

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Written Traditions

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 192 sections and resulted in a total of 3,483 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.	2,627	75.42%

List of courses where outcomes were mapped to the GEO (32 Unique Courses).

BUSAD-100	ENGL-152	ENGL-270	ESL/N-602	RESP-303
BUSAD-155	ENGL-155	ENGL-271	ESL/N-603	SPAN-019
BUSAD-210	ENGL-155H	ENGL-C1000	ESL/N-604	SPAN-101
CHEM-151	ENGL-164	ENGL-C1000H	ETHS-163	SPAN-102
EMS-067	ENGL-170	ENGL-C1001	FIRET-100	SPAN-103
EMS-152	ENGL-232	ENGL-C1001H	HIT-101	
ENGL-152	ENGL-260	ESL/N-601	JAPN-101	

Use of Results/Proposed Actions – Individual Submissions

#	Comment
1	(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.
2	(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.
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 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.
4	A number of students in this list were not enrolled. Unfortunately I had six students ghost the class after census passed. My guess is the students were not prepared for a fully online class.
5	"Diverse perspectives, meaningful inquiry, analysis, and knowledge-making": a tall order that most students are not managing to fill. As teaching is in large part about relationships, and one cannot forge much of a relationship online, I return to my major solution: when I am able, return to the classroom.
6	Add current content
7	Add more peer review and student samples

8	add more peer reviews and relevant articles
9	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).
10	AI significantly affected writing assessments; many students stopped attending/submitting work
11	All but one met or exceeded expectations.
12	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.
13	As a late start, many students stopped attending class mid semester and quite a few did not complete the final paper and project. This is very different than my full term courses.
14	As with my other section, my goal is to create a video to help better explain assignment requirements. I also plan to creat some anti-AI assignments to hopefully combat AI plagiarism.
15	Attendance created multiple learning gaps for these students. It is important to work on retention for future courses.
16	Based on the results of this assessment, students met the Student Learning Outcome related to interpretive reading in Medical Spanish, demonstrating adequate comprehension of healthcare-related texts and key medical terminology. Assessment results indicate improvement in overall reading comprehension; however, challenges persist in interpreting complex grammatical structures and nuanced meaning. To address these learning gaps, future instruction will incorporate additional scaffolded reading activities, targeted vocabulary support, and formative comprehension checks. Recommendations include refining assessment criteria and instructional materials to ensure stronger alignment with course SLOs and to further support student achievement.
17	Clarify AI policy with attention to drafting process and workshop timelines. Attempt new strategies to encourage early engagement and discourage due date hunting.
18	Continue doing writing conferences after students complete rough drafts. Continue scaffolding as students learn to write academic, researched essays.
19	Continue on and add current content.
20	Continue to work on the attendance policy.
21	Create more videos to better explain assignments. Create anti-AI assignments.
22	Employed the same approach as my other section of C-1001 this semester and had better results of students re-doing AI-generated essays and engaging with the material more.
23	Expand on labor based grading and make grading criteria much more transparent; for example, have the student themselves calculate their grades during the class.
24	Fast paced courses often more time spent in reviewing. So would definitely prioritize reviewing moving forward.
25	For this semester, I created a new theme for the course called "Semiotics and the social impact of pop culture". It was one of a challenge due to the students being new college students and right out of high school. Getting them motivated and interested in pop culture of the past as well as current pop culture was challenging. Getting them motivated to actually do the work was challenging as well. I had to constantly adjust and modify the lessons to fit specific learners. At times, they appeared lost and unmotivated. I have to find a way to get them to commit to their learning. A few students took advantage of the writers workshop in class and wanted me to read their essay for greater success. The students who allowed me to look at their essays and actually brought in work, were a great success. They saw their strengths and

