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

2014 Curriculum Institute
Marie Boyd – Chaffey College
Patricia Flores-Charter – Southwestern College
Joni Jordan – College of the Sequoias
James Todd – Modesto College
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!
SLO Management System
Chaffey College

- Allows faculty to show alignment between all 3 levels of SLOs: course, program & institutional
Boxes for the 5 components of the Nichols Model

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course SLO</td>
<td>Please do not erase old SLOs - add new SLOs and date your entries!</td>
</tr>
<tr>
<td>2. Means of Assessment</td>
<td>Assessment #1</td>
</tr>
<tr>
<td>3. Assessment Date</td>
<td>Semester: Fall, Year: -</td>
</tr>
<tr>
<td>4. Criteria for Success</td>
<td></td>
</tr>
<tr>
<td>5. Summary of Evidence</td>
<td>Please Date Your Entries!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Summary of Evidence - Attachments</td>
<td>Please Date Your Attachments!</td>
</tr>
<tr>
<td>11. Use of Results</td>
<td>Please do not erase old SLO evidence and date your entries!</td>
</tr>
<tr>
<td>12. Summary of Evidence for DE course</td>
<td>Please Date Your Attachments!</td>
</tr>
<tr>
<td>13. Use of Results</td>
<td>Please do not erase old SLO evidence and date your entries!</td>
</tr>
<tr>
<td>14. Next assessment date for this course SLO</td>
<td>Semester: Fall, Year: -</td>
</tr>
</tbody>
</table>
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
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
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

<table>
<thead>
<tr>
<th>COURSE ID</th>
<th>CLO#: Students successfully completing this course will be able to:</th>
<th>PLOs: Upon satisfactory completion of the course requirements for the Automotive Maintenance Certificate of Achievement the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTEC 322</td>
<td>2. Demonstrate understanding of the construction and operation of automotive steering and suspension systems.</td>
<td>1. Demonstrate compliance with current automotive industry safety and environmental standards. 2. Perform maintenance and repair operations in accordance with ASE standards.</td>
</tr>
<tr>
<td>AUTEC 322</td>
<td>3. Demonstrate understanding of diagnostic procedures for automotive steering and suspension systems.</td>
<td></td>
</tr>
<tr>
<td>AUTEC 323</td>
<td>1. Demonstrate understanding of the construction and operation of automotive automatic transmissions and transaxles.</td>
<td></td>
</tr>
<tr>
<td>AUTEC 323</td>
<td>2. Demonstrate understanding of diagnostic procedures for automotive automatic transmissions and transaxles.</td>
<td></td>
</tr>
<tr>
<td>AUTEC 323</td>
<td>3. Perform maintenance on automotive automatic transmissions and transaxles.</td>
<td></td>
</tr>
<tr>
<td>AUTEC 324</td>
<td>1. Demonstrate understanding of the construction and operation of automotive manual transmissions and transaxles.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL PERCENTAGE</th>
<th>87%</th>
<th>79%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL RATE</td>
<td>52</td>
<td>60</td>
</tr>
</tbody>
</table>

**Results**

**CLOs**

**Mappings**

**PLOs**
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.

Offers one overview of institutional SLO completion rates.

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

<table>
<thead>
<tr>
<th>Program: Psychology</th>
<th>Date: 06/29/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses: All Courses</td>
<td>SLO Class: All ISLOs</td>
</tr>
<tr>
<td>Terms: Spring 2013, Fall 2013, Spring 2014</td>
<td></td>
</tr>
</tbody>
</table>

#### Section Attribute: Distance Education

<table>
<thead>
<tr>
<th>ISLO: 1 Communication Skills: Listen and speak actively and critically</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Spring 2013</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Spring 2014</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISLO: 2 Communication Skills: Present ideas clearly and organized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Spring 2013</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Spring 2014</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISLO: 3 Communication Skills: Analyze and evaluate text in Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
</tr>
</tbody>
</table>

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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 - 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.

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>No Proficiency</th>
<th>Low Proficiency</th>
<th>Proficiency</th>
<th>High Proficiency</th>
<th>Mastery</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>3 (0.1%)</td>
<td>124 (6.2%)</td>
<td>180 (9.0%)</td>
<td>486 (24.2%)</td>
<td>608 (30.3%)</td>
<td>606 (30.2%)</td>
<td>2007 (100%)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0 (0.0%)</td>
<td>10 (3.4%)</td>
<td>12 (4.1%)</td>
<td>46 (15.6%)</td>
<td>130 (44.1%)</td>
<td>97 (32.9%)</td>
<td>296 (100%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3 (0.1%)</td>
<td>134 (5.8%)</td>
<td>192 (8.3%)</td>
<td>532 (23.1%)</td>
<td>738 (32.1%)</td>
<td>703 (30.5%)</td>
<td>2302 (100%)</td>
</tr>
</tbody>
</table>

**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.

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

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

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>No Proficiency</th>
<th>Low Proficiency</th>
<th>Proficiency</th>
<th>High Proficiency</th>
<th>Mastery</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>55 (2.6%)</td>
<td>177 (8.2%)</td>
<td>235 (10.9%)</td>
<td>446 (20.7%)</td>
<td>619 (28.8%)</td>
<td>618 (28.7%)</td>
<td>2150 (100%)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1 (0.0%)</td>
<td>169 (6.3%)</td>
<td>262 (9.7%)</td>
<td>482 (17.9%)</td>
<td>839 (31.1%)</td>
<td>944 (35.0%)</td>
<td>2697 (100%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>56 (1.2%)</td>
<td>346 (7.1%)</td>
<td>497 (10.3%)</td>
<td>928 (19.1%)</td>
<td>1458 (30.1%)</td>
<td>1562 (32.2%)</td>
<td>4847 (100%)</td>
</tr>
</tbody>
</table>
Southwest College
PSLO Report – Public Posting

SLO PERFORMANCE - ISLO/PSLO OVERALL

<table>
<thead>
<tr>
<th>Program: Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics AS T 1190</td>
</tr>
<tr>
<td>Terms: Spring 2013, Fall 2012</td>
</tr>
</tbody>
</table>

Date: 07/01/2014

**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.

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

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

Questions??????