Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Critical Thinking   **Assessed:** 2024-2025

Learning Outcomes Statement

Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across disciplines.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2024 or Spring 2025 semesters. Assessments occurred in 1,370 sections and resulted in a total of 30,202 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
1	Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across disciplines.	24,989	82.74%

List of courses where outcomes were mapped to the ILO (202 Unique Courses).

ANAT-101	COUN-110	GEOL-251	MATH-265	THART-100H
ANAT-150	CSCI-110	HEALTH-102	MATH-266	THART-134X4
ANAT-151	CSCI-120	HEALTH-104	MATH-902	
ANTHRO-100	CSCI-200	HEALTH-263	MATH-915	
ANTHRO-106	CSCI-230	HEALTH-265	MICRO-102	
ANTHRO-107	CSCI-240	HEALTH-267	MICRO-150	
ANTHRO-110	ECON-100	HIST-100	MULTI-173	
ART-100	ECON-200	HIST-100H	MUSIC-100	

ART-103	ECON-201	HIST-101	MUSIC-102	
ART-120	ECON-201H	HIST-101H	MUSIC-103H	
ART-121	EMS-020	HIST-107	MUSIC-120	
ART-175	EMS-021	HIST-150	MUSIC-134	
ASL-200	EMS-022	HIST-170	MUSIC-150X4	
ASTRON-150	EMS-067	HIST-170H	MUSIC-174X4	
ASTRON-160	EMS-068	HIST-171	MUSIC-202	
BIOL-100	EMS-103	HIST-171H	PHIL-101	
BIOL-130	EMS-152	HIT-101	PHIL-103	
BIOL-130H	EMS-153	KIN/F-049	PHIL-103H	
BUSAD-053	EMS-154	KIN/F-106A	PHIL-105	
BUSAD-100	EMS-156	KIN/F-106B	PHIL-105H	
BUSAD-105	EMS-160	KIN/F-108A	PHIL-107	
BUSAD-131	ENGL-101	KIN/F-108B	PHIL-110	
BUSAD-145	ENGL-102	KIN/F-108C	PHIL-113	
BUSAD-200	ENGL-102H	KIN/F-191A	PHYSIC-100	
BUSAD-210	ENGL-152	KIN/F-191B	PHYSIC-250	
BUSAD-225	ENGL-155	KIN/F-191C	PHYSIC-251	
CD-105	ENGL-163	KIN/S-116A	PHYSIC-252	
CD-205	ENGL-170	KIN/S-116B	POLIT-100	
CHEM-101	ENGL-261	KIN/S-116C	POLIT-100H	
CHEM-102	ESL/N-602	KIN/S-148D	POLIT-106	
CHEM-123	ESL/N-603	KIN/S-164A	PSYCH-100	
CHEM-150	ESL/N-604	KIN/X-190AX3	PSYCH-100H	
CHEM-151	ETHS-141	KIN/X-191AX3	PSYCH-111	
CHEM-212	ETHS-163	KIN-200	PSYCH-118	
CHEM-213	FIRET-100	KIN-231	RELIG-176	
CIS-101	FIRET-101	MARKET-100	RESP-130	
CIS-105	FIRET-102	MARKET-110	RESP-132	
CIS-106	FIRET-103	MATH-102	RESP-135	
CIS-113	FIRET-104	MATH-103	RESP-139	
CIS-130	FIRET-106	MATH-106	RESP-235	
CIS-132	FIRET-114	MATH-110	RESP-401	
CIS-136	FIRET-115	MATH-110H	RESP-404	
CIS-137	FIRET-116	MATH-115	RESP-405	
CIS-138	FIRET-118	MATH-117	RESP-408	
CIS-140	GEOL-100	MATH-141	RESP-410	
CIS-141	GEOL-101	MATH-160	SOC-100	
CIS-142	GEOL-101H	MATH-200	SOC-105	
COMMST-100	GEOL-160	MATH-250	SOC-130	
COMMST-125	GEOL-180	MATH-251	SOC-141	
COMMST-145	GEOL-246B	MATH-252	THART-100	

Use of Results/Proposed Actions – Individual Submissions

1	I believe that incorporating more online homework assignments and increasing student interaction can significantly enhance their understanding of course material and lead to improved classroom performance.
2	Several adjustments were made throughout the semester better to support students with no prior experience in physics. For example, lectures incorporated a progression of examples, ranging from basic to more advanced, allowing students to practice in collaborative group settings. Additionally, more handouts were provided to ensure students had resources for independent study. A significant improvement in student performance was observed after the first quiz, indicating the effectiveness of these strategies.
3	(1) Incorporated applications of trigonometric graphs in group activities. (2) Group presentations on poster boards for trigonometric graphs. (3) More group activities of involving applications of trigonometric equations.
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. 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.
5	(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.)
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.) 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.
7	(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.

8	(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.) 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. 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. 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.
9	**Reflection on Successes and Challenges in This Class** Successes: - Implemented new teaching strategies that led to a 97% success rate in key areas. - Added content that enhanced student engagement and understanding. - Notable improvement in class performance, demonstrated by stronger exam scores and participation. - Identified and addressed learning gaps through targeted review sessions. Future Actions: - Continue offering an opportunity for students to give feedback and suggestions on how to make the class more successful. - Continue exploring new teaching strategies to further improve student comprehension. - Recommend adjustments to content and assessments to align with observed learning trends. - Consider modifying Student Learning Outcomes (SLOs) based on student performance

	data. - Enhance support for struggling students by incorporating additional practice resources.
10	• I tried out some new strategies, like changing up how I delivered content and giving students more flexible ways to engage with assignments. • I added extra materials (like videos and articles) to help reinforce the main concepts. • I saw some real improvement in student performance, especially in their writing and class participation. • There were still a few learning gaps, particularly with reading comprehension and time management, so those are things I'll keep working on.
11	• I tried out some new strategies, like changing up how I delivered content and giving students more flexible ways to engage with assignments. • I added extra materials—like videos and articles—to help reinforce the main concepts. • I saw some real improvement in student performance, especially in their writing and class participation. • There were still a few learning gaps, particularly with reading comprehension and time management, so those are things I'll keep working on.
12	• SLO 1, 19 were assessed where 47.4% had a rubric score of 3+ • SLO 2, 17 were assessed where 58.8% had a rubric score of 3+ • SLO 3, 16 were assessed where 75% had a rubric score of 3+ This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts. In reviewing the Student Learning Outcomes (SLOs), I noticed some significant shifts in student performance: • SLO 1: Out of 19 students assessed, 47.4% received a rubric score of 3 or higher. This was a decline from previous semesters, likely due to the initial disruptions in the course. Many students struggled early on, making it difficult for them to build a strong foundation in statistical concepts. • SLO 2: Out of 17 students assessed, 58.8% scored a 3 or higher. This was a notable improvement from the previous semester (13.3%), suggesting that students were better able to grasp continuous and discrete probabilities. I believe the additional lab assignments played a role in this improvement. • SLO 3: Out of 16 students assessed, 75% achieved a rubric score of 3 or higher. This aligns with previous performance, which I attribute to the oral final assessment and the natural increase in student motivation at the end of the semester. Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track.

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13	Reflecting on these results, I recognize the need to provide additional support early in the course, especially for SLO 1. Moving forward, I plan to implement more low-stakes assessments at the beginning of the semester to identify struggling students sooner. I will also continue incorporating statistical technology in labs, as this approach seemed to help students engage more deeply with the material. Given the potential for unexpected disruptions, I may explore asynchronous review modules or structured recap sessions to help students stay on track. This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 23 students enrolled, and 19 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate: • The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning. • The oral final, which though scary to students, seems to motivate them to persist through the end of the semester. • Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester. Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced.

