# Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Information Literacy **Assessed:** 2024-2025

***Learning Outcomes Statement***

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

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

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 364 sections and resulted in a total of 7,498 assessments.

***Summary of Evidence***

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

| ILO # | Institutional Learning Outcome | # 3 or higher | % 3 or higher |
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| 5 | Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully. | 6,116 | 81.57% |

**List of courses where outcomes were mapped to the ILO (82 Unique Courses).**

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| ANAT-101 | HIST-150 | |
| ANAT-151 | HIST-170 | |
| ANTHRO-107 | HIST-171 | |
| BIOL-100 | HIST-171H | |
| BUSAD-100 | HIT-101 | |
| BUSAD-200 | JAPN-101 | |
| BUSAD-225 | KIN-231 | |
| CHEM-101 | LIBR-104 | |
| CHEM-102 | LIBR-107 | |

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| CHEM-150 | MATH-102 | |
| CIS-101 | MATH-106 | |
| CIS-105 | MATH-110 | |
| CIS-106 | MATH-115 | |
| CIS-109 | MATH-902 | |
| CIS-136 | MATH-915 | |
| CIS-138 | MICRO-102 | |
| CIS-211 | MICRO-150 | |
| COMMST-111 | MULTI-111 | |
| CSCI-110 | MULTI-130 | |
| CSCI-120 | MULTI-214 | |
| CSCI-230 | MUSIC-174X4 | |
| CSCI-240 | POLIT-100 | |
| ECON-100 | POLIT-106 | |
| EMS-020 | PSYCH-100 | |
| EMS-067 | PSYCH-100H | |
| EMS-068 | PSYCH-111 | |
| EMS-103 | PSYCH-118 | |
| EMS-152 | PSYCH-120 | |
| ENGL-101 | RESP-050 | |
| ENGL-102 | RESP-407 | |
| ENGL-102H | RESP-410 | |
| ENGL-261 | THART-134X4 | |
| ENGL-271 | | |
| ESL/N-601 | | |
| ESL/N-602 | | |
| ETHS-107 | | |
| FIRET-100 | | |
| FIRET-101 | | |
| FIRET-102 | | |
| FIRET-116 | | |
| FIRET-118 | | |
| GEOG-175 | | |
| HEALTH-102 | | |
| HEALTH-104 | | |
| HEALTH-267 | | |
| HIST-100 | | |
| HIST-100H | | |
| HIST-101 | | |
| HIST-101H | | |
| HIST-107 | | |

***Use of Results/Proposed Actions – Individual Submissions***

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| 1 | Overall, the class did a great job. The students seemed to be engaged and the success rate was high. This SLO in particular had low participation (14/30) and did not meet the goal. |
| 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.) |
| 3 | (Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A grade of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)<br><br>For the honors section of this course, I had students work collaboratively towards a shared project. While I thought this project was incredibly successful, I would like to look into additional ways to align the course with outside projects related to honors so that students can deeply research a topic and have opportunities to present and share their research via research symposiums, etc. |
| 4 | (Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A grade of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)<br><br>This course exceeded my targets of a 70 percent success rate, so I plan to only make minor adjustments to the structure of this course. |

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| 5 | (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.)<br><br>To address challenges with AI use that attempted to circumvent learning, I incorporated an ungraded quiz assignment prior to the first essay that requires students to acknowledge the course policies with respect to AI use and academic dishonesty. In order to unlock and submit the final draft of Essay 1, students must complete this quiz and acknowledge their understanding of the policies. While my policies were already clearly expressed in the syllabus and orientation module (as well as in various assignments), making a quiz so that students could not deny that they had read and understood these policies seems to have resulted in a significant reduction in the abuse of AI.<br><br>In my previous online course, approximately 40 percent of students abused AI to circumvent learning, and approximately 30 percent (7 students) failed as a result of repeated academic dishonesty. This term, while the success rate did not significantly improve, the number of students who engaged in academic dishonesty via AI reduced to just 23 percent of the course with only 3 (14 percent of the course) failing for AI misuse. While this is a substantive reduction in academic dishonesty, some students did not submit at all, and some students began using AI later in the course (such as on the final essay), which made it more difficult to give opportunities to resubmit and re-evaluate the papers. This is largely a problem only in online courses.<br><br>One change I plan to make is to incorporate an assignment that shows the limitations of AI a bit sooner in the course. In the current iteration of the course, this assignment comes a bit later in the course, intended to teach about the limitations of AI. Perhaps an additional assignment sooner may be needed to reinforce these concepts. While I give every attempt to be flexible with students who misuse AI, I am only assigning failing grades to assignments when the AI use creates a document that would have failed anyway (which I think is incredibly generous), so more education on the limitations of AI may be needed because students still submit this work as their own. |

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| 6 | • SLO 1, 19 were assessed where 47.4% had a rubric score of 3+<br>• SLO 2, 17 were assessed where 58.8% had a rubric score of 3+<br>• SLO 3, 16 were assessed where 75% had a rubric score of 3+<br>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.<br>In reviewing the Student Learning Outcomes (SLOs), I noticed some significant shifts in student performance:<br>• SLO 1: Out of 19 students assessed, 47.4% received a rubric score of 3 or higher. This was a decline from previous semesters, likely due to the initial disruptions in the course. Many students struggled early on, making it difficult for them to build a strong foundation in statistical concepts.<br>• SLO 2: Out of 17 students assessed, 58.8% scored a 3 or higher. This was a notable improvement from the previous semester (13.3%), suggesting that students were better able to grasp continuous and discrete probabilities. I believe the additional lab assignments played a role in this improvement.<br>• SLO 3: Out of 16 students assessed, 75% achieved a rubric score of 3 or higher. This aligns with previous performance, which I attribute to the oral final assessment and the natural increase in student motivation at the end of the semester.<br>Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track. |

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| 7 | • SLO 1, 19 were assessed where 47.4% had a rubric score of 3+<br>• SLO 2, 17 were assessed where 58.8% had a rubric score of 3+<br>• SLO 3, 16 were assessed where 75% had a rubric score of 3+<br>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.<br>In reviewing the Student Learning Outcomes (SLOs), I noticed some significant shifts in student performance:<br>• SLO 1: Out of 19 students assessed, 47.4% received a rubric score of 3 or higher. This was a decline from previous semesters, likely due to the initial disruptions in the course. Many students struggled early on, making it difficult for them to build a strong foundation in statistical concepts.<br>• SLO 2: Out of 17 students assessed, 58.8% scored a 3 or higher. This was a notable improvement from the previous semester (13.3%), suggesting that students were better able to grasp continuous and discrete probabilities. I believe the additional lab assignments played a role in this improvement.<br>• SLO 3: Out of 16 students assessed, 75% achieved a rubric score of 3 or higher. This aligns with previous performance, which I attribute to the oral final assessment and the natural increase in student motivation at the end of the semester.<br>Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track.<br><br>This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 23 students enrolled, and 19 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate:<br>• The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning.<br>• The oral final, which though scary to students, seems to motivate them to persist through the end of the semester.<br>• Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester.<br>Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced. |

