Course-level Outcomes
Closing the Loop

Goals

- To complete one report for all courses in a program to prepare for program planning. Recommendation: Prioritize working on courses for which outcomes results may require additional resource support and/or are up for curriculum revision during this academic year.
- To finish a necessary step in RHC's annual planning process, i.e., linking SLOs with institutional planning.
- To fulfill accreditation standards by demonstrating that RHC provides resources and time to link outcomes assessment practice with planning for improvement.
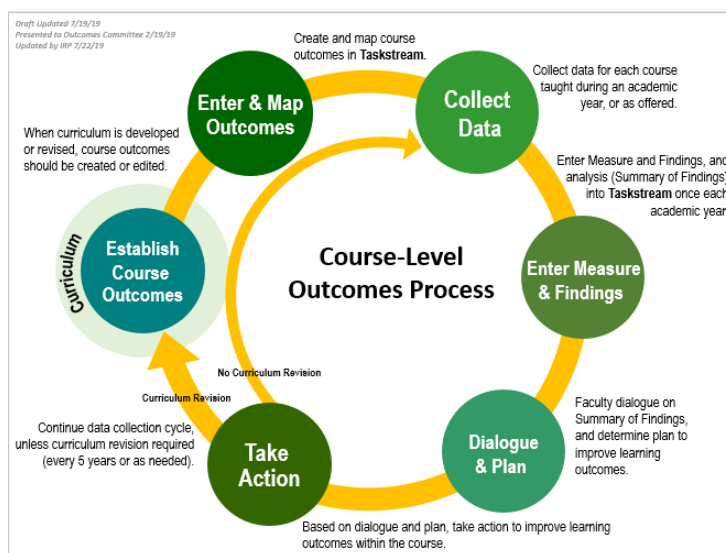
Purpose

The purpose of Closing the Loop is to **document faculty dialogue** about course-level outcome results. The dialogue should identify gaps in student learning, develop and plan instructional strategies to mediate those gaps, and identify any resources needed in the classroom to support improvements in student learning.

Process

Faculty teaching a given course should be involved in this dialogue and planning. In departments where there is only one faculty member, **instructors from similar subjects** gather and discuss their results.

It is recommended that faculty gather and dialogue near the **beginning of the Fall semester** so that Closing the Loop documents can be included in the Annual Program Plan.

At a minimum, faculty should review **Summary of Findings** entered into Taskstream last academic year.

Draft Updated 7/19/19
Presented to Outcomes Committee 2/19/19
Updated by IRP 7/22/19

Enter & Map Outcomes — Create and map course outcomes in Taskstream.

Collect Data — Collect data for each course taught during an academic year, or as offered.

Enter Measure & Findings — Enter Measure and Findings, and analysis (Summary of Findings) into Taskstream once each academic year.

Dialogue & Plan — Faculty dialogue on Summary of Findings, and determine plan to improve learning outcomes.

Take Action — Based on dialogue and plan, take action to improve learning outcomes within the course.

Establish Course Outcomes — When curriculum is developed or revised, course outcomes should be created or edited.

Curriculum

No Curriculum Revision — Continue data collection cycle, unless curriculum revision required (every 5 years or as needed).

Curriculum Revision

Course-Level Outcomes Process

Example workflow for a course-level outcome:

COURSE A	FA-SP 19-20	FA-SP 20-21	FA-SP 21-22	FA-SP 22-23
Outcome 1	**Collect Data Enter Measure & Findings**	**Dialogue & Plan** (Closing the Loop) **Request Resources** *Start Actions*	**Take Action**	**Collect/Enter New Data**

Accessing Data in Taskstream:

Access Summary of Results Report:
1. From HOME scroll down to a Course Outcomes Workspace.
2. To the right of the course, use the dropdown to select Assessment Cycle Summary, then click Go.
3. Select report.
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    - Keep Do not filter for Filter by Outcome or Goal Set Alignment and click CONTINUE.

Access results by CRN:
4. Under Organizational Area heading click View Assessment Cycle Detail by Outcome.
    - This will all data entered for this course.
    - Export and save as desired.

For output via Excel:
5. Select report options.
    - Click Export to Excel with Options.
    - Click All data available, no filters applied then CONTINUE.
6. Save file as desired.

Directions

After reviewing the data in Taskstream for a course, dialogue and identify action items to improve student learning outcomes/course level outcomes. Once completed, upload to the Annual Program Plan in Taskstream and provide a copy to your dean.

