



# CSLO & PSLO Assessment Requirements for ACCJC

Academic Senate Presentation

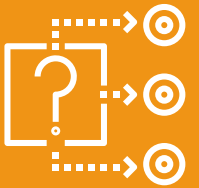
April 22, 2024

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# What the Previous ACCJC Standards Required



When we met the ACCJC Standard Requirement during our last self-evaluation process and report in fall 2020





## *(Previous) ACCJC Standard I.B*

### **I.B.6.**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*



## *(Previous) ACCJC Standard II.A*

### **II.A.3.**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*





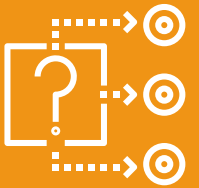
## *From our Peer Review Report*

“The team encourages the college to continue the implementation of eLumen to assist with the disaggregation of student learning outcomes. (I.B.6)”

*Page 18 - Peer Review Team Report*

[https://www.losmedanos.edu/accreditation/LosMedanos\\_P  
RTR2020\\_FINAL.PDF](https://www.losmedanos.edu/accreditation/LosMedanos_P<br/>RTR2020_FINAL.PDF)

# What the New 2024 ACCJC Standard Requires



What we need to meet for the new ACCJC 2024 Standard and in our next self-evaluation





## *(New) 2024 ACCJC Standard 2*

2.9

*The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.*

Criteria to meet ACCJC Standards Review...



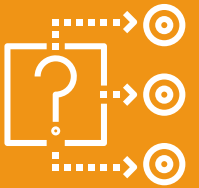
## *(New)* 2024 ACCJC Standard 2.9 Review Criteria

### Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal-setting.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.



# What the 2024 ACCJC Midterm Report Requires



What we need to plan and document in the 2024 ACCJC Midterm Report (fall 2024) to meet the requirement prompt



## 2024 Midterm Report Section C.2 Requirement Prompt

### C.2

*How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?*





## *Assessment: Fostering Continuous Improvement and Student Success*

TLC is committed to improving student learning and this drives our approach to assessment (more than just a mere measurement of outcomes). Assessment is a dynamic process which values dialogue, reflection, and collaboration across departments. Through this lens, let us all embrace the ever-changing nature of the assessment process to not only remain a fully accredited college but, more importantly, uphold our obligation to improving student learning and success.



# *Why disaggregate data?*

- *Disaggregated data will provide us with objective insights into student outcomes, reflecting the true picture of equity*
- *Examination of disaggregated data will allow us to uncover disparities on different demographic factors (such as ethnicity, gender, etc.) which may be masked by overall performance metrics*
- *We can use this data to set benchmarks and monitor performance in order to measure the impact of our efforts to promote equity*





## *Quality in, Quality out*

Our curriculum and assessment management system, eLumen, comes enabled to disaggregate data for us so long as we provide the necessary data.



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Our current data entry process for assessment is preventing us from disaggregating data.





# *How will assessment change?*

Always select:  
Individual Student Scorecard & Rubric as  
the Collective Student Entry option  
prevents data  
disaggregation.

LOS MEDANOS COLLEGE

Nidia Gonzalajec as Faculty in LMC Mathematics Proxy Enabled

Inbox Account Settings Support Log Out

Courses Spring 2024 SLOs & Assessments Curriculum Results Explorer

Select the Assessment Type

Individual Student Scorecard & Rubric Collective Student Score Entry

Define this Assessment

Assessment Name\* Enter Assessment Name

Assessment Description\* Enter Assessment Description

Assessment Type\*

☐ Make this assessment formative  
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

☐ Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection

[Upload Evaluator Assessment Guide](#)



