

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Critical Thinking

Assessed: 2025-2026

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 Fall 2025 or Spring 2026 semesters. Assessments occurred in 1,140 sections and resulted in a total of 25,077 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.	21,096	84.12%

List of courses where outcomes were mapped to the ILO (183 Unique Courses).

ACCT-105	CIS-132	ENGL-C1000	HIST-171H	PHIL-101H
ACCT-208	CIS-135	ENGL-C1001	HIT-101	PHIL-103
ANAT-151	CIS-136	ENGL-C1001H	KIN/S-138B	PHIL-103H
ANAT-159	CIS-137	ESL/N-601	KIN/S-159A	PHIL-105
ANTHRO-102	CIS-138	ESL/N-602	KIN/S-159B	PHIL-105H
ANTHRO-106	CIS-140	ESL/N-603	KIN-200	PHIL-107
ANTHRO-107	CIS-141	ESL/N-604	LIBR-107	PHIL-110
ANTHRO-110	CIS-142	ETHS-107	MARKET-100	PHIL-113
ART-100	COUN-110	ETHS-141	MARKET-110	PHYSIC-111
ART-102	CSCI-110	ETHS-163	MATH-102	PHYSIC-250
ART-102H	CSCI-120	FIRET-040A	MATH-103	PHYSIC-252
ART-103	CSCI-200	FIRET-040B	MATH-106	POLS-106
ART-124	CSCI-240	FIRET-040C	MATH-107	POLS-C1000
ART-126	ECON-100	FIRET-100	MATH-115	RELIG-176

ART-226	ECON-200	FIRET-101	MATH-141	RESP-130
BIOL-100	ECON-201	FIRET-102	MATH-160	RESP-132
BUSAD-053	EMS-020	FIRET-103	MATH-200	RESP-135
BUSAD-100	EMS-021	FIRET-106	MATH-250	RESP-139
BUSAD-103	EMS-022	FIRET-114	MATH-251	RESP-238
BUSAD-108	EMS-023	FIRET-115	MATH-252	RESP-303
BUSAD-200	EMS-067	FIRET-198	MATH-266	RESP-401
BUSAD-210	EMS-068	HEALTH-102	MATH-902	RESP-403
BUSAD-225	EMS-150	HEALTH-104	MATH-903	RESP-404
CD-134	EMS-151	HEALTH-263	MICRO-102	RESP-408
CHEM-101	EMS-152	HEALTH-265	MICRO-150	RESP-410
CHEM-102	EMS-153	HEALTH-267	MULTI-100	SOC-141
CHEM-123	EMS-154	HIST-100	MUSIC-100	STAT-C1000
CHEM-150	EMS-156	HIST-100H	MUSIC-102	STAT-C1000H
CHEM-151	EMS-157	HIST-101	MUSIC-103	THART-100
CHEM-212	EMS-921	HIST-101H	MUSIC-134	THART-100H
CHEM-213	ENGL-108	HIST-107	MUSIC-135	THART-108
CIS-091	ENGL-109	HIST-145	MUSIC-141X4	THART-109
CIS-095	ENGL-152	HIST-150	MUSIC-150X4	THART-124X2
CIS-101	ENGL-160	HIST-170	MUSIC-174X4	THART-134X4
CIS-105	ENGL-170	HIST-170H	MUSIC-195	THART-140X2
CIS-113	ENGL-261	HIST-171	MUSIC-202	

Use of Results/Proposed Actions – Individual Submissions

1	Several adjustments were made throughout the semester to better 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.
2	(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason. I believe this needs to be addressed at an institutional level because it may mean that we are incorrectly determining whether we have met or missed our target based on the way the target percentage populates). This semester, I created an ungraded quiz that required students to acknowledge the course AI policy prior to submitting the first formal essay; this did curb AI use early in the course to some extent. There were still many students who used AI throughout the semester, but the amount of AI use was more manageable (more student driven) and more ethically integrated into students' work this semester, even if it wasn't always cited as I would hope, indicating either that 1) AI is getting better and less distinguishable from student work, and/ or 2) that more students are using it as a tool in their writing process. I also allowed students to use AI for a handful of assignments meant to teach students its limitations and brought up a few issues I saw in real time during the semester when a few students used AI in discussions. Together, this seemed to curb later AI use, though there were still some issues. The overall misuse of AI in a manner intended to circumvent learning did seem to be less of a major and ongoing issue, with many students making corrections and revisions with my feedback. Overall, looking at my success rates, this may have led the near 10-20 percent increase in success rates compared to my previous online sections. My plan is to continue to explore and give students a few more opportunities within the class to practice AI use ethically and transparently, which may

	hopefully reduce the temptation to unethically misuse AI in a manner that attempts to replace learning on later assignments.
3	(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A score of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.) This course suffered from unusually high losses in retention. Some students were succeeding fairly well early on in the semester but needed to drop the course after census due to work or life circumstances. I do think this was largely the case for this particular class.
4	(Important Note: I am using a score of 3 or 4 to indicate that a student has met the learning outcomes. A score of a "C" or higher in the course indicates that the student has met the objectives/ outcomes, so there will generally be few to no 2s for that reason.) This course ran along side my previous course (but at a later time). I did not struggle as much with retention in this course which was nearly identical to my earlier face-to-face course on the same day. By averaging retention across my C1000 courses this semester, I do believe I met my target overall.
5	* Try new strategies? No, continued with supporting students in lecture and promote tutoring center, office hours, and other campus services available to students. * Add content? Continued with providing practice questions, exam preps, and providing in lecture support. * See notable improvement in class performance? Yes, due to met needs of SLO. * Identify any learning gaps? Yes, traditional vs non-traditional students had a tendency to come to class more often. * Try new strategies? Open to Tutoring center implementing embedded SI * Make recommendations for content, assessment, or SLO modification? SLOs are revisited every so often.
6	100% of students achieved the outcome. Small class size allowed for individualized instruction; use of real-world examples and activities improved understanding. Low first exam scores led to additional instruction on foundational concepts and an exam retake opportunity.
7	16 week semester pacing seemed to work well. Need to give more time to equilibrium calculations Need to figure out pacing of lab experiments better.
8	16 week semester was new and the pace seemed to work. Will add problems to problem sessions to help with math. Work on pacing of laboratory experiments.
9	86% of students met SLO 1, 83% met SLO 2, 83% met SLO 3, and 90% met SLO 4. More than 80% of students met all four SLO's.
10	A had three online classes this semester. This one had about 82 percent while my other two had in the 60s. This class was 10 weeks while the other two were 6 weeks. I recommend not having classes shorter than 10 weeks in the regular semesters.
11	A major change this semester has been the number of students who have, for lack of a better word, ghosted me or simply stopped submitting assignments. Despite efforts to remind students and give them extra time to work with materials, including extra attempts on tests, I have struggled to get folks to consistently and continually submit their work. I know my targets would be met at a greater percentage if this was not the case, so I need to brainstorm how to navigate this.
12	About six of these listed students dropped and weren't in the class. I added quizzes.
13	About the same as previous year. Most students did well because of the option to submit exam corrections. Most students who were not rated a 4 just did not bother with exam corrections because they were already happy with their grades (which is ok).
14	Add content
15	Add content and change chronology
16	Add content and update chronology

17	Add current content
18	Add more engaging content
19	Added more quizzes and for students who submitted them, they had a high success rates.
20	Added more quizzes. Students performed well.
21	Adding more applications Changing grading and assessments
22	Additional formal office hours to be added during the week
23	AI got in this student's way, but he clawed his way back and finished strong and with integrity. I think that experience taught him a lot. I wouldn't change anything in the approach.
24	AI significantly affected writing assessments; many students stopped attending/submitting work
25	All of the students who attended and completed the course were successful in meeting their objectives. No proposed changes at this time. Some of the students on the roster did not complete the course because they stopped attending, not because they failed the course itself.
26	All students who completed CHEM 123 successfully passed the course, earning grades of A or B, with the majority earning an A. The fully online format incorporated interactive modules, frequent low-stakes assessments, and structured review activities, which supported strong student performance. No significant learning gaps were identified among course completers. In future offerings, these strategies will be continued, with minor refinements to engagement activities and assessment pacing to further support student success in the online environment.
27	All submitted capstone work achieved full SLO expectations for each student. There is no question that these learning and program objectives were successfully achieved.
28	All the students who attended class regularly met all the SLOs.
29	All the students who attended class regularly met all the SLOs. The students who missed, did not.
30	Although the overall success rate was 63%, indicating that the goals were somewhat met, continued efforts will be made to strengthen student understanding and performance. Proposed actions include increasing targeted review activities, incorporating additional practice opportunities, and reinforcing key concepts through active learning strategies. Student feedback and assessment results will be used to identify areas of difficulty and guide instructional adjustments for future semesters
31	As a whole, the students were able to demonstrate their understanding of patient assessment for an ill or injured person. We will continue to build on the scaffolding to this complex process. We took a different approach this semester in having the students learn the patient assessment in small blocks rather than one whole sequence. Students were able to identify life threatening situations for patients and address accordingly. Students were able to correctly obtain vital signs from sick and injured patients.
32	Assessing student reading and writing early in the semester is the best way to address these SLO because it gives me more time to intervene where students need support. One technique I use is handwritten worksheets in the first unit to gauge student writing ability, and I build that into instruction toward their reading tasks and academic essays, including their research project. In the future, I'd like to codify this connection by 1) adding a reading component to these early-semester diagnostic activities, and 2) setting office hour appointments (or, in the case of ENGL-917, lab time) with students who are a "1" or a "2" on these scales early to help them achieve a higher score.
33	Assessing student writing early in the semester is the best way to address this SLO because it gives me more time to intervene where students need support. One technique I use is handwritten worksheets in the first unit to gauge student writing ability, and I build that into instruction toward their reading tasks and academic essays, including their research project. In the future, I'd like to codify this connection by setting office hour appointments (or, in the case of ENGL-917, lab time) with students who are a "1" or a "2" on these scales early to help them achieve a higher score.
34	Assessment results indicate that students successfully achieved the identified Student Learning Outcome (SLO). Consistent student engagement, guided instruction, and review activities contributed to strong overall performance. Future instruction will continue to incorporate effective teaching strategies and interactive learning activities to support continued student success.
35	Attempted to engage students by having forums where lectures on relevant topics are discussed with fellow students.
36	Based on the analysis of student performance data, the class successfully met and exceeded the established SLO target. Instructional strategies, consistent formative assessment practices, and targeted student support contributed to strong overall achievement and engagement. Moving forward, effective instructional practices will be maintained and refined to continue promoting high levels of student success. Additional opportunities for enrichment, critical thinking, and differentiated instruction will be incorporated to further challenge students and sustain academic growth.

