

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Social and Behavioral Science

Assessed: 2024-2025

Learning Outcomes Statement

Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 540 sections and resulted in a total of 11,838 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
2	Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	9,635	81.39%

List of courses where outcomes were mapped to the GEO (68 Unique Courses).

ANTHRO-100	HEALTH-267	SOC-100
ANTHRO-102	HIST-100	SOC-100H
ANTHRO-102H	HIST-100H	SOC-105
ANTHRO-106	HIST-101	SOC-130
ANTHRO-107	HIST-101H	SOC-141
ANTHRO-110	HIST-107	SOC-141H
BUSAD-100	HIST-135	SOC-145
BUSAD-105	HIST-150	SOWO-101
BUSAD-131	HIST-170	

BUSAD-200	HIST-170H	
BUSAD-210	HIST-171	
CD-105	HIST-171H	
CD-105H	MARKET-100	
CD-112	MARKET-110	
CD-126	PHIL-105	
CD-132	POLIT-100	
CD-205	POLIT-100H	
COMMST-100	POLIT-106	
COMMST-111	PSYCH-100	
COMMST-111H	PSYCH-100H	
COMMST-135	PSYCH-103	
COUN-110	PSYCH-111	
ECON-100	PSYCH-118	
ECON-200	PSYCH-120	
ECON-201	PSYCH-201	
ECON-201H	RELIG-100	
ETHS-107	RELIG-100H	
ETHS-141	RELIG-101	
GEOG-120	RELIG-135	
HEALTH-102	RELIG-176	

Use of Results/Proposed Actions – Individual Submissions

1	I believe that incorporating more online homework assignments and increasing student interaction can significantly enhance their understanding of course material and lead to improved classroom performance.
2	Add additional content (readings, online resources) to further supplement each individual module. Doing so might provide opportunities to identify and assess key student learning gaps.
3	Address absenteeism with attendance incentives and remedial sessions.
4	<p>Although students met the second goal, critical thinking and generalization when it comes to understanding of experience and outcomes due to stratification is still a struggle. I'll likely add content that takes students through smaller steps of critical thinking. There has been improvement as I've spent more time in discussion with them. However, I think they need more hands-on work.</p> <p>The third outcome was very difficult. Students were capable to coming back with signed pieces of paper indicating they participated in something. However, getting them to participate in a meaningful way that helped them connect the material sociologically is another issue.</p>
5	Apprehension and Listening Assessment used. TBD at our next faculty meeting.

6	Attitudes among the students seem to reflect what is being heard on campus - the goal now is to just get students out in two years. Students quote this and some seem to believe they have to do very little and will simply be passed as the institution just needs them out in two years. Students appear to be putting in the effort and focused on their goals or at the other extreme, wandering in and out and producing minimal or no work. It is also not helpful that the student writing skills continue to decline. Will be discussing these beliefs with students at the beginning of each course in the future, emphasizing their personal goals and the importance of both the course material and general responsibility skills.
7	Awesome DE students at REV HS
8	Cannot complete this as it is an incomplete roster. Notified Research.
9	Can't take tests.
10	Content and retention s going well. Will continue to look at minor retention issues.
11	Content was added to the course
12	Continually try new strategies
13	Continually trying new strategies
14	Continue as planned with some adjustments to assessments and assignments to help students apply the information learned
15	continue improving interventions earlier in the semester when students first start to show signs of falling behind. Generally, students who keep up with the coursework do well.
16	Continue to implement positive learning strategies.
17	Continue to try new strategies
18	Continue what I am doing by staying engaged.
19	Continue working on assessments and curriculum.
20	Create more class projects to actively engage student learning.
21	Dual enrollment class. Could not access canvas. Completed service learning!
22	Evening classes tend to have higher success rates, but that may be because they have lower enrollment numbers and more one on one interaction and learning with the instructor. Smaller class sizes equals higher success rates.
23	Excellent outcome! Continue as is!
24	Excellent outcome! Will continue as is!
25	Excellent Outcome. Continue as is.
26	Excellent outcome. Will continue as is.

