

# Crafton Hills College - Outcomes Assessment Report

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**Institutional Learning Outcome:** Written and Oral Communication

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**Assessed:** 2024-2025

## ***Learning Outcomes Statement***

Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

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

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 536 sections and resulted in a total of 9,879 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
2	Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	8,022	81.20%

## **List of courses where outcomes were mapped to the ILO (93 Unique Courses).**

ANTHRO-102H	ESL/N-602	
ANTHRO-107	ESL/N-603	
ART-100	ETHS-107	
ART-102	ETHS-163	
ART-103	FIRET-102	
ASL-101	FIRET-113	
ASL-102	HEALTH-102	
ASL-103	HEALTH-263	

ASL-104	HIST-100	
ASL-105	HIST-101	
ASL-200	HIST-107	
BIOL-100	HIST-170	
BIOL-130	HIST-170H	
BIOL-130H	HIT-101	
BIOL-131	JAPN-101	
BIOL-131H	JAPN-103	
BUSAD-100	JAPN-104	
BUSAD-145	KIN-231	
BUSAD-155	LIBR-106	
BUSAD-225	LIBR-107	
CD-105H	MATH-102	
CHEM-101	MATH-103	
CHEM-102	MATH-110	
CHEM-150	MUSIC-134	
CHEM-151	MUSIC-141X4	
CIS-101	MUSIC-174X4	
COMMST-100	PHIL-105	
COMMST-100H	POLIT-100	
COMMST-111	POLIT-100H	
COMMST-111H	PSYCH-100H	
COMMST-125	PSYCH-201	
COMMST-135	RELIG-101	
COMMST-145	RESP-050	
COMMST-155	RESP-302	
COUN-100	RESP-410	
ECON-100	SOC-105	
EMS-067	SPAN-019	
EMS-103	SPAN-101	
EMS-152	SPAN-102	
ENGL-101	SPAN-103	
ENGL-101H	THART-134X4	
ENGL-102	THART-205	
ENGL-102H	THART-220	
ENGL-152		
ENGL-155		
ENGL-155H		
ENGL-163		
ENGL-261		
ENGL-917		
ESL/N-601		

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

1	With regard to the few students that had trouble (two of which I had in previous classes) I tried earlier intervention & extra engagement with them to address their situations. Unfortunately that did not result in their succeeding in the course. I am not sure what else, if anything I could have done.
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).  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.
3	(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.
4	(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.)
5	(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.)  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.
6	(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.)  This course exceeded my targets of a 70 percent success rate, so I plan to only make minor adjustments to the structure of this course.

	<p>(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A score of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p> <p>To address challenges with AI use that attempted to circumvent learning, I incorporated an ungraded quiz assignment prior to the first essay that requires students to acknowledge the course policies with respect to AI use and academic dishonesty. In order to unlock and submit the final draft of Essay 1, students must complete this quiz and acknowledge their understanding of the policies. While my policies were already clearly expressed in the syllabus and orientation module (as well as in various assignments), making a quiz so that students could not deny that they had read and understood these policies seems to have resulted in a significant reduction in the abuse of AI.</p> <p>In my previous online course, approximately 40 percent of students abused AI to circumvent learning, and approximately 30 percent (7 students) failed as a result of repeated academic dishonesty. This term, while the success rate did not significantly improve, the number of students who engaged in academic dishonesty via AI reduced to just 23 percent of the course with only 3 (14 percent of the course) failing for AI misuse. While this is a substantive reduction in academic dishonesty, some students did not submit at all, and some students began using AI later in the course (such as on the final essay), which made it more difficult to give opportunities to resubmit and re-evaluate the papers. This is largely a problem only in online courses.</p> <p>One change I plan to make is to incorporate an assignment that shows the limitations of AI a bit sooner in the course. In the current iteration of the course, this assignment comes a bit later in the course, intended to teach about the limitations of AI. Perhaps an additional assignment sooner may be needed to reinforce these concepts. While I give every attempt to be flexible with students who misuse AI, I am only assigning failing grades to assignments when the AI use creates a document that would have failed anyway (which I think is incredibly generous), so more education on the limitations of AI may be needed because students still submit this work as their own.</p>
7	6 students dropped before the withdraw date and 3 after the date. Since this is my first fully DE course and it was a late start, I'm curious if this matches other online instructors. I plan to revise my online course and reach out more frequently to prevent students from dropping the course--especially since everyone who stayed was successful.
8	A few students on this list are not on my roster or stopped coming to class. We will need to discuss the importance of listening more.

