

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Society and Culture

Assessed: 2025-2026

Learning Outcomes Statement

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

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2025 or Spring 2026 semesters. Assessments occurred in 532 sections and resulted in a total of 10,261 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the ILO.

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
4	Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	8,686	84.65%

List of courses where outcomes were mapped to the ILO (80 Unique Courses).

ANTHRO-100	ASL-115	ETHS-106	HIST-170H	RELIG-175
ANTHRO-102	BUSAD-100	ETHS-107	HIST-171	RELIG-176
ANTHRO-106	BUSAD-103	ETHS-132	HIST-171H	RESP-302
ANTHRO-106H	CD-105	ETHS-141	JAPN-101	SOC-100
ANTHRO-107	CD-126	ETHS-163	KIN/F-049	SOC-100H
ANTHRO-110	CIS-095	ETHS-164	MARKET-100	SOC-105
ANTHRO-116	COMM-135	GEOG-102	MARKET-110	SOC-106
ANTHRO-116H	COUN-120	GEOG-102H	MUSIC-103	SOC-132

ANTHRO-125	ENGL-152	HEALTH-102	MUSIC-134	SOC-141
ART-100	ENGL-160	HEALTH-104	MUSIC-136	SOC-141H
ART-102	ENGL-160H	HEALTH-267	MUSIC-174X4	SOWO-101
ART-103	ENGL-163	HIST-100	MUSIC-195	SPAN-104
ASL-101	ENGL-164	HIST-101	MUSIC-235	THART-100
ASL-102	ENGL-270	HIST-101H	POLS-C1000	THART-100H
ASL-103	ENGL-C1000	HIST-107	RELIG-110	THART-108
ASL-104	ENGL-C1001	HIST-145	RELIG-175	

Use of Results/Proposed Actions – Individual Submissions

1	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.
2	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.
3	Add content
4	Add content and change chronology
5	Add content and update chronology
6	Add content to address current social issues.
7	Add more engaging content
8	Added more quizzes and for students who submitted them, they had a high success rates.
9	AI significantly affected writing assessments; many students stopped attending/submitting work
10	Almost all the students completed the assignment, but I will reach out to the ones who did not do as well as others to see if they can put more detail in their work.
11	Benchmark low, but met.
12	Benchmark Met
13	Benchmark met on SLO 1 but not on SLO 2
14	Benchmarks met
15	benchmarks met. Small sample size since this is an honors section.
16	Change what we base the analysis on. The scores of 1 are because they didn't take the final exam. The N/A are students who received an FW
17	Class met expectations and did well on all assessments. Lively class discussions and important experiences in their communities.
18	Class met the requirements and expectations of the curriculum. Class was engaged and worked well in groups with lively discussions.
19	Connect with the honors program coordinator more regarding a procrastinating student.
20	Continue starting the class with the SLO objective and refer to it throughout the discussion.

21	Continue to engage students.
22	Continue with current assessments and class projects. Continue with guest lecturers since student learn valuable life and social lessons.
23	Continue with current assignments and assessments. Bring in more guest lecturers for students to hear from others in their fields.
24	Continue with current assignments and assessments. Hope to have more guest lecturers, and outside shared experiences.
25	Continue with current assignments, and assessments. Hope to have industry guest lecturers in future offerings of this course.
26	Continue with various assessments and class projects. And continue with guest lecturers since class loves and learns so much from their experience, in life, education, and culture.
27	Current strategies appear to be working.
28	Encourage the one student who did not score the highest score to retake it.
29	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.
30	Expressive Skills: This semester, I revised students' practice assignments to target a broader range of expressive skills than in previous terms. As a result, I observed noticeable improvement in students' overall production, including clarity, confidence, and skill application. Receptive Skills: No changes were made to receptive assessments this semester. Students struggled on receptive quizzes and the midterm; however, performance on the final assessment was significantly stronger, likely due to the formatting of the exam. Given the 100% success rate on the final, I plan to revise the format in future semesters to better challenge students and more accurately measure receptive proficiency. Cultural Competency: This semester marked the highest level of student participation in Deaf/ASL community events to date. This was particularly surprising given the fully online format of the course, which can make it more difficult for students to build connections, coordinate transportation, and feel comfortable attending events. Despite these barriers, students demonstrated strong engagement with the cultural component of the course. Other Changes: During midterm one-on-one conferences, I proactively discussed withdrawal options with students who had fallen significantly behind. Many students chose to withdraw at that point, which I believe contributed to the overall higher course success rate by allowing students to make informed decisions aligned with their readiness and capacity to complete the course successfully.
31	Fantastic group

