A framework for gathering and disaggregating data at LMC

The following plan, brought to you by the Teaching and Learning Committee (TLC) aims to promote equity and inclusion, inform instructional practices, and drive continuing institutional improvement at Los Medanos College (LMC). Examining disaggregated data will allow us to identify disparities in student performance across various demographics (e.g. sex, race, age, etc.) then implement targeted interventions to support specific student populations.

Use of eLumen assessment to enter disaggregated data

LMC's adoption of eLumen is a vital component of our plan to gather and disaggregate our student learning data, crucial for maintaining LMC's accreditation. This platform we have the option to enter data as an *Individual Student Scorecard and Rubric* directly tying any Student Learning Outcome (SLO) assessment with student data. This integration ensures that we can leverage eLumen's rich reporting features to generate performance data reports broken down by various demographic metrics (some of which were mentioned already within this plan).

Faculty development: Gathering data and interpreting data

The first actionable step in this plan is to provide professional growth opportunities to faculty on both the importance of disaggregated data in assessment and how to use our chosen platform to gather that data. Throughout any faculty training, TLC will stress the merits of disaggregated data in identifying performance gaps, enhancing pedagogy, and promoting data-driven institutional decision making.

This fall, TLC has pre=scheduled training sessions for Flex week prior to the semester start. These flex training sessions will cover the assessment process (including the promotion of individual student reporting through eLumen) at LMC as well as the technical details on using the platform. Of course, this training program should build upon a solid foundation. As such, the first step in this professional development series will involve a comprehensive introduction to the importance of data in education. The emphasis will be placed on passing on an understanding of how disaggregated data can highlight performance disparities among different student groups and how this data can help identify student learning areas which may require a more targeted intervention. In short, TLC will cover not only the importance of SLO assessment and the process by which faculty may assess their individual course SLO's but also provide hands-on practice with data analysis. By recognizing the benefits to student learning at our institution, by building a scaffolding with which faculty will feel confident in their ability to effectively assess their SLO's, and by imparting a rich understanding of data analysis, our institution will foster a culture where not only are faculty more motivated to engage regularly with course assessment but, more importantly, faculty will have the tools needed to implement targeted changes within their own departments and curriculum in order to more equitably serve our student population.