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 - Shells with rubric-based assessments remain unpublished but appear on faculty dashboards for access.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

B	SLO Assessment	> Sub-Accounts			
Account	Courses	SLO Assessment 3 Sub-Accounts			↑ + %
(S) Admin	People Statistics	ASLO Shells 16 Courses			↑ + % 🛍
Dashboard	Outcomes Rubrics	CSLO Assessment 1 Course 29 Sub-Accounts			U 🗞 🗇
Courses	Grading Question Banks	ISLO Assessment 31 Courses			↑ + 🗞 🛅
Ealendar	Sub-Accounts				
Inbox	Canvas Data Portal Attendance				
() History	Ally Institutional Report				
	Ally Configuration Admin Tools				
Studio	ePortfolio Moderation				
Help	Analytics				
Help	Analytics Settings				

Courses People	SLO Assessment 3 Sub-Accounts ASLO Shells
Statistics	16 Courses
Outcomes Rubrics	CSLO Assessment 1 Course 27 Sub-Accounts
Grading Question Banks	Allied Health Dent SLO Assessment 274 Courses
Sub-Accounts Canvas Data Portal	Associate Degree Nursing Dept SLO Assessment 215 Courses
Attendance	Basic Adult Education Dept SLO Assessment 4 Courses
Ally Institutional Report	BS_ED_HS Dept SLO Assessment
Ally Configuration	Business Administration Dept SLO Assessment 299 Courses
Admin Tools ePortfolio Moderation	Child Development and Educational Studies Dept SLO Assessment 217 Cornes
Analytics	Communication Studies Dept SLO Assessment 80 Courses
Settings	Computer and Office Studies Dept SLO Assessment 542 Courses
	Counseling Dept SLO Assessment 91 Counses

B =	SLO Assessment	> CSLO Assessm	ent > Reading & Teacher Preparation Dep	t SLO Assessment > 9	Courses					
Cou	irses	Filter by term		^	Course	~	Search courses			+Course
ccount Peor	ple	Show courses fro	m							
Stat	istics	All Terms				Term	Teacher	Sub-Account	Students	
(i) Out	comes	Active Terms				2021 Fall		Reading & Teacher Preparation Dept SLO Assessment	15	₫ 8
hboard Rub	rics	Default Term								
Grad	ding	2023 Spring				2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	0	山 ②
	estion Banks	Future Terms				2022 Fall		Reading & Teacher Preparation Dept SLO Assessment	17	<u>u</u> 🕸
lendar	-Accounts	2023 Fall				Default Term		Reading & Teacher Preparation Dept SLO Assessment	0	+ 🛍 🕸
	ivas Data Portal	2023 Summer	EDUC 10 SLO Assessment	EDUCIU_ASLO		2019-20 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	21	<u>eh</u> 🕸
noox	Institutional	\odot	EDUC10 SLO Assessment	EDUC10_SLO		2018-19 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	25	曲 🕸
istory		\odot	EDUC10 SLO Assessment	EDUC10_SLO2021		2020-21 Academic Year		Reading & Teacher Preparation Dept SLO Assessment	22	≞ ⊜
e	Configuration		EDUC130 SLO Assessment	EDUC130_1665_SLC)	2021 Fall		Reading & Teacher Preparation Dept SLO Assessment	15	≞ ⊗
ePor	rtfolio		EDUC130 SLO Assessment	EDUC130_1675_SL0)	2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	0	<u>ulı</u> ©
udie Mod	deration		EDUC130 SLO Assessment	EDUC130_1685_SL0)	2022 Fall		Reading & Teacher Preparation Dept SLO Assessment	10	ulu 🐵
tein Sett			EDUC130 SLO Assessment	EDUC130_1695_SL0)	Default Term		Reading & Teacher Preparation Dept SLO Assessment	0	+ 🛍 🕸
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ources			EDUC20 SLO Assessment	EDUC20_1675_SLO		2022 Spring		Reading & Teacher Preparation Dept SLO Assessment	46	≞ ©
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Student & Faculty View



B	E READ82 - SLOA	> Modules
Account	2022 Spring	
CS Dashboard	Modules	
Courses	Grades TechConnect Zoom	Welcome & Information
	NameCoach	Welcome to SLO Assessment
Calendar	New Analytics	
曲 Inbox		SLO ASSESSMENTS
() History		2 READB2 SLO1 ASSESSMENT
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Studio		READ82 SLO2 ASSESSMENT
Help		P Reading Program Survey C-
Resources		

E READ82 - SLOA

2023 Spring

Home

Modules

Grades

TechConnect Zoom

NameCoach

New Analytics

Dashboard

Courses

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Calendar

Ш. Inbox

History

Studio

Help

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Resource

Recent Announcements

READ82 SLO Assessment A*

Dear Students,

Welcome to SLO Assessment! Below you will find the key information you need to know about SLO assessment for your courses:

WHAT IS AN SLO?