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| 8 | • SLO 1, 31 were assessed where 51.6% had a rubric score of 3+<br>• SLO 2, 30 were assessed where 56.7% had a rubric score of 3+<br>• SLO 3, 27 were assessed where 70.4% had a rubric score of 3+<br>This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts.<br>• SLO 1: Out of 31 students assessed, 51.6% received a rubric score of 3 or higher. While this is a slight improvement from the morning section this semester (47.4%), it still suggests that students struggle early on. I believe implementing more structured early interventions, such as low-stakes quizzes and targeted review sessions, could further improve performance in this area.<br>• SLO 2: Out of 30 students assessed, 56.7% scored a 3 or higher. This result remains fairly consistent from the morning section this semester (58.8%), indicating that while students are making progress in distinguishing between continuous and discrete probabilities, there is still room for improvement. I plan to continue using lab assignments incorporating statistical technology, as this approach has shown promise in reinforcing these concepts.<br>• SLO 3: Out of 27 students assessed, 70.4% achieved a rubric score of 3 or higher. While this is a slight decrease from the morning section this semester (75%), it still reflects relatively strong performance. The oral final continues to be an effective tool in assessing students' conceptual understanding and application of statistical methods.<br>Overall, I see some positive trends but also recognize that early interventions remain critical to student success, particularly for SLO 1. Moving forward, I will focus on refining instructional strategies at the beginning of the semester to ensure students build a solid foundation, while also reinforcing probability concepts throughout the course to improve SLO 2 outcomes.<br><br>This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 33 students enrolled, and 27 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate:<br>• The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning.<br>• The oral final, which though scary to students, seems to motivate them to persist through the end of the semester.<br>• Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester.<br>Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced. |
| 9 | add on campus section |

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| 10 | All listed objectives are fully aligned with Program Learning Outcomes for BSRC at Crafton.<br>PLO 1: Professional Communication: Utilize effective oral and written communication skills consistent with professional communication as may be published in a peer-reviewed journal or presented at a professional conference. You will have both oral and written exercises in this course that will allow you to fine tune your communication skills and develop confidence in your oral and written work.<br>PLO 2: Leadership Development: Apply leadership and management theory through the lens of change theory to both the educational and clinical environments.<br>PLO 3: Educational Development: Utilize educational theory in the development of an educational module to inform colleagues, patients, or public.<br>The teaching assignments in this course allow you to develop your teaching style and apply accepted principles of pedagogy to conveying respiratory information.<br>PLO 4: Evidence Based Inquiry: Apply research design, methods, and analysis to answer a critical research question relevant to the advancement of the field. All of your communications in Discussion Forums and Teaching Assignments in this course must be evidence-based with appropriate citation and referencing.<br>PLO5: Advanced Knowledge - Explain advanced concepts relating to critical care pathophysiology, disease management, clinical management and care coordination.<br>PLO 6: Organizational Management: Apply organizational management theory, quality improvement standards, ethical practice, and innovative approaches for organizational change.<br><br>All PLO's and SLO's successfully met by this graduating class. No changes indicated at this time. Minor instructional improvements will be implemented for ease of understanding expectations and progressive development of the capstone project in sections as the course progresses. |
| 11 | All of my targets were met with high scores, although the overall numbers might be a bit skewed only because one of the honors students dropped out of the class, yet their name was still in this SLO page to include scores for, which I did not because there were none to enter. |
| 12 | All SLO's were met. No Changes need to be made |
| 13 | Although the dept target wasn't met for As and Bs, the pass rate (students earning an A, B, or C) was 90.9%.<br><br>This term was hard in several ways, but namely the campus closures due to the Line Fire. Aside from that, though, I think I assigned too many small writing assignments (the homework load was too much) on top of the already challenging texts. I'd also like to do more instruction in integrating source material into one's own writing. |
| 14 | Assessments were focused on 5 major writing assignments/responses. Students went through drafting, peer editing, and revision processes for 4 of the major writing assignments. Students also took quizzes/tests on readings/books. Students needed to meet certain standards for each writing assignment or master those standards.<br><br>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. |
| 15 | Assign student to different group. |

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| 16 | Assuming the one student with an outstanding grade of Incomplete does not pass the course by April, the pass rate would end up at 79%. If they do pass, the pass rate would be 83%. While not awful, I'd still like to see that rate go up the next time I teach the course. This term was hard in several ways, but namely the campus closures due to the Line Fire. Aside from that, though, I think I assigned too many small writing assignments (the homework load was too much) on top of the already challenging texts. I'd also like to do more instruction in integrating source material into one's own writing. |
| 17 | Attendance: Utilize Starfish |
| 18 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 42.3% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 61.5%.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap is seen in the attendance, but there not much that can be done if students do not want to attend lecture and/or lab. They prefer to show up for lecture exams and lab practicals even though attendance is tracked with sign-in sheets.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. |
| 19 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 63.3% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 76.6%.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap is seen in the attendance, but there not much that can be done if students do not want to attend lecture and/or lab. They prefer to show up for lecture exams and lab practicals even though attendance is tracked with sign-in sheets.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. |
| 20 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 65.4% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 88.5%, which met the ANAT target goal. This is expected as this course has a pre-req of ANAT 150 and students are better prepared going into the course.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap isn't seen as much as the entry level ANAT courses. Students who does not show up had a tendency to not fare well even though this is mentioned throughout the semester.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring |

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| | services and other services on campus. We have plans to continue with Lecture exams and lab practical for use of SLO assessments. |
| 21 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 67.7% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 83.9%, which met the ANAT target goal. This is expected as this course has a pre-req of ANAT 150 and students are better prepared going into the course.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap isn't seen as much as the entry level ANAT courses. Students who does not show up had a tendency to not fare well even though this is mentioned throughout the semester.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. We have plans to continue with Lecture exams and lab practical for use of SLO assessments. |
| 22 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 73.3% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 90.0%, which met the ANAT target goal. This is expected as this course has a pre-req of ANAT 150 and students are better prepared going into the course.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap isn't seen as much as the entry level ANAT courses. Students who does not show up had a tendency to not fare well even though this is mentioned throughout the semester.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. We have plans to continue with Lecture exams and lab practical for use of SLO assessments. |
| 23 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 75.9% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 89.6%, which met the ANAT target goal. This is expected as this course has a pre-req of ANAT 150 and students are better prepared going into the course.<br><br>New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap isn't seen as much as the entry level ANAT courses. Students who does not show up had a tendency to not fare well even though this is mentioned throughout the semester.<br><br>For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring |

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| | services and other services on campus. We have plans to continue with Lecture exams and lab practical for use of SLO assessments. |
| 24 | Bring Back Math 095 |
| 25 | ChatGPT scuttled several students' grades in this class. Rhetoric was a challenge to understand. Include social media and ads instead of just YouTube influencers for content. Use less of the first book--first chapter was effective, rest was less so. Fire evacuation interrupted flow of class. Try to get an embedded tutor for students whose skills were subpar. |
| 26 | Content was added to the course |
| 27 | Continually trying new strategies |
| 28 | Continue to develop equitable and inclusive teaching and learning environment. |
| 29 | Continue to try new strategies |
| 30 | Continue trying new strategies and incorporate more real-world applications into content to boost engagement and understanding. Will also explore project-based and alternative assessments to give students more meaningful ways to demonstrate learning. |
| 31 | Course the student loved in their "course reflections," many were grateful to take a class that taught them so much health literacy. I dropped many students for not participating, 3 stopped participating 2 weeks in, and I could not asses them. |
| 32 | Create a learning contract that students will have to sign at the beginning of the semester committing to attendance, effort, and using support resources.<br><br>Require a short exit ticket before students leave (e.g., a quick problem or reflection on the day's topic) to ensure engagement.<br><br>Change concept checks to include "how did you solve this?" or "what was the most difficult part?". |
| 33 | Created my own lecture videos with built in quizzes instead of youtube videos. |
| 34 | Earlier communication with the students. Making sure in the introduction presentation, that the key requirements are outlined and made clear for all students. Provide clear examples of what are the exceptions for a complete narrative. |
| 35 | early outreach to low performing students |
| 36 | Embedded Tutor and concept checks are helping. |
| 37 | Embedded Tutor and concepts checks are helping. |
| 38 | Evening classes tend to have higher success rates, but that may be because they have lower enrollment numbers and more one on one interaction and learning with the instructor. Smaller class sizes equals higher success rates. |

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| 39 | Everyone passed. That's a big deal in an online math class and really speaks to the methods used. The engagement with projects helped students succeed because it was interesting, interactive, and relevant. Having projects and flexibility in the course meant that students' success was based on what they actually learned, not on how well they could jump through hoops. The structure prioritized critical thinking and real-world application over busywork, helping students build lasting skills and confidence.<br><br>Student quotes:<br><br>"This course has shown me that statistics isn't just about numbers; it's about context, critical thinking, and storytelling… understanding statistics is essential… for any engaged citizen."<br>"I really like the project assignments… It also was a good chance for me to apply what we were learning in class."<br>"I have a new appreciation for statistics and data-driven claims… I was also able to develop confidence in the skills that I learned."<br>"I really love talking about the SSCCC and my work in advocating for students… I learned so much through doing the project."<br>"Now I ask questions like how the data was collected or if there's any bias… I've gained a lot more confidence in the topic."<br>"I realized that statistics is actually a powerful tool that helps us make sense of the world… the language behind informed decisions." |
| 40 | Exam scores were low, continue to encourage attending office hours and going to tutoring. |
| 41 | Exam scores were lower than usual, will continue to encourage office hours and tutoring. |
| 42 | Excellent outcome! Continue as is! |
| 43 | Excellent outcome! Will continue as is! |
| 44 | Excellent Outcome. Continue as is. |
| 45 | Excellent outcome. Will continue as is. |

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| 46 | Flexibility is essential, especially for struggling or nontraditional students, but without strong accountability, some fell behind. Students repeatedly said this class helped them see statistics in the media, in healthcare, in policy, in injustice, and recognize when it's being misused. The best classes aren't the ones where students say "this was easy." They're the ones where students say "I think differently now." And that's exactly what they said.<br><br>Student quotes:<br>"I used to think stats was just hard math. Now I know it's everywhere—news, politics, health, social media."<br><br>"I did enjoy this class. I feel like it helped me have more of an understanding on the use of analyzing data and charts—and how it's used in the world and how it has an effect on things."<br><br>"This class made me way more aware of how stats are used and sometimes misused in the media… It's kind of wild how often stats get twisted, so this course helped me become way more skeptical and thoughtful."<br><br>"This course has significantly transformed my perception of statistics and its role in society… I've come to appreciate its broader impact—how it shapes public policy, influences business decisions, and even affects individual perceptions."<br><br>"I was expecting a lot more 'book work'… but a lot more ideas were brought up through discussions and projects. It opened up more ideas about how statistics relate to real world problems." |
| 47 | For this class, I used a lot more group activities, posters, and take-home assessments than before. I also found creative assignments to use in class, such as solving equations to solve a maze, or evaluating logarithms to correctly color a picture. These asignments engaged the students and helped them stay focused and attentive through the long semester. |
| 48 | For this particular section, making sure the students are logged into Fisdap and pronto earlier to better communicate with them. Make sure the students have a clear understanding of the pcr requirements. Making sure the students are given a completed representation of what the pcr expectations are. More frequent check in's by myself with the students throughout the semester. |
| 49 | For utilizing Microsoft Excel, students had more in-class time to interact with the application and receive guidance with the projects. The interactive environment helped with miscommunication, as well as students were able to assist each other if they got confused with the software. As viewed during some lectures, there were in-class discussions of the usage of spreadsheets which sparked curiosity and further exploration of the application. In-class activities and discussions helped with understanding of spreadsheets and will be utilized for future courses. |
| 50 | Get the ones who don't show up to start showing up. |
| 51 | Get the students who don't show up to show up. |
| 52 | Group project might be a better way. |
| 53 | Group projects might be a better way to improve the result. |
| 54 | Having students practice their measurement skills each week greatly improved the outcome of the lab practical exam (SLO #3). Lab final multiple choice section (SLO #5) scores still low, more emphasis on reviewing those formulas next semester. |

