**ILO/GELO Assessment Dialogue**

Data collection: Fall 2021

Discussion: Spring 2022

**Representatives**: Theater/Film, Anthropology, Art History, Music, Photography, Digital Art and Design

**ILO/GELO**: Identify unique features among various cultures

**Reflection**:

Faculty recognized students who were able to do deep work produced the best results. Students who recognized they were struggling and asked for help were ultimately successful. Overall, student discussions were strong and exhibited empathy. One instructor noted their unit about ethics generated a lot of interest; another instructor commented that face-to-face classes with longer time blocks provided more opportunities to learn about students. Many students were demonstrating increased agency over their futures.

Time management was clearly an issue for many students. Students seemed unsure when to devote time to tasks outside of class; the concept of homework is difficult to fully grasp when they are in online classes learning from home. The ability to focus presented challenges to students who do not have a quiet, support space at home to do artwork. Many students needed more practice beyond class time but did not necessarily have the discipline skills. Teaching through Zoom also presented barriers. More students displayed emotional fragility than in the past and providing feedback that wouldn’t trigger students was a challenge. Students also shared they had experienced trauma in the school system; they had safety concerns due to covid; they were experiencing depression and anxiety due to loss from the past two years. Many were taking care of family while going to school.

Suggested action plans:

* More trauma informed teaching strategies: students may be processing their trauma faster than usual.
* Instructors need more support to deal with this mental health crisis.
* Students need to be taught how to advocate for themselves. Instructors noticed the number of DSPS forms have dropped off.
* A center for students to practice creativity.
* More student-driven pedagogical approaches: asking students what they want to learn about; giving students a list of content considered canon and taking directions from them; asking students to find examples and post to Canvas.
* Utilizing Canvas to infuse more career discussions.
* End of semester surveys about what services students are using.
* DE/Tech support should be expanded/increased.
* Utilize more student workers in the Welcome Center and beyond.
* Communications about student services could be improved. Institutionalizing practices are needed so they don’t change every few months.
* Co-requisites tailored to an ARAH pathway.
* More understanding of what resources students can use on campus (gym, computer labs, etc.).