Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Society and Culture   **Assessed:** 2024-2025

Learning Outcomes Statement

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 439 sections and resulted in a total of 9,187 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
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	7,607	82.80%

List of courses where outcomes were mapped to the ILO (89 Unique Courses).

ANTHRO-100	HIST-107	
ANTHRO-102	HIST-135	
ANTHRO-107	HIST-150	
ANTHRO-110	HIST-170	
ART-100	HIST-170H	
ART-102	HIST-171	
ART-103	HIST-171H	

ASL-101	JAPN-101	
ASL-102	JAPN-102	
ASL-103	JAPN-103	
ASL-104	JAPN-104	
ASL-105	KIN-200	
ASL-115	MARKET-100	
ASL-200	MARKET-110	
BUSAD-100	MULTI-214	
BUSAD-105	MUSIC-103	
BUSAD-200	MUSIC-103H	
BUSAD-210	MUSIC-120H	
CD-105	MUSIC-134	
CD-112	MUSIC-174X4	
CD-126	POLIT-100	
CD-132	PSYCH-100	
CD-182	PSYCH-100H	
COMMST-111	PSYCH-103	
COMMST-174	PSYCH-111	
COUN-110	RELIG-100	
ECON-100	RELIG-100H	
EMS-103	RELIG-101	
ENGL-101	RELIG-135	
ENGL-152	RELIG-176	
ENGL-155	SOC-100	
ENGL-155H	SOC-100H	
ENGL-160	SOC-105	
ENGL-160H	SOC-132	
ENGL-163	SOC-141	
ENGL-270	SOC-141H	
ENGL-271	SOC-145	
ESL/N-603	SOWO-101	
ESL/N-604	SPAN-104	
ETHS-107		
ETHS-132		
ETHS-141		
ETHS-163		
GEOG-120		
HEALTH-102		
HEALTH-267		
HIST-100		
HIST-100H		
HIST-101		
HIST-101H		

Use of Results/Proposed Actions – Individual Submissions

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. Also, this course is cross-listed with ETHS-163-55). I made a minor adjustment to this course by adding an additional online peer review in addition to our in-person peer review for the Lit. analysis paper. This seemed to improve scores on this assignment and reduce the number of students who used AI in a way that was intended to circumvent learning.
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. Also, this course is cross-listed with ETHS-163-55). One slight adjustment I may make next semester is to move up the timeline for the Literary Analysis paper and require additional steps/ drafts before submitting a final draft.
3	Add additional content (readings, online resources) to further supplement each individual module. Doing so might provide opportunities to identify and assess key student learning gaps.
4	add on campus section
5	Added a zine option to the film assignment. Some students completed zines.
6	Added more primary source analyses into the class. Students did well in group work activities which turned into small study sessions prior to quizzes.
7	All the students were motivated to learn and speak Japanese. Some students started reading Japanese books (graded readers) and submitted their book reports.
8	Although students met the second goal, critical thinking and generalization when it comes to understanding of experience and outcomes due to stratification is still a struggle. I'll likely add content that takes students through smaller steps of critical thinking. There has been improvement as I've spent more time in discussion with them. However, I think they need more hands-on work. The third outcome was very difficult. Students were capable to coming back with signed pieces of paper indicating they participated in something. However, getting them to participate in a meaningful way that helped them connect the material sociologically is another issue.
9	Attitudes among the students seem to reflect what is being heard on campus - the goal now is to just get students out in two years. Students quote this and some seem to believe they have to do very little and will simply be passed as the institution just needs them out in two years. Students appear to be putting in the effort and focused on their goals or at the other extreme, wandering in and out and producing minimal or no work. It is also not helpful that the student writing skills continue to decline. Will be discussing these beliefs with students at the beginning of each course in the future, emphasizing their personal goals and the importance of both the course material and general responsibility skills.
10	Awesome DE students at REV HS