37	Challenges are getting kids in class to engage in the material and discussion.
38	Changing assessment style
39	Changing my textbook to one that is more application based.
40	Clarify AI policy with attention to drafting process and workshop timelines. Attempt new strategies to encourage early engagement and discourage due date hunting.
41	Connect with the honors program coordinator more regarding a procrastinating student.
42	Consistent communication, flexible due dates, and consistent follow-up with inactive students. This semester I reduced exams from four to three and gave consistent reminders of proctor ZOOM dates starting from day 1.
43	Content review to meet new course outline of record for Fall 2026
44	Continue as always, will adjust instruction as needed based on formative assessment data while in the course.
45	Continue as always, will adjust instruction based on the results of formative assessments and student need.
46	Continue as done previously. Will continue to evaluate outcomes and make the necessary changes if any necessary changes are identified.
47	continue as historically done, will change as needed to meet student needs.
48	continue introducing Student Learning Outcomes at the beginning of each class and review throughout the lesson and help with student's needs as the lesson/class progresses.
49	Continue on and add current content.
50	Continue same approach, will adjust as needed based on student needs
51	Continue starting the class with the SLO objective and refer to it throughout the discussion.
52	Continue teaching with current method.
53	Continue to constantly improve course work and teaching strategies for more effective teaching and instruction.
54	Continue to listen to student feedback and address potential equity gaps in my teaching.
55	continue to monitor students and provide positive feedback
56	continue to provide assignments/activities that will enforce the student's ability to know the fire protection systems found in various occupancies.
57	continue to provide assignments/activities that will enforce their ability to categorize various occupancies.
58	continue to provide information. There were many students that were absent or did not engage. Was difficult to have a conversation with the class as they did not talk much. Will try some ice breakers and perhaps a fun game where we review questions and answers.
59	Continue to pursue a more specific instrument/voice focused program.
60	Continue to read through case studies and have students work on activities together as a team
61	Continue to update assignments and exams to match current medical/trauma care.
62	Continue to use instant feed back manikins to give students real time information.
63	Continue using real time feed back manikins
64	Continue writing the daily SLO's on the white board with an accompanied class discussion.
65	Continune to do points to ponder to use for jouranls, discussions and exams.
66	Create shorter lecture content, change to a less dense textbook
67	Demonstrate knowledge and understanding of deductive reasoning and argumentation.
68	Develop more unique pharmacology assessments, including scenario-based education.
69	Do more activities if possible. More boardwork
70	do more one-on-one work with struggling students
71	Document Critical Thinking Success: Archive student work that demonstrates the transition from rote memorization to synthesis and data analysis, justifying the high A/B rate (94%) as earned mastery. Validate Assessment Rigor: Conduct a brief audit of exam questions to show they required deductive reasoning and troubleshooting, rather than simple recall.
72	Drop students before drop date
73	Due to the course only having 8 students after the semester progressed, the instructor taught the class as a one on one course with lessons and critical thinking instruction. The instructor gave the students one on one attention, instructing, guiding, evaluating and managing the course like a personal tutoring session. When the instructor has small classes like this, it offers the student compassionate instruction, constructive feedback and the student feels more

	confident in their thinking and writing. There is higher success rate and outcome. I have found students love this kind of attention and instruction. I will always manage my class like this due to outcome.
74	Each student needs to be met at their ability and skill level. The approach is individualized.
75	Eleven students completed the course, with eight earning grades of A or B, resulting in a success rate of 72.7%. The remaining three students earned a D, which allowed them to receive units but did not meet the prerequisite requirement for CHEM 213. During the course, supplemental problem-solving strategies and targeted review sessions were implemented to support student learning. While overall performance was strong, challenges were observed in multi-step reaction mechanisms and synthesis planning, indicating areas for reinforcement. In the future, additional scaffolded practice, earlier assessment checkpoints, and minor alignment adjustments to assessments and SLOs will be considered to address identified learning gaps and improve student outcomes.
76	Emphasis on team-work, personal responsibility, resourcefulness, and accountability.
77	Encourage Student Participation
78	Encourage the one student who did not score the highest score to retake it.
79	Encouraged student participation
80	Even though the goal was met. The numbers are lower than expected because of not completing the assignment. In order to address this, I am going to be changing the design for the class. I will make it look less overwhelming and easier to follow the steps.
81	Excellent participation and engagement for this 8-week online class. All SLOs completed successfully, pass rate of 100% with class average of 94%! No changes are planned for the class SLOs.. I am using SLO tracking for the pronunciation exercises. This class had 89% completion rate, which is excellent! I'll keep aiming for 100% as my goal, but this is the highest participation I've seen since I started tracking results.
82	Fantastic group
83	Finding a better book. I piece together an OER but would like to find a more centralized place students can go.
84	findings: Several students may need to take this course in-person or hybrid w/ zoom meeting components instead of 100% online.
85	First time teaching a 5.5 hour class in a short time span. The students who stayed with the class did quite well on the final and in the course. Those that missed multiple days did not finish the course. It was asking a lot of the students, recommend the tutoring services and office hours.
86	First time teaching this class online after many years of teaching in person. Many gaps in learning to fill utilizing the online modality. Overall, it went well, but can definitely be improved if called upon to teach this course online again.
87	First time teaching this course, but SLOs and Course objectives were used for our final project in which students answered a series of questions based on the each SLO and course objective. In the future, I will try to add more assignments where they connect the principles and content learned to the things they encounter in everyday life, since this seemed to boost engagement and understanding.
88	For my honors students, they met each target with flying colors. I would not change anything based upon what I saw. The assessments and method of instruction seem to have done their work adequately.
89	For next semester, I want to provide more student models of format oriented assignments, written papers and and visual graphical presentations.
90	For the first time this was a full semester class instead of late start. The extra weeks allowed me to focus more on the written assessments.
91	For this course, I met in a special group with students who needed extra assistance with citing and formatting for each formal paper. It seemed to be a successful strategy that improved class performance. I also provided video tutorials in my scoring rubrics which helped students with individual, academic needs.
92	Great class! It was fun working with the librarian on research projects and zines.
93	Great honors section. No learning gaps or issues.
94	Have as many instructors available to be able to provide as much one on one instruction as possible. Add in verbal information to supplement the video.
95	Have concepts reviewed many different ways so students learning, accordingly to their learning styles. Ensure students are learning by asking questions and doing activities that are hands on.
96	huge learning gap due to weakness in math. more support is needed outside the classroom. student motivation activities should be included, very few students took advantage of extra credit opportunities.
97	I am going to add on my syllabus that chromebook, desktop or laptop needed for testing in order for honorlock to work.

98	I am going to change the way I present lecture. Having extra help with skills and better organization of equipment for skills including better organization tools for equipment storage.
99	I am not sure if this is a sufficient "outcome statement" to evaluate SLOs for the class since not all student are required to complete this assignment.
100	I am thinking of doing an earlier check in next semester so that it correlates with the drop without a W date to help out students more since I had a few students who stopped "showing up" despite the numerous reach-outs and starfish reports.
101	I attempted earlier interventions this term with students who "checked out" before the withdrawal period, and, while some were responsive, most ultimately did not re-engage with the course or engage at all. I want to find a better way of offering assistance earlier to struggling students.
102	I attempted new strategies this term with mixed success. I think I have identified shortcomings in the process and made corrections for next term.
103	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.
104	I continue doing what I am currently doing as it has been successful I plan to add more video presentations to the course
105	I did see notable improvement from each essay for all students as they developed their critical thinking and research skills.
106	I did try a new research project and it seemed to go well.
107	I did try some new techniques for student engagement with the small, portable whiteboards for the students to work on. However, that never took off well, and students preferred to work out problems on their own papers. Overall, I would say the student success rate was not much changed this semester.
108	I do not understand Statement 5 and I do not give any exams in this class.
109	I don't give a test in this class, so I have no rubric score for it. I only gave one score because the program made me in order to submit all of my scores. I truly don't even understand the point of this outcome statement.
110	I don't give an exam in this class, so I have no rubric score for Outcome Statement 5. I only gave one score because the program made me in order to submit all of my scores. I truly don't even understand the point of this outcome statement.
111	I enjoy this class since I get to implement it into my core class, makes it feel less online.
112	I had a lot of absences in this class for some reason. I think that had more students more regularly attended class, our overall course success rate would be have been higher. I'm working on adapting curriculum and attendance policies next term to address this issue.
113	I had decided to go through the entire lesson first then allow the students to try various problems instead of breaking the lesson up into parts and having them do problems pertaining to the section. they actually performed better this time than the last class I taught. I still think some sections were a little long but the students enjoyed the group work and I noticed marked improvement.
114	I had extra practice for the students and gave them time at the end of some classes to work on it and ask questions as needed, but students opted to leave instead since it was not a graded activity. I think I will add "class participation points" to make sure students have incentive to practice topics in class. I also think online homework and quizzes kept the students lax on getting it done since there was nothing physical to turn in. I am definitely done with online homework platforms moving forward.
115	I had many students who did not submit assignments this semester, despite efforts to get them to do so. I also did nothing different from last semester, and I met all my parameters last semester. I am unclear what caused 2 out of 4 of these to not be met. Perhaps I needs to link the content to the question more directly in class lectures.
116	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.
117	I incorporated more small group work instead of usual art history lecture; I assigned analysis of different artworks and asked students to stand in front of class and share their analysis. This expands their communication and public speaking skills which are helpful no matter what career they pursue. Students are nervous at the start of term, but i notice great improvements over the course of the term. I do not test on dates or even titles of artworks. In the future I

	will continue to expand in-class assignments as a way of assessing understanding and avoiding AI dependence that I've noticed among some students.
118	I increased the number of weekly announcements and reminders and I will continue this with detailed feedback on assignments. I plan to work on my short answer questions to update them and incorporate more reflection.
119	I like the way the course is running now. Might need to change the structure for next semester.
120	I made some improvements, which helped the overall average go up.
121	I may want to try a group teaching activities for the next semester.
122	I need to figure out a way to boost attendance. Always trying to mix in new content to make it relevant.
123	I need to make time for class practice to see how the students are doing in real time. I think also having the online homework wasn't helpful in seeing students progress. A lot of students also skipped doing the homework as there was no penalty for late work. I will have stricter (but still flexible) late assignment policies in the future and written homework assignments along with time in class to work on problems together.
124	I need to stress the importance of attendance more.
125	I plan on making better use of the practice exam feedback. I have created a video guiding students in the use of the feedback they receive, and how to use it to improve their weaknesses.
126	I plan to continue listening to student feedback and address equity gaps in my pedagogical approaches.
127	I plan to continue listening to student feedback and address potential equity gaps in my pedagogical approaches.
128	I plan to start spending more time working on Ear Training. Written skills are excelling, ear training could improve.
129	I saw improvement overall while using the same content but additional strategies, including one-on-one conferences and video lectures. In the future, I will add additional videos to the lectures.
130	I saw notable improvement in this course than in other semesters due to my efforts to keep in regular contact with all my students this semester. I primarily used the Canvas Inbox and the comments section on assignments to interact with students. I had lots of dialogue with students who were struggling and guided them to a point where they improved. Those who did not pass decided to no longer participate in the course after the drop date. There was nothing I could do with them even after repeated attempts to reach out to encourage them back into the course. 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.
131	I saw notable improvement in this course than in other semesters due to my efforts to keep in regular contact with all my students this semester. I primarily used the Canvas Inbox and the comments section on assignments to interact with students. I had lots of dialogue with students who were struggling. Those who did not pass decided to no longer participate in the course after the drop date. There was nothing I could do with them even after repeated attempts to reach out to encourage them back into the course. 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.
132	I see a lot of students assuming that they can overload their schedules with too many classes and family obligations and work obligations. For example, I had one student this semester tell me that she was a single mother who was working a full-time night shift in a warehouse and taking four CHC classes during the day hours. She was struggling immensely. She admitted that it was her first semester and that she'd "thought she could handle it." Many of the students who stopped engaging with the course seemed to have similar stories. Many of these students also seemed more inclined to turn to AI to write their papers when their schedules were overloaded. Overall, many students don't seem to understand how much work a college course can be, especially one that requires a lot of essay writing. I'm not sure, to be honest, how to address this in an effective way. I already have a lot of content in the first week's module warning students how much work a college class can be, even if/when it's online. I suppose I can try to emphasize this message even more.
133	I see notable improvement in class performance for this section on Civil Liberties and Civil Rights, week 4. Those who scored 1 or 2 usually did not meet the peer response requirements. This drops their scores.

