



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Continuing the Conversation: Disaggregation of Student Learning Outcomes (SLO) Assessments

CRAIG RUTAN, SANTIAGO CANYON COLLEGE

RANDY BEACH, SOUTHWESTERN COLLEGE

What Brings You Here?

What are you hoping to learn from this presentation?

Do you have any specific questions you are hoping that we answer?

Are you a faculty member, classified staff, researcher, administrator, or a trustee?

ACCJC Standard I.B.6

Standard I.B.6. (Institutional Effectiveness)

“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.”

ACCJC Standard I.B.6

Described in ACCJC team trainings as an “emerging standard”

Faculty and staff report feeling confused and anxious about how to respond to the new requirements of I.B.6

It may take some time to respond in a way that is consistent with your college culture and resources

Remember that what works at one college may not work at your college

Be purposeful in conducting data disaggregation. Consider how this information will provide new insights in the teaching-learning process

ASCCC Research and Planning Research Project

In response to Resolution SP15 2.01

ASCCC will “facilitate a conversation in the field...regarding the disaggregation of learning outcomes data, the extent to which such disaggregation is feasible to yield meaningful data and the means by which colleges can meet or exceed the requirements of accreditation Standard I.B.6”

- ***Annotated bibliography***
- ***Observations and conclusions***

SLO Assessment as Academic Research

Premise: Outcomes assessment is faculty research to improve teaching strategies and program/course curriculum alignment

SLO Assessment is Action Research: Meaningful practitioner research that can lead to innovation and improvement

- Begin with your research question and devise data collection methods based on what you want to know
- Colleges are defining subpopulations of interest in ways that provide locally meaningful data in the absence of explicit commission directive
- Begin where you are and do what is possible. Section-level disaggregation is often possible with current infrastructure.
- Begin conversations with Research and IT to develop infrastructure for demographic-focused, data disaggregation

Observations*

Only recently have researchers begun to collect data on the effectiveness of disaggregating student learning outcomes data to make program improvements.

Colleges are defining subpopulations for the purpose of disaggregation in a variety of ways in order to ensure that SLO disaggregation provides locally useful data for program improvement.

Colleges reviewed used institutional priorities to inform or guide course student learning outcomes rather than using course and program assessment outcomes and assessments to inform the institutional level priorities.

Program improvement is guided more by institutional priorities and needs than course and program outcomes assessment data.

*These observations are the opinions of the researchers on the workgroup and are not necessarily the position of the ASCCC

Observations*

After a review of 9 colleges' ISERs and team reports, Most colleges have responded to Standard I.B.6 by focusing on student equity activities

Most college responses in their ISERS indicate they are in a planning stage for disaggregating outcomes assessment data beyond the institutional-level, if it is mentioned at all.

*These observations are the opinions of the researchers on the workgroup and are not necessarily the position of the ASCCC

Conclusions/Opinions*

Standard I.B.6 is an “emerging standard”

- Implication is that commission understands that SLO disaggregation is a work in progress at many colleges

Disaggregation of outcomes assessment data is still a developing practice

Disaggregation of student learning outcomes assessment data is primarily focused on complying with accreditation standards

Most institutional-level student learning outcomes disaggregation is focused on demographic data and may have little impact on individual faculty actions.

*These observations are the opinions of the researchers on the workgroup and are not necessarily the position of the ASCCC

Conclusions/Opinions*

It would be useful to look at the follow-up reports and updates to QFEs for these colleges to see implementation of plans regarding outcomes assessment when they are available.

It may be too early in the implementation of I.B.6 for colleges to have made any significant response.

Time to ramp up!

*These observations are the opinions of the researchers on the workgroup and are not necessarily the position of the ASCCC

Beginning the Disaggregation Conversation

Each college must determine how they would like to disaggregate outcomes assessments

Does your college collect outcomes data by student or is it aggregated by section?

Are college data systems integrated to link information about the student together?

- Assessment results
- Usage of support services
- Education plans

What types of things would you different constituencies like to know?

How should we disaggregate?

- *Section attributes*
 - Online vs. face-to-face vs. Hybrid
 - Compressed vs. full-term
 - Evening vs. day
 - Main campus vs. off-site location or center
 - Learning community vs. non-learning community
 - Dual enrollment vs. non-dual enrollment
 - Accelerated curriculum vs. non-accelerated curriculum
 - Students that take advantage of support services (tutoring, SI, etc) vs. those that don't

How should we disaggregate?

- *Student characteristics*
 - Declared vs. non-declared
 - Students with prior learning credit vs. students who have completed a sequence
 - Working vs. non-working
 - Dual enrollment vs. non-dual enrollment

How should we disaggregate?

- Student equity plans can help define populations of interest
 - Ethnicity
 - Gender
 - DSPS status
 - Veteran status
 - Age group
- Results useful for integrating BSI, SSSP, SEP
- However, don't feel limited to just these subgroups
- Begin discussions with your existing infrastructure in mind

The Ongoing Conversation

Do we have to disaggregate data for every section of every course? Or, can we use a smaller sampling to reduce faculty workload?

What is the impact on academic freedom?

What about student privacy and protecting faculty?

How much data is needed to make any meaningful conclusions?

Can disaggregated data really lead to improving student learning?

- Findings could inform and improve instruction by helping faculty identify areas of concern (i.e. disproportionate impact) and potential for growth.
- Results could be integrated with other campus-wide plans, from SEP to SSSP to BSI to Title V/Title III/AANAPISI grants.

Where else to present disaggregated data in an ISER? Standard I & II

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Which Standards?

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Which Standards?

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

On the Horizon

Continued focus on assessment data to gauge institutional effectiveness (accreditation)

Role of SLO data in developing and assessing Guided Pathways

Conversations on acceleration projects and student services initiatives geared at shoring up basic skills and improving completion rates

Focus on competency-based instruction in noncredit as noncredit takes a larger role in student development and program planning.