11	Before Spring 2025, I did a massive overhaul of my canvas course. I filmed all new lecture videos (broken down into smaller chunks), reorganized the modules, and focused on making the course more student friendly. This helped the semester go smoother overall. In terms of the SLO assessments, I feel that students were not adequately ready for their expressive final. To address this issue, I plan to update the comprehensive vocabulary list and add a video flashcards study tool. Many of the signs students struggled with, were from early in the semester. The receptive assessment had good results and will likely remain the same, although I would like to create additional versions of the assessment.
12	Best results so far for this course!
13	Can't take tests.
14	Consistent assignment submissions, Introduced discussion topics in class and started small-group discussion that continued in their weekly discussion board (will continue this in-class practice)
15	Content and retention s going well. Will continue to look at minor retention issues.
16	Content was added to the course
17	Continually try new strategies
18	Continually trying new strategies
19	Continue as planned with some adjustments to assessments and assignments to help students apply the information learned
20	continue improving interventions earlier in the semester when students first start to show signs of falling behind. Generally, students who keep up with the coursework do well.
21	Continue to develop opportunities for presentation for the Honors students.
22	Continue to try new strategies
23	Continue working on assessments and curriculum.
24	Create more class projects to actively engage student learning.
25	Dual enrollment class. Could not access canvas. Completed service learning!
26	Encourage attendance and regular Canvas usage
27	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.

28	Flexibility and Accessibility: Students can learn at their own pace and revisit recorded materials as many times as needed. This particularly benefits students with diverse learning styles, varying work schedules, or geographical constraints. Digital Literacy Development: Students naturally develop technological skills that are increasingly valuable in academic and professional settings, from navigating learning management systems to creating digital presentations. Increased Participation: Students who are hesitant to speak in traditional classrooms become more engaged through discussion forums, chat features, or breakout rooms, where they feel less intimidated. Personalized Learning Paths: Online platforms can offer adaptive content, allowing students to spend more time on challenging concepts while moving quickly through material they grasp easily. Challenges in Online Learning: Engagement and Motivation: Maintaining student attention and participation can be significantly more difficult without physical presence. Screen fatigue and home distractions compound this issue. Technical Barriers: Students with limited internet access, outdated devices, or low digital literacy may struggle to participate fully, potentially widening educational equity gaps. Assessment Integrity: Ensuring academic honesty during online exams and assignments presents ongoing challenges, requiring creative assessment design and proctoring solutions. Social Isolation: The lack of face-to-face interaction can lead to feelings of disconnection from peers and instructors, potentially impacting mental health and collaborative learning opportunities. Communication Gaps: Misunderstandings can occur more easily without nonverbal cues, and students may hesitate to ask for help when they don't have immediate access to instructors.
29	For SLO#5: There were some students that are still taking ASL 103 and some had a break from ASL classes for a year and had difficulties remembering vocabulary so to measure register at this point was difficult if not moot. Unless this course has a prerequisite of ASL 103 or 104 then this metric will make sense.
30	From what I can tell, students who didn't succeed were capable of doing so but didn't complete many of the assignments. I will reach out earlier and more often to students who seem to be struggling.
31	Get the ones who don't show up to start showing up.
32	Get the students who don't show up to show up.
33	Great classroom discussions and students active in project and class participation. Guest lecturers brought insight and knowledge for students to become involved.
34	High attrition rate mid to end of semester. Plan: attempt to use Starfish and personal communication for those students who begin to miss assignments mid to end of semester.
35	Honor students.
36	Honors students during Fall 2024 seemed overwhelmed with requirements and deadlines. I created optional assignments for those who could not present at research seminars.
37	I added content. I tried to provide more options for the film assignments, adding a zine option. I think the zine option helped some students in completing the film assignments.
38	I added the zine option to film assignments. I saw an increase in alternative options submitted for the film assignment (outside of the paper)

