

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome: Written and Oral
Communication

Assessed: 2025-2026

Learning Outcomes Statement

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

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2025 or Spring 2026 semesters. Assessments occurred in 526 sections and resulted in a total of 9,600 assessments.

Summary of Evidence

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

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
2	Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	7,607	79.24%

List of courses where outcomes were mapped to the ILO (94 Unique Courses).

ACCT-208	BUSAD-200	EMS-067	ENGL-C1001H	MATH-250
ART-100	BUSAD-210	EMS-151	ESL/N-601	MATH-903
ART-100H	CD-105	EMS-152	ESL/N-602	MUSIC-103
ART-102	CHEM-101	ENGL-127	ESL/N-603	MUSIC-103H
ART-102H	CHEM-102	ENGL-128	ESL/N-604	MUSIC-134
ART-103	CHEM-150	ENGL-152	ETHS-163	MUSIC-174X4
ART-113	CHEM-151	ENGL-155	HEALTH-263	PHIL-107
ART-126	CIS-141	ENGL-155H	HIST-100	POLS-C1000
ASL-101	COMM-111	ENGL-163	HIST-101	RELIG-175
ASL-102	COMM-111H	ENGL-164	HIST-101H	RESP-302
ASL-103	COMM-125	ENGL-170	HIST-107	RESP-303
ASL-104	COMM-135	ENGL-175	HIST-150	RESP-410
ASL-205	COMM-140	ENGL-227	HIT-101	SOC-105

BIOL-100	COMM-145	ENGL-232	JAPN-101	SPAN-019
BIOL-131	COMM-155	ENGL-260	KIN-170	SPAN-101
BIOL-131H	COMM-C1000	ENGL-261	LIBR-107	SPAN-102
BUSAD-100	COMM-C1000H	ENGL-270	MARKET-100	SPAN-103
BUSAD-145	CSCI-240	ENGL-271	MATH-106	
BUSAD-155	ECON-100	ENGL-C1000	ENGL-C1000H	

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	16 week semester pacing seemed to work well. Need to give more time to equilibrium calculations Need to figure out pacing of lab experiments better.

5	16 week semester was new and the pace seemed to work. Will add problems to problem sessions to help with math. Work on pacing of laboratory experiments.
6	A few things seem odd to me as all students in all sections received a 4 for Apprehension. Hmmmmm. This is also a very poor turnout as class time was taken to complete these SLO's. I wonder where the data went or many just did not submit correctly? To be discussed at Spring meeting.
7	A number of students in this list were not enrolled. Unfortunately I had six students ghost the class after census passed. My guess is the students were not prepared for a fully online class.
8	“Diverse perspectives, meaningful inquiry, analysis, and knowledge-making”: a tall order that most students are not managing to fill. As teaching is in large part about relationships, and one cannot forge much of a relationship online, I return to my major solution: when I am able, return to the classroom.
9	Action? Retire :)
10	Add content
11	Add content and change chronology
12	Add content and update chronology
13	Add more engaging content
14	Add more peer review and student samples
15	add more peer reviews and relevant articles
16	Added more quizzes. Students performed well.
17	Again, more transparency on the form of grading (labor based). And more autonomy on grades for students -- i.e. calculating their own. I'm also interested in finding my own form of individuated record keeping -- and doing more 1-on-1 conferencing (esp. at the beginning).
18	AI significantly affected writing assessments; many students stopped attending/submitting work
19	All but one met or exceeded expectations.
20	All but one met or exceeded expectations.
21	All submitted capstone work achieved full SLO expectations for each student. There is no question that these learning and program objectives were successfully achieved.
22	All the students who attended class regularly met all the SLOs. The students who missed, did not.
23	Although the overall success rate was 63%, indicating that the goals were somewhat met, continued efforts will be made to strengthen student understanding and performance. Proposed actions include increasing targeted review activities, incorporating additional practice opportunities, and reinforcing key concepts through active learning strategies. Student feedback and assessment results will be used to identify areas of difficulty and guide instructional adjustments for future semesters
24	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.
25	Art 100H students meeting expectations. No action needed.
26	As a late start, many students stopped attending class mid semester and quite a few did not complete the final paper and project. This is very different than my full term courses.
27	As with my other section, my goal is to create a video to help better explain assignment requirements. I also plan to creat some anti-AI assignments to hopefully combat AI plagiarism.
28	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.
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31	Assessment needs overhaul.
32	Assessment results indicate that students successfully achieved the identified Student Learning Outcome (SLO). Consistent student engagement, guided instruction, and review activities contributed to strong overall performance. Future instruction will continue to incorporate effective teaching strategies and interactive learning activities to support continued student success.
33	Attendance created multiple learning gaps for these students. It is important to work on retention for future courses.
34	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.
35	Based on the results of this assessment, students met the Student Learning Outcome related to interpretive reading in Medical Spanish, demonstrating adequate comprehension of healthcare-related texts and key medical terminology. Assessment results indicate improvement in overall reading comprehension; however, challenges persist in interpreting complex grammatical structures and nuanced meaning. To address these learning gaps, future instruction will incorporate additional scaffolded reading activities, targeted vocabulary support, and formative comprehension checks. Recommendations include refining assessment criteria and instructional materials to ensure stronger alignment with course SLOs and to further support student achievement.
36	Clarify AI policy with attention to drafting process and workshop timelines. Attempt new strategies to encourage early engagement and discourage due date hunting.
37	Clarify AI policy with attention to drafting process and workshop timelines. Attempt new strategies to encourage early engagement and discourage due date hunting.
38	Continual improvement of teaching strategies and effective instruction to ensure proper student outcomes.
39	Continue doing writing conferences after students complete rough drafts. Continue scaffolding as students learn to write academic, researched essays.
40	Continue giving abundant speaking opportunity in class, and encouraging public speaking to influence all areas of real life.
41	Continue to constantly improve course work and teaching strategies for more effective teaching and instruction.
42	Continue to emphasize the importance of good patient care and documentation. Students were much better early on in this class. Patient care reports and evaluations were positive. Reports were complete and done on time.
43	Continue to emphasize the importance of providing and documenting good patient care in the field.

