

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Information Literacy

Assessed: 2025-2026

Learning Outcomes Statement

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

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2025 or Spring 2026 semesters. Assessments occurred in 418 sections and resulted in a total of 8,577 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
5	Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	7,193	83.86%

List of courses where outcomes were mapped to the ILO (88 Unique Courses).

ACCT-208	BUSAD-200	CSCI-240	FIRET-102	HIST-171H	MATH-915
ANAT-101	BUSAD-210	EMS-020	FIRET-115	HIT-101	MICRO-102
ANAT-150	CD-105	EMS-023	FIRET-116	LIBR-106	MICRO-150
ANAT-151	CHEM-101	EMS-068	FIRET-118	MATH-102	MUSIC-174X4
ANAT-159	CHEM-150	EMS-152	GEOG-120	MATH-103	POLS-C1000
ART-102	CIS-091	ENGL-163	HEALTH-102	MATH-107	RELIG-175
ART-103	CIS-095	ENGL-175	HEALTH-104	MATH-115	RELIG-176
ART-120	CIS-101	ENGL-261	HEALTH-263	MATH-250	RESP-134
ART-226	CIS-105	ENGL-C1000	HIST-100	MATH-251	RESP-401
BIOL-100	CIS-106	ENGL-C1001	HIST-100H	MATH-252	RESP-403
BIOL-130	CIS-132	ESL/N-601	HIST-101	MATH-266	RESP-404

BIOL-130H	CIS-136	ESL/N-603	HIST-101H	MATH-902	RESP-407
BUSAD-100	CIS-137	ESL/N-604	HIST-107	MATH-903	STAT-C1000
BUSAD-200	CSCI-110	ETHS-107	HIST-145	MATH-915	STAT-C1000H
BUSAD-210	CSCI-230	ETHS-163	HIST-171	MICRO-102	THART-124X2

Use of Results/Proposed Actions – Individual Submissions

1	(Important Note: I am using a 3 or 4 score to indicate meeting the learning outcomes. A score of a "C" or higher in my courses indicates meeting the objectives/ outcomes, so there will generally be few to no 2s for that reason. 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.
2	(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.
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 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.
4	* 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.
5	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.
6	About six of these listed students dropped and weren't in the class. I added quizzes.
7	Add content and change chronology
8	Add more engaging content
9	Added more quizzes. Students performed well.
10	Adding more applications Changing grading and assessments
11	Additional formal office hours to be added during the week
12	AI significantly affected writing assessments; many students stopped attending/submitting work
13	Anticipatory Guides and new curriculum from CHC's Multilingual Learning Community's book "Foundations for Learning". This content created a notable improvement. Highly recommend this content.
14	As an 8 week class, it is tough to cover the necessary information in the class. Students fall behind quickly. This semester I met with each student to practice a reference transaction prior to the final assignment so they have a better understanding of what I'm looking for. Next time I will give them additional information on the types of questions I'll be asking so they are less nervous.
15	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.
16	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.
17	Attendance created multiple learning gaps for these students. It is important to work on retention for future courses.
18	Based on feedback and some conversations with students, I think the best thing to do for next year is update the rubrics and create examples of assignments so that students understand the expectation better.
19	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.
20	Changing assessment style
21	Changing my textbook to one that is more application based.
22	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.
23	Continue doing writing conferences after students complete rough drafts. Continue scaffolding as students learn to write academic, researched essays.
24	Continue evolving with new techniques based on industry standards. State Fire Training instituted updated standards that include curriculum on professionalism, diversity, and public demeanor. No learning gaps were identified due to the strict standards set forth by the state. Modify and reduce SLO's to align with new standards.

