

2021-2022 DPAC Action Plan #1



2021-2022 DPAC Action Plan #1

Reduce racial equity gaps and increase completion of Academic and Career Paths through a **critical review of practices for developing, approving, and assessing Program Learning Outcomes (PLOs) and course-level Student Learning Outcomes (SLOs)**

METHOD:

Engage with the **Curriculum Committee** and **Program Review Committee** to co-construct equity-informed **practices for the development, approval, and assessment** of PLOs and SLOs.

REIMAGINING OUTCOMES: BACKGROUND

4 Pillars of the Guided Pathways Framework

1. Clarify the Path
2. Help Students Enter a Path
3. Help Students Stay on a Path
4. Ensure Students Learn on the Path

PROGRAM MAPPING AND EQUITY

The “Easy Way” vs. the “Right Way”

- The “easy way”: placing our existing courses in a sequence
- The “right way”: critically reviewing our SLOs/PLOs, pedagogy, course formats, curriculum, ... in the interest of closing our equity gaps

PROGRAM MAPPING AND EQUITY

- Constructing maps the “right way” will produce
 - **structural,**
 - **curricular, and**
 - **pedagogical**

changes to significantly reduce or eliminate our racial equity gaps

This includes the revision and reimaging of outcomes (and outcome assessments)

REIMAGINING OUTCOMES: a 2-pronged approach

Action Plan #2 (Equitizing Gateway Courses: EGC):

developing the “critical mass” among faculty to bring about equity-informed changes of:

- teaching practices (individual)
- the curriculum itself (structural)
 - Course Outlines of Record, Learning Outcomes, Program Requirements, ...

EQUITIZING OUTCOMES: a 2-pronged approach

Action Plan #1 (Reimagining Outcomes):

Ensuring that our structures

- **curriculum** development & approval process
- **program review** process

are receptive and aligned with the equity-informed changes EGC will instigate

CREATING EQUITY-BASED STRUCTURES AND PROCESSES

- SOAA 1b: Every Path is intentionally designed to remove internal obstacles and mitigate external obstacles
- SOAA 4a: Outcomes are aligned with the requirements for success in further education and employment
- SOAA 4b: Instruction reflects and amplifies Black and Latinx student experiences, employing an asset-based, culturally relevant pedagogy
- SOAA 4d: Faculty/programs assess whether students are mastering learning outcomes
- SOAA 4e: Results of learning outcomes assessments are used to improve teaching

DPAC Action Plan #1: progress to date

Connecting the curriculum approval and program review processes / “closing the loop”

Program Review Committee

- Redesigning Program Review; PR/SLO Taskforce

Curriculum Committee

- Handbook

Employing equity-minded learning outcomes (and assessments) that are meaningful and useful for continuous improvement

DPAC Action Plan #1: progress to date

Curriculum and Program Review Committee Chairs/Vice Chairs and Redesign Leads explored

- **outcomes vs objectives vs competencies**
- **“Faculty culture”** surrounding outcomes
- **Learning from our peers:**
 - “Friday SLO Talks” and “SLO Symposium”
- **Creating ownership/buy-in to reimagine outcomes**
 - Structuring an inquiry/work team
 - ❖ Scaffolding the work

DPAC Action Plan #1: progress to date

Program Review

*“to verify the **development and assessment** of course and program **outcomes** and assessment plans and ensure assessments are utilized to inform **program improvement**” (from PRC functions)*

- PRC revamp: designing a process which is more meaningful to the program and more useful for institutional planning
 - how we assess outcomes and
 - how do we make use of outcome assessments

DPAC Action Plan #1: progress to date

Program Review Revamp

- Creating a **structure of support** for programs
 - Consultation with Curriculum Committee to discuss SLOs and PLOs
 - Consultation with an “SLO Coordinator” (forthcoming??) for support in revising and assessing outcomes as well as analyzing data
 - PRC mini-team assigned to a program for 12-18 months of support and **formative** feedback during the self-assessment process

DPAC Action Plan #1: progress to date

Curriculum

- The Curriculum Committee assists faculty in **developing** and **approves** course and program **outcomes**
- Outcomes should be:
 - equity-minded, culturally relevant, and anti-racist
 - meaningful and measurable
 - actionable in the interest of improvement

Detailed Checklist for Course Proposals

Use the following in conjunction with Quick Course Checklist found in the Appendix.