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| 55 | I |
| 56 | I adjusted the content from the previous semester to fit the climate of this class but added online homework that students can complete on their own time but also shows their understanding of the topics we are discussing. I did notice that by adding new homework students either did not complete it or waited too long to complete it. The assignment was worth a big part of the grade so if not completed then the grade would drop drastically.<br><br>In the future, I plan to adjust the grading scale so that the homework assignments are worth as much as they were this semester as to eliminate having grades drop for not completing homework assignments. |
| 57 | I am going to make the process for using online tools more seamless and adjust the due dates to be more inline with content role out but still accept late assignments. If i set due dates that are lenient then students just follow those and get behind. |
| 58 | I am still fine tuning how I accept late work and what penalties will be assessed. I am also still playing with the wording of of the instructions that accompany my comprehensive writing projects and research project. Finally I am going through all of my quizzes and homework assignments to ensure that the questions in the assignments are reflective of the materials the students are using for the class. |
| 59 | I am still fine tuning how I accept late work and what penalties will be assessed. I am also still playing with the wording of of the instructions that accompany my comprehensive writing projects and research project. Finally I am going through all of my quizzes and homework assignments to ensure that the questions in the assignments are reflective of the materials the students are using for the class. |
| 60 | I did not use a polling application this semester due to the fact that the free versions are becoming more restrictive. Over the summer, I will be looking for an alternative as I believe this helps the students assess their own learning.<br><br>I am witnessing, with a majority of my students, a disinterest in learning the content (sleeping, looking at their phone, not showing up). I had a very hard time getting them to engage with me during class, even when extra credit was offered. I do have great students who are engaged and learning, but they are the minority unfortunately.<br><br>Although I make my content relatable, I plan on restructuring my course over the summer to include more real-life applications associated with the content; this may involve researching new finding new materials that will be free to students. |
| 61 | I had a lot of no-shows who never turned in any projects and never participated (in person or on Canvas) at all. I fell behind and missed the deadline to drop students. Otherwise, I think students who actually kept up with course materials mostly did well. So again, just try to be more "intrusive" in nagging students to show up and submit assignments. And remember to drop students who never showed up/log in.<br><br>One student did require an accessibility tool that the classroom computer didn't have, and I think I failed in providing that for her due to various reasons. I reached out to IT but I don't think it ever got sorted out, and she just stopped showing up. |
| 62 | I had success with most of the students. The challenge came to students completing work on schedule. Next term I will try a more flexible schedule and more proactive communication. |

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| 63 | 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. |
| 64 | I have been using specifications grading for this class. It seems to be working well. No other actions proposed at this time. |
| 65 | I plan on allowing my students see the questions sooner before the due date. |
| 66 | I plan on allowing my students to see the questions sooner before the due date. I noticed this improved student scores. I also need to perhaps push back due dates for some of those SLOs that come sooner in the semester, especially for my late start classes. Content moves quick in those sources and I think students may need more time to process the content. |
| 67 | I plan to continue using methods such as encouraging students to attend/participate in lecture, attend lab, and utilize my office hours. |
| 68 | I plan to continue with the current methods of encouraging students to come to class, come to lab, and participate in my office hours. |
| 69 | I provided access to the questions used to assess these SLOs further in advance than I have in prior semesters, and in some cases, folks did better, while in other instances, they did not. That is a bit confusing. The assessments used directly ask students to address the SLO questions posed, so there is no need to alter the question. Perhaps, however, I can alter the modality the answers are presented in. That is, allow students to do audio/visual responses as opposed to just text based ones. |
| 70 | I think the students need more practice with summarizing data and identifying sampling techniques (SLO 1). These tend to be the easier topics, so I may review them more with the students in the future prior to the exam so that they'll be better prepared. |
| 71 | I tried new strategies and encouraged student participation |
| 72 | I tried new strategies for hypothesis testing, trying to get students to understand the "big picture" first and then apply it to different contexts. Students struggled more than usual. Absences this semester were at an all time high though. In the future, I hope try additional strategies when teaching and re-teaching hypothesis testing. |
| 73 | I used some new class discussions this semester. I think they worked well for getting students to read and think more critically. I have some new strategies I'm going to use next semester also and I am hopeful they will work well also. |
| 74 | I was able to implement critical thinking exercises for health and learning that encompasses skills in health, students were able to interact with one another build health literacy and build skills that transfers to education and application |
| 75 | I will continue to utilize Starfish in order to ensure all students complete my classes successfully. |
| 76 | I will continue using Star Fish in order to communicate with the students who need a push to complete my classes successfully. |
| 77 | identify learning gaps and employ additional interventions for students who are not participating or less engaged |
| 78 | Identify learning gaps and implement additional interventions for students who are not participating or engaged |

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| 79 | I'm glad for the NA option because it helped me see that some students in the course technically were not able to be assessed. Some students withdrew from the course, but these students aside, the ones who stayed enrolled but still qualified as NA did not submit any essays for the course at all, (or they used AI to write the essay for them). They did, however, sometimes submit smaller assignments like reading journals and quizzes, which makes me suspect that for some students the perceived size/weight of an assignment may be an increasingly impactful determining factor for incoming college students. A 100-word, 10-point reading journal may be seen as "easy" and therefore attempted, but a 1,000-word, 100-point essay may be perceived as too difficult, overwhelming, frightening, etc. to be attempted. Some of this may come from prior educational experiences the students have had. For example, more and more of my students are reporting to me that the largest essay they've ever written was 500 words or less. I'm even starting to have students tell me they were never required to write an essay in high school at all, and they have no experience with essay-writing whatsoever. This shift in writing skills has left me a bit bamboozled, to be honest. At this point, additional assignment scaffolding will be needed for basic essay-writing skills, and students will need a lot more step-by-step assistance in the essay-writing process. |
| 80 | I'm retired, so I will let my colleagues address this outcome. |
| 81 | In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading. |
| 82 | In-class demonstrations were provided for students to utilize Microsoft PowerPoint. Students were to then complete projects to create and format slide shows. No changes needed, all students had a comprehensive understanding of creating and utilizing slideshows. It helps that the PowerPoint segment of the course is one of the last: students have a strong grasp on Microsoft application interfaces towards the end. |
| 83 | Incorporate an additional SLO for this item to try a new strategy. |
| 84 | I've noticed that students often like interacting with each other in the discussion board. In all the feedback I receive from them each semester, they always seem to highlight the discussion board as one of the course's best and most enjoyable activities, so I'm considering the possibility of incorporating other similar activities that will allow for additional interaction between the students since it seems to help them feel more connected and engaged in this challenging online course. |
| 85 | Keep on truckin |
| 86 | Library Zine Workshops have been a great addition to my history classes. They work in classes with under 25 students, as they can accommodate us. My larger classes cannot participate in these in library workshops with hands on research experience. High class caps create learning gaps in every sense. |
| 87 | Looking forward to trying some new writing strategies and prompts for the next round of 101 classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing. |
| 88 | low participation and submission? |
| 89 | Lower end. Will work on techniques to motivate class and tutoring involvement. |