	<p>A success of this particular class was in their participation in and work on their research papers. More students seemed to make a solid attempt and were able to write an acceptable paper.</p> <p>A challenge was dealing with the possibility of AI writing. I'm still getting used to this issue but have been monitoring it through turnitin.com. I think some students probably see it as OK to have AI write some of their paper. Also, I think it is possible, even with the AI checking capability, that a student can have AI write a paper, then the student can rewrite what AI wrote in order to disguise it.</p>
10	<p>I think a revised scoring rubric shared ahead of submission could be helpful in order to help students to begin to visualize a successful paper. The rubric would include more specific information and examples about what a successful assignment includes. Currently, a rubric is given ahead of time, but I think it could be useful to revise it and perhaps to do an assignment on the rubric itself. It could include the students reading about each aspect of the paper and rewriting that in their own words back to me to help them to focus on and make sense of the requirements. I think a small minority of students actually read over the rubric as it is now even though it is included right at the start when the research paper assignment information is first shared. Another idea that I have done at times in the past but did not do this semester is to have students explain to me after they've written their papers or their rough drafts how they have fulfilled the rubric requirements. In the past, I've assigned this as a letter that is turned in with their final paper, but turning it in with the rough draft could be more helpful since they could still improve it in the final draft.</p>
11	Address absenteeism with attendance incentives and remedial sessions.
12	<p>All listed objectives are fully aligned with Program Learning Outcomes for BSRC at Crafton.</p> <p>PLO 1: Professional Communication: Utilize effective oral and written communication skills consistent with professional communication as may be published in a peer-reviewed journal or presented at a professional conference. You will have both oral and written exercises in this course that will allow you to fine tune your communication skills and develop confidence in your oral and written work.</p> <p>PLO 2: Leadership Development: Apply leadership and management theory through the lens of change theory to both the educational and clinical environments.</p> <p>PLO 3: Educational Development: Utilize educational theory in the development of an educational module to inform colleagues, patients, or public.</p> <p>The teaching assignments in this course allow you to develop your teaching style and apply accepted principles of pedagogy to conveying respiratory information.</p> <p>PLO 4: Evidence Based Inquiry: Apply research design, methods, and analysis to answer a critical research question relevant to the advancement of the field. All of your communications in Discussion Forums and Teaching Assignments in this course must be evidence-based with appropriate citation and referencing.</p> <p>PLO5: Advanced Knowledge - Explain advanced concepts relating to critical care pathophysiology, disease management, clinical management and care coordination.</p> <p>PLO 6: Organizational Management: Apply organizational management theory, quality improvement standards, ethical practice, and innovative approaches for organizational change.</p> <p>All PLO's and SLO's successfully met by this graduating class. No changes indicated at this time. Minor instructional improvements will be implemented for ease of understanding</p>

	expectations and progressive development of the capstone project in sections as the course progresses.
13	All Math 103 should have a lab connected to it. There are too many students who need 102 or lower review of topics needed for this course.
14	All the students were motivated to learn and speak Japanese. Some students started reading Japanese books (graded readers) and submitted their book reports.
15	Alter course assignments so students get more experience conducting reference interviews.
16	Although the dept target wasn't met for As and Bs, the pass rate (students earning an A, B, or C) was 90.9%.  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	Apprehension and Listening Assessment used. TBD at our next faculty meeting.
18	Argument #2 was used to generate scores for information and creating arguments. TBD at our next faculty meeting.
19	As an instructor, I am proud of the work my students have done! Those who submitted assignments, passed them with the equivalent of a "C" --- and in almost all cases, a higher grade! I believe my grading contract encourages students to "do the work" because they know doing the work is how they earn the grade. This way, they can focus on my feedback and incorporate it as a way to learn as opposed to revising their work in order to "get a grade". As I continue to work with my grading contract, I will research ways to have Canvas help me as opposed to confuse my students.  Those who earned a "N/A" either did not submit the research paper or scaffolding work used to assess these outcomes.  Those who earned a 1 completed the scaffolding work which demonstrated the critical thinking and building towards the final product, but because the final product was not submitted, mastery beyond this was not possible.  In the future, I want to:  1. Incorporate research into each assignment. This way, students have multiple assignments to demonstrate these skills. This will also help them practice research and in-text citations before the big research essay.  2. I want to use "Starfish" more so that I am communicating more effectively with advisors to help students as I see them disengage from the class. My hope is by providing "in-time" support, they are supported and encouraged to keep going.
20	As this is a new class, I focused on lab performance. As shown lab performance is acceptable (lacking from one student), with some room for improvement. In subsequent terms I plan to focus on performance in the lecture portion of the course.

21	As this is a new class, I focused on lab performance. As shown lab performance is acceptable, with some room for improvement. In subsequent terms I plan to focus on performance in the lecture portion of the course.
22	As this is a new class, I focused on lab performance. As shown lab performance is lacking, with much room for improvement. The lab portion of class needs work. In subsequent terms I plan to focus on performance in the lecture portion of the course.
23	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.  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.
24	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.
25	At next meeting, discuss how students that do not complete the course or take the assessment count against the score and what to do. Discuss ways to implement the ideas from this terms SLO meetings
26	At next SLO, discuss how to implement the changes we discussed this term.
27	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.
28	Cannot complete this as it is an incomplete roster. Notified Research.
29	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.
30	Collaborative assignments (group) and increased class collaboration (discussion) improved overall retention.
31	consider new way to asses commuication apprehension
32	Content was added to the course
33	Continually try new strategies