Cover

Check required fields are complete. Required fields are indicated with an asterisk *



Course Description and Title – *Thinking Equitably*

These elements are usually the first things students see about a class and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the course. Both should be inviting and welcoming.

Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for that individual student.

For example, the description for a history course might consider how black, indigenous, and other people of color have traditionally been erased from the curriculum and shift the focus in the course description by using language like “colonized people” in place of “colonial.” (ASCCC, 2021)

Course Number

If this is a new course, check that it has not been used before.

Start Date

Verify the proposed date meets the curriculum approval schedule.

TOP Code

- Is the Code chosen the best fit for the course? Refer to [TOP Manual](#).
- Courses with an asterisk * are Career Education (CE or CTE) and have additional requirements.

SAM Code

- If the course is not a CE [course](#) then choose E: Non-occupational
- If this is a CE course then refer to the CCCCCO form for definitions of [SAM codes](#).

Designation

- D – Credit Course that is Degree (or certificate) applicable
- C – Credit Course that is NOT Degree (or certificate) applicable
- N – Noncredit course

Co-Contributor

This is the page to add the Curriculum Rep and any other contributors to the proposal. Nothing to check.

DPAC Action Plan #1: progress to date

Curriculum Committee Handbook

Information on how to make CORs Equitable and inclusive

Course Objectives

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Each objective is in its own field.



Objectives and Content – Thinking Equitably

Where appropriate, consider explicitly including culturally responsive and anti-racist content in the course topics and objectives. Although diversity, equity, and inclusion

(DEI) content that explicitly address disciplines, almost every discipline that can be challenged; the COR of these issues built in. Opportunities students to see themselves and their authentic selves to the course through

Faculty should consider not just the used to describe it and be cognizant Eurocentric or colonizing views—for opportunities to move the margin to the center. A review should not be left out. (ASCCC, 2021)

Defining Course Objectives

Course objectives describe what

- Useful in helping you formulate
- Not necessarily observable nor

Examples

- We will review and discuss the
- Students will gain an understand
- Student will read and analyze s
- Students will study the major U.S

Course SLO	
<p>Upon completion of this course, you will be able to...</p> <p>Write academic prose with a clear purpose and effective, logical, relevant support from sources.</p>	<ul style="list-style-type: none"> • Establish documented substanti • Develop effective progressi • Use the li materials readings evidence
<p>Upon completion of this course, you will be able to...</p> <p>Evaluate and critique student drawings and receive feedback.</p>	<ul style="list-style-type: none"> • Evaluate materials • Evaluate concept • Critique f setting

Draft 2022

Student Learning Outcomes

Check required fields are complete. Required fields are indicated with an asterisk *

Note: Remind Department Chair to update SLO in ISIS when proposal is approved.

Check: Each objective needs to in its own field, includes a [measurable verb](#), is assessable, and supports PLOs and ILOs. **Are SLOs mapped to ILOs?**



Outcomes – Thinking Equitably

Consider including a course SLO with a specific focus on DEI or anti-racism in the COR. For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories or discoveries in the field, particularly in [light of](#) systemic racism.

A specific SLO aligned to the course content allows faculty to focus on these areas in assessment and ensure that their students' learning includes equity and anti-racism. Even where DEI content is not explicitly present, the outcomes assessment process should include equity review and thoughtful data disaggregation. (ASCCC, 2021)

Draft 2022

8 | Page

SLO vs Course Objectives

The terms 'objectives' and 'outcomes' are often used interchangeably. However, **objectives** are what students *will learn* or what instructors *will teach*, **outcomes** are what students demonstrate as the specific observable and measurable *product of that learning* – an application of knowledge and skills. (ASCCC, 2019)

Below are suggestions for Originators and Departments to consider as they develop Outcomes. How can you develop Outcomes to be useful tools to improve student success for class instructors and program review?

