

SAC Lunch and Learn

Reflecting on Student Learning

Location: MON 112 (CTL)

Date: 11/10/22

Time: 12:00 – 1:30pm

Facilitator: Catherine Cochran, Kortney Song, and John Snelling

Program Agenda:

12-12:10 PM	Get Lunch	
12:10-12:20 PM	Welcome: SAC Co-Coordinators	Purpose of assessment and learning outcomes review. Why reflecting on student learning is important?
12:20-12:45 PM	OPIE	Program Review/Assessment Plan/Data Dashboards
12:45-1:00 PM	SAC Co-Coordinators	Pair-Share (Formative Assessment)
1:00-1:30 PM	Work session: SAC Co-Coordinators	Review CATS' website and assistance with writing a CATS

Welcome from SAC Co-Coordinator

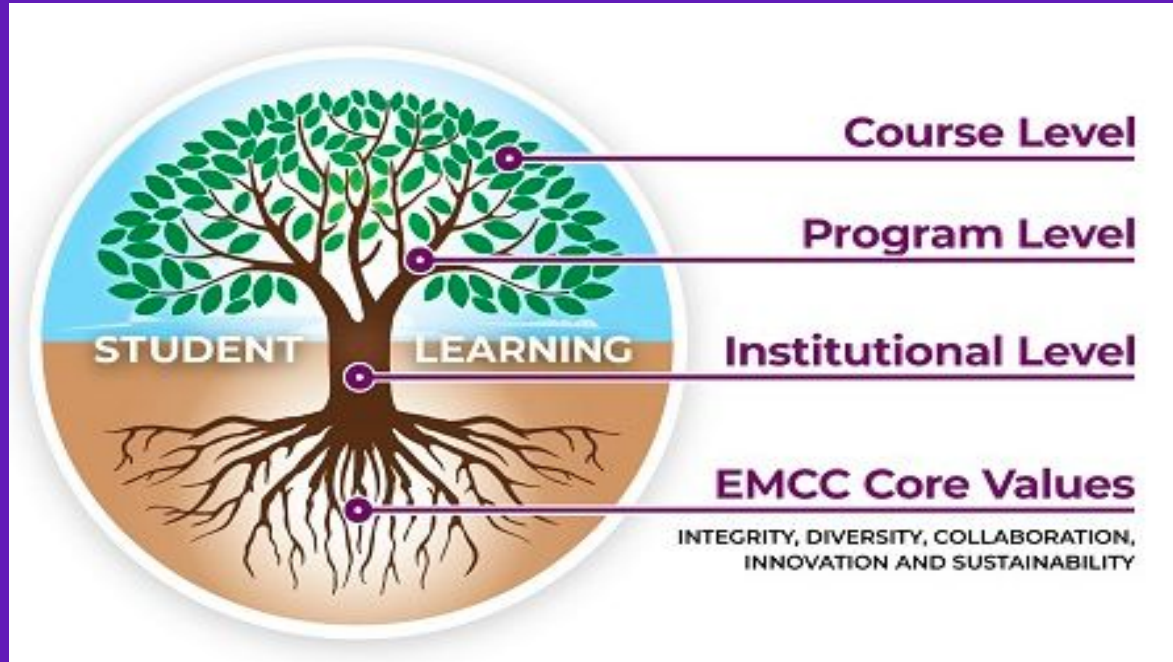
SAC is:

- Faculty-driven, standards-based (using faculty developed learning outcomes and rubrics) and learning-centered (focused on course based activities) approach to assessment.
- Participation for improving student learning is expected on an ongoing basis across all academic/occupational areas and units identified as co-curricular

Our “Why”

- Improve the quality of teaching and learning at the course and program level
 - Assessment helps instructors identify what isn't working for their students and determine whether attempted improvements have made a difference
 - At the institutional level, assessment identifies areas of weakness that represent opportunities to improve student learning.
- Measuring student learning is to demonstrate to our accreditor (Higher Learning Commission) that we are committed to continuous quality improvement of learning.

EMCC Learning Outcomes



Data Dashboards

Thinking About DATA


- What is this data telling us?
 - Is there anything that stood out that you would like to speak to?
 - How do you think this information impacts the college's ability to meet its stated strategic goals as it pertains to student learning?
- EMCC Improving Student Learning - [Dashboard](#)

Pair Share (Formative Assessment)

1. Turn to a table partner and ask the following questions:
 - What is working well with data use in your division/unit?
 - What are your main challenges in this area?
 - How can you promote use of data for IMPROVING rather than proving student learning within you area/division?
2. Write your responses on the poster boards.
3. Select a “speaker” to share out your responses with the large group.

Canvas & CLOs

CAP 220 CLO example:

 CPD220 - CLO 1 Students will be able to describe foundational counseling theories, research methods, and data analysis. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Below Expectations	0 pts Does Not Meet Expectations	--	
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CLO Canvas Integration Process

1. Faculty email SAC Co-Coordinators to move their CLOs(rubrics) into Canvas for data collection.

Example: Students will be able to identify the steps in the counseling process. (Friendly Name: identify steps)

2. SAC Co-Coordinators respond in email with this outlined process:

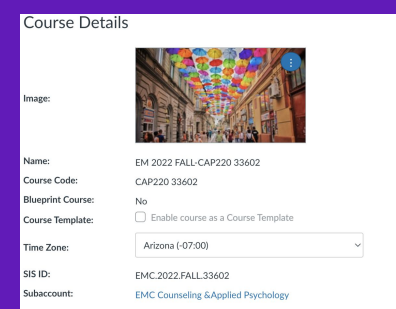
SAC Co-Coordinators give feedback.

