

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Critical Thinking & Information
Literacy

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 811 sections and resulted in a total of 15,974 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.	13,063	81.78%

List of courses where outcomes were mapped to the GEO (28 Unique Courses).

ACCT-105	CIS-141	ENGL-C1001	HIST-107	PHIL-101H
ACCT-208	CIS-142	ENGL-C1001H	HIST-145	PHIL-103
ANTHRO-107	COMM-125	ESL/N-601	HIST-150	PHIL-103H
ART-226	COMM-145	ESL/N-602	HIST-170	PHIL-105
BUSAD-100	COMM-155	ESL/N-603	HIST-170H	PHIL-105H
BUSAD-113	CSCI-110	ESL/N-604	HIST-171	PHIL-110
BUSAD-145	CSCI-120	ETHS-107	HIST-171H	PHIL-113
BUSAD-200	CSCI-240	ETHS-163	HIT-101	RELIG-176
BUSAD-210	EMS-020	FIRET-040A	KIN/S-138A	RESP-132
CD-105	EMS-021	FIRET-040B	KIN/S-138D	RESP-134
CHEM-101	EMS-022	FIRET-040C	KIN/S-148A	RESP-139

CHEM-102	EMS-023	FIRET-100	KIN/S-148B	RESP-238
CHEM-150	EMS-067	FIRET-101	LIBR-106	RESP-303
CHEM-151	EMS-068	FIRET-102	MATH-102	RESP-401
CIS-095	EMS-150	FIRET-103	MATH-103	RESP-403
CIS-101	EMS-152	FIRET-106	MATH-106	RESP-404
CIS-105	EMS-921	FIRET-114	MATH-107	RESP-407
CIS-106	ENGL-152	FIRET-115	MATH-141	RESP-408
CIS-132	ENGL-163	FIRET-116	MATH-160	RESP-410
CIS-135	ENGL-170	FIRET-118	MATH-266	STAT-C1000
CIS-136	ENGL-232	HEALTH-104	MATH-902	STAT-C1000H
CIS-137	ENGL-260	HIST-100	MATH-903	
CIS-138	ENGL-261	HIST-101	MATH-915	
CIS-140	ENGL-C1000	HIST-101H	PHIL-101	

Use of Results/Proposed Actions – Individual Submissions

- 1 The involvement of several "adult" learners had a remarkably positive effect on the overall class experience. Their presence not only enhanced the social dynamics of the class, but also demonstrated a genuine appreciation for learning and a dedicated effort towards improving and developing their skills throughout the semester. Given this positive influence, I plan to continue marketing this class within our senior gated communities. This strategy aims to attract more adult learners, further enriching the class experience for everyone involved. Additionally, the assessment results on the knowledge of rules and strategies were quite encouraging. Therefore, I will maintain the requirement for information tests throughout the semester. These assessments are crucial as they emphasize practical knowledge of playing strategies, rules, the code, and etiquette, ensuring that all students are well-versed in these important areas. Another component that worked exceptionally well this semester was the competitive aspect of the class. While I believe the success of this component was largely due to the balanced mix of student skills and experience, it was a valuable addition that contributed to the overall positive experience. Let's continue to build on these successes and create an even better learning environment in the future.
- 2 (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. I believe this needs to be addressed at an institutional level because it may mean that we are incorrectly determining whether we have met or missed our target based on the way the target percentage populates). This semester, I created an ungraded quiz that required students to acknowledge the course AI policy prior to submitting the first formal essay; this did curb AI use early in the course to some extent. There were still many students who used AI throughout the semester, but the amount of AI use was more manageable (more student driven) and more ethically integrated into students' work this semester, even if it wasn't always cited as I would hope, indicating either that 1) AI is getting better and less distinguishable from student work, and/or 2) that more students are using it as a tool in their writing process. I also allowed students to use AI for a handful of assignments meant to teach students its limitations and brought up a few issues I saw in real time during the semester when a few students used AI in discussions. Together, this seemed to curb later AI use, though there were still some issues. The overall misuse of AI in a manner intended to circumvent learning did seem to be less of a major and ongoing

issue, with many students making corrections and revisions with my feedback. Overall, looking at my success rates, this may have led the near 10-20 percent increase in success rates compared to my previous online sections. My plan is to continue to explore and give students a few more opportunities within the class to practice AI use ethically and transparently, which may hopefully reduce the temptation to unethically misuse AI in a manner that attempts to replace learning on later assignments.