39	I adjusted assessments to match the student's needs and added content that they could easily connect with. I did see a huge improvement when I gave the ability to talk to one another. Those who did not score well did not participate in class discussions even when encouraged.
40	I adjusted the content from the previous semester to fit the climate of this class but added online homework that students can complete on their own time but also shows their understanding of the topics we are discussing. I did notice that by adding new homework students either did not complete it or waited too long to complete it. The assignment was worth a big part of the grade so if not completed then the grade would drop drastically. In the future, I plan to adjust the grading scale so that the homework assignments are worth as much as they were this semester as to eliminate having grades drop for not completing homework assignments.
41	I am going to continue researching ways to scaffold teaching and learning. I am going to continue redesigning my courses to address student needs.
42	I am very pleased with the assessment scores in this class. I will continue to use this exam in the future.
43	I did add a zine option to the film assignment. I received a few zine submissions for the class.
44	I did try new strategies and add new content. With these, I see notable improvement in class performances.
45	I do not see any Challenges.
46	I found this course to be very successful, with the students enthusiatically engaging with the course texts and in class discussion. This seemed in part due to the appealing theme and also in part to the students choosing to be in English 152 for their major or transfer path. I ran out of time at the end of the semester to cover everything I had intended, and even though this is mainly due to the fire closures, I think it might have felt rushed anyhow. The next time I teach the course, I will make some edits to how much tim I spend in the first few weeks warming up and will get to the first essay sooner.
47	I have recently added a midterm project that is designed to get students exposed to major Black Religious Figures of American History. They can choose from a long list of potential figures, and I notice that when they get to choose their own topic, their approach is met with eagerness than when assigned a topic. This approach has led to a more meaningful academic experience for them, higher grades and a better sense of ownership of the material, sometimes igniting a new field of interest for further study. This class could use more integrated actions between students. Since it's an online class, and the students don't actually have access to one another in a face to face manner, it would be good to assign more group endeavors, through a discussion board that requires them to collaborate on a topic, split the research load, and report back with their combined efforts.

48	I have recently added a midterm project that is designed to get students exposed to major Black Religious Figures of American History. They can choose from a long list of potential figures, and I notice that when they get to choose their own topic, their approach is met with eagerness than when assigned a topic. This approach has led to a more meaningful academic experience for them, higher grades and a better sense of ownership of the material, sometimes igniting a new field of interest for further study. This class could use more integrated actions between students. Since it's an online class, and the students don't actually have access to one another in a face to face manner, it would be good to assign more group endeavors, through a discussion board that requires them to collaborate on a topic, split the research load, and report back with their combined efforts.
49	I included more time for reflection and application of real world concepts.
50	I introduced more weekly quizzes to balance out the number of smaller (formative assessments) in the semester and develop a strategy to identify when students are not completing assignments earlier. I was able to reach out to students throughout the semester. I would like to in the future provide in-class time to work on larger point value assessments (film assignments) by having writing workshops and peer review so students can develop their projects throughout the semester.
51	I liked the assignments we did. I added new multicultural works including the One Book One College Book. I thought the honors project went well. I would try to communicate sooner with students.
52	I plan to support struggling students by identifying their specific challenges, providing personalized academic and emotional support, and collaborating with parents and staff to ensure their long-term success. Also, I plan to integrate more peer review research assignments into the course moving forward.
53	I provide a range of assessments through assignments, and provided students with much feedback on their assignments. Student Learning Outcomes were met.
54	I provided more format options for film assignments for including a zine option (in addition to the video essay). I saw more alternatives submitted by students.
55	I see notable improvement in expressive skills. For receptive, I will try add more content in future.
56	I see notable improvement in students' expressive skills. For receptive skills, I see little improvement but I will try to add more content in future.
57	I think the Field Visits will continue to have one of the greatest influences on them, since they are able to see how other religions express devotion and faith. I have recently added an interview to be done on site, and the interview questions help them discover how devotees of other faiths find meaning in their religious system. The entire exercise seems to demystify alternative worldviews and helps them have a greater sense of tolerance for those who don't think like they do. I plan to do more video lectures in the fall so that the weekly material will have reinforcement and may help students assimilate the information better, thus helping them achieve a higher score on the exams. The Slide Shares and Power Points are good, but they may need more face to face contact (virtually of course) with me. I also may implement a group project in small teams that can be done via Power Point, each