44	Continue to emphasize the importance of sound patient care and documentation. I was better prepared to instruct students on the importance of documentation and having their work done on time.
45	Continue to listen to student feedback and address potential equity gaps in my teaching.
46	Continue to work on the attendance policy.
47	Continue with emphasizing the importance of good patient care and documentation.
48	Create more videos to better explain assignments. Create anti-AI assignments.
49	Current strategies appear to be working.
50	Discuss at next SLO Meeting
51	Discuss at next SLO Meeting
52	Discuss at next SLO meeting.
53	Discuss at Spring meeting
54	Drop students before drop date
55	Either data is missing (my hunch) or many students said they completed though clearly did not.
56	Employed the same approach as my other section of C-1001 this semester and had better results of students re-doing AI-generated essays and engaging with the material more.
57	Encourage students to attend all classes to meet the SLOs.
58	Encouraged student participation
59	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.
60	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.
61	Expand on labor based grading and make grading criteria much more transparent; for example, have the student themselves calculate their grades during the class.
62	Expectations were met, however a better more rigorous analysis system is needed.
63	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.
64	Fast paced courses often more time spent in reviewing. So would definitely prioritize reviewing moving forward.
65	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.
66	Following up with students with missing or late work has had mixed results: half the students follow through, half do not. I am not sure what else I can do to help them.
67	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.
68	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.
69	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.
70	For this semester, I created a new theme for the course called "Semiotics and the social impact of pop culture". It was one of a challenge due to the students being new college students and right out of high school. Getting them motivated and interested in pop culture of the past as well as current pop culture was challenging. Getting them motivated to actually do the work was challenging as well. I had to constantly adjust and modify the lessons to fit specific learners. At times, they appeared lost and unmotivated. I have to find a way to get them to commit to their learning. A few students took advantage of the writers workshop in class and wanted me to read their essay for greater success. The students who allowed me to look at their essays and actually brought in work, were a great success. They saw their strengths and implemented those strengths in other classes. I really think it all comes down to how motivated the student is and if they procrastinate. I think I am going to have them submit their class discussions to Canvas. Making them more motivated and accountable.
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72	Great honors section. No learning gaps or issues.
73	Great student, great experience. I think the section was one of the best.
74	Had many challenges with students submitting AI work. I'm attending workshops and research to develop prompts that promote and foster student-centered ideas and commitment to educational growth rather than end-result thinking.
75	Honors requirement maybe too much for these students.