	implemented those strengths in other classes. I really think it all comes down to how motivated the student is and if they procrastinate. I think I am going to have them submit their class discussions to Canvas. Making them more motivated and accountable.
26	Great student, great experience. I think the section was one of the best.
27	Had many challenges with students submitting AI work. I'm attending workshops and research to develop prompts that promote and foster student-centered ideas and commitment to educational growth rather than end-result thinking.
28	I am basically pleased with the outcomes. But, I do wish the success rate was higher. A few students didn't complete the assignment. Next semester, I will check in with students more often through individual messages to avoid missing work and any confusion about their assignments
29	I am not satisfied with the results. I feel a lot of students stopped participating in the course due to the book I used. Next time I teach this course, I will choose a more reader friendly book. I will also change my research topic to something else.
30	I am pleased with the outcomes. Next semester, I will check in with my students more. And add a new assignment that addresses a specific aspect of the essay, fallacies.
31	I am pretty happy with the results of the students in this class overall.
32	I am very pleased with the outcomes of my Honor Students. They did great work.
33	I did see notable improvement from each essay for all students as they developed their critical thinking and research skills.
34	I did try a new research project and it seemed to go well.
35	I felt this class was a huge success. Students worked towards the path of presenting a research project. While many students missed the deadline to present outside the campus this semester, many are more than ready to present in fall. What is particularly special about this project is that it extends across semesters, so I hope to repeat this format in the future.
36	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.
37	I had two honors students, and 1 stopped attending. I reached out every 2 classes, but I know she was going through some personal things. In the future, I will use more resources like reaching out to the Honors Department to ensure all my students are supported.
38	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.
39	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 mostly were resilient.

40	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.
41	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.
42	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.
43	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.
44	I was pleased with the outcomes. Next semester, I will check in with students more often through individual messages to avoid late work and any confusion about their assignments
45	I was pleased with the overall performance of this student group, with all earning either a 3 or 4. In looking ahead, I would like to incorporate more writing process work in my discussion boards, where I and the students themselves can use that space to provide feedback on outlines, early drafts and later drafts. I normally provide this feedback privately to students, but I think using the discussion board could add a level of transparency students may find engaging and helpful.
46	I was very pleased with the projects created in this class. I plan to only make minor updates. In this class, many students were responsive to in-class poster presentations, so I plan to repeat this as a staple activity in the future. This encouraged engagement throughout the semester, which allowed me to assess students better, even when some used minor amounts of AI for written compositions. AI abuse was much less of an issue in this course (with perhaps 2 students who may have over relied on AI throughout the course). A much larger issue was that students missed class for work or other commitments, which did result in at least one student not passing the course.
47	I will check in an additional time with the students who earned 0 points to encourage them to complete their assignments.
48	I will continue to alter essay prompts to meet students' changing needs.
49	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.
50	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.
51	In the future I am going to highlight email communication more clearly. Attendance was a challenge this quarter.
52	Include more student writing for modeling purposes
53	Incorporate additional lie stakes concept practice
54	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 assesments. I do want to make some changes to my discussion topics in my DE classes as well.
55	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.
56	More facts and quizzes. A reading journal. Exploratory ePortfolio structure.
57	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.
58	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.
59	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.
60	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.
61	N/A

62	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.
63	No changes need to be made.
64	No proposed actions.
65	Offer more writer's workshops during class and a couple Zoom sessions
66	One change I made this semester was introducing the QTEL model to emphasize sociocultural theory throughout the semester (anticipatory guides, 3-moments lesson plans, etc). I believe this change had a profound impact on the level of engagement I experienced throughout the semester. This was also, in particular, a special and more engaged group of students.
67	One thing that I did differently compared to last spring was that I created more opportunities for students to submit drafting work. Whether that was an outline, a topic proposal, a full draft, and peer review, each opportunity helped students receive feedback both from me and peers. I also, since this class was a 5 hour class only on Fridays, had the opportunity to let students work on their assignments more in class. I even often utilized powerpoint and lecture time to help them build their intro, thesis, topic sentences simultaneously as I am lecturing to help them build their skills but also build that foundation before they had to work on it at home before submission. I also dedicated reading time in class with more hands on approach in terms of class collaboration, group work, and group activities to understand course content and how that will then lead into writing about that topic or reading in an essay. I think this approach really changed the dynamic of the course, and reflected the reason why the target and success rate was met.
68	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.
69	Plan to add more factual checks with quizzes, aim for simple recognition, such as of first lines, titles, authors, etc.
70	Plan to reduce the workload of the course by 10% next semester. Some Canvas Elements to be simplified.
71	Plan to reduce the workload of the course by 10% next semester. Some Canvas Elements to be simplified. Also want to introduce a lot more factual knowledge and quizzes.
72	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.
73	Refine content
74	Some students are using AI and others are struggling to use source material in a clear and logical manner.
75	Students did well overall. However, students who did poorly had poor attendance. I will try and reach out sooner in class when I see students' attendance began to wane.