- 3 (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.) This course suffered from unusually high losses in retention. Some students were succeeding fairly well early on in the semester but needed to drop the course after census due to work or life circumstances. I do think this was largely the case for this particular class.
- 4 (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.) This course ran along side my previous course (but at a later time). I did not struggle as much with retention in this course which was nearly identical to my earlier face-to-face course on the same day. By averaging retention across my C1000 courses this semester, I do believe I met my target overall.
- 5 100% of students achieved the outcome. Small class size allowed for individualized instruction; use of real-world examples and activities improved understanding. Low first exam scores led to additional instruction on foundational concepts and an exam retake opportunity.
- 6 16 week semester pacing seemed to work well. Need to give more time to equilibrium calculations. Need to figure out pacing of lab experiments better.
- 7 16 week semester was new and the pace seemed to work. Will add problems to problem sessions to help with math. Work on pacing of laboratory experiments.
- 8 86% of students met SLO 1, 83% met SLO 2, 83% met SLO 3, and 90% met SLO 4. More than 80% of students met all four SLO's.
- 9 A major change this semester has been the number of students who have, for lack of a better word, ghosted me or simply stopped submitting assignments. Despite efforts to remind students and give them extra time to work with materials, including extra attempts on tests, I have struggled to get folks to consistently and continually submit their work. I know my targets would be met at a greater percentage if this was not the case, so I need to brainstorm how to navigate this.
- 10 About six of these listed students dropped and weren't in the class. I added quizzes.
- 11 Add content
- 12 Add content and change chronology
- 13 Add content and update chronology
- 14 Add more engaging content
- 15 Added more quizzes. Students performed well.
- 16 Additional formal office hours to be added during the week
- 17 Again, more transparency on the form of grading (labor based). And more autonomy on grades for students, i.e. calculating their own. I'm also interested in finding my own form of individuated record keeping and doing more 1-on-1 conferencing (esp. at the beginning).

- 18 AI got in this student's way, but he clawed his way back and finished strong and with integrity. I think that experience taught him a lot. I wouldn't change anything in the approach.
- 19 AI significantly affected writing assessments; many students stopped attending/submitting work
- 20 All submitted capstone work achieved full SLO expectations for each student. There is no question that these learning and program objectives were successfully achieved.
- 21 All the students who attended class regularly met all the SLOs.
- 22 All the students who attended class regularly met all the SLOs. The students who missed, did not.
- 23 Although the overall success rate was 63%, indicating that the goals were somewhat met, continued efforts will be made to strengthen student understanding and performance. Proposed actions include increasing targeted review activities, incorporating additional practice opportunities, and reinforcing key concepts through active learning strategies. Student feedback and assessment results will be used to identify areas of difficulty and guide instructional adjustments for future semesters.
- 24 Anticipatory Guides and new curriculum from CHC's Multilingual Learning Community's book "Foundations for Learning". This content created a notable improvement. Highly recommend this content.
- 25 As an 8 week class, it is tough to cover the necessary information in the class. Students fall behind quickly. This semester I met with each student to practice a reference transaction prior to the final assignment so they have a better understanding of what I'm looking for. Next time I will give them additional information on the types of questions I'll be asking so they are less nervous.
- 26 Assessing student writing early in the semester is the best way to address this SLO because it gives me more time to intervene where students need support. One technique I use is handwritten worksheets in the first unit to gauge student writing ability, and I build that into instruction toward their reading tasks and academic essays, including their research project. In the future, I'd like to codify this connection by setting office hour appointments (or, in the case of ENGL-917, lab time) with students who are a "1" or a "2" on these scales early to help them achieve a higher score.
- 27 Attempted to engage students by having forums where lectures on relevant topics are discussed with fellow students.
- 28 Attendance created multiple learning gaps for these students. It is important to work on retention for future courses.
- 29 Based on feedback and some conversations with students, I think the best thing to do for next year is update the rubrics and create examples of assignments so that students understand the expectation better.
- 30 Based on the analysis of student performance data, the class successfully met and exceeded the established SLO target. Instructional strategies, consistent formative assessment practices, and targeted student support contributed to strong overall achievement and engagement. Moving forward, effective instructional practices will be maintained and refined to continue promoting high levels of student success. Additional opportunities for enrichment, critical thinking, and differentiated instruction will be incorporated to further challenge students and sustain academic growth.
- 31 Changing assessment style
- 32 Changing my textbook to one that is more application based.
- 33 Clarify AI policy with attention to drafting process and workshop timelines. Attempt new strategies to encourage early engagement and discourage due date hunting.