	member of the team submitting their own portion and made available for the other students to watch.
58	I tried more options on film assignments by including zine options in addition to a video essay option. I did see more students choose alternative assignments. I need to consider assignments in different formats throughout the course.
59	I tried new strategies and encouraged student participation
60	I tried new strategies with context presentations by groups and completing more low stakes assignments on particular authors and texts.
61	I want to transition weekly quizzes to a new form of weekly assessment as reflections in their weekly quizzes have some uses of AI generated materials, I will scaffold assignments
62	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
63	I was not able to assess 3: Japanese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography. I would like to try some new contents in their speaking exams. This is a very beginner course, but I might be able to do oral presentation for speaking exam. Students can choose any topics regarding Japanese social interactions, beliefs, values, arts, literature, music, and geography.
64	I will add options to fulfill the Honors project rather than a traditional paper, will give option of presentation or video/podcast on chosen topic/social issue
65	I will being implemented new strategies that perhaps are developed for students that extra help.
66	I will continue to support lowering class caps, as it is easier to achieve equitable practices and one on one teaching with classes under 25 students.
67	I would like to have had more low stakes activities. The creative projects we did turned out really well. I did two different multicultural books. We used Parable of the Sower because of the oNe Book One College program. It worked well. We also Did How the Garcia Girls Lost their Accents, and students resonated with the style and some with the immigrant experience.
68	I'm retired, so I will let my colleagues address this outcome.
69	Im satisfied with how this class did as everyone passed with minimum of 2 or higher.
70	In spring 2025 I changed the schedule of the course slightly, by making both large projects due at the end of the term, rather than having one in the middle. While the rest of the content remained the same, I did see students' expressive scores improve, likely due to the increased time spent working with me 1-on-1 and with the material. When I teach this course again, I plan to slightly alter the two assignments that lead up to students' song translation project. Instead of submitting two written glossed drafts of their lyrics, (writing English words in ASL grammatical order), when will submit one written draft of an analysis of the song's meaning, and a video draft of the translation of the meaning. I feel this will help students let go of English words and the temptation to describe the lyrics, and move them towards showing the meaning through ASL grammar and a visual vernacular. Since the SLO data is good, I don't plan to make any other further changes to the course at this time.

71	In the final presentation, all the students worked on the group presentation. They chose one Japanese folktale, studied it, and recited/acted it in class. All the presentations were amazing. Some of them completely memorized their lines, sang songs in Japanese beautifully, and impressed me with their achievement. This class was one of the most impressive and memorable classes for me. Unfortunately, some students dropped the class because of illness or work schedule, but almost all the others enjoyed Japanese and made considerable achievements.
72	In the future provide a calendar with honors project assignment to break down the assignment into smaller assignments throughout the semester where progress will be checked (ex. outline due)
73	In the future will incorporate with the honors project a weekly outline to guide students and have assignments due throughout the semester like submitting a formal outline rather than informal meetings with honors students about honors project progress
74	Inconsistent attendance and assignment submissions for some students. I am seeing a correlation with low attendance and lack of completing weekly assignments that can be addressed by having more interactive class lectures on Zoom (I began using whiteboard in the later half of the course so students could work together to create graphs, notes, outlines during class). I will use whiteboard, zoom poll/quizzes for more engagement.
75	Inconsistent attendance in this course and lack of assignment completion despite late work policy that allows for completion of assignments throughout the semester. In the future may dedicate in-class time to directly address weekly assignments (maybe in-class check-ins or quizzes) and review the questions more explicitly in class to increase student follow through in completing the work.
76	Integrate greater range of culturally responsive material; center student exploration of local sources of literature, libraries, bookstores, etc.
77	It is essential for registered students to commit to attending and completing coursework for on-campus classes. A variety of support services are shared in the course syllabus, in class meeting sessions and and Canvas system to support student success. Outreach via email and courtesy reminders are provided throughout the semester as added support for student participation and success for the classes.
78	It is essential for students to attend class and participate when registering for an on campus course. Up to date information and support is provided throughout the semester to assist student's with course success.
79	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.
80	J=anese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography
81	Lack of consistent attendance in the course and assignments not completed. In the future will include in-class assessments, knowledge check-ins to motivate students to attend and have students complete assignments within class.
82	Level 4 students were well equipped to start their research and write their essays. Some struggled with academic vocabulary from reading and their research articles.

