

# Student Learning Outcomes Committee

## Annual Report 2023 - 2024

### Assessment Workflow

---

**Institutional Learning Outcomes (ILOs):** The SLO Committee's focus for this academic year has been assessment of ILOs. One strategy used was to update the [Individual Reflection Form](#). The committee noticed that we were not getting sufficient ILO data because many of the ILOs are topics that instructors may evaluate even though they are not directly linked to course-level SLOs. The committee added a section that specifically addresses ILOs which will allow us to better evaluate how well students are achieving these outcomes. The committee also worked with the Office of Institutional Research to compare faculty reports of ILO achievement using the Individual Reflections with student reports using CCSSE results.

The committee plans to focus on the "Engage Collaboratively" ILO next year because this was the one which was least reported on in the Individual Reflections. Additionally, during Dialog Days, faculty expressed a need for training to help them encourage and evaluate collaboration in different disciplines.

**General Education Learning Outcomes (GELOs):** The Committee also worked on assessing GELOs. One strategy used was to update the Individual Reflection Form to make it easier for faculty to report on GELOs. Additionally, the SLO Coordinator worked with the GE taskforce to identify how the GELOs can be used to evaluate the new GE requirements.

**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. The SLO Coordinator is working with department chairs to help departments assess each PLO regularly.

### Professional Development

---

The SLO Committee continues to use the results from the faculty individual reflections to identify [training needs](#). The three four training requests from Spring 2023 were:

1. Designing learning activities that supporting outcome achievement. This training informed the Fall 2023 session 2 of Dialog Days.
2. Finding instructional materials to support outcome achievement. This training will be provided by the OER Coordinator in Fall 2024
3. Designing assessments that equitably measure the achievement levels of diverse learners. This is a training we will provide again in the future. Creating equitable assessments is an ongoing challenge for many faculty.

## 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.

Spring 2024. We collaborated with the office of Institutional Research to compare [faculty reports of ILOs](#) from the individual reflections with that from the [CCSSE results](#). Session descriptions are below.

1. Session 1 - Students' view of their ILO achievement. Description: How well are students doing on meeting our Institutional Learning Outcomes (ILOs)? In this session, we will discuss Butte's results from the Community College Survey of Student Engagement (CCSSE). We will look at what the survey results tell us and discuss what we can do (and are already doing) to help students meet these goals. In the next session, we will compare these results to student achievement of ILOs as reported by faculty.
2. Session 2 - Faculty view of students' ILO achievement. Description: How well are students doing on meeting our Institutional Learning Outcomes (ILOs)? In this session, we will discuss the results of Faculty Reflections on how well students are meeting the ILOs. We will look at what the survey results tell us and discuss what we can do (and are already doing) to help students meet these goals. We will also compare these results to student achievement of ILOs as reported by students.

Fall 2023. We focused on equity considerations for writing and teaching to support student achievement of Learning Outcomes. Session descriptions are below.

1. Session 1 - Equity Express: Using an equity lens to examine our Learning Outcomes for inclusive and student-friendly language. We will share examples of outcomes and discuss how to reword them to be more equity minded.
2. Session 2 - Staying on Track: Creative ways to design learning activities that support outcome achievement for diverse learners. In this interactive session, we will discuss multiple strategies for teaching content.

## AC ⚡ DC

---

The [Adaptable Course Design Committee](#) (AC ⚡ DC) focuses on creating professional development opportunities for faculty in adaptable course design. The committee hosts AC ⚡ DC Jam sessions to provide a space for collaboration and unstructured discussion about adaptable course design strategies faculty are using. The committee also created a [Teams Site](#) to build a community of faculty interested in adaptable course design. The committee is currently identifying strategies to help engage faculty with this platform.

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: AI and IDEA<sup>2</sup>, UDL and neurodivergence, and Strategies for helping struggling students.