Proposal for Disaggregating Student Learning Outcomes Data
CHC Recommended to Move Forward with Pilot and Proposal on May 17, 2017

Standard IB6

"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 (Source: Craig Rutan and Randy Beach, Disaggregation of SLO Assessments, 2017 ACCJC Annual Conference.)

- **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 that faculty need to answer is, **What is the most informative method for disaggregating outcomes data that will inform teaching, learning, and curriculum?**

In conversations with faculty, the following were identified as possible categories to disaggregate student learning outcomes data by (We can do these now without changing anything.):

- Delivery mode (online, face-to-face, hybrid)
- Section length (number of weeks, short-term)
- Section specific strategy (linked, compressed, SLA, LCs, etc.)

Additional conversations with faculty have identified the following as possible categories to disaggregate student learning outcomes data by (The SLO Cloud will have to be changed to collect outcomes data at the student level.):

- Gender
- Ethnicity
- Economically Disadvantaged Status
- Student Services (EOPS, DSPS, etc.)

- Tutoring Center
- Supplemental Instruction
- Placement
- International Students

Proposal for Collecting Student Learning Outcomes Data at the <u>Course and Student Level</u>

- Develop a six-year rotating schedule where a third of the department courses are assessed at the course and student level every two years. This will result in all courses being assessed at the course and student level in a six-year cycle. This will reduce the workload involved.
- In years where the course does not have to be assessed at the course and student level, faculty will be given the option to either enter data at the student or the course level.
- The two-thirds of courses not being assessed at the course and student level still need to be assessed at the aggregate course level; however, there will be the option to assess courses at the student level.

Example Rotating Six-Year Assessment Schedule

2017-2018 to 2018-2019	2019-2020 to 2020-2021	2021-2022 to 2022-2023
PHIL-101	PHIL-101	PHIL-101
PHIL-103	PHIL-103	PHIL-103
PHIL-105	PHIL-105	PHIL-105
RELIG-100	RELIG-100	RELIG-100
RELIG-101	RELIG-101	RELIG-101
RELIG-110	RELIG-110	RELIG-110
RELIG-113	RELIG-113	RELIG-113
RELIG-135	RELIG-135	RELIG-135
RELIG-176	RELIG-176	RELIG-176

Green – Assessed at the Course and Student Level
Blue – Assessed at the Course Level (This is what we do now.) Optional to assess at the course and student level.

Current Method for Entering Outcomes Data

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			
✖ 1	Expressive Communication: Students will demonstrate language proficiency by	0	5	10	20	35	85.7	Yes

Outcomes Mapping

Program-Level	General Ed	Institutional
Demonstrate la	GEO#6: Oral T	ILO#2: Written

Revised Method for Entering Outcomes Data at the Student Level

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						
	1	2	3	4			
Student 1	I	X					
Student 2	I		X				
Results	0	5	10	20	35	85.7	Yes

When the section is chosen, the students will automatically be listed. Faculty do not have to enter any student information.

The results will automatically calculate as student information is entered.