76	Students did well this term. I do want to make additional efforts to reach students that have gone "off the radar." I can do this by emailing and doing more regular checkins with students. I also plan to create a question discussion board to help create a greater sense of community and the ability to ask questions to peers.
77	Students from this course created an ESL club on campus which created a link to the overall campus. That helped their interpersonal skills and strengthened their ties to the campus. Notice improvement of navigating resources. Majority of students started enrolling in credit bearing courses.
78	Students struggled with this more and I feel I need to scaffold more. Even though I did see improvement from assignments.
79	Students who stayed did really well; however, there was a mass exodus of particularly female hispanic students mid-semester, some of whom were doing well. Seen as how this didn't happen in my other classes, I'm inclined to say that outside forces, perhaps the new immigration actions had something to do with these folks' ability to focus on classes. I'll keep an eye on it in the future, though, in case there's something more I can do. As I said on the other SLO, I do plan on implementing more specific scaffolding and process work, which may help students who come in struggling.
80	Success rates dropped roughly 10 percent this semester, which is a typical trend from fall to spring. In my online courses, like many professors, I face significant challenges with students who over-rely on AI with many submitting work containing AI-generated hallucinations or who submit entirely AI-generated materials with no evidence of critical thinking, reading, and/or writing. While my assignments are designed to be AI-resistant, this approach may show in the number of students who fail when they attempt to circumvent the work rather than engage with it. Students who attempt the major assignments in good faith all pass the class, which is a huge marker of success to me, which is not captured in this data. To address AI abuse, however, I plan to incorporate video follow-ups for final essays to encourage critical reading and ownership of their own work. Furthermore, I plan to adapt more of my face-to-face scaffolding, outlines, and writing models currently used in my in-person classes for for my online courses.
81	Success rates dropped roughly 10-15 percent this semester, which is a typical trend from fall to spring. In my online courses, like many professors, I face significant challenges with students who over-rely on AI with many submitting work containing AI-generated hallucinations or who submit entirely AI-generated materials with no evidence of critical thinking, reading, and/or writing. While my assignments are designed to be AI-resistant, this approach may show in the number of students who fail when they attempt to circumvent the work rather than engage with it. Students who attempt the major assignments in good faith all pass the class, which is a huge marker of success to me, which is not captured in this data. To address AI abuse, however, I plan to incorporate video follow-ups for final essays to encourage critical reading and ownership of their own work. Furthermore, I plan to adapt more of my face-to-face scaffolding, outlines, and writing models currently used in my in-person classes for for my online courses.
82	The challenges in this class section was just attendance in general. The students that were present did much better. It also was the first time I had taught this course so I am sure there is a learning curve. I will definitely try some new strategies in my next course and try to really push office hours and attendance guidelines.

83	The class was a good one. Started a little slow, but they came together nicely. A few fell off toward the end, but most who stayed did really well. I'd teach this class pretty much the same way again.
84	The course was a great success, with students showing a strong grasp of how legal frameworks impact everyday business decisions. Strategies & Content: Utilizing mock contract negotiations and analyzing real-world corporate legal disputes kept the material highly engaging. Students made notable progress in breaking down dense legal concepts and identifying potential liabilities in standard business operations. Learning Gaps: The main hurdle was shifting students away from memorizing definitions toward actually applying legal principles to messy, realistic business scenarios. This highlighted a need for more practice with legal reasoning frameworks earlier in the semester. Future Adjustments. Strategies: For future terms, I plan to introduce more brief, regular case-study workshops where students can practice spot-checking business risks and arguing different perspectives in class. Recommendations: I recommend adapting the assessments and SLOs to place a lighter emphasis on pure memorization and a stronger focus on risk management and ethical decision-making in modern business structures.
85	The data shows that all students have met the expectations and requirements for Spanish 103. The results of the assessment are satisfactory. I will continue using current instructional strategies.
86	The data shows the majority of my students have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies.
87	The reader on video games proved very popular and the ePortfolios were of a particularly high-calibre this year. I plan to go in more for ePortfolios and integrate them into the class, including for 101.
88	The students who did poorly missed a lot of classes. I tried including more graded groupwork to allow students to work on their paper, and I made it graded so the students would be incentivized to not miss those. Next time, I will keep the group work because that did help a lot of students, but I won't make them graded.
89	The students who really affected this score was the people that didn't show up. I could have intervene quicker when I noticed that their attendance started dropping off. Most of these students did an excellent job.
90	The success of the class is from the new content I implemented this semester. I designed the class around the theme of self-discovery. While this idea is important to the class and the content that garnered the students's attention, I did not follow the theme as I initially intended, which made the class's purpose blurry and abstract. With better planning and flow, I can have a class that will be more focused and purposeful.
91	The target of 65% has been reached. No Proposed actions at this time.
92	They focus on more the target language itself in the course. However, maybe they could learn Japanese culture via their assignments and practices. I will add more exercises and assignments/research related culture.
93	This course implemented a couple of new strategies such as "Round Robin" style participation, which ensures that every person present contributes to discussion and answers questions. This ensured higher participation and an overall improvement in class performance. The content for this course was similar to that of previous iterations. In the future, new strategies would include more explicit instruction in computer-based tasks.