34	Continually trying new strategies
35	Continue to include business ethics and case studies into lecture discussions regarding sole proprietorships, partnerships, corporations, and franchises when evaluating their advantages and disadvantages
36	Continue to refine curriculum to reflect industry best practices.
37	Continue to try new strategies
38	Continue to update curriculum to reflect best practices associated with industry standards.
39	Continue to update curriculum to reflect current best practices in industry.
40	Continue to update curriculum to reflect current industry standards best practices.
41	Continue to update curriculum to reflect current industry standards of best practices.
42	Continue what I am doing by staying engaged.
43	Current strategies appear to be working as intended. Perhaps data design could be updated in the future.
44	Current strategies appear to be working well. Perhaps the data design and analysis procedures could be updated.
45	Discuss at next SLO meeting
46	Discuss ways to implement the ideas from this terms SLO meetings
47	Each outcome successfully met the target rate of 70 or above. I think the wide variety of assignments that was assigned throughout the course (essays, reading responses, and prewriting tasks) all contributed to helping students meet the requirements of the course. I felt that reading responses really helped students critically reflect and think about the readings that were assigned throughout the course and reflect and write about them, which then helped them to utilize those thoughts into a research paper. I also think the peer reviews and pre-writing tasks really helped students evaluate each other's work, providing feedback on strengths and areas for improvement. This process requires students to analyze their peer's writing, identify problems, and suggest constructive solutions. Compared to last semester, I did utilize more in pre-writing tasks or checkins for larger papers to ensure that students do submit their papers on time and also submit their final paper-- submission was not as big of an issue as last semester.
48	Each outcome successfully met the target rate of 70 or above. I think the wide variety of assignments that was assigned throughout the course (essays, reading responses, and prewriting tasks) all contributed to helping students meet the requirements of the course. I felt that reading responses really helped students critically reflect and think about the readings that were assigned throughout the course and reflect and write about them, which then helped them to utilize those thoughts into a research paper. I also think the peer reviews and pre-writing tasks really helped students evaluate each other's work, providing feedback on strengths and areas for improvement. This process requires students to analyze their peer's writing, identify problems, and suggest constructive solutions. Going forward, I might utilize a more in pre-writing tasks or checkins for larger papers to ensure that students do submit their papers on time and also submit their final paper-- submission has been an issue this semester, so possibly going forward just ensure that I am giving them more time, checking in with them often, and giving them time in class to work on those assignments more and talk to their peers and brainstorm more.
49	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.

50	Encourage attendance and regular Canvas usage
51	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.
52	everything according to expectations
53	Exam proctoring can still be a challenge for some students to enable successfully on a regular basis. In class demonstration as well as external step by step instructions were utilized to help guide students through the process.  In the future I will spend more time educating myself on how external plug ins effect Proctoring applications on Canvas.
54	Excellent engagement and final grades for this online class! SLO percentages were outstanding as well. We had challenges of the Line fire emergencies through this class which we all worked through. I am keeping track of pronunciation assignment participation, this class was good at 76%, but my goal is 100% participation. I will continue with my current strategies, as there is improvement. The pass rate for this class is 97% with a grade average of 91%..
55	First semester with free reader, seems to have helped. Recommend development of reader for classes.
56	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.

57	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.
58	For the group project I am going to try the self sign up feature on Canvas to see if that helps engage students in the product and be more successful communicating with students.  the students who actively participate have good success. I am not sure how to engage the students in obtaining their certification.
59	Honors students during Fall 2024 seemed overwhelmed with requirements and deadlines. I created optional assignments for those who could not present at research seminars.
60	I am disappointed in some outcomes. Many students didn't engage with the text. I will assign more assignments that deal with that next semester.
61	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.
62	I am not satisfied that only a single person got to this point, but I am happy that she did so very well—which I hope means what I do works, though I give full credit to the brainy surviving (and ethical) student.. I am back to what I have written before: I will continue to remind students of the value of ethical conduct—and the tragedy of avoiding it.
63	I am satisfied with this assessment. However, just in case someone is actually reading this, I'll point out that this platform crashes a lot (all it takes is a wrong cursor move), knocking me out and zeroing out my work—irritating. Fixable?
64	I assigned a diverse set of readings: Gwendolyn Brooks and Frank Chin are some of the authors my students read. I also assigned a particular mode of literary analysis with each text. We learned about literary theory through one of Crafton's O.E.R.s. Class analysis and essay writing were the majority assignments of the class. Diversifying the way in which I analyze text will be helpful to students in the future.
65	I believe afternoon classes are considerably less successful than earlier scheduled classes. (This class 10% less successful than earlier sections and essentially the same class / same instruction.) I'd like to see GE classes scheduled in blocks in the morning.
66	I believe I was able to deliver quality online interaction after getting certified in online education material and delivering evidenced based critical thinking exercises.
67	I believe the goal has been met. Most students that were able to meet the criteria were because they withdrew the class formally, or informally.
68	I did try new strategies and add new content. With these, I see notable improvement in class performances.
69	I found this course to be very successful, with the students enthusiastically engaging with the course texts and in class discussion. This seemed in part due to the appealing theme and also in part to the students choosing to be in English 152 for their major or transfer path. I ran out of time at the end of the semester to cover everything I had intended, and even though this is mainly due to the fire closures, I think it might have felt rushed anyhow. The next time I teach the course, I will make some edits to how much tim I spend in the first few weeks warming up and will get to the first essay sooner.

