

INSTITUTIONAL SLOS, ASSESSMENT, AND DIALOG: THE UPS AND DOWNS OF DATA MANAGEMENT SYSTEMS

2014 Curriculum Institute

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SLOs and a “Strategic Plan”

- WHY?
- It provides proof that there is a continuous and systematic plan and implementation of assessment of instructional programs and student services directed toward student achievement and success.
- ACCJC Standard I: *The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.*

SLOs and a Management System

- WHY? Because:
 - Demand for accountability by the public & ACCJC
 - Evaluation of our progress as a community college
 - Need to gather and make use of data in meaningful ways



Purpose of Data Management Systems, or... Why Did We Purchase This Program In the First Place?

- To develop comprehensive assessment of academic quality, institutional integrity and effectiveness and a path to continuous improvement.
- To define and assess SLOs for all instructional programs and student and learning support services.
- To provide ongoing assessment of learning and achievement
- To use assessment data and organize institutional processes to support student learning and student achievement.
- To communicate results of all assessments to both internal and external communities.
- To evaluate student learning in General Education courses.
- To evaluate student learning specifically in Distance Education courses.
- **To inform campus decision-making processes.**

All these bullets should spawn campus-wide dialog about student success and achievement.... But does it on your campus?

How This Presentation Will be Organized....

- 1. System the campuses uses and why it was chosen
- 2. Benefits of the system
- 3. Challenges of the system
- 4. How the system has affected outcomes assessment (and other work) on campus

SLO Management System Chaffey College

Curricunet....BUT NOT THE ASSESSMENT MODULE!

Curricunet Chaffey College

Course Construction Main Menu	
Discipline	BIOL
Course Number	10
Course Title	Concepts in Biology
Short Title	Concepts in Biology
Co-Contributor	Cobos, RoseAnn (edit)
(s)	Add a Co-Contributor

Course Checklist	
Main	
<input checked="" type="checkbox"/>	Consultation/Description
<input checked="" type="checkbox"/>	Units/Hours
<input type="checkbox"/>	Objectives
<input checked="" type="checkbox"/>	Requisites
<input checked="" type="checkbox"/>	Content
<input type="checkbox"/>	Student Learning Outcomes
<input checked="" type="checkbox"/>	Methods of Instruction
<input checked="" type="checkbox"/>	Out of Class Assignments
<input checked="" type="checkbox"/>	Methods of Evaluation
<input checked="" type="checkbox"/>	Resources
<input checked="" type="checkbox"/>	General Ed
<input checked="" type="checkbox"/>	Comparable Courses
<input checked="" type="checkbox"/>	Supporting Documentation
<input type="checkbox"/>	Codes/Dates

SLO Management System Chaffey College

- Allows faculty to show alignment between all 3 levels of SLOs: course, program & institutional



Student Learning Outcomes		Course Checklist
Delete All 	<p>1. Critical Thinking and Information Competency Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life. Examples will include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Identify vital questions, problems, or issues and evaluate the plausibility of a solution. • Analyze, compose, and assess the validity of an argument. • Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual. • Compare, contrast and analyze scientific CONCEPTS and scientific observation. • Select, analyze and evaluate the accuracy, credibility, relevance and reasonableness of information and its sources. 	<p>Main</p> <input checked="" type="checkbox"/> Consultation/Description <input checked="" type="checkbox"/> Units/Hours <input type="checkbox"/> Objectives <input type="checkbox"/> Requisites <input checked="" type="checkbox"/> Content <input type="checkbox"/> Student Learning Outcomes <input checked="" type="checkbox"/> Methods of Instruction <input checked="" type="checkbox"/> Out of Class Assignments <input checked="" type="checkbox"/> Methods of Evaluation <input checked="" type="checkbox"/> Resources <input checked="" type="checkbox"/> General Ed <input checked="" type="checkbox"/> Comparable Courses <input checked="" type="checkbox"/> Supporting Documentation <input type="checkbox"/> Codes/Dates
	<p style="color: red;">*Historical* Please update by adding the appropriate Program SLOs.</p> <p>Program SLO: Distinguish questions that can be addressed scientifically from those that cannot, and identify basic components of the scientific method.</p> <p>Course SLO: Distinguish questions that can be addressed scientifically from those that cannot, and identify basic components of the scientific method as it pertains to biological systems ranging from molecules to ...</p> <p>Means of Assessment: Multiple Choice Exam</p> <p>Assessment Date: Spring 2012</p> <p>Criteria for Success: Spring 2012: >75 % of the students present on the day of the assessment will answer the relevant questions (# 1-2,4,8-9) correctly. Fall 2009: Students that pass with a C or better will get at least</p> <p>Summary of Evidence:</p>	<p>Legend</p> <p> Word Report Course Impact Report Course Comparison Report Course All Fields All Fields Compare Non Credit Course (CCC456) Distance Education Proposals Distance Education Online Report Distance Education CW Report Distance Education Hybrid Report Learning Outcomes Report Edit</p>