25	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.
26	Continue starting the class with the SLO objective and refer to it throughout the discussion.
27	Continue to constantly improve course work and teaching strategies for more effective teaching and instruction.
28	Continue to listen to student feedback and address potential equity gaps in my teaching.
29	Continue writing the daily SLO's on the white board with an accompanied class discussion.
30	Course could benefit from an additional instructional week.
31	Create shorter lecture content, change to a less dense textbook
32	Current strategies appear to be working.
33	Do more activities if possible. More boardwork
34	Engagement is the biggest challenge; I tried new strategies and saw some improvement. Students who did actively engage with material (attending lecture, turning in weekly assignments, completing quizzes, final project) did achieve high grades (A-B). Students who did not pass are those who did not turn in a significant portion of assignments (typically the final project). One student at the end of the semester did sign into office hours to complete the class and my teaching, which felt like a bug success. In the future, I will try new strategies, including partner activities and in-class presentations.
35	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.
36	Fantastic group
37	Fast paced courses often more time spent in reviewing. So would definitely prioritize reviewing moving forward.
38	findings: Several students may need to take this course in-person or hybrid w/ zoom meeting components instead of 100% online.
39	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.
40	First time teaching the class, so no comparison. In the future, I will be more proactive in reaching out to struggling students.
41	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.
42	Great honors section. No learning gaps or issues.
43	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.
44	I am going to add on my syllabus that chromebook, desktop or laptop needed for testing in order for honorlock to work.
45	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.
46	I am pretty happy with the results of the students in this class overall.
47	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.
48	I attempted new strategies this term with mixed success. I think I have identified shortcomings in the process and made corrections for next term.
49	I believe my class achieved these SLO given the wonderful ZTC textbook created by the ESLN FLC.
50	I did see notable improvement from each essay for all students as they developed their critical thinking and research skills.

51	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.
52	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.
53	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.
54	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.
55	I have been changing my classes each semester to find what works best for me. This semester I tried taking roll but not counting it towards the final grade, as well as changing the formula I use for accepting late work. I will continue to make adjustments to these as well as other aspects of my classes to benefit my students.
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57	I made some improvements, which helped the overall average go up.
58	I need to figure out a way to boost attendance. Always trying to mix in new content to make it relevant.
59	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.
60	I need to stress the importance of attendance more.
61	I plan to continue listening to student feedback and address equity gaps in my pedagogical approaches.
62	I plan to continue listening to student feedback and address potential equity gaps in my pedagogical approaches.
63	I plan to incorporate GIS along with article discussions for this course in the future.
64	i should add length requirements to the exams, as well. I need to update the SLO since we don't have any traditional essays in the course content.
65	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. .
66	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.
67	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.
68	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.
69	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.
70	I will need to try some other ways to get students taking this online course to be more responsible to assignment deadlines.

71	I will use more educational hooks, media types and examples.
72	I would like to identify key areas where students are struggling with Excel..I could analyze the capstone exam and see where most people struggled. New strategies would be to spend more time on the key areas of Excel where students struggle the most.
73	Identify any learning gaps? * Notice that many students are having trouble understanding the reading material or managing their time effectively. Try new strategies? Closely follow up with students who start missing classes or stop attending, and advise them about the possibility of dropping the class rather than remaining enrolled without attending and receiving a failing grade. "According to students, they believe that if they fail, they will be able to retake it and that it won't show on their transcripts."
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75	Identify any learning gaps? * Note that many students struggle to understand the reading material or manage their time efficiently. Try new strategies? Monitor students who begin missing classes or stop attending, and inform them of the option to drop the course rather than remain enrolled, absent, and earn a failing grade.
76	Identify any learning gaps? * Note that many students struggle to understand the reading material or manage their time efficiently. Try new strategies? Monitor students who begin missing classes or stop attending, and inform them of the option to drop the course rather than remain enrolled, absent, and earn a failing grade
77	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.
78	Implement more case studies and practice with mock patients for student decision making attempts.
79	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.
80	In the future I will try more activities in class.
81	Instruction. Identify any learning gaps? * Notice that many students are having trouble understanding the reading material or managing their time effectively. Try new strategies? Closely follow up with students who start missing classes or stop attending, and advise them about the possibility of dropping the class rather than remaining enrolled without attending and receiving a failing grade. "According to students, they believe that if they fail, they will be able to retake it and that it won't show on their transcripts."
82	Introduce a project or different media type to cover these topics
83	I've been trying to change 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.