- 34 Connect with the honors program coordinator more regarding a procrastinating student.
- 35 Continual improvement of teaching strategies and effective instruction to ensure proper student outcomes.
- 36 Continue doing writing conferences after students complete rough drafts. Continue scaffolding as students learn to write academic, researched essays.
- 37 Continue evolving with new techniques based on industry standards. State Fire Training instituted updated standards that include curriculum on professionalism, diversity, and public demeanor. No learning gaps were identified due to the strict standards set forth by the state. Modify and reduce SLO's to align with new standards.
- 38 continue introducing Student Learning Outcomes at the beginning of each class and review throughout the lesson and help with student's needs as the lesson/class progresses.
- 39 Continue starting the class with the SLO objective and refer to it throughout the discussion.
- 40 Continue to constantly improve course work and teaching strategies for more effective teaching and instruction.
- 41 continue to monitor students and provide positive feedback
- 42 continue to provide assignments/activities that will enforce the student's ability to know the fire protection systems found in various occupancies.
- 43 continue to provide assignments/activities that will enforce their ability to categorize various occupancies.
- 44 continue to provide information. There were many students that were absent or did not engage. Was difficult to have a conversation with the class as they did not talk much. Will try some ice breakers and perhaps a fun game where we review questions and answers.
- 45 Continue to read through case studies and have students work on activities together as a team
- 46 Continue to use instant feed back manikins to give students real time information.
- 47 Continue writing the daily SLO's on the white board with an accompanied class discussion.
- 48 Course could benefit from an additional instructional week.
- 49 Create shorter lecture content, change to a less dense textbook
- 50 Demonstrate knowledge and understanding of deductive reasoning and argumentation.
- 51 Do more activities if possible. More boardwork
- 52 do more one-on-one work with struggling students
- 53 Due to the course only having 8 students after the semester progressed, the instructor taught the class as a one on one course with lessons and critical thinking instruction. The instructor gave the students one on one attention, instructing, guiding, evaluating and managing the course like a personal tutoring session. When the instructor has small classes like this, it offers the student compassionate instruction, constructive feedback and the student feels more confident in their thinking and writing. There is higher success rate and outcome. I have found students love this kind of attention and instruction. I will always manage my class like this due to outcome.
- 54 Even though the goal was met. The numbers are lower than expected because of not completing the assignment. In order to address this, I am going to be changing the design for the class. I will make it look less overwhelming and easier to follow the steps.
- 55 Excellent participation and engagement for this 8-week online class. All SLOs completed successfully, pass rate of 100% with class average of 94%! No changes are planned for the class SLOs. I am using SLO tracking for the pronunciation exercises. This class had 89% completion rate,

- which is excellent! I'll keep aiming for 100% as my goal, but this is the highest participation I've seen since I started tracking results.
- 56 Expand on labor based grading and make grading criteria much more transparent; for example, have the student themselves calculate their grades during the class.
 - 57 Fantastic group
 - 58 Fast paced courses often more time spent in reviewing. So would definitely prioritize reviewing moving forward.
 - 59 findings: Several students may need to take this course in-person or hybrid w/ zoom meeting components instead of 100% online.
 - 60 First time teaching a 5.5 hour class in a short time span. The students who stayed with the class did quite well on the final and in the course. Those that missed multiple days did not finish the course. It was asking a lot of the students, recommend the tutoring services and office hours.
 - 61 First time teaching this class online after many years of teaching in person. Many gaps in learning to fill utilizing the online modality. Overall, it went well, but can definitely be improved if called upon to teach this course online again.
 - 62 For next semester, I want to provide more student models of format oriented assignments, written papers and and visual graphical presentations.
 - 63 For this course, I met in a special group with students who needed extra assistance with citing and formatting for each formal paper. It seemed to be a successful strategy that improved class performance. I also provided video tutorials in my scoring rubrics which helped students with individual, academic needs.
 - 64 Great class! It was fun working with the librarian on research projects and zines.
 - 65 Great honors section. No learning gaps or issues.
 - 66 Have concepts reviewed many different ways so students learning, accordingly to their learning styles. Ensure students are learning by asking questions and doing activities that are hands on.
 - 67 huge learning gap due to weakness in math. more support is needed outside the classroom. student motivation activities should be included, very few students took advantage of extra credit opportunities.
 - 68 I am going to change the way I present lecture. Having extra help with skills and better organization of equipment for skills including better organization tools for equipment storage.
 - 69 I am pretty happy with the results of the students in this class overall.
 - 70 I am thinking of doing an earlier check in next semester so that it correlates with the drop without a W date to help out students more since I had a few students who stopped "showing up" despite the numerous reach-outs and starfish reports.
 - 71 I attempted earlier interventions this term with students who "checked out" before the withdrawal period, and, while some were responsive, most ultimately did not re-engage with the course or engage at all. I want to find a better way of offering assistance earlier to struggling students.
 - 72 I believe my class achieved these SLO given the wonderful ZTC textbook created by the ESLN FLC.
 - 73 I did try a new research project and it seemed to go well.
 - 74 I did try some new techniques for student engagement with the small, portable whiteboards for the students to work on. However, that never took off well, and students preferred to work out problems on their own papers. Overall, I would say the student success rate was not much changed this semester.