94	This course is a bit difficult to maintain throughout the entire term because these adult learners often have conflicting obligations. They typically have work or familial obligations which means that they sometimes are unable to continue attending the course. I identified the need for a higher level of informational literacy, especially when it comes to technological literacy.
95	This Dual Enrollment class was a bit difficult when it came to attendance, so any future dual enrollment courses will involve more engagement in course materials, as well as motivation to help them with the mastering of the skills needed in the course.
96	This list has one (1) student who withdrew (Summer), and several students who did not attend after the withdraw date and earned an FW (Kelly, Amos, Joseph, Aleena, Andrew, Ivan, Melany, and Desiree). I used Starfish to raise flags and reached out to students when they missed 2 days in a row. Compared to my other class, this class did better! I think it is probably because it wasn't as early since the other class also had a lot of students come late since it was a 7am class. Next semester, I will be more diligent about reminding students about the withdraw date and encourage them to meet with their academic advisor if they choose to do so.
97	This semester was a great success in my opinion. While unfortunately 3 students who were not allowed to drop the course ended up receiving F's which lowered my SLO rate significantly, they all did grow still in their skills to some degree with the work they did. I attribute this to the collaborative and interactive nature of the in person course, as well as the assignments in which I provided an expanse of student choice and option to promote equity and inclusion and celebrate every student's voice. I plan to continue to try and troubleshoot to help the high school students who take a dual enrollment college course to succeed while not jeopardizing the integrity of the course, other students taking the course, my department, or the college.
98	This semester, I do believe the target rate was met for several reasons. 1). it was a 3 day a week class, that made it easy to remind students of their work, give them time in class to do their work, and more time for group / active learning and discussing the material and lecture. 2) I also allowed in my policy this time around a grace period for late assignments, which many students utilized. 3) 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. 4) Lastly, students 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.
99	This semester, I had a larger number of students not attend class. After midterms, I saw at least 5 students stop submitting work and attending class despite outreach I did. A few students attended sporadically, but did not submit work. Overall, I'm confident in my curriculum. I do plan on making a few tweaks to my research essay so that it is more accessible to students. But since I'm so confident in my curriculum, I want to focus more on early out reach to students who aren't attending. While I rely on emails via Canvas, I want to use Starfish more to "raise flags" and reach out to students via their email in case they have not set up notifications for when they receive a Canvas email.
100	This semester, there were more students than usual who did not turn in assignments. Students did pretty well on this if they submitted it, and even the students who earned a mark of 2 here, were at the high end of it at 78 or so. Nearly every lower score was due to not submitting