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85	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.
86	Keep everything the same, student success was great this semester.
87	Keep students active! Huge improvement over previous semesters.
88	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.
89	Low completion rate for online homework and low attendance rates for a few students but otherwise this section was very successful.
90	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.
91	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.
92	Most of the students that failed this course stopped showing up to class. It seems as though my problem is with retention and ensuring my students continue to actively show up/participate. What I plan on doing is reaching out to my students who seem to be falling behind or gradually missing class more frequently. I will reach out via email and take a concerned approach while reminding them that I am here to help them succeed.
93	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.
94	Most students did really well in the class. The ones who didn't left or stopped working. I could do more in terms of intervention. I did a lot of that in the beginning of the course but let up in the middle. I also plan to do more obvious process work with more obvious scaffolding, especially for the two harder analytical and research papers.
95	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.
96	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.
97	N/A
98	New strategies
99	No additional comments or feedback. This SLO was accomplished very well, particularly as this was my first term teaching.
100	No changes need to be made
101	No changes need to be made.
102	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

10 3	Offer more writer's workshops during class and a couple Zoom sessions
10 4	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.
10 5	One success I have had this semester was implementing in-class group discussions of case studies. I noticed that after we started these discussions, there was a significant improvement in scores on the third and fourth lecture exams compared to the first. Looking ahead, I want to add more low-stakes practice sessions, like ungraded quizzes, to help students feel more confident before lecture exams.
10 6	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.
10 7	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.
10 8	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.
10 9	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.
11 0	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.
11 1	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.
11 2	Proposed Actions: Adding content: updated skills videos for naloxone and epinephrine for Canvas Simplifying psychomotor skills sheets and condensing information on skills sheets (removing redundancy)
11 3	Provide a check in at the tail end of the semester to help with resolving any issues and assist with the final writing assignment.
11 4	Reflect and comment on the successes and challenges in this class. Did you: Try new strategies? - yes, placed audio pods to each module Add content? - updated outdated materials See notable improvement in class performance? Identify any learning gaps? - Directions for submission and getting assignments in a timely fashion In future will you - Try new strategies? _ Yes Make recommendations for content, - will revise and update course content assessment, - maintain current assessment modalities or SLO modification? - Will revise SLO's for this topic
11 5	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.
11 6	Revise SLOs, update repetitious ones and include new ones to focus on other aspects of the course, not solely the laboratory. Microbiology requires more than analyzing the Unknown Project grandfathered in from professor Shimeld's course design. I propose integrating additional ILOs (2, 5, possibly 4). As well as integrate Communication

	and Skillset PLOs. This will ideally require recrafting assignments and content to be able to measure these. The Microbiology Series have been largely successful at completing the goals of training students beyond the classroom. Proposals arise on increasing retention beyond the first or second term (recruitment and retention) and regarding expanding the basic levels of research performed due to limited materials (financial support for materials).
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11 9	saw the decrease in student grade average comparing to in-person class.
12 0	See 115
12 1	See comments for ETHS-163.
12 2	Shorter quizzes and smaller class size equaled high success rates.
12 3	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.