Course Name & Number	English 35-INTER COMP/DEV WRIT
Course Outcome(s) Discussed	1. Findings for Adequate introductory and concluding remarks focused on a thesis. 2. Mid-semester essay Essay.
Discussion Participants	Theresa Freije
Date of Discussion	September 23, 2020

1. **What themes of success emerge for this course?** What do the outcomes data and proficiency standards suggest about the ways in which faculty can build upon these achievements? For this item, themes of successes should reference course outcomes data and standards of proficiency.

75% of the students met the standard for finding adequate introductory and concluding remarks, and 75% of the students met the standard for the mid-semester essay.
The course is divided into sections and each section covers a specific skill. If a student falls behind, the material may become too challenging. Remaining current on the material allows for the student to build each skill and progress more successfully.

2. **What challenges are faced by students with respect to acquiring the knowledge and/or skills identified in the course outcomes?** Responses should reference course outcomes data and proficiency standards.

During the COVID era, students were disrupted with moving classes online in one weekend. This was challenging, and some students were not able to make the trasition smoothly. This led to some students missing some of the skills required to achieve success with the assignments.

3. **What classroom strategies for increasing equity in this course should be implemented?**
    (Specify the relevant course outcome(s) associated with equity minded strategies and practices.)

Rio Hondo had quality online tutoring available for students. Additionally computeres were available to be rented through the Library. Both of these opportunities are very effective.

4. **Based on the challenges identified in Question 2 and/or the equity-minded practices identified in question 3, what specific actions will be taken to improve course learning outcomes.** Specify the relevant course outcome(s).

Impovement for student success could be to have more tutors and computers available to the students. The tutors in particular are very effective as they are another means of communication with a Rio Hondo faculty or staff worker. In addition to the quality tutoring provided, just having a meeting can assist in keeping the students connected to college and their assignments.

5. **What resources are needed to ensure improvements in course outcomes come to fruition?** Resource needs should correspond to classroom strategies identified in Questions 2 and 3. Specify the resources needed to support instructional strategies and/or equity-minded practices associated with improvements in student learning outcomes.

More tutors and computers are helpful.

6. **When it comes time in the curriculum process for course revision, what (if any) changes need to be made to this course or it's outcomes?**

The class is well structured with quality material.

Encouraging the students to remain current in the course is critical, and the extra tutoring for assistance as well are more computers for the students will serve them well.

Please save this document and upload it to your Annual Program Plan. Save the document with the following Name: course subject, course number, "CTL" and semester of submission in the document title (e.g. ART 101 CTL Fall 2020.)

Course-level Outcomes
Closing the Loop

Goals

- To complete one report for all courses in a program to prepare for program planning. Recommendation: Prioritize working on courses for which outcomes results may require additional resource support and/or are up for curriculum revision during this academic year.
- To finish a necessary step in RHC's annual planning process, i.e., linking SLOs with institutional planning.
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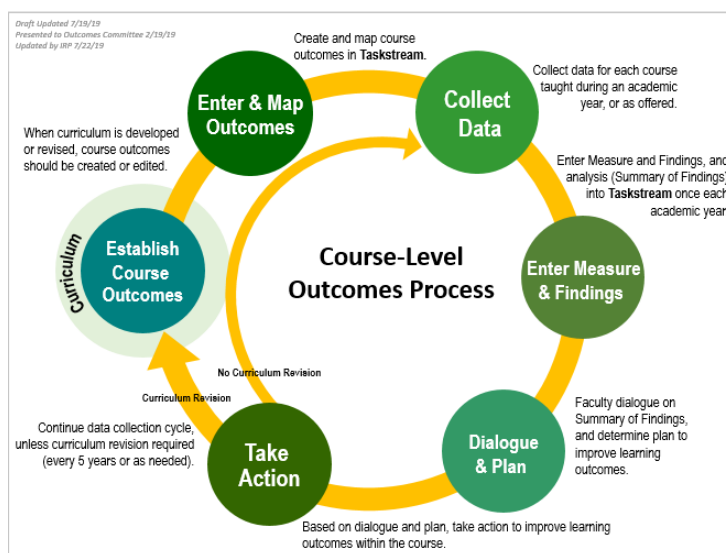
Purpose

The purpose of Closing the Loop is to **document faculty dialogue** about course-level outcome results. The dialogue should identify gaps in student learning, develop and plan instructional strategies to mediate those gaps, and identify any resources needed in the classroom to support improvements in student learning.

Process

Faculty teaching a given course should be involved in this dialogue and planning. In departments where there is only one faculty member, **instructors from similar subjects** gather and discuss their results.

It is recommended that faculty gather and dialogue near the **beginning of the Fall semester** so that Closing the Loop documents can be included in the Annual Program Plan.

At a minimum, faculty should review **Summary of Findings** entered into Taskstream last academic year.