27	<p>Flexibility and Accessibility: Students can learn at their own pace and revisit recorded materials as many times as needed. This particularly benefits students with diverse learning styles, varying work schedules, or geographical constraints.</p> <p>Digital Literacy Development: Students naturally develop technological skills that are increasingly valuable in academic and professional settings, from navigating learning management systems to creating digital presentations.</p> <p>Increased Participation: Students who are hesitant to speak in traditional classrooms become more engaged through discussion forums, chat features, or breakout rooms, where they feel less intimidated.</p> <p>Personalized Learning Paths: Online platforms can offer adaptive content, allowing students to spend more time on challenging concepts while moving quickly through material they grasp easily.</p> <p>Challenges in Online Learning:</p> <p>Engagement and Motivation: Maintaining student attention and participation can be significantly more difficult without physical presence. Screen fatigue and home distractions compound this issue.</p> <p>Technical Barriers: Students with limited internet access, outdated devices, or low digital literacy may struggle to participate fully, potentially widening educational equity gaps.</p> <p>Assessment Integrity: Ensuring academic honesty during online exams and assignments presents ongoing challenges, requiring creative assessment design and proctoring solutions.</p> <p>Social Isolation: The lack of face-to-face interaction can lead to feelings of disconnection from peers and instructors, potentially impacting mental health and collaborative learning opportunities.</p> <p>Communication Gaps: Misunderstandings can occur more easily without nonverbal cues, and students may hesitate to ask for help when they don't have immediate access to instructors.</p>
28	<p>From what I can tell, students who didn't succeed were capable of doing so but didn't complete many of the assignments. I will reach out earlier and more often to students who seem to be struggling.</p>
29	<p>Get the ones who don't show up to start showing up.</p>
30	<p>Get the students who don't show up to show up.</p>
31	<p>Great classroom discussions and students active in project and class participation. Guest lecturers brought insight and knowledge for students to become involved.</p>
32	<p>Hello,</p> <p>I have attempted to submit SLOs twice and receiving the same error message. I'm done this twice now on two browsers.</p> <p>I would appreciate a hassle-free resolution and ideally, not have to enter data again.</p> <p>I'm booked for the rest of today.</p> <p>Could someone at the SLO office please respond.</p> <p>Thank you.</p>

33	High attrition rate mid to end of semester. Plan: attempt to use Starfish and personal communication for those students who begin to miss assignments mid to end of semester.
34	Honor students.
35	Honors students during Fall 2024 seemed overwhelmed with requirements and deadlines. I created optional assignments for those who could not present at research seminars.
36	I adjusted assessments to match the student's needs and added content that they could easily connect with. I did see a huge improvement when I gave the ability to talk to one another. Those who did not score well did not participate in class discussions even when encouraged.
37	I adjusted the content from the previous semester to fit the climate of this class but added online homework that students can complete on their own time but also shows their understanding of the topics we are discussing. I did notice that by adding new homework students either did not complete it or waited too long to complete it. The assignment was worth a big part of the grade so if not completed then the grade would drop drastically. In the future, I plan to adjust the grading scale so that the homework assignments are worth as much as they were this semester as to eliminate having grades drop for not completing homework assignments.
38	I am very pleased with the assessment scores in this class. I will continue to use this exam in the future.
39	I believe that incorporating more online homework assignments and increasing student interaction can significantly enhance their understanding of course material and lead to improved classroom performance.
40	I believe that providing additional online homework assignments and extending office hours significantly enhance my students' ability to improve their performance in class.
41	I do not see any Challenges.
42	I feel like short-term classes should not be open to Honors students because of the supreme burden having to read and analyze an additional book puts on already stressed out students. Confirmed that the process of research development works
43	I have continuously added content in recent semesters to include pressing ethical challenges, including the adoption of AI, the climate crisis and pandemics. Given escalating critical global issues this year, I will be adding updated course content this semester to keep students engaged. I see higher engagement with more recently added class modules, such as AI. As in previous semesters, participation especially towards the end of the semester remains a challenge. I have adjusted the final assignments to include watching a film and constructing an ethical argument, as opposed to one longer essay. I am considering adding more film options this semester to maximize participation and engagement, as well as incorporating a discussion assignment where students need to locate a multimedia clip to reflect an ethical issue. Overall this past semester I remained impressed how quickly students grasped some of these denser ethical theories and how well they performed on exams, with my continued focus being on increasing engagement.