70	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.
71	<p>I have continuously added content in recent semesters to include pressing ethical challenges, including the adoption of AI, the climate crisis and pandemics. Given escalating critical global issues this year, I will be adding updated course content this semester to keep students engaged. I see higher engagement with more recently added class modules, such as AI.</p> <p>As in previous semesters, participation especially towards the end of the semester remains a challenge. I have adjusted the final assignments to include watching a film and constructing an ethical argument, as opposed to one longer essay. I am considering adding more film options this semester to maximize participation and engagement, as well as incorporating a discussion assignment where students need to locate a multimedia clip to reflect an ethical issue.</p> <p>Overall this past semester I remained impressed how quickly students grasped some of these denser ethical theories and how well they performed on exams, with my continued focus being on increasing engagement.</p>
72	I have no idea what else can be done to get the students to complete their projects.
73	I implemented weekly spoken activities that resulted in a positive outcome. Students improved their spontaneity when given clinical scenarios by using the material they were learning. Their ability to communicate improved significantly from previous semesters. Therefore, I will continue to target all skills throughout the semester to keep the positive progress.
74	I learned midway through that my students needed to be writing a longer research paper than the one I have been doing. This made the assignment especially difficult for my students who ended up not doing well in the class. In the future, I will scaffold more gradually and purposefully to help the lower-performing students take smaller steps to complete this massive project.
75	I provide a range of assessments through assignments, and provided students with much feedback on their assignments. Student Learning Outcomes were met.
76	I put more emphasis on class discussions and I think that was helpful in guiding thought process and overall execution.
77	I refer readers to my comments about 101, with a few slight changes. Some—not many, however—of this semester's 102 students did, in fact, produce papers without the use of AI (I think), but even one of the most dedicated of them apparently ended up using it for her final. In the end, although a few more students passed 102 than 101, my 101 assessment applies here: because we cannot get rid of AI, we must limit students' ability to access it while they are writing (and my colleagues should stop teaching students how to use it—but that is another matter).
78	I see notable improvement in expressive skills. For receptive, I will try add more content in future.
79	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.
80	I should check in with the students more to make sure they complete the assignment. I will do this next semester and have our embedded tutor do it as well.

81	I think I will hold a session during office hours to go over APA 7 citations as that seemed to be the major concern with the students.
82	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.
83	I was able to get certified this semester through distance learning and I was able to increase critical based exercises into my learning objectives. Added new content, notable differences in meeting standards for rubrics and added more support hours for students who struggled.
84	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
85	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.
86	I will continue to utilize Starfish in order to ensure all students complete my classes successfully.
87	I will continue using Star Fish in order to communicate with the students who need a push to complete my classes successfully.
88	I will try to make my class zero cost to avoid book saver problem in the future.
89	Identify learning gaps and employ additional interventions for students who are not participating or less engaged
90	Identify learning gaps and implement additional interventions for students who are not participating or engaged
91	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.
92	I'm satisfied with how this class did as everyone passed with minimum of 2 or higher.
93	Improve attendance

94	Improve rubrics and create more templates in order to avoid confusion about expectations.
95	<p>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.</p> <p>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.</p> <p>Since the SLO data is good, I don't plan to make any other further changes to the course at this time.</p>
96	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.
97	In the future, I will have more deadlines for fewer pages when we do the research paper: 2 pages due every few days rather than many pages due after many days.
98	Incorporate an additional SLO for this item to try a new strategy.
99	Incorporate more discussion of current events as many students had questions about current events.
100	Increase small group exercise time.
101	Inquire why students who dropped the course are still showing on this list.
102	Integrate greater range of culturally responsive material; center student exploration of local sources of literature, libraries, bookstores, etc.
103	Interpersonal Theories Assessment and Listening Assessment. TBD at next faculty meeting.
104	It was the first time I had imbedded tutor for my online class which was very successful. I have plan to have my office hours in person for my online class in the future and that might help students who are learning better in person rather than online.
105	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.
106	J=anese Speaking Cultures: demonstrate appropriate knowledge of the Japanese-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography
107	Keep with what is working well
108	Late policy revision
109	Late work discussions early.
110	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.
111	Like my other class, I am disappointed in some outcomes. Many students didn't engage with the text. I will assign more assignments that deal with that next semester. I will also discourage the use of AI more. Quite a few students seemed to have used it, which is why they weren't engaging with the text.
112	Listening Assessment and Apprehension. Should be discussed at next faculty meeting.
113	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.
114	<p>Looking on the overall data, I would say that while lower than normal semesters, having at least 55% of the course getting a 3, or 4 meets the criteria of meeting the SLO's. There are a lot at play when it comes into students for the last couple years, and I believe we will continue to see this trend continue for a little while before it tapers off. This trend in students that are not fully prepared for higher education both academically, and socially, is by far a side effect of the pandemic and its effects on society. I think that we as instructors should continue to push our students, but also keeping in mind these trends, consider offering more leniency, and support, especially to help our students who may have been marginalized during those times.</p> <p>Note: Students who received the 1, are students who will likely get a FW, as they stopped coming.</p>
115	Many students this semester had trouble completing assignments. I worked diligently to give them much leeway with late work and regular contact to communicate what needed to be done with revisions. Only a few students were concerned with earning an A. Many expressed to me that they just wanted to pass. Ongoing issues with fully AI generated essays is also a concern that not only slowed down students' progress on assignments, it lowered their grades because they couldn't or wouldn't take the time to redo the work for a better grade (having to redo work because it was fully AI generated intrudes on the progress for the next assignment). Our department is having ongoing conversations on how to tackle the issue.
116	Might assess final exam using presentation next time.
117	More group work with the expectation of reading the material before class and able to answer prompts in class in groups.
118	Moving into our new building will provide new performance opportunities for MUS 141 students.
119	n/a
120	NA
121	new method ned
122	Next semester, I should encourage students to see our embedded tutor. And make sure they actually complete the assignment. I will do this by checking in with them throughout the writing process.
123	No proposed actions
124	No proposed actions at this time.
125	No proposed actions.

