A photograph of four potted plants arranged in a row against a light gray background. From left to right: a small green cactus in a galvanized metal pot, a taller cactus with yellow spines in a white pot, a succulent with pointed green leaves in a white pot, and a succulent with small green leaves in a galvanized metal pot.

SLO Assessment at LBCC

Building a Culture of Inquiry
&
Cultivating growth

Re-framing the Conversation: The Need for Inquiry

	2018-2019
CSLOs with reported results of assessment	14% (367/2718)
CSLOs fully closing the loop on assessment	3% (82/2718)
PSLOs fully closing the loop on assessment	9% (2/23 SPRs)
ISLOs fully closing the loop on assessment	0% (0/5)



Timeline of Development

Before Canvas/Tableau

- Resistance to SLOs/assessment was prominent; viewed as extra work or not meaningful
- Lack of understanding of SLOs/SLO processes for assessment, analysis, action was widespread
- CSLO methods of assessment were very diverse (paper, online, etc. – various platforms and assessment types used)
- Assessment took place in staggered cycles (workload was manageable; process was confusing)
- SLO Coordinator wanted to shift assessments to Canvas but resistance and unfamiliarity with Canvas was a limitation
- Use of existing systems for program planning and analysis of SLO results was ineffective

Pandemic Shifts

- Rapid development of online learning and Canvas utilization
- SLO assessment moved fully to Canvas
- New SLO Cycles established

After Canvas/Tableau

- Tableau data visualization software and supporting documents allow for meaningful analysis and action
- SLO Facilitators receive more training on Canvas, supporting documents/technologies, processes, etc.
- Professional Development opportunities offered regularly (workshops, department meetings, school-level meetings, etc.)

Canvas SLO Shells

- Canvas SLO Shells exists for *all* active courses at LBCC.
 - SLO assessments are available to all faculty and students on campus via course-level Canvas SLO shells.
 - Each course-level shell contains all of the SLO assessments for that course.
 - Shells with quiz-based assessments are published and appear on student and faculty dashboards for access.
 - Shells with rubric-based assessments remain unpublished but appear on faculty dashboards for access.
 - Personal results of assessment are available to faculty immediately, and aggregate (general) course-level results of assessment are available to SLOFs and DHs.

- Canvas Shell Roles
 - Students: student role
 - Faculty: assessment evaluator role
 - SLO Coordinator, SLO Facilitators (department-level SLO liaisons): teacher role
 - SLOC/SLOFs are the only faculty with editing access.



Why Use Course-Level Shells?

- Benefits:
 - All faculty (FT/PT) have easy access and use the same assessment
 - Faculty determine how to *assess most authentically*
 - Assessment quizzes/rubrics are agreed upon at the department-level
 - Data collection is automatic
 - Canvas connects to student ID numbers, which allows for data disaggregation
 - SLOA processes led to syllabi submissions with accurate SLOs on Canvas
- Potential Drawbacks:
 - If faculty want to use assessments in their courses, they must take the extra step to embed the link into their course shells.
 - Scores are not easily transferred between SLO shells and course shells and must be copied manually (or require additional support)
 - Faculty workload during analysis and action years is more intense

Coordinator/ Facilitator View

SLO Assessment - Sub-Accounts

- Courses**: 3 Sub-Accounts
- ASLO Shells**: 16 Courses
- CSLO Assessment**: 1 Course, 29 Sub-Accounts
- ISLO Assessment**: 31 Courses

CSLO Assessment - Sub-Accounts

- Allied Health Dept SLO Assessment**: 274 Courses
- Associate Degreee Nursing Dept SLO Assessment**: 215 Courses
- Basic Adult Education Dept SLO Assessment**: 4 Courses
- BS-ED- HS Dept SLO Assessment**: 299 Courses
- Child Development and Educational Studies Dept SLO Assessment**: 217 Courses
- Communication Studies Dept SLO Assessment**: 80 Courses
- Computer and Office Studies Dept SLO Assessment**: 542 Courses
- Counselor Dept SLO Assessment**: 91 Courses