12 4	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
12 5	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.
12 6	SLOs were met
12 7	Some students in this course should take in-person class.
12 8	Spend more time at the beginning topics.
12 9	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.
13 0	Stress importance of attendance more.
13 1	Structured discussion groups
13 2	student need more time to prepare for exams. lecture time too short as well.
13 3	Student performance was good this term with goals met. There continues to be room for improvement, could be worth rethinking lab schedule and topics.
13 4	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.
13 5	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.
13 6	Students from this course created an ESL club on campus which created a link to the overall campus. That helped their interpersonal skills and strengthened their ties to the campus. Notice improvement of navigating resources. Majority of students started enrolling in credit bearing courses.
13 7	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.
13 8	Students struggled with this more and I feel I need to scaffold more. Even though I did see improvement from assignments.
13 9	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.
14 0	Students were successful in this SLO through exam results and discussion threads.
14 1	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.
14 2	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.
14 3	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.
14 4	Success will continue through consistent Canvas announcements, classroom announcements, collaboration with the Tutoring Center, STEM Center, SAS office, and regular office hours. These strategies are expected to support continued student success and help address any learning gaps. There are no planned modifications to the SLOs at this time.
14 5	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.
14 6	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
14 7	The group project works well with some students.
14 8	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.
14 9	The class overall did very well and were receptive to the material.
15 0	The class was a good one. Started a little slow, but they came together nicely. A few fell off toward the end, but most who stayed did really well. I'd teach this class pretty much the same way again.
15 1	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.
15 2	The flexibility for grading, building community, and historical context seemed to help.
15 3	The important value should always be placed on collaboration and trust.
15 4	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.
15 5	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.
15 6	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.
15 7	The strategies I implemented during this course seemed to have worked. I will continue to utilize them in the future.
15 8	The strategies I implemented during this semester seemed to have worked. I will continue to utilize them in the future.
15 9	The Student Level Reporting was based on the Reworked Rubric: 4 = A & B grades 3 = C grades 2 = D grades 1 = F grades Using the reworked rubric, this section met department SLO goals. The class performances were as expected. I did note however, two major grouping. Many students 22 or so consistently performed well driving the average up for the students who performed poorly. Poor performing students had a lower attendance on average often missing a few exams. The learning gaps mainly are attributed to lack of attendance. I don't know, however, what events lead to students missing classes. Perhaps, improving my weekly check in times for missing students to ensure students can get the help they need through any support services that the campus has to offer.

	Strategies - In addition to building upon accessible study materials and low-stakes practice items, I will continue to enhance the "outside" of classroom work, such as STEM Center Drop-In Sessions and Zoom Study Sessions.
160	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.
161	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.
162	There was so much AI used by the students this semester, it is difficult to gauge accurately their essay writing and critical thinking skills. Though we had workshops to build, plan, and give and receive peer feedback, I think I need to implement more building structure sessions during class time. I also think I need to implement a more substantial understanding in the students the importance of academic honesty and why AI usage does not really help them in this area in the way they're using it. It was disheartening this semester to see the usage and attitudes around AI.
163	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.
164	This class was a little more challenging than 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.
165	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.
166	This course implemented a couple of new strategies such as "Round Robin" style participation, which ensures that every person present contributes to discussion and answers questions. This ensured higher participation and an overall improvement in class performance. The content for this course was similar to that of previous iterations. In the future, new strategies would include more explicit instruction in computer-based tasks.
167	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.
168	This is my first time teaching this course. I don't have any recommendations at the moment.
169	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.
170	This level was particularly challenging since a lot of students were absent.
171	This list has one (1) student who withdrew (Summer), and several students who did not attend after the withdraw date and earned an FW (Kelly, Amos, Joseph, Aleena, Andrew, Ivan, Melany, and Desiree). I used Starfish to raise flags and reached out to students when they missed 2 days in a row. Compared to my other class, this class did better! I think it is probably because it wasn't as early since the other class also had a lot of students come late since it was a 7am class. Next semester, I will be more diligent about reminding students about the withdraw date and encourage them to meet with their academic advisor if they choose to do so.