- 75 I had a lot of absences in this class for some reason. I think that had more students more regularly attended class, our overall course success rate would be have been higher. I'm working on adapting curriculum and attendance policies next term to address this issue.
- 76 I had decided to go through the entire lesson first then allow the students to try various problems instead of breaking the lesson up into parts and having them do problems pertaining to the section. they actually performed better this time than the last class I taught. I still think some sections were a little long but the students enjoyed the group work and I noticed marked improvement.
- 77 I had extra practice for the students and gave them time at the end of some classes to work on it and ask questions as needed, but students opted to leave instead since it was not a graded activity. I think I will add "class participation points" to make sure students have incentive to practice topics in class. I also think online homework and quizzes kept the students lax on getting it done since there was nothing physical to turn in. I am definitely done with online homework platforms moving forward.
- 78 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.
- 79 I may want to try a group teaching activities for the next semester.
- 80 I need to figure out a way to boost attendance. Always trying to mix in new content to make it relevant.
- 81 I need to stress the importance of attendance more.
- 82 I plan on making better use of the practice exam feedback. I have created a video guiding students in the use of the feedback they receive, and how to use it to improve their weaknesses.
- 83 I see a lot of students assuming that they can overload their schedules with too many classes and family obligations and work obligations. For example, I had one student this semester tell me that she was a single mother who was working a full-time night shift in a warehouse and taking four CHC classes during the day hours. She was struggling immensely. She admitted that it was her first semester and that she'd "thought she could handle it." Many of the students who stopped engaging with the course seemed to have similar stories. Many of these students also seemed more inclined to turn to AI to write their papers when their schedules were overloaded. Overall, many students don't seem to understand how much work a college course can be, especially one that requires a lot of essay writing. I'm not sure, to be honest, how to address this in an effective way. I already have a lot of content in the first week's module warning students how much work a college class can be, even if/when it's online. I suppose I can try to emphasize this message even more.
- 84 I think it would be beneficial if I incorporated more homework and accountability for my students, more rigor with deadlines and perhaps more group work to get them bouncing ideas off one another before we engage in class discussion.
- 85 I think it would be beneficial to incorporate more group work for the students to collaborate after in-class reading and that would make class discussion more engaging. Homework and deadlines should also be more relied on for accountability and growth.
- 86 I took over this class most of the way through the semester. I was able to implement a research assignment I had shaped last semester, and it seemed to go well. The students had concerns but they moistly were resilient.

- 87 I took over this course with 5 weeks left. The students who did not meet the goal had missing assignments. They were given the opportunity to complete them.
- 88 I tried many strategies to accommodate the different needs of my students and to support them in their growth and mastery of the SLOs. For writing particularly, I plan to scaffold and chunk the larger writing tasks even more than I already did in order to provide even more feedback along their journey towards their final products. When I incorporated elements of this, I found more success in their work and my students responded well overall to the constant drip of feedback and chunked writing work.
- 89 I tried more quizzes and those who took the quizzes succeeded but several students were a FW as they stopped logging in despite Canvas messages, emails, and Starfish reports.
- 90 I tried multiple times to reach out to the student who fell behind and offered extensions without asking, but nothing worked. There needs to be some training or assistance on this, since it is not a true reflection of the student or the instructor.
- 91 I tried new strategies, always trying to tweak things. Biggest struggle was dealing with absences and trying to get students to come to class consistently.
- 92 I tried new teaching strategies and added content this semester. I really focused in on the patient assessment pieces and implemented more case studies and interactive scenarios to deliver the content. In the next semester, I plan to make a more organized assessment practice to allow for both student and professor assessing.
- 93 I tried some new strategies this term, especially giving more conversational, targeted feedback and using clearer models for assignments. I also added more guided prompts and low-stakes writing to help students move beyond summary and into analysis. I did see noticeable improvement in student performance over the course of the semester, particularly in thesis clarity, organization, and use of evidence. Students who engaged with feedback showed the most growth. At the same time, some learning gaps remained, especially at the sentence level, with quote integration, and with revision habits.
- 94 I tried some new strategies this term, especially giving more conversational, targeted feedback and using clearer models for assignments. I also added more guided prompts and low-stakes writing to help students move beyond summary and into analysis. I did see noticeable improvement in student performance over the course of the semester, particularly in thesis clarity, organization, and use of evidence. Students who engaged with feedback showed the most growth. At the same time, some learning gaps remained, especially at the sentence level, with quote integration, and with revision habits. Going forward, I plan to keep using these strategies and refine them further. I'd like to build in more short activities focused on sentence-level writing and revision earlier in the term.
- 95 I tried to give more take home assessment this semester and the grades were better compared to last semester. Will give more projects in the future.
- 96 I try to keep these percentages as high as possible but I noticed there were several students who struggled this semester. There was a prevalence of AI use and I need to build in further tools for students to use to avoid their use and to know what constitutes an offense.
- 97 I want to add more incentive for my students to attend office hours to get help with their writing. I also am interested in having students come with more discussion points for analysis rather than me leading the discussion. Create more opportunities for students to link the readings to their everyday life.