Boxes for the 5 components of the Nichols Model

1. Course SLO	<p>Please do not erase old SLOs - add new SLOs and date your entries!</p> <p>Course SLO #1</p>
2. Means of Assessment	<p>Assessment #1</p>
3. Assessment Date	<p>Semester: <input type="text" value="Fall"/> Year: <input type="text"/></p>
4. Criteria for Success	
5. Summary of Evidence	<p>Please Date Your Entries!</p>

zero)	<p>Please Date Your Attachments!</p> <p>Title <input type="text"/></p> <p>File <input type="text"/> <input type="button" value="Browse..."/> <input type="button" value="Add File"/></p>
10. Summary of Evidence - Attachments	
11. Use of Results	<p>Please do not erase old SLO evidence - add new evidence and date your entries!</p>
12. Summary of Evidence for DE course.	<p>Please Date Your Attachments!</p> <p>Title <input type="text"/></p> <p>File <input type="text"/> <input type="button" value="Browse..."/> <input type="button" value="Add File"/></p>
13. Use of Results	<p>Please do not erase old SLO evidence - add new evidence and date your entries!</p>
14. Next assessment date for this course SLO	<p>Semester: <input type="text" value="Fall"/> Year: <input type="text"/></p> <p><input type="button" value="Save"/></p>

ISLOs

Chaffey College

- Referred to as “Core Competencies” – same 4 competencies as at most California community colleges!
- Campus-wide assessment – voluntary
- Working towards pre and post assessments at in-take and graduation
- Make our case for hitting program learning outcomes from the course SLO assessments and campus-wide assessments

SLO Management System

Chaffey College – Benefits of the System

- Faculty were familiar with the software
- No extra charge – just patience waiting for tech support to make changes
- Design of the 5 boxes norms to the college's approach to SLOs – based on the Nichols' Model
- CurricUNET's report features – terrific for ACCJC SLO Report

SLO Management System

Chaffey College – Challenges of the System

- Those little text boxes are beginning to get filled up and adding additional boxes (for successive SLOs and data) can be confusing
- When/if we migrate to META, we have yet to gain assurances that this material will migrate over.

Chaffey College

How the system has affected outcomes assessment (and other work) on campus

- The “Closing the Loop” report is available to anyone who wants it. Faculty have found it interesting to see how other faculty have closed loops.
- This, in turn has spawned all sorts of curriculum and program of study modifications/creations.
- Created professional development opportunities for faculty to chat/collaborate

SLO Management System

College of the Sequoias



TracDat was chosen

- To help aggregate information that was scattered and organized in silos
- To give the district a systematic way to gather and use assessment data
- To provide a space for faculty and staff to input information with minimum effort and receive maximum results
- To allow the creation of reporting structures and data reports at supersonic speed

ISLOs

College of the Sequoias

- Created GELOs and are mapping course outcomes to them
- ILOs are being revised with consideration of how to map course/program outcomes AND service area outcomes to them
- Currently being reviewed by Institutional Planning Committee

College of the Sequoias - Benefits of the System

- Ease of set up and out-of-the-box use
- User-friendly and intuitive
- Ability to run custom reports ad hoc
- Connectivity between assessment information at all levels
- Building of accessible information about assessments over time

SLO Management System

College of the Sequoias - Challenges

- Scaling success--mission creep
- So much and so soon—data from a firehose
- Setting up campus processes before launching
- Dirty data and the messiness of assessment work

College of the Sequoias

How the system has affected outcomes assessment (and other work) on campus

- Provided a solution that allows for the work to be done with little effort and for the work to be monitored
- More dialogue and collegiality around outcomes/assessment
- Supplying data for campus decision-making processes
- Helped to restructure program review

SLO Management System - MJC

Modesto Junior College

- CurricUnet is used for all course learning outcomes (CLOs)
 - CLOs are the foundational raw data the college collects that inform PLOs, GELOs and ILOs.
- CLO assessment results are assigned database number

