ILO/GELO Assessment Dialogue

Data collection: Spring 2021

Discussion: Fall 2021

**Representatives**: ESL, ENGL, LRNS, LIBR, PHIL, SPAN, Writing Success Center, Admissions and Records

**ILO/GELO**: Create and communicate thoughts, ideas, and information effectively

**Reflection:**

Faculty reflected on the skills and understanding that students demonstrated to produce a strong score on the general education outcome. Knowledge of Canvas and other software programs, initiative to meet with the instructor, utilizing scaffolding that was offered, possession of vocabulary and higher-level grammar usage, willingness to take advantage of assignments that allow multiple attempts, and ability to follow a prompt aided student achievement.

Mental health issues have been affecting students. Students who had community support typically did better. Student involvement in clubs, self-care activities, cohorts of students, and partner study habits improved success. Instructors who provide a day of forgiveness - 24 hours to turn in anything late that is not a major assignment for partial credit – increased achievement.

Students showed difficulty following all part of instruction that resulted in lower scores. Many courses are online due to the pandemic, and students do better if they are setting their notifications in Canvas, and logging on to review the class frequently during the week. Some strategies that increased success included showing students how a test or writing prompt is created and including opportunities within a response assignment for students to share challenges they have been experiencing.

**Suggested action plans:**

* Creating cohorts of students in similar majors
* Class schedules that synch up with work schedules
* Reducing conflicts in major classes with learning community classes
* Reducing barriers with extra support requirements
* More hybrid offerings, especially in the evenings
* Resources to help students connect more with student clubs.
* Mentoring programs utilizing student ambassadors
* Hyflex options
* A more integral approach to helping students gain information about our programs
* Support for anthologies of student work
* Magnet pathway, evening pathway, weekend pathway to complete GE
* More onboarding and collaboration with the local community
* Orientations connected with Exploration Pathways
* Help onboarding for asynchronous classes
* Summer bootcamp
* Using the library as the central hub for Exploration Pathways for multiple disciplinary collaborations.
* Starfish – including other areas for referral (WSC, Math Center).
* Professional Learning to support our instruction of African American or black students, going beyond. just introductory materials
* Discipline targeted Math and English sections
* More conversations between Starfish counselors and groups of faculty
* Support to help students find job shadowing opportunities

Assessment collection ideas:

* Training a cohort to regularly collect and review data for subpopulations of students
* Moving toward collecting intersectional data
* Looking at other institutions and what their data looks like
* Set some values and expectations for the data we want to see on our students
* Include more surveys of students on what they are experiencing on our campus, rather than relying on external groups for the information
* Surveys should state how the data will be used
* Utilizing grad students to help with more data collection