14	• SLO 1, 31 were assessed where 51.6% had a rubric score of 3+ • SLO 2, 30 were assessed where 56.7% had a rubric score of 3+ • SLO 3, 27 were assessed where 70.4% had a rubric score of 3+ This semester presented unique challenges, particularly with the campus closure due to the fires. Despite my efforts to communicate course expectations and keep students on track, there was a noticeable gap between those who stayed on pace and those who fell behind. To address this, I incorporated more time on lab assignments that extended beyond lecture material and integrated statistical technology to reinforce key concepts. • SLO 1: Out of 31 students assessed, 51.6% received a rubric score of 3 or higher. While this is a slight improvement from the morning section this semester (47.4%), it still suggests that students struggle early on. I believe implementing more structured early interventions, such as low-stakes quizzes and targeted review sessions, could further improve performance in this area. • SLO 2: Out of 30 students assessed, 56.7% scored a 3 or higher. This result remains fairly consistent from the morning section this semester (58.8%), indicating that while students are making progress in distinguishing between continuous and discrete probabilities, there is still room for improvement. I plan to continue using lab assignments incorporating statistical technology, as this approach has shown promise in reinforcing these concepts. • SLO 3: Out of 27 students assessed, 70.4% achieved a rubric score of 3 or higher. While this is a slight decrease from the morning section this semester (75%), it still reflects relatively strong performance. The oral final continues to be an effective tool in assessing students' conceptual understanding and application of statistical methods. Overall, I see some positive trends but also recognize that early interventions remain critical to student success, particularly for SLO 1. Moving forward, I will focus on refining instructional strategies at the beginning of the semester to ensure students build a solid foundation, while also reinforcing probability concepts throughout the course to improve SLO 2 outcomes. This semester, I also noticed an improvement in student retention compared to previous semesters. At the census, there were 33 students enrolled, and 27 students completed the course, culminating in the oral final. This suggests that more students stayed engaged and committed to finishing the course despite the challenges. Some factors that may have contributed to this higher retention rate: • The integration of statistical technology in lab assignments, which may have increased student engagement and hands-on learning. • The oral final, which though scary to students, seems to motivate them to persist through the end of the semester. • Efforts to provide consistent communication and support, especially during disruptions like the campus closure last semester. Moving forward, I plan to continue incorporating these strategies while exploring additional ways to support student persistence and success, particularly early in the semester when foundational concepts are introduced.
15	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.

16	94.7% of students were able to demonstrate both SLO's. The goal is 100%. Continued focus will be made toward assessment of diseases, specifically ARDS..
17	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.
18	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.
19	Add additional equipment based lab assignments.
20	Add additional group-based lab assignments.
21	Add additional hands-on activity.
22	Add more assignment activities to be completed in class.
23	Add more in-class activities for honors students to connect.
24	Add more in-class activities for students.
25	Add more in-class activities to help students learn the material.
26	Add student engagement tasks and more formative quizzes. Improve pre-course preparation.
27	Added more primary source analyses into the class. Students did well in group work activities which turned into small study sessions prior to quizzes.
28	Adding more real world examples to help guide the students.
29	Additional review sessions should be incorporated into the course, along with increased referrals to the STEM/Tutoring Center. Students who received a D or F typically demonstrated significant weaknesses in mathematics. Among the six students who did not pass the course with a grade of C or better, four faced challenges due to language barriers. This highlights the need for targeted strategies to support students in overcoming difficulties with the English language.
30	Address absenteeism with attendance incentives and remedial sessions.

31	All listed objectives are fully aligned with Program Learning Outcomes for BSRC at Crafton. 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. PLO 2: Leadership Development: Apply leadership and management theory through the lens of change theory to both the educational and clinical environments. PLO 3: Educational Development: Utilize educational theory in the development of an educational module to inform colleagues, patients, or public. The teaching assignments in this course allow you to develop your teaching style and apply accepted principles of pedagogy to conveying respiratory information. 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. PLO5: Advanced Knowledge - Explain advanced concepts relating to critical care pathophysiology, disease management, clinical management and care coordination. PLO 6: Organizational Management: Apply organizational management theory, quality improvement standards, ethical practice, and innovative approaches for organizational change. All PLO's and SLO's successfully met by this graduating class. No changes indicated at this time. Minor instructional improvements will be implemented for ease of understanding expectations and progressive development of the capstone project in sections as the course progresses.
32	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.
33	All of my targets were met with high scores, although the overall numbers might be a bit skewed only because one of the honors students dropped out of the class, yet their name was still in this SLO page to include scores for, which I did not because there were none to enter.
34	Although all outcomes were met, I would like to implement more study/review session either online through zoom or in person. Students have access to customized lecture notes, study guides, and practice items. This may not be enough to fully motivate them. Student's seem to respond well to in-lecture activities where they work in groups. I hope to implement more of these.
35	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.
36	Argument #2 was used to generate scores for information and creating arguments. TBD at our next faculty meeting.
37	As the benchmark for success is 70%, only the third SLO Statement 1 was successful. There does not appear to be any
38	As the benchmark for success is 70%, only the third SLO Statement 1 was successful. There does not appear to be any equity gaps in the data. The first SLO data has been low for the last couple of years, as well as the second. This instructor will try new learning strategies to improve these two SLO's.
39	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.
40	Assign student to different group.
41	Assigned an activity related to this outcome which, I believe, increased the scores significantly from last semester.
42	At this level I would like to implement quarterly check ups through out the quarter.
43	Based on student feedback, new content and strategies were implemented to improve clarity and understanding of the material. The adjustments appear to have been effective, as the data indicates no identifiable learning gaps. However, it was noted that a couple of students stopped attending, which may have impacted overall participation. This section, being the last of the semester and the last to fill, could contribute to lower engagement due to scheduling challenges or student fatigue. Moving forward, continued monitoring and feedback will ensure sustained success while exploring ways to maintain attendance and engagement in this section.
44	Based on student feedback, new content and strategies were implemented to improve clarity and understanding of the material. The adjustments appear to have been effective, as the data indicates no identifiable learning gaps. This reflects a successful alignment of course delivery with student needs, suggesting that the changes positively impacted student comprehension and learning outcomes. Moving forward, continued monitoring and feedback will ensure sustained success.

45	Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 36.0% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 60.0%, with met the ANAT target goal.

New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap is seen in the attendance, but there not much that can be done if students do not want to attend lecture and/or lab. They prefer to show up for lecture exams and lab practicals even though attendance is tracked with sign-in sheets.

For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. |
| 46 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 52.0% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 68.0, which met the ANAT target goal.

New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap is seen in the attendance, but there not much that can be done if students do not want to attend lecture and/or lab. They prefer to show up for lecture exams and lab practicals even though attendance is tracked with sign-in sheets.

For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. |
| 47 | Based on the current rubric, only 4s and 3s are counted as "met %" even though 2s are defined as 70% - 79%, it is NOT currently counted as part of the met %. With only 4s and 3s counted, the 63.0% met target goal. But leaving out the 2s from the rubric lowered the ANAT met goals. With the 2s counted in with the 4s and 3s, this course's true % is 81.5%, which met the ANAT target goal. This is expected as this course has a pre-req of ANAT 150 and students are better prepared going into the course.

New anatomical models were added into the lab portion of this section. Yes, students are more interactive. The learning gap isn't seen as much as the entry level ANAT courses. Students who does not show up had a tendency to not fare well even though this is mentioned throughout the semester.

For the future, I've contacted the Research department to include 2s in the rubric as a "met" % instead of not counting as "met" currently. Additionally, encourage student to seek tutoring services and other services on campus. We have plans to continue with Lecture exams and lab practical for use of SLO assessments. |
| 48 | Battling AI in all classes. It takes time for students to make up missing work and then it's not always their best effort because they have moved on to the next assignment, essentially having to do two assignments at once since they are using time to rewrite the AI submission. |

49	Bring back 095
50	Bring Back Math 095
51	Challenges remain in closing learning gaps related to deeper interpretation of statistical variability. Not taking the time to analyze the graphs hindered their responses. Some students still struggled with finding probabilities using technology. Although using Excel and StatCrunch was highly encouraged and always used during lecture, I had many students wanting to use the formulas, so using technology will be an area to reinforce moving forward. While many showed strong growth using inferential statistics methods with guided examples, some needed additional support interpreting results independently in more complex scenarios.
52	Changes are made as needed.
53	Changes made as needed.
54	Changing applications and projects.
55	Changing books and adding more real world examples.
56	Check through the course for outdated materials and needed updates.
57	Check-ins early for students who may be starting to fall behind, to get them the assistance they might need early.
58	CHEM 213 – SLO Reflection and Commentary This section of CHEM 213 demonstrated consistent effort and engagement, with 7 students earning a B and 6 earning a C. All students passed, indicating a solid grasp of the course's foundational and intermediate-level organic chemistry concepts. While there were no A-level outcomes, the absence of failing grades reflects overall success in meeting the core Student Learning Outcomes (SLOs), particularly in reaction mechanisms, synthesis design, and spectral analysis. This term, I implemented enhanced scaffolding in multistep synthesis problems and incorporated optional review videos for complex NMR and IR interpretation. I also added real-world examples—such as pharmaceutical case studies—to better connect abstract mechanisms to applied chemistry. These strategies helped reinforce content and encouraged student persistence, even in more challenging modules. Despite this progress, students continued to struggle with integrating multiple concepts in novel synthesis scenarios, especially those requiring retrosynthetic analysis or interpreting combined spectral data. This reveals a persistent learning gap in applying accumulated knowledge across units. Looking ahead, I plan to introduce more peer-led problem-solving and require earlier engagement with cumulative synthesis problems. I will also review assessment rubrics to ensure we distinguish between partial understanding and full mastery in multistep mechanisms. No changes to the SLOs are currently recommended, though I may propose adjusting the weighting of certain assessments to better reflect the emphasis on synthesis and critical thinking.
59	Content was added to the course