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| 90 | Model the processes and procedures of Access Services was a comprehensive grade. I will pursue an alternative assessment for students to demonstrate mastery of these concepts. The most difficult gap in this class was engagement. I will explore new strategies and make more use of tools like Starfish to keep students on track with the pace of the class. The group work was successful as the end products for students demonstrated mastery of the learning outcomes of the class.<br>I will revisit SLOs as I prepare the course for POCR review and make adjustments as needed. |
| 91 | More group work with the expectation of reading the material before class and able to answer prompts in class in groups. |
| 92 | My students did well, overall, on each of these SLO assessments. I had over an 85% pass rate. It would be great to get up into the 90% rate, and from what I saw my students did very well on SLO 1, and as this SLO was based upon a research paper, I am thinking that this kind of an assessment might be worth trying in the future to see if I can bump the number up into the 90% range. |
| 93 | n/a |
| 94 | New content will be added but strategies will remain the same. |
| 95 | New content will be updated but strategies will remain the same. |
| 96 | No change. Students who do the series of assignments/assessments do well.<br>The problem is that they stop doing the work.<br>SLOs are not telling me how to keep the students on task. |
| 97 | No proposed changes needed. |
| 98 | None at this time. |
| 99 | None. If the students do the assignments, they pass the assessments.<br>The problem is that many students do not continue on with the assignments. |
| 100 | None. Students who complete the assignments / assessments do well.<br>The problem is how to engage the students to keep on going with the work. |
| 101 | One student simply never interacted with the course at all (did not turn in any projects, never contributed to any discussions). Maybe be more aggressive in checking in? I was quite busy with other classes this semester, so felt like I didn't have enough time to be "intrusive" enough in this class being fully online. |
| 102 | One student started the class, submitted a video assignment and after several intentional interventions to get the student back on track, the student stop submitting work. I will explore new strategies to keep all students engaged, making sure they are aware of the grading for nonresponsiveness. The video was a new strategy to not only get students connected, but used to the idea of creating videos and mock interviewing using Zoom. I used scaffolding to ask guiding questions of students to copy and paste into a mock resume, cover letter and even asked real-world library interview questions that they had to answer in a video. I provided the opportunity for students to reflect on their responses and which questions they felt lost or stuck on. I will continue to review this course for POCR review readiness, revisit the SLOs and make adjustments as needed to the SLOs and/or course content. Only one student was non-responsive, so I feel I did better at intentional interventions to keep students up with the pace of this short-term course. As I work with the Library Advisory group consisting of local Librarians, Library technicians and Library Directors, I will create a panel for mock interviewing that can be recorded so students can watch and listen to the panel of experienced library professionals and practice interview techinques as they continue to build their library experience. |

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| 103 | Our class did meet the expectations. However, we are continuously trying to improve. Strategies in the classroom would be to offer additional review sessions either in person or via Zoom/Online. Outside of the classroom, would be to recommend campus resources such as the STEM Center and Learning Center to help students who are earning non-passing or "C" grades to get into the "B" and "A" grade ranges. |
| 104 | Outcomes were taken from questions from exams and/or worksheets. For this assessment, we met our goal. I will continue implementing these concepts in both lecture and in lab.<br><br>Modification to assessment: For assessment items or grades of "C", these items should count towards the goals "Met" as they are considered passing.<br><br>New strategies include additional labs that tests student learning in regards to popular science articles and scientific literacy.<br><br>Improving learning gaps would include promoting regular visits to the learning center, STEM center, and Tutoring center.<br>Additionally, students who are struggling may benefit from assigned office hour regular meetings. |
| 105 | Outcomes were taken from questions from exams and/or worksheets. For this assessment, we met our goal. I will continue implementing these concepts in both lecture and in lab.<br><br>New strategies include additional labs that tests student learning in regards to popular science articles and scientific literacy.<br><br>Improving learning gaps would include promoting regular visits to the learning center, STEM center, and Tutoring center.<br>Additionally, students who are struggling may benefit from assigned office hour regular meetings. |
| 106 | Overall, it was a very successful class. Students were excited about the assignments and about class discussions in general. |
| 107 | Part of my goal for this semester was that students would not only be able to perform in a jazz ensemble but would also learn how to pick appropriate music, run rehearsals, learn how to operate within a collective improvisation ensemble (the jazz band) and learn how to put on a concert in a professional manner. I felt that the students did really well and I received lots of really positive feedback from both students and attendees at the concert. I particularly was impressed with the students that wrote arrangements, rehearse them with the ensembles and were open to feedback and corrections. I feel that it was a really great semester overall. |
| 108 | Plans continue to alter labs to include more activities using and applying the scientific method, as well as techniques for gathering data |
| 109 | provide additional time and resources for review. |

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| 110 | Reflect and comment on the successes and challenges in this class. Did you:<br>*Try new strategies? Provided class notes for students.<br>*Add content? Content remains to course outline report.<br>*See notable improvement in class performance? Can't tell as this is the first time for student-level outcomes.<br>*Identify any learning gaps? None<br><br>In future will you<br>*Try new strategies? Not planning on it as goal is met.<br>*Make recommendations for content, assessment, or SLO modification? May adjust the number of SLOs. |
| 111 | Reflect and comment on the successes and challenges in this class. Did you:<br>*Try new strategies? Handed out course notes at the beginning of the semester, but realized that students stopped coming to class.<br><br>*Add content? I've covered the content in the course outline of records. Added new chapter homework as extra credit and few tends to take advantage of this opportunity.<br><br>*See notable improvement in class performance? This is the first time for student-level assessment, so no previous data to compared to.<br><br>*Identify any learning gaps? Attendance seem to be the 'gap'. Students will show up on Exam days. This may be due to handing out course notes, maybe?<br><br>In future will you<br>*Try new strategies? I may try to not hand out notes and students have to come to class and take notes. I'll try asking students to come to office hours and go to peer tutors again.<br><br>*Make recommendations for content, assessment, or SLO modification? I'm not sure how modifying the assessment process will help because we have to teach to the course content on record. |

