p>I think the students need more practice with summarizing data and identifying sampling techniques (SLO 1). These tend to be the easier topics, so I may review them more with the students in the future prior to the exam so that they'll be better prepared.</p>
95	<p>I tried new strategies for hypothesis testing, trying to get students to understand the "big picture" first and then apply it to different contexts. Students struggled more than usual. Absences this semester were at an all time high though. In the future, I hope try additional strategies when teaching and re-teaching hypothesis testing.</p>
96	<p>I tried new strategies suggested at the beginning of the semester in the Zoom meetings, which were effective for many students. In the future, I will try to implement more of the strategies.</p>
97	<p>I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. I believe it worked well and will incorporate it in the future as well. The biggest issue faced was students late to class or absent (high school seniors)</p>
98	<p>I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. It seemed to work well, the biggest issue was students late to class or absent missing material and falling behind.</p>
99	<p>I will add instructional video materials to appropriate compare/contrast strategies to better understand hypothesis testing, and the connection between test statistics and p-values as it relates to appropriate distributions for proportions, means and standard deviations.</p>
100	<p>I will continue to support lowering class caps, as it is easier to achieve equitable practices and one on one teaching with classes under 25 students.</p>
101	<p>I will introduce the project sooner in future semesters.</p>
102	<p>I will look at the same SLO next time and likely use additional strategies to increase the success rate,. I will create additional videos for my students so they truly understand the interplay between how the different branches of government are able to balance in each other according to the way the US Constitution intended.</p>
103	<p>I will spread exams out more in future semesters.</p>
104	<p>I will try additional strategies for the future courses.</p>
105	<p>I will try to make my class zero cost to avoid book saver problem in the future.</p>
106	<p>I've created new assignments, but some were too wordy, so I'm working on making them clearer and more straightforward while also simplifying them to reduce confusion.</p>
107	<p>identify learning gaps and employ additional interventions for students who are not participating or less engaged</p>
108	<p>Identify learning gaps and implement additional interventions for students who are not participating or engaged</p>

109	I'm glad for the NA option because it helped me see that some students in the course technically were not able to be assessed. Some students withdrew from the course, but these students aside, the ones who stayed enrolled but still qualified as NA did not submit any essays for the course at all, (or they used AI to write the essay for them). They did, however, sometimes submit smaller assignments like reading journals and quizzes, which makes me suspect that for some students the perceived size/weight of an assignment may be an increasingly impactful determining factor for incoming college students. A 100-word, 10-point reading journal may be seen as "easy" and therefore attempted, but a 1,000-word, 100-point essay may be perceived as too difficult, overwhelming, frightening, etc. to be attempted. Some of this may come from prior educational experiences the students have had. For example, more and more of my students are reporting to me that the largest essay they've ever written was 500 words or less. I'm even starting to have students tell me they were never required to write an essay in high school at all, and they have no experience with essay-writing whatsoever. This shift in writing skills has left me a bit bamboozled, to be honest. At this point, additional assignment scaffolding will be needed for basic essay-writing skills, and students will need a lot more step-by-step assistance in the essay-writing process.
110	In the future I would try new strategies.
111	In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading.
112	In the future, I will have more deadlines for fewer pages when we do the research paper: 2 pages due every few days rather than many pages due after many days.
113	In-class demonstrations were provided for students to utilize Microsoft PowerPoint. Students were to then complete projects to create and format slide shows. No changes needed, all students had a comprehensive understanding of creating and utilizing slideshows. It helps that the PowerPoint segment of the course is one of the last: students have a strong grasp on Microsoft application interfaces towards the end.
114	Incorporate an additional SLO for this item to try a new strategy.
115	Inquire why students who dropped the course are still showing on this list.
116	It is essential for registered students to commit to attending and completing coursework for on-campus classes. A variety of support services are shared in the course syllabus, in class meeting sessions and and Canvas system to support student success. Outreach via email and courtesy reminders are provided throughout the semester as added support for student participation and success for the classes.
117	It is essential for students to attend in class meeting sessions when registering for an on-campus scheduled course for the semester. Active participation will assist with academic success.
118	It was the first time I had imbedded tutor for my online class which was very successful. I have plan to have my office hours in person for my online class in the future and that might help students who are learning better in person rather than online.
119	I've noticed that students often like interacting with each other in the discussion board. In all the feedback I receive from them each semester, they always seem to highlight the discussion board as one of the course's best and most enjoyable activities, so I'm considering the possibility of incorporating other similar activities that will allow for additional interaction between the students since it seems to help them feel more connected and engaged in this challenging online course.