- 98 I will be adding content in terms of short essays to read called Points to Ponder to show how to make sense of videos and the chapters in the text. The points to ponder will invoke quotes and some biography of the historical figures and events.
- 99 I will check in an additional time with the students who earned 0 points to encourage them to complete their assignments.
- 100 I will continue to alter essay prompts to meet students' changing needs.
- 101 I will give out more handouts on difficult topics, so the students might understand it better.
- 102 I will need to try some other ways to get students taking this online course to be more responsible to assignment deadlines.
- 103 I will use more educational hooks, media types and examples.
- 104 I would like to identify key areas where students are struggling with Excel..I could analyze the capstone exam and see where most people struggled. New strategies would be to spend more time on the key areas of Excel where students struggle the most.
- 105 If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages.
- 106 If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. One of the listed students was not in the class.
- 107 If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. Two of the listed students were not in the class.
- 108 I'll add another short motivational paper for help with citing sources accurately in the beginning of the course. Also, I need to drop students who are inactive after Census.
- 109 I'm always trying new strategies in class via examples and activities. The biggest struggle with this semester was inconsistent attendance by the students. Dual Enrollment needs some type of accountability for high school students to attend class consistently.
- 110 Implement more case studies and practice with mock patients for student decision making attempts.
- 111 Implement more group activities in the future.
- 112 Implemented more RSI language and communications. The issues or struggles I ran into this semester was student engagement, they would not respond to most communications sent out, or they contacted me last minute.
- 113 Implemented more RSI language and communications. The struggles of communication from my other online classes did not seem so bad in this course due to the face to face interaction I had with these students in their 020 section.
- 114 In accordance with my department guidelines, I issued a portfolio assignment. I believe that this significantly improved expected grades, and I will absolutely continue with such summative assessments in the future.
- 115 In CSCI 120, the SLO Design, implement, test, and debug recursive functions and procedures was not quite met. Students could often trace recursion and identify base cases in examples, but many struggled to write correct recursive solutions and debug issues like missing or incorrect base cases, off by one errors, and infinite recursion. I added more modeling and practice, which helped some students improve, but results were still inconsistent. Next term, I will add more structured

checkpoints (base case, recursive step, simple tests) and adjust assessments to include a brief trace or plan before coding; I do not recommend changing the SLO, but I do recommend giving recursion more time and repeated practice earlier in the course.

- 116 In most students, I saw notable improvement in writing skills throughout the semester. There are a few learning gaps I noticed with MLA citations and formatting, but I plan to mitigate them in future semesters.
- 117 In terms of target rate, I do still think the target rate was met. While it is at a 78.3%, this is a reflection because 5 students stopped showing up after the withdrawal deadline and did not submit their work anymore, even though I provided a grace period and allowed late work up until Thanksgiving break. Three of those students did mention that things in their personal life came up, I encouraged them that they can still submit their work, but they did not in the end. But in terms of the other successes, I do think because it was a one day a week class that was pretty long in terms of class time this really made it easy to sort of "flip" my classroom. Meaning that I lectured each class for a bit, but then the rest of the class was solely dedicated to students working together on their assignments, practicing key skills, and also reading in class. A lot of the work they had to do was done in class and whatever they still needed to work on or submit, they had time to work on it at home. I think this really helped me the target rate because students built the foundation in class, with their peers and me, then they went home and finished it. This ensured that they learned the material, but also that they did the work and turned it in. I think this approach not only made the class lively, but also really helped students. I also allowed in my policy this time around a grace period for late assignments, which many students utilized. Every essay had a peer review / rough draft component which ensured not only higher submission rates, but also helped students revise and edit their work. Lastly, students in this class also mentioned that they absolutely loved the readings that I assigned, they said they were interesting and also relevant, and I do think that helped them practice their writing, reflecting on their thoughts, and also responding to the readings. In the future, I do believe I will do this same approach now since this is the third time I have done this and each time I see better results than when I did not implement a similar approach.
- 118 In the future I am going to highlight email communication more clearly. Attendance was a challenge this quarter.
- 119 In the future I will try more activities in class.
- 120 Introduce a project or different media type to cover these topics
- 121 It meets the 65% target. No actions at this time.
- 122 I've been trying to change my late work policy and I'm still not happy with it. I will make some more changes to try to hold students more accountable. I am happy with my current course delivery and assessments. I do want to make some changes to my discussion topics in my DE classes as well.
- 123 I've been trying to change up my late work policy and I'm still not happy with it. I will make some more changes to try to hold students more accountable. I am happy with my current course delivery and assessments. I do want to make some changes to my discussion topics in my DE classes as well.
- 124 Keep students active! Huge improvement over previous semesters.
- 125 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.
- 126 Looking forward to trying some new writing strategies and prompts for the next round of C1001 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.
- 127 Looking forward to trying some new writing strategies and prompts for the next round of 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.
- 128 Low attendance at lecture for a significant portion of the class, low completion of online homework. Not sure why this particular section scored so much lower on everything.
- 129 Low completion rate for online homework and low attendance rates for a few students but otherwise this section was very successful.
- 130 Many students depended too much on outside tools when completing homework, which made it harder for them to build the independent problem-solving skills needed to fully understand the material.
- 131 Met target. No proposed actions at this time.
- 132 Model more writing for the students
- 133 Modified teaching strategy for writing double displacement reactions with ion tiles, saw improvement in test scores on those questions. Next semester will adjust points distribution so more students will choose to do mastering chemistry online homework.
- 134 More one-on-one work with students struggling.
- 135 More simulations and interactive group activities to keep students engaged and present during class time. Continue to bring in case studies and work that applies to business ethics and global marketing. Offering this class at 12:45 pm is probably not the best timing for students. Attendance was a struggle this semester even when points are built into the final grade for preparation and participation.
- 136 Most of the students that failed this course stopped showing up to class. It seems as though my problem is with retention and ensuring my students continue to actively show up/participate. What I plan on doing is reaching out to my students who seem to be falling behind or gradually missing class more frequently. I will reach out via email and take a concerned approach while reminding them that I am here to help them succeed.
- 137 Most of the students who ended up in the N/A column used AI and ultimately dropped, despite clearly marked prohibitions on all assignments. Will continue with that, while also emphasizing the importance of learning. The 3 1's all failed to turn in one or more of the major essays. I'll have to emphasize that getting a 0 on one of these assignments will likely end in failing the course. Those who persisted did well and showed growth in their writing.
- 138 Most students did a decent job this semester. I did notice that there were several students that used AI. I plan to integrate more instruction on AI and update policies further.
- 139 Most students did really well in the class. The ones who didn't left or stopped working. I could do more in terms of intervention. I did a lot of that in the beginning of the course but let up in the middle. I also plan to do more obvious process work with more obvious scaffolding, especially for the two harder analytical and research papers.