76	Honors requirements may be a little too much for these students.
77	I am basically pleased with the outcomes. But, I do wish the success rate was higher. A few students didn't complete the assignment. Next semester, I will check in with students more often through individual messages to avoid missing work and any confusion about their assignments
78	I am going to add on my syllabus that chromebook, desktop or laptop needed for testing in order for honorlock to work.
79	I am not satisfied with the results. I feel a lot of students stopped participating in the course due to the book I used. Next time I teach this course, I will choose a more reader friendly book. I will also change my research topic to something else.
80	I am pleased with the outcomes. Next semester, I will check in with my students more. And add a new assignment that addresses a specific aspect of the essay, fallacies.
81	I am pretty happy with the results of the students in this class overall.
82	I am very pleased with the outcomes of my Honor Students. They did great work.
83	I am working to have a draft due of the final project so that students can receive ongoing assessment of their work, not just assessment of the final project.
84	I believe my class achieved these SLO given the wonderful ZTC textbook created by the ESLN FLC.
85	I did see notable improvement from each essay for all students as they developed their critical thinking and research skills.
86	I did try a new research project and it seemed to go well.
87	I felt this class was a huge success. Students worked towards the path of presenting a research project. While many students missed the deadline to present outside the campus this semester, many are more than ready to present in fall. What is particularly special about this project is that it extends across semesters, so I hope to repeat this format in the future.
88	I had a lot of absences in this class for some reason. I think that had more students more regularly attended class, our overall course success rate would be have been higher. I'm working on adapting curriculum and attendance policies next term to address this issue.
89	I had two honors students, and 1 stopped attending. I reached out every 2 classes, but I know she was going through some personal things. In the future, I will use more resources like reaching out to the Honors Department to ensure all my students are supported.
90	I increased the number of weekly announcements and reminders and I will continue this with detailed feedback on assignments. I plan to work on my short answer questions to update them and incorporate more reflection.
91	I made some improvements, which helped the overall average go up.
92	I plan to continue listening to student feedback and address equity gaps in my pedagogical approaches.
93	I plan to continue listening to student feedback and address potential equity gaps in my pedagogical approaches.
94	I really need to examine this class. I did everything the same for the Honors section, and had several weak performers in the end.
95	I saw notable improvement in this course than in other semesters due to my efforts to keep in regular contact with all my students this semester. I primarily used the Canvas Inbox and the comments section on assignments to interact with students. I had lots of dialogue with students who were struggling and guided them to a point where they improved. Those who did not pass decided to no longer participate in the course after the drop date. There was nothing I could do with them even after repeated attempts to reach out to encourage them back into the course. I plan to seek out training to integrate more effective practices that would increase regular substantive interaction with the students. Doing so I believe will increase the participation rate, reduce the failure rate, and hopefully increase the success rate.

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97	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.
98	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.
99	I think it would be beneficial if I incorporated more homework and accountability for my students, more rigor with deadlines and perhaps more group work to get them bouncing ideas off one another before we engage in class discussion.
100	I think it would be beneficial to incorporate more group work for the students to collaborate after in-class reading and that would make class discussion more engaging. Homework and deadlines should also be more relied on for accountability and growth.
101	I took over this class most of the way through the semester. I was able to implement a research assignment I had shaped last semester, and it seemed to go well. The students had concerns but they mostly were resilient.
102	I took over this course with 5 weeks left. The students who did not meet the goal had missing assignments. They were given the opportunity to complete them.
103	I tried many strategies to accommodate the different needs of my students and to support them in their growth and mastery of the SLOs. For writing particularly, I plan to scaffold and chunk the larger writing tasks even more than I already did in order to provide even more feedback along their journey towards their final products. When I incorporated elements of this, I found more success in their work and my students responded well overall to the constant drip of feedback and chunked writing work.
104	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.
105	I tried some new strategies this term, especially giving more conversational, targeted feedback and using clearer models for assignments. I also added more guided prompts and low-stakes writing to help students move beyond summary and into analysis. I did see noticeable improvement in student performance over the course of the semester, particularly in thesis clarity, organization, and use of evidence. Students who engaged with feedback showed the most growth. At the same time, some learning gaps remained, especially at the sentence level, with quote integration, and with revision habits.
106	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