SLO stands for Student Learning Outcome. All courses at LBCC have certain learning outcomes that identify what all students are taught and should know/be able to do at various points throughout the semester in their courses.

WHAT IS AN SLO ASSESSMENT?

SLO Assessments are typically small quizzes/rubrics your instructors use to determine how well you have learned course material. They give instructors valuable information about your learning, and help to ensure all students continue to learn critical course content.

WHAT DO YOU NEED TO DO?

When your instructors assign these assessments, simply follow their instructions. Often, the assessments are given on a specific day (or week) in class/online. In addition, the assessments will often have an access code that you will need to enter in order to take the assessments. Do not worry! Your instructors have these access codes and will give them to you before you need to take the assessment. Sometimes, the SLO Assessment is in the form of a rubric. In this case, you don't need to do anything at all. Your instructors will complete the rubrics for you.

WHAT IF YOU DON'T SEE ANY QUIZZES/ASSIGNMENTS YET?

Please do not worry! The assessments will be made available to you when they are ready. You are only responsible to complete them when your instructors assign them!

ARE THEY GRADED?

The assessments may be a part of your course's grade, may be worth extra credit, or may be voluntary. Plan on completing the assessment when assigned, and ask your instructors how it may connect back to your course or about any other questions you may have.

CO LEARN MORE:

If you have any questions feel free to ask your instructor. Or, follow this link to learn more Information about SLO Assessment at LBCC:

https://www.lbcc.edu/student-guide-learning-outcomes B



BIO11 -	- <u>SLOA</u> >	> <u>Quizze</u>	s > <u>BIO11 SLO1 Assessment</u>							
2023 Spring		BIO	11 SLO1 Assessment ₄*							
Home		ыо								
Modules		① Thi	is is a preview of the published version of the quiz							
Grades		Started:	: May 4 at 5:02pm							
Rubrics		Quiz	z Instructions							
Quizzes	ø	Course	SLOs							
Assignments	Ø		nguish the scientific and environmental principles that govern terrestrial and aquatic ecosystems.							
Files	Æ	2. Exam	ine the threats to biodiversity and develop a logical approach to sustain biodiversity.							
People	ø	Evalu	ate the benefits and drawbacks of available renewable and non-renewable energy resources.							
Pages	Æ									
Outcomes	Ø		Question 1							
Syllabus	Ø									
Collaborations	ø		Sustainable development means							
BigBlueButton	ø		improving people's lives in the present in a way that can continue far into the future.							
Discussions	ø		O providing ever-increasing amounts of adequate housing.							
Announcements	ø		 continued growth indefinitely as long as it can be paid off. 							
TechConnect Zo	om		 utilizing an ever-increasing quantity of natural resources. 							
NameCoach										
Settings		_								
		D	Question 2							
			The position that nature deserves to be protected in its own right is called							
			 biocentric preservation. 							
			 utilitarian conservation. 							
			O 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		51A - SLC	DA → <u>Assigr</u>	ments > MUSIC51A SLO1 ASSESSMENT										
Account	2023 Spring		MUSIC	C51A SLO1 ASSESSMENT 🗚							Published Sec	dit		
S Admin	Modules 1. Combine theoretical, technical, and musical knowledge to demonstrate the ability to prepare and perform selected pieces at the beginning level. Grades											10		
ashboard	<u>Rubrics</u> <u>Quizzes</u>	Ø Ø		Points 20 Submitting Nothing										
Courses	Assignments	æ	Due	For		Avai	lable from			Until				
Calendar	<u>Files</u>	æ		Everyone		-				-				
£°	People Pages	ø												
<u>Inbox</u>	Outcomes	Æ	MUSIC51A	SLO1 ASSESSMENT								NQ₫		
U History	Syllabus	ø	Criteria				Ratings					Pts		
⊖ History	Collaborations	ø	Fingering	5 pts	d ante	2 nt		2 pts		d ate				
<u>commons</u>	BigBlueButton Discussions	ø ø		A Student performed exercises with all the correct fingering.	4 pts B Student performed exercises with 2-3 errors.	3 pt C Stuc	s dent performed exercises with 4-5 errors.	D Student performed exercises with 6-7	errors.	1 pts F Student performed exercises	with more than 8 errors.	5 pts		
Studio C ¹⁰ Help	Announcements TechConnect Zo NameCoach		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 p	performed exercises with 4-5 hesitations.	2 pts D Student performed exercises with 6-7 hes	itations.	1 pts F Student performed exercises v	with more than 8 hesitations.	5 pts		
8 esources	<u>Settings</u>		Accuracy	S pts A Student performed exercises with all the accurate notes.	4 pts B Student performed exercises with 2-3 errors.	3 pts C Stude	ent performed exercises with 4-5 errors.	2 pts D Student performed exercises with 6-7 e	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 no rhythms, and a sense of musicality.	otes,	3 pts C Students performed assigned pieces with sev sense of pulse. Musicality was minimal.	' eral (3-5) errors, but maintained an overall	2 pts D Students stru but made an e	ggled to get through the piece,	1 pts F Student could not get through the piece at all.	5 pts		
											Total P	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