- 140 Most students performed very well in the course this semester. However, I noticed an increasing number of students reporting enrollment across multiple colleges and online dual-enrollment programs with varying course durations, schedules, and workload expectations. Those students in particular seemed to have challenges managing assignments, schedules, and consistent course engagement. In response, I plan to increase proactive outreach to students who begin missing assignments or showing reduced participation, as well as provide more individualized follow-up for students who appear to be struggling to maintain engagement in the course.
- 141 My full-term class was cancelled due to low-enrollment, so I was offered a 13 week replacement. It was my first time teaching this class in this format. I don't think it went very well. Critical Reading and Writing is too complex to teach in 13 weeks to expect consistent outcomes. Maybe providing shorter readings would help, but I think students gain something important from the sustained inquiry taught in the 16 week version.
- 142 N/A
- 143 Nearly 100% achievement of SLO's for this BSRC course. Only outliers were two students whose lesson plans did not include an effective evaluation rubric. No other actions required at this time for other SLO's as they were effectively met.
- 144 Need more coaching on applying theory to practice.
- 145 New strategies
- 146 New text edition being implemented fall 2026
- 147 No additional comments or feedback. This SLO was accomplished very well, particularly as this was my first term teaching.
- 148 No changes need to be made
- 149 No changes recommended.
- 150 No learning gaps. My honors student in History 101 performed admirably.
- 151 No major changes were made, the semesters and results seem to be consistent. I changed some language to be more consistent with RSI, and was more communicative to these students in the shell and not just in person for their 020 section. Those who are successful in EMS 020, tend to be successful in 068. Deadlines tend to be an issue in purely online classes.
- 152 Of the students who submitted assignments, performance was excellent. There were students who disappeared from the class despite the instructor using starfish and reaching out via email and campus messages.
- 153 Offer more writer's workshops during class and a couple Zoom sessions
- 154 Out of the four students given scores of 1 here, only one of them, failed the course while attempting most of the work over the course of the entire semester--that student ended up with a D. They were in class often but did not pay attention, nor did not attend the tutoring center or office hours, as I had encouraged many times. The other three students all were assigned grades of FW, since they stopped attending but did not withdraw from the course. Of the rest of the students who passed the course, most did exceptionally well: eight earned A's, four earned B's, and only one student earned a C. I found that moving away from 3 essays down to 2 essays, while adding quizzes and a final exam, was successful in assessing students' advances in both literary analysis through writing and content-specific knowledge of the numerous texts in this survey course.
- 155 Outcome 3 was not met due to the classes reliance on AI generated text. This particular Dual Enrollment class relied heavily on AI generated text and grammar assistance for primary source

