

Possible Approach to Disaggregating Outcomes Data

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Session Objectives

- Review Standard I.B.6 and what it means
- Have a conversation and identify which categories of disaggregation might inform teaching and learning
- Review options for how to address Standard I.B.6
- Review a possible course assessment calendar to reduce workload and help address Standard I.B.6
- Plan next steps

Standard 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.

What does Standard IB6 mean?

- It does not mean that we “have” to disaggregate outcomes data by student demographics
- It does mean that we need to consider how disaggregation of outcomes data will provide new insights in the teaching and learning process, which may involve the disaggregation of outcomes data by student demographics
- The question the faculty need to answer is, **what is the most informative method for disaggregating outcomes data that will inform teaching, learning, and curriculum?**

Crafton can disaggregate outcomes data now without changing any thing in the following ways:

- Delivery mode (online, face-to-face, hybrid)
- Time-of-day (day and evening)
- Location (on and off campus)
- Section length (number of weeks, short-term)
- Transfer status
- Degree applicable status
- Basic Skills Status
- Prior to college level (English, math, and reading only)
- Occupational Status
- Instruction method (e.g.: lab, lecture, etc.)
- Section specific strategy (e.g.: learning community)

Will disaggregating outcomes data by any of the categories below inform your teaching, learning, and curriculum?

- Delivery mode (online, face-to-face, hybrid)
- Time-of-day (day and evening)
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Possible Categories for Disaggregating Outcomes Data by Student Characteristics

- Gender
- Ethnicity
- Age
- Economically Disadvantaged Status
- Educational Goal
- Student Services (EOPS, DSPS, etc.)
- Tutoring Center
- Supplemental Instruction

Will disaggregating outcomes data by any of the categories below inform your teaching, learning, and curriculum?

- Gender
- Ethnicity
- Age
- Economically Disadvantaged Status
- Educational Goal
- Student Services (EOPS, DSPS, etc.)
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Possible Approach to Collecting Outcomes Data at the Student Level

- Current process of collecting outcomes data does not provide opportunity to disaggregate outcomes data by student demographics
- Some Faculty report already collecting data at the student level and to aggregate the data to enter it into the SLO Cloud
- Record outcomes assessment results by student for courses on a rotating six-year schedule

Current Method for Entering Outcomes Data is by Outcome

Term

2016FA

Division

Communication & Language

Dept

ASL

Course

ASL-101

Section

ASL-101-15 (Submitted: Never)

Class SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input checked="" type="checkbox"/> 1	Expressive Communication: Students will demonstrate language proficiency by	0	5	10	20	35	85.7	Yes
		Program-Level			General Ed		Institutional	
		Demonstrate Ia			GEO#6: Oral T		ILO#2: Written	

Possible SLO Method for Addressing Standard I.B.6

- Example: Record outcomes assessment results by student

Term
2016FA

Division
Communication & Language

Dept
ASL

Course
ASL-101

SLO Statement
Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.

Program Level
Demonstrate language proficiency by signing ASL at a beginning to intermediate level.

Outcomes Mapping GE
GE#6: Oral Traditions

Institutional
ILO#2: Written and Oral Communication

Section
ASL-101-15 (Submitted: Never)

	# of Students Meeting SLO Rubric				Results	85.7	Yes
	1	2	3	4			
Student 1	<input type="text" value="1"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student 2	<input type="text" value="1"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="10"/>	<input type="text" value="20"/>	35		

Written & Oral Communication
Students are able to express ideas clearly in a variety of formats and contexts; read, list...

Courses on a Rotating Six-Year Schedule

Disaggregation of Student Data

- Within Crafton's current two-year course assessment calendar, identify portion of courses where outcomes assessment data needs to be entered at the student level
- Outcomes assessment data of students would be provided for all courses within a six-year cycle

Possible Course Schedule

(N = 486)

- Courses could be set-up so they are evenly distributed throughout the six years
- Departments could set the schedule
- Could also provide the option to enter data in off years for the course

Discipline	Number of Courses		
	First 2 years	Second 2 Years	Third 2 Years
ANAT	2	2	2
ANTHRO	2	1	2
ART	6	6	6
ASL	1	1	2
ASTRON	1	1	0
BIOL	1	1	1
BUSAD	2	1	3
CD	4	4	6
CHC	1	2	1
CHEM	4	1	2
CIS	12	9	8
COMMST	2	2	3
CSCI	1	3	1
EDU	1	0	0
EMS	3	7	8
ENGL	7	7	6

Questions / Comments / Thoughts

- Other ideas?
- Recommendations
- Next Steps?