126	No proposed changes need to be made.
127	None at this time.
128	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 techniques as they continue to build their library experience.
129	Outcomes will be discussed in our spring SLO department meeting
130	Overall, class performance & engagement was excellent. Especially considering the challenging class time (6-7:20 pm). With regard to the few students that had trouble (two of which I had in previous classes) I tried earlier intervention & extra engagement with them to address their situations. Unfortunately that did not result in their succeeding in the course. I am not sure what else, if anything I could have done.
131	Overall, each target rate was met for each SLO. I think each student did a great job with striving to implement what they learned in class and apply that to their writing throughout the course. I was ultimately happy to see that lectures and in class activities really helped students tackle those larger assignments. When reflecting on the SLO for each student, yes each student did meet those target rates, but there is always room for improvement to make sure they reach that even more. I think the skill builders (focusing on MLA citation, thesis statements, quoting, etc) were all great-- but possibly integrating more skill builders focusing on reading reflection and comprehension and responding to a particular response might help students meet the SLO ' meaningful inquiry, analysis" a bit more. When looking at their final paper, I felt that many students had a harder time really analyzing the information that they were using in their paper alongside their own thoughts. Maybe I can remedy this a bit more by having them respond to those texts a bit more as actual assignments and not just in a broader class discussion format.
132	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.

133	Problems arose mostly around reading and issues with clarity--I had more ELL students in this class than in the past. Will read more in class and require tutoring, rather than making it optional for XC. When students worked with the tutor, then did much better. Spend more time discussing essay structure and grammar.
134	provide additional time and resources for review.
135	Revisit late work policy.
136	Same -- more projects 5 smaller projects instead of 3 big ones -- less time to get loose.
137	See 155-70
138	See comments from Psych 100-10. Will also increase 1:1 supervision and supervised group work. Statistic met is also including FW students which is addressed in Psych 100-10 comments.
139	Several students on this list are not on my roster or stopped coming to class. Of the ones that were on my roster and participated, did well on the assessment. No changes needed.
140	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.
141	Smaller class sizes equals higher success rates.
142	Smaller class sizes equals higher success rates.
143	Students struggled to submit a PowerPoint Presentation with Outcome Statement # 3. Recommendation to offer more tutoring/writing center assistance with online presentations.
144	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.
145	Strategies being implemented seem to be working as intended. Potential issues with graphing literacy. Will work to establish lessons for building this skill.
146	Strategies in place appear to be working well. Potential learning gaps could be in constructing graphs.
147	Student engagement and communication with course professor and honors coordinator.
148	Students did fantastic!
149	Students' grades fell at the very end of the semester when the 3,000-word paper was due. Students need more deadlines with fewer pages throughout the process, rather than one big essay due at the end.
150	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.
	Students were able to meet all criteria.