107	I try to keep these percentages as high as possible but I noticed there were several students who struggled this semester. There was a prevalence of AI use and I need to build in further tools for students to use to avoid their use and to know what constitutes an offense.
108	I want to add more incentive for my students to attend office hours to get help with their writing. I also am interested in having students come with more discussion points for analysis rather than me leading the discussion. Create more opportunities for students to link the readings to their everyday life.
109	I was pleased with the outcomes. Next semester, I will check in with students more often through individual messages to avoid late work and any confusion about their assignments
110	I was pleased with the outcomes. Next semester, I will check in with students more often through individual messages to avoid late work and any confusion about their assignments.
111	I was very pleased with the projects created in this class. I plan to only make minor updates. In this class, many students were responsive to in-class poster presentations, so I plan to repeat this as a staple activity in the future. This encouraged engagement throughout the semester, which allowed me to assess students better, even when some used minor amounts of AI for written compositions. AI abuse was much less of an issue in this course (with perhaps 2 students who may have over relied on AI throughout the course). A much larger issue was that students missed class for work or other commitments, which did result in at least one student not passing the course.
112	I will be dedicated to finding new strategies that will encourage more students to participate.
113	I will check in an additional time with the students who earned 0 points to encourage them to complete their assignments.
114	I will continue doing what I am doing as it is successful. This semester I plan to add more video presentations
115	I will continue to alter essay prompts to meet students' changing needs.
116	I will continue to teach, practice, and encourage critical listening skills. I will spend more time teaching speech tone and purpose.
117	I will show better examples of the expectations.
118	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.
119	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.
120	Implement RSI training and recommendations for upcoming terms to maintain engagement throughout the term.
121	In most students, I saw notable improvement in writing skills throughout the semester. There are a few learning gaps I noticed with MLA citations and formatting, but I plan to mitigate them in future semesters.
122	In some instances, excessive absenteeism and missing assignments caused some students to not meet the SLO when the class provided the opportunity to do so. In the future, I would remind students of our learning outcome goals each class and link assignments to certain SLOs in writing. I would also have students complete the self-evaluation several times throughout the semester so we can discuss ways they feel they need more knowledge.
123	In terms of target rate, I do still think the target rate was met. While it is at a 78.3%, this is a reflection because 5 students stopped showing up after the withdrawal deadline and did not submit their work anymore, even though I provided a grace period and allowed late work up until Thanksgiving break. Three of those students did mention that things in their personal life came up, I encouraged them that they can still submit their work, but they did not in the end. But in terms of the other successes, I do think because it was a one day a week class that was pretty long in terms of class time this really made it easy to sort of "flip" my classroom. Meaning that I lectured each class for a bit, but then the rest of the class was solely dedicated to students working together on their assignments, practicing key skills, and also reading in class. A lot of the work they had to do was done in class and whatever they still needed to

	work on or submit, they had time to work on it at home. I think this really helped me the target rate because students built the foundation in class, with their peers and me, then they went home and finished it. This ensured that they learned the material, but also that they did the work and turned it in. I think this approach not only made the class lively, but also really helped students. I also allowed in my policy this time around a grace period for late assignments, which many students utilized. Every essay had a peer review / rough draft component which ensured not only higher submission rates, but also helped students revise and edit their work. Lastly, students in this class also mentioned that they absolutely loved the readings that I assigned, they said they were interesting and also relevant, and I do think that helped them practice their writing, reflecting on their thoughts, and also responding to the readings. In the future, I do believe I will do this same approach now since this is the third time I have done this and each time I see better results than when I did not implement a similar approach.
124	In the future I am going to highlight email communication more clearly. Attendance was a challenge this quarter.
125	Include more student writing for modeling purposes
126	Incorporate additional lie stakes concept practice
127	Incorporate additional listening assessments throughout the semester. Also, focus on more precise feedback.
128	It meets the 65% target. No actions at this time.
129	Looking forward to trying some new writing strategies and prompts for the next round of classes. The continued use of demonstrating good writing models is working for many students - having examples of good writing encourages students to produce their own examples of good writing.
130	Met target. No proposed actions at this time.
131	Model more writing for the students
132	More facts and quizzes. A reading journal. Exploratory ePortfolio structure.
133	More one-on-one work with students struggling.
134	More practice with receptive prompts is needed. Definitely improved with the expressive portion of class.
135	More simulations and interactive group activities to keep students engaged and present during class time. Continue to being in case studies and work that applies to business ethics and global marketing. Offering this class at 12:45 pm is probably not the best timing for students. Attendance was a struggle this semester even when points are built into the final grade for preparation and participation.
136	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.
137	Most students did a decent job this semester. I did notice that there were several students that used AI. I plan to integrate more instruction on AI and update policies further.
138	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.
139	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.
140	N/A
141	NA