Reading & Teacher Preparation Dept SLO Assessment - Courses

Term	Teacher	Sub-Account	Students
2021 Fall		Reading & Teacher Preparation Dept SLO Assessment	15
2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	0
2022 Fall		Reading & Teacher Preparation Dept SLO Assessment	17
Default Term		Reading & Teacher Preparation Dept SLO Assessment	0
2019-20 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	21
2018-19 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	25
2020-21 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	22
2021 Fall		Reading & Teacher Preparation Dept SLO Assessment	15
2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	0
2022 Fall		Reading & Teacher Preparation Dept SLO Assessment	10
Default Term		Reading & Teacher Preparation Dept SLO Assessment	0
2021 Fall		Reading & Teacher Preparation Dept SLO Assessment	31
2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	46
2022 Fall		Reading & Teacher Preparation Dept SLO Assessment	27
2023 Spring		Reading & Teacher Preparation Dept SLO Assessment	47

Student & Faculty View



A screenshot of the LBCCLearn dashboard. The top navigation bar shows 'READ82 - SLOA > Modules'. The left sidebar contains navigation icons for Account, Dashboard, Courses, Calendar, Inbox, History, Studio, Help, and Resources. The main content area is divided into sections: 'Welcome & Information' with a 'Welcome to SLO Assessment' link, and 'SLO ASSESSMENTS' with a list of 'READ82 SLO1 ASSESSMENT' (3 pts), 'READ82 SLO2 ASSESSMENT' (11 pts), and 'Reading Program Survey'.

A screenshot of the 'READ82 SLO Assessment' announcement page. The page title is 'READ82 SLO Assessment'. It features a 'Recent Announcements' section with the heading 'Dear Students,' and a welcome message: 'Welcome to SLO Assessment! Below you will find the key information you need to know about SLO assessment for your courses:'. The page is organized into sections with yellow horizontal dividers: 'WHAT IS AN SLO?', 'WHAT IS AN SLO ASSESSMENT?', 'WHAT DO YOU NEED TO DO?', 'WHAT IF YOU DON'T SEE ANY QUIZZES/ASSIGNMENTS YET?', and 'ARE THEY GRADED?'. Each section contains explanatory text. A 'LEARN MORE:' section at the bottom includes a link to 'https://www.lbcc.edu/student-guide-learning-outcomes'. A 'GO TO ASSIGNMENTS' button with a puzzle piece graphic is located at the bottom right.

The screenshot displays the Blackboard LMS interface for a course titled 'BIO11 - SLOA'. The navigation menu on the left includes links for Home, Modules, Grades, Rubrics, Quizzes, Assignments, Files, People, Pages, Outcomes, Syllabus, Collaborations, BjeBlueButton, Discussions, Announcements, TechConnect Zoom, NameCoach, and Settings. The main content area shows the 'BIO11 SLO1 Assessment' page, which is a preview of a published quiz. The quiz started on May 4 at 5:02pm and includes the following instructions:

Course SLOs

1. Distinguish the scientific and environmental principles that govern terrestrial and aquatic ecosystems.
2. Examine the threats to biodiversity and develop a logical approach to sustain biodiversity.
3. Evaluate the benefits and drawbacks of available renewable and non-renewable energy resources.

Question 1

Sustainable development means

- improving people's lives in the present in a way that can continue far into the future.
- providing ever-increasing amounts of adequate housing.
- continued growth indefinitely as long as it can be paid off.
- utilizing an ever-increasing quantity of natural resources.

Question 2

The position that nature deserves to be protected in its own right is called

- biocentric preservation.
- utilitarian conservation.
- environmentalism.
- global environmentalism.

Question 3

Environmental science is a _____.

