

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Written Traditions

**Assessed:** 2024-2025

***Learning Outcomes Statement***

Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.

***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 162 sections and resulted in a total of 2,756 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
5	Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.	2,273	82.47%

**List of courses where outcomes were mapped to the GEO (21 Unique Courses).**

ECON-100	ENGL-155	ESL/N-602
EMS-067	ENGL-155H	ETHS-163
EMS-152	ENGL-160	HIST-101
ENGL-101	ENGL-160H	RESP-410
ENGL-101H	ENGL-163	SPAN-102
ENGL-102	ENGL-270	
ENGL-102H	ENGL-917	
ENGL-152	ESL/N-601	

**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. Also, this course is cross-listed with ETHS-163-55).</p> <p>One slight adjustment I may make next semester is to move up the timeline for the Literary Analysis paper and require additional steps/ drafts before submitting a final draft.</p>
3	<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>
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>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>
5	<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>

6	<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>
7	<p>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.</p>

8	<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>
9	<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>

10	<p>As an instructor, I am proud of the work my students have done! Those who submitted assignments, passed them with the equivalent of a "C" --- and in almost all cases, a higher grade! I believe my grading contract encourages students to "do the work" because they know doing the work is how they earn the grade. This way, they can focus on my feedback and incorporate it as a way to learn as opposed to revising their work in order to "get a grade". As I continue to work with my grading contract, I will research ways to have Canvas help me as opposed to confuse my students.</p> <p>Those who earned a "N/A" either did not submit the research paper or scaffolding work used to assess these outcomes. '</p> <p>Those who earned a 1 completed the scaffolding work which demonstrated the critical thinking and building towards the final product, but because the final product was not submitted, mastery beyond this was not possible.</p> <p>In the future, I want to:</p> <ol style="list-style-type: none"> <li>1. Incorporate research into each assignment. This way, students have multiple assignments to demonstrate these skills. This will also help them practice research and in-text citations before the big research essay.</li> <li>2. I want to use "Starfish" more so that I am communicating more effectively with advisors to help students as I see them disengage from the class. My hope is by providing "in-time" support, they are supported and encouraged to keep going.</li> </ol>
11	<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>
12	<p>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.</p>
13	<p>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.</p>
14	<p>Collaborative assignments (group) and increased class collaboration (discussion) improved overall retention.</p>

15	Continually try new strategies
16	Continually trying new strategies
17	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.
18	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. Going forward, I might utilize a 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 has been an issue this semester, so possibly going forward just ensure that I am giving them more time, checking in with them often, and giving them time in class to work on those assignments more and talk to their peers and brainstorm more.
19	First semester with free reader, seems to have helped. Recommend development of reader for classes.
20	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.
21	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.
22	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?
23	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.

24	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.
25	I found this course to be very successful, with the students enthusiastically engaging with the course texts and in class discussion. This seemed in part due to the appealing theme and also in part to the students choosing to be in English 152 for their major or transfer path. I ran out of time at the end of the semester to cover everything I had intended, and even though this is mainly due to the fire closures, I think it might have felt rushed anyhow. The next time I teach the course, I will make some edits to how much time I spend in the first few weeks warming up and will get to the first essay sooner.
26	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.
27	I liked the assignments we did. I added new multicultural works including the One Book One College Book. I thought the honors project went well. I would try to communicate sooner with students.
28	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).
29	I tried new strategies and encouraged student participation
30	I tried new strategies with context presentations by groups and completing more low stakes assignments on particular authors and texts.
31	I would like to have had more low stakes activities. The creative projects we did turned out really well. I did two different multicultural books. We used Parable of the Sower because of the One Book One College program. It worked well. We also Did How the Garcia Girls Lost their Accents, and students resonated with the style and some with the immigrant experience.
32	identify learning gaps and employ additional interventions for students who are not participating or less engaged
33	Identify learning gaps and implement additional interventions for students who are not participating or engaged

34	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.
35	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.
36	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.
37	Integrate greater range of culturally responsive material; center student exploration of local sources of literature, libraries, bookstores, etc.
38	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.
39	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.
40	Many students this semester had trouble completing assignments. I worked diligently to give them much leeway with late work and regular contact to communicate what needed to be done with revisions. Only a few students were concerned with earning an A. Many expressed to me that they just wanted to pass. Ongoing issues with fully AI generated essays is also a concern that not only slowed down students' progress on assignments, it lowered their grades because they couldn't or wouldn't take the time to redo the work for a better grade (having to redo work because it was fully AI generated intrudes on the progress for the next assignment). Our department is having ongoing conversations on how to tackle the issue.
41	n/a
42	No proposed changes need to be made.
43	None at this time.