120	Keep with what is working well
121	Level 4 students were well equipped to start their research and write their essays. Some struggled with academic vocabulary from reading and their research articles.
122	Library Zine Workshops have been a great addition to my history classes. They work in classes with under 25 students, as they can accommodate us. My larger classes cannot participate in these in library workshops with hands on research experience. High class caps create learning gaps in every sense.

123	Looking forward to trying some new writing strategies and prompts for the next round of 101 classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing.
124	low participation and submission?
125	Making stats fun and understandable and be able to apply statistical understanding to their everyday life
126	Model the processes and procedures of Access Services was a comprehensive grade. I will pursue an alternative assessment for students to demonstrate mastery of these concepts. The most difficult gap in this class was engagement. I will explore new strategies and make more use of tools like Starfish to keep students on track with the pace of the class. The group work was successful as the end products for students demonstrated mastery of the learning outcomes of the class. I will revisit SLOs as I prepare the course for POQR review and make adjustments as needed.
127	More group work with the expectation of reading the material before class and able to answer prompts in class in groups.
128	More than half the students understood the material; however, the rest did not completely grasp the concepts. I think this is due to these students not actively listening during the lectures or reading the chapter.
129	n/a
130	NA
131	Need to bring back Math 095
132	Need to continue to develop guided notes for all chapters, develop a review system after each lecture to measure student comprehension.
133	Need to emphasize the importance of the on-line class that all students must view and read all the material within in the canvas modules to be successful. Unfortunately, many students want to race through, and they do just minimal work.
134	Need to work on having a chapter review immediately after finishing the lecture. This would help with student comprehension, and stimulate questions not asked during the lecture period.
135	New content will be added but strategies will remain the same.
136	New content will be updated but strategies will remain the same.
137	No change. Students who do the series of assignments/assessments do well. The problem is that they stop doing the work. SLOs are not telling me how to keep the students on task.
138	No proposed changes need to be made.
139	No proposed changes needed.
140	NONE
141	None at this time.
142	None. If the students do the assignments, they pass the assessments. The problem is that many students do not continue on with the assignments.
143	None. Students who complete the assignments / assessments do well. The problem is how to engage the students to keep on going with the work.
144	Note 1: This disaggregated list is including students who dropped the course before the deadline. These were inactive students in Canvas. Note 2: The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.

145	One student simply never interacted with the course at all (did not turn in any projects, never contributed to any discussions). Maybe be more aggressive in checking in? I was quite busy with other classes this semester, so felt like I didn't have enough time to be "intrusive" enough in this class being fully online.
146	Overall this was a strong class with only a few students who struggled in math. Typically students who struggle with math, struggle in CHEM 151. This was a good group of students mathwise.
147	Performance holding at about average at this point. Need to work on developing better fire control books and materials for deeper coverage into subject matter.
148	Planning to introduce the Honors Project earlier in the semester next time.
149	Problems arose mostly around reading and issues with clarity--I had more ELL students in this class than in the past. Will read more in class and require tutoring, rather than making it optional for XC. When students worked with the tutor, then did much better. Spend more time discussing essay structure and grammar.
150	provide additional time and resources for review.
151	<p>Reflecting on the successes and challenges in this class, it's clear there were both achievements and areas for growth.</p> <p>Successes:</p> <p>New Strategies: Implementing diverse teaching methods, such as group discussions and interactive activities, enhanced engagement. Many students responded positively, indicating a more dynamic learning environment.</p> <p>Content Addition: Incorporating additional resources, like multimedia and real-world examples, helped deepen understanding and made the material more relatable.</p> <p>Class Performance: Notable improvements were observed in assessments, with an increase in average scores, suggesting that the strategies and content were effective.</p> <p>Learning Gaps: Identifying areas where students struggled, such as certain concepts in the curriculum, allowed for targeted interventions.</p> <p>Future Considerations:</p> <p>I plan to continue experimenting with new strategies, perhaps integrating more technology or collaborative projects to foster engagement.</p> <p>I will recommend specific content modifications based on student feedback and performance data, as well as look to make adjustments to assessments to better align with learning objectives and support diverse learning needs.</p>
152	Same -- more projects 5 smaller projects instead of 3 big ones -- less time to get loose.
153	Set up automatic starfish notices for missing assignments
154	Similar attendance and attrition issues as the other 101 section. Students came in with higher abilities but with more personal issues to overcome. I think I did a better job than in the past getting to know students; as a result, I believe they were more willing to discuss personal issues with me, which in turn allowed us to work out a more flexible schedule while still holding students accountable. Had the same issue, though, of "floating" students: those who came to class but stopped doing work at some point mid-semester. Some cited anxiety with the texts. I do use controversial texts to introduce issues of power and marginalization, but those texts are important and it's difficult to see how I could replace them or teach them with more innocuous material. College is stressful.