Example workflow for a course-level outcome:

COURSE A	FA-SP 19-20	FA-SP 20-21	FA-SP 21-22	FA-SP 22-23
Outcome 1	**Collect Data Enter Measure & Findings**	**Dialogue & Plan** (Closing the Loop) **Request Resources** *Start Actions*	**Take Action**	**Collect/Enter New Data**

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Directions

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Course Name & Number	La Chicana: The Contemporary Mexican American Woman (CHST 148 CRN: 70039)
Course Outcome(s) Discussed	2. Demonstrate adequate ability to apply multiple theories and frameworks to analyze Mexican American women's navigation of social, cultural, and political systems
Discussion Participants	Lucha Arevalo, Monica Serafin, and Tony Sandoval
Date of Discussion	09/18/2020

1. **What themes of success emerge for this course?** What do the outcomes data and proficiency standards suggest about the ways in which faculty can build upon these achievements? For this item, themes of successes should reference course outcomes data and standards of proficiency.

It is possible that an 80% proficiency standard to assess outcome two is too high of an expectation. A better procifiency standard may be 70%. Given that the assignment assessed was the first of three, it is worth noting that students are given opportunities to demonstrate growth as the course progresses. Opportunities such as these are a theme of success because it allows students to see their academic growth.

2. **What challenges are faced by students with respect to acquiring the knowledge and/or skills identified in the course outcomes?** Responses should reference course outcomes data and proficiency standards.

Evidence from TaskStream demonstrates that students were not successful with measured outcome two. Reasons for this may be because this is the first of three assignments that assessed this specific outcome and the expectation is that students improve as they receive feedback in their areas of weakness. It is also possible that due to COVID-19, students are not reaching out to the Writers Resource Center virtually as they have in-person on prior years.

3. **What classroom strategies for increasing equity in this course should be implemented?** (Specify the relevant course outcome(s) associated with equity minded strategies and practices.)

Due to remote learning, this course was taught through a blend of asynchronous and synchronous instructional material. It is recommended that synchrounous weekly review sessions be recorded and made available to students who cannot attend.

4. Based on the challenges identified in Question 2 and/or the equity-minded practices identified in question 3, what specific actions will be taken to improve course learning outcomes. Specify the relevant course outcome(s).

To mitigate any challenges due to remote learning, students will receive reminders about the WRC and be provided the recording to any synchronous zoom sessions.

5. What resources are needed to ensure improvements in course outcomes come to fruition? Resource needs should correspond to classroom strategies identified in Questions 2 and 3. Specify the resources needed to support instructional strategies and/or equity-minded practices associated with improvements in student learning outcomes.

The WRC is a vital part of student success in developing their writing skills when working on their Critical Film Reviews. We need to ensure that this resource remains available in spite of the challenges with remote learning.

6. When it comes time in the curriculum process for course revision, what (if any) changes need to be made to this course or its outcomes?

N/A

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Course-level Outcomes
Closing the Loop

Goals

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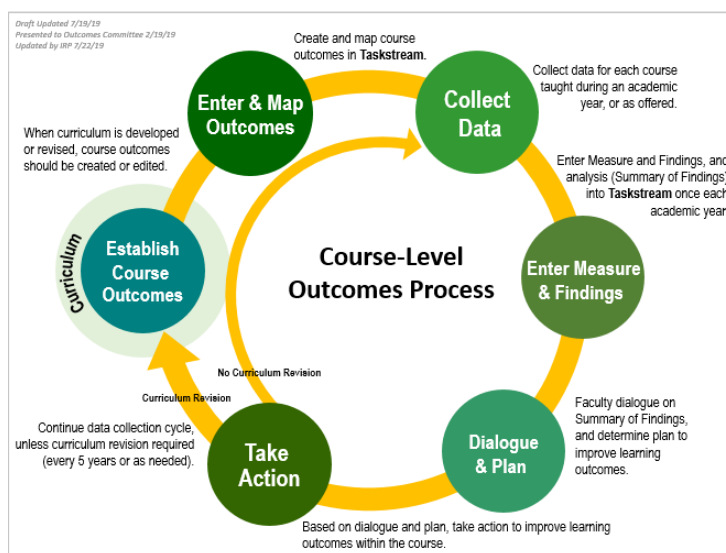
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It is recommended that faculty gather and dialogue near the **beginning of the Fall semester** so that Closing the Loop documents can be included in the Annual Program Plan.

At a minimum, faculty should review **Summary of Findings** entered into Taskstream last academic year.

Course-Level Outcomes Process

Draft Updated 7/19/19
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Updated by IRP 7/22/19

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Continue data collection cycle, unless curriculum revision required (every 5 years or as needed).