					SEL	RCT YOUR	R COURSE HERE	
ac	ulty Support Dashboard	ISLO	RESUL	TS	Course			
					BI011			•
					Term		Modality	
					(AII)	-	Online	•
BIC	D11 SLO 2: Examine the threats to biodiv	versity and	develop a log	tical	Select a tir	ne frame		
ppr	roach to sustain biodiversity.				Overall			
				0	Select SLO		View My Data	
				(i)	SLO 2	•	View All Data	
LO	Summary			9				
		Assessment	Participants	Enrollment	Participatio	Overall Co	ur Participant	
					e des e			
SLO	2 Overall	84.6%	63	510	12%	59%	95%	
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21 22 23 24 25	ails. O Quiz Results ing data is an indication that something is missing in your SLG Although most of the world's foreasts are shrinking, blobagists especially concerned about tropical forest 1 Estuaries are characterized as being Although most of the world's forests are shrinking, blobagists especially concerned about tropical forest 1 Estuaries are characterized as being The carrying capacity of a habitat refers to After by year 1600, the human population began to grow mos owing to which of the following factors?	D data submissio are are re rapidly,	n. Check your Can Overall Overall Overall Overall Overall Overall		Note that c all data is being 79.2% 97.4% 82.1% 91.7% 93.7% 81.0%	clicking both intersecti	buttons does NOT sho ional results.	04
el det SL/ Miss	ails.	D data submissio are are re rapidly,	n. Check your Can Overall Overall Overall Overall Overall Overall Overall		Note that e all data is being 79:2% 97:4% 82:1% 91:7% 91:7% 81:0% 90:5%	clicking both intersecti	buttons does NOT sho ional results.	0%

Rubric-Based Results

				SE	LECT YOUR	COURSE HERE	
culty Support Dashbo	ard ISLO	RESUL	TS	Course			- 3
				EDUC	20		*
				Term		Modality	
				(IIA)	•	(All)	•
UC20 SLO 1: Demonstrate an und	lerstanding of the	concepts and	1		time frame		_
es related to teaching.				Overall			•
			C	Select SI	.0	View My Data	
O Summary			U	SLO 1	•	View All Data	•
5 Summary			1. S. S.				
	Assessment	Participants	Enrollment	Participatio	Overall Cour	r Participant	_
	00.007		101	50.0		0.00	
0.1 Overall	80.2%	243	484	50%	77%	88%	
			7.5500				-
over each box/bar to see the question Click chaits.	on the button to disa	aggregate the dat	a below:	Q Note th	RACE nat clicking both b	GENDER uttons does NOT sho	w
O Rubric Results				Q	at clicking both b intersection	utions does NOT sho nal results.	w
etails.				Q	at clicking both b intersection	utions does NOT sho nal results.	nw.
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etuils. CO Rubric Results using data is an indication that something is missing in y ??Lesson Plan Current Issue in Education Report		n. Chock your Can Overall Overall		rre all data is bein 3.9 4.6	nat clicking both b intersection g conrectly capture	utions does NOT sho nal results.	100
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Program-Level Results of Assessment