155	SLO's were met and no changes need to be made
156	SLO's were met and no changes need to be made.
157	SLO's were met. No changed needed
158	SLO's were met. No Changes need to be made
159	Smaller class sizes equals higher success rates.

160	Some students failed due to inactivity. Do more to check on students who are not completing assignments.
161	Some students stopped attending. This pulled the average down. Check on students who stop attending.
162	Spend more time on IP Addressing and subnetting for the future courses.
163	<p>Statement 1: This represents the first exam where all the students are fresh and ready for the whole term. There was a practice exam and all the lectures are on video on canvas for student review.</p> <p>Statement 2: They either did very well or very bad. This caught me by surprise. There was a practice exam and all the lectures are on video on canvas for student review. This was the second exam.</p> <p>Statement 3: This is the last exam before the final.</p> <p>For all three exams the students were able to use 1/4 page cheat sheet. The cheat sheet focused the students on what they did not know and write it down for the exam.</p> <p>There was also an opportunity to move their past exam scores up. They correct all their errors on the exam with new sheet of paper and also make up a similar problem and do it correctly. They staple it to their old exam and turn it in when they take the next exam. If they pass the next exam, then I look at the test corrections from the previous exam. This forces the students to re-exam their mistakes and also remember they must pass the next exam.</p>
164	Student participation is essential to course success. Outreach is provided daily and weekly via Canvas announcements, emails, coursework, zoom support, and phone meetings. Student campus support (i.e. writing center, library, financial aide, tutoring, SAS, etc) is provided in the course syllabus and campus website.
165	Student success in statistics isn't only measured by grades, but also by students' persistence, confidence, and ability to see themselves as capable problem-solvers. Through continued reflection, instructional redesign, and campus collaboration, I remain committed to improving the overall course experience for students while continuing to increase my course retention and success rates.
166	Students did well in general. Those who did not either did not meet requirements or did not complete the assignment. I will reiterate the requirements in another pertinent place to make sure students are aware
167	Students' grades fell at the very end of the semester when the 3,000-word paper was due. Students need more deadlines with fewer pages throughout the process, rather than one big essay due at the end.
168	Students improved a lot during the semester in reading, writing and grammar. The biggest challenge was to establish their sense of identity as students in the classroom as well as on campus.
169	Students were able to successfully provide a well thought analysis of their topics, as well as present it in a well-crafted document or slideshow. During the project, students did seem to struggle in finding their own sources when researching the topics. A higher emphasis will be made in future courses for how to conduct proper internet research as well as providing more real-world examples and analysis during lectures or as assignments.
170	Students were affected by cancelation of almost two weeks of classes due to fires near by.
171	Students were tasked with projects to present a topic in information technology to their peers, requiring an emphasis of the topic's impact on society, workplaces, or school. Students were able to choose from conceptual topics or specific forms of technology. Allowing team collaboration and discussion led to a more thoughtful approach to the project, and the presentations allowed for other students to also be aware of such impacts. The project itself was fun for the students involved, so I will be reformatting and utilizing this for the future.
172	students who did not success (grade of D) did not participate in extra credit opportunities. need improvement on how to engage these students more.

173	<p>Successes: Students showcased growth in understanding key management principles, including leadership styles, organizational structures, and decision-making processes. This was reflected in their ability to connect theories to real-world examples during discussions and assignments.</p> <p>Adding Content: Added case studies from current events to make the course content more relevant and relatable. These case studies encouraged students to analyze contemporary business challenges. Integrated multimedia resources, like videos of successful business leaders discussing management philosophies, which enhanced learning and sparked class discussions.</p> <p>Challenges: Identifying Learning Gaps Some students struggled to grasp abstract concepts like strategic planning or organizational culture, suggesting the need for more hands-on examples or visual aids. A few students found it challenging to transition from theoretical discussions to applying those concepts in practical scenarios.</p> <p>Participation Consistency: Encouraging consistent participation in discussion boards was challenging for some students, especially in the reply to another student section.</p> <p>Assessment Alignment: While performance was generally strong, some assessments might not have fully captured leadership and strategic thinking skills. This points to an opportunity to diversify assessment formats.</p> <p>Content and SLO Adjustments: Introduce reflective journals where students document their thought processes and growth in understanding management principles. Use project-based assessments where students create mock business plans or propose solutions to managerial problems.</p> <p>Recommendations for Future Courses: Continue using real-world case studies but consider diversifying industries to give students a broader perspective. Offer time management and study skill resources to help students stay consistent in participation and engagement. Use periodic surveys to gather feedback on what teaching methods and content students find most valuable.</p> <p>By reflecting on these successes and challenges and implementing the suggested strategies, the Principles of Business Management class can further enhance student learning and engagement in future semesters.</p>