17 2	This section did meet the department criteria of 70%. However, the overall percentage should be higher. In previous semesters, my morning sections have performed lower than my evening sessions. The class performance may be affected by the class being scheduled so early. Strategies to improve class performance include STEM Center, Group Sessions, Tutoring or More Zoom Sessions.
17 3	This section met our department goal of greater than 70% (85.8%). Of all my sections, this section performed the best. Like other sections, to increase class performance, I will push for more student services like the STEM Center and Tutoring Services. I will also try to hold more review sessions in the STEM Center as well as online (Zoom).
17 4	This section met the departmental goal of 70% or greater (73.3%). Strategies to increase class performance - Push for additional student services like the STEM Center and Tutoring Services. I will try to implement for review study sessions in the STEM Center and review sessions online (ZOOM).
17 5	This section successfully met our department score of 70%. Like with section 01, to improve class performance would be to push more student services like STEM Center and Tutoring Services. I will implement more review sessions both online (zoom) or in person through the STEM Center.
17 6	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.
17 7	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.
17 8	This term, several new engagement and RSI strategies were piloted with positive results. Increased use of targeted "message students who" 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.
17 9	This was a 7am class, and this semester, I had many students attend sporadically (which impacted their grade and knowledge) or stopped attending after the withdraw date. For the latter, I labeled these as "N/A" since they stopped participating in class (Eloisa, Cesar, Donna, Lillian, Natali, and Emily). There are also a few students on this list that did withdraw on time (Beahr) or dropped before the first day of class so I never met them (Damian, Nydia). With this in mind, I only had two (2) students regularly attend class and submit work that did not pass (Alyssa and Priscilla). This semester, I also used Starfish a lot and sent emails to students if they missed 2 classes in a row. Most students didn't respond. In future classes, I will be more diligent about reminding students about withdraw dates.

180	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.
181	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.
182	To assist students in doing well, I provided them with review sheets/study guides for each chapter, practice quizzes for each chapter and collected verbal feedback about the course after the 2nd exam. Students provided feedback and their suggestions were implemented in the course for the rest of the semester. Student performance improved on the remaining lecture exams. In the future all study guides and practice quizzes will be provided ahead of time.
183	To assist students in doing well, I provided them with review sheets/study guides for each chapter, practice quizzes for each chapter and collected verbal feedback about the course after the 2nd exam. Students provided feedback and their suggestions were implemented in the course for the rest of the semester. Student performance improved on the remaining lecture exams. In the future all study guides and practice quizzes will be provided ahead of time.
184	To be continued.
185	To be continued.
186	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.
187	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
188	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.
189	Tried new engagement strategies and study techniques. Offered more office hours to equitably target all students Learned most students know to attend lab with it being 40% of the grade, ignoring being in lectures Future: Update syllabus Update class activities and study time
190	Try new strategies to better manage group projects.
191	Trying different assessments. Students lack skills to be successful.
192	Update course materials Define due dates for work Update SLOâ€™s
193	Using the reworked rubric, this section met department SLO goals. The class performances were as expected. I did note however, two major grouping. Many students 22 or so consistently performed well driving the average up for the students who performed poorly. Poor performing students had a lower

	attendance on average often missing a few exams. The learning gaps mainly are attributed to lack of attendance. I don't know, however, what events lead to students missing classes. Perhaps, improving my weekly check in times for missing students to ensure students can get the help they need through any support services that the campus has to offer. Strategies - In addition to building upon accessible study materials and low-stakes practice items, I will continue to enhance the "outside" of classroom work, such as STEM Center Drop-In Sessions and Zoom Study Sessions.
19 4	Using the reworked rubric, this section met department SLO goals. The class performances were as expected. I did note, however, two major grouping. Many students 24+ or so consistently performed well driving the average up for the students who performed poorly. Poor performing students had a lower attendance on average often missing a few exams. The learning gaps mainly are attributed to lack of attendance. I don't know, however, what events lead to students missing classes. Perhaps, improving my weekly check in times for missing students to ensure students can get the help they need through any support services that the campus has to offer. Strategies - In addition to building upon accessible study materials and low-stakes practice items, I will continue to enhance the "outside" of classroom work, such as STEM Center Drop-In Sessions and Zoom Study Sessions. Currently, I am improving my practice items and coordinating with the STEM center to have more frequent Drop-in Sessions.
19 5	Will continued as plan.
19 6	work on unified department criteria
19 7	work with department committee to standardize evaluations
19 8	Working at a continuation school, this has been a learning curve, but each semester I am improving on how I work with the kids, based one the environment and limitations, as well as the unique challenges, to improve the overall success of students.
19 9	Working on more ideas for retention. The two FWs were students who said they were committed to making up work and passing the class but stopped communicating with me and the messages I sent to them regarding their participation in class.
20 0	Would more time focusing on reviewing key topics as this is a fast paced course.