English Teaching Community Plans

What are best practices for assessing our SLOs?
What are best practices for evaluating data and devising action plans for improvement?

Goal:

Devise a pilot protocol for assessing SLOs, evaluating SLO data, and formulating and executing action plans for improvement.

Fall 2021 - Meetings

We will meet 2nd and 4th Tuesdays
1st meeting: 9/14, 2-4 pm   3 hours (2 hours + 1 hour follow up)

Quickwrite   What is the value of SLOs (to you) ?

Discuss

Review/brainstorm the SLO cycle-- a visual of "closing the loop"

Come up with a graphic with the cycle specific to English dept

What are some of the problems?

What do you want to tackle?

(if more than 6, break into groups)

2nd meeting: 9/28, 2-4 pm   2 hours (90 minutes + 30 min follow up)

3rd meeting: 10/12, 2-4 pm   2 hours (90 minutes + 30 min follow up)

4th meeting: 10/26, 2-4 pm   2 hours (90 minutes + 30 min follow up)

5th meeting: 11/9, 2-4 pm   2 hours (90 minutes + 30 min follow up)

6th meeting: 11/23, 2-4 pm   2 hours (90 minutes +30 min follow up)

7th meeting: 12/14, TBD   3 hours (practice norming session and written debrief)

Proposal

Why start an English Faculty Inquiry Group (FIG)?

This FIG is for English faculty who want to help develop best practices and protocols for assessing SLOs, evaluating SLO data, and devising action plans for improvement. All English faculty are welcome, part-time or full-time.

Since the English Department eliminated the shared common final exam for courses in the composition sequence, we have not had a standardized practice for assessing SLOs, mostly because we haven't figured out what practices and protocols will most meet our needs and our department philosophy. This Faculty Inquiry Group is an opportunity to do that work, specifically in regards to English 56, English 1A/1E, English 1B, and English 1C.

The FIG will operate as a true inquiry, beginning with the the following guiding questions and working toward the following goal:

Guiding Questions:

What are best practices for assessing our SLOs?
What are best practices for evaluating data and devising action plans for improvement?

Goal:

Devise a pilot protocol for assessing SLOs, evaluating SLO data, and formulating and executing action plans for improvement.

To reach the eventual goal of identifying and reducing student equity gaps, we need a more standardized process that produces meaningful data. Producing a protocol will lead to more standardization in assessment which will lead to more useful data.

Additionally, with part-timers and tull-timers both participating in this FIG, we can ensure that decisions made about best practices for the department are made in an equitable manner (as opposed to being handed down from FT to PT faculty as 'here, do this.')

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Full time faculty can earn flex for participating and adjuncts can earn a participation stipend. Stipends are two-tiered: Tier 1 - participate in 10 hours (60%), including the final practice norming session; Tier 2 - participate in 16 hours (100%), including the final practice norming session.

Fall 2021 - Proposed Topics

As this is an inquiry, our topics will be questions to explore, including the following. More questions will likely emerge from the ongoing conversation that will take place from meeting to meeting:

- What is the SLO cycle? How are we currently implementing it in the English Department? What do we need to do to "close the loop"?
- What problems do we face with SLO measurement?
- Are our rubrics effective and efficient?
- How do we define the terms of measurement ("exceeds" or "doesn't exceed")?
- How can Canvas be used to assist in SLO assessment building?
- How do we interpret/conceptualize the best practice for measuring our classroom SLOs?
- Should we develop an archive of assignments that can be used for assessment? What are some example assignments that can be used in SLO measurement?
- How can instructors assess their own SLO assessment?

How the English FIG Aligns with the YC Equity Plan

- The English Faculty Inquiry Group's exploration into SLO assessment, evaluating SLO data, and devising action plans for improvement addresses the following objectives listed in the Equity Imperative:
  - To notice and take action when our language, syllabi, teaching tools and assignments speak most effectively to the lived experiences of those who are white, abled, heterosexual, and/or native English speakers.
  - To develop awareness of intersectionality, which is the theory of how overlapping or intersecting social identities impact any one individual's experience in a given system or structure, and its impact on our students and our colleagues.
  - To notice and address the ways in which implicit bias and stereotypes play out in our expectations and relationships, especially with minoritized students.

- The English Faculty Inquiry Group's coordinators model equity-infused practices in the design and facilitation of the inquiry group, so that all participants experience an equitable learning environment.
- This Inquiry Group fulfills a gap outlined in the Yuba College Equity Imperative that states that a lack of data continues to disproportionately impact minoritized students. Our group intends to improve that data collection through the use of effective SLO assessment.