32	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.
33	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.
34	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes.
35	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes. Comparing this class (ASL 2) to last semester's class (ASL 1), my students really improved their expressive skills.
36	For this class, I used interactive activities such as Kahoot, Wayground and Jeopardy. These activities help my students improve their receptive and expressive skills so I will keep using these activities for my future classes. However, according to this class' students' receptive skills, I will try new strategies such as more interactive activities and more reviews.
37	Great class! It was fun working with the librarian on research projects and zines.
38	Great honors section. No learning gaps or issues.
39	Holding the student to a higher standard because they are honors is important and if they are not doing their work, dropping them from the course.
40	Honors!
41	I added more discussion activities for in-class assignments. I will continue to expand on the in-class assignments. I changed from weekly quizzes to weekly knowledge check-ins, I may provide more structure to the check-ins building off their reflections and incorporate them more in class.
42	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.
43	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.
44	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos.
45	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. Note the low percentage for students having satisfied the SLO's is partly due to the cross-listing between ETHS and SOC. the ETHS section was high and the SOC enrolled students (a smaller number) had some of the lower scores/grades.

46	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. Note this a cross-listed section so it is combined with ETHS 141-71
47	I changed the weekly quizzes to knowledge check-ins. I created projects (social issue teach-in) and social movement. I want to make changes to discussion assignments to make them more interactive, maybe using the structure from the teach-in where they taught each other through uploading videos. I revised the Honors project to be interview based (a podcast or video). This format seems to work well, I may want to include more supplemental information and an assignment to help guide them more in developing their questions and interviewing skills.
48	I changed weekly quizzes to weekly knowledge check-ins. I can provide more structure to this weekly reflection assignment in the future. I developed the social movement project as a final and the social issue teaching project (for midterms). I want to provide in-class assignments that build to create their project and may incorporate an in-class assignment to jumpstart them on their final project.
49	I continue doing what I am currently doing as it has been successful I plan to add more video presentations to the course
50	I continue on the same path as it has been successful.
51	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.
52	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.
53	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.
54	I recommend students who have already previously dropped the course not be present on SLO report at the end of the term. I had 6 students listed that had dropped the course.
55	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.
56	I spent more time speaking about individual artists this semester as opposed to previous semesters when I covered the musicians and periods in more general ways. Although my students were really great this semester, I did not have one good writer in the class. I think in following semesters I would like to implement more in-class writing assignments.
57	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. .
58	I think reaching out to students that are not turning in work is the best thing for this class. We do not meet in person but if I see someone struggling sending a letter to them to check on them is the best thing and then dropping them if I do not get a reply or if their performance continues, dropping them from the course
59	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.
60	I tried using new strategies to get the students to sign during class and that was effective. We did various GoReact participation activities throughout the semester
61	I will add more in-class assignments and I add more scaffolding to the projects.
62	I will add more in-class assignments and more scaffolding to the projects.
63	I will add more in-class assignments and scaffold more.
64	I will add more in-class assignments and scaffold the projects.
65	I will add more in-class assignments and scaffolding.
66	I will add more scaffolding to the honors project
67	I will change the discussion assignments.
68	I will continue doing what I am doing as it is successful. This semester I plan to add more video presentations
69	I will continue to encourage students to present their work at the honors conference.
70	I will create more in-class assignments and use more scaffolding for projects.
71	I will create more in-class assignments and use more scaffolding for the projects
72	I will create more in-class assignments and use more scaffolding on projects.
73	I will make changes to discussion assignments.
74	I will make changes to the discussion assignments.
75	I will show better examples of the expectations.
76	I will work on contacting students who have missed the assignments.
77	I would add more review and activities for receptive portion such as practice videos of myself signing. I see that students' knowledge and expressive skills have improved so I would keep doing what make them improve.
78	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.