44	<p>I have recently added a midterm project that is designed to get students exposed to major Black Religious Figures of American History. They can choose from a long list of potential figures, and I notice that when they get to choose their own topic, their approach is met with eagerness than when assigned a topic. This approach has led to a more meaningful academic experience for them, higher grades and a better sense of ownership of the material, sometimes igniting a new field of interest for further study.</p> <p>This class could use more integrated actions between students. Since it's an online class, and the students don't actually have access to one another in a face to face manner, it would be good to assign more group endeavors, through a discussion board that requires them to collaborate on a topic, split the research load, and report back with their combined efforts.</p>
45	<p>I have recently added a midterm project that is designed to get students exposed to major Black Religious Figures of American History. They can choose from a long list of potential figures, and I notice that when they get to choose their own topic, their approach is met with eagerness than when assigned a topic. This approach has led to a more meaningful academic experience for them, higher grades and a better sense of ownership of the material, sometimes igniting a new field of interest for further study.</p> <p>This class could use more integrated actions between students. Since it's an online class, and the students don't actually have access to one another in a face to face manner, it would be good to assign more group endeavors, through a discussion board that requires them to collaborate on a topic, split the research load, and report back with their combined efforts.</p>
46	<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>
47	<p>I provide a range of assessments through assignments, and provided students with much feedback on their assignments. Student Learning Outcomes were met.</p>
48	<p>I think I will hold a session during office hours to go over APA 7 citations as that seemed to be the major concern with the students.</p>
49	<p>I think the Field Visits will continue to have one of the greatest influences on them, since they are able to see how other religions express devotion and faith. I have recently added an interview to be done on site, and the interview questions help them discover how devotees of other faiths find meaning in their religious system. The entire exercise seems to demystify alternative worldviews and helps them have a greater sense of tolerance for those who don't think like they do.</p> <p>I plan to do more video lectures in the fall so that the weekly material will have reinforcement and may help students assimilate the information better, thus helping them achieve a higher score on the exams. The Slide Shares and Power Points are good, but they may need more face to face contact (virtually of course) with me.</p> <p>I also may implement a group project in small teams that can be done via Power Point,</p>

	each member of the team submitting their own portion and made available for the other students to watch.
50	I think this online class may have more successful students if it were over a longer time. Two months is a bit short and results in the work load each week being more.
51	I tried new strategies and encouraged student participation
52	I tried to provide more office hours to improve their learning and performance!
53	I was able to get certified this semester through distance learning and I was able to increase critical based exercises into my learning objectives. Added new content, notable differences in meeting standards for rubrics and added more support hours for students who struggled.
54	I was happy with the result other than the students who did not complete it. Maybe reach out those students and encourage them to complete the assignment.
55	I was happy with the results except for those who did not complete the assignment. Maybe reach out those students who did not complete the assignment to encourage them to complete the assignment.
56	I will be implementing new strategies that perhaps are developed for students that extra help.
57	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.
58	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.
59	I will try to facilitate discussions not just based on student opinions and ideas, but also how those relate to proven operational efficiencies realized by sport agencies
60	I'm retired, so I will let my colleagues address this outcome.
61	Improve attendance
62	Incorporate more discussion of current events as many students had questions about current events.
63	Increase small group exercise time.
64	Interpersonal Theories Assessment and Listening Assessment. TBD at next faculty meeting.
65	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.
66	Keep on truckin
67	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.
68	Lower end. Will work on techniques to motivate class and tutoring involvement.
69	Missing program level outcomes.
70	Never have to teach this class again!