174	Switching to an OER book and changing the method of assessment.
175	Switching to OER and different methods of assessment.
176	Switching to OER.
177	The biggest challenge in this class was the multiple absences of some of the students due to work or illness. These students had some gaps in their knowledge. I added some of the Power Point lessons to Canvas and also made handouts with some of the target information, so I can give it to the missing students when they came back to class.
178	The biggest issues in the class came from cheating with ChatGPT and not turning in work. Unlike the other class, I didn't have computers in the class. I was able to monitor students and give them more in-class time for writing in the computer classroom. Scheduling computer classrooms is out of my hands, but I will continue to try to get classes scheduled there.

179	The class did not meet the rubric standard for several reasons. The students did not complete all assignments on time. They were late but engaged with the work that had to be done, asked questions, and followed directions half the time. Three students disregarded the work and said they would do it but did not complete it. I explained that they needed to drop the course, but they did not. In the future, I will drop all students before the deadline if the work is not completed.
180	The class meets the rubric standards for several reasons. The students completed all assignments online in a timely manner. The students were engaged with the instructor and all assignments as they worked 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 participate in all class activities.
181	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.
182	<p>The focus on cultural competency in teaching mathematics and flexibility for due dates seems to be working pretty well. Students seemed to be very happy with the content and presentation in the course. What many students expected to be a simple content refresher turned out to be something much more meaningful. Not only did they strengthen their understanding of math concepts, they also learned how to teach those concepts in ways that are engaging, inclusive, and culturally responsive. They realized that effective math teaching goes far beyond explaining concepts—it involves empathy, responsiveness, and relevance. Several students noted how the course helped them reframe math as a tool for empowerment and connection, especially for students who have been historically marginalized or who struggle with the subject. They were surprised by how much they grew, not just in pedagogy but in confidence and classroom presence. Many came to understand how personal stories, culture, and real-world experiences make math more engaging and meaningful. Inclusivity became a central theme, with students emphasizing the importance of adapting to different learning needs and cultural backgrounds. Several shared that they’ve already begun applying course strategies in their current roles, helping them support students in more thoughtful and equitable ways.</p> <p>Some quotes from students:</p> <p>"This course has truly shifted my perspective on what it means to teach mathematics." "I now feel more passionate about teaching math because I view it as an opportunity to give students what I rarely had." "This course really opened my eyes to the importance of creating an inclusive classroom." "This class has taught me that students all learn differently—and that their cultural background affects how they learn." "I've already started using what I've learned in my workplace."</p>
183	The goal is to get more students to course completion. Ill be working on improving engagement and encourage the students to see it to the finish. Those that did complete the program were successful. A good chunk of students quit before the finals were administered.
184	The honors students enjoyed 4 short critical thinking essays throughout the class rather than 1 research paper. It also allowed for more dialogue regarding diverse topics.

185	The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments. I think I may change up how the comp checks and primary source assignments are done. I will combine them together as opposed to 3 comp checks and 2 primary source assignments. I make it as a total of 2 or 3 of these assignments to help alleviate workload and to ensure that the material is still well covered.
186	The new strategies that I did was to do our course exercises as a class, by doing that students were able to understand how to interpret the medical terminology. I also showed short 5 minute videos for certain chapters that were more in depth then others. In doing so the students had a better understanding of the body system. I also gave the students free range for their disease presentation. In doing so students were more eager to do research on their choice of disease, and were motivated to present it to their peers. In the future I will provide a print out of the first 3 chapters of course exercises, for those students who are waiting for their books to arrive. I am going to do this, so my students do not fall behind.
187	The problem is not with the assignments, which are designed to help the student learn the concepts reflected in the SLOs. The problem is that the students do not keep doing the assignments.
188	The students preferred a in class discussion vs an essay regarding the readings and films. Continue to practice different modalities to accommodate all students. Students enjoyed primary source analyses. Students enjoyed and learned a lot in "Latin America Now" presentations where they had ownership over their own project topics.
