



The Power and Potential of Disaggregating SLO Assessment Data

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theRPgroup

Research • Planning • Professional Development
for California Community Colleges



Overview

Intro

- What is your level of experience using TracDat?

Why

- Why is disaggregation useful?

What

- What does disaggregated SLO data tell us?

How

- How can you disaggregate SLO data at your institution?
- What are the steps to disaggregate SLO data?

Objs.

- Attendees will identify steps necessary to develop a process at their college.
- Attendees will understand the benefits of disaggregating SLO data.



What is your experience level using TracDat?

Level of Experience	Description
A	Advanced: I know how to check personnel list(s) and create, update, and upload all sorts of information.
B	Intermediate: I use TracDat for some very specific things, but I get lost sometimes if I go outside my comfort zone.
C	Novice: I've logged in and taken a look around.
D	Basic: I'm pretty sure I can login to TracDat.
E	Lost: Track what??



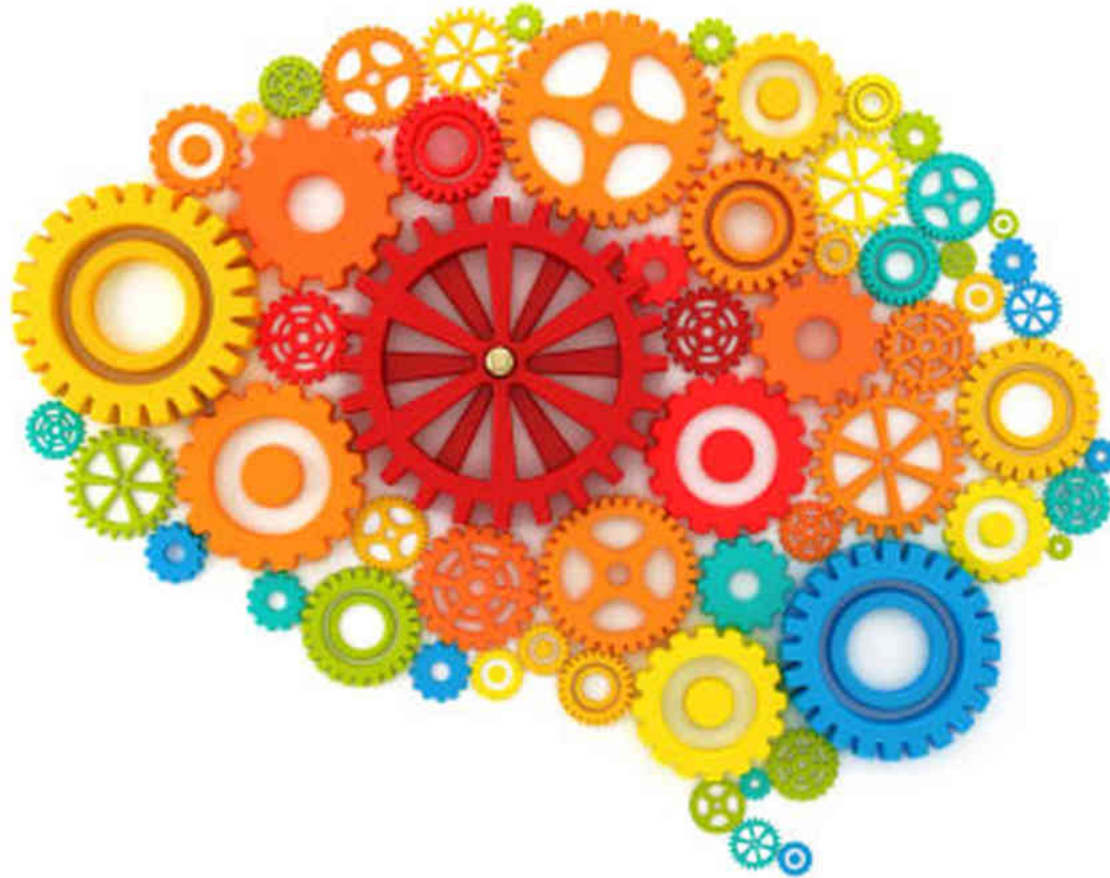
What is your campus role?

Response	Description
A	Administrator (Dean, Vice President, etc.)
B	Classroom faculty
C	Counseling faculty
D	Researcher type
E	Other



- What kinds of conversation around disaggregating SLOs have you had at your campus?
- What is your level of experience disaggregating SLOs?

Why disaggregate SLO data? Seems Like a Lot of Effort!





Why disaggregate SLO data?

- Meaningful SLOs
- Standards
- Equity
- Supports action research and faculty inquiry



Meaningful SLOs

"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued."

-E.S. Grassian

"If we have to assess, let's make it meaningful to improve student success."

–IVC English faculty member



ACCJC Standard I.B.6

“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.”



Student Equity

- Student Equity Planning
 - Disaggregating SLOs by Student Equity Plan subpopulations has potential to inform targeted interventions
 - By examining SLOs, can address WHO is disproportionately impacted as well as WHY
 - Identify specific skills and competencies that need additional work
- Course Completion
 - Downstream results
 - Degree and Certificate Completion and Transfer



Acceleration, Online, etc.

- Are there differences in SLOs between students taking accelerated courses in transfer-level English and Math and students taking the traditional sequence? (requires SUR)
- Are there differences in SLOs between online versus face-to-face courses? (Section level disaggregation)
- Other comparisons?



IVC's English Department