60	Continually try new strategies
61	Continually trying new strategies
62	Continue as I have historically done, with added assessment strategies to improve assessment of student knowledge retention.
63	Continue as we have historically done with added learning strategies and assessment methods.
64	Continue to create equitable and inclusive teaching and learning environment.
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67	Continue to encourage students to be attentive in class and follow directions carefully.
68	Continue to evaluate students based on State and Crafton standards. Implement the new curriculum for Firefighter 1&2 based on the 2024 updated standards.
69	Continue to include business ethics and case studies into lecture discussions regarding sole proprietorships, partnerships, corporations, and franchises when evaluating their advantages and disadvantages
70	Continue to provide a variety of opportunities to participate both in course and on their own outside of the class time. Invite students to look towards their communities and what is available/accessible to participate in hiking/walking/running activities solo, with friends/family.
71	Continue to refine curriculum to reflect industry best practices.
72	Continue to try new strategies
73	Continue to update curriculum to reflect current best practices of industry.
74	Continue to update curriculum to reflect current industry standards best practices.
75	Continue to update curriculum to reflect current industry standards of best practices.
76	continue to work on engagement and delivery strategies to keep students involved during lectures.
77	Continue trying new strategies and incorporate more real-world applications into content to boost engagement and understanding. Will also explore project-based and alternative assessments to give students more meaningful ways to demonstrate learning.
78	Continue what I am doing by staying engaged.
79	Continue with same strategies
80	Convert a writing assignment into a video presentation and update grading rubrics.
81	Course material and resources were increased and improved to provide students more guidance in projects. The course being a full semester helped cement understanding of Java syntax and programming concepts. However, with the fully online format, many students started to lack participation. Most students approached me about a hybrid format, where in-person lectures can be carried, but were dissuaded and discouraged when informed the course could only be held online (even with my adamant suggestions of virtual one-on-one meetings). Many lecture and demonstration videos were created to counter such sentiments, however students seem to be highly requesting a hybrid format for this course.
82	Course the student loved in their "course reflections," many were grateful to take a class that taught them so much health literacy. I dropped many students for not participating, 3 stopped participating 2 weeks in, and I could not asses them.

83	Create a learning contract that students will have to sign at the beginning of the semester committing to attendance, effort, and using support resources.

Require a short exit ticket before students leave (e.g., a quick problem or reflection on the day's topic) to ensure engagement.

Change concept checks to include "how did you solve this?" or "what was the most difficult part?". |
84	create more group work and more activities that related to real life.
85	Created my own lecture videos with built in quizzes instead of youtube videos.
86	develop hands-on lab practice and assessments at the departmental level
87	Develop more focused formative assessments to improve the final summative exam.
88	Drop students that miss more that 2 classes before the census date.
89	During this semester, we increased engagement in active learning such as student collaboration, group work at the whiteboards, exam reflections, etc. I am concerned to see the student performance as it relates to this SLO. Also, I am determined to exploring more ways to increase this SLO performance.
90	During this semester, we increased engagement in active learning such as student collaboration, group work at the whiteboards, exam reflections, etc. I am pleased to see the student performance as it relates to this SLO. Also, I am focused on how to reach the approximately 25% of the students that did not meet this SLO.
91	During this semester, we increased engagement in active learning such as student collaboration, group work at the whiteboards, exam reflections, etc. I am pleased to see the student performance as it relates to this SLO. Also, I am focused on how to reach the approximately 40% of the students that did not meet this SLO.
92	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.
93	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.
94	Embedded Tutor and concept checks are helping.
95	Embedded Tutor and concepts checks are helping.
96	Employ more activities within the classroom and outside when accessible. Students greatly appreciated and positively responded to activities following a lecture/lesson to obtain tactile and kinesthetic knowledge of what was being presented. Additionally allowed for students to interact with one another in meaningful ways. Add career options that are both closer to their specific requests as well as tangible items from guest speakers to provide.

97	Encourage attendance and regular Canvas usage
98	Encourage students to take more pictures of the models during lab and highlight certain highly tested areas.
99	Engagement was my biggest struggle this semester. The students would put off work and I need to find a way to keep them participating all semester.
100	Engagement. I want to find a strategy to keep the students participating and keeping them on task and timeline.
101	Enhance the involvement of student athletes for recruitment at both local community and immediate college level.
102	Everyone did a great job on this paper so I will continue with the detailed set of directions and prompts to do the work.
103	everything according to expectations
104	Exam scores were low, continue to encourage attending office hours and going to tutoring.
105	Exam scores were lower than usual, will continue to encourage office hours and tutoring.
106	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%..
107	Exceptional class --- no proposed actions are necessary.
108	Exceptional class - no proposed actions are needed.
109	Fire academy curriculum is mandated by State Fire Training with terminal objectives validated through testing. We added additional practice days for sets and repetitions to ensure success on psychomotor testing days. We added additional content to the Wildland portion of the program which enhances their understanding and practical application of using chainsaws for fire line construction. No learning gaps were identified. SLO's are reviewed to ensure they remain relevant
110	First academy as an individual instructor versus splitting with another instructor. Implemented many changes this semester for the academy in accordance with the Fire Chief's requests. Overall it went exceedingly well and so we anticipate to intensify and adapt the physical aptitude tests to further challenge our future fire fighters.

111	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.

112	Flexibility is essential, especially for struggling or nontraditional students, but without strong accountability, some fell behind. Students repeatedly said this class helped them see statistics in the media, in healthcare, in policy, in injustice, and recognize when it's being misused. The best classes aren't the ones where students say "this was easy." They're the ones where students say "I think differently now." And that's exactly what they said. Student quotes: "I used to think stats was just hard math. Now I know it's everywhere—news, politics, health, social media." "I did enjoy this class. I feel like it helped me have more of an understanding on the use of analyzing data and charts—and how it's used in the world and how it has an effect on things." "This class made me way more aware of how stats are used and sometimes misused in the media… It's kind of wild how often stats get twisted, so this course helped me become way more skeptical and thoughtful." "This course has significantly transformed my perception of statistics and its role in society… I've come to appreciate its broader impact—how it shapes public policy, influences business decisions, and even affects individual perceptions." "I was expecting a lot more 'book work'… but a lot more ideas were brought up through discussions and projects. It opened up more ideas about how statistics relate to real world problems."
113	For all three SLO's, the targets was were met as: * 76.9% is greater than the benchmark of 70%.
114	For all three SLO's, the targets was were met as: SLO Statement 1: Disabled - not a departmental SLO SLO Statement 2: 70.6% is greater than the benchmark of 70%. SLO Statement 3: 76.5 SLO Statement 4: 70.6
115	For all three SLO's, the targets was were met as: SLO Statement 1: Disabled - not a departmental SLO SLO Statement 2: 70.6% is greater than the benchmark of 70%. SLO Statement 3: 76.5% is greater than the benchmark of 70%. SLO Statement 4: 70.6% is greater than the benchmark of 70%. There does not appear to be any equity gaps in this data. There are no proposed actions at this time.