- Narrowly defined set of physical, life, and social sciences

Quiz-Based Assessments

- Allow students multiple opportunities to demonstrate understandings
- Are fully accessible
- Call for demonstrations of student skills in authentic tasks

Rubric-Based Assessments

B MUSIC51A - SLOA > Assignments > MUSIC51A SLO1 ASSESSMENT

2023 Spring

MUSIC51A SLO1 ASSESSMENT ^{AS} Published Edit ⋮

1. Combine theoretical, technical, and musical knowledge to demonstrate the ability to prepare and perform selected pieces at the beginning level.

Points 20
Submitting Nothing

Due	For	Available from	Until
-	Everyone	-	-

MUSIC51A SLO1 ASSESSMENT 🔍 🗑️

Criteria	Ratings					Pts
Fingering	5 pts A Student performed exercises with all the correct fingering.	4 pts B Student performed exercises with 2-3 errors.	3 pts C Student performed exercises with 4-5 errors.	2 pts D Student performed exercises with 6-7 errors.	1 pts F Student performed exercises with more than 8 errors.	5 pts
Tempo	5 pts A Student performed exercises with a fluid, steady tempo.	4 pts B Student performed exercises with 2-3 hesitations.	3 pts C Student performed exercises with 4-5 hesitations.	2 pts D Student performed exercises with 6-7 hesitations.	1 pts F Student performed exercises with more than 8 hesitations.	5 pts
Accuracy	5 pts A Student performed exercises with all the accurate notes.	4 pts B Student performed exercises with 2-3 errors.	3 pts C Student performed exercises with 4-5 errors.	2 pts D Student performed exercises with 6-7 errors.	1 pts F Student performed exercises with more than 8 errors.	5 pts
Repertoire	5 pts A Student performed assigned pieces with correct notes, rhythms, and a sense of musicality.	4 pts B Students performed assigned pieces with mostly correct notes, rhythms, and a sense of musicality.	3 pts C Students performed assigned pieces with several (3-5) errors, but maintained an overall sense of pulse. Musicality was minimal.	2 pts D Students struggled to get through the piece, but made an effort.	1 pts F Student could not get through the piece at all.	5 pts

Total Points: 20

- Contain multiple criteria to evaluate core student understandings
- Avoid vague/unrealistic target language, such as "most" or "majority"
- Are fully accessible
- Call for demonstrations of student skills in authentic tasks

Analysis & Action

Tableau Dashboards

- SLO Data Visualizations
 - Participation rates
 - SLO achievement vs. Course success
 - Results by cycle, by term, by quiz question & rubric category
 - Overall results
 - Disaggregated results (race/ethnicity, gender, modality)
 - CSLO to PSLO mapping
 - ISLO results (by unit completion)
 - Summary of analyses & actions

Analysis & Action Guides

- A guiding Worksheet for Course and Program SLO analysis.
- SLO AA work becomes **enterable** → guides reflection upon:
 - Participation rates
 - Achievement and course success
 - Overall results
 - Disaggregated results
 - CSLO to PSLO mapping; course-level results impacting program achievement
 - Potential actions



Course-Level Results of Assessment

Quiz-Based Results

Faculty Support Dashboard ISLO RESULTS

SELECT YOUR COURSE HERE

Course:

Term: Modality:

Select a time frame:

Select SLO: View My Data:

BIO11 SLO 2: Examine the threats to biodiversity and develop a logical approach to sustain biodiversity.

SLO Summary ⓘ

	Assessment ...	Participants	Enrollment	Participatio...	Overall Cour..	Participant ..
SLO 2 Overall	84.6%	63	510	12%	59%	95%

Hover over each box/bar to see the question level details. Click on the button to disaggregate the data below:

SLO Quiz Results ⓘ Note that clicking both buttons does **NOT** show intersectional results.

*Missing data is an indication that something is missing in your SLO data submission. Check your Canvas portal to make sure all data is being correctly captured.