	In the future, I will add a new strategy to pique their interest. Not only will I have them debate freedom and define each term, but I will also instruct them to upload a video they can personally identify with regarding Civil Liberties and Civil Rights.
134	I started to create reading assignments and artwork reflections for the class (which I improved during Summer 26 session, which increased grade average), I also didn't provide enough feedback (which I also improved upon summer 26 session). Several students also did not participate at all (0%) from day 1, I will encourage students to drop (which I pushed for summer 26 session) and reach out more to non-participating students for encouragement. .
135	I think I have a good system so far, challenges I face are getting the students to communicate when they intend to leave. I present myself in an open manner, in hopes to make students feel comfortable to bring up challenges. I do have some every semester bring up issues and allow me to give them resources.
136	I think it would be beneficial if I incorporated more homework and accountability for my students, more rigor with deadlines and perhaps more group work to get them bouncing ideas off one another before we engage in class discussion.
137	I think it would be beneficial to incorporate more group work for the students to collaborate after in-class reading and that would make class discussion more engaging. Homework and deadlines should also be more relied on for accountability and growth.
138	I took over this class most of the way through the semester. I was able to implement a research assignment I had shaped last semester, and it seemed to go well. The students had concerns but they mostly were resilient.
139	I took over this course with 5 weeks left. The students who did not meet the goal had missing assignments. They were given the opportunity to complete them.
140	I tried more quizzes and those who took the quizzes succeeded but several students were a FW as they stopped logging in despite Canvas messages, emails, and Starfish reports.
141	I tried multiple times to reach out to the student who fell behind and offered extensions without asking, but nothing worked. There needs to be some training or assistance on this, since it is not a true reflection of the student or the instructor.
142	I tried new strategies, always trying to tweak things. Biggest struggle was dealing with absences and trying to get students to come to class consistently.
143	I tried new teaching strategies and added content this semester. I really focused in on the patient assessment pieces and implemented more case studies and interactive scenarios to deliver the content. In the next semester, I plan to make a more organized assessment practice to allow for both student and professor assessing.
144	I tried some new strategies this term, especially giving more conversational, targeted feedback and using clearer models for assignments. I also added more guided prompts and low-stakes writing to help students move beyond summary and into analysis. I did see noticeable improvement in student performance over the course of the semester, particularly in thesis clarity, organization, and use of evidence. Students who engaged with feedback showed the most growth. At the same time, some learning gaps remained, especially at the sentence level, with quote integration, and with revision habits.
145	I tried some new strategies this term, especially giving more conversational, targeted feedback and using clearer models for assignments. I also added more guided prompts and low-stakes writing to help students move beyond summary and into analysis. I did see noticeable improvement in student performance over the course of the semester, particularly in thesis clarity, organization, and use of evidence. Students who engaged with feedback showed the most growth. At the same time, some learning gaps remained, especially at the sentence level, with quote integration, and with revision habits. Going forward, I plan to keep using these strategies and refine them further. Iâ€™d like to build in more short activities focused on sentence-level writing and revision earlier in the term.
146	I tried taking it back to a more traditional structure for this semester. In the future I will try to blend projects with tests as the student population changes.
147	I tried to give more take home assessment this semester and the grades were better compared to last semester. Will give more projects in the future.

148	I try to keep these percentages as high as possible but I noticed there were several students who struggled this semester. There was a prevalence of AI use and I need to build in further tools for students to use to avoid their use and to know what constitutes an offense.
149	I used different strategies, such as activities, assignments, and assessments, adjusted to meet students'™ different learning needs, readiness levels, interests, and abilities. In the future will you I will explore new teaching strategies and refine pacing, assessments, and SLO targets to better support student growth.
150	I want to add more incentive for my students to attend office hours to get help with their writing. I also am interested in having students come with more discussion points for analysis rather than me leading the discussion. Create more opportunities for students to link the readings to their everyday life.
151	I was pleased with the overall performance of this student group, with all earning either a 3 or 4. In looking ahead, I would like to incorporate more writing process work in my discussion boards, where I and the students themselves can use that space to provide feedback on outlines, early drafts and later drafts. I normally provide this feedback privately to students, but I think using the discussion board could add a level of transparency students may find engaging and helpful.
152	I will be adding content in terms of short essays to read called Points to Ponder to show how to make sense of videos and the chapters in the text. The points to ponder will invoke quotes and some biography of the historical figures and events.
153	I will check in an additional time with the students who earned 0 points to encourage them to complete their assignments.
154	I will continue to write the Student Learning Outcomes on the white board and review them before each class. I could try to have a classroom discussion about the SLO's to generate more interest/excitement about the day's learning objective.
155	I will continue working directly with students due to the smaller class size and the hands-on experience provided through dissection activities.
156	I will give out more handouts on difficult topics, so the students might understand it better.
157	I will use more educational hooks, media types and examples.
158	If the students completed the assignments, they had high success rates. Students who failed, did not submit despite weekly reminders, starfish reports, and emails. Several of the students listed here were not in the class.
159	If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages.
160	If the students did the work, they performed well. Some students didn't complete the assignments despite using various contact methods: emails, Canvas gradebook, Starfish, Canvas announcement, Canvas messages. Two of the listed students were not in the class.
161	I'll add another short motivational paper for help with citing sources accurately in the beginning of the course. Also, I need to drop students who are inactive after Census.
162	I'm always trying new strategies in class via examples and activities. The biggest struggle with this semester was inconsistent attendance by the students. Dual Enrollment needs some type of accountability for high school students to attend class consistently.
163	Implement more case studies and practice with mock patients for student decision making attempts.
164	Implement more group activities in the future.
165	Implement RSI training and recommendations for upcoming terms to maintain engagement throughout the term.
166	Implemented more RSI language and communications. The issues or struggles I ran into this semester was student engagement, they would not respond to most communications sent out, or they contacted me last minute.
167	Implemented more RSI language and communications. The struggles of communication from my other online classes did not seem so bad in this course due to the face to face interaction I had with these students in their 020 section.

168	In accordance with my department guidelines, I issued a portfolio assignment. I believe that this significantly improved expected grades, and I will absolutely continue with such summative assessments in the future.
169	In CSCI 120, the SLO Design, implement, test, and debug recursive functions and procedures was not quite met. Students could often trace recursion and identify base cases in examples, but many struggled to write correct recursive solutions and debug issues like missing or incorrect base cases, off by one errors, and infinite recursion. I added more modeling and practice, which helped some students improve, but results were still inconsistent. Next term, I will add more structured checkpoints (base case, recursive step, simple tests) and adjust assessments to include a brief trace or plan before coding; I do not recommend changing the SLO, but I do recommend giving recursion more time and repeated practice earlier in the course.
170	In ever category, but one, my students met or exceeded the expectation. In the one area where they did not, this was the week that Canvas went down for an entire day. It is my suspicion that this contributed to the lower scores, not only because it was down for a day, but also because there was some confusion about when the assignment for that week was due, which I think also contributed to the lower scores.
171	In most students, I saw notable improvement in writing skills throughout the semester. There are a few learning gaps I noticed with MLA citations and formatting, but I plan to mitigate them in future semesters.
172	In some instances, excessive absenteeism and missing assignments caused some students to not meet the SLO when the class provided the opportunity to do so. In the future, I would remind students of our learning outcome goals each class and link assignments to certain SLOs in writing. I would also have students complete the self-evaluation several times throughout the semester so we can discuss ways they feel they need more knowledge.
173	In terms of target rate, I do still think the target rate was met. While it is at a 78.3%, this is a reflection because 5 students stopped showing up after the withdrawal deadline and did not submit their work anymore, even though I provided a grace period and allowed late work up until Thanksgiving break. Three of those students did mention that things in their personal life came up, I encouraged them that they can still submit their work, but they did not in the end. But in terms of the other successes, I do think because it was a one day a week class that was pretty long in terms of class time this really made it easy to sort of "flip" my classroom. Meaning that I lectured each class for a bit, but then the rest of the class was solely dedicated to students working together on their assignments, practicing key skills, and also reading in class. A lot of the work they had to do was done in class and whatever they still needed to work on or submit, they had time to work on it at home. I think this really helped me the target rate because students built the foundation in class, with their peers and me, then they went home and finished it. This ensured that they learned the material, but also that they did the work and turned it in. I think this approach not only made the class lively, but also really helped students. I also allowed in my policy this time around a grace period for late assignments, which many students utilized. Every essay had a peer review / rough draft component which ensured not only higher submission rates, but also helped students revise and edit their work. Lastly, students in this class also mentioned that they absolutely loved the readings that I assigned, they said they were interesting and also relevant, and I do think that helped them practice their writing, reflecting on their thoughts, and also responding to the readings. In the future, I do believe I will do this same approach now since this is the third time I have done this and each time I see better results than when I did not implement a similar approach.
174	In the entire theory sequence, I intended to focus more energy into ear training.
175	In the future I am going to highlight email communication more clearly. Attendance was a challenge this quarter.
176	In the future I will try more activities in class.
177	In this section of CHEM 123, most students earned an A, with a few earning a B, resulting in a 94% success rate. This section was notable in that no students dropped the course; however, one student earned a D and one student received an FW due to non-participation. Course strategies and content effectively supported student learning for engaged students. In future offerings, early intervention and engagement monitoring will continue to be emphasized to support student success in the fully online format.
178	In this section of CHEM 123, most students earned an A, with a few earning a B, resulting in a 97% success rate. One student earned a C and one student received an FW due to non-participation. Overall, course content and instructional strategies effectively supported student learning for engaged students. Future offerings will continue to emphasize early outreach and engagement monitoring in the fully online environment.
179	In this section of CHEM 123, most students who remained engaged successfully completed the course; however, two students earned a D and one student earned an FW due to non-participation. The primary challenge identified was student disengagement rather than content mastery. Course strategies and content were effective for active