79	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.
80	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. One of the listed students was not in the class.
81	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.
82	Im satisfied with the result from the students in this class. Everyone has met most of the requirements between 3 and 4 which met all categories.
83	Implement more group activities in the future.
84	Implement RSI training and recommendations for upcoming terms to maintain engagement throughout the term.
85	Incorporate more Ted talks.
86	Linking CLO data to assignments in canvas for better tracking
87	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.
88	N/A
89	Need to revisit how Deaf Culture quizzes are structured and communicated to ensure students do not overlook this component. The absence of an initial due date led some students to assume the quizzes were not required, resulting in last minute completion and inadequate preparation. In future offerings, clear and firm due dates will be established for Deaf Culture cultural competence assessments and aligned with final assessment timelines to support better preparation and performance.
90	No learning gaps. My honors student in History 101 performed admirably.
91	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
92	Nothing to improve.
93	Nothing, I did a great job. the students that have received F or C, did not want to do the work!
94	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.
95	One change I made this semester was introducing the QTEL model to emphasize sociocultural theory throughout the semester (anticipatory guides, 3-moments lesson plans, etc). I believe

	this change had a profound impact on the level of engagement I experienced throughout the semester. This was also, in particular, a special and more engaged group of students.
96	One student health issues.
97	One student on this list, I do not have on my roster.
98	Online instruction is not the best method for high school students.
99	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.
100	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.
101	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.
102	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.
103	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.
104	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.
105	Provide a check in at the tail end of the semester to help with resolving any issues and assist with the final writing assignment.
106	Quizzes added.
107	Saw improvement for some students. Will be updating course content with new version of text for next semester. Plan to modify assignments & assessments.
108	Saw improvement for some students. Will be updating course content with new version of text for next semester. Plan to update assignments and assessments.
109	See comments for ETHS-163.
110	Shorter quizzes and smaller class size equaled high success rates.
111	SLO #1: I would love to update this SLO and talk more about how BIPOC groups are minoritized rather than be defined as "minorities" particularly when they are in the majority globally and locally to Crafton Hills College. SLO #1: This is a great SLO and I would love to incorporate it more explicitly into the language of the final project. SLO #3: I would love to continue connecting more historical and contemporary economic, and legal changes in Hollywood to the course content.
112	SLO #1: I would love to update this SLO and talk more about how BIPOC groups are minoritized rather than be defined as "minorities" particularly when they are in the majority globally and locally to Crafton Hills College. SLO #2: This is a great SLO and I would love to incorporate it more explicitly into the language of the final project. SLO #3: I would love to continue connecting more historical and contemporary economic, and legal changes in Hollywood to the course content.
113	Some improvement. Plan to update course.
114	Some improvements. Plan to make course updates.
115	Student attendance and commitment to the course are essential to course success throughout the semester. Instructor/Student communication and support assisted with maintaining the professional and ethical standards when representing the campus mission.
116	Student attendance and commitment to the course are essential to course success throughout the semester. Instructor/Student communication and support assisted with maintaining the professional and ethical standards when representing the campus mission. Non compliance

	with course attendance and expectations influences student's ability to complete the coursework and successfully complete the components required for the class.
117	Student did very well with recording and electronic music. They collaborated throughout the semester.
118	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.
119	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.
120	Students did well o these assignments so there will be no charms to them.
121	Students from this course who has completed all necessary assessments and projects has satisfactorily met all requirements for each category. I am happy with the result but will kept on finding ways to improve this course by introducing more opportunites to interact with members of the Deaf community.
122	Students usually do well in this class.
123	The assessment data for Expressive portion should be interpreted with caution due to the small number of completed assessments. Because the sample size was limited, the overall percentage was disproportionately affected by a small number of lower scores. Most students who completed the assessment demonstrated strong performance and successfully met the learning outcome; however, two lower scores significantly reduced the overall average. The limited number of completed assessments also reflects a broader concern regarding student persistence and completion in the online course format. Compared to the original class enrollment, relatively few students completed the final assessment, which continues to be an ongoing trend in online sections where enrollment and participation decline noticeably from the beginning to the end of the semester. Moving forward, the course may benefit from intentional revisions designed to increase student engagement and sustained participation. While the course currently includes weekly announcements, discussion boards, instructor feedback on video assignments, and regular assignment reminders, additional interactive activities and more consistent student-instructor dialogue may help strengthen connection and accountability. Greater emphasis on regular communication, peer interaction, and structured check-ins may also address the sense of disengagement some students appear to experience in an asynchronous online environment without live interaction.
124	The challenges of this class were largely attendance based. Those who attended regularly did much better overall and had a good grasp of the material.