116	For all three SLO's, the targets was were met as: SLO Statement 1: Disabled - not a departmental SLO SLO Statement 2: 89.5% is greater than the benchmark of 70%. SLO Statement 3: 78.9% is greater than the benchmark of 70%. SLO Statement 4: 78.9% is greater than the benchmark of 70%. There does not appear to be any equity gaps in this data. There are no proposed actions at this time.
117	For SLO 0, no proposed actions are
118	For SLO 0, there are no proposed actions.
119	For SLO 0, there are no proposed actions. For second and third SLO's, the targets was not met. The department may consider modifying this outcome or replacing this outcome for something different.
120	For SLO 0, there are no proposed actions. For SLO 01, the target was was met as 76.9% is greater than the benchmark of 70%. We note that this may be an indicator of an equity gap. This instructor will continue to encourage underperforming students to take advantage of MESA and the STEM center. For SLO 011, the target was not met. The department may consider modifying this outcome or replacing this outcome for something different.
121	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.
122	For the first SLO, there are no proposed actions. For the second SLO, the target was was met as 76.9% is greater than the benchmark of 70%. We note that this may be an indicator of an equity gap. This instructor will continue to encourage underperforming students to take advantage of MESA and the STEM center. For third SLO, the target was not met. The department may consider modifying this outcome or replacing this outcome for something different.
123	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.
124	For this class, I used a lot more group activities, posters, and take-home assessments than before. I also found creative assignments to use in class, such as solving equations to solve a maze, or evaluating logarithms to correctly color a picture. These asignments engaged the students and helped them stay focused and attentive through the long semester.
125	For this particular section, making sure the students are logged into Fisdap and pronto earlier to better communicate with them. Make sure the students have a clear understanding of the pcr requirements. Making sure the students are given a completed representation of what the pcr expectations are. More frequent check in's by myself with the students throughout the semester.

126	For this section, we have met our goals. However, it should be noted that a "C" grade should contribute to the "Met" percentage as it is passing for the course and that the student has met satisfactory understanding, although not excellent. An assessment modification would be to add a "C" grade to count towards the "Met" percentage. Strategies that would help student performance inside the classroom: 1. Increased review sessions either in person and/or through zoom. 2. Additional review items (in addition to already provided study guides and practice items). Strategies that would improve student performance outside of the classroom: 1. Recommending students to the STEM center. 2. Recommending students to the Learning Center/Tutoring center. 3. Assigning regular meetings during office hours for struggling students.
127	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.
128	Get the students who don't show up to show up.
129	Given that some of these assessments were formative as opposed to summative, I believe it might be good to not only use more summative assessments, but in making this change, a greater degree of alignment between the SLO and the assessment should also be made.
130	Group project might be a better way.
131	Group projects might be a better way to improve the result.
132	Grow the program to increase class size.
133	Having students practice their measurement skills each week greatly improved the outcome of the lab practical exam (SLO #3). Lab final multiple choice section (SLO #5) scores still low, more emphasis on reviewing those formulas next semester.
134	Hello, I have attempted to submit SLOs twice and receiving the same error message. I'm done this twice now on two browsers. I would appreciate a hassle-free resolution and ideally, not have to enter data again. I'm booked for the rest of today. Could someone at the SLO office please respond. Thank you.
135	Hire a new faculty to grow the program. A second faculty should grow our student numbers, and should increase the size of this class.
136	Honors students during Fall 2024 seemed overwhelmed with requirements and deadlines. I created optional assignments for those who could not present at research seminars.
137	I

138	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.
139	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.
140	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.
141	I am just hoping for proper equipment to run the class the way it should be instructed.
142	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.
143	I am very pleased with the assessment scores in this class. I will continue to use this exam in the future.
144	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.
145	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.
146	I believe I was able to deliver quality online interaction after getting certified in online education material and delivering evidenced based critical thinking exercises.
147	I believe that incorporating more online homework assignments and increasing student interaction can significantly enhance their understanding of course material and lead to improved classroom performance.
148	I believe that providing additional online homework assignments and extending office hours significantly enhance my students' ability to improve their performance in class.
149	I can see room for improvement, specifically on SLO 2. I will work on focusing on that a bit more. I see that SLO 3 went pretty well because we spend a lot of time on those topics near the end of course. I also think I could find better ways of testing some of these on the final exam for next time.
150	I did find a learning gap on one of my students. I sent her an email to remind her to respond to 2 of her peers in order for her to meet the discussions requirement.
151	I did try some new discussion strategies that I think worked well and I will use again. I have found some new strategies that I am planning on using in the fall.

152	I do not see any Challenges.
153	I don't really understand Statement 5, especially since there wasn't a final exam for this class. It doesn't seem to fit with the other outcomes.
154	I feel like short-term classes should not be open to Honors students because of the supreme burden having to read and analyze an additional book puts on already stressed out students. Confirmed that the process of research development works
155	I had to redo this entire class's SLO submission because even though I hit the Save and Submit button a couple of times, it did not save my info and kicked me off the site at the end of my entry. It gave me an error message. Maybe we can figure out some other way to save our work midway through to prevent such things. This class wanted to earn As and so responded my regular communication when issues arose. They also used AI inappropriately in some cases but worked hard to make up for it.
156	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
157	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.
158	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. 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. 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.
159	I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through announcements and other communication. Attempts were made via email/canvas message system and starfish to encourage non-participatory students to participate in course, and communicate their needs. These 3-6 students did not respond to these efforts.
160	I have learned, lecturing on each of the Student Learning outcomes as well as providing an opportunity for discussion, feedback or a written assignment has helped students to meet the Learning Outcomes. In addition, I encouraged students to complete assignments related to the SLOS through reminder announcements and other communication. Therefore, able to reach course SLOs.

161	I implemented a 'chat' with each lab student at the end of the semester to get feedback on their experience and how well prepared they felt for the class. I wanted to determine if our prerequisite classes were giving the students the information they needed to be successful lab students. Given their performance in the lab as reported by the Lead Teacher and their self reports, we are on track.
162	I included more time for reflection and application of real world concepts.
163	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.
164	I need to work on entering the SLO's into Canvas and utilize the automation to make this process easier and more scientific (with less hand counting and hunting).
165	I plan on allowing my students see the questions sooner before the due date.
166	I plan on allowing my students to see the questions sooner before the due date. I noticed this improved student scores. I also need to perhaps push back due dates for some of those SLOs that come sooner in the semester, especially for my late start classes. Content moves quick in those sources and I think students may need more time to process the content.
167	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.
168	I provided access to the questions used to assess these SLOs further in advance than I have in prior semesters, and in some cases, folks did better, while in other instances, they did not. That is a bit confusing. The assessments used directly ask students to address the SLO questions posed, so there is no need to alter the question. Perhaps, however, I can alter the modality the answers are presented in. That is, allow students to do audio/visual responses as opposed to just text based ones.
169	I should try to assess SLO 1 earlier in the semester on the first exam rather than on the final exam while the content is fresher in the students' memories. I can also give more in-class practice where the students summarize and create graphs for various data.

Probability can sometimes be a difficult concept for students to understand. Perhaps I can emphasize how probability is used in real-life to increase students' achievement on SLO 2 topics. Also give them more in-class practice on these topics.

Lastly, the students may need more practice with advanced hypothesis testing topics such as regression, goodness of fit, and ANOVA problems (SLO 3). I can also spend more time in class reviewing these topics, so the students are better prepared to do them when they appear on the final. |
| 170 | I think the students need more practice with summarizing data and identifying sampling techniques (SLO 1). These tend to be the easier topics, so I may review them more with the students in the future prior to the exam so that they'll be better prepared. |
| 171 | I think this online class may have more successful students if it were over a longer time. Two months is a bit short and results in the work load each week being more. |

172	I tried a number of new strategies for assessment of learning, including case studies and knowledge checks. I will build upon these in future courses.
173	I tried new strategies and encouraged student participation
174	I tried new strategies for hypothesis testing, trying to get students to understand the "big picture" first and then apply it to different contexts. Students struggled more than usual. Absences this semester were at an all time high though. In the future, I hope try additional strategies when teaching and re-teaching hypothesis testing.
175	I tried new strategies suggested at the beginning of the semester in the Zoom meetings, which were effective for many students. In the future, I will try to implement more of the strategies.
176	I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. I believe it worked well and will incorporate it in the future as well. The biggest issue faced was students late to class or absent (high school seniors)
177	I tried to incorporate more class time for homework so students could work together and help each other with concepts and procedures. It seemed to work well, the biggest issue was students late to class or absent missing material and falling behind.
178	I tried to provide more office hours to improve their learning and performance!
179	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.
180	I was able to get certified this semester through distance learning and Iw as 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.
181	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
182	I was happy with the result other than the students who did not complete it. Maybe reach out those students and encourage them to complete the assignment.
183	I was happy with the results except for those who did not complete the assignment. Maybe reach out those students who did not complete the assignment to encourage them to compete the assignment.
184	I will add instructional video materials to appropriate compare/contrast strategies to better understand hypothesis testing, and the connection between test statistics and p-values as it relates to appropriate distributions for proportions, means and standard deviations.
185	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.
186	I will continue to utilize Starfish in order to ensure all students complete my classes successfully.
187	I will continue using Star Fish in order to communicate with the students who need a push to complete my classes successfully.
188	I will introduce the project sooner in future semesters.