151	Students were able to successfully provide a well thought analysis of their topics, as well as present it in a well-crafted document or slideshow. During the project, students did seem to struggle in finding their own sources when researching the topics. A higher emphasis will be made in future courses for how to conduct proper internet research as well as providing more real-world examples and analysis during lectures or as assignments.
152	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.
153	Students were very receptive to the Madonna Experience Essay, where they were researching culturally diverse issues such as the empowerment of women, subordination of men, the LGBTQ community, subcultures, the hegemony of women, social issues within lyrics and analyzing visual images. They read assigned Academic Journals addressing those relevant issues within society today and read diverse perspective of Feminists, sociologists and researchers on cultural authority and diversity. Students were able to synthesize their own life with the social issues of the past, witnessing the circular cultural reoccurrence of today. They used important sources from the Library Database, such as academic journals, books, magazines, newspapers, ebooks, and reliable websites to support their argument and analysis. The student reflected written tradition in the basic structure of an essay, quoting, explaining and validating their argument and being able to construct a works cited and documenting their sources. Students succeeded at such as task. The students who received a lower grade either did not address their handouts on citations and quotes. I am thinking of either create a workshop addressing in text citation to help the students remember punctuation placement. I saw improvement in students writing after they have revised their essay. Their grades raised one letter grade after I had a conference with them and guided them through the errors and the strengths of their writing. The students did very well for being their first year and were very receptive to the theme of the course, which reflected their lives.
154	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.
155	Students work reflects there scores. The scores are much higher than most.
156	The assessment results show that majority of the students have met the expectations for level 3. Overall, I am very pleased with the results of this assessment, and I will continue using current instructional methods.
157	The biggest challenge in this class was the multiple absences of some of the students due to work or illness. These students had some gaps in their knowledge. I added some of the Power Point lessons to Canvas and also made handouts with some of the target information, so I can give it to the missing students when they came back to class.

158	The biggest issues in the class came from cheating with ChatGPT and not turning in work. Unlike the other class, I didn't have computers in the class. I was able to monitor students and give them more in-class time for writing in the computer classroom. Scheduling computer classrooms is out of my hands, but I will continue to try to get classes scheduled there.
159	The class did really good overall. Unfortunately, the folks who didn't drop the class soon enough.
160	The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.
161	The data shows that all students (25) have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies. 11 students got a "0" because 9 students dropped the class and 2 students stopped attending class.
162	The data shows that all students have fulfilled the expectations and requirements for Spanish 102, with the exception of two students who didn't attend the final exam. The results of the assessment are satisfactory. I will continue using current instructional strategies.
163	The department is strategizing how to improve and assess listening as this is a struggle for students regardless of their discipline.
164	The department is strategizing how to improve and assess listening as this is a struggle for students regardless of their discipline.
165	<p>The group projects were a success. The student worked cooperatively with her peers, the level of work was extremely high. The level of writing, research, and quality of work was extremely disciplined and dedicated.</p> <p>She was able to identify and analyze the main and supporting arguments of argumentative essays, reflected ethos, pathos, and logos, and within their group essay which was a social issues and exhibited the use of figurative language recognize and evaluate stated and unstated assumptions and analyze, evaluate, and account for discrepancies among various readings on a topic.</p> <p>As an honors student, she also accomplished her own Policy claim paper based on the topic I gave her. She created an annotated bib, powerpoint presentation and tangible policy. She followed her contract she signed and was successful in all the work.</p> <p>Overall, this was a success.</p>
166	<p>The group projects were a success. The students work cooperatively with each other, the level of work was extremely high. The level of writing, research, and quality of work was extremely disciplined and dedicated.</p> <p>Students are to identify and analyze the main and supporting arguments of argumentative essays, reflected ethos, pathos, and logos, and within their group essay which was a social issues and exhibited the use of figurative language recognize and evaluate stated and unstated assumptions and analyze, evaluate, and account for discrepancies among various readings on a topic.</p> <p>One minor issues that always emerges is that one student always likes to ride the coattails of the group. One student does not do any of the work and then the other students pick up the slack and accomplish said student's contribution of the group. I always have to step in and resolve the issues due to minor issues in a group, which sometimes makes me think</p>

	that the student is not interested in the topic. Maybe I need to revise the topic. Overall, this was a success.
167	<p>The recent assessment of the student's speaking and writing abilities reveals that all participants successfully met the requirements for Spanish 101, achieving a passing score of 70% or higher—an impressive accomplishment! While it is terrific to see such overall success, some students face opportunities to improve their pronunciation.</p> <p>To provide additional support, I am considering incorporating reading-aloud exercises as homework. This can benefit first-semester beginners who may still acclimate to Spanish culture and linguistic norms. Understanding these aspects is essential for grasping commonly used references, idioms, and expressions in the language.</p> <p>Constructing coherent sentences in the present tense can also be challenging for those still mastering Spanish syntax. Therefore, we can focus on enhancing our writing skills together, which includes organizing thoughts, using effective transitions, and proofreading.</p> <p>One highly effective solution could be to offer in-person tutoring sessions with native-speaking tutors. This supportive environment can provide personalized feedback, boost writing skills, and help students identify areas for improvement—all while encouraging them to take creative risks in their writing.</p> <p>By integrating these strategies into our teaching practices, we can empower our students to navigate any obstacles they face in developing their writing skills. Overall, I am encouraged by the assessment results and look forward to continuing to refine our instructional methods to support student success!</p>
168	<p>The students rely on each other and are invested in the success of the end product - the theatre production.</p> <p>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.</p>
169	<p>The students who participated scored above average. I think the issue is more one of retention and participation. I plan to address this by adding more instructional videos rather than written lecture.</p>
170	<p>The students who succeeded in this course constantly attended and participated in class activities.</p> <p>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.</p>
171	<p>There was a change in the faculty mid-way through the course which created many difficulties. To begin, this course was very sparsely attended. There was inconsistent participation. I tried strategies to up student retention but by the time I received this course, the majority of students were chronically absent.</p>
172	<p>There was notable improvement yet learning gaps among the older students. There will be a lot more focus on practice on basic comp literacy next semester.</p>