189	The students who participated scored above average. I think the issue is more one of retention and participation. I plan to address this by adding more instructional videos rather than written lecture.
190	The students who succeeded in this course constantly attended and participated in class activities. I will add more various class activities so that all the students can enjoy learning. Also, I will add more cultural contents to each lesson because many students seemed to enjoy learning culture in class.
191	The target was met.
192	The targets are being met.
193	The targets are met.
194	The three that did not meet it are because they stopped participating. Sending out messages and trying to reach them did not seem to work. I will have to think of some other way to get in touch with students that no longer participate.
195	The ultimate goal is to obtain 100% in all areas. However, with all areas greater than 90%, goals are supported. Continued effort will be made to ensure that 100% of students obtain all SLO's.
196	There are several reasons the class meets the rubric standards. The students completed all assignments online in a timely manner. They were engaged with the instructor and all assignments as they prepared to become firefighters, learning about hydraulics, hose lines, and water supply systems. Having all the students involved is a massive part of a successful class. The students who did not meet the rubric standards failed to complete all the assignments. I will continue to have all my students engage in all activities in my class.

197	There was a change in the faculty mid-way through the course which created many difficulties. To begin, this course was very sparsely attended. There was inconsistent participation. I tries strategies to up student retention but by the time I received this course, the majority of students were chronically absent.
198	There was notable improvement yet learning gaps among the older students. There will be a lot more focus on practice on basic comp literacy next semester.
199	There were multiple students who were not successful in the EMT program midterm who were unable to continue in the class which accounts for many of the "1" scores. For other students they had a lot of missing assignments. No learning gaps were identified.
200	There were students who had never been asked to think past what is written. It is nothing other than they need more experience with this type of thinking and with maturity they will start to improve with this. There is nothing that I would change, it is just an overall learning process and some learn faster than others. Overall, I think the class did well.
201	There will be more emphasis and grading weight on format structure to ensure students can seamlessly transition to a graduate degree program.
202	This fall online medical terminology class was excellent in participation, grades and engagement with the class. All SLOs were met with a pass rate at 100% and class average of 93%! Pronunciation assignment participation was good at 80%, although my goal is to have all students participating. It has been helpful for me to track this through the SLO reporting.
203	This class feels like a one off. I took it over from another instructor, who's very different pedagogically. The class began small, then became tiny after the first class. We also moved to a sparsely equipped computer classroom that was difficult to teach in. There was a lot that was simply out of my control. Those who stayed mostly had good experiences--at least those who were able to put in the time. Some students also reported very difficult home life situations that negatively affected their performance. I tried to be flexible with due dates and revision, which seemed to help some students successfully complete the course.
204	This class is an introduction to learning Geographic Information Systems and how to use the basic tools in GIS designed by ESRI. The main application used in this class will be ArcGIS Online. There will be optional experience based on the discretion of the instructor in ArcGIS Pro, ArcGIS Maps for Office, Workforce for ArcGIS and Navigator for ArcGIS installed on a mobile device, and Operations Dashboard for ArcGIS. Geographic Information Systems connects data to a digital map and is used for discovering, consuming, creating and sharing geographic data, maps, and applications to fulfill objectives
205	This class meets the course rubric for several reasons. The fire technology students interacted with other students in the class. A few students did not complete the assignments, which lowered the overall percentages. Students stated that they started to work and did not have time to study and finish the tasks. I will ensure that students drop the course property if they can't attend class.
206	This class was a bit of mystery to me. Many students stopped doing work early on (or did rare, selective assignments) but still kept coming to class, albeit randomly. I think there's an assumption out there that if students show up to class and turn in something, they'll receive a passing grade. Although the class had an embedded tutor, nearly all students avoided using him, even when compelled with extra credit. Students who did most or all of the work saw impressive gains. To combat the issues above, I plan to pay closer attention to attendance (I stopped taking roll after learning students' names), be more intrusive when grades slip (I usually send an initial email, but will start messaging students after every two missed minor assignments), and take roll throughout the semester. Tutoring will become mandatory, at least in the beginning of the course.
207	This class was challenging because it was a late addition in a shortened time frame with the expectation that some of the class would be presented as distance education, while the bulk of the class would be in person. If I have to do this type of presentation again I will make a couple of changes in the amount of work that is assigned as well as how the distance education is assigned.

208	This class was well-received. Students enjoyed the class and asked many questions. I used assignments to comment on or ask questions about the recorded lectures, which encouraged students to be more engaged in class and feel as though they had more interactive lectures. I also utilized equitable grading practices to ensure student success in the classroom.
