Cultural & Technological Shifts Toward SLO Disaggregation

Colin Williams, Coordinator (General Outcomes)
Diana Phan, Educational Assessment Research Analyst I
Suzanne Engelhardt, Former Coordinator (CTE)
Adaptive Leadership 

- Adaptive Leadership is concerned with how people change and adjust to new circumstances.
- It focuses primarily on how leaders help others do the work they need to do, in order to adapt to the challenges they face.
- This approach to leadership is also about helping others to explore and change their values.

Northouse, p. 261, 273
Adaptive Leadership Behaviors

1. Identify Adaptive Challenges
2. Get on the Balcony
3. Create a Holding Environment
4. Orientation
5. Maintaining Disciplined Attention
6. Give the Work Back to the People
Leadership Behavior 1: Identify Adaptive Challenges

- Revised 2014 ACCJC Standards
- ACCJC 2015 Recommendation
Adaptive Challenge 1: ACCJC 2014 Revised Standards

- Standard I B.5: “..Quantitative and qualitative data are **disaggregated** for analysis by program type and mode of delivery.”
- Standard I B.6: “The institution **disaggregates** and analyzes learning outcomes and achievement for subpopulations of students.”
- Standard III.A.6: “The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, **as a component of that evaluation**, consideration of how these employees use the results of the assessment... to improve teaching and learning.”
Adaptive Challenge 2: ACCJC 2015 Recommendation

- Recommendation 2: “In order to meet the standards, the team strongly recommends the College **systematically** utilize student learning outcome assessment results to improve the achievement of stated student learning outcomes, and to **inform integrated planning** decisions, including resource allocation and improvements **across the college**.”
Leadership Behavior 2:
Get on the Balcony

- Form a group of unofficial advisors
- Simply attend meetings as an observer.
- Step away from the conflict in order to see it fully.
Leadership Behavior 2: Get on the Balcony

2 Coordinators (General & CTE)

Educational Assessment Research Analyst

- Allied Health Department Facilitator
- English Department Facilitator
- Life Sciences Department Facilitator

+ 23 more Department Facilitators

Allied Health Department Faculty Members
English Department Faculty Members
Life Sciences Department Faculty Members
Respective Department Faculty Members
Get on the Balcony.
How We Did It

- Listen to faculty at large
  - SLO Facilitator training
  - Department FLEX Days and Meetings
  - Presentations to Department Head Academy
- Listen to shareholders in subcommittees
  - CTE Subcommittee
  - Curriculum Committee
  - ASLO Subcommittee
  - Department Planning / Program Review Subcommittee
  - Student Success Committee
  - Academic Senate
  - Bargaining Unit
  - College Planning Committee
Leadership Behavior 3: Create a Holding Environment

- Establish an atmosphere so people feel safe tackling difficult problems.
- A holding environment is a structural, procedural, space formed by cohesive relationships.
Create a Holding Environment.
How We Did It

Principles of Assessment

Outcomes assessment is a faculty-driven process. It respects and builds on the contributions of all campus stakeholders to support students.

- **Purposeful:** Assessment should be conducted to enhance student success.
- **Focused:** Focus institutional resources on the structures, processes, and practices that support transformation.
- **Nurturing:** Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities.
Leadership Behavior 4: Orientation

- Leader’s responsibility to orient people to new roles and responsibilities.
- Adopting new values may mean adopting new roles and institutional identity.
New Processes & Roles
- New responsibilities for Facilitators and new responsibilities for departments
  - 20% Methodology
  - Updated Facilitator contracts
  - New Stipend Tiers
  - Greater detailed responsibilities

- Updates to the website with descriptions of roles, responsibilities, processes.
  - Online forms guide faculty along new processes

- Online Assessment Workbooks
  - Interactive Google Sheets
Leadership Behavior 5: Maintaining Disciplined Attention

- Adaptive leaders help people focus on issues.
- Supportive environments help members adapt.
- Face difficult problems directly.
- Distinguish between fantasy and reality.

Northouse, p. 269
Maintaining Disciplined Attention. How We Did It

Committee Membership & Presentations
- Augmented committee membership to present, share ideas, orient campus community

Clear, Consistent Signalling & Communication
- Presentation at FLEX Day and FPD throughout the semester.
  - Responses to Concerns published In the Loop
- Presentations to
  - Academic Senate
  - Curriculum Committee
  - Department Head Academy
  - Department Planning & Program Review Subcommittee
Leadership Behavior 6: Give the Work Back to the People

- People want leaders to provide some direction and structure.
- Too much leadership and authority can be debilitating.
- Increase people’s confidence to solve problems on their own, foster creativity.