173	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.
174	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.
175	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.
176	This class was really great and it was a pleasure to teach them. Lots of really engaged students with thoughtful and probing questions. Their reports and presentations were well researched on interesting artists and subjects, used quality sources and contained thoughtful arguments and well-written summations. The majority of this class were really engaged and I looked forward to each class with them. The very few who didn't pass, dropped out early and, unfortunately, didn't let administration know.
177	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.
178	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.
179	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.

180	This course was well received. I utilized study guides to fill in during lectures to aid them on exams, and provided feedback weekly on their submitted study guides. Students enjoyed the class and felt they understood nutrition significantly better, with one student even losing 20 pounds during the semester, implementing what he was learning. I used new equitable grading guidelines, allowing students to resubmit written assignments for additional points, and set the lowest grade to 50% if it was turned in. This allowed students who did not understand a concept to "come back" and succeed in the course.
181	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.
182	This honors section performed noticeably better than all other sections. TBD at next faculty meeting.
183	This is typically the easiest assessment that the students take.
184	This objective was measurably successful with varying outcomes that met course objectives.
185	<p>This particular class met a week late due to the Line Fire. Census was not adjusted to accommodate the shift in scheduling, and at least one student probably shouldn't have been counted in census: though she did log in the first class meeting (the last day to drop before census was the next day before the class had the opportunity to meet for a second time), this student did not attend the second class meeting or any of the ones following, despite numerous emails. She was dropped with a "W" by me before the deadline to drop.</p> <p>In addition, a significant number of students resorted to cheating by using AI in this particular section, even more than had resorted to cheating in a previous asynchronous course I had taught. Because I have not taught many online courses at CHC, and because AI is so new, it is difficult to know if there is a pattern, but this number was significantly higher than my similar face-to-face classes, and this trend seems to be true across online sections with other instructors as well. As a department, we plan to create clearer policies and hopefully more consistent messaging to deter students from using AI to cheat. Unfortunately, there were a few cases where students repeatedly resubmitted AI-generated papers, even after being warned, but clearer messaging may at least reduce the total number of students that attempt to cheat.</p> <p>(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason.)</p>

186	<p>This semester has been like no other in my career. I have never seen such substandard work, nor have I ever seen so few students pass—and that is not the half of it. The central problem is that Artificial Intelligence has begun inserting itself into my courses; in this class alone, at least ten students used AI to “write” their essays in whole or part, something I do not allow whatsoever, and there seems no way to stop it.</p> <p>So, what is the problem? Some combination of pandemic-era lack of academic challenge and inability to resist the smooth temptations of technology? Perhaps so. For good measure, add a lack of training in ethics.</p> <p>Possibly a more important question is this: What is the solution? Although I not only teach exclusively online but need to at present, I nevertheless can see only one (ideal) way forward: end all online courses until and unless better AI-detection software is developed, and require all student texts be written in class. Failing that, render all online classes hybrid, so instructors may at least be assured that some texts are actually student-produced.</p> <p>Because neither of the preceding solutions are likely to be effected, however, I suggest that online classes need a provision for cases of suspected AI use: In such cases, students must be required to meet with a (human) proctor and produce, in real time, a new text from a new prompt. (Current distance-education solutions—from proctoring software to codes of conduct—are simply inadequate to the task.)</p> <p>Many institutions of higher learning have begun reducing their number of online offerings, and some programs have stopped accepting online classes altogether—to me, these are positive changes. Since teaching is really all about relationships, in an ideal world all classrooms would be actual, all teaching and writing face to face. (This requires classrooms to be equipped with computers for every student, so to facilitate rapid, in-class essay production. Naturally, those computers must be prohibited from connecting to AI platforms.)</p> <p>I would, as well, recommend that all incoming students be required to take, and pass, a course (or at least a seminar) in academic ethics, a systemic change that should have been implemented years ago. (Ethics is broader, and thus more useful than, say, ethnic studies, a subject required at many colleges.) These changes, particularly the former, doubtless present a large investment, and a serious alteration in the way Crafton Hills College does its “business,” but I see them as essential.</p> <p>In other words, AI—bad for us all, a stupefying, even mind-destroying technology whose effects will be worse for people by far than was even the advent of social media—is ubiquitous, and leaves me at a loss in the short term, at class level; the matter of coping with it must be left, in large part, to those above my pay grade. For now, all I can do is continue to warn students off the use of AI—but more often, and in a louder voice—and hope for the best.</p> <p>Some solution.</p>
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187	This semester in Public Speaking, I introduced a new gallery walk activity to help students better understand how to organize and deliver speeches. Some students showed improvement, especially in their confidence and preparation, but there are still challenges, particularly in the listening portion. In the future, I plan to provide more opportunities for practice, give clearer and more consistent feedback, and break down assignments into smaller, more manageable steps to support student success.
188	This semester required portfolios approach to research essays, showing all stages of work Additional content was integrating use of ChatGPT to help generate ideas and proof paper for errors Next semester plan to base the SLO on before/after essays...
189	This semester required portfolios approach to research essays, showing all stages of work. Additional content was integrating use of ChatGPT to help generate ideas and proof paper for errors. Next semester plant to bass the SLO on before/after in-class essays...
190	This semester, I attempted to assign reading materials that emphasized critical thinking. The readings were about A.I. and human intelligence, music concerts promoting multiculturalism, and gendered views in politics. These readings required more time than I assigned to them. Students engaged with the readings, but they found the material to be difficult. In the future, I will assign text that will align with a course theme that I will design.
191	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.
192	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.  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.