209	This course can also be offered as in-person class.
210	This course has been a challenging one from the students' success rate perspective. In the past, the success rates have been at between 60% ~ 80%. This course has been the lowest one. I need to fine-tune/adjust the computer lab activities.
211	This course is a 2-unit class and it can be shortened.
212	This course should be offered at the beginning of the semester (for the Spring semester) instead of being a late start class. It would help students to be more prepared for cybersecurity competitions annually.
213	This course was canceled. There is no data to report. The system would not let me submit without putting something there.
214	This course was offered as an 8-week course. It could be lengthened.
215	This fall online medical terminology class had very good participation, grades and engagement with the class. All SLOs were met with a pass rate at 97% and class average of 90%. Pronunciation assignment participation was low for this class at 65%. I will consider using the pronunciation assignment in replacement of the #1 SLO for fall semester. There were more than usual students having issues with the textbook until late in the course. I'm not sure but suspect there was a correlation. I will continue to stress the importance of having the textbook within the first week of class.
216	This has been a great turnout with the honors students this semester
217	This is another course with a low student success rate, similar to CIS130 class this semester. I have a number of the same students in both classes. Perhaps there is correlation between the two. I need to consider changing/modifying the lab activities for the course.
218	This is my first time teaching this particular class; therefore, I am unable to make a comparison. Although the class met the mark, I will consider some additional strategies, such as...summary questions regarding the in-depth material within the modules. I will be deleting some content and adding some new content. I am also considering SLO modification.
219	This objective was measurably successful with varying outcomes that met course objectives.
220	<p>This particular class met a week late due to the Line Fire. Census was not adjusted to accommodate the shift in scheduling, and at least one student probably shouldn't have been counted in census: though she did log in the first class meeting (the last day to drop before census was the next day before the class had the opportunity to meet for a second time), this student did not attend the second class meeting or any of the ones following, despite numerous emails. She was dropped with a "W" by me before the deadline to drop.</p> <p>In addition, a significant number of students resorted to cheating by using AI in this particular section, even more than had resorted to cheating in a previous asynchronous course I had taught. Because I have not taught many online courses at CHC, and because AI is so new, it is difficult to know if there is a pattern, but this number was significantly higher than my similar face-to-face classes, and this trend seems to be true across online sections with other instructors as well. As a department, we plan to create clearer policies and hopefully more consistent messaging to deter students from using AI to cheat. Unfortunately, there were a few cases where students repeatedly resubmitted AI-generated papers, even after being warned, but clearer messaging may at least reduce the total number of students that attempt to cheat.</p> <p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p>

<p>221</p>	<p>This semester has been like no other in my career. I have never seen such substandard work, nor have I ever seen so few students pass—and that is not the half of it. The central problem is that Artificial Intelligence has begun inserting itself into my courses; in this class alone, at least ten students used AI to “write” their essays in whole or part, something I do not allow whatsoever, and there seems no way to stop it.</p> <p>So, what is the problem? Some combination of pandemic-era lack of academic challenge and inability to resist the smooth temptations of technology? Perhaps so. For good measure, add a lack of training in ethics.</p> <p>Possibly a more important question is this: What is the solution? Although I not only teach exclusively online but need to at present, I nevertheless can see only one (ideal) way forward: end all online courses until and unless better AI-detection software is developed, and require all student texts be written in class. Failing that, render all online classes hybrid, so instructors may at least be assured that some texts are actually student-produced.</p> <p>Because neither of the preceding solutions are likely to effected, however, I suggest that online classes need a provision for cases of suspected AI use: In such cases, students must be required to meet with a (human) proctor and produce, in real time, a new text from a new prompt. (Current distance-education solutions—from proctoring software to codes of conduct—are simply inadequate to the task.)</p> <p>Many institutions of higher learning have begun reducing their number of online offerings, and some programs have stopped accepting online classes altogether—to me, these are positive changes. Since teaching is really all about relationships, in an ideal world all classrooms would be actual, all teaching and writing face to face. (This requires classrooms to be equipped with computers for every student, so to facilitate rapid, in-class essay production. Naturally, those computers must be prohibited from connecting to AI platforms.)</p> <p>I would, as well, recommend that all incoming students be required to take, and pass, a course (or at least a seminar) in academic ethics, a systemic change that should have been implemented years ago. (Ethics is broader, and thus more useful than, say, ethnic studies, a subject required at many colleges.) These changes, particularly the former, doubtless present a large investment, and a serious alteration in the way Crafton Hills College does its “business,” but I see them as essential.</p> <p>In other words, AI—bad for us all, a stupefying, even mind-destroying technology whose effects will be worse for people by far than was even the advent of social media—is ubiquitous, and leaves me at a loss in the short term, at class level; the matter of coping with it must be left, in large part, to those above my pay grade. For now, all I can do is continue to warn students off the use of AI—but more often, and in a louder voice—and hope for the best.</p> <p>Some solution.</p>