	participants. In future offerings, earlier outreach, enhanced progress monitoring, and additional engagement checkpoints will be implemented to reduce attrition and support persistence in the fully online format.
180	Incorporate more med math practice quizzes. Incorporate more scenario based medications problems
181	Incorporate more scenarios and tie in with pharmacology.
182	Introduce a project or different media type to cover these topics
183	Introduce more scenario based, high-realism simulations.
184	Introduce more scenario-based , high-realism simulations.
185	Introduce more scenario-based, high-realism simulations.
186	It meets the 65% target. No actions at this time.
187	I've been trying to change up my late work policy and I'm still not happy with it. I will make some more changes to try to hold students more accountable. I am happy with my current course delivery and assessments. I do want to make some changes to my discussion topics in my DE classes as well.
188	Keep students active! Huge improvement over previous semesters.
189	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.
190	Looking forward to trying some new writing strategies and prompts for the next round of C1001 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.
191	Looking forward to trying some new writing strategies and prompts for the next round of classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing.
192	Low attendance at lecture for a significant portion of the class, low completion of online homework. Not sure why this particular section scored so much lower on everything.
193	Low completion rate for online homework and low attendance rates for a few students but otherwise this section was very successful.
194	Made sure that the students had a high enough student to instructor ratio to make sure they got as much one on one instruction as possible. Also adding in verbal lecture on top of the video information.
195	Make sure we have enough instructors to provide as much of a one on one instructor opportunity as possible. Add supplemental instruction to the video.
196	Making sure that the students have as many instructors as possible for as much one on one instruction as possible . Also adding supplemental instruction to help with the video.
197	Making sure there are enough instructors to make sure there's as much one on one instruction as possible. Adding verbal information to supplement the video.
198	Making sure we had enough instructors to provide the students as much one on one instruction as possible. Along with providing supplemental instruction on top of the video .
199	Many students depended too much on outside tools when completing homework, which made it harder for them to build the independent problem-solving skills needed to fully understand the material.
200	Many students were engaged and responsive, even with an asynchronous format. I would like to try increased engagement strategies in the future and ask for alternative submission styles (such as video submission) from students to increase a sense of community in the class and foster engagement.
201	Met target. No proposed actions at this time.
202	Modified teaching strategy for writing double displacement reactions with ion tiles, saw improvement in test scores on those questions. Next semester will adjust points distribution so more students will choose to do mastering chemistry online homework.
203	More class exercises for practice.
204	More one-on-one work with students struggling.
205	Most of the students who ended up in the N/A column used AI and ultimately dropped, despite clearly marked prohibitions on all assignments. Will continue with that, while also emphasizing the importance of learning. The 3 1's all failed to turn in one or more of the major essays. I'll have to emphasize that getting a 0 on one of these assignments will likely end in failing the course. Those who persisted did well and showed growth in their writing.

206	Most students did a decent job this semester. I did notice that there were several students that used AI. I plan to integrate more instruction on AI and update policies further.
207	Most students performed very well in the course this semester. However, I noticed an increasing number of students reporting enrollment across multiple colleges and online dual-enrollment programs with varying course durations, schedules, and workload expectations. Those students in particular seemed to have challenges managing assignments, schedules, and consistent course engagement. In response, I plan to increase proactive outreach to students who begin missing assignments or showing reduced participation, as well as provide more individualized follow-up for students who appear to be struggling to maintain engagement in the course.
208	My full-term class was cancelled due to low-enrollment, so I was offered a 13 week replacement. It was my first time teaching this class in this format. I don't think it went very well. Critical Reading and Writing is too complex to teach in 13 weeks to expect consistent outcomes. Maybe providing shorter readings would help, but I think students gain something important from the sustained inquiry taught in the 16 week version.
209	My students met each SLO, and as this was the first time I taught this course fully online, I feel that what I did worked well. Having various types of assessments is new this semester and I think this worked well. I will do this again next semester.
210	N/A
211	na
212	Nearly 100% achievement of SLO's for this BSRC course. Only outliers were two students whose lesson plans did not include an effective evaluation rubric. No other actions required at this time for other SLO's as they were effectively met.
213	Need more coaching on applying theory to practice.
214	Need to talk about pros and cons of using AI.
215	no actions
216	No changes need to be made.
217	No changes recommended.
218	No identified learning gaps were noted for students who completed the course. Work on engaging students from day one to stay in the course and communicate difficulties to me so that I may offer assistance when needed.
219	No learning gaps. My honors student in History 101 performed admirably.
220	No major changes were made, the semesters and results seem to be consistent. I changed some language to be more consistent with RSI, and was more communicative to these students in the shell and not just in person for their 020 section. Those who are successful in EMS 020, tend to be successful in 068. Deadlines tend to be an issue in purely online classes.
221	No need to adapt or change for this student learning outcome.
222	No need to adapt or change since minimum requirement was met
223	No notes.
224	No proposed actions --- outstanding class!
225	None
226	Not only did students perform splendidly in the semester and concert, they also assisted in picking out and arranging all of the music we performed. Students also learned how to use the PA, individually researched and presented a song, made flyers, supported each other instrumental and vocally. It was a really great concert and I felt it was very successful
227	Nothing
228	nothing to improve.
229	Nothing, I did a great job. the students that have received F or C, did not want to do the work!
230	Of the students who submitted assignments, performance was excellent. There were students who disappeared from the class despite the instructor using starfish and reaching out via email and campus messages.
231	Offer more writer's workshops during class and a couple Zoom sessions
232	One of the key challenges I faced this semester was encouraging consistent student participation and assignment submission, despite providing ample time for completion and maintaining regular, clear communication throughout the course. I consistently offered feedback and reminders so students were aware of expectations and deadlines, yet I still saw a pattern across my classes of late, incomplete, or missing work. This issue was not isolated to a single section

	but appeared broadly, suggesting a larger challenge in student engagement. I am continuing to reflect on and explore ways to better address and navigate this moving forward.
233	Only had 3 students remaining at final exam. All others just stopped showing up.
234	Outcome 3 was not met due to the classes reliance on AI generated text. This particular Dual Enrollment class relied heavily on AI generated text and grammar assistance for primary source analyses. When I pushed them to submit their original work, many of the submissions reflected poor grammar and writing skills. Recommendation: Dual Enrollment classes should be taught in person. These students needed more assistance and intervention than could be provided online.
235	Outcome 4 was not met due to the classes reliance on AI generated text. Recommendation: create alternative assignments that require students to submit work tied to physical evidence, local contexts, or process-based documentation.
236	Overall score was higher than anticipated. Video lectures were used and one-on-one conferences were available to all students. While some took advantage of the conferences, others did not.
237	Overall this class scored a bit below what was expected. I did little to change it since the last time I had this class online, however, it was a very short class. I believe the shorter classes are more difficult for students to keep up with the work.
238	Overall, class performance was strong, with SLO achievement at 96.4%. I think one thing that worked well was consistently reaching out to students who stopped communicating or participating in the course instead of just letting them disappear. I also continued adjusting and improving course content and support resources throughout the term. Moving forward, I plan to continue the early outreach and support while continuing to look for ways to improve student engagement and persistence.
239	Overall, HLTH 104 was a successful course, with 93.3% of students meeting assessment standards, indicating strong achievement of the stated Student Learning Outcomes. Students demonstrated solid comprehension of foundational public health concepts and strong engagement with course material, particularly in discussions related to health careers and real-world public health applications. Informal student feedback suggested high interest in the field of public health and a desire to learn more about career pathways, which reflects positively on course relevance and student motivation. This course incorporated a variety of instructional strategies appropriate for an online learning environment, including discussion-based learning, applied examples, and low-stakes assessments to reinforce key concepts. Students responded positively to the structure of the course and the clarity of expectations. Engagement and performance remained consistent across the quarter, and most students demonstrated improvement in their ability to connect public health concepts to current issues and community-level health concerns. One challenge encountered involved a student reporting technical issues with quiz access during the final weeks of the quarter. Accommodations were provided in good faith, including emailed PDF versions of quizzes and the final exam. Subsequent review revealed a pattern of similar behavior reported by another health faculty member, indicating this was not a course design or platform issue but an isolated academic integrity concern. This did not reflect a broader systemic problem, as other students did not experience access issues and course performance remained strong overall. In future offerings of HLTH 104, additional safeguards will be implemented to support academic integrity in the online environment, including clearer guidance on troubleshooting procedures, documentation requirements for reported technical issues, and coordination with instructional support services when access concerns arise. Content-wise, the course will continue to emphasize foundational public health principles while exploring opportunities to expand exposure to public health career pathways, given strong student interest. No major modifications to Student Learning Outcomes are recommended at this time, as outcomes were met at a high rate; however, minor refinements to assessment alignment and discussion prompts may be considered to further strengthen application-based learning. Overall, the course met its objectives effectively, and planned adjustments focus on strengthening integrity practices and building on existing instructional successes rather than addressing learning gaps.
240	Overall, I hit my targets on each SLO but for number 1. That was the only SLO where a test was used to assess the SLO, so perhaps next semester I need to realign to the exam or use a different assessment to analyze SLO 1.

241	Overall, my assessments and teaching strategies accomplished what they needed to, but for SLO 1. For that SLO students took a test for the first time during a summer session. My suspicion is that the rate at which the course moved and the fact that they had never had a test from me contributed to these lower numbers. Students did better on later tests, suggesting that their lack of familiarity with the course's pace and my tests contributed to their lower scores.
242	Overall, the class was a great success. Students showed notable improvement in their practical skills, especially when working on hands-on business projects. Strategies & Content: Introducing real-world business scenarios and modern workplace tools kept the material relevant and engaging. By the end of the term, students who started with very basic tech literacy were confidently building functional data models and spreadsheets. Learning Gaps: The main challenge was navigating the wide mix of baseline skills in the room, which highlighted a need for a bit more focus on foundational file management early on. Future Adjustments Strategies: In the future, I plan to incorporate short video walkthroughs for the basic software mechanics to free up more in-class time for interactive troubleshooting. Recommendations: I recommend updating the course content and SLOs to place a stronger emphasis on modern digital literacy and data interpretation, ensuring the curriculum continues to align perfectly with current workplace demands.
243	Overall, the student performed as expected, but for SLO 1, where the paper was submitted only 25% of the way. Thus, I believe that what I did this semester worked, and this one low SLO rests with the lack of work by the student, for they never contacted me asking me for help or informing me they misunderstood anything. Rather, when they did contact me, they noted they had time management concerns.
244	passing 27 failing 7
245	Performance variation across the course SLOs, (SLO #1, 53% with a rubric score of 3 or higher ; SLO #2, 20% with a rubric score of 3 or higher ; SLO #3, 55% with a rubric score of 3 or higher) suggests a likely equity gap in content such as probability, which often disproportionately impacts first-generation students, multilingual learners, and students with weaker algebra backgrounds. Lower scores in SLO #2, where students struggled to translate contextual situations into appropriate probability models and interpret results, may reflect differences in prior preparation, math anxiety, and comfort with symbolic notation rather than effort or ability. Future instruction will continue to emphasize inclusive strategies such as scaffolded problem solving, frequent low-stakes practice, contextualized examples, collaborative learning, and explicit mindset messaging to reduce disproportionate impact and support student persistence.
246	Performance variation across the course SLOs, (SLO #1, 56% with a rubric score of 3 or higher ; SLO #2, 29% with a rubric score of 3 or higher ; SLO #3, 73% with a rubric score of 3 or higher) suggests a likely equity gap in content such as probability, which often disproportionately impacts first-generation students, multilingual learners, and students with weaker algebra backgrounds. Lower scores in SLO #2, where students struggled to translate contextual situations into appropriate probability models and interpret results, may reflect differences in prior preparation, math anxiety, and comfort with symbolic notation rather than effort or ability. Future instruction will continue to emphasize inclusive strategies such as scaffolded problem solving, frequent low-stakes practice, contextualized examples, collaborative learning, and explicit mindset messaging to reduce disproportionate impact and support student persistence.

