

2023 and 2024 Summary of faculty reflections on program learning outcomes (PLO) assessment and general education learning outcomes (GELO) assessment

Notes from the July 11, 2023, and May 8-9, 2024, GELO and PLO workshops and assessments

1. What stood out for you while assessing your PLO and GELO?

Noted in 2024...

Attendance is a huge challenge. Students who attend generally do well.

It was reassuring that the PLO curriculum mapping reflected the course curriculum for the new IT degree.

We can make edits to the PLO curriculum maps as we go!

The Crow studies program now has 2 full-time faculty. Worked on the PLO curriculum map to improve learning the Crow culture and language. Made good progress!

Observing special education classes in Hardin helped students understand the reality of what the work would be like. Providing more hand-on work was effective.

To increase retention and graduation rates (this list was copied to the detailed scorecard)...

Build better morale among the students (e.g., the basketball players impact each other with positive peer pressure).

Could we implement buy one semester, get one free (based on good performance)?

All students need to complete the FAFSA!

Resources (e.g., internet, books) are tied to performance.

Consider process mapping of all processes at LBHC to improve choke points (e.g., FAFSA).

Train faculty on advising (Title III funding?).

Create more spaces for students on campus. We have the library. There isn't currently a place for students to get food or lounge.

How to increase attendance? Students who attend are successful.

Continue to create a safe space for students.

Noted in 2023...

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.

Overall college experience needs to be good.

2. Is there anything you would change about the PLO and GELO processes?

Noted in 2024...

It's helpful to do this work together.

PLO and GELO forms are now available on the [GELO](#) and [PLO](#) webpages.

Assessment reports and plans are now available on the [GELO](#) and [PLO](#) webpages.

Noted in 2023...

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?

Noted in 2024...

It's not hard to do. It's just a matter of finding the time.

Based on "expectations", of the students who attended and took the assessments, they usually performed at or above expectations.

Noted in 2023...

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 year and your experiences in the classroom over the last year, what overall strengths in terms of skills did you see in your students?

Noted in 2024...

The use of experiential learning increases student participation rates, which increases skills and retention.

More vocational offerings would be helpful for those students who are not academically inclined.

Noted in 2023...

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?

Noted in 2024...

Finances such as gas money, food insecurity.

Technology challenges (e.g., students will take photos of powerpoints).

Note taking (submit notes).

Using AI appropriately and ethically.

Communication skills.

Noted in 2023...

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?

Noted in 2024...

Increasing our consistency and our standards will make students more successful.

First semester: Provide more structure and be more prescriptive.

Simulations, experiential, hands-on, and active learning help students learn the material and to be retained.

It's important for the students to do the work (not the instructors).

Having a mentor (an example) helps students be successful.

Make teaching relatable.

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

Noted in 2023...

Require more study groups and reinstitute the study nights. (2024: a little, students don't know how to use study groups)

Incorporate writing and reading labs. (2024: no)

Only talk for about 5-7 min chunks and then have students be active. (2024: now 3-4 mins)

Encourage more active and interactive methods of teaching because it forces engagement. (2024: moving forward on this)

Recording lectures helps students to rewatch core concepts. (2024: Jamie did some of this and it was helpful).

Keep google classroom. (2024: yes)

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 (challenge students and have expectations), enhance relationships (faculty-student and student-student).

7. Actionable next steps for this year

Noted in 2024...

Gen ed core requirements and learning outcomes were updated!

Faculty technology training: need AI, Google suite, Cloudram - hopefully, during the summer

Noted in 2023

Faculty take technology training - 2024: no

Increase cultural learning opportunities for faculty. (Have Tim take faculty around) - 2024: yes

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. (2024: Trauma-informed training was not offered, but trauma support was offered for a critical incident)

Update gen ed core requirements and learning outcomes. (2024: Done!)

Integrate more cultural aspects into all classes. (2024: trying)

Engage more active and interactive methods of teaching because it forces student engagement. (2024: trying)

8. How can we make teaching, learning, and the assessments more interactive, relevant, and meaningful for the students?

More hand on, experiential learning.

Decrease lecturing.

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