142	Nearly 100% achievement of SLO's for this BSRC course. Only outliers were two students whose lesson plans did not include an effective evaluation rubric. No other actions required at this time for other SLO's as they were effectively met.
143	need more change
144	need revised assesment
145	Need to revise assessment
146	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.
147	New strategies
148	New strategies - develop ongoing assessment of final project, instead of one assessment of the overall product.
149	New text edition being implemented fall 2026
150	No changes need to be made.
151	No notes.
152	No proposed actions.
153	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
154	Offer more writer's workshops during class and a couple Zoom sessions
155	Once again, my hunch is data is missing.
156	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.
157	One thing that I did differently compared to last spring was that I created more opportunities for students to submit drafting work. Whether that was an outline, a topic proposal, a full draft, and peer review-- each opportunity helped students receive feedback both from me and peers. I also, since this class was a 5 hour class only on Fridays-- had the opportunity to leet students work on their assignments more in class. I even often utilized powerpoint and lecture time to help them build their intro, thesis, topic sentences simultaneously as I am lecturing to help them build their skills but also build that foundation before they had to work on it at home before submission. I also dedicated reading time in class with more hands on approach in terms of class collaboration, group work, and group activities to understand course content and how that will then lead into writing about that topic or reading in an essay. I think this approach really changed the dynamic of the course, and reflected the reason why the target and success rate was met.
158	Out of the four students given scores of 1 here, only one of them, failed the course while attempting most of the work over the course of the entire semester--that student ended up with a D. They were in class often but did not pay attention, nor did not attend the tutoring center or office hours, as I had encouraged many times. The other three students all were assigned grades of FW, since they stopped attending but did not withdraw from the course. Of the rest of the students who passed the course, most did exceptionally well: eight earned A's, four earned B's, and only one student earned a C. I found that moving away from 3 essays down to 2 essays, while adding quizzes and a