189	I will look at the same SLO next time and likely use additional strategies to increase the success rate,. I will create additional videos for my students so they truly understand the interplay between how the different branches of government are able to balance in each other according to the wat the US Constitution intended.
190	I will spread exams out more in future semesters.
191	I will try additional strategies for the future courses.
192	I will try to facilitate discussions not just based on student opinions and ideas, but also how those relate to proven operational efficiencies realized by sport agencies
193	I will try to make my class zero cost to avoid book saver problem in the future.
194	I've created new assignments, but some were too wordy, so I'm working on making them clearer and more straightforward while also simplifying them to reduce confusion.
195	identify learning gaps and employ additional interventions for students who are not participating or less engaged
196	Identify learning gaps and implement additional interventions for students who are not participating or engaged
197	Identify student-specific needs for improvement.
198	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.
199	In the future I would try new strategies.
200	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.
201	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.
202	Incorporate more discussion of current events as many students had questions about current events.
203	Inquire why students who dropped the course are still showing on this list.
204	Integrate more of this content into the main course to avoid confusion and prompt students to continue to get work submitted.

205	It is essential for students to attend in class meeting sessions when registering for an on-campus scheduled course for the semester. Active participation will assist with academic success.
206	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.
207	Keep on truckin
208	Keep with what is working well
209	Keeping engagement is easier since this was my main class and I could tell them every week about this course as well.
210	Late policy revision
211	Late work discussions early.
212	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.
213	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.
214	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 tales 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.

Note: Students who received the 1, are students who will likely get a FW, as they stopped coming. |
215	Make sure I give a greater effort to those students who fall behind or who seem to be struggling
216	Making stats fun and understandable and be able to apply statistical understanding to their everyday life
217	Maybe an extra assignment that must be done when they miss class.
218	Might assess final exam using presentation next time.
219	MMM
220	More student peer teaching
221	More than half the students understood the material; however, the rest did not completely grasp the concepts. I think this is due to these students not actively listening during the lectures or reading the chapter.
222	Most of the students that received a value of 1 dropped before this SLO was assessed.

223	Most students showed a good understanding of recursion, and the use of guided practice and visual aids supported their learning. The project gave students a chance to apply recursion in a meaningful way. Some students still struggled with base cases and tracing how recursive calls return, which indicates an area for improvement. I tried new strategies this term, including guided practice and visual diagrams. I also added more examples and practice exercises. Overall, I observed improvement in student performance, especially in the quality and correctness of their recursive solutions. I plan to continue using visual tools and will add an early checkpoint for the project to give students feedback before final submission. The current SLO is appropriate and does not need changes at this time.
224	My challenge was the class was at 8 am and it appears to be to early for many of the students to attend. Daily quizzes did not seem to help attendance. Probably add a video to an assignment for students that miss classes.
225	My students did well, overall, on each of these SLO assessments. I had over an 85% pass rate. It would be great to get up into the 90% rate, and from what I saw my students did very well on SLO 1, and as this SLO was based upon a research paper, I am thinking that this kind of an assessment might be worth trying in the future to see if I can bump the number up into the 90% range.
226	n/a
227	NA
228	Need 095 back
229	Need to bring back Math 095
230	Need to continue to develop guided notes for all chapters, develop a review system after each lecture to measure student comprehension.
231	Need to emphasize the importance of the on-line class that all students must view and read all the material within in the canvas modules to be successful. Unfortunately, many students want to race through, and they do just minimal work.
232	Need to offer on campus proctored testing for online classes as an option.
233	Need to work on having a chapter review immediately after finishing the lecture. This would help with student comprehension, and stimulate questions not asked during the lecture period.
234	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
235	New content will be added along with new strategies to reach struggling students.
236	New content will be added but strategies will remain the same.
237	New content will be updated but strategies will remain the same.
238	New strategies for online engagement.
239	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.

240	No changes at this time.
241	No changes at this time. (This is an updated submission).
242	No issues. Will continue to monitor student outcomes.
243	No new strategies or recommendations. Students did exceptionally well.
244	No planned changes at this time.
245	No proposed action
246	No proposed actions
247	No proposed changes need to be made.
248	No recommendations. The class did a fabulous job!
249	NONE
250	None at this time.
251	None. If the students do the assignments, they pass the assessments. The problem is that many students do not continue on with the assignments.
252	None. Students who complete the assignments / assessments do well. The problem is how to engage the students to keep on going with the work.
253	Notable academic improvement was observed for this class, with 18 A grades, 11 B grades, 2 C grades, and 1 F grade.
254	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.
255	Nothing to improve.
256	Our class did meet the expectations. However, we are continuously trying to improve. Strategies in the classroom would be to offer additional review sessions either in person or via Zoom/Online. Outside of the classroom, would be to recommend campus resources such as the STEM Center and Learning Center to help students who are earning non-passing or "C" grades to get into the "B" and "A" grade ranges.
257	Our class did NOT meet the expectations. We are continuously trying to improve. Strategies in the classroom would be to offer additional review sessions either in person or via Zoom/Online. Outside of the classroom, would be to recommend campus resources such as the STEM Center and Learning Center to help students who are earning non-passing or "C" grades to get into the "B" and "A" grade ranges.
258	Outcome Statement #4 is meeting the criteria. No action required for this.
259	Overall this was a strong class with only a few students who struggled in math. Typically students who struggle with math, struggle in CHEM 151. This was a good group of students mathwise.
260	Overall, it was a very successful class. Students were excited about the assignments and about class discussions in general.
261	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.
262	Performance holding at about average at this point. Need to work on developing better fire control books and materials for deeper coverage into subject matter.
263	Planning to introduce the Honors Project earlier in the semester next time.
264	Pretty happy with the results, had a lot of good feedback from students. I could be a bit more strict in assessment (e.g. not allowing exam corrections), but I also like the approach of allowing corrections, because it allows students to learn from their mistakes.
265	Provide targeted review and intervention for students who are not demonstrating mastery of the subject in one-on-one setting.
266	Refining how content is delivered in an online setting may help the outcomes.
267	Reflect and comment on the successes and challenges in this class. Did you: *Try new strategies? Provided class notes for students. *Add content? Content remains to course outline report. *See notable improvement in class performance? Can't tell as this is the first time for student-level outcomes. *Identify any learning gaps? Lack of attendance affected the performance of this section. In future will you *Try new strategies? Plan on introducing more practice questions. *Make recommendations for content, assessment, or SLO modification? May adjust the number of SLOs.
268	Reflect and comment on the successes and challenges in this class. Did you: *Try new strategies? Provided class notes for students. *Add content? Content remains to course outline report. *See notable improvement in class performance? Can't tell as this is the first time for student-level outcomes. *Identify any learning gaps? Seems to have more than average of dropped students. In future will you *Try new strategies? Not planning on it as goal is met. *Make recommendations for content, assessment, or SLO modification? May adjust the number of SLOs.

269	Reflecting on the outcomes of this class, it is important to acknowledge both the successes and the challenges experienced by our diverse group of students. Out of the total, four students earned an A, nine achieved a B, and four received a C. These results demonstrate the varied strengths and opportunities for growth within our student population. The overall performance of the class indicates that many students engaged meaningfully with the material and demonstrated a strong understanding of core concepts. The distribution of grades suggests that a significant portion of students met or exceeded expectations, which is a testament to their commitment and the effectiveness of the instructional approaches used. The incorporation of diverse teaching methods, including visual aids, interactive discussions, and culturally responsive content, likely contributed to student success. Despite these successes, there remain areas for improvement, particularly in ensuring equitable learning opportunities for all students. Some students may have faced challenges related to external responsibilities, differing educational backgrounds, or varying levels of preparedness. Identifying and addressing these challenges is essential to fostering a more inclusive learning environment. Several new strategies were introduced to support diverse learning needs, including peer mentoring opportunities, additional office hours, and the use of digital resources to accommodate different learning styles.
270	Review course for necessary updates and outdated materials.
271	Review math more and work on students developing a stronger foundation of math and chemistry
272	Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory. Microbiology requires more than analyzing the Unknown Project grandfathered in from professor Shimeld's course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these. The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials).