193	This was a late start section with a lower enrollment to begin with. Some students ended up withdrawing before the deadline. For those who remained in the course officially, several of them effectively disappeared. Attendance wasn't great for this course all term, and many students did not pass (either with a D, F, or FW). The students who came to class and completed the readings, writing assignments, and discussions succeeded (4 students with an A, 1 student with a B, and 3 students with a C). But many more did not successfully complete the course. This is the lowest success rate I think I've ever had in 15 years of teaching. I plan to change the course theme and major readings the next time I teach the course, for I think the subject matter might have been somewhat of a deterrent for some students. I am also curious to see if our 13-week late start class generally have lower success rates, because I've noticed that being the case for me, at least.
194	this was a small section so it was hard to determine if there were any areas I can improve on. this is first time using OER and that seemed to work well but I would like to add some other additional OER to the course for the students to learn from.
195	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.
196	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.
197	This was my first offering of this class. The goal of the course is to explain each component of the firefighter hiring process in detail. Content was added on diversity in the fire service. Students were given a mock interview in the beginning and end of the class to note improvements.
198	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!
199	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.
200	Those who failed the course and did not meet the desired outcomes did not complete the required assignments. By engaging in regular substantive interaction with these students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success. I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will increase the participation rate, reduce the failure rate, and hopefully increase the success rate.

201	<p>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.</p> <p>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.</p> <p>In the future, I plan to continue experimenting with teaching methods, especially formative assessments to better monitor ongoing understanding.</p>
202	To be discussed at Spring SLO Meeting
203	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.
204	<p>Upon closely examining the outcomes of this course, I noticed an unusually large number of students failing this semester. I believe there are a couple reasons for this: first, many of these students who failed simply decided to no longer participate in the course after the drop date - they gave up completing assignments at some point in the semester for whatever reason. Second, I did not reach out to these struggling students early enough to intervene on their behalf; doing so would have perhaps led some of them to stick with the course. By engaging in regular substantive interaction with my students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success.</p> <p>I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will reduce the failure rate and hopefully increase the success rate.</p>
205	<p>Upon closely examining the outcomes of this course, I noticed an unusually large number of students failing this semester. I believe there are a couple reasons for this: first, many of these students who failed simply decided to no longer participate in the course after the drop date - they gave up completing assignments at some point in the semester for whatever reason. Second, I did not reach out to these struggling students early enough to intervene on their behalf; doing so would have perhaps led some of them to stick with the course. By engaging in regular substantive interaction with my students, I believe I could have worked individually with each struggling student to come up with specific accommodations to encourage participation and success.</p> <p>I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will reduce the failure rate and hopefully increase the success rate.</p>
206	Used ITA as well as Listening Assessment. TBD at next faculty meeting

	<p>Very important trend with all 101 classes this semester: No AI. This is significant because majority of colleagues reporting high levels of what they term 'cheating' with AI. Really a combination of things in these classes that I hypothesize leads to notable lack of attempted AI cheating.</p> <p>I highly recommend some combination of the following be adopted in freshman composition courses: Process ePortfolio (evidence based), timed low-stakes in class writing (with revision and feedback rounds), and emphasis on personal practice with tailoring to individual needs.</p> <p>Very iterative still, but sense that it's making a difference (hence notable success w/success rates as noted by USC). But, ePortfolio caused some problems this semester. It would pay to streamline it and to create a template. Technology there is a learning gap, work to bridge it.</p>
207	Want to try more timed writing and have more projects. The final project is where people fall down. So schedule it to finish two weeks earlier.
208	While this class had high participation and wonderful attendance, they struggled enormously with reading comprehension and application. They were attentive to lecture, but did not apply its content to their work. They seemed to expect only rote, repetitive exercises, and were surprised by the variation of assignments.
209	Will discuss at department SLO meeting
210	Will discuss at next department SLO meeting
211	Will discuss at SLO meeting
212	Will discuss in the department SLO meeting
213	Will discuss results in department meeting and brainstorm teaching ideas
214	Will revise when grades are posted
215	Work closely with the Honors Office to secure greater student compliance with the requirements for the term project.
216	