How do I write an SLO?

Provide a detailed description of what a student will be able to do at the conclusion of a course. Use verbs that are measurable or describe an observable action. ([Blooms Taxonomy](#)). Course SLOs shall support Program Learning Outcomes (PLOs).

This can be done using a formula:

Upon the successful completion of this course, you will be able to (measurable verb) + (learning statement).

DPAC Action Plan #1: progress to date

Curriculum Committee Handbook

How to write SLO's and Objectives useful for Equitable Assessment

SLO Talks: The Six Steps to Implementation

excerpted from [Jarek Janio](#)

Step One:

Course Content Analysis: *what skills will a student have at the end of a course?*

- Development of Student Learning Outcomes starts with a thorough and detailed analysis of concepts, skills, and competencies that students are expected to learn as detailed in the Course Outline of Record (COR).
- Focus really needs to be on what it is that students learn, rather than on what the course offers or even what a faculty wants to 'cover' in the course.
- Students need to be informed from the very beginning about what skills and competencies they are going to acquire in the course.
- At the end of the analysis of the course subject matter, generate a list of outcomes and objectives covering the entire course content.
- [As long as](#) faculty reach course content, they are making sure that students are learning skills and competencies as outlined in the COR.

Step Two:

SLO Statement Design: *what does an Outcome need to say?*

- Describe what a student will be able to do by the end of the course or activity.
- Outcomes use Bloom's Taxonomy to include measurable and assessable verbs.
- SLO's shall lead to and support Program Learning Outcomes (PLO).

Step Three:

SLO Alignment to PLOs and ILOs: *linking to programs and the institution*

- SLOs support and align with PLOs and PLOs align with and support ILOs.
- These are skills and competencies acquired by students at the program and institutional levels usually occur in a sequence of courses that constitute a program.
- Program Learning Outcomes (PLO) may come from a variety of sources that provide specific guidelines from outside out college.
- Institutional Level Outcomes (ILO) need to be aligned with the institution's mission and vision statements. ILOs are usually broader competencies such as: critical thinking, leadership, problem solving, or communication skills and they can be found in subject matter of any discipline and should be of interest to all stakeholders throughout the institution.

DPAC Action Plan #1: working towards...

SLO and PLO Handbook

Developing a
handbook to help
programs redefine
PLO's and SLO's
for better use in
course/program
assessment

Example: Using SLOs for Assessment

Using a Rubric based on SLOs can help track student success over the course of the semester and per project so faculty can make adjustments if students are showing less success in specific areas.

Example Project Rubric using SLOs above

Mastery of Skills	Proficiency in Skills	Emerging Skills	Skills not demonstrated
Design Solution 40% SLO 1 Original successful design solutions to fundamental design problems by integrating concepts, formal/visual principles and techniques.	Compelling design solution showing highly original development of concept, innovative application of techniques and exemplar principles. Solution shows rigorous creative inquiry and investigation throughout process with highly successful results.		
Formal & Spatial Principles 20% SLO 2 Demonstrate fundamental understanding and application of design principles as they relate to human experience	Advanced understanding, experiential quality of architectural form and space resulting in exemplary architectural solutions. Effective use of scale, materiality, sequence, circulation, and visual perception.		
Design Process 20% SLO 3 Demonstrate a rigorous design process through critical iterative production.	Excellent levels of critical production resulting in a successful, comprehensive development process. Reliably fulfills and exceeds all design progress, attendance and participation requirements. Unfailingly shows evidence of disciplined critical response through sustained, relevant research, rigorous sketching and exemplary iterative development.		
Communication 20% SLO 4 Communicate design solutions effectively using presentation materials and techniques.	Exemplary presentation in materials and verbal presentation resulting in highly effective communication of clarity, and precision. Presentative materials at portfolio quality suitable for transfer. No omissions. Verbal communication highly effective resulting in advanced discussion of design solution.		