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| 112 | Reflect and comment on the successes and challenges in this class. Did you:<br>*Try new strategies? Handed out course notes at the beginning of the semester, but realized that students stopped coming to class.<br><br>*Add content? I've covered the content in the course outline of records. Added new chapter homework as extra credit and few tends to take advantage of this opportunity.<br><br>*See notable improvement in class performance? This is the first time for student-level assessment, so no previous data to compared to.<br><br>*Identify any learning gaps? Attendance seem to be the 'gap'. Students will show up on Exam days. This may be due to handing out course notes, maybe?<br><br>In future will you<br>*Try new strategies? I may try to not hand out notes and students have to come to class and take notes. I'll try asking students to come to office hours and go to peer tutors again.<br><br>*Make recommendations for content, assessment, or SLO modification? I'm not sure how modifying the assessment process will help because we have to teach to the course content on record. |
| 113 | Review math more and work on students developing a stronger foundation of math and chemistry |
| 114 | Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory.<br><br>Microbiology requires more than analyzing the Unknown Project grandfathered in from professor Shimeld's course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these.<br><br>The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials). |
| 115 | Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory.<br><br>Microbiology requires more than analyzing the Unknown Project grandfathered in from professor Shimeld's course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these.<br><br>The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials). |

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| 118 | Set up automatic starfish notices for missing assignments |
| 119 | Similar attendance and attrition issues as the other 101 section. Students came in with higher abilities but with more personal issues to overcome. I think I did a better job than in the past getting to know students; as a result, I believe they were more willing to discuss personal issues with me, which in turn allowed us to work out a more flexible schedule while still holding students accountable. Had the same issue, though, of "floating" students: those who came to class but stopped doing work at some point mid-semester. Some cited anxiety with the texts. I do use controversial texts to introduce issues of power and marginalization, but those texts are important and it's difficult to see how I could replace them or teach them with more innocuous material. College is stressful. |
| 120 | SLO's were met and no changes need to be made |
| 121 | SLO's were met and no changes need to be made. |
| 122 | SLO's were met.  No changed needed |
| 123 | SLO's were met.  No Changes need to be made |
| 124 | Smaller class sizes equals higher success rates. |
| 125 | Smaller class sizes equals higher success rates.<br><br>Students struggled to submit a PowerPoint Presentation with Outcome Statement # 3. Recommendation to offer more tutoring/writing center assistance with online presentations. |
| 126 | Strategies in place appear to be working well. Potential learning gaps could be in constructing graphs. |
| 127 | Student work part-time jobs. |

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| 128 | Students improving group work online, having students create their own groups has improved turn in of assignments.<br>Every student who is actively participating does well.<br><br>would like to decrease F & FW rate.<br><br>Going to try weekly check in mandated complete or non-complete assignment |
| 129 | students usually more attentive and participate in the first 8 week course then the late start |
| 130 | Students were affected by cancelation of almost two weeks of classes due to fires near by. |
| 131 | Students were tasked with projects to present a topic in information technology to their peers, requiring an emphasis of the topic's impact on society, workplaces, or school. Students were able to choose from conceptual topics or specific forms of technology. Allowing team collaboration and discussion led to a more thoughtful approach to the project, and the presentations allowed for other students to also be aware of such impacts. The project itself was fun for the students involved, so I will be reformatting and utilizing this for the future. |
| 132 | students who did not success (grade of D) did not participate in extra credit opportunities.<br>need improvement on how to engage these students more. |
| 133 | The class performance reflect the students learning and understanding the concepts of Anatomy and Physiology in this class. This course doesn't suggest for any change in teaching strategies.<br>There is no data available to see and compare the strength and weakness in class performance.<br>There is no identify in learning gaps for improvement.<br><br>There is no need to change the teaching strategies in the future.<br>Thus far, no recommendation can be made for content, assessment, or SLO modification, |
| 134 | The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination. |

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| 135 | The focus on cultural competency in teaching mathematics and flexibility for due dates seems to be working pretty well. Students seemed to be very happy with the content and presentation in the course. What many students expected to be a simple content refresher turned out to be something much more meaningful. Not only did they strengthen their understanding of math concepts, they also learned how to teach those concepts in ways that are engaging, inclusive, and culturally responsive. They realized that effective math teaching goes far beyond explaining concepts—it involves empathy, responsiveness, and relevance. Several students noted how the course helped them reframe math as a tool for empowerment and connection, especially for students who have been historically marginalized or who struggle with the subject. They were surprised by how much they grew, not just in pedagogy but in confidence and classroom presence. Many came to understand how personal stories, culture, and real-world experiences make math more engaging and meaningful. Inclusivity became a central theme, with students emphasizing the importance of adapting to different learning needs and cultural backgrounds. Several shared that they've already begun applying course strategies in their current roles, helping them support students in more thoughtful and equitable ways.<br><br>Some quotes from students:<br><br>"This course has truly shifted my perspective on what it means to teach mathematics."<br>"I now feel more passionate about teaching math because I view it as an opportunity to give students what I rarely had."<br>"This course really opened my eyes to the importance of creating an inclusive classroom."<br>"This class has taught me that students all learn differently—and that their cultural background affects how they learn."<br>"I've already started using what I've learned in my workplace." |
| 136 | The goal is to get more students to course completion. Ill be working on improving engagement and encourage the students to see it to the finish. Those that did complete the program were successful. A good chunk of students quit before the finals were administered. |
| 137 | The honors students enjoyed 4 short critical thinking essays throughout the class rather than 1 research paper. It also allowed for more dialogue regarding diverse topics. |
| 138 | The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the the video assignments. I think I may change up how the comp checks and primary source assignments are done. I will combine them together as opposed to 3 comp checks and 2 primary source assignments. I make it as a total of 2 or 3 of these assignments to help alleviate workload and to ensure that the material is still well covered. |
| 139 | The problem is not with the assignments, which are designed to help the student learn the concepts reflected in the SLOs.<br>The problem is that the students do not keep doing the assignments. |