CURRICULUM, OUTCOMES, AND PROGRAM REVIEW AT MJC

Welcome, James [Log Out](#)

[CurricUNET Home](#)
[Outcomes](#)

Outcomes Assessment

[Create New Assessment](#)
[Edit Assessment](#)
[Reassess Previous Outcome](#)

Links

["Copy Program Review" Video](#)
["Don't Paste from Word" Video](#)
["How to Update CLOs" Video](#)
["Productivity Explained" Video](#)
["Productivity Ratios - Details" Video](#)
[2012 PR Comments Assist](#)
[COR: Curric Ref Guide](#)
[Curriculum "How-Tos"](#)
[Dean's CB Data Defs](#)
[MJC Curriculum](#)

Website

[Student Fee Handbook](#)

Assessment Results for __DB#3187

What are you assessing?:

In which term and year was this assessment completed?:

Course Learning Outcome (CLO)

Discipline

Course

Course Learning Outcome (CLO) **No Student Learning Goal Selected**

ILOs

Modesto Junior College

- Had used GELOs as ILOs until 2013, now MJC uses both
- CLO database in CurricuNet is mapped to PLOs, GELOs, ILOs in Excel
- All programs, including those not in GenEd, or those not providing degrees and certificates, map to and inform ILOs
- Analysis of PLOs, GELOs, ILOs uploaded to CurricuNet using Program Review module

MJC: CurricUnet CLOs inform Excel PLO/GELOs/ILO database

Technical Education and Workforce Development Certificate of Achievement: Automotive Maintenance

		PLOs: Upon satisfactory completion of the course requirements for the Automotive Maintenance Certificate of Achievement the student will be able to:			
COURSE ID	CLO#: Students successfully completing this course will be able to:	1. Demonstrate compliance with current automotive industry safety and environmental standards.	2. Perform maintenance and repair operations in accordance with ASE standards.		
TOTAL PERCENTAGE		87%		79%	
TOTAL RATE		52	60	70	89
AUTEC 322	2. Demonstrate understanding of the construction and operation of automotive steering and suspension systems.			18	22
AUTEC 322	3. Demonstrate understanding of diagnostic procedures for automotive steering and suspension systems.			16	22
AUTEC 323	1. Demonstrate understanding of the construction and operation of automotive automatic transmissions and transaxles.	52	60		
AUTEC 323	2. Demonstrate understanding of diagnostic procedures for automotive automatic transmissions and transaxles.			12	16
AUTEC 323	3. Perform maintenance on automotive automatic transmissions and transaxles.			24	29
AUTEC 324	1. Demonstrate understanding of the construction and operation of automotive manual transmissions and transaxles.	X			

Results →

CLOs →

← PLOs

← Mappings

SLO Management System

Modesto Junior College – Benefits of the System

- Like Chaffey, faculty were familiar with the software, and there was no extra charge
- Database made an ID number for each CLO analysis, which allowed resource requests in program review to map to CLO results
- Organized, straightforward system of data and reporting at the course level

SLO Management System

Modesto Junior College – Challenges of the System

- Modification of SLO statements not easy (remapping after changes made)
- Difficulty with moving beyond CLO data to map and inform PLOs, GELOs, and ILOs
- Homegrown system (part CurricUnet, part Excel) has presented challenges to make it user-friendly

Modesto Junior College

How the system has affected outcomes assessment (and other work) on campus

- All assessment results are available for faculty
- PLO, GELO, and ILO reports available to public
- Reports now integrated into Program Review, and strategically scheduled before curriculum updating for each discipline. Assessment now informs curriculum changes.

SLO Management System @ Southwest College

1. System the campuses uses and why it was chosen

- eLumen was selected for detailed aggregation of results and approved by the ACCJC in last site visit

2. Benefits of the system

- allows for customization to fit campus processes and college changing for a system.

3. Challenges of the system

- With customization comes complexity. Complexity can conflict with ease of use.

4. How the system has affected outcomes assessment (and other work) on campus

- System upgrades = easier to enter scores and SLO related information (e.g., summaries/interpretations of data).
- Course- and Program-level reports can be easily run by faculty at anytime.
- Institutional-level reports are run, reviewed, and posted on SWC website for campus, student, and public viewing
- All reports used in Program Review and available to campus committees for consultation during decision-making

ISLOs/GSLOs

Southwestern College

- SWC has 16 ISLOs.
 - Each Course- and Program-level SLO is linked to ISLOs in eLumen.
 - ISLO reports can be run at the institutional, program, and course levels.
- SWC has GESLOs for each section of GE Requirements
 - GESLO reports can be run at the institutional, program, and course levels.