# How will assessment change?

Student Name	Stokes' and divergence theorems, solving constraint problems using Lagrange multipliers.				
	Calculus Literacy (PSLOS 1, 2 and 5) CSLO 1: Students will be able to articulate the concepts of multivariate calculus, justify claims by citing course concepts, and evaluate both their own mathematical conclusions and those of classmates.	2	1	<input type="checkbox"/>	
	Vectors and the Geometry of Space (PSLOS 2, 3 and 4) CSLO 2: Students will be perform vector operations in two and three dimensional space and demonstrate an understanding of coordinate systems in three dimensional space, as well as determining equations of lines and planes.	2	1	<input type="checkbox"/>	
	Multi-Dimensional Generalization (PSLOS 1, 2 and 5) CSLO 3: Students will analyze and apply the mathematical concepts that arise when generalizing from two dimensions to three or higher and interpret how these concepts arise from the increased complexity associated with these generalizations, including: finding equations of tangent planes at a point, finding the limit of a function at a point, determining differentiability, evaluating derivatives, finding local extrema and testing for saddle points, or evaluating two and three dimensional integrals	2	1	<input checked="" type="checkbox"/>	
	Representation and Problem Solving (PSLOS 2, 3, and 4) CSLO 4: Given functions of multiple variables in different representations, students will be able to select and apply appropriate strategies to solve problems in multiple dimensions, and use technology and other independent representations to verify the accuracy of their solutions.	2	1	<input checked="" type="checkbox"/>	
Student Name	Calculus Applications and Analysis (PSLOS 3, 4 and 5) CSLO 5: Students will be able to apply multi-dimensional and vector calculus concepts to create and justify appropriate models of realistic (including scientific) scenarios, and determine the appropriate contextual interpretation and plausibility of their solutions, including: computing arc length, finding divergence and curl, applying Green's, Stokes' and divergence theorems, solving constraint problems using Lagrange multipliers.	2	1	<input type="checkbox"/>	
	Calculus Literacy (PSLOS 1, 2 and 5) CSLO 1: Students will be able to articulate the concepts of multivariate calculus, justify claims by citing course concepts, and evaluate both their own mathematical conclusions and those of classmates.	2	1	<input type="checkbox"/>	
	Vectors and the Geometry of Space (PSLOS 2, 3 and 4) CSLO 2: Students will be perform vector operations in two and three dimensional space and demonstrate an understanding of coordinate systems in three dimensional space, as well as determining equations of lines and planes.	2	1	<input type="checkbox"/>	
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Assessment scores are entered student-by-student for each CSLO





## *Viewing disaggregated data*

The TLC team is able to pull reports, campus-wide, with disaggregated data. (Faculty information and student information is anonymous.)



# Viewing disaggregated data

The TLC team is able to pull reports, campus-wide, with disaggregated data. (Faculty information and student information is anonymous.)

In this report, the selected demographic data is gender.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Course	Demog	Demographic El	SLO	Term	Exceed	Exceed	Meets	Meets	Does n	Does n	meet expectations	Percent	
322	WELD100 - Welding Gender	Female		WELD100 SLO 1: Weld flat and horizontal position padding.	Spring 2021	2	22.22	4	44.44	3	33.33			
323	WELD100 - Welding Gender	Female		WELD100 SLO 1: Weld flat and horizontal position padding.	Fall 2021	2	40	1	20	2	40			
324	WELD100 - Welding Gender	Female		WELD100 SLO 1: Weld flat and horizontal position padding.	Spring 2022	2	33.33	3	50	1	16.67			
325	WELD100 - Welding Gender	Female		WELD100 SLO 1: Weld flat and horizontal position padding.	Fall 2022	1	50	1	50	0	0			
330	WELD100 - Welding Gender	Female		WELD100 SLO 2: Weld using the oxyacetylene process.	Spring 2021	2	28.57	2	28.57	3	42.86			
378	WELD100 - Welding Gender	Female		WELD100 SLO 3: Weld using the shielded metal arc process.	Spring 2021	2	25	3	37.5	3	37.5			
380	WELD100 - Welding Gender	Female		WELD100 SLO 3: Weld using the shielded metal arc process.	Spring 2022	1	14.29	3	42.86	3	42.86			
381	WELD100 - Welding Gender	Female		WELD100 SLO 3: Weld using the shielded metal arc process.	Fall 2022	1	50	1	50	0	0			
554	WELD100 - Welding Gender	Male		WELD100 SLO 1: Weld flat and horizontal position padding.	Spring 2021	2	40	2	40	1	20			
555	WELD100 - Welding Gender	Male		WELD100 SLO 1: Weld flat and horizontal position padding.	Fall 2021	1	20	3	60	1	20			





## *Feedback*

Please send any feedback to your TLC team at

[LMCCSLOAssessment@losmedanos.edu](mailto:LMCCSLOAssessment@losmedanos.edu)



# *Accreditation Standard and Faculty input*

2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Criteria: the institution follows established process that include analysis of data related to student learning and achievement, disaggregated for student subpopulations and/or learning modalities as appropriate.

Currently in eLumen we are not required to enter individual student data, how do we meet this standard?

Randi's slide