<p>222</p>	<p>This semester, I added a set of "catch up clinics" to the end of the semester to provide more opportunities for students to have one on one time with the instructor.</p> <p>In the future, I plan to add a set of short reference lectures that provide additional coverage for the more difficult concepts to supplement those already in use.</p>
<p>223</p>	<p>This semester, I attempted to assign reading materials that emphasized critical thinking. The readings were about A.I. and human intelligence, music concerts promoting multiculturalism, and gendered views in politics. These readings required more time than I assigned to them. Students engaged with the readings, but they found the material to be difficult. In the future, I will assign text that will align with a course theme that I will design.</p>

224	<p>This term, but this section in particular, saw a significant use of AI by students to draft all or part of one or more papers. In addition, there were significant attendance issues for several students in this class, something I have never seen in a dual enrollment section, and something which I experienced with only this section. Most students indicated they liked the choice of topics given to them in the essay prompts, and enjoyed the class and material overall.</p> <p>In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading.</p>
225	<p>This was a face-to-face class that had support of an online class. Students were able to view video lectures located in canvas before and after the face-to-face lecture. Handouts for each lecture would be required to be uploaded to canvas for credit.</p> <p>I also gave the students the practice exam for each assessment section on the first lecture day for each section. Therefore I was able to point out practice exam problems as I went through the lectures for each section. This way the students started focusing on the exam questions on the first day of class and I would emphasize them during lectures. They would also turn-in the practice exam for credit.</p> <p>It should be noted that the school was closed for a week due to the fire situation.</p>
226	<p>This was a face-to-face class that had support of an online class. Students were able to view video lectures located in canvas before and after the face-to-face lecture. Handouts for each lecture would be required to be uploaded to canvas for credit. Two students dropped the class after the first exam and I was concerned about losing more students since this is an advance class in the summer. To counter this situation, I gave the students the practice exam for the new section on the first lecture day for new section. This way the students started focusing on the next exam on the first day of the new section and I would emphasize during lectures when examples for the next exam would show up. They would also turn-in the practice exam at the end of the current section for credit. No additional students dropped the class.</p>
227	<p>This was a late start section with a lower enrollment to begin with. Some students ended up withdrawing before the deadline. For those who remained in the course officially, several of them effectively disappeared. Attendance wasn't great for this course all term, and many students did not pass (either with a D, F, or FW). The students who came to class and completed the readings, writing assignments, and discussions succeeded (4 students with an A, 1 student with a B, and 3 students with a C). But many more did not successfully complete the course. This is the lowest success rate I think I've ever had in 15 years of teaching. I plan to change the course theme and major readings the next time I teach the course, for I think the subject matter might have been somewhat of a deterrent for some students. I am also curious to see if our 13-week late start class generally have lower success rates, because I've noticed that being the case for me, at least.</p>
228	<p>This was a new course. In the future I may recommend that it be offered over a longer term (10 or 13 weeks).</p>
229	<p>this was a small section so it was hard to determine if there were any areas I can improve on. this is first time using OER and that seemed to work well but I would like to add some other additional OER to the course for the students to learn from.</p>
230	<p>This was a very short term class (6 weeks). Quite a bit of information to pack in a very tough timeframe. Overall improvement I can make is do a better job of reviewing chapter material before quizzes.</p>
231	<p>This was an outstanding class, though attrition was fairly high once we hit the novel. Students at all levels seem challenged with longer works recently--unwilling to put in the time necessary for the written analysis. Those who stayed, however, reported consistently positive learning experiences. Perhaps, give them more time to read in class.</p>

232	This was first semester and I valued the student's input on what I do they like/ do not like. I would like to have more interactive lectures and activities, figuring out how to get the majority of the material out with integrating more activities that are relevant.
233	This was my first offering of this class. The goal of the course is to explain each component of the firefighter hiring process in detail. Content was added on diversity in the fire service. Students were given a mock interview in the beginning and end of the class to note improvements.