71	New and improved assignment directions Additional course resources Weekly FRIENDLY REMINDERS for missed assignment Multiple WEEKLY assignment ANNOUNCEMENT due dates Several email check ins for students who are under performing
72	New content will be added along with new strategies to reach struggling students.
73	New strategy was to implement articles to read and get student feedback through writing. This was my first time using OER as a text for this class. I noticed that the students did give interesting feedback if topics related to current events. I will continue to work on my class to make it better.
74	Next semester, I will be revising my midterm and providing study guides to help narrow down the study material. All students who received a passing grade participated in service learning hours.
75	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.
76	NONE
77	None, never have to teach this class again!
78	None. If the students do the assignments, they pass the assessments. The problem is that many students do not continue on with the assignments.
79	None. Students who complete the assignments / assessments do well. The problem is how to engage the students to keep on going with the work.
80	Not very good test takers.
81	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.
82	Note: these are not the correct SLO's.
83	Nothing to improve.
84	One of the assignments used for supporting this SLO was the activity implementation. While the CHC CDC Lab School was available to students for this assignment, perhaps in the future I would offer clearer guidance and specified time frames to accomplish. Very few students used the Center which also gave me some pause as to the quality of student work. The Final Project - completing a week activity plan worked well to demonstrate understanding of both the teacher's role and quality environments. The Bulletin Board assignment needed to be earlier in the semester for full benefit of understanding. Also more direction from instructor would have contributed to better outcomes. If I teach this course again, this will be addressed.
85	Overall, great discussions and projects and student interactions. Volunteer projects were successful for the students. Majority and near all, did excellent.
86	Overall, it was a very successful class. Students were excited about the assignments and about class discussions in general.
87	Re-examine assignments and consider new assignments for SLO's

88	Re-examine the assignments and consider alternative assignments
89	<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>
90	See comments from Psych 100-10. Will also increase 1:1 supervision and supervised group work. Statistic met is also including FW students which is addressed in Psych 100-10 comments.
91	See Psych 1---10
92	See write up under Psych 100-10
93	See writeup under Psych 100-85
94	SLO 1: Assignment rubric and in person feedback was extremely helpful to students. SLO 2: review and study guide were helpful to students.
95	Smaller class sizes equals higher success rates.
96	Smaller class sizes equals higher success rates. Students struggled to submit a PowerPoint Presentation with Outcome Statement # 3. Recommendation to offer more tutoring/writing center assistance with online presentations.
97	Student engagement and communication with course professor and honors coordinator.
98	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.
99	Students applied research skills that they developed over the course of the semester. In future, I will work on reaching out to non-performing students more often - especially in an online class.
100	Students did great in doing research but in the future I will try to communicate better researching skills.

101	Students did great with their assignments. In the future I will try to give them more critical thinking skills.
102	Students were active and engaged in class. Grades were based on work performance, not necessarily comprehension and critical understanding. In other words, all of the students were capable of understanding and managing the material. Though not all received a B or better. There is a difference between rote memorization and regurgitation on a multiple choice test and critical engagement. I will likely try some new strategies with testing to see if I can actually get to critical understanding and maneuvering.
103	<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.</p>

	<p>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>
104	<p>The biggest challenge was student engagement; it was typically difficult to convince students to participate, and they often participated via chat instead of verbally. I tried several new strategies (including having them present material, open-ended discussions instead of online quizzes, and interactive games) to encourage engagement with some success. It seemed more a question of facilitating learning in general, rather than difficulty with specific SLO. If a question did arise, students seemed comfortable asking for clarification, and most students did well on their final exam and final project (success!) In the future, modifications to SLO may be beneficial to better align with the online format. Class SLO could also better align with Program Level outcomes.</p>
105	<p>The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.</p>
106	<p>The group project was largely successful. Overall the student feedback was positive. I may add more group work for my in person classes in the future.</p>
107	<p>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.</p>
108	<p>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.</p>
109	<p>The problem is not with the assignments, which are designed to help the student learn the concepts reflected in the SLOs.</p> <p>The problem is that the students do not keep doing the assignments.</p>
110	<p>The rubrics helped students know what was expected for a good grade. The challenge I found is time management. I need to make clear due dates and closing dates. Due dates are a heads up closing date is when the assignment closes. Will create a different approach to this.</p>
111	<p>The students did a great job in meeting this SLO. I would like more time to go over their individual student educational plans to ensure that it is made to reach their goals. I would also like them to work in teams to gather more ideas about their future career plans.</p>