83	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.
84	Missing program level outcomes.
85	n/a
86	Need to modify weekly quizzes with short answer questions, suspected AI usage on weekly quizzes (no AI detection on Canvas under quizzes), Will modify assessments
87	Need to reassess the film assignments and scaffold them
88	Need to reassess weekly assessments and scaffold film assignments
89	Need to scaffold film assignments
90	Never have to teach this class again!
91	New and improved assignment directions Additional course resources Weekly FRIENDLY REMINDERS for missed assignment Multiple WEEKLY assignment ANNOUNCEMENT due dates Several email check ins for students who are under performing
92	New content will be added along with new strategies to reach struggling students.
93	New strategy was to implement articles to read and get student feedback through writing. This was my first time using OER as a text for this class. I noticed that the students did give interesting feedback if topics related to current events. I will continue to work on my class to make it better.
94	Next semester, I will be revising my midterm and providing study guides to help narrow down the study material. All students who received a passing grade participated in service learning hours.
95	No change. Students who do the series of assignments/assessments do well. The problem is that they stop doing the work. SLOs are not telling me how to keep the students on task.
96	NONE
97	None, never have to teach this class again!
98	None. If the students do the assignments, they pass the assessments. The problem is that many students do not continue on with the assignments.
99	Not very good test takers.
100	Note 1: This disaggregated list is including students who dropped the course before the deadline. These were inactive students in Canvas. Note 2: The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
101	Note: these are not the correct SLO's.
102	Nothing to improve.

103	One of the assignments used for supporting this SLO was the activity implementation. While the CHC CDC Lab School was available to students for this assignment, perhaps in the future I would offer clearer guidance and specified time frames to accomplish. Very few students used the Center which also gave me some pause as to the quality of student work. The Final Project - completing a week activity plan worked well to demonstrate understanding of both the teacher's role and quality environments. The Bulletin Board assignment needed to be earlier in the semester for full benefit of understanding. Also more direction from instructor would have contributed to better outcomes. If I teach this course again, this will be addressed.
104	Overall, great discussions and projects and student interactions. Volunteer projects were successful for the students. Majority and near all, did excellent.
105	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.
106	Re-examine assignments and consider new assignments for SLO's
107	Re-examine the assignments and consider alternative assignments
108	Regular attendance for this class was high, but many students who regularly attended did not complete the assignments and had consistently low grades in the course. In the future may have dedicated in-class time to directly address weekly assignments and review the questions more explicitly in class to increase student follow through in completing the work.
109	Regular attendance for this class was high, but some students who regularly attended did not complete the assignments and had consistently low grades in the course. In the future may dedicate in-class time to directly address weekly assignments and review the questions more explicitly in class to increase student follow through in completing the work.
110	See Psych 1---10
111	See write up under Psych 100-10
112	See writeup under Psych 100-85
113	SLO 1: Assignment rubric and in person feedback was extremely helpful to students. SLO 2: review and study guide were helpful to students.
114	Smaller class sizes equals higher success rates.
115	Some students stopped attending class early during the semester but did not withdraw, Those students could not learn much. However, those who continued attending class improved their Japanese proficiency and cultural understanding.
116	Student participation is essential to course success. Outreach is provided daily and weekly via Canvas announcements, emails, coursework, zoom support, and phone meetings. Student campus support (i.e. writing center, library, financial aide, tutoring, SAS, etc is provided in the course syllabus and campus website.
117	Students improved a lot during the semester in reading, writing and grammar. The biggest challenge was to establish their sense of identity as students in the classroom as well as on campus.
118	Students really enjoyed writing about Mozart and followed the criteria well.