Course SLO	Underlying Course Objectives
Upon completion of this course, you will be able to... Write academic prose with a clear purpose and effective, logical, relevant support from sources.	<ul style="list-style-type: none"> Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials. Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea. Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.
Upon completion of this course, you will be able to... Evaluate and critique student drawings and receive feedback.	<ul style="list-style-type: none"> Evaluate drawings orally using correct terminology related to concepts, materials, and techniques. Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques. Critique finished drawings and receive feedback from others in a group setting

From: ASCCC CI 2017 Course Objectives to SLOs

Project 4: Interconnectivity

Criteria	Ratings					Pts	
Inspiration and Analysis Include picture of inspiration and sketches that understand the students desires or wants to form a bond with others at SMC. Key words and inspirational pictures (Inspiration Board).	3 pts Exceeds Expectations	2.55 pts Above Expectations	2.1 pts Meets Expectations	1.05 pts Below Expectations	0 pts No Marks	3 pts	
Concept and Design Did you incorporate your research and analysis of other students (Interviews) into your design in a creative and unique way? Did you create a space that encourages a specific activity or connection? What did you use to inspire your space? Is the model truly 3D dimensional? It should be more than an extrusion from 2D to 3D.	5 pts Exceeds Expectations	4.25 pts Above Expectations	3.5 pts Meets Expectations	1.75 pts Below Expectations	0 pts No Marks	5 pts	
Craft Well crafted? No glue or ragged edges or unresolved construction. Are the cut edges clean? Are the connections appropriate for the material?	3 pts Exceeds Expectations	2.55 pts Above Expectations	2.1 pts Meets Expectations	1.05 pts Below Expectations	0 pts No Marks	3 pts	
Portfolio Page Design Is there a thoughtful layout? Is the Model the "star" of the page (shown larger and clearly)? Are all components and items included and arranged in a logical manner?	2 pts Exceeds Expectations	1.7 pts Above Expectations	1.4 pts Meets Expectations	0.7 pts Below Expectations	0 pts No Marks	2 pts	
Presentation Did you present your concept and describe your journey from concept to design? Did you accurately use formal and narrative descriptions in your presentation? Did you present your design in a logical manner? Did you use your time well?	2 pts Exceeds Expectations	1.7 pts Above Expectations	1.4 pts Meets Expectations	0.7 pts Below Expectations	0 pts No Marks	2 pts	
SLO 2. Develop, design, craft, and present a series of 3 dimensional models that study design principles using a variety of materials such as paper, metal, and wood. Threshold: 3 pts	3 pts Exceeds Expectations	4 pts Above Expectations	3 pts Meets Expectations	2 pts Below Expectations	1 pts Does Not Meet Expectations	0 pts Missing	5 pts

Total Points: 20

DPAC Action Plan #1: working towards...

SLO and PLO Handbook

Understanding how SLO's can be used within a course using SMC tools such as Canvas

DPAC Action Plan #1: upcoming

May 20, 2022: “The Current State of SLOs”

- Focus Group-like Discussion
 - Curriculum Committee members
 - Program Review members
 - Department Chairs

DPAC Action Plan #1: upcoming

In preparation for this discussion, participants have been asked to contemplate the following questions:

- What is your current understanding of the purpose and utility of course level SLOs?
- Are current SLOs equity-minded and meaningful to faculty, students, and/or the institution?
- What would make SLOs more equity-minded and meaningful to faculty, students, and the institution?
- Are the assessments of SLOs equity-minded and meaningful?
- Are SLO assessment data analyzed? If so, what has resulted from that analysis?
- How can SLOs and SLO assessments help SMC close the racial equity gap?

The result of this discussion will inform the work in 2022-23