247	Provide a check in at the tail end of the semester to help with resolving any issues and assist with the final writing assignment.
248	Provide more direction on developing an ethical argument.
249	Provide more examples of how to develop a solid argument in proper deductive form.
250	Quizzes added.
251	Reaching out to students behind on assignments had mixed results. Some were motivated, others did not respond.
252	Read short paragraphs and multiparagraph essays; Students reflected on the idea and practiced responding to the texts. Students discussed relevant examples and made connections to journal topics and assigned readings. Students practices conversations in English. Students came in with limited knowledge of English sentence structure. The students requested more explicit grammar instruction.
253	Refine how the material is presented.
254	Regular check-ins and canvas pages with additional content resources seemed to help. Need to find a better way for students to understand that using aides/AI for homework assignments does not prepare them for exams.
255	Review course content for course outline of record changes coming for Fall 2026
256	Revise and rewrite new SLO's to reflect broader, yet still applicable to the course.
257	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).
258	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). Final Summer Proposal to change the system to a 12 week summer course rather than a 6-week one.
259	Same as MATH-200
260	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.
261	Shorten course, update materials and more student interaction
262	shorten course, update materials and more student interactions.
263	shorten program, more student interaction, update program
264	shorting course, updating program
265	shorting program, removing old materials, more student interactions
266	shorting program, update materials and more student interactions
267	Since many students were not adequately prepared for this course, I would spend more time working on problems involving operations with fractions, decimals, and exponents in the beginning of the semester.
268	SLO 1= 28% SLO 2= 47.1% SLO 3 (demonstrated the highest success rate) = 64.3%.

	The results suggest that students continue to experience the greatest challenges with foundational statistical concepts presented earlier in the course, particularly descriptive statistics and probability applications. Students appeared to demonstrate stronger performance in inferential statistics concepts, potentially due to increased exposure and incorporation of technology particularly Excel, structured procedures, and cumulative practice throughout the semester. Throughout the semester, efforts were made to incorporate real-world applications, guided practice, and technology-based instruction to support student understanding. While improvement was observed in the inferential statistics SLO 3, learning gaps remain evident in SLO 1 and SLO 2. In future semesters, additional instructional strategies may be implemented to strengthen conceptual understanding in descriptive statistics and probability. These strategies may include more scaffolded activities, increased use of visual representations or simulations, collaborative learning opportunities, and additional real-world application exercises.
269	SLO 1= 40% SLO 2= 46.7% SLO 3 (demonstrated the highest success rate)= 75%. The results suggest that students continue to experience the greatest challenges with foundational statistical concepts presented earlier in the course, particularly descriptive statistics and probability applications. Similar to the morning class and previous semesters, probability concepts continue to present a learning gap for many students. Students appeared to demonstrate stronger performance in inferential statistics concepts, potentially due to increased exposure and incorporation of technology particularly Excel, structured procedures, and cumulative practice throughout the semester. Throughout the semester, efforts were made to incorporate real-world applications, guided practice, and technology-based instruction to support student understanding. While improvement was observed in the inferential statistics SLO 3, learning gaps remain evident in SLO 1 and SLO 2. In future semesters, additional instructional strategies may be implemented to strengthen conceptual understanding in descriptive statistics, sampling methods, and probability. These strategies may include scaffolded activities, increased use of visual representations or simulations, collaborative learning opportunities, and additional real-world application exercises.
270	SLOs 1, 2, and 4 are closely connected through the need for a strong algebra foundation. I will continue to identify and review math deficiencies through pre-assessments and recognize the importance of incorporating targeted math reviews throughout the course. Mathematical proficiency is a strong predictor of student success in chemistry, as many core chemistry concepts rely heavily on algebraic reasoning and problem-solving skills.
271	SLOs were harder for the 226 students who engaged more easily with the content of the 126 class. In the future, having more clarity in the literary and critical thinking expectations of the 226 course and planning all assignments ahead in advance while drawing connections between them may help. In some instances, the course met the expected target but frequent absenteeism or missing assignments prevented each student from meeting each target.
272	SLOs were met
273	Some students are using AI and others are struggling to use source material in a clear and logical manner.
274	Some students in this course should take in-person class.
275	Spend a day discussing and demonstrating how to do academic research and complete an academic essay.
276	Spend more time at the beginning topics.
277	Statement 1: First exam to have the students buy into the class. Statement 2: Second Exam : More mathematical remedial review was applied. Students are able to make test corrections plus extra examples to move up an exam score, however they must pass the next exam for the grade to be moved up. Statement 3: This is one of the last exams, less students took this exam then at the beginning of the term.
278	Stoichiometry calculations required significant practice. I believe that incorporating more in-class problem-solving activities, such as pair or small-group work, would help students practice and feel better prepared to solve problems in

	this area. In the future, I could flip the lecture by uploading notes and lecture recordings ahead of time and then use the lecture period for guided practice aligned with this SLO
279	Stress importance of attendance more.
280	Student did very well with recording and electronic music. They collaborated throughout the semester.
281	Student performance in this section was outstanding, with nearly the entire cohort achieving mastery of the SLOs. This success validates the current use of accessible course materials and student-centered pacing. In future terms, I will continue to refine these resources based on this semester's feedback to ensure the content remains relevant to non-majors while maintaining the academic rigor required for physical science credit.
282	Student performance on this outcome was satisfactory, with 81% of assessed students meeting or exceeding expectations. Students demonstrated strong understanding of personal finance concepts and were able to apply quantitative reasoning and critical thinking skills to financial decision-making scenarios. Continued emphasis will be placed on practical applications, real-world examples, and financial planning activities to reinforce student learning. Future course offerings may incorporate additional practice opportunities for students who need further support with financial analysis and decision-making.
283	Student performance on this outcome was satisfactory, with most assessed students demonstrating an understanding of capitalism in America and its impact on business, government, and society. Students effectively analyzed economic issues, evaluated differing perspectives, and applied course concepts to contemporary business and policy discussions. Future course offerings will continue to emphasize critical analysis, discussion-based learning, and real-world examples to further strengthen student engagement and understanding.
284	Student performance on this outcome was satisfactory, with most students demonstrating an understanding of advertising principles, promotional strategies, and marketing communication concepts. Students effectively analyzed advertising campaigns and applied course concepts to real-world business situations. Future course offerings will continue to emphasize practical application, case studies, and current industry examples to strengthen student engagement and understanding of advertising practices.
285	Student performance on this outcome was satisfactory, with the majority of assessed students demonstrating an understanding of contemporary business principles and personal finance practices. Students were able to apply concepts related to budgeting, financial planning, investing, and risk management to real-world situations. Future course offerings will continue to incorporate practical examples, case studies, and financial planning activities to reinforce learning and further improve student engagement and application of course concepts.
286	Student's all created a food log and tracked their food for 2 weeks. Additionally the reflected on macros and where they were lacking in their nutrition. They came up with a plan. I would like to do this assignment earlier, and then have a follow up log to see if they have actually made changes. Student's reflected on other countries foods and nutrition. Students also worked on breaking through their own unhealthy eating habits, mental health issues, and family genetics when it comes to addictions. We had an overall wellness portfolio made where students reflected on their own wellness journey and what works vs doesn't work in their lives. Then they would discuss in groups and present their findings.
287	Students are relying on AI to help them with their essays. While AI has a place in the research phase of an essay in future classes I will have more hand written assignments requiring students to demonstrate their content knowledge without the help of AI. I am also leaning into using presentations as a method of evaluation. Students did very well with presentations. I am also going to shift things around with the schedule and spend less time on earlier eras and more time on 20th century art. Last semester we bogged down in the Baroque period, students were saturated and we could have moved on sooner.
288	Students did generally very well in the class, except for those who dropped out. Next time I teach the course, I would like to implement more sessions on prerequisite skills and study skills and habits to improve performance and increase retention.
289	Students did significantly better on the final listening test than on the midterm listening test. I will work in more listening strategies for the midterm listening test. There is also a student in the SLO that is NOT on my roster.

290	Students did well o these assignments so there will be no charms to them.
291	Students did well this term. I do want to make additional efforts to reach students that have gone "off the radar." I can do this by emailing and doing more regular checkins with students. I also plan to create a question discussion board to help create a greater sense of community and the ability to ask questions to peers.
292	Students enjoyed the lab; in many cases more than the lecture. I did find some students hesitant to present their work on the whiteboard, but encouragement and support where appropriate helped them all reach a level of comfort in front of their peers which I believe will help them in their future classes. In the future, I would like to incorporate more problems from previous math classes for some integrated review. I would prefer to focus on exercises based around the topic at hand, but I can see quite a lot of benefit for students with gaps in their knowledge with the review.
293	Students have passed and exceeded this learning outcome.
294	Students need to be more prepared for the skills exam. I will allocate more time for the exam next time.
295	Students showed improvement throughout the semester in their ability to apply course concepts, complete technical assignments, and build problem solving skills. The use of scaffolded labs and hands on activities helped students gradually develop confidence with both programming and computer organization concepts. Overall, students performed better as the semester progressed and became more comfortable applying what they learned in new situations and larger assignments. One challenge identified was that some students struggled with troubleshooting errors independently and fully understanding more abstract or low level concepts early in the course. In future semesters, I would like to incorporate more guided practice, additional examples, and smaller checkpoint activities to reinforce foundational concepts before larger assignments. At this time, I do not recommend changing the SLOs since they align well with the course objectives and the assignments used throughout the semester.
296	Students struggled with this more and I feel I need to scaffold more. Even though I did see improvement from assignments.
297	Students successfully met the course SLOs and demonstrated growth in object oriented programming, recursion, and the use of pointers and dynamic memory. One success in the course was the use of multiple types of assessments, including labs, knowledge checks, and a larger programming project, which provided students with opportunities to apply concepts in practical ways throughout the semester. Students generally showed improvement as they progressed into more advanced programming topics and became more comfortable working with larger and more complex programs. One challenge was supporting students as they transitioned from introductory programming concepts into more abstract topics such as recursion, dynamic memory allocation, and inheritance. Some students needed additional practice debugging and applying multiple concepts together within a single program. Moving forward, I plan to continue refining instructional materials and guided practice activities to strengthen student understanding of these advanced concepts. I will also continue reviewing assignment alignment and assessment strategies to ensure they effectively measure student learning outcomes while supporting student success.
298	Students successfully met the course SLOs and demonstrated growth in problem solving, program design, and introductory programming skills. A major success in the course was the use of varied assessments, including labs, projects, and knowledge checks, which gave students multiple opportunities to demonstrate learning and apply concepts in practical ways. One challenge was helping some students apply multiple concepts together in larger programming assignments. Moving forward, I plan to continue refining instructional materials, providing additional guided practice, and improving alignment between course activities, assessments, and learning outcomes to better support student success.
299	Students tend to have the most trouble with graphing questions, especially with polynomial and rational functions. I tried to have the students work in groups when doing the examples in class for graphing polynomials. Perhaps a brief refresher on this topic prior to the final exam will help. Notational literacy was another topic the students had trouble with. Instead of briefly going over important definitions, I