119	Students were active and engaged in class. Grades were based on work performance, not necessarily comprehension and critical understanding. In other words, all of the students were capable of understanding and managing the material. Though not all received a B or better. There is a difference between rote memorization and regurgitation on a multiple choice test and critical engagement. I will likely try some new strategies with testing to see if I can actually get to critical understanding and maneuvering.
120	Students who did not meet SLO's stopped attending class, develop better strategies for outreach throughout the semester to address this (identify inequities, patterns)
121	Students who did not meet SLO's stopped attending classes and submitting assignments, develop strategies for retention to address the significant numbers of students that stopped engaging in the course (try to identify patterns, inequities)
122	Students who performed well on both expressive and receptive assessments appeared to struggle with the cultural assessment, as many did not complete the Deaf event assignments, which ultimately impacted their overall scores. Online students, in particular, need greater engagement with the Deaf community to deepen their understanding of Deaf culture and language. Moving forward, I plan to revise the course structure to encourage more meaningful interaction with the Deaf community, such as incorporating opportunities for students to attend Deaf events, meet Deaf individuals, or alternatively, reintroduce a Deaf-themed film assignment. This would allow students to critically analyze and reflect on cultural and linguistic themes, fostering a more comprehensive learning experience.
123	Students work reflects there scores. The scores are much higher than most.
124	The class did really good overall. Unfortunately, the folks who didn't didn't drop the class soon enough.
125	The class needs to adapt ways to detect bot students and some kind of tutoring would help. Students tend to do really well, or fail, and I would like to develop some strategies to help those failing either drop the course on time, or succeed.
126	The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
127	The group project was largely successful. Overall the student feedback was positive. I may add more group work for my in person classes in the future.
128	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.
129	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.
130	The problem is not with the assignments, which are designed to help the student learn the concepts reflected in the SLOs. The problem is that the students do not keep doing the assignments.

131	The students did a great job in meeting this SLO. I would like more time to go over their individual student educational plans to ensure that it is made to reach their goals. I would also like them to work in teams to gather more ideas about their future career plans.
132	The students preferred a in class discussion vs an essay regarding the readings and films. Continue to practice different modalities to accommodate all students. Students enjoyed primary source analyses. Students enjoyed and learned a lot in "Latin America Now" presentations where they had ownership over their own project topics.
133	The students who did not meet the guidelines just did not turn in the work. I will reach out to students for each discussion to ask if they would like to turn in late work.
134	The students who succeeded in this course constantly attended and participated in class activities. I will add more various class activities so that all the students can enjoy learning. Also, I will add more cultural contents to each lesson because many students seemed to enjoy learning culture in class.
135	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.
136	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. 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.
137	This class is working well online in this format. The book is free to students. I may want to integrate some interactive games or scenarios for students to practice if I can find something suitable and free or inexpensive to the students.
138	This class worked well in this format for online. I would like to find a free textbook and perhaps more interactive aspects such as games or scenarios for the students.
139	This class worked well online. I am looking in to changing the textbook to a free option for the students.

140	This course has gone well overall — students consistently shared how much they enjoyed it, which is always affirming. The content and materials have been solid. One area for improvement is the culture assessment. I'd like to develop more formative quizzes using snapshots throughout the term, leading up to a stronger summative assessment at the end. Other than that, it's been a smooth and positive experience.
141	This course has met the objectives, with students demonstrating their ability to define the differences between "culture," "Deaf culture," and the "Deaf community," and to compare and contrast how "deafness" is viewed as both a culture and as a disability. They have also examined the nuances of oppression within the Deaf community, specifically identifying and contrasting examples of discrimination and audism. Finally, they explored the future of the Deaf community in light of technological advances, such as cochlear implants, video relay services, and AI captioning, and considered how these developments are shaping and reshaping Deaf experiences.
142	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses.
143	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses. I would like to recommend that the SLO's be completed either via Canvas, have a connection to canvas so we can see our students work or grades, or connected to Self-Service so it can be completed at the same time we input grades.
144	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.
145	This has been a great turnout with the honors students this semester
146	This is not including any cross listed students for the RELIG section. 3 of the N/A students did not take the final, stopped participating in the course. The other 7 students that are N/A are not enrolled in the course. They dropped earlier in the semester.