112	<p>The students preferred a in class discussion vs an essay regarding the readings and films. Continue to practice different modalities to accommodate all students.</p> <p>Students enjoyed primary source analyses.</p> <p>Students enjoyed and learned a lot in "Latin America Now" presentations where they had ownership over their own project topics.</p>
113	<p>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.</p>
114	<p>This class is working well online in this format. The book is free to students. I may want to integrate some interactive games or scenarios for students to practice if I can find something suitable and free or inexpensive to the students.</p>
115	<p>This class worked well in this format for online. I would like to find a free textbook and perhaps more interactive aspects such as games or scenarios for the students.</p>
116	<p>This class worked well online. I am looking in to changing the textbook to a free option for the students.</p>
117	<p>This course was well-received by all students who participated. I have employed equitable grading standards that allow students to resubmit written assignments after receiving feedback to earn back points. This was well received by the class. In the future, I will continue this and request that the class no longer be taught in a 5-week format, as many students wrote they wished they had more time to explore this topic.</p>
118	<p>This has been a great turnout with the honors students this semester</p>
119	<p>This honors section performed noticeably better than all other sections. TBD at next faculty meeting.</p>
120	<p>This is not including any cross listed students for the RELIG section. 3 of the N/A students did not take the final, stopped participating in the course. The other 7 students that are N/A are not enrolled in the course. They dropped earlier in the semester.</p>
121	<p>This is the 3rd time I have taught this Honors class in Religion 100. The additional assignments (that the regular Rel 100 students do not have to do) have had great results. I changed the methodology of the Cross Comparison assignment from a written paper to a Power Point Presentation and found that the students really enjoy the more hands-on approach, since the generation of technology is fairly second hand to most of them. They present it in a Keynote fashion and one student even used his presentation to enter it in the Honors Research symposium at the end of the semester.</p> <p>The service learning aspect is also a hand-on approach and helps the student apply what they are learning in the classroom to the larger world around them. I have noticed that studying cross culturally through a religion-based lens is giving them a greater sense of self-expressed tolerance for other cultures and religions.</p> <p>I think the Field Visits will continue to have one of the greatest influences on them, since they are able to see how other religions express devotion and faith. I have recently added an interview to be done on site, and the interview questions help them discover how devotees of other faiths find meaning in their religious system. The entire exercise seems</p>

	to demystify alternative worldviews and helps them have a greater sense of tolerance for those who don't think like they do.
122	This online class had a larger number of students who did not complete the class. In the future I will spread out the final project in smaller, graded, pieces, instead of only grading the final outcome.
123	<p>This semester I incorporated more in-class assignments to help improve success rates. Unfortunately, there are still students that would miss those written assignments. All the N/A students on here did not take the final exam, and one isn't even enrolled in the course at the end of the term.</p> <p>Also, this is not including my cross-listed students for the RELIG section. This may be skewing the results.</p> <p>I think we need a consistent way to assess the SLO across all courses.</p>
124	This semester I revamped my midterm and final. By doing this, I feel it has improved the delivery of the learning objectives.
125	Tried a new strategy by giving students a chance to resubmit some work.
126	To be discussed at Spring SLO Meeting
127	Tried a new strategy and let student redo assignments.
128	Tried new strategies as they were learned from the ACUE course, however, I believe my instructions could have been better - I believe that I did not have time to really reflect on what I was learning and be able to turn around and put it into practice in class. At the same time, the student engagement seemed far more lack-luster this semester than previous. I will be re-aligning activities to meet LOs in the future, while also ensuring that the assessments meet Bloom's taxonomy levels as suggested by the verbs in the statements.
129	Try new strategies for test review.
130	Update curriculum, and lesson plans.
131	Use Starfish again to inspire active online students.
132	Used ITA as well as Listening Assessment. TBD at next faculty meeting
133	Very good results. Continue as is!
134	With a class this size it's 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.
135	Work closely with the Honors Office to secure greater student compliance with the requirements for the term project.
136	work with honors department to ensure presentations are completed
137	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!