ILO/GELO Assessment Dialogue

Data collection: Fall 2021

Discussion: Spring 2022

**Representatives**: History, Sociology, Psychology, Economics, Transfer Center

**ILO/GELO**: Examine issues in their contemporary as well as historical settings and in a variety of cultural contexts

**Reflection:**

Students demonstrated strengths in applying terms and in most cases theories. Most students were able to make connections between concepts in the book and examples on their own for essays and could make an argument using evidence. Students with good reading comprehension and written communication skills were able to produce strong scores.

Disorganization and lack of clarity prevented students’ discipline knowledge from coming through. Bridging the gap from the information to the real world when they don’t have much experience was a challenge. Students from cultures outside of the U.S. had less social context to build on. Language barriers made it difficult for students to understand instructions. Students expressed their own lack of skill and confidence in formatting. Writing preparation is no longer for credit, so fewer students are taking it. Time management, computer-related issues, and other life interferences effected student success.

In online classrooms, it is harder for instructors to know what is influencing student success or not. It is also harder to field questions in the online environment and to chunk material. Some students shared that they are trying to be in online class while also at work. In synchronous classes, often students don’t turn on their cameras. More students are disappearing during class, rather than just at the beginning and end. Grades seem more stratified with online teaching; more As and Fs, less in-between.

Suggested action plans:

* Peer review of big essays have been helpful. Peer review workshops for faculty and students would be well-received.
* More support for instructor and student one-on-one time is needed.
* Smaller classes in Social Sciences, similar to the rest of campus, would promote student success.
* In-person discipline specific tutoring: Students benefit from working with other students who already passed the class. Online students can model for other students good work.
* Supplemental instruction.
* Concurrent writing support for students.
* More general computer labs for students to use.
* Later hours at the library.
* Rethinking Early Alert: Early Alert seems focused on grades; Social Sciences has large class sizes and Early Alert is a lot of work; Early Alert often feels too late.

Assessment collection ideas:

* Brainstorm better ways to collect the data. Students are not self-identifying a disability, etc.
* Subpopulation categories are too broad.