

In response to the need for more professional development, Communities of Practice started virtually in the Spring 2020 as we sheltered in place. Many of the communities focused on how to create a supportive learning community on Zoom and how to assess in an online environment. This Fall 2020 CoPs will focus on how to build authentic relationships with students and students with each other, how to provide early assessments with growth mindset feedback, provide frequent and encouraging communication, developing equity-minded syllabi and growth mindset grading opportunities for students without reducing the rigor of the material.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

PSLO: Upon completion of the Mathematics AS-T, students are able to learn mathematics through modeling real-world situations.

Rationale: We would like to look at how students are succeeding in this key outcome that be applied to any number of STEM careers. We will collect two semesters worth of data as seeing the difference between Fall and Spring semesters can be enlightening. Based on the data presented in section 1C, we also want to start disaggregating the data by ethnicity for a closer look at the topics in the courses that may be preventing students from succeeding.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of Math 1, a student should be able to construct an optimization model and use it to find the desired quantity.	X	X	
Upon completion of Math 2, a student should be able to determine an arc length using parametric equations.	X	X	
Upon completion of Math 3, a student should be able to solve optimization problems by using the method of LaGrange multipliers.	X	X	
Upon completion of Math 5, a student should be able to construct and interpret the solution of a mass-spring system.	X	X	
Upon completion of Math 3, a student should be able to solve optimization problems by using the method of LaGrange multipliers.	X	X	
Upon completion of Math 7, a student should be able to set up a system of linear equations to represent a network and then solve the system.			
Upon completion of Math 40, a student should be able to determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for data prediction.	X	X	

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.