	final exam, was successful in assessing students' advances in both literary analysis through writing and content-specific knowledge of the numerous texts in this survey course.
159	Plan to add more factual checks with quizzes -- aim for simple recognition, such as of first lines, titles, authors, etc.
160	Plan to reduce the workload of the course by 10% next semester. Some Canvas Elements to be simplified.
161	Plan to reduce the workload of the course by 10% next semester. Some Canvas Elements to be simplified. Also want to introduce a lot more factual knowledge and quizzes.
162	Pretty good. Want to move toward a portfolio assessment style -- make workshops more consistent from the beginning -- and avoid bottlenecks for feedback. Probably 1-on-1 feedback would work ok -- lean toward constructive and neutral feedback that's recorded. Oh, and reflections after feedback.
163	Previously, this class was offered as an 8-week class. Fall 2025 was the first time we tried it as a full-term course based on student feedback; they wanted more time studying the topic and wished for a longer term. Aside from the elongated course set up, no real changes were implemented. While all students passed the class, some struggled with specific SLO's most notably their written grammatical knowledge of Non-Manual Markers. I attribute this (at least in part) to not having access to a DVD player in the room, and therefor not being able to use our supplemental DVD which demonstrated these non-manual markers for students, by native Deaf signers. Moving forward: I would like to find a way to reintroduce this DVD to the class next time it is taught. I could also see the benefit in revisiting the current written assessment and see if there is a better way to assess students' knowledge and skills on the topic.
164	Proposed action for improvement on listening is adding more activities and include more relevant content to allow for better understanding through discussion
165	reach out when ever a student has a missing assignment
166	Reaching out to students behind on assignments had mixed results. Some were motivated, others did not respond.
167	Read short paragraphs and multiparagraph essays; Students reflected on the idea and practiced responding to the texts. Students discussed discussed relevant examples and made connections to journal topics and assigned readings. Students practices conversations in English. Students came in with limited knowledge of English sentence structure. The students requested more explicit grammar instruction.
168	Refine content
169	Review course content for course outline of record changes coming for Fall 2026
170	Revised listening assessment and new text implemented fall 2026.
171	same as always, will adjust as needed
172	SLOs 1, 2, and 4 are closely connected through the need for a strong algebra foundation. I will continue to identify and review math deficiencies through pre-assessments and recognize the importance of incorporating targeted math reviews throughout the course. Mathematical proficiency is a strong predictor of student success in chemistry, as many core chemistry concepts rely heavily on algebraic reasoning and problem-solving skills.
173	Some students are using AI and others are struggling to use source material in a clear and logical manner.
174	Spend more time listening to speeches and formulating new guidelines for completing feedback.
175	Student ghosted the class before we got to the assignments for this outcome. New text edition implemented fall 2026.
176	student to student interaction was exceptional; helped students internalize/learn concepts and cultures and artworks
177	Students are having issues with developing their essays in terms of support and detail. I plan to create more video lessons to illustrate what constitutes well-written support.
178	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.
179	Students did generally very well in the class, except for those who dropped out. Next time I teach the course, I would like to implement more sessions on prerequisite skills and study skills and habits to improve performance and increase retention.
180	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.
181	Students did well overall. However, students who did poorly had poor attendance. I will try and reach out sooner in class when I see students' attendance began to wane.
182	Students did well this term. I do want to make additional efforts to reach students that have gone "off the radar." I can do this by emailing and doing more regular checkins with students. I also plan to create a question discussion board to help create a greater sense of community and the ability to ask questions to peers.
183	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.
184	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 opportunitites to interact with members of the Deaf community.
185	Students struggled with this more and I feel I need to scaffold more. Even though I did see improvement from assignments.
186	Students successfully transitioned from classroom learning to real patient care, applying EMT skills and creating epcr based on patient care and treatments. The variability in clinical exposure created a varied exposure by site and shift.
187	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.
188	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.
189	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.
190	Successes: the scaffolded approach to answering guiding question prompts helped students develop the skills for turning the question prompts into bullet-pointed resumes. New strategy idea: panel discussion recorded via Zoom of industry professionals discussing what they look for when they look at resumes for hiring committees. How to gain more experience in the volunteer work or job they currently have to upskill.
191	Target of 65% was met for all SLO's no proposed action at this moment.
192	Text revision within the next AY.
193	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.
194	The assessment results show that all students have met the expectations for Spanish 102.
195	The challenges in this class section was just attendance in general. The students that were present did much better. It also was the first time I had taught this course so I am sure there is a learning curve. I will definitely try some new strategies in my next course and try to really push office hours and attendance guidelines.
196	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.
197	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.
198	The course was highly successful overall, with students demonstrating excellent growth in their strategic thinking and leadership concepts. Strategies & Content: Incorporating real-world case studies and interactive team-building exercises proved highly effective. Students engaged deeply with modern management challenges, showing notable improvement in their ability to analyze business scenarios, collaborate effectively, and pitch strategic solutions. Learning Gaps: The primary challenge was moving students past purely theoretical definitions and into practical decision-making, which showed that they could benefit from more framework application earlier in the term. Future Adjustments Strategies: In future terms, I plan to introduce more simulation-based exercises and live case analyses to give students immediate feedback on their management choices. Recommendations: I recommend updating the assessments and SLOs to put a stronger focus on adaptive leadership and modern workplace dynamics, keeping the course tightly aligned with the evolving business world.
199	The data shows that all students have met the expectations and requirements for Spanish 103. The results of the assessment are satisfactory. I will continue using current instructional strategies.
200	The data shows the majority of my students have met the expectations and requirements for Spanish 101. The results of the assessment are satisfactory. I will continue using current instructional strategies.
201	The reader on video games proved very popular and the ePortfolios were of a particularly high-calibre this year. I plan to go in more for ePortfolios and integrate them into the class, including for 101.
202	The student in this course took on a leadership role in addition to their required work in this third level of the magazine production course, and they helped guide the other students enrolled in 127 or 128.
203	The students were engaged and highly motivated, with a class average of 92% and a perfect pass rate. I've been using the SLO proposed actions to track participation in pronunciation exercises, and this class scored 76%, which was surprising given their strong overall assignment completion. I'll keep working on boosting participation for this activity. No recommendations for modifications at this time.
204	The students who did poorly missed a lot of classes. I tried including more graded groupwork to allow students to work on their paper, and I made it graded so the students would be incentivized to not miss those. Next time, I will keep the group work because that did help a lot of students, but I won't make them graded.
205	The students who really affected this score was the people that didn't show up. I could have intervene quicker when I noticed that their attendance started dropping off. Most of these students did an excellent job.
206	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's 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.
207	The target for the SLO was met, with the majority of students demonstrating proficiency in the assessed learning outcomes with a 3 or higher score. Overall, students showed strong improvement in interpersonal communication, use of medical Spanish vocabulary, professionalism, and cultural competence within authentic healthcare