Question	Overall
Q1 Although most of the world's forests are shrinking, biologists are especially concerned about tropical forest l...	79.2%
Estuaries are characterized as being	97.4%
Q2 Although most of the world's forests are shrinking, biologists are especially concerned about tropical forest l...	82.1%
Estuaries are characterized as being	91.7%
Q3 The carrying capacity of a habitat refers to	93.7%
Q4 After the year 1600, the human population began to grow more rapidly, owing to which of the following factors?	81.0%
Q5 The phenomenon where cool, dense air sits under a layer of lighter warmer air is known as a _____.	90.5%
Q6 Endocrine disruptors	82.5%
Q7 Food security has to do with	98.4%
Q8 Integrated pest management utilizes	69.8%

Rubric-Based Results

Faculty Support Dashboard ISLO RESULTS

SELECT YOUR COURSE HERE

Course:

Term: Modality:

Select a time frame:

Select SLO: View My Data:

EDUC20 SLO 1: Demonstrate an understanding of the concepts and issues related to teaching.

SLO Summary ⓘ

	Assessment ...	Participants	Enrollment	Participatio...	Overall Cour..	Participant ..
SLO 1 Overall	80.2%	243	484	50%	77%	88%

Hover over each box/bar to see the question level details. Click on the button to disaggregate the data below:

SLO Rubric Results ⓘ Note that clicking both buttons does **NOT** show intersectional results.

*Missing data is an indication that something is missing in your SLO data submission. Check your Canvas portal to make sure all data is being correctly captured.

Item	Overall
7/Lesson Plan	3.9
Current Issue in Education Report	4.6
Current Issue in Education Research Report	3.2
Current Issues in Education Report	4.2
Family/Community Resources Report	4.2
Lesson Plan	4.2
Professional Development Report	4.6
School Data Review	4.6
School Site Needs Assessment	4.3
School/Community Report	4.6

Program-Level Results of Assessment

Plan	Program	PSLO	Course	Course SLO	All Students
1320	Associate in Arts-Dietetic Service Supervisor	1. Synthesize the theory and principle of clinical nutrition care.			97% (1,095)
		2. Manage a healthcare kitchen to industry standards.			86% (299)
		3. Develop and conduct a nutrition presentation within a community agency.			85% (3,420)
1395	Associate in Arts-English, Language and Literature	1. Develop and sustain a coherent interpretation of literature that acknowledges historical and cultural contexts.			87% (248)
1396	Associate in Arts-English, Creative Writing	1. Compose poems and short works of fiction using various forms and techniques.			84% (566)
		2. Write academic prose with a clear purpose and effective logical, relevant support from sources.			88% (188)

Program-Level Results of Assessment

-with CSLO to PSLO mapping-

← Explore / Faculty/Department Support Dashboards / Student Learning Outcomes / Faculty Support - PSLO Dashboard / PSLO Dashboard ☆

Data Sources | 🔍 | 📄 | ? | 🔔 | TW

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Faculty Support Dashboard | PROGRAM SLO RESULTS

ⓘ

School	Department	Program	Term(s)	Disaggregation
(All)	(All)	(All)	(All)	All Students

Plan	Program	PSLO	Course	Course SLO	All Students
1320	Associate in Arts-Dietetic Service Supervisor	1. Synthesize the theory and principle of clinical nutrition care.	NUTR20	1. Evaluate micro and macro food nutrients and their effects on the body.	97% (1,041) Introduced
			NUTR230B	1. Integrate all competency skills outlined by the California Department of Public Health/Licensing and Certification to meet the needs of job specifications for Dietetic Service Supervisor.	100% (18) Reinforced
		2. Manage a healthcare kitchen to industry standards.	NUTR21	2. Create a standard of identity for a variety of food-products.	93% (76) Reinforced
			NUTR24	3. Plan, prepare, and create foods utilizing large and small equipment, and appropriate food preparation techniques.	88% (73) Mastered
				1. Compare local, state, and federal regulation guidelines for safe food practices.	76% (15) Introduced
	2. Evaluate proper safety and sanitation techniques utilized in food service systems.	93% (15) Reinforced			

Institution-Level Results of Assessment

-with unit breakdown-

Faculty Support Dashboard | ISLO RESULTS

Select your ISLO here

ISLO3: Demonstrate critical thinking, problem-solving, and diagnostics skills with an understanding of research, science, as well as information literacy and quantitative reasoning.

