

Summary of faculty reflections on program learning outcomes (PLO) assessment and general education learning outcomes (GELO) assessment (07.11.2023)

1. What stood out with you so far (in the last 2 days)?

We're all assessing student learning, just need to do it in a systematic way.

Debunking that accreditation is something that is really hard to do. Have the ability to do the work on their own.

During the school year, time is pressure. It's invaluable to have the time during the summer to work on the formal outcomes assessment work.

All faculty came together to work together for a common goal. Great working environment. Folios formed the foundation for documenting the learning outcomes work.

2. Is there anything you would change about the process?

Have PLO and GELO forms available for faculty.

Make assessment report and plan available (checklist)

3. What was most surprising to you based on your PLO and GELO assessment data?

Students performed differently for different indicators - ah ah!!

Grades are different than learning outcomes assessment!

Much of course work is set up for PLOs and GELOs. What a relief!

4. Based on PLO and GELO assessments you did over the last 2 days and your experiences in the classroom over the last year, what overall strengths in terms of skills did you see in your students?

Technological skills are improving over time.

Cultural aspects and identity have always been strong.

Many students are resilient.

Students who attend and work hard in their classes are successful. They work hard.

The students who stay are more likely to transfer to a 4 year college. More confident. They increase in their skills.

LBHC teaches students how to learn and study. Safe haven for students to be able to grow.

Family support.

Personal connections with faculty. Small college and staff are all community members.

5. What big overarching skills do students struggle with?

Study skills, time management, test-taking, taking notes, public speaking.

Anxiety with taking tests/exams, presenting, in-class discussions.

Online learning is difficult for a lot of students.

How to address student trauma? Dissociation due to unresolved historical trauma. Could the college offer formal training?

Increase excuses why students can't do the work...more students who are not as disciplined.

Lack of housing and lack of job / employment opportunities in the community.

6. What actions can we all take to improve student learning?

Require more study groups and reinstitute the study nights.

Incorporate writing and reading labs.

Only talk for about 5-10 minute chunks and then have students be active.

More active and interactive methods of teaching because it forces engagement.

Recording lectures help students to rewatch core concepts.

Keep google classroom.

Are the programs we offer students of benefit to students?

Be advocates for the students (complete scholarship forms, get glasses and drivers license, etc.).

Many grandparents are raising grandchildren.

3Rs for increasing student success: increase the relevance of class content (make connections of content to students' lives), increase rigor (and expectations), enhance relationships (faculty-student and student-student).

7. How can you support each other interdepartmentally with regard to general education requirements?

Hit similar skills across different gen ed requirements.

Reinforce similar skills across the curriculum.

Open door policy and direct students to the correct faculty member.

Faculty are reviewing the gen ed requirements: determining why classes are included.

There is good communication among faculty.

Faculty have become tutors.

8. Actionable next steps for this year:

Take technology training (MS office suite).

Increase cultural learning opportunities for faculty. (Have Tim take faculty around

Take trauma-informed training and learn about strategies to assist students and faculty and staff deal with trauma. Also, during covid a lot of people could not grieve about lost ones.

Update gen ed learning requirements and outcomes.

Integrate more cultural aspects into all classes.

Increase cultural learning opportunities for faculty. (Have Tim take faculty around)

Engage more active and interactive methods of teaching because it forces student engagement.