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276	Same -- more projects 5 smaller projects instead of 3 big ones -- less time to get loose.
277	Saw great success in the course and will continue next semester.
278	See notable improvements in class performance by assigning class homework for students to practice outside classroom and tagging structures for students to hand-on learning in lab after a lab introduction.
279	Several adjustments were made throughout the semester better to support students with no prior experience in physics. For example, lectures incorporated a progression of examples, ranging from basic to more advanced, allowing students to practice in collaborative group settings. Additionally, more handouts were provided to ensure students had resources for independent study. A significant improvement in student performance was observed after the first quiz, indicating the effectiveness of these strategies.

280	Several of the students who received a value of 1 were not accessed on the SLO. They dropped the course before the assessment.
281	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.
282	SLO 1: Assignment rubric and in person feedback was extremely helpful to students. SLO 2: review and study guide were helpful to students.
283	SLO's were met and no changes need to be made.
284	SLO's were met. No Changes need to be made
285	Smaller class sizes equals higher success rates.
286	Smaller class sizes equals higher success rates. Students struggled to submit a PowerPoint Presentation with Outcome Statement # 3. Recommendation to offer more tutoring/writing center assistance with online presentations.
287	Some students failed due to inactivity. Do more to check on students who are not completing assignments.
288	Some students stopped attending. This pulled the average down. Check on students who stop attending.
289	Spend more time on basics.
290	Spend more time on IP Addressing and subnetting for the future courses.
291	Statement 1: This represents the first exam where all the students are fresh and ready for the whole term. There was a practice exam and all the lectures are on video on canvas for student review. Statement 2: They either did very well or very bad. This caught me by surprise. There was a practice exam and all the lectures are on video on canvas for student review. This was the second exam. Statement 3: This is the last exam before the final. For all three exams the students were able to use 1/4 page cheat sheet. The cheat sheet focused the students on what they did not know and write it down for the exam. There was also an opportunity to move their past exam scores up. They correct all their errors on the exam with new sheet of paper and also make up a similar problem and do it correctly. They staple it to their old exam and turn it in when they take the next exam. If they pass the next exam, then I look at the test corrections from the previous exam. This forces the students to re-exam their mistakes and also remember they must pass the next exam.
292	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.
293	Student success in statistics isn't only measured by grades, but also by students' persistence, confidence, and ability to see themselves as capable problem-solvers. Through continued reflection, instructional redesign, and campus collaboration, I remain committed to improving the overall course

	experience for students while continuing to increase my course retention and success rates.
294	Student work part-time jobs.
295	Students ae very under-prepared. Refining on how the content is delivered may help.
296	Students applied research skills that they developed over the course of the semester. In future, I will work on reaching out to non-performing students more often - especially in an online class.
297	Students are still underprepared but additional refining of the delivery of the course content has and will help.
298	Students are under-prepared, refining how the content is delivered mayhelp.
299	Students demonstrated many skills at receiving instruction on physical stroke technique and formulated engaging questions to further understand the skills being taught
300	Students did fantastic!
301	Students did great in doing research but in the future I will try to communicate better researching skills.
302	Students did great with their assignments. In the future I will try to give them more critical thinking skills.
303	Students did well in general. Those who did not either did not meet requirements or did not complete the assignment. I will reiterate the requirements in another pertinent place to make sure students are aware
304	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.
305	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.
306	Students improving group work online, having students create their own groups has improved turn in of assignments. Every student who is actively participating does well. would like to decrease F & FW rate. Going to try weekly check in mandated complete or non-complete assignment
307	Students need more time to comprehend the needed skills to be successful.
308	Students need more time to gain the needed skills to be successful.
309	students usually more attentive and participate in the first 8 week course then the late start
310	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.
311	Students were affected by cancelation of almost two weeks of classes due to fires near by.

312	students who did not success (grade of D) did not participate in extra credit opportunities. need improvement on how to engage these students more.
313	Successes: - Implemented new teaching strategies that led to a 97% success rate (4/4) in key areas. - Added content that enhanced student engagement and understanding. - Notable improvement in class performance, demonstrated by stronger exam scores and participation. - Identified and addressed learning gaps through targeted review sessions. Future Actions: - Continue exploring new teaching strategies to further improve student comprehension. - Continue to offer students an opportunity to give course feedback and suggestions for improvement. - Recommend adjustments to content and assessments to align with observed learning trends. - Consider modifying Student Learning Outcomes (SLOs) based on student performance data. - Enhance support for struggling students by incorporating additional practice resources.

314	Successes: Students demonstrated strong engagement and consistently high performance throughout the course. The application of real-world examples in lessons appeared to resonate, resulting in greater comprehension and practical skill development. Challenges: Identifying Learning Gaps A few students had difficulty keeping up with deadlines, suggesting potential issues with time management or understanding the pacing of the course. Assessment Alignment: While overall performance was high, some assessments may not have fully captured the depth of students' understanding. Adjustments to assessment types could better measure critical thinking and problem-solving. Future Plans: Strategies to Try Enhanced Interactivity Incorporate more live problem-solving sessions or gamified quizzes to sustain engagement and clarify complex topics in real-time. Use adaptive learning platforms to personalize the pace and difficulty of content for individual students. Improved Assessments: Develop assessments that include case studies and project-based tasks, where students can demonstrate not only their computational skills but also their ability to apply them in business contexts. Introduce self-assessment opportunities to help students reflect on their learning and identify areas for improvement. Recommendations for Future Courses: Continue offering optional advanced problems to challenge top-performing students. Include tutorials or resources focusing on time management and effective online learning strategies. Gather student feedback more frequently to tailor strategies during the course. By building on the successes and addressing these challenges, the class can continue to thrive and deliver even better outcomes in the future.

315	Successes: Students showcased growth in understanding key management principles, including leadership styles, organizational structures, and decision-making processes. This was reflected in their ability to connect theories to real-world examples during discussions and assignments. Adding Content: Added case studies from current events to make the course content more relevant and relatable. These case studies encouraged students to analyze contemporary business challenges. Integrated multimedia resources, like videos of successful business leaders discussing management philosophies, which enhanced learning and sparked class discussions. Challenges: Identifying Learning Gaps Some students struggled to grasp abstract concepts like strategic planning or organizational culture, suggesting the need for more hands-on examples or visual aids. A few students found it challenging to transition from theoretical discussions to applying those concepts in practical scenarios. Participation Consistency: Encouraging consistent participation in discussion boards was challenging for some students, especially in the reply to another student section. Assessment Alignment: While performance was generally strong, some assessments might not have fully captured leadership and strategic thinking skills. This points to an opportunity to diversify assessment formats. Content and SLO Adjustments: Introduce reflective journals where students document their thought processes and growth in understanding management principles. Use project-based assessments where students create mock business plans or propose solutions to managerial problems. Recommendations for Future Courses: Continue using real-world case studies but consider diversifying industries to give students a broader perspective. Offer time management and study skill resources to help students stay consistent in participation and engagement. Use periodic surveys to gather feedback on what teaching methods and content students find most valuable. By reflecting on these successes and challenges and implementing the suggested strategies, the Principles of Business Management class can further enhance student learning and engagement in future semesters.
316	Switching to an OER book and changing the method of assessment.	

317	Switching to OER and different methods of assessment.
318	Switching to OER.
319	Target met - no proposed actions at this time
320	The big challenge with this class was weak math skills. Many students struggled with pre-algebra. Some students improved. A new strategy I can try is do a more thorough math review at the beginning of the semester.
321	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.
322	The challenges of this program include students not putting in the effort to properly study. It is obvious through discussions that the students who spend the time studying the material as they should each week do far better than the ones who do not put in the full effort, or who have other competing priorities. Next semester, I will try a new strategy of changing the order of the coverage of the material.
323	The class did not meet the rubric standard for several reasons. The students did not complete all assignments on time. They were late but engaged with the work that had to be done, asked questions, and followed directions half the time. Three students disregarded the work and said they would do it but did not complete it. I explained that they needed to drop the course, but they did not. In the future, I will drop all students before the deadline if the work is not completed.
324	The class did really good overall. Unfortunately, the folks who didn't didn't drop the class soon enough.
325	The class meets the rubric standards for several reasons. The students completed all assignments online in a timely manner. The students were engaged with the instructor and all assignments as they worked to become firefighters and learn about the culture of the fire service. Having all the students involved is a big part of a successful class. The students who did not meet the rubric standard failed to complete all the assignments. I will continue to have all my students participate in all class activities.
326	The class meets the rubric standards for several reasons. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to become firefighters and learn about the culture of the fire service. Having all the students involved is a big part of a successful class. The students who did not meet the rubric standard failed to complete all the assignments. I will continue to have all my students engage in all activities in my class.
327	The combination of discussion, video assignment and PowerPoint presentation was beneficial to students desiring diverse learning modalities. Will continue this combination.