\leftarrow	Explore / Faculty/Departm	nent Support Dashboards / Student Learning Outcomes /	/ Faculty Support - PSLO Dashboard / PSLC) Dashboard	🖯 Data Sources 🛛 📿 📑 🕐 🗘	TW
Ć		🔿 🔹 📔 View: Original			◎ Watch ▼ │ 「卬 ♀ 「囗 <mark>《</mark> ધ	Share
Facu	lty Support Da	shboard PROGRAM SLO RE	SULTS			(i)
School		Department	Program	▼ ▼ Term(s)	Disaggregation	
(AII)	_	▼ (AII)	▼ (AII)	• (AII)	All Students	•
Plan	Program	PSLO Course	Course SLO Do Not Show 🔻		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-

		ent Support Dashboards / Student Learning Ou			d / PSLO Dashboard 分	⊖ Data Sources Q E* (?		
acu	lty Support Da	shboard PROGRAM SL	O RESU	ULTS			i	
chool All)		Department ▼ (AII)		Program (All)	Term(s) (All)	Disaggregation V All Students		
Plan	Program	PSLO	Course	Course SLO Show	T	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 body.	food nutrients and their effects on the	97% (1,041) Introduced		
			NUTR230B		kills outlined by the California /Licensing and Certification to meet the or Dietetic Service Supervisor.	100% (18) Reinforced		
		2. Manage a healthcare kitchen to industry standards.	NUTR21	2. Create a standard of ident	ity for a variety of food-products.	93% (76) Reinforced		
				3. Plan, prepare, and create f equipment, and appropriate		88% (73) Mastered		
		NUTR24		1. Compare local, state, and f food practices.	federal regulation guidelines for safe	76% (15) Introduced		
				2. Evaluate proper safety and service systems.	d sanitation techniques utilized in food	93% (15) Reinforced		

Institution-Level Results of Assessment

-with unit breakdown-

					T TO	Sele	ct your	ISLO here	
Facu	ty Supp	ort Das	hboard	ISLO RESU	JETS	Select ISLO			
ISL O2.	D i i	ı	Modality						
		e critical think	[(AII)	•	(All) 🔻			
0		an understand			Unit Com	pletion			
as inform	ation literacy	and quantitat	ļ	Unit Completio	n	•			
			Students Assessed	Total Enrollment	Participatio Rate	n Avera	ge Score	Average Percentage	
ISL03	1645 - Fal	12020	3,496	6,976	50%	3	.02	76%	
	1655 - Spi	ring 2021	2,204	7,479	29%	3	.07	77%	
	1665 - Fal	2021	1,794	7,802	23%	3	.06	77%	
	1675 - Spi	ring 2022	1,251	6,593	19%	3	.06	77%	
Grand T	otal		8,745	28,850	30%	3	3.05		
Click on	the button to	disaggregate	e the data below	<i>r</i> :	Race/Eth	nicity		Gender	
				Note that clicking both bu	ttons does NOT show	intersectional	Time I	Frame	
					results.		Overa	all 🔻	
ISLO /	Assessmen	nt Results							
*Missing dat	a is an indication th	at something is mis	sing in your SLO data s	ubmission. Check your Can	vas portal to make sure	all data is being o	correctly captu	ired.	
ISL03	Overall	0-14 units			2.74				
		15-29 unit	s		3.05				
		30-44 unit:	s		3.10				
		45+ units			3.19				

						Select yo	ur ISLO here	
acu	aculty Support Dashboard IISLO RESULTS						Select ISLO	
						ISLO3		
						Term	Modality	
SLO3: Demonstrate critical thinking, problem-solving, and						(AII)	• (AII)	
-			nding of research, science, as well			Unit Completion		
is inform	hation literac	ey and quantit	ative reasoning.			Unit Completion		
			Students Assessed	Total Enrollment	Participatio Rate	n Average Sco	re Average Percentage	
ISL03	1645 - Fa	all 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%	
		oring 2022	1,251	6,593	19%	3.06	77%	
Grand ⁻	Total		8,745	28,850	30%	3.05	76%	
lick on	the button t	o disaggrega	te the data below:		Close	2	Gender	
	Domilia D		ted has Decos/Di	hat ald		Tir	ne Frame	
		00 0	ted by Race/Et	•		0	verall	
Detail Di	saggregation fo	r Rubric Assessi	nents may be missing. Co	ontact IE if you have	any questions.			
SLO	Term	_	Asian & Filipino	Black/African-	American	Latinx/Hispanic	White	
SLO3								
ISLO3	Overall	0-14 units	Avg Score: 3.06 212 students	Avg Score 184 stud		Avg Score: 2.67 908 students	Avg Score: 3.00 302 students	
ISLO3	Overall	0-14 units			ents			
ISLO3	Overall		212 students Avg Score: 3.25	184 stud	ents : 2.83 ents : 2.84	908 students Avg Score: 2.97	302 students Avg Score: 3.31	



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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