- analyses. When I pushed them to submit their original work, many of the submissions reflected poor grammar and writing skills. Recommendation: Dual Enrollment classes should be taught in person. These students needed more assistance and intervention than could be provided online.
- 156 Outcome 4 was not met due to the classes reliance on AI generated text. Recommendation: create alternative assignments that require students to submit work tied to physical evidence, local contexts, or process-based documentation.
- 157 Overall, HLTH 104 was a successful course, with 93.3% of students meeting assessment standards, indicating strong achievement of the stated Student Learning Outcomes. Students demonstrated solid comprehension of foundational public health concepts and strong engagement with course material, particularly in discussions related to health careers and real-world public health applications. Informal student feedback suggested high interest in the field of public health and a desire to learn more about career pathways, which reflects positively on course relevance and student motivation. This course incorporated a variety of instructional strategies appropriate for an online learning environment, including discussion-based learning, applied examples, and low-stakes assessments to reinforce key concepts. Students responded positively to the structure of the course and the clarity of expectations. Engagement and performance remained consistent across the quarter, and most students demonstrated improvement in their ability to connect public health concepts to current issues and community-level health concerns. One challenge encountered involved a student reporting technical issues with quiz access during the final weeks of the quarter. Accommodations were provided in good faith, including emailed PDF versions of quizzes and the final exam. Subsequent review revealed a pattern of similar behavior reported by another health faculty member, indicating this was not a course design or platform issue but an isolated academic integrity concern. This did not reflect a broader systemic problem, as other students did not experience access issues and course performance remained strong overall. In future offerings of HLTH 104, additional safeguards will be implemented to support academic integrity in the online environment, including clearer guidance on troubleshooting procedures, documentation requirements for reported technical issues, and coordination with instructional support services when access concerns arise. Content-wise, the course will continue to emphasize foundational public health principles while exploring opportunities to expand exposure to public health career pathways, given strong student interest. No major modifications to Student Learning Outcomes are recommended at this time, as outcomes were met at a high rate; however, minor refinements to assessment alignment and discussion prompts may be considered to further strengthen application-based learning. Overall, the course met its objectives effectively, and planned adjustments focus on strengthening integrity practices and building on existing instructional successes rather than addressing learning gaps.
- 158 Overall, I hit my targets on each SLO but for number 1. That was the only SLO where a test was used to assess the SLO, so perhaps next semester I need to realign to the exam or use a different assessment to analyze SLO 1.
- 159 Overall, the student performed as expected, but for SLO 1, where the paper was submitted only 25% of the way. Thus, I believe that what I did this semester worked, and this one low SLO rests with the lack of work by the student, for they never contacted me asking me for help or informing me they misunderstood anything. Rather, when they did contact me, they noted they had time management concerns.
- 160 Performance variation across the course SLOs, (SLO #1, 53% with a rubric score of 3 or higher; SLO #2, 20% with a rubric score of 3 or higher; SLO #3, 55% with a rubric score of 3 or higher) suggests a likely equity gap in content such as probability, which often disproportionately impacts first-

generation students, multilingual learners, and students with weaker algebra backgrounds. Lower scores in SLO #2, where students struggled to translate contextual situations into appropriate probability models and interpret results, may reflect differences in prior preparation, math anxiety, and comfort with symbolic notation rather than effort or ability. Future instruction will continue to emphasize inclusive strategies such as scaffolded problem solving, frequent low-stakes practice, contextualized examples, collaborative learning, and explicit mindset messaging to reduce disproportionate impact and support student persistence.

- 161 Performance variation across the course SLOs, (SLO #1, 56% with a rubric score of 3 or higher; SLO #2, 29% with a rubric score of 3 or higher; SLO #3, 73% with a rubric score of 3 or higher) suggests a likely equity gap in content such as probability, which often disproportionately impacts first-generation students, multilingual learners, and students with weaker algebra backgrounds. Lower scores in SLO #2, where students struggled to translate contextual situations into appropriate probability models and interpret results, may reflect differences in prior preparation, math anxiety, and comfort with symbolic notation rather than effort or ability. Future instruction will continue to emphasize inclusive strategies such as scaffolded problem solving, frequent low-stakes practice, contextualized examples, collaborative learning, and explicit mindset messaging to reduce disproportionate impact and support student persistence.
- 162 Pretty good. Want to move toward a portfolio assessment style -- make workshops more consistent from the beginning -- and avoid bottlenecks for feedback. Probably 1-on-1 feedback would work ok -- lean toward constructive and neutral feedback that's recorded. Oh, and reflections after feedback.
- 163 Proposed Actions: Adding content: updated skills videos for naloxone and epinephrine for Canvas. Simplifying psychomotor skills sheets and condensing information on skills sheets (removing redundancy).
- 164 Provide a check in at the tail end of the semester to help with resolving any issues and assist with the final writing assignment.
- 165 Provide more direction on developing an ethical argument.
- 166 Provide more examples of how to develop a solid argument in proper deductive form.
- 167 Quizzes added.
- 168 reach out when ever a student has a missing assignment
- 169 Read short paragraphs and multiparagraph essays; Students reflected on the idea and practiced responding to the texts. Students discussed discussed relevant examples and made connections to journal topics and assigned readings. Students practices conversations in English. Students came in with limited knowledge of English sentence structure. The students requested more explicit grammar instruction.
- 170 Refine how the material is presented.
- 171 Reflect and comment on the successes and challenges in this class. Did you: Try new strategies? - yes, placed audio pods to each module. Add content? - updated outdated materials. See notable improvement in class performance? Identify any learning gaps? - Directions for submission and getting assignments in a timely fashion. In future will you - Try new strategies? Yes. Make recommendations for content, - will revise and update course content. assessment, - maintain current assessment modalities. or SLO modification? - Will revise SLO's for this topic.
- 172 Revised listening assessment and new text implemented fall 2026.
- 173 saw the decrease in student grade average comparing to in-person class.