328	The focus on cultural competency in teaching mathematics and flexibility for due dates seems to be working pretty well. Students seemed to be very happy with the content and presentation in the course. What many students expected to be a simple content refresher turned out to be something much more meaningful. Not only did they strengthen their understanding of math concepts, they also learned how to teach those concepts in ways that are engaging, inclusive, and culturally responsive. They realized that effective math teaching goes far beyond explaining concepts—it involves empathy, responsiveness, and relevance. Several students noted how the course helped them reframe math as a tool for empowerment and connection, especially for students who have been historically marginalized or who struggle with the subject. They were surprised by how much they grew, not just in pedagogy but in confidence and classroom presence. Many came to understand how personal stories, culture, and real-world experiences make math more engaging and meaningful. Inclusivity became a central theme, with students emphasizing the importance of adapting to different learning needs and cultural backgrounds. Several shared that they've already begun applying course strategies in their current roles, helping them support students in more thoughtful and equitable ways. Some quotes from students: "This course has truly shifted my perspective on what it means to teach mathematics." "I now feel more passionate about teaching math because I view it as an opportunity to give students what I rarely had." "This course really opened my eyes to the importance of creating an inclusive classroom." "This class has taught me that students all learn differently—and that their cultural background affects how they learn." "I've already started using what I've learned in my workplace."
329	The goal is to get more students to course completion. Ill be working on improving engagement and encourage the students to see it to the finish. Those that did complete the program were successful. A good chunk of students quit before the finals were administered.
330	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.
331	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.
332	The influence of a number of "adult" learners in this class had a very positive overall influence on the overall class experience. Based on this I will continue to market this class in our pickleball clubs and communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, and etiquette. One other component of class that worked exceptionally well was the competitive component. Unfortunately, I believe this went well this semester due to the overall balance of student skills and experience in the class. This is not easy to control as a variety of student skills and experience levels is more typical based on past skill classes.

333	The issue here is that almost everyone that turned the work in received an A on it but a number of students did not turn in the work. I will institute more announcements and follow up. The students really like this assignment as it gives them an in depth approach to listening to music.
334	The majority of students did consistently well across all SLOs with only a small handful not improving their score or, even more rarely, worsening it. Overall, these subjects were well covered in class, but I am keen on incorporating new strategies in the future. Notably, I will increase the quality of visual learning material during lecture by including powerpoint slides to better illustrate physical phenomena and highlight important concepts while using the board for derivations. In addition, I will encourage attendance and class participation by assigning extra credit points to in class discussion problems. Furthermore, I will increase the number of homework problems to provide more practice and question variety while also setting the tempo of the class early on.

335	The majority of students in the course earned A's and B's, indicating that the content, assessments, and overall structure of the course supported their success. However, A significant portion of students (8 out of 23) stopped participating in November and did not take the final exam, contributing to a lower percentage of students meeting SLO requirements (65.4%). Students who disengaged later in the semester may have faced challenges such as time management, external stressors, or a lack of motivation, which are common in asynchronous online courses. Some students may have struggled with self-regulation and time management, students who disengaged may have lacked access to resources, such as regular support from the instructor or peers, to help them stay motivated and connected to the course.
	
	Strategies to Try in Future Semesters
	  - Implement **weekly check-ins** or progress trackers to encourage consistent participation.
	  - Use tools like automated reminders or announcements within the learning management system to remind students of upcoming deadlines.
	  - Encourage early communication if students feel overwhelmed, offering intervention strategies such as one-on-one Zoom check-ins or extensions when necessary.
	  - Incorporate more video announcements to create a more personalized connection in the asynchronous format.
	  - Introduce a mid-semester survey to gauge student progress, challenges, and satisfaction with the course. Use feedback to make any necessary adjustments before the final stretch of the course.
	   - Consider adding shorter, micro-learning opportunities to ensure students grasp key concepts without feeling overwhelmed by long, dense lectures.
	  - Introduce scaffolded assignments leading up to the final exam so students have multiple opportunities to build their understanding and confidence before the high-stakes assessment.

336	The material in this class is very specific since it deals with the lives of patients. In order to try and better reach students, I will add additional handouts and videos for the next semester. A challenge is that students do not appear to invest the necessary time and effort it takes to retain this material. That is very detrimental.

337	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.
338	The new strategies that I did was to do our course exercises as a class, by doing that students were able to understand how to interpret the medical terminology. I also showed short 5 minute videos for certain chapters that were more in depth then others. In doing so the students had a better understanding of the body system. I also gave the students free range for their disease presentation. In doing so students were more eager to do research on their choice of disease, and were motivated to present it to their peers. In the future I will provide a print out of the first 3 chapters of course exercises, for those students who are waiting for their books to arrive. I am going to do this, so my students do not fall behind.
339	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.
340	The rubrics helped students know what was expected for a good grade. The challenge I found is time management. I need to make clear due dates and closing dates. Due dates are a heads up closing date is when the assignment closes. Will create a different apporach to this.
341	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.
342	The target was met.
343	The targets are being met.
344	The targets are met.
345	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.
346	The two students that received a rubric of 1 dropped before this SLO was assessed. So technically, the target was met with the students present.
347	The ultimate goal is to obtain 100% in all areas. However, with all areas greater than 90%, goals are supported. Continued effort will be made to ensure that 100% of students obtain all SLO's.

348	There are several reasons the class meets the rubric standards. The students completed all assignments online in a timely manner. They were engaged with the instructor and all assignments as they prepared to become firefighters, learning about hydraulics, hose lines, and water supply systems. Having all the students involved is a massive part of a successful class. The students who did not meet the rubric standards failed to complete all the assignments. I will continue to have all my students engage in all activities in my class.
349	There was notable improvement in class performance for all SLOs.
350	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.
351	There were some of the students in the online course that did not take the SLO quiz, but majority of the class took and met the SLO. I have added videos, interactive activities, and additional videos to each lecture to help students understand the material, along with emphasizing to the student to use the tools Pearson provides. I have seen an improvement in students meeting the SLOs.
352	There were students who had never been asked to think past what is written. It is nothing other than they need more experience with this type of thinking and with maturity they will start to improve with this. There is nothing that I would change, it is just an overall learning process and some learn faster than others. Overall, I think the class did well.
353	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.
354	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. |
| 355 | This class had students who were in serious need of constant individual help and needed an aid for which I asked for help from the first week of classes and spent the entire semester requesting help. No help was given.
The interruptions, constant need for physical, emotional help , and the fact these students |

	could not understand the most basic of instructions-such as folding a piece of paper- impacted the entire class.
356	This class meets the course rubric for several reasons. The fire technology students interacted with other students in the class. A few students did not complete the assignments, which lowered the overall percentages. Students stated that they started to work and did not have time to study and finish the tasks. I will ensure that students drop the course property if they can't attend class.
357	This class showed strong performance overall. Students were able to apply programming concepts in a collaborative setting, and the hands-on projects helped reinforce their skills. Mini assessments were used throughout the course to monitor progress and address issues early. While most students did well, a few had trouble combining multiple concepts, especially functions and arrays. Group work also presented some challenges with uneven participation. In the future, I plan to include peer code reviews during the group project to support collaboration and help students catch errors earlier. I may also add short review videos that focus on common mistakes. The current SLO remains appropriate, but I will consider adding more structured project checkpoints to help identify specific areas where students may need extra support.
358	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.
359	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.
360	This class was successful and will continue current practices.
361	This class was successful, and we will continue what we are doing.
362	This class worked well online. I am looking in to changing the textbook to a free option for the students.
363	This course can also be offered as in-person class.
364	This course has been a challenging one from the students' success rate perspective. In the past, the success rates have been at between 60% ~ 80%. This course has been the lowest one. I need to fine-tune/adjust the computer lab activities.
365	This course is a 2-unit class and it can be shortened.