	scenarios. A major success in the course was the use of interactive, performance-based activities such as doctor/patient role plays and recorded consultations. These strategies increased student engagement, confidence, and ability to apply language skills in realistic contexts. Students particularly improved in their use of formal communication (usted), conversational fluency, and ability to sustain dialogue. At the same time, the assessment revealed some learning gaps. A few students struggled with spontaneous follow-up questioning, grammatical accuracy during unscripted interaction, and providing detailed explanations using target vocabulary. These challenges suggest the need for additional scaffolded speaking practice earlier in the semester. Moving forward, I plan to continue using communicative and scenario-based assessments while incorporating more guided conversational practice, pronunciation support, and peer interaction activities. At this time, no major modifications to the SLO are recommended, as the current assessment effectively aligns with course objectives and measures applied language proficiency in a healthcare setting.
208	The target of 65% has been reached. No Proposed actions at this time.
209	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.
210	There was some AI usage in this class though not as much as my other class. I think their ability to synthesize the information into their own words into coherent and compelling arguments is on track and mostly appropriate though at times it is difficult to gauge what is AI and what is written by students. Their ability to read, breakdown, discuss and collaborate is highly effective, the difficulties I find are in how easy and accessible AI is for bigger projects. I think I should break down these bigger assignments into more scaffolding-building chunks.
211	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.
212	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.
213	This 8 week online medical terminology course had very good participation and were very motivated. All SLOs were met with a 92% Class average and 97% pass rate. Pronunciation assignment completion was at 81%, steady average for the online classes. I continue to work on improving this and will not change the SLOs at this time.
214	This 8-week online class had exceptional participation and motivation. All SLO outcomes were met with a 100% pass rate and 92% grade average! I am tracking the pronunciation assignment; participation was good at 80%. I always strive to encourage completion and will consider it as an SLO outcome in lieu of the essay assignment. Participation was lower than usual for this writing assignment.
215	This class is working well. I'm going to add some check ins.
216	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.
217	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.
218	This course is a bit difficult to maintain throughout the entire term because these adult learners often have conflicting obligations. They typically have work or familial obligations which means that they sometimes are unable to continue

	attending the course. I identified the need for a higher level of informational literacy, especially when it comes to technological literacy.
219	This course saw several successes, particularly in students' written work, where many demonstrated strong comprehension of major political theories and an increasing ability to apply them to contemporary issues in their final assignments. I revised and refined some assignment prompts to strengthen clarity and relevance, and overall performance on exams and essays was solid. However, a key challenge was inconsistent engagement, especially on the discussion boards, where a notable number of students did not actively participate. Moving forward, I plan to update course modules to better reflect current political contexts, incorporate more diverse and timely content, and experiment with new engagement strategies, including more intentional announcements, structured discussion prompts, and varied interactive formats.
220	This data was extracted from the Day of Advocacy measure.
221	This Dual Enrollment class was a bit difficult when it came to attendance, so any future dual enrollment courses will involve more engagement in course materials, as well as motivation to help them with the mastering of the skills needed in the course.
222	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.
223	This is a 5-week course format, it may be too fast for some students.
224	This is my second time teaching Calculus I with an attached support course at Crafton Hills College. This time, I spent less time at the beginning reviewing algebra and trigonometry concepts and jumped very quickly into calculus. Although that gave students more time to practice calculus concepts, which is reflected in the fact that all SLO's were met, next time I teach the class I would like to intersperse more class time for algebra and trigonometry review in order to increase retention in the course.
225	This level was particularly challenging since a lot of students were absent.
226	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.
227	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
228	This semester was a great success in my opinion. While unfortunately 3 students who were not allowed to drop the course ended up receiving F's which lowered my SLO rate significantly, they all did grow still in their skills to some degree with the work they did. I attribute this to the collaborative and interactive nature of the in person course, as well as the assignments in which I provided an expanse of student choice and option to promote equity and inclusion and celebrate every student's voice. I plan to continue to try and troubleshoot to help the high school students who take a dual enrollment college course to succeed while not jeopardizing the integrity of the course, other students taking the course, my department, or the college.
229	This semester, I do believe the target rate was met for several reasons. 1). it was a 3 day a week class, that made it easy to remind students of their work, give them time in class to do their work, and more time for group / active learning and discussing the material and lecture. 2) I also allowed in my policy this time around a grace period for late assignments, which many students utilized. 3) Every essay had a peer review / rough draft component which ensured