- 174 See 115
- 175 See comments for ETHS-163.
- 176 Shorten course, update materials and more student interaction
- 177 shorten course, update materials and more student interactions.
- 178 shorten program, more student interaction, update program
- 179 Shorter quizzes and smaller class size equaled high success rates.
- 180 shorting course, updating program
- 181 shorting program, removing old materials, more student interactions
- 182 shorting program, update materials and more student interactions
- 183 SLO 1= 28%. SLO 2= 47.1%. SLO 3 (demonstrated the highest success rate) = 64.3%. The results suggest that students continue to experience the greatest challenges with foundational statistical concepts presented earlier in the course, particularly descriptive statistics and probability applications. Students appeared to demonstrate stronger performance in inferential statistics concepts, potentially due to increased exposure and incorporation of technology particularly Excel, structured procedures, and cumulative practice throughout the semester. Throughout the semester, efforts were made to incorporate real-world applications, guided practice, and technology-based instruction to support student understanding. While improvement was observed in the inferential statistics SLO 3, learning gaps remain evident in SLO 1 and SLO 2. In future semesters, additional instructional strategies may be implemented to strengthen conceptual understanding in descriptive statistics and probability. These strategies may include more scaffolded activities, increased use of visual representations or simulations, collaborative learning opportunities, and additional real-world application exercises.
- 184 SLO 1= 40%. SLO 2= 46.7%. SLO 3 (demonstrated the highest success rate)= 75%. The results suggest that students continue to experience the greatest challenges with foundational statistical concepts presented earlier in the course, particularly descriptive statistics and probability applications. Similar to the morning class and previous semesters, probability concepts continue to present a learning gap for many students. Students appeared to demonstrate stronger performance in inferential statistics concepts, potentially due to increased exposure and incorporation of technology particularly Excel, structured procedures, and cumulative practice throughout the semester. Throughout the semester, efforts were made to incorporate real-world applications, guided practice, and technology-based instruction to support student understanding. While improvement was observed in the inferential statistics SLO 3, learning gaps remain evident in SLO 1 and SLO 2. In future semesters, additional instructional strategies may be implemented to strengthen conceptual understanding in descriptive statistics, sampling methods, and probability. These strategies may include scaffolded activities, increased use of visual representations or simulations, collaborative learning opportunities, and additional real-world application exercises.
- 185 SLOs 1, 2, and 4 are closely connected through the need for a strong algebra foundation. I will continue to identify and review math deficiencies through pre-assessments and recognize the importance of incorporating targeted math reviews throughout the course. Mathematical proficiency is a strong predictor of student success in chemistry, as many core chemistry concepts rely heavily on algebraic reasoning and problem-solving skills.
- 186 SLOs were harder for the 226 students who engaged more easily with the content of the 126 class. In the future, having more clarity in the literary and critical thinking expectations of the 226 course and planning all assignments ahead in advance while drawing connections between them may

help. In some instances, the course met the expected target but frequent absenteeism or missing assignments prevented each student from meeting each target.

187 SLOs were met

188 Some students are using AI and others are struggling to use source material in a clear and logical manner.

189 Some students in this course should take in-person class.

190 Spend a day discussing and demonstrating how to do academic research and complete an academic essay.

191 Spend more time at the beginning topics.

192 Statement 1: First exam to have the students buy into the class. Statement 2: Second Exam: More mathematical remedial review was applied. Students are able to make test corrections plus extra examples to move up an exam score, however they must pass the next exam for the grade to be moved up. Statement 3: This is one of the last exams, less students took this exam then at the beginning of the term.

193 Stress importance of attendance more.