Southwest College Institutional Statistics

ACCJC tracking requirements

This report generates results for ACCJC Annual Report questions.

ISLOS	1b	1b	14	10
PSLOs	728	535	436	216
PSLOs for Cert. & Degrees	712	531	435	216
Program Standards	0	0	0	0
CSLOs	2955	1658	1812	552

Offers one overview of institutional SLO completion rates.

Courses: 1373

Criteria	Any SLOs	w/ CSLOs	For PSLOs	For ISLOs
w/ Assessments	852	852	339	183
w/ Action Plans	96	96	38	17

Designed around 2013-2014 report, can be adjusted as ACCJC Annual Report questions change.

Context: 30

Criteria	Any SLOs	w/ CSLOs	For PSLOs	For ISLOs
w/ Assessments	20	20	0	0
w/ Action Plans	0	0	0	0

Certificates & Degrees: 298

Criteria	Any SLOs	w/ CSLOs	For PSLOs	For ISLOs
w/ Assessments	213	213	192	63
w/ Action Plans	74	74	43	21

General Education Courses: 944

Criteria	Any SLOs	w/ CSLOs	For PSLOs	For ISLOs
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Southwest College

Sample ISLO Report from Department

Sample from the
PYCH Dept.

This report can be
run at the
institutional, program
or course level.

Regardless of level,
the reports have the
same layout.

Can be run for a
single term or
multiple terms, as
selected (e.g., can
compare fall to fall)

SLO Performance Report

Overall by Section Attribute

A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide for more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.

This report presents the number and percent of students scoring at each mastery level for each student learning outcome.

Program: Psychology

Date: 06/26/2014

Courses: All Courses

SLO Class: All ISLOs

Terms: Spring 2013, Fall 2013, Spring 2014

Section Attribute: Distance Education

ISLO: 1 Communication Skills: Listen and speak actively and critically

	Mastery		Partial Mastery		Not Mastered		N/A		Assessment Sample of Enrolled Students	
Spring 2013	151	58.53%	94	36.43%	13	5.04%	0	0.00%	258	100.00%
Fall 2013	126	63.96%	27	13.71%	44	22.34%	10	5.08%	197	95.17%
Spring 2014	83	41.09%	100	49.50%	19	9.41%	14	6.93%	202	93.52%
Overall	361	54.95%	224	34.09%	84	12.79%	29	4.41%	657	95.77%

ISLO: 2 Communication Skills: Present ideas clearly and organized

	Mastery		Partial Mastery		Not Mastered		N/A		Assessment Sample of Enrolled Students	
Spring 2013	10	25.64%	17	43.59%	12	30.77%	18	46.15%	39	68.42%
Fall 2013	19	46.34%	8	19.51%	14	34.15%	1	2.44%	41	97.62%
Spring 2014	5	22.73%	7	31.82%	10	45.45%	15	68.18%	22	59.46%
Overall	44	43.14%	38	35.29%	39	38.24%	35	34.31%	102	74.45%

ISLO: 3 Communication Skills: Analyze and evaluate text in Writing

	Mastery		Partial Mastery		Not Mastered		N/A		Assessment Sample of Enrolled Students	
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Southwest College

ISLO Report – Department Demographics

If set up to collect student demographic information, SLO reports can be run to show student performance by ethnicity, age, etc.

This sample shows a report run by ethnicity (not SWC report)

SLO Performance Report

Overall with Student Demographic by SLO

A Student Learning Outcome (SLO) is a succinct statement of an educational goal that students are expected to demonstrate during their time in college. SLOs are scored through student assessments that provide evidence of the student's transferable skills, knowledge, and attitudes. SLOs provide far more visibility of student achievement than conventional course grades, and, if used in combination with grades, explain that grade more completely.

This report presents the number and percent of students scoring at each mastery level for each student learning outcome.

Program: Mathematics Dept

Date: 06/26/2014

Courses: All Courses

SLO Class: All ISLOs

Terms Spring 2013, Fall 2013, Spring 2014

ISLO: Area 1. Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.