	Students Assessed	Total Enrollment	Participation Rate	Average Score	Average Percentage
ISLO3 1645 - Fall 2020	3,496	6,976	50%	3.02	76%
1655 - Spring 2021	2,204	7,479	29%	3.07	77%
1665 - Fall 2021	1,794	7,802	23%	3.06	77%
1675 - Spring 2022	1,251	6,593	19%	3.06	77%
Grand Total	8,745	28,850	30%	3.05	76%

Click on the button to disaggregate the data below:

Race/Ethnicity

Gender

Note that clicking both buttons does **NOT** show intersectional results.

Time Frame

Overall

ISLO Assessment Results

*Missing data is an indication that something is missing in your SLO data submission. Check your Canvas portal to make sure all data is being correctly captured.

ISLO3	Overall	0-14 units	15-29 units	30-44 units	45+ units
		2.74	3.05	3.10	3.19

Faculty Support Dashboard | ISLO RESULTS

Select your ISLO here

ISLO3: Demonstrate critical thinking, problem-solving, and diagnostics skills with an understanding of research, science, as well as information literacy and quantitative reasoning.

	Students Assessed	Total Enrollment	Participation Rate	Average Score	Average Percentage
ISLO3 1645 - Fall 2020	3,496	6,976	50%	3.02	76%
1655 - Spring 2021	2,204	7,479	29%	3.07	77%
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1675 - Spring 2022	1,251	6,593	19%	3.06	77%
Grand Total	8,745	28,850	30%	3.05	76%

Click on the button to disaggregate the data below:

Close

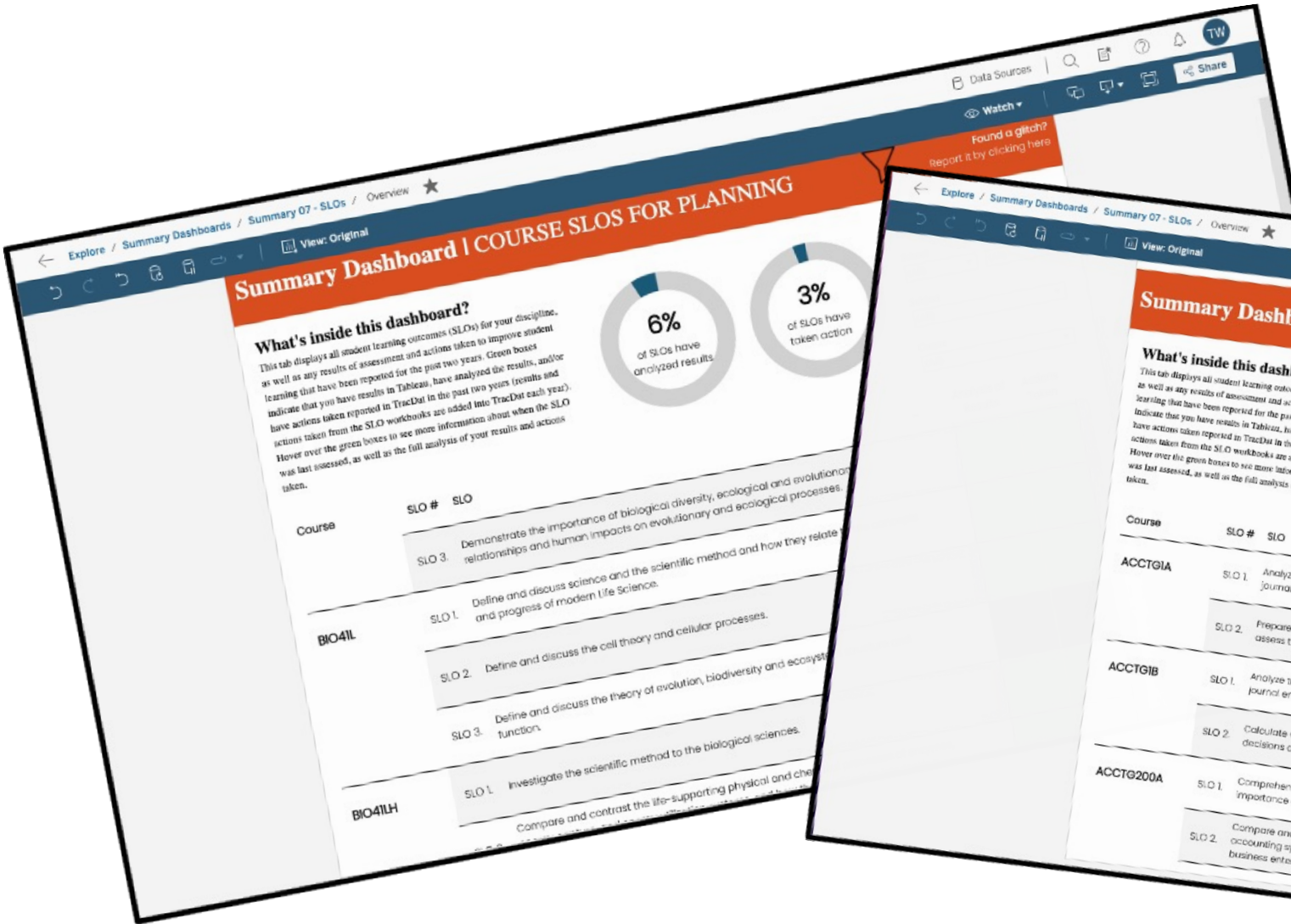
Gender

SLO Results Disaggregated by Race/Ethnicity

*Detail Disaggregation for Rubric Assessments may be missing. Contact IE if you have any questions.

ISLO	Term		Asian & Filipino	Black/African-American	Latinx/Hispanic	White
ISLO3	Overall	0-14 units	Avg Score: 3.06 212 students	Avg Score: 2.27 184 students	Avg Score: 2.67 908 students	Avg Score: 3.00 302 students
		15-29 units	Avg Score: 3.25 189 students	Avg Score: 2.83 201 students	Avg Score: 2.97 1,050 students	Avg Score: 3.31 366 students
		30-44 units	Avg Score: 3.32 182 students	Avg Score: 2.84 188 students	Avg Score: 3.04 881 students	Avg Score: 3.28 292 students
		45+ units	Avg Score: 3.33 370 students	Avg Score: 3.09 231 students	Avg Score: 3.14 1,486 students	Avg Score: 3.33 425 students

Summary Dashboard



Continuing to Cultivate Growth

- SLO work is built into the fabric of what we do: program planning/review, supplemental program review processes.
- SLO PD is offered regularly for all facets of SLO work.
 - Workshops involve training, support for in-progress AA guide completion, robust assessment creation, etc.
- SLO Office Hours are available to all faculty and particularly advertised to SLO Facilitators, DHs.
- Deans and DHs request specific school-level support from SLO Coordinator
- SLO Facilitators engage in training and best practice sharing 2x-4x per year
- Departments form faculty inquiry groups to dig deeper into data and work to make high-impact improvements in student learning

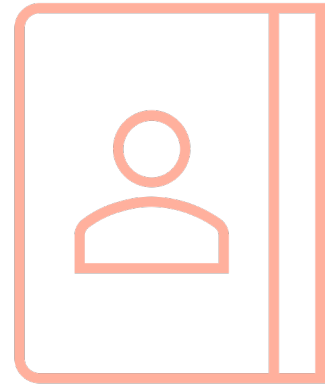


After one cycle with an inquiry focus:

	2018-2019	2020-2021	2022-2023
CSLOs with reported results of assessment	14%	46%	TBD
CSLOs fully closing the loop on assessment	3%	29%	TBD
PSLOs fully closing the loop on assessment	9%	92%	TBD
ISLOs fully closing the loop on assessment	0%	100%	TBD



Contact Information



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