125	The one student who did not score the top score, encourage them to take it.
126	The results are 78.8%, so yes the goal was met. The 55.6% is nonsense. Check Canvas for the average of all cultural exams.
127	The zine in-class workshop for the final day of class helped many students complete their project. I want to further develop the final project into a counterstory project. They also had the chance to share their final projects in class with other students and I want to build that into the project itself.
128	The zine in-class workshop for the final day of class helped many students complete their project. I want to further develop the final project into a counterstory project. They also had the chance to share their final projects in class with other students and I want to build that into the project itself. Honors interview project went well with weekly check-ins on project and reviewing the questions to give feedback.
129	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.
130	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.
131	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.
132	These high school students did not turn in their homework (2 written assignments) next semester, I will have them write the papers in class. Also suggested to the counselor that the class should end before Thanksgiving, as 5/10 did not return.
133	They class did well with these assignments so there will not be any changes to the assignments.
134	They focus on more the target language itself in the course. However, maybe they could learn Japanese culture via their assignments and practices. I will add more exercises and assignments/research related culture.
135	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.
136	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.
137	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.

138	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.
139	This semester I adopted new ways to teach the required information. Students seemed to really enjoy how the information was being presented.
140	This semester I adopted new ways to teach the required information. Students seemed to really enjoy how the information was being presented. I witnessed notable improvements to class participation.
141	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
142	This semester we moved into the new music facilities. The setup in the new facilities is different than the previous layout, which led to a few adjustments. In coming semesters I'm going to propose that the students change the layout to be more circular to stimulate conversation and discussion. As with previous semester, I've noticed that as the material becomes more current and we start studying the 1970s onward in the U.S. that students start speaking up more and relating to the material. So I'm constantly trying to find ways to relate material pre-1970s to their lives.
143	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.
144	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.
145	This was a successful course! But next year, I would like to teach different texts, based on what my students and I talked about at the end of the semester.
146	This was the first semester the course was offered. Having structured in-class assignments went well and helped increase student's participation in discussion. I want to expand on in-class activities to encourage more collaborative assignments throughout the semester.
147	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.
148	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.
149	Throughout this PT class, students demonstrated both successes and challenges in meeting the course learning outcomes. Many students showed measurable improvements in cardiovascular endurance, strength, and overall physical readiness. Consistent participation and effort contributed to noticeable gains in performance throughout the semester. Several students adopted new training strategies, including improved pacing during endurance activities, greater attention to recovery and hydration, and increased physical conditioning outside of class. These approaches generally resulted in improved performance and a better understanding of the physical demands associated with fire service work. Students demonstrated notable improvement in their ability to complete physical tasks efficiently and safely. However, some learning gaps were identified in areas such as mobility, recovery practices, and maintaining consistent performance under fatigue. Continued emphasis on these areas will further enhance student preparedness for fire academy training and career requirements. Moving forward, students are encouraged to continue implementing effective training strategies, maintain consistent fitness routines, and focus on long-term physical development. As an instructor, I recommend incorporating periodic benchmark assessments throughout the course to provide additional opportunities for students to track progress and identify areas needing improvement. The current course content effectively supports student learning

	outcomes, though continued refinement of assessment methods may further strengthen student success and readiness for the physical demands of the fire service.
150	Tighter assignment schedule next time, more quizzes, more spread out credit. Also want to very much focus on thesis / essay writing from the beginning. With a small class like this I want to be doing 1-on-1 work very early on for their writing about literature skills.
151	To be discussed at Spring meeting.
152	Try new retention strategies
153	Two new film analyses regarding the Bolivia water war and Chilean "No" campaign were impactful with the students.
154	While six students demonstrated strong mastery of ASL 103 outcomes and met or exceeded course level expectations, four students performed at a minimal level, meeting expectations but struggling to demonstrate consistency and fluency. The widening performance gap between these two groups contributed to the overall SLO being rated as unmet. To address this in future sections, additional structured opportunities will be incorporated for students to practice expressive skills throughout the term, with targeted formative feedback aligned to final expressive assessment criteria. Increased exposure to assessment style expectations and feedback prior to the final evaluation is expected to better prepare students, clarify performance standards, and support improved outcomes on expressive assessments.
155	Work on writing assignments in class.