Northouse, p. 271
Shifting Culture: How We Did It

- Resolution 52.3
  - Informed by precedent uncovered in a literature review.
  - Collaboration between LBCC Academic Senate and LBCC Bargaining Unit
  - Created clear & consistent signals for faculty.

- Assessing with Canvas
  - Utilizing the LMS improves efficiency,
  - Unifies Assessment Tasks across sections,
  - Allows departments to disaggregate questions.
Assessing with Canvas: Increasing Usage

Number of records in Canvas

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<th>SLOs</th>
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<td>Spring 2017</td>
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<td>Fall 2017</td>
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LONG BEACH CITY COLLEGE
Assessing with Canvas: Types of Assessment

- Exam/Quiz: 66%
- Rubric (Essay, Skill, Performance, Oral Exam, Portfolio, etc.): 23%
- Final Exam: 6%
- Pre/Post Exam: 6%
Assessing with Canvas by Department

- Family & Consumer Studies, 17%
- Performing Arts, 17%
- Visual & Media Arts, 11%
- Public Services, 17%
- Life Sciences, 9%
- Kinesiology & Health Ed, 8%
- Communication Studies, 6%
- Foreign Languages, 4%
- Reading, 4%
- Library, 2%
- Culinary Arts, 3%
- Social Sciences, 2%
- Learning & Academic Resources, 1%
SLO Assessment - Fall 2017

Modules

Introduction

About this Assessment

Post-Assessment (Last 8 Weeks & 16 Weeks)

SLO Assessment

15 pts
Standing on Liberty Island in New York Harbor on the east coast of the United States of America, the Statue of Liberty is one of the biggest sculptures in the history of the world. Here in the early 1900s it greeted many millions of burdened and brave people from Europe and the rest of the world. These people had experienced challenge in their native countries. They crossed the ocean and arrived in the United States in hopeful search of freedom, opportunity, and relief from their worries. For the many immigrants that traveled from Europe to New York, the statue was the first image they saw of the United States. They were met in the harbor by magnificent "Lady Liberty," with her torch raised 305 feet in the air in a gesture of welcome. To the whole world, the statue has become the symbol of those ideals of human liberty upon which our nation and its form of government were founded.
Question 1

According to the passage, what does the word **burdened** mean?

- relieved
- experiencing hardship
- foreign
- educated

Question 2

According to the passage, what does the word **pedestal** mean?

- the parts of a flower
- statue
- foundation
- crown
## Question Breakdown

Attempts: 294 out of 294

According to the passage, what does the word **burdened** mean?
From the information provided, we can infer that the Statue

- located on land surrounded by water. 117 respondents 40%
- is maintained by New York City. 131 respondents 45%
- is smaller than most symbolic structures in the world. 7 respondents 2%
- is open to the public every day of the year. 37 respondents 13%
- No Answer 2 respondents 1%

According to the passage, we can conclude that

- the Statue of Liberty is more than two hundred years old. 31 respondents 11%
- the Statue of Liberty symbolizes America's attitude toward liberty. 251 respondents 85%
- most Americans have never visited the Statue of Liberty. 1 respondents 0%
- the French have reached out and helped many countries at war. 10 respondents 3%
- No Answer 1 respondents 0%
Culture & Technological Shifts: Disaggregation

- Disproportionately Impacted Subpopulations
- Ethnicity
- Gender

- Other departmental preferences
  - Online vs. Face-to-Face
  - Major vs. Non-Major
  - Number of units taken concurrently
Culture & Technological Shifts: Disaggregating with Tableau

SLO2 Results
Number of students enrolled in All sections in All semester(s).

Average Number of Correct Responses

Average Assessment Score

Semester
- (All)
- Spring 2016
- Fall 2016
- Spring 2017
SLO2 Results

Number of students enrolled in all sections in Spring 2016 semester(s).

- Number: 112

Average Number of Correct Responses

- Average: 7.4

Average Assessment Score

- Average: 67.1%

Semester Options:
- All
- Spring 2016
- Fall 2016
- Spring 2017
*Student Education Plans were used to identify student majors.*

Performance by major*

Q7: "Approximately what percentage of women will become pregnant within one year if they are not using any form of birth control?"

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<td>50%</td>
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Performance by major

Q7: "Approximately what percentage of women will become pregnant within one year if they are not using any form of birth control?"

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<tr>
<td>Incorrect 50 percent</td>
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<tr>
<td>75 percent</td>
<td>24%</td>
<td>21%</td>
<td>10%</td>
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<tr>
<td>100 percent</td>
<td>9%</td>
<td>8%</td>
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*Student Education Plans were used to identify student majors*
Summary: The Adaptive Challenges & Interventions

- Revised 2014 ACCJC Standards
- ACCJC 2015 Recommendation
- Resolution 52.3
- Assessing SLOs on Canvas