- *This can be: Is there one action being assessed? It is easier to assess one action.*
- *Does the CLO begin with: "Students will be able to....."*
- *We respect that you are the context expert, and you can disagree with the feedback given.*

3. Next, we need to create "friendly names" for your CLOs. This is 2-3 words that summarize your CLOs. The purpose is to organize the CLOs in Canvas and in the dashboards. Please see the example below:

- *Friendly Name: "Appropriate tools/techniques"*
- *CLO: "Students will be able to determine the most appropriate tools/techniques to solve a particular problem".*

4. We need your sub account name. This is how you find this information:



5. Learning Mastery Gradebook needs to be enabled (green) in "Feature Previews" within "Settings" in Canvas.



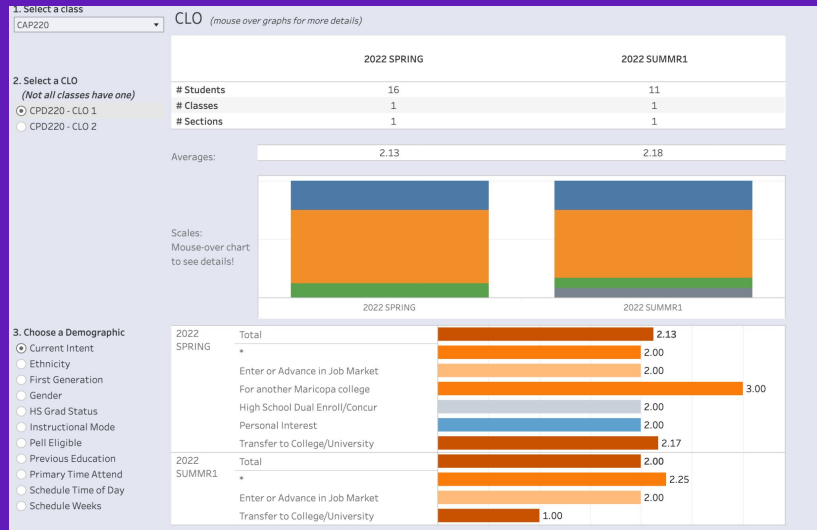
6. Once your CLOs are integrated in Canvas, you can access the [Short Videos to Import and Attach CLOs/ILOs/PLO](#)

7. "Grade" your CLO/ILO/PLO rubric before you submit your grades in SIS. Here are CAP120 CLOs through Canvas Speedgrader:

CPD220 - CLO 1 Students will be able to describe foundational counseling theories, research methods, and data analysis. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Below Expectations	0 pts Does Not Meet Expectations	--	
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8. If anyone needs assistance, SAC Co-ordinators can be contacted through sac@estrellamountain.edu

Reflecting on Student Learning with the Dashboards



- Write a CATS about the improvement plan about the intervention to help with student learning and improvement.
- Document the information in the Assessment Plan in Program Review documents.
 - Program Review, Assessment Plan
Example: “As faculty, we will be able to review the dash boards on where the learning outcomes were measured during the semester, and we will be able to review the assessment (i.e. assignment, quiz, final project). As CAPS faculty, we can collaborate on where students can improve student learning.”
 - “For example, CAP220 CLO#1 (PLO)Spring 2022 showed that 13% of students were below expectations compared to Summer 2022 with 8% being below expectations. There are variables to be considered and discussed that influence the data: e.i. course size, course timeframe. “

Things to consider when writing your CATS

1. Who is the audience?
2. What do we want them to do with the information?
3. What do we want them to do?
4. What is it the timeline?

How to Write a CATS? / Working Session


- [CATS' website](#)

Things to consider when writing your CATS

1. Who is the audience?
2. What do we want them to do with the information?
3. What do we want them to do?
4. What is the timeline?

CTL & SAC Resources

January

Using Dashboards to Close the Loop on Assessment

Date: Mon, Jan 23, 2023 1:30PM to 2:30PM
Facilitator(s): Jim Waugh
Location: Online
You have student learning outcomes and...[Read More](#)
Unlimited spaces available
[Login to register](#)

February


Integrating Learning Outcomes into Canvas

Date: Thu, Feb 2, 2023 1:00PM to 2:00PM
Facilitator(s): Erik Huntsinger
Location: Online
So you have learning outcomes you want to...[Read More](#)
Unlimited spaces available
[Login to register](#)

Finding and Addressing Equity Gaps with Dashboards

Date: Mon, Feb 13, 2023 1:30PM to 2:30PM
Facilitator(s): Jim Waugh
Location: Online
How well are your students performing in...[Read More](#)
Unlimited spaces available
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March

CLOs, PLOs, ILOs - Oh My! Making Sense of Assessment at EMCC

Date: Thu, Mar 9, 2023 1:00PM to 2:00PM
Facilitator(s): Erik Huntsinger
Location: Online
There are a lot of acronyms floating...[Read More](#)
Unlimited spaces available
[Login to register](#)

Using Dashboards to Close the Loop on Assessment

Date: Thu, Mar 30, 2023 1:00PM to 2:00PM
Facilitator(s): Jim Waugh
Location: Online
You have student learning outcomes and...[Read More](#)
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- [SAC Website](#)
- [Collecting Data in Canvas](#)
- [Classroom Learning Outcome](#)