234	This was one of the best prepared, most attendant, and most dedicated classes I've ever had the pleasure of teaching. I'm not sure I would do anything different. We were also in a computer classroom, so on the freak occasion that work wasn't done by all, we were able to address it in real time in the classroom. Great class!
235	This was the area where we had the most success. Folks were always willing to share and listen to each other. Perhaps, I will also try to integrate homework where they must go out into the community and find out certain information.
236	Throughout the course and for each Operating System, students discussed the different components and tasks of the OS, as well as the tools that can be utilized for installation, maintenance, and troubleshooting. Students were to differentiate between tasks the appropriate OS already performs or that they themselves must perform. Allowing class discussions was an effective way to have students explore such topics.
237	try new strategies by introducing real life problems. In the future I will continue to update these real-life problems to make the course more interesting and relevant to the students as they focus on the statistical material.
238	Trying new real world applications.
239	Trying to make stats more relatable and fun, rather than misunderstood and used for pushing agendas
240	Upon closely examining the outcomes of this course, I noticed an unusually large number of students failing this semester. I believe there are a couple reasons for this: first, many of these students who failed simply decided to no longer participate in the course after the drop date - they gave up completing assignments at some point in the semester for whatever reason. Second, I did not reach out to these struggling students early enough to intervene on their behalf; doing so would have perhaps led some of them to stick with the course. By engaging in regular substantive interaction with my students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success. I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will reduce the failure rate and hopefully increase the success rate.
241	Use more accessible technology like excel. Allow student's to work on the problem on the board.
242	Used Learning Catalytics at MyLabStat. Works good and students liked it. Will use more in the next semester.
243	Want to try more timed writing and have more projects. The final project is where people fall down. So schedule it to finish two weeks earlier.

244	<p>While many students showed significant growth and deep engagement, it’s important to note that the lowest-performing students (earning Fs or barely passing) often did not submit assignments, were inconsistent throughout the term, despite extensions and support, or attempted to cram major learning at the end, which undermined comprehension. If we offer flexibility in deadlines, then we also need to set clear expectations about student responsibility throughout the system. Several students struggled with follow-through when there were no immediate consequences for falling behind.</p> <p>Students overwhelmingly reported a shift in their perception of statistics, from seeing it as a dry math subject to recognizing it as a tool for equity, critical thinking, and real-world decision-making. They explored social justice issues, interpreted media claims more critically, and gained confidence with complex ideas like confidence intervals and regression. As one student put it, "Statistics helps us make sense of the world especially when we need truth, not just feelings."</p> <p>The focus on relevance over exams and flexibility over punishment let students lean into learning when they were ready; and for many, that worked. They rewatched videos, redid assignments, and had the space to ask for help without fear. Many expressed surprise at how accessible and meaningful the content became, especially with the support of videos, feedback, and peer insights. A recurring theme was growth through struggle, whether with concepts like linear regression or tasks like creating video presentations. Students appreciated the real-world applications: from homelessness and healthcare to social media’s impact on mental health and racial inequities in resume callbacks.</p> <p>Student quotes: “This course taught me that statistics can be used as a valuable tool to solve issues we have as a society.” “Statistics helps us make sense of the world—especially since there’s a lot of information to process which we need to believe based on truths and not feelings.” “I thought statistics was going to be extremely hard to understand, but with the videos and help from peers, it was easier to understand.” “Confidence intervals were hard at first... After doing more practice problems, and learning from my mistakes, it clicked.” “I read on forums and text boards about the topics and followed those methods until I felt I had a strong backing for it.” “I really enjoyed the pace of the class—each lesson built on the one before it in a way that made learning smoother.” “This course made me realize how important it is to recognize misleading graphs and identify how to evaluate statistics.” “I had not taken math in over 10 years. This course was overall very enjoyable to take.” “Doing a project on a topic that I was unaware of existing... was very fun to do.” “This was my second attempt at this course... it was very clear that your end goal was for us to learn and succeed and not just drown in the workload at hand.”</p>
245	will continue to provide the information needed for students to acquire all the necessary components to these systems.
246	Will revise when grades are posted
247	With a class this size its important to keep up with the individual students where they are and not let some get behind. I will want to start working with those students a bit earlier in the class to help them get caught up and not fall too far behind.
248	Work closely with the Honors Office to secure greater student compliance with the requirements for the term

	project.
249	Work on developing better active listening skills.
250	Work on tying assignments and exams to specific SLOs Update the content and add more student engagement techniques
251	Work with the students who seem to be struggling and falling behind earlier in the class to get ahead of the situation. We want everyone to succeed here!