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| 140 | The students preferred a in class discussion vs an essay regarding the readings and films. Continue to practice different modalities to accommodate all students.<br><br>Students enjoyed primary source analyses.<br><br>Students enjoyed and learned a lot in "Latin America Now" presentations where they had ownership over their own project topics. |
| 141 | The students rely on each other and are invested in the success of the end product - the theatre production.<br>Lighting design (or a light hang) is not an assignment all students choose to participate in. Therefore not all students in the THART 134 get to participate in a light hang. The same applies to props. |
| 142 | The students who succeeded in this course constantly attended and participated in class activities.<br>I will add more various class activities so that all the students can enjoy learning.<br>Also, I will add more cultural contents to each lesson because many students seemed to enjoy learning culture in class. |
| 143 | The three that did not meet it are because they stopped participating. Sending out messages and trying to reach them did not seem to work. I will have to think of some other way to get in touch with students that no longer participate. |
| 144 | There was a change in the faculty mid-way through the course which created many difficulties. To begin, this course was very sparsely attended. There was inconsistent participation. I tries strategies to up student retention but by the time I received this course, the majority of students were chronically absent. |
| 145 | There was notable improvement in class performance for all SLOs. |
| 146 | There was notable improvement yet learning gaps among the older students. There will be a lot more focus on practice on basic comp literacy next semester. |
| 147 | There will be more emphasis and grading weight on format structure to ensure students can seamlessly transition to a graduate degree program. |
| 148 | This fall online medical terminology class was excellent in participation, grades and engagement with the class. All SLOs were met with a pass rate at 100% and class average of 93%! Pronunciation assignment participation was good at 80%, although my goal is to have all students participating. It has been helpful for me to track this through the SLO reporting. |
| 149 | This class feels like a one off. I took it over from another instructor, who's very different pedagogically. The class began small, then became tiny after the first class. We also moved to a sparsely equipped computer classroom that was difficult to teach in. There was a lot that was simply out of my control. Those who stayed mostly had good experiences--at least those who were able to put in the time. Some students also reported very difficult home life situations that negatively affected their performance. I tried to be flexible with due dates and revision, which seemed to help some students successfully complete the course. |

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| 150 | This class had high engagement. Students demonstrated significant interest in exploring the cultural, historical, and social aspects of food, as reflected in thoughtful discussion posts and creative projects. A strong majority (78.6%) of students successfully met the Student Learning Outcomes (SLOs), indicating a solid understanding of key course concepts. Creative assignments like food diaries, cultural food analyses, and collaborative projects allowed students to connect course content with their personal experiences and cultural backgrounds.<br><br>The primary challenges I noted from student reviews suggested that some students struggled with specific quiz questions, indicating gaps in comprehension of particular topics. A small portion of students did not complete assignments or dropped off toward the end of the course, which impacted overall success rates. To combat this, in the future, I will add a video review of each week's "most missed quiz questions" to reinforce key concepts and address areas of confusion. After each quiz, I will post a 5-10 minute video in Canvas reviewing the most challenging questions and clarifying the correct answers. Lastly, I am considering developing an FAQ page in Canvas that covers key course topics, troubleshooting tips, and explanations of difficult concepts. |
| 151 | This class is an introduction to learning Geographic Information Systems and how to use the basic tools<br>in GIS designed by ESRI. The main application used in this class will be ArcGIS Online. There will be<br>optional experience based on the discretion of the instructor in ArcGIS Pro, ArcGIS Maps for Office,<br>Workforce for ArcGIS and Navigator for ArcGIS installed on a mobile device, and Operations Dashboard for ArcGIS. Geographic Information Systems connects data to a digital map and is used for discovering,<br>consuming, creating and sharing geographic data, maps, and applications to fulfill objectives |
| 152 | This class was a bit of mystery to me. Many students stopped doing work early on (or did rare, selective assignments) but still kept coming to class, albeit randomly. I think there's an assumption out there that if students show up to class and turn in something, they'll receive a passing grade. Although the class had an embedded tutor, nearly all students avoided using him, even when compelled with extra credit. Students who did most or all of the work saw impressive gains. To combat the issues above, I plan to pay closer attention to attendance (I stopped taking roll after learning students' names), be more intrusive when grades slip (I usually send an initial email, but will start messaging students after every two missed minor assignments), and take roll throughout the semester. Tutoring will become mandatory, at least in the beginning of the course. |
| 153 | This class was challenging because it was a late addition in a shortened time frame with the expectation that some of the class would be presented as distance education, while the bulk of the class would be in person. If I have to do this type of presentation again I will make a couple of changes in the amount of work that is assigned as well as how the distance education is assigned. |
| 154 | This class was well-received. Students enjoyed the class and asked many questions. I used assignments to comment on or ask questions about the recorded lectures, which encouraged students to be more engaged in class and feel as though they had more interactive lectures. I also utilized equitable grading practices to ensure student success in the classroom. |
| 155 | This course can also be offered as in-person class. |

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| 156 | This course should be offered at the beginning of the semester (for the Spring semester) instead of being a late start class. It would help students to be more prepared for cybersecurity competitions annually. |
| 157 | This course was well-received by all students who participated. I have employed equitable grading standards that allow students to resubmit written assignments after receiving feedback to earn back points. This was well received by the class. In the future, I will continue this and request that the class no longer be taught in a 5-week format, as many students wrote they wished they had more time to explore this topic. |
| 158 | This fall online medical terminology class had very good participation, grades and engagement with the class. All SLOs were met with a pass rate at 97% and class average of 90%. Pronunciation assignment participation was low for this class at 65%. I will consider using the pronunciation assignment in replacement of the #1 SLO for fall semester. There were more than usual students having issues with the textbook until late in the course. I'm not sure but suspect there was a correlation. I will continue to stress the importance of having the textbook within the first week of class. |
| 159 | This has been a great turnout with the honors students this semester |
| 160 | This objective was measurably successful with varying outcomes that met course objectives. |
| 161 | This particular class met a week late due to the Line Fire. Census was not adjusted to accommodate the shift in scheduling, and at least one student probably shouldn't have been counted in census: though she did log in the first class meeting (the last day to drop before census was the next day before the class had the opportunity to meet for a second time), this student did not attend the second class meeting or any of the ones following, despite numerous emails. She was dropped with a "W" by me before the deadline to drop.<br><br>In addition, a significant number of students resorted to cheating by using AI in this particular section, even more than had resorted to cheating in a previous asynchronous course I had taught. Because I have not taught many online courses at CHC, and because AI is so new, it is difficult to know if there is a pattern, but this number was significantly higher than my similar face-to-face classes, and this trend seems to be true across online sections with other instructors as well. As a department, we plan to create clearer policies and hopefully more consistent messaging to deter students from using AI to cheat. Unfortunately, there were a few cases where students repeatedly resubmitted AI-generated papers, even after being warned, but clearer messaging may at least reduce the total number of students that attempt to cheat.<br><br>(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.) |
| 162 | This semester, I added a set of "catch up clinics" to the end of the semester to provide more opportunities for students to have one on one time with the instructor.<br><br>In the future, I plan to add a set of short reference lectures that provide additional coverage for the more difficult concepts to supplement those already in use. |