Student Demographic: Asian-American

	Mastery		Partial Mastery		Not Mastered	
Spring 2013	8	50.00%	3	18.75%	4	25.00%
Fall 2013	8	38.10%	6	28.57%	5	23.81%
Spring 2014	5	35.71%	6	42.86%	2	14.29%
Overall	25	40.32%	18	29.03%	19	30.65%

Student Demographic: African-American

	Mastery		Partial Mastery		Not Mastered	
Spring 2013	7	46.67%	4	26.67%	3	20.00%
Fall 2013	9	50.00%	5	27.78%	2	11.11%
Spring 2014	7	41.18%	4	23.53%	6	35.29%
Overall	24	38.10%	20	31.75%	18	28.57%

Student Demographic: White

	Mastery		Partial Mastery		Not Mastered	
Spring 2013	10	58.82%	4	23.53%	2	11.76%
Fall 2013	6	35.29%	8	47.06%	2	11.76%
Spring 2014	7	50.00%	3	21.43%	3	21.43%
Overall	32	48.48%	23	34.85%	8	12.12%

Southwest College

GESLO Report

SLO PERFORMANCE - ISLO/PSLO OVERALL

Program: GE IGETC Requirements

Date: 07/01/2014

GE IGETC

SLO Class: GE IGETC

Terms: Spring 2013, Fall 2012

ISLO: Area 1. Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.

	N/A	No Proficiency	Low Proficiency	Proficiency	High Proficiency	Mastery	Total
Spring 2013	3 (0.1%)	124 (6.2%)	180 (9.0%)	486 (24.2%)	608 (30.3%)	606 (30.2%)	2007 (100%)
Fall 2012	0 (0.0%)	10 (3.4%)	12 (4.1%)	46 (15.6%)	130 (44.1%)	97 (32.9%)	295 (100%)
Total	3 (0.1%)	134 (5.8%)	192 (8.3%)	532 (23.1%)	738 (32.1%)	703 (30.5%)	2302 (100%)

ISLO: Area 2. Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts.

	N/A	No Proficiency	Low Proficiency	Proficiency	High Proficiency	Mastery	Total
Spring 2013	0 (0.0%)	11 (17.7%)	6 (9.7%)	15 (24.2%)	11 (17.7%)	19 (30.6%)	62 (100%)
Fall 2012	0 (0.0%)	62 (24.6%)	41 (16.3%)	47 (18.7%)	58 (23.0%)	44 (17.5%)	252 (100%)
Total	0 (0.0%)	73 (23.2%)	47 (15.0%)	62 (19.7%)	69 (22.0%)	63 (20.1%)	314 (100%)

ISLO: Area 3. Evaluate and critique the influence of artistic techniques and expression on culture and society.

	N/A	No Proficiency	Low Proficiency	Proficiency	High Proficiency	Mastery	Total
Spring 2013	55 (2.6%)	177 (8.2%)	235 (10.9%)	446 (20.7%)	619 (28.8%)	618 (28.7%)	2150 (100%)
Fall 2012	1 (0.0%)	169 (6.3%)	262 (9.7%)	482 (17.9%)	839 (31.1%)	944 (35.0%)	2697 (100%)
Total	56 (1.2%)	346 (7.1%)	497 (10.3%)	928 (19.1%)	1458 (30.1%)	1562 (32.2%)	4847 (100%)

Southwest College

PSLO Report – Public Posting

SLO PERFORMANCE - ISLO/PSLO OVERALL

Program: Economics

Date: 07/01/2014

Economics AS T 1190

Terms: Spring 2013, Fall 2012

PSLO: Student will be able to identify and apply economic theories, principles, and reasoning to better understand and critically evaluate real world circumstances, trends, and events.

	N/A	No Proficiency	Low Proficiency	Proficiency	High Proficiency	Mastery	Total
Spring 2013	0 (0.0%)	54 (12.7%)	52 (12.3%)	92 (21.7%)	125 (29.5%)	101 (23.8%)	424 (100%)
Fall 2012	0 (0.0%)	23 (10.1%)	60 (26.3%)	53 (23.2%)	60 (26.3%)	32 (14.0%)	228 (100%)
Total	0 (0.0%)	77 (11.8%)	112 (17.2%)	145 (22.2%)	185 (28.4%)	133 (20.4%)	652 (100%)

Summary...

- Four colleges
- Four approaches
- Similarities
- Differences
- Student Success!!!

Questions??????