147	This is the 3rd time I have taught this Honors class in Religion 100. The additional assignments (that the regular Rel 100 students do not have to do) have had great results. I changed the methodology of the Cross Comparison assignment from a written paper to a Power Point Presentation and found that the students really enjoy the more hands-on approach, since the generation of technology is fairly second hand to most of them. They present it in a Keynote fashion and one student even used his presentation to enter it in the Honors Research symposium at the end of the semester. The service learning aspect is also a hand-on approach and helps the student apply what they are learning in the classroom to the larger world around them. I have noticed that studying cross culturally through a religion-based lens is giving them a greater sense of self-expressed tolerance for other cultures and religions. I think the Field Visits will continue to have one of the greatest influences on them, since they are able to see how other religions express devotion and faith. I have recently added an interview to be done on site, and the interview questions help them discover how devotees of other faiths find meaning in their religious system. The entire exercise seems to demystify alternative worldviews and helps them have a greater sense of tolerance for those who don't think like they do.
148	This objective was measurably successful with varying outcomes that met course objectives.
149	This semester I incorporated more in-class assignments to help improve success rates. Unfortunately, there are still students that would miss those written assignments. All the N/A students on here did not take the final exam, and one isn't even enrolled in the course at the end of the term. Also, this is not including my cross-listed students for the RELIG section. This may be skewing the results. I think we need a consistent way to assess the SLO across all courses.
150	This semester I revamped my midterm and final. By doing this, I feel it has improved the delivery of the learning objectives.
151	This semester, I tried new strategies and refined course content, which led to stronger engagement and noticeable improvement in student performance. However, a recurring challenge was the impact of timed assessments. Some students showed clear skill mastery but ran out of time, lowering their scores — a poor fit for a course grounded in a gradeless philosophy. Moving forward, I plan to explore "fudge points" or alternative assessment methods to better reflect true learning. I'll also consider adjusting time limits and aligning Canvas tools more closely with course values and student learning outcomes.
152	This was a weird class. The students struggled maintaining attendance, and there was an overall lack of involvement. This is also missing the few honors students which would have made the criteria more aligned with the rest of my courses.
153	Tired a new strategy by giving students a chance to resubmit some work.

154	Tried a new strategies of weekly quizzes to assess student learning more frequently (introducing more low-stakes assessments). It helped me reach out to students throughout the semester. I noticed more clearly when students were not submitting assignments regularly. I may want to modify the film assignments (summative assignments) to have days on which we work on the assignments in class (writing workshops) so more students will complete and put more time into the larger point value assessments. I want to encourage more project development and work throughout the semester.
155	Tried a new strategy and let student redo assignments.
156	Try new strategies for test review.
157	Try scaffolding film assignments
158	Two students dropped the class before the final week because of their work/personal situations. However, all four other students worked hard, prepared for the final interview in Japanese, and could converse in Japanese with me.
159	Update curriculum, and lesson plans.
160	Use Starfish again to inspire active online students.
161	Using multiple forms off assessment including low stakes assignments was helpful for the course. Still working on what to do about AI use by students.
162	Will revise when grades are posted
163	With a class this size its important to keep up with the individual students where they are and not let some get behind. I will want to start working with those students a bit earlier in the class to help them get caught up and not fall too far behind.
164	Work closely with the Honors Office to secure greater student compliance with the requirements for the term project.
165	Work towards offering support to failing students.
166	work with honors department to ensure presentations are completed
167	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!