366	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.
367	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.
368	This course should be offered at the beginning of the semester (for the Spring semester) instead of being a late start class. It would help students to be more prepared for cybersecurity competitions annually.
369	This course was canceled. There is no data to report. The system would not let me submit without putting something there.
370	This course was offered as an 8-week course. It could be lengthened.
371	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.
372	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.
373	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.
374	This has been a great turnout with the honors students this semester
375	This is another course with a low student success rate, similar to CIS130 class this semester. I have a number of the same students in both classes. Perhaps there is correlation between the two. I need to consider changing/modifying the lab activities for the course.
376	This is my first time teaching this course. What I did different from the previous professor I assigned homework and I would use real life examples and tie that in to my lecture. In the future I am going to do worksheets for them on topics that are more challenging to comprehend.

377	This is my first time teaching this particular class; therefore, I am unable to make a comparison. Although the class met the mark, I will consider some additional strategies, such as...summary questions regarding the in-depth material within the modules. I will be deleting some content and adding some new content. I am also considering SLO modification.
378	This objective was measurably successful with varying outcomes that met course objectives.
379	This online class had a larger number of students who did not complete the class. In the future I will spread out the final project in smaller, graded, pieces, instead of only grading the final outcome.
380	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.

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.

(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.) |
| 381 | This particular course, there were a good number of students that struggled with meeting the overall course demands. More students in this section did not demonstrate achievement in these areas.   Despite my actions to provide opportunity for discussion, individual meetings and my announcements to be willing to accept late work, students still did not achieve as well as other courses.

This is a late start course, I learned that as a professor, I will need to communicate in multiple ways (through announcements, course lectures, and direct emails to students) the importance of them demonstrating achievement in each of the SLO areas. In addition, providing additional support through motivational messages and the importance of syllabus timelines, like withdraw dates need to be set as given reminders to students. |

382	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.

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.

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.

Because neither of the preceding solutions are likely to 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.)

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.)

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.

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.

Some solution. |

383	This semester I used worksheets and videos to help instruct the course this semester, which seemed to really help students when taking notes. They could focus on the steps and process for solving the problems. They didn't have to spend time writing everything down. I want to give more time in class for review handouts and group work. Mybe have them do more work coming up to the board and solving problems for the class.
384	This semester, I added a set of "catch up clinics" to the end of the semester to provide more opportunities for students to have one on one time with the instructor.

In the future, I plan to add a set of short reference lectures that provide additional coverage for the more difficult concepts to supplement those already in use. |
| 385 | 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. |
| 386 | 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. |
| 387 | This was a face-to-face class that had support of an online class. Students were able to view video lectures located in canvas before and after the face-to-face lecture. Handouts for each lecture would be required to be uploaded to canvas for credit.

I also gave the students the practice exam for each assessment section on the first lecture day for each section. Therefore I was able to point out practice exam problems as I went through the lectures for each section. This way the students started focusing on the exam questions on the first day of class and I would emphasize them during lectures. They would also turn-in the practice exam for credit.

It should be noted that the school was closed for a week due to the fire situation. |
| 388 | This was a face-to-face class that had support of an online class. Students were able to view video lectures located in canvas before and after the face-to-face lecture. Handouts for each lecture would be required to be uploaded to canvas for credit. Two students dropped the class after the first exam and I was concerned about loosing more students since this is an advance class in the summer. To counter this situation, I gave the students the practice exam for the new section on the first lecture day for new section. This way the students started focusing on the next exam on the first day of the new section and I would emphasize during lectures when examples for the next exam would show up. They would also turn-in the practice exam at the end of the current section for credit. No addition students dropped the class. |

389	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.
390	This was a new course. In the future I may recommend that it be offered over a longer term (10 or 13 weeks).
391	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.
392	This was a very short term class (6 weeks). Quite a bit of information to pack in a very tough timeframe. Overall improvement I can make is do a better job of reviewing chapter material before quizzes.
393	This was an online/hybrid class. A better connection with the students will try to be established.
394	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.
395	This was an unusual semester, as four of the seven students would not show up to the lab sessions consistently. These same four students would not be able to recall the ideas and concepts from the co-requisite lecture, as if the lecture and lab were unconnected. This instructor and this department is open to any ideas to address this issue.
396	This was first semester and I valued the student's input on what I do they like/ do not like. I would like to have more interactive lectures and activities, figuring out how to get the majority of the material out with integrating more activities that are relevant.
397	This was my first time teaching Calculus at a community college. To help improve the performance of my students, I tried two things: 1) I spent the first several weeks of class reviewing algebra and precalculus materials; and 2) Using mastery exams for the main portion (60%) of the students grades. Mastery exams test students on an objective list of learning targets, where each time they take an exam, they have a chance of passing that target. Students are graded on a pass/fail basis for each question, but are given the opportunity to try to pass again on the subsequent exam, and are counted to have mastered that target as long as they eventually pass the corresponding question on that learning target. (See https://teaching.unl.edu/resources/alternative-grading/mastery-grading/ for more info on mastery grading). I feel this gave students the opportunity to show eventual mastery of the material, and have the chance to re-study and review material that they saw they needed more work on, thus ultimately improving performance in the class. Next time I teach, though, I will spend less time on review of algebra/precalculus, as we ended up having to rush the material at the end. I also took a little to long to get the specifics of how mastery grading would work for the semester. But

	since I have now done it once, I will be able to use what I made this semester to implement it again.
398	This was my first time teaching this class, so there are things I would do the same and different if able to teach it in the future. Some aspects that I think went very well in this class were the students' engagement with the literature and their ability to analyze it well. An area that I think was challenging was keeping the expectations at a college level course even though all of the students were high school dual enrollment students. There were issues that came up and skills that were somewhat lower in a few areas that generally would be higher in a class made up of all or mostly college students. However, there was also a higher level of ability to analyze literature than I usually see in my college classes. As for new strategies, I think having more of a variety of literature read for class would be helpful. I used online public domain texts that were free and easily available. If I can teach this class again, I would like to assign some more recent texts alongside those used. I'd also do just a little more instruction on how to write a clear essay since this is not a composition class, but they still need some help.
399	This was my first time teaching this specific course. I tried some strategies that worked but not all of the students absorbed it all, so I will definitely work on it next time. Particularly graphing seems to be the SLO students did worst on, so I will try to focus more on the graphing next time if I can.
400	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!
401	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.
402	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. I also introduced additional content to support core concepts, particularly in response to observed learning gaps in foundational skills. While this benefited many students, the presence of several Cs and a D suggests some students still struggled with comprehension and retention. In the future, I plan to continue experimenting with teaching methods, especially formative assessments to better monitor ongoing understanding.
403	Tried new strategies as they were learned from the ACUE course, however, I believe my instructions could have been better - I believe that I did not have time to really reflect on what I was learning and be able to turn around and put it into practice in class. At the same time, the student engagement seemed far more lack-luster this semester that previous.

	I will be re-aligning activites to meet LOs in the future, while also ensuring that the assessments meet bloom's taxonomy levels as suggested by the verbs in the statements.
404	try new strategies by introducing real life problems. In the future I will continue to update these real-life problems to make the course more interesting and relevant to the students as they focus on the statistical material.
405	Try to find ways to keep students engaged in the class with it being online. Found a lot of students put off the work till it was already closed.
406	Trying new real world applications.
407	Trying to make stats more relatable and fun, rather than misunderstood and used for pushing agendas
408	two students stopped showing up to class. three students struggled with the material and need a better solid understanding of the pre-requirement course. The rest of the students were well rounded,
409	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.

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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. |
411	Use more accessible technology like excel. Allow student's to work on the problem on the board.
412	Use Starfish again to inspire active online students.
413	Used Learning Catalytics at MyLabMath. Works good and students liked it. Will use more in the next semester.
414	Used Learning Catalytics at MyLabStat. Works good and students liked it. Will use more in the next semester.

415	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.
416	We reviewed articles, journals, and various diets. Students appreciated the real stories of people who had tried various diets or recipes.
417	will continue to provide the information needed for students to acquire all the necessary components to these systems.
418	Will revise when grades are posted
419	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.
420	Work closely with the Honors Office to secure greater student compliance with the requirements for the term project.
421	Work on developing better active listening skills.
422	Work on tying assignments and exams to specific SLOs Update the content and add more student engagement techniques
423	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!