	the assignment. I plan to do more coaching on this assignment as well as some more preliminary assignments leading up to it in future.
101	This term provided several opportunities to evaluate both student learning and my instructional practices. Overall, I believe the class was successful in meeting the course Student Learning Outcomes; however, there were both notable successes and challenges throughout the semester. One strategy I implemented was using multiple instructional mediums to convey information. In addition to traditional course materials, I incorporated announcements, emails, discussion boards, videos, guest speakers, and supplemental resources to accommodate different learning styles and keep students engaged. I also added fresh content throughout the course to connect business concepts to current events and real-world applications. Additionally, I made a concerted effort to provide meaningful, individualized feedback on assignments and discussion posts so students could better understand their strengths and areas for improvement. I observed a notable improvement in student performance after sending a class-wide email addressing a decline in the overall quality of submitted work. Once expectations were reinforced, many students demonstrated increased effort, stronger critical thinking, and improved assignment completion. This experience highlighted the importance of consistent communication and accountability in an online learning environment. The most significant learning gap I identified was not necessarily related to business concepts, but rather students' ability to follow basic instructions. Many students struggled with simple academic requirements such as following MLA formatting guidelines, including their names on assignments, submitting work in the correct format, or carefully reading assignment instructions. While these may seem like minor details, they are foundational skills that directly impact academic and professional success. In future courses, I would like to implement stricter accountability measures regarding assignment requirements. Specifically, I am considering a policy that assignments failing to meet basic submission standards may receive no credit until corrected. Following instructions is an essential life and workplace skill, and reinforcing that expectation early may help students develop greater attention to detail and personal responsibility. Moving forward, I plan to continue using multiple instructional strategies and varied content delivery methods, as these approaches appeared to support student engagement and learning. I will also continue providing individualized feedback while exploring additional methods to improve student compliance with assignment requirements and professional communication standards. Based on this experience, I do not believe the course SLOs require modification at this time. However, I would recommend continued emphasis on written communication, professionalism, and instruction-following skills, as these competencies remain areas where many students would benefit from additional support and reinforcement.
102	This term, I tried adding more scaffolding and giving students more one-on-one attention, along with clearer assignment models, targeted feedback, and low-stakes writing prompts to help them move beyond summary. I did see some improvement, especially in thesis clarity, organization, and use of evidence, but honestly, I feel like these strategies did not work quite as well as they have in previous semesters. Students who really engaged with feedback grew the most, but overall, progress felt a bit uneven, especially with sentence-level skills, quote integration, and keeping up with revisions. Even so, this gave me a lot of insight into what kinds of support actually make a difference, and I am already thinking about how to tweak things next time. Back to the drawing board.
103	This was a 7am class, and this semester, I had many students attend sporadically (which impacted their grade and knowledge) or stopped attending after the withdraw date. For the latter, I labeled these as "N/A" since they stopped participating in class (Eloisa, Cesar, Donna,

	Lillian, Natali, and Emily). There are also a few students on this list that did withdraw on time (Beahr) or dropped before the first day of class so I never met them (Damian, Nydia). With this in mind, I only had two (2) students regularly attend class and submit work that did not pass (Alyssa and Priscilla). This semester, I also used Starfish a lot and sent emails to students if they missed 2 classes in a row. Most students didn't respond. In future classes, I will be more diligent about reminding students about withdraw dates.
104	This was a good semester, overall. I do think that I will try to make further contact with students who go MIA. I also want to create a questions discussion group so that students can contact each other about assignments. I'm very available, but I think that sometimes students feel more confident when other express the same concern.
105	This was a successful course! But next year, I would like to teach different texts, based on what my students and I talked about at the end of the semester.
106	This was a tough class in some ways: they were extremely shy. I tried more group work and in-class activities, which worked occasionally. I stopped taking roll midway and saw a significant dip in consistent enrollment, which affected class discussions. I'll be more consistent with taking roll and holding students accountable in that way.
107	This was an online class, so I would like to get them to get more help on their papers, so I will incentivized them to use the Tutoring Center. Since it is online, I will do a tutorial showing them how to access it online and meet with tutors virtually in case they can't get to it in person.
108	This was the first time I taught this class. I definitely have ideas for next semester that I will implement including changing the order of some of the activities so the learning is in a better sequence. Students who dropped the class I marked NA. Students who remained on the roster but stopped coming I marked 1.
109	This was the strongest group of honors students I've ever had. I plan to try to repeat what we did this semester. If it ain't broke, don't try to fix it.
110	Tighter assignment schedule next time, more quizzes, more spread out credit. Also want to very much focus on thesis / essay writing from the beginning. With a small class like this I want to be doing 1-on-1 work very early on for their writing about literature skills.
111	When students did well in this class, they did REALLY well. 12 students earned A's. 6 students earned a B or C. But 5 students failed (D or F/FW). In most of these cases, they missed class a lot and/or stopped attending by the end of the term. We had an embedded tutor who worked closely with the students in the classroom and at the tutoring center. I think that the 917 support lab was also important for helping the students succeed in C1000. In future terms, I plan to revise my drop/withdraw policy and to implement more progress checks throughout the term.
112	With my co-lead we were able to adapt and overcome challenges and better stream line the program to better fit the needs of the student and of the staff at the adjoining companies.
113	With the exception of a couple students who cheated at the end, this was the best class I've ever taught in terms of class discussion and student buy-in. To deal with the cheating, I plan to go old school: back to pen and paper for some drafts, no phones or laptops during class discussions, and more focus on process. This should help inhibit the use of AI, especially toward the end when students are struggling with research and the scope of the last analytical essay.
114	Working on more ideas for retention. The two FWs were students who said they were committed to making up work and passing the class but stopped communicating with me and the messages I sent to them regarding their participation in class.

115	Would more time focusing on reviewing key topics as this is a fast paced course.
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