44	Overall, each target rate was met for each SLO. I think each student did a great job with striving to implement what they learned in class and apply that to their writing throughout the course. I was ultimately happy to see that lectures and in class activities really helped students tackle those larger assignments. When reflecting on the SLO for each student, yes each student did meet those target rates, but there is always room for improvement to make sure they reach that even more. I think the skill builders (focusing on MLA citation, thesis statements, quoting, etc) were all great-- but possibly integrating more skill builders focusing on reading reflection and comprehension and responding to a particular response might help students meet the SLO 'meaningful inquiry, analysis" a bit more. When looking at their final paper, I felt that many students had a harder time really analyzing the information that they were using in their paper alongside their own thoughts. Maybe I can remedy this a bit more by having them respond to those texts a bit more as actual assignments and not just in a broader class discussion format.
45	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.
46	Revisit late work policy.
47	Same -- more projects 5 smaller projects instead of 3 big ones -- less time to get loose.
48	See 155-70
49	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.
50	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.
51	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.
52	The data shows that all students have fulfilled the expectations and requirements for Spanish 102, with the exception of two students who didn't attend the final exam. The results of the assessment are satisfactory. I will continue using current instructional strategies.

53	<p>The group projects were a success. The student worked cooperatively with her peers, the level of work was extremely high. The level of writing, research, and quality of work was extremely disciplined and dedicated.</p> <p>She was able to identify and analyze the main and supporting arguments of argumentative essays, reflected ethos, pathos, and logos, and within their group essay which was a social issues and exhibited the use of figurative language recognize and evaluate stated and unstated assumptions and analyze, evaluate, and account for discrepancies among various readings on a topic.</p> <p>As an honors student, she also accomplished her own Policy claim paper based on the topic I gave her. She created an annotated bib, powerpoint presentation and tangible policy. She followed her contract she signed and was successful in all the work.</p> <p>Overall, this was a success.</p>
54	<p>The group projects were a success. The students work cooperatively with each other, the level of work was extremely high. The level of writing, research, and quality of work was extremely disciplined and dedicated.</p> <p>Students are to identify and analyze the main and supporting arguments of argumentative essays, reflected ethos, pathos, and logos, and within their group essay which was a social issues and exhibited the use of figurative language recognize and evaluate stated and unstated assumptions and analyze, evaluate, and account for discrepancies among various readings on a topic.</p> <p>One minor issues that always emerges is that one student always likes to ride the coattails of the group. One student does not do any of the work and then the other students pick up the slack and accomplish said student's contribution of the group. I always have to step in and resolve the issues due to minor issues in a group, which sometimes makes me think that the student is not interested in the topic. Maybe I need to revise the topic.</p> <p>Overall, this was a success.</p>
55	<p>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.</p>
56	<p>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.</p>
57	<p>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.</p>

58	<p>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.</p>
59	<p>This is typically the easiest assessment that the students take.</p>
60	<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>61</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>
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62	<p>This semester required portfolios approach to research essays, showing all stages of work. Additional content was integrating use of ChatGPT to help generate ideas and proof paper for errors.</p> <p>Nex semester plan to base the SLO on before/after essays...</p>
63	<p>This semester required portfolios approach to research essays, showing all stages of work. Additional content was integrating use of ChatGPT to help generate ideas and proof paper for errors.</p> <p>Next semester plant to bass the SLO on before/after in-class essays...</p>
64	<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>
65	<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>
66	<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>
67	<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>
68	<p>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!</p>
69	<p>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.</p>

70	<p>Very important trend with all 101 classes this semester: No AI. This is significant because majority of colleagues reporting high levels of what they term 'cheating' with AI. Really a combination of things in these classes that I hypothesize leads to notable lack of attempted AI cheating.</p> <p>I highly recommend some combination of the following be adopted in freshman composition courses: Process ePortfolio (evidence based), timed low-stakes in class writing (with revision and feedback rounds), and emphasis on personal practice with tailoring to individual needs.</p> <p>Very iterative still, but sense that it's making a difference (hence notable success w/success rates as noted by USC). But, ePortfolio caused some problems this semester. It would pay to streamline it and to create a template. Technology there is a learning gap, work to bridge it.</p>
71	<p>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.</p>