	not only higher submission rates, but also helped students revise and edit their work. 4) Lastly, students mentioned that they absolutely loved the readings that I assigned, they said they were interesting and also relevant, and I do think that helped them practice their writing, reflecting on their thoughts, and also responding to the readings. In the future, I do believe I will do this same approach now since this is the third time I have done this and each time I see better results than when I did not implement a similar approach.
230	This semester, I had a larger number of students not attend class. After midterms, I saw at least 5 students stop submitting work and attending class despite outreach I did. A few students attended sporadically, but did not submit work. Overall, I'm confident in my curriculum. I do plan on making a few tweaks to my research essay so that it is more accessible to students. But since I'm so confident in my curriculum, I want to focus more on early outreach to students who aren't attending. While I rely on emails via Canvas, I want to use Starfish more to "raise flags" and reach out to students via their email in case they have not set up notifications for when they receive a Canvas email.
231	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.
232	This semester, there were more students than usual who did not turn in assignments. Students did pretty well on this if they submitted it, and even the students who earned a mark of 2 here, were at the high end of it at 78 or so. Nearly every lower score was due to not submitting the assignment. I plan to do more coaching on this assignment as well as some more preliminary assignments leading up to it in future.
233	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.
234	This term, I tried adding more scaffolding and giving students more one-on-one attention, along with clearer assignment models, targeted feedback, and low-stakes writing prompts to help them move beyond summary. I did see some improvement, especially in thesis clarity, organization, and use of evidence, but honestly, I feel like these strategies did not work quite as well as they have in previous semesters. Students who really engaged with feedback grew the most, but overall, progress felt a bit uneven, especially with sentence-level skills, quote integration, and keeping up with revisions. Even so, this gave me a lot of insight into what kinds of support actually make a difference, and I am already thinking about how to tweak things next time. Back to the drawing board.
235	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.
236	This was a good semester, overall. I do think that I will try to make further contact with students who go MIA. I also want to create a questions discussion group so that students can contact each other about assignments. I'm very available, but I think that sometimes students feel more confident when other express the same concern.
237	This was a succesful 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.
238	This was a tough class in some ways: they were extremely shy. I tried more group work and in-class activities, which worked occasionally. I stopped taking roll midway and saw a significant dip in consistent enrollment, which affected class discussions. I'll be more consistent with taking roll and holding students accountable in that way.
239	This was an online class, so I would like to get them to get more help on their papers, so I will incentivized them to use the Tutoring Center. Since it is online, I will do a tutorial showing them how to access it online and meet with tutors virtually in case they can't get to it in person.
240	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.
241	This was the strongest group of honors students I've ever had. I plan to try to repeat what we did this semester. If it ain't broke, don't try to fix it.
242	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.
243	To be discussed at Spring Meeting
244	To be discussed at Spring Meeting.
245	Travel to Europe and Argentina to contemplate these results. I will then wish Rick good luck!
246	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
247	Tried new strategies Connected learning objectives Implemented critical thinking Real world examples
248	Two new film analyses regarding the Bolivia water war and Chilean "No" campaign were impactful with the students.
249	We will discuss outcomes and strategies in our department meeting
250	When students did well in this class, they did REALLY well. 12 students earned A's. 6 students earned a B or C. But 5 students failed (D or F/FW). In most of these cases, they missed class a lot and/or stopped attending by the end of the term. We had an embedded tutor who worked closely with the students in the classroom and at the tutoring center. I think that the 917 support lab was also important for helping the students succeed in C1000. In future terms, I plan to revise my drop/withdraw policy and to implement more progress checks throughout the term.
251	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.
252	Will discuss at next dept meeting on SLOs
253	Will discuss at next dept SLO meeting
254	Will discuss at SLO meeting with dept
255	Will focus more on course exercises then powerpoint presentation.
256	With my co-lead we were able to adapt and overcome challenges and better stream line the program to better fit the needs of the student and of the staff at the adjoining companies.
257	With the exception of a couple students who cheated at the end, this was the best class I've ever taught in terms of class discussion and student buy-in. To deal with the cheating, I plan to go old school: back to pen and paper for some drafts, no phones or laptops during class discussions, and more focus on process. This should help inhibit the use of AI, especially toward the end when students are struggling with research and the scope of the last analytical essay.
258	Work on withdrawing students who are not attending.
259	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.
260	Would more time focusing on reviewing key topics as this is a fast paced course.
261	yes need new change