

## 2022-23 General Education Learning Outcome Report – Skills for Success

Definition: Students will be able to use basic academic fundamentals such as note-taking, test-taking, and time management.

Instructor name	Patricia Whiteman
Date	07/11/2023
Course (e.g., CS 101)	ED 100
Number of students assessed using the assignment below (not the # in the class)	5
Semester and year assessed (e.g., fall 2023)	Spring 2023
Identify the specific graded summative assessment(s)	Learning styles assessment, SMART goal assignments, library research & information course, participate in cultural campus activities with summative assessment from student(s)

Fill in the columns for the indicators that can be assessed using the specific graded summative assessment identified above (enter “NA” on the other rows)

General education indicators (break the skill down into 1-4 measurable indicators): <i>Students were able to...</i>	Results of assessment: For each indicator, indicate the % or # of students who performed below, at, or above expected levels (only include students whose work you assessed)			Next steps / reflections: For each indicator, write reflections on anything that stood out for you (e.g., changes in teaching, learning, or assessment strategies; areas for student growth; areas where students excelled; proposed curriculum changes).
	% or # below expected level (D/F grade)	% or # at expected level (C grade)	% or # above expected level (A/B grade)	
1. Analyze & identify individual learning style preferences.	0	1	4	This exercise is great for students to realize and understand that they learn in different ways and understand that they all don't learn the same. By the end of the semester, the students should be using their learning style preferences to navigate their first-year experience and be making good progress in all of their courses.
2. Reflect & formulate short & long term educational goals.	0	1	4	SMART Goal format is used to break down students short-term and long-term goals for their success at LBHC. Students are taught to make and reach goals in a timely and realistic manner using the curriculum provided.
3. Utilize web-based research tools to search for scholarships, internships, transfer programs, financial literacy, & study skills.	0	1	4	Library skills are taught and utilized to ensure student success at LBHC and in the first-year experience. Students are taught to apply for scholarships and assisted with financial aid applications if necessary. Study skills are taught in lessons throughout class to ensure student success. Students are taught basic financial literacy terms and skills to utilize as students and to know as adults in real-world situations.
4. Identify & integrate Crow values, traditions, and protocol pertaining to relationships & learning within higher education.	0	1	4	Students are given every opportunity to participate in cultural activities; extra credit for grades is given when students participate. Encouragement for students to partake in student clubs and organizations and to attend community events is emphasized.

**Teaching/learning success:** Explain any teaching or learning strategies you found to be effective for students to learn these general education indicators.

Getting to know the students personally is a great way to get them to communicate and learn what is being taught effectively. Grading for class attendance and participation is a motivator for students to learn effectively and attain a good grade in all of their classes.