No Curriculum Revision
Curriculum Revision

Establish Course Outcomes — When curriculum is developed or revised, course outcomes should be created or edited.

Curriculum

Example workflow for a course-level outcome:

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Directions

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Course Name & Number	Principles of Biology I / BIOL200
Course Outcome(s) Discussed	Outcome 1.3: Elements of Life through Ecology – Students will explain and demonstrate knowledge of the essential elements of life, major hypotheses for life's history, mechanisms for diversification of life, and macroevolution, ecology and population dynamics.
Discussion Participants	Terry Keller, Melanie Fierro
Date of Discussion	September 21, 2020

1. **What themes of success emerge for this course?** What do the outcomes data and proficiency standards suggest about the ways in which faculty can build upon these achievements? For this item, themes of successes should reference course outcomes data and standards of proficiency.

> A theme of success for this course is the ability of the students to demonstrate proficiency with this learning outcome on an individual summative assessment. Students rarely have difficulty showing proficiency with standards that are assessed using hands-on laboratory activities, but individual assessments sometimes prove challenging. In the case of this outcome, however, the percentage was well above the 70% target standard, with 86.9% - 100% of students demonstrating proficiency. Although still well above the standard, the lowest percentage (86.9%) was during the spring 2020 term. This may be a reflection of the personal struggles faced by students due to the transition to remote learning as a result of the public health crisis relating to COVID-19.
>
> Faculty can build upon these achievements by continuing to reinforce and integrate these topics into other topics within the course.

2. **What challenges are faced by students with respect to acquiring the knowledge and/or skills identified in the course outcomes?** Responses should reference course outcomes data and proficiency standards.

> Challenges that our students face with respect to acquiring the knowledge and/or skills include lack of required materials and personal struggles that prevent students from attending class, completing assignments or spending the appropriate amount of time studying to assimilate the content as expected. This may hold especially true during the

spring 2020 term, as classes made the transition online due to the public health crisis involving COVID-19. During regular face-to-face instruction, personal struggles are still present, but may take other forms (single, working parents; income struggles; work/life balance; etc.).

Another challenge for our students is having the critical reading and thinking skills necessary to interact meaningfully with the course text and lecture material.

3. **What classroom strategies for increasing equity in this course should be implemented?** (Specify the relevant course outcome(s) associated with equity minded strategies and practices.)

Working toward identifying OER materials would improve course equity for students who do not have the funds to purchase the required course text. Although the LRC has a copy of the text on file for loan, the 2-hour time limit in combination with the demand based on the enrollment for multiple sections makes this a less than ideal solution.

Another strategy to increase equity is to be better informed as to the personal struggles of each of our students that might detract from their ability to focus on the course material and devote the appropriate time and energy required to be successful.

Providing our students with alternate options for demonstrating competency for each outcome would improve equity in this course. For example, if a given lecture activity requires the student to view a web-based simulation and answer questions, perhaps the instructor could allow a student who does not have access to an electronic device or Internet to complete a hands-on exercise or receive a written prompt and construct an appropriate response relating to the concept.

4. **Based on the challenges identified in Question 2 and/or the equity-minded practices identified in question 3, what specific actions will be taken to improve course learning outcomes.** Specify the relevant course outcome(s).

The full-time faculty for this course can begin seeking out and evaluating comparable OER materials to alleviate concerns for textbook costs being prohibitive for our students. Faculty already dialog regularly to identify best practices and implement new lecture and lab activities when appropriate and / or feasible.

5. **What resources are needed to ensure improvements in course outcomes come to fruition?** Resource needs should correspond to classroom strategies identified in Questions 2 and 3. Specify the resources needed to support instructional strategies and/or equity-minded practices associated with improvements in student learning outcomes.

Resources needed by students to support equity-minded practices would include having a sufficient college supply of laptops, microphones, hotspots, etc. for students to borrow, particularly during the extended period of remote learning that is taking place and likely to continue. Even when not engaged in remote learning, having the devices and associated technology available to students for use in their own homes and at their convenience is critical if they are to work with the content to the extent necessary to succeed.

Additional resources might include opportunities to receive financial aid to help pay for courses and associated materials, reducing the number of hours the students work while attending school and thus permitting greater focus on their academic performance. Increasing offerings of academic excellence workshops, such as those offered by the MESA program would be helpful, as experienced and successful students could share study skills and test-taking techniques with the less experienced students.

6. **When it comes time in the curriculum process for course revision, what (if any) changes need to be made to this course or its outcomes?**

One potential revision to this course would be the inclusion of a new PCR laboratory to add to the skill set of the students upon course completion. Faculty have received PCR equipment training since the prior program plan submission. Inclusion of a new laboratory activity will require adjustment to the current curricular schedule.

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