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| 163 | This term, but this section in particular, saw a significant use of AI by students to draft all or part of one or more papers. In addition, there were significant attendance issues for several students in this class, something I have never seen in a dual enrollment section, and something which I experienced with only this section. Most students indicated they liked the choice of topics given to them in the essay prompts, and enjoyed the class and material overall.<br><br>In the future, I intend to test "tweaking" attendance policies, and policies specific to AI. I also intend to emphasize the seriousness of AI use from the beginning of the course. I would also like to attempt to integrate short one-on-one conferences throughout the course and to integrate more critical/analytical reading. |
| 164 | This was a new course. In the future I may recommend that it be offered over a longer term (10 or 13 weeks). |
| 165 | This was an outstanding class, though attrition was fairly high once we hit the novel. Students at all levels seem challenged with longer works recently--unwilling to put in the time necessary for the written analysis. Those who stayed, however, reported consistently positive learning experiences. Perhaps, give them more time to read in class. |
| 166 | This was one of the best prepared, most attendant, and most dedicated classes I've ever had the pleasure of teaching. I'm not sure I would do anything different. We were also in a computer classroom, so on the freak occasion that work wasn't done by all, we were able to address it in real time in the classroom. Great class! |
| 167 | This was the area where we had the most success. Folks were always willing to share and listen to each other. Perhaps, I will also try to integrate homework where they must go out into the community and find out certain information. |
| 168 | Throughout the course and for each Operating System, students discussed the different components and tasks of the OS, as well as the tools that can be utilized for installation, maintenance, and troubleshooting. Students were to differentiate between tasks the appropriate OS already performs or that they themselves must perform. Allowing class discussions was an effective way to have students explore such topics. |
| 169 | Throughout the term, I implemented new instructional strategies, including more interactive group work and differentiated assignments, which helped engage a broader range of learners. These strategies contributed to the successes seen in the top-performing students.<br>I also introduced additional content to support core concepts, particularly in response to observed learning gaps in foundational skills. While this benefited many students, the presence of several Cs and a D suggests some students still struggled with comprehension and retention. In the future, I plan to continue experimenting with teaching methods, especially formative assessments to better monitor ongoing understanding. |
| 170 | Try new strategies? No, for now, since this semester is the first assessing the students. However, this is a good baseline for future classes, and I am open to trying new strategies.<br>Add content? No, at this time.<br>Identify any learning gaps? Time management and reading comprehension.<br><br>Try new strategies? I will encourage students to use tutoring centers and my office hours.<br>Make recommendations for content, assessment, or SLO modification? No, at this point. |

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| 171 | Try new strategies? This serves as a good baseline for future classes, and I am open to trying new approaches strategies.<br>Add content? No, at this time.<br>Identify any learning gaps? Time management and reading comprehension.<br><br>Try new strategies? I will encourage students to use tutoring centers and my office hours.<br>Make recommendations for content, assessment, or SLO modification? All students with a C grade were placed in slot number 3, since the Anatomy department considers a passing score to be C.<br>59.99% - and less = F<br>69.99% - 60.00% = D<br>79.99 % - 70.00%= C<br>89.99% - 80.00% = B<br>100.00% - 90.00%= A |
| 172 | Try new strategies? This serves as a good baseline for future classes, and I am open to trying new approaches strategies.<br>Add content? No, at this time.<br>Identify any learning gaps? Time management and reading comprehension.<br>Try new strategies? I will encourage students to utilize tutoring centers and take advantage of my office hours.<br>Make recommendations for content, assessment, or SLO modification? All students with a C grade were placed in slot number 3, since the Anatomy department considers a passing score to be a C.<br>59.99% - and less = F<br>69.99% - 60.00% = D<br>79.99 % - 70.00%= C<br>89.99% - 80.00% = B<br>100.00% - 90.00%= A |
| 173 | two students stopped showing up to class. three students struggled with the material and need a better solid understanding of the pre-requirement course. The rest of the students were well rounded, |
| 174 | Use more accessible technology like excel. Allow student's to work on the problem on the board. |
| 175 | Use Starfish again to inspire active online students. |
| 176 | Using multiple forms off assessment including low stakes assignments was helpful for the course.<br>Still working on what to do about AI use by students. |
| 177 | Very good results. Continue as is! |
| 178 | We reviewed articles, journals, and various diets. Students appreciated the real stories of people who had tried various diets or recipes. |
| 179 | While many students showed significant growth and deep engagement, it's important to note that the lowest-performing students (earning Fs or barely passing) often did not submit assignments, were inconsistent throughout the term, despite extensions and support, or attempted to cram major learning at the end, which undermined comprehension. If we offer flexibility in deadlines, then we also need to set clear expectations about student responsibility throughout the system. Several students struggled with follow-through when there were no immediate consequences for falling behind. |

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| | Students overwhelmingly reported a shift in their perception of statistics, from seeing it as a dry math subject to recognizing it as a tool for equity, critical thinking, and real-world decision-making. They explored social justice issues, interpreted media claims more critically, and gained confidence with complex ideas like confidence intervals and regression. As one student put it, "Statistics helps us make sense of the world especially when we need truth, not just feelings."<br><br>The focus on relevance over exams and flexibility over punishment let students lean into learning when they were ready; and for many, that worked. They rewatched videos, redid assignments, and had the space to ask for help without fear. Many expressed surprise at how accessible and meaningful the content became, especially with the support of videos, feedback, and peer insights. A recurring theme was growth through struggle, whether with concepts like linear regression or tasks like creating video presentations. Students appreciated the real-world applications: from homelessness and healthcare to social media's impact on mental health and racial inequities in resume callbacks.<br><br>Student quotes:<br>"This course taught me that statistics can be used as a valuable tool to solve issues we have as a society."<br><br>"Statistics helps us make sense of the world—especially since there's a lot of information to process which we need to believe based on truths and not feelings."<br><br>"I thought statistics was going to be extremely hard to understand, but with the videos and help from peers, it was easier to understand."<br><br>"Confidence intervals were hard at first... After doing more practice problems, and learning from my mistakes, it clicked."<br><br>"I read on forums and text boards about the topics and followed those methods until I felt I had a strong backing for it."<br><br>"I really enjoyed the pace of the class—each lesson built on the one before it in a way that made learning smoother."<br><br>"This course made me realize how important it is to recognize misleading graphs and identify how to evaluate statistics."<br><br>"I had not taken math in over 10 years. This course was overall very enjoyable to take."<br><br>"Doing a project on a topic that I was unaware of existing... was very fun to do."<br><br>"This was my second attempt at this course... it was very clear that your end goal was for us to learn and succeed and not just drown in the workload at hand." |
| 180 | Will revise when grades are posted |

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| 181 | Work closely with the Honors Office to secure greater student compliance with the requirements for the term project. |
| 182 | Work with the students who seem to be struggling and falling behind earlier in the class to get ahead of the situation. We want everyone to succeed here! |