

Student Learning Outcomes Committee Annual Report 2022 - 2023

Assessment Workflow

The SLO Committee updated the [Individual Reflection Form](#). This form was deployed in Fall 2022. It has gotten good reception from faculty and has yielded a high completion rate: 277 faculty completed this in Fall 2022 and 258 in Spring 2023. The results of these forms are given to Department Chairs prior to each semester for department-wide discussions. The return rate of the department discussion forms is also high at 88%.

Program Learning Outcomes: Departments assess PLOs as part of the [departmental dialog](#) every semester. The SLO coordinator uses the [department dialog forms](#) to keep track of which PLOs the department has assessed. This is tracked on a [spreadsheet](#) that helps departments visually see which PLOs they are assessing most and which may need more assessments.

General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs): One update the Individual Reflection Form was to change the GELO and ILO questions from multiple select to a single choice for which is the most closely related to the course SLOs (cSLOs) they are assessing. This will allow the committee to analyze GELO and ILO assessment using the Reflection Form. The committee will be discussing this analysis in Fall 2023. They will also work with the Office of Institutional Research to analyze the CCSSE data using an ILO lens. The committee did this the last time CCSSE data was collected. They held Flex activities in collaboration IR that produced excellent outcomes. More information can be found in the [19/20 Annual Report](#).

Professional Development

The second update to the Individual Reflection Form was to change the wording of the question related to what Professional Development faculty would find helpful. The result of this question helps the Chair and Committee identify trainings to develop. The top three training requests (note that this question allows respondents to select more than one item):

- “Designing equitable outcome assessments to meet the needs of diverse learners” was selected by 106 respondents. This aligns with topic from Dialog Days and the AC ⚡ DC Spring Festival in Spring 2023.
- “Using the Canvas Outcomes Tool” was selected by 103 respondents. The department of Technology Mediated Instruction has designed a workshop on using Canvas Rubrics for Fall 2023. The use of Rubrics is an essential first step in the use of Outcomes.

- “Designing learning activities supporting outcome achievement” was selected by 83 respondents. This will be the topic of Dialog Days in Fall 2023.

Dialog Days

Dialog days are a regular part of the Flex calendar, occurring on the last Friday of Flex week from 9 AM - 11 AM.

Fall 2022 Dialog Days session #1 focused on using backwards design to develop meaningful assessments. Session #2 was a discussion of new assessments faculty have tests and sharing their experiences with these experiments.

Fall 2023 Dialog Days session #1 was a discussion of how faculty are assessing ILOs. Session #2 discussed potential biases in assessments and how to develop more equitable assessment strategies.

AC ⚡ DC

One of the two projects presented to ACCJC as part of Butte’s QFE was [Adaptable Course Design](#), which is a strategy for building courses that are intentionally flexible during large-scale emergencies and which facilitate support for individual students (during individual emergencies, in response to their learning goals, and to meet other needs). This project is an instructional response to the need to serve students in wildly unpredictable times.

The [Adaptable Course Design Committee](#) (AC ⚡ DC) focuses on creating professional development opportunities for faculty in adaptable course design. One of the outcomes of last year’s committee meetings was the need for unstructured discussion about adaptable course design strategies faculty are using. This resulted in the organization of monthly AC ⚡ DC Jam sessions.

The Committee organizes a yearly [Spring Festival](#). This event is held towards the end of the Spring semester because the topics focus on larger course redesigns. This timing gives faculty time to implement these changes over the summer. Topics covered this year were: the Modern Classroom Project, Authentic Assessment and Portfolios, Rapid Adaptable Course Design, and Finding Free and Adaptable Textbooks.

A subgroup of the committee formed a learning group to develop a [self-paced Canvas course](#) to help faculty develop adaptable courses. This is an extensive project that will take a few semesters to complete.

Committee Bylaws

The Committee updated the [Bylaws](#) in Fall 2022. These were approved by the Academic Senate on October 20, 2022.