	can spend more time testing students on those definitions to see if they really know and understand what they mean. Perhaps I can turn this into a group activity.
300	Students that passed performed well. Motivation is the key to success and still a primary focus.
301	Students that passed the class, did well and what was expected of them.
302	Students that were successful performed well.
303	Students were successful in this SLO through exam results and discussion threads.
304	Students who passed performed well. Still working ways to better motivate some students.
305	Students who stayed did really well; however, there was a mass exodus of particularly female hispanic students mid-semester, some of whom were doing well. Seen as how this didn't happen in my other classes, I'm inclined to say that outside forces--perhaps the new immigration actions had something to do with these folks' ability to focus on classes. I'll keep an eye on it in the future, though, in case there's something more I can do. As I said on the other SLO, I do plan on implementing more specific scaffolding and process work, which may help students who come in struggling.
306	Students will have a group project in the future to compare contrast the history of physical activity over the years.
307	Success rates dropped roughly 10 percent this semester, which is a typical trend from fall to spring. In my online courses, like many professors, I face significant challenges with students who over-rely on AI with many submitting work containing AI-generated hallucinations or who submit entirely AI-generated materials with no evidence of critical thinking, reading, and/ or writing. While my assignments are designed to be AI-resistant, this approach may show in the number of students who fail when they attempt to circumvent the work rather than engage with it. Students who attempt the major assignments in good faith all pass the class, which is a huge marker of success to me, which is not captured in this data. To address AI abuse, however, I plan to incorporate video follow-ups for final essays to encourage critical reading and ownership of their own work. Furthermore, I plan to adapt more of my face-to-face scaffolding, outlines, and writing models currently used in my in-person classes for for my online courses.
308	Success rates dropped roughly 10-15 percent this semester, which is a typical trend from fall to spring. In my online courses, like many professors, I face significant challenges with students who over-rely on AI with many submitting work containing AI-generated hallucinations or who submit entirely AI-generated materials with no evidence of critical thinking, reading, and/ or writing. While my assignments are designed to be AI-resistant, this approach may show in the number of students who fail when they attempt to circumvent the work rather than engage with it. Students who attempt the major assignments in good faith all pass the class, which is a huge marker of success to me, which is not captured in this data. To address AI abuse, however, I plan to incorporate video follow-ups for final essays to encourage critical reading and ownership of their own work. Furthermore, I plan to adapt more of my face-to-face scaffolding, outlines, and writing models currently used in my in-person classes for for my online courses.
309	Successes: the scaffolded approach to answering guiding question prompts helped students develop the skills for turning the question prompts into bullet-pointed resumes. New strategy idea: panel discussion recorded via Zoom of industry professionals discussing what they look for when they look at resumes for hiring committees. How to gain more experience in the volunteer work or job they currently have to upskill.
310	Target exceeded. 100% of students achieved the outcome. Consistent communication, flexible due dates, and consistent follow-up with inactive students. This semester I reduced exams from four to three and gave consistent reminders of proctor ZOOM dates starting from day 1.
311	Target met. No proposed actions at this time.
312	Target met. Students showed understanding of core concepts through in-class discussion and practice. Challenge remains keeping engagement during long class periods. Future plans to incorporate more interactive strategies or projects

313	Target of 65% was met for all SLO's no proposed action at this moment.
314	Target was met. No proposed actions are necessary. It should be noted that there are 9 students missing from the above list: 2 students are NA due to missed assignments pertaining to the SLO and 7 students scored a 4 on the above rubric. Based on the data from the missing 9 students the target percentage is higher than it appears.
315	Targeted Scaffolding: Develop supplemental OER "Bridge Modules" for the course's most difficult concepts. These resources will provide extra support for students who struggle with the initial transition to higher-level chemistry. Practical Relevancy Links: Open each module with a "Why this matters" real-world application (e.g., Green Chemistry in consumer products) to build intrinsic interest beyond just earning a grade.
316	The group project works well with some students.
317	The challenges in this class section was just attendance in general. The students that were present did much better. It also was the first time I had taught this course so I am sure there is a learning curve. I will definitely try some new strategies in my next course and try to really push office hours and attendance guidelines.
318	The class is a face-to face class, however students had canvas access to video lectures I made for an online version of the class. Students also uploaded assignments on canvas, thus keeping the hard copy always with them. 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. Mainly average and high grade students took advantage of test corrections, since they were more likely to pass the next exam. There were also a few who tried it, but unfortunately did not pass the next exam. Looks like the grades reflected either very high grades that stayed, or very low grades. I did do just in time remedial math and a few of the beginning very low turned around and passed the class. A few showed their appreciation of the canvas lecture videos, especially those who may have missed class frequently and mentioned job conflicts.
319	The class meets the rubric for several reasons. The students completed all assignments online promptly. The students were engaged with the instructor and all assignments to learn about the culture of the fire service. Having all 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.
320	The class meets the rubric standard for several reasons. The students completed all assignments on time. They were engaged with the work that had to be done quickly, asked questions, and followed directions.
321	The class meets the rubric standards for several reasons. The students completed all assignments on time. The students were engaged in the work, asked questions, and followed directions. Two students disregarded the assignment and stated they would do it, but failed to complete it. I explained that they needed to drop the course, but they did not follow. In the future, I will drop the students before the deadline.
322	The class meets the rubric standards for several reasons. The students completed their assignments on time. They were engaged in the work that had to be done, asked questions, and followed directions. Seven students disregarded the assignment and stated 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 who have not completed the work before the deadline.
323	The class overall did very well and were receptive to the material.
324	The course was a great success, with students showing a strong grasp of how legal frameworks impact everyday business decisions.

	Strategies & Content: Utilizing mock contract negotiations and analyzing real-world corporate legal disputes kept the material highly engaging. Students made notable progress in breaking down dense legal concepts and identifying potential liabilities in standard business operations. Learning Gaps: The main hurdle was shifting students away from memorizing definitions toward actually applying legal principles to messy, realistic business scenarios. This highlighted a need for more practice with legal reasoning frameworks earlier in the semester. Future Adjustments Strategies: For future terms, I plan to introduce more brief, regular case-study workshops where students can practice spot-checking business risks and arguing different perspectives in class. Recommendations: I recommend adapting the assessments and SLOs to place a lighter emphasis on pure memorization and a stronger focus on risk management and ethical decision-making in modern business structures.
325	The course was highly successful overall, with students demonstrating excellent growth in their strategic thinking and leadership concepts. Strategies & Content: Incorporating real-world case studies and interactive team-building exercises proved highly effective. Students engaged deeply with modern management challenges, showing notable improvement in their ability to analyze business scenarios, collaborate effectively, and pitch strategic solutions. Learning Gaps: The primary challenge was moving students past purely theoretical definitions and into practical decision-making, which showed that they could benefit from more framework application earlier in the term. Future Adjustments Strategies: In future terms, I plan to introduce more simulation-based exercises and live case analyses to give students immediate feedback on their management choices. Recommendations: I recommend updating the assessments and SLOs to put a stronger focus on adaptive leadership and modern workplace dynamics, keeping the course tightly aligned with the evolving business world.
326	The flexibility for grading, building community, and historical context seemed to help.
327	The flexible grading and due dates and projects seem to support student success.
328	The important value should always be placed on collaboration and trust.
329	The initial professor went on medical leave around Spring Break, and I took over for her after that. These are special circumstances for this Spring's SLO's. Learning gaps occurred because of this.
330	The learning gap I have identified is that some students are not ideal for taking classes online. They need either hybrid or in-person classes.
331	The Math Department will discuss the outcomes.
332	The most prominent challenge that plagued the class was underdeveloped skills in previous mathematical concepts; specifically algebra and trigonometry. More than half of the class had algebra skills below the intermediate algebra level (meaning they were unable to identify the concepts, or apply the skills, required to simplify expressions, combine terms, factor, etc.), and all but one or two students could work with trigonometric functions (most students admitted to having never taken a trigonometry class). To offset this, I added free resources for the students to review independently on Canvas; a precalculus text which I suggested students review specific sections on based on their individual needs. In the future, I might integrate more review problems, from previous math courses, to the calculus lab when I identify a need. I should also have videos available for the students to review with in future terms, which would help students catch up outside of lecture or lab.
333	The one honors student enrolled this semester dropped the course after the census date. Prior to dropping, the student demonstrated success on the first two SLOs but was not assessed on the third SLO. I am noting this program would

	not allow the submission of this honors section unless I selected a value of 1, 2, 3, or 4 for the 3rd SLO that this student was not assessed on. Throughout this semester's courses, a continuing learning gap was identified in the second SLO: applying discrete and continuous probability concepts to real-world situations. This suggests students may need additional practice opportunities of real-world applications on related to probability concepts.
334	The one student who did not score the top score, encourage them to take it.
335	The presence of several "adult" learners in this class had a notably positive impact on the overall experience. Their contributions enhanced both the social atmosphere and the collective appreciation for skill development throughout the semester. As a result, I plan to continue marketing this class within our senior gated communities. Additionally, the assessment results regarding students' knowledge of rules and strategies reaffirm the value of the information tests conducted during the semester. These assessments emphasize practical understanding of playing strategies, rules, the code, and etiquette. Another aspect that worked exceptionally well was the competitive component. This semester's success in that area was largely due to the balanced skill levels and experience among students, which is not always easy to achieve, as past semesters have typically seen a wider range of abilities.
336	The question asked them to identify and explain the Radical Theory of International Relations. They mostly met the requirements. My proposed action next time will be to identify and explain the other alternative theories (dependency and feminist theories.)
337	The students were engaged and highly motivated, with a class average of 92% and a perfect pass rate. I've been using the SLO proposed actions to track participation in pronunciation exercises, and this class scored 76%, which was surprising given their strong overall assignment completion. I'll keep working on boosting participation for this activity. No recommendations for modifications at this time.
338	The students who were unsuccessful did not complete their assignments, not because they did not understand the material. Will continue to monitor student progress in the course and determine if/where changes need to be made.
339	The success of the class is from the new content I implemented this semester. I designed the class around the theme of self-discovery. While this idea is important to the class and the content that garnered the students' attention, I did not follow the theme as I initially intended, which made the class's purpose blurry and abstract. With better planning and flow, I can have a class that will be more focused and purposeful.
340	The target of 65% has been reached. No Proposed actions at this time.
341	There are 3 students on this list that dropped.... I don't know why they show up here. The two students that did fail seemed to think exams were optional and did not show up on exam days. I will have to make it clearer that exams are not optional.
342	There are several reasons the class meets the rubric standards. The students completed all classes in the classroom on time. The students were engaged with the instructor and all assignments to become firefighters and learn about water supply. Having all students engaged is a very big part of a successful class.
343	There are several reasons this class meets the course rubric. The fire technology students interacted with other students in the class. One student did not complete the work, which lowered the overall percentages. Students stated that they began working but failed to complete the work.
344	There are several reasons this class meets the course rubrics. The fire technology students interacted with other students in the class. Five students did not complete the work, which lowered the overall percentages. Students stated that they began working but did not complete the assignments on time or at all. I will drop the students next time if they do not drop the course themselves.
345	There is a very obvious distinction between the students who came to class regularly and the students who often missed class. I believe all of the SLOs work perfectly for this course and the students who attended class were very successful in learning the course content. I am quite uncertain what strategies I can employ to ensure more students attend lecture on a regular basis. I did try a few adjustments during the term, but it really did not affect who attend lecture and turned in their work.
346	There was a 7% decrease from the last time I taught the course. Many students left these questions blank on the final or partially completed them. I wonder if they ran out of time or forgot to return to the questions.

347	There were students who did not turn in work. Need to work on strategies to motivate them to turn in work.
348	There were three students who failed the course. These were students who had continued attending class well past the drop date, and then individually tapered off and began to miss classes and important assignments. There were 6 students who received FW for failing to drop the class. Some of these were students who I never met and didn't see on my role until today.
349	These students were among the best I have taught in recent years; they are truly our future doctors and dentists. They successfully utilized provided instructional tools to develop their own scholarly approaches. I intend to use their feedback to continue implementing these effective strategies and to design new tools that will support the success of future scholars in this course.
350	They class did well with these assignments so there will not be any changes to the assignments.
351	This 8 week online medical terminology course had very good participation and were very motivated. All SLOs were met with a 92% Class average and 97% pass rate. Pronunciation assignment completion was at 81%, steady average for the online classes. I continue to work on improving this and will not change the SLOs at this time.
352	This 8-week online class had exceptional participation and motivation. All SLO outcomes were met with a 100% pass rate and 92% grade average! I am tracking the pronunciation assignment; participation was good at 80%. I always strive to encourage completion and will consider it as an SLO outcome in lieu of the essay assignment. Participation was lower than usual for this writing assignment.
353	This class did exceptionally well in all aspects. I wish all students were as devoted. However, because that is not the case, this group is an outlier. They show that my lesson are all effective lessons. However, they do not show what needs extra massaging or clarification.
354	This class followed allowed of the same processes and procedures I normally teach at the university level, however, with the rising cost of art supplies I tried to supply it in a way that was cost efficient to the average student. I tried new strategies like creating supplemental material for the students to engage them with the material but also factor in teaching comprehension. Overall, the class did extremely well in their ability to understand and interpret observational drawing with the required materials.
355	This class I seem to have figured out the communication more with it being an online class attached to an in person section. My problem lies in getting the students to follow deadlines and with that I plan to make some changes about my late policy and point deductions early on and make them clear to the students so they know how to be successful. I usually do not mind late work, but it seems the students tend to take advantage of that and try to complete last minute instead of progress forward in the course in a timely manner.
356	This class is being redesigned to better accommodate screen readers. I will try to maintain the aspects that have made it successful including social justice themed projects, reworks for full credit, and late work.
357	This class was a little more challenging that the previous year. I had students that were more disruptive and I found it harder to keep the class on task. The overall class average was also a little lower. Hopefully next semester goes better but I am going to work on strategies to make sure that my class can stay on track and continue to thrive no matter the situation.
358	This class was incredibly successful with both high attendance and retention. One student who had difficulty attending did not meet the target. I attribute a large part of the success to culturally responsive lesson planning, using methods learned in the ESLN/ ZTC Faculty Learning Community and to connecting projects to events and resources on campus, such as SCR and our linguistic identity poems, or the Library and zine project. Next semester, to combat the temptation to use AI to complete assignments, I will incorporate even more multimodal projects that can be integrated into the larger campus community.
359	This class went exceptionally well this semester. I highly recommend ACUE training courses for all faculty. It has helped me make a more engaging class experience.
360	This class worked well with the online instruction. The addition of videos made by the instructor on each chapter had good reviews from the students. The assigning of steps each week for the marketing plan project was also helpful for students to keep up with the work in a short course.
361	This course is offered in a 5-week format. It may be too fast for some students.
362	This course saw several successes, particularly in students' written work, where many demonstrated strong comprehension of major political theories and an increasing ability to apply them to contemporary issues in their final assignments. I revised and refined some assignment prompts to strengthen clarity and relevance, and overall performance on exams and essays was solid. However, a key challenge was inconsistent engagement, especially on

	the discussion boards, where a notable number of students did not actively participate. Moving forward, I plan to update course modules to better reflect current political contexts, incorporate more diverse and timely content, and experiment with new engagement strategies, including more intentional announcements, structured discussion prompts, and varied interactive formats.
363	This course should be offered as an in-person or hybrid not 100% online
364	This course was a bit challenging because it had a total of 12 students registered. This, combined with attendance issues led to us only having about a 5-6 person class per day. I need to develop new strategies to encourage attendance in all classes, but especially low enrolled classes.
365	This course was overall successful, with strong student engagement and consistent performance across assignments. Students were often surprised by how much they enjoyed the class, particularly the opportunity to reflect on their own cultural background and how it influences their food choices and health behaviors. The final paper demonstrated meaningful depth of reflection and the ability to connect course concepts to personal experiences, indicating that the learning objectives were largely met. One area of success was the use of varied assessment methods (discussion posts, reflections, quizzes, and a summative paper), which supported different learning styles and allowed students multiple ways to demonstrate understanding. Students showed notable improvement over time in their ability to articulate cultural influences and apply course concepts more critically. A challenge identified in this course was the increasing reliance on AI-generated responses in written discussion boards, which limited authentic student voice and reduced the depth of personal reflection in some cases. Additionally, while most students engaged well, some demonstrated surface-level responses in early discussions, suggesting a need for more structured or interactive formats to deepen engagement. In future iterations of the course, I plan to implement new strategies to enhance authenticity and engagement, including transitioning discussion boards to audio or video-based responses. This approach is intended to encourage more genuine student expression, reduce reliance on AI-generated content, and better capture students'™ personal experiences and perspectives. I will also continue refining prompts and scaffolding to support deeper critical thinking earlier in the course.
366	This Dual Enrollment class was a bit difficult when it came to attendance, so any future dual enrollment courses will involve more engagement in course materials, as well as motivation to help them with the mastering of the skills needed in the course.
367	This group was particularly interested in reading academic texts and conducting research. A few were not familiar with essay writing and searches of academic articles, but by the middle of the semester, they all became proficient. Since they were very high level, we read more challenging articles than in the past semester.
368	This is a 5-week course format and for students that have passed the previous CIS140 & 141 they will typically do well.
369	This is a 5-week course format, it may be too fast for some students.
370	This is a new course established to provide work experience for prospective firefighters. The content is new based on a firefighter 1&2 checklist determined by state fire training.
371	This is my first semester teaching this specific class, although everyone passed with an A and demonstrated adequate knowledge base on their SLO's, there are new strategies I wish to implement. With this upcoming semester, I plan to make some structural changes and change the way I present some of the information. This class is all about critical thinking. I also think I want to change one way the SLO's are measured.
372	This is my second time teaching Calculus I with an attached support course at Crafton Hills College. This time, I spent less time at the beginning reviewing algebra and trigonometry concepts and jumped very quickly into calculus. Although that gave students more time to practice calculus concepts, which is reflected in the fact that all SLO's were met, next time I teach the class I would like to intersperse more class time for algebra and trigonometry review in order to increase retention in the course.
373	This is the final semester utilizing these SLOs. New SLOs have been created and are going through the PPR process and will be implemented for Spring 2026.

374	This is the first time I have taught this course online, after many years of teaching the content in person. Many good lessons learned that were applied midsemester, and others are going to be implemented if requested to teach this specific course online again.
375	This level was particularly challenging since a lot of students were absent.
376	This section saw exceptional performance, with 100% of the 43 students earning an A or B. This level of success in a non-majors physical science course indicates that the current instructional approach and scaffolding are highly effective. I will continue to utilize these engagement strategies and proactive communication to maintain these high retention and success rates in future terms.
377	This semester I added a few new video walkthroughs and increased my RSI by adding a google voice number that I distribute to all students. Because I teach so many Canvas-based courses, the notification system is useless for timely contact. You must simply set a reminder to check the Canvas inbox every day.
378	This semester I tried new strategies to connect more directly with students that seemed to pay off. I also changed content to make it more equitable. Recommendations for SLO Cloud: Have it connect directly to Canvas
379	This semester, I do believe the target rate was met for several reasons. 1). it was a 3 day a week class, that made it easy to remind students of their work, give them time in class to do their work, and more time for group / active learning and discussing the material and lecture. 2) I also allowed in my policy this time around a grace period for late assignments, which many students utilized. 3) Every essay had a peer review / rough draft component which ensured not only higher submission rates, but also helped students revise and edit their work. 4) Lastly, students mentioned that they absolutely loved the readings that I assigned, they said they were interesting and also relevant, and I do think that helped them practice their writing, reflecting on their thoughts, and also responding to the readings. In the future, I do believe I will do this same approach now since this is the third time I have done this and each time I see better results than when I did not implement a similar approach.
380	This semester, I had a larger number of students not attend class. After midterms, I saw at least 5 students stop submitting work and attending class despite outreach I did. A few students attended sporadically, but did not submit work. Overall, I'm confident in my curriculum. I do plan on making a few tweaks to my research essay so that it is more accessible to students. But since I'm so confident in my curriculum, I want to focus more on early outreach to students who aren't attending. While I rely on emails via Canvas, I want to use Starfish more to "raise flags" and reach out to students via their email in case they have not set up notifications for when they receive a Canvas email.
381	This semester, I incorporated many of the new RSI requirements. I increased the number of announcements per week and tried to give more frequent individual feedback. I updated my syllabus and added a section for RSI communication in my Canvas course modules. I continued to alert students to upcoming deadlines or missed work. Summer classes are usually much shorter in duration, occur during a time of more vacations that cause missed work, and are often the first college courses that freshmen take.
382	This semester, I redesigned my curriculum! I asked students to analyze a piece of rhetoric, research a topic of their choosing, and then create three (3) different projects based on that topic. When I was teaching the curriculum, it became clear that having 4 major assignments was unrealistic. So, next time I teach the class, I will have a total of 3 major assignments. A few of my students were absent quite a bit this semester. While one made up absences by meeting with me / attending the tutoring center, another did not.
383	This semester, the Food and Culture class was highly engaging, with students connecting cultural identity, family traditions, and health outcomes in thoughtful ways. I incorporated new strategies such as short reflection prompts tied to lecture videos and more culturally inclusive examples in assignments. These changes encouraged deeper discussions and stronger personal connections to course material. One notable success was the improvement in students' ability to critically analyze how cultural beliefs influence dietary patterns and health outcomes. Many students demonstrated growth in applying cross-cultural perspectives rather than defaulting to a Western health model.

	A continued challenge involved helping students distinguish between cultural food practices and nutritional misconceptions – especially when addressing sensitive topics like food restriction, fasting, or cultural taboos. Some students initially struggled with connecting psychological aspects of food to broader cultural influences, suggesting a minor learning gap in integrating interdisciplinary concepts. Planned Actions for Future Terms: In the future, I plan to: Add a brief module or case study on food and identity across the lifespan to strengthen SLO 5. Include a formative quiz or “concept check” to reinforce key distinctions between physiological and psychological health connections (SLO 1 and 4). Integrate more peer-led discussions and visual learning tools (e.g., cultural food maps, storytelling activities) to engage diverse learning styles. Recommend revising the assessment rubric language to better capture cultural competence and critical thinking, ensuring closer alignment with SLO 2 and 3. These refinements aim to improve assessment consistency, enhance interdisciplinary understanding, and maintain a culturally responsive learning environment.
384	This semesters struggles were retention, I felt I had trouble with engagement. I had implemented very strong interactive and engaging activities last semester that received great student feedback. However, this semester those same activities did not seem to hold the same weight and I adapted my teaching style to the students.
385	This student outcomes for this semester improved greatly from fall of 2025. I experienced a connection with my students this semester that I have not experienced in the past. Since their performance was better, I can conclude that this improved relationship contributed to their performance in some way, but I cannot attribute this to any specific action taken on my part. Remaining a strong and consistent advocate for student learning by incorporated scaffolding for difficult subjects, making myself available to my students, and understanding the challenges they experience will continue to be my focus.
386	This term provided several opportunities to evaluate both student learning and my instructional practices. Overall, I believe the class was successful in meeting the course Student Learning Outcomes; however, there were both notable successes and challenges throughout the semester. One strategy I implemented was using multiple instructional mediums to convey information. In addition to traditional course materials, I incorporated announcements, emails, discussion boards, videos, guest speakers, and supplemental resources to accommodate different learning styles and keep students engaged. I also added fresh content throughout the course to connect business concepts to current events and real-world applications. Additionally, I made a concerted effort to provide meaningful, individualized feedback on assignments and discussion posts so students could better understand their strengths and areas for improvement. I observed a notable improvement in student performance after sending a class-wide email addressing a decline in the overall quality of submitted work. Once expectations were reinforced, many students demonstrated increased effort, stronger critical thinking, and improved assignment completion. This experience highlighted the importance of consistent communication and accountability in an online learning environment. The most significant learning gap I identified was not necessarily related to business concepts, but rather students' ability to follow basic instructions. Many students struggled with simple academic requirements such as following MLA formatting guidelines, including their names on assignments, submitting work in the correct format, or carefully reading assignment instructions. While these may seem like minor details, they are foundational skills that directly impact academic and professional success. In future courses, I would like to implement stricter accountability measures regarding assignment requirements. Specifically, I am considering a policy that assignments failing to meet basic submission standards may receive no credit until corrected. Following instructions is an essential life and workplace skill, and reinforcing that expectation

	early may help students develop greater attention to detail and personal responsibility. Moving forward, I plan to continue using multiple instructional strategies and varied content delivery methods, as these approaches appeared to support student engagement and learning. I will also continue providing individualized feedback while exploring additional methods to improve student compliance with assignment requirements and professional communication standards. Based on this experience, I do not believe the course SLOs require modification at this time. However, I would recommend continued emphasis on written communication, professionalism, and instruction-following skills, as these competencies remain areas where many students would benefit from additional support and reinforcement.
387	This term, I tried adding more scaffolding and giving students more one-on-one attention, along with clearer assignment models, targeted feedback, and low-stakes writing prompts to help them move beyond summary. I did see some improvement, especially in thesis clarity, organization, and use of evidence, but honestly, I feel like these strategies did not work quite as well as they have in previous semesters. Students who really engaged with feedback grew the most, but overall, progress felt a bit uneven, especially with sentence-level skills, quote integration, and keeping up with revisions. Even so, this gave me a lot of insight into what kinds of support actually make a difference, and I am already thinking about how to tweak things next time. Back to the drawing board.
388	This term, several new engagement and RSI strategies were piloted with positive results. Increased use of targeted outreach improved communication, student follow-up, and overall engagement throughout the course. Students demonstrated strong overall performance and reported feeling included and supported within the online course environment. Areas identified for improvement include updating two lecture videos where audio quality was lower than intended. In future terms, discussion boards will be redesigned into smaller group formats with video submissions to increase interaction, connection, and student engagement. Additional RSI strategies and proactive instructor outreach will continue to be expanded based on the positive outcomes observed this semester. At this time, no major SLO modifications are recommended; however, continued refinement of assessments, engagement strategies, and multimedia delivery will be implemented to further support student success and participation.
389	This term, students did not meet the SLOs Analyze problems and design algorithms in pseudocode and in C++ and Trace and evaluate the execution of programs written in the C++ language. While some students improved with guided practice and worked examples, many continued to skip or rush the planning stage and struggled to trace code step by step, especially when control flow became more complex. I tried new strategies by modeling problem analysis, pseudocode, and tracing more explicitly, and by adding structured practice with feedback. In the future, I will require a brief plan before coding on key assignments and include tracing checkpoints in labs and assessments. I do not recommend changing the SLOs, but I do recommend adjusting pacing and assessment structure to provide more frequent practice and timely feedback on these skills.
390	This term, students met the SLOs, and most could plan solutions in pseudocode and translate them into working C++ code. Structured modeling, guided practice, and feedback on the planning process supported this improvement. Next term, I will continue these strategies and add a few brief checkpoints in key labs and assessments, without changing the SLO.
391	This was a difficult class only because there were issues throughout the course where students did not have access to the material through McGraw Hills Connect. Fro the most part they all hung in there and did very well in the class.
392	This was a good semester, overall. I do think that I will try to make further contact with students who go MIA. I also want to create a questions discussion group so that students can contact each other about assignments. I'm very available, but I think that sometimes students feel more confident when other express the same concern.

393	This was a very small class. I had a few strong students but many of them struggled. I can see that they did best on the first SLO of interpreting and not as well on the probabilities and application. Particularly the probabilities, i can see I may need to spend some more time on. I will take this into account for next semester.
394	This was my strongest class this semester. We pivoted early to study the ICE shootings in Minneapolis. The social relevance, I think, brought students together. In the last few years I've shied away from overtly political topics. However, the success in this course tells me I should bring them back, especially toward the beginning, to allow the class to solidify around a common, socially relevant issue.
395	This was my third time teaching statistics at Crafton Hills College, and my first time teaching it with dual enrollment. I tried teaching it the same way I had during Summer 2025, but this time I did not meet the third SLO target. This time, I let the students mostly direct themselves on the final project, and I should have been more proactive in helping them complete their projects. In the future, I will be more hands-on with my students.
396	This was the first fully face-to-face class I have taught in quite some time. The enrollment was low and a few students chose not to drop even though they were not participating and/or doing enough work to get a passing grade. This brought the whole class down to the point of not achieving its' SLO's. For future4, I feel I need to make the class more interactive and engaging. I blame myself for not "reading the room" correctly. I will utilize more in class graded work so that students do not procrastinate on doing their online work.
397	This was the first time I had this online class. Overall I had good responses from the students. Some did say it was a lot of work to do in a short time.
398	This was the first time I taught this class. I definitely have ideas for next semester that I will implement including changing the order of some of the activities so the learning is in a better sequence. Students who dropped the class I marked NA. Students who remained on the roster but stopped coming I marked 1.
399	to many missed days from students that lead to non-completing assignments and not finishing the course. Will set up more graded activities during the classes that are due at the end of class. The student who finished the course and took the final did well, really satisfied with the results and grades.
400	Too many grades of F as many students stopped coming to class early in the semester. I need to somehow maintain student enthusiasm and interest in coming to class to be successful
401	Toward the beginning of the semester, I had the class take an anonymous survey to see what I can do better to help them succeed in assessments and in the classroom. The most common response was to provide in class review sessions. After doing so, i saw in increase in student performance and participation. This is something I will carry along to future courses. One major challenge was students missing class due to extracurricular activities. Since this class was a dual-enrollment class, many students had other commitments such as sports, AP exams, state exams, etc. Early in the semester I noticed this challenge and was able to provide daily lecture notes via Canvas for students to access. This was helpful to all students, especially those who missed class. Additionally, I would strongly encourage students to attend online office hours or ask questions during class.
402	Tried new strategies Connected learning objectives Implemented critical thinking Real world examples
403	Try new assignments that do not as easily allow for AI use in online sections.
404	Try new retention strategies
405	Try new strategies to better manage group projects.
406	Try to do better job in Group Projects and apply different strategies for individual students' assessments.
407	Trying different assessments. Students lack skills to be successful.
408	Two new film analyses regarding the Bolivia water war and Chilean "No" campaign were impactful with the students.
409	Utilized case studies and fire behavior interpretation as evaluation tools rather than a final exam and term project. Overall, this worked well.
410	Utilized new EMS core curriculum for EMT program. Had several hand-on practice sessions to introduce new materials and skills to assure the EMT refresher students obtain updated skills and the ability to perform them with rationale. Next time around will update SLO objectives.
411	Very strong group of students. Towards the end some got "senioritis" and stopped studying for quizzes.

412	When students did well in this class, they did REALLY well. 12 students earned A's. 6 students earned a B or C. But 5 students failed (D or F/FW). In most of these cases, they missed class a lot and/or stopped attending by the end of the term. We had an embedded tutor who worked closely with the students in the classroom and at the tutoring center. I think that the 917 support lab was also important for helping the students succeed in C1000. In future terms, I plan to revise my drop/withdraw policy and to implement more progress checks throughout the term.
413	Will focus more on course exercises then powerpoint presentation.
414	Will start checkin mid week
415	Will try new assessments.
416	With my co-lead we were able to adapt and overcome challenges and better stream line the program to better fit the needs of the student and of the staff at the adjoining companies.
417	work on unified department criteria
418	work with department committee to standardize evaluations
419	Would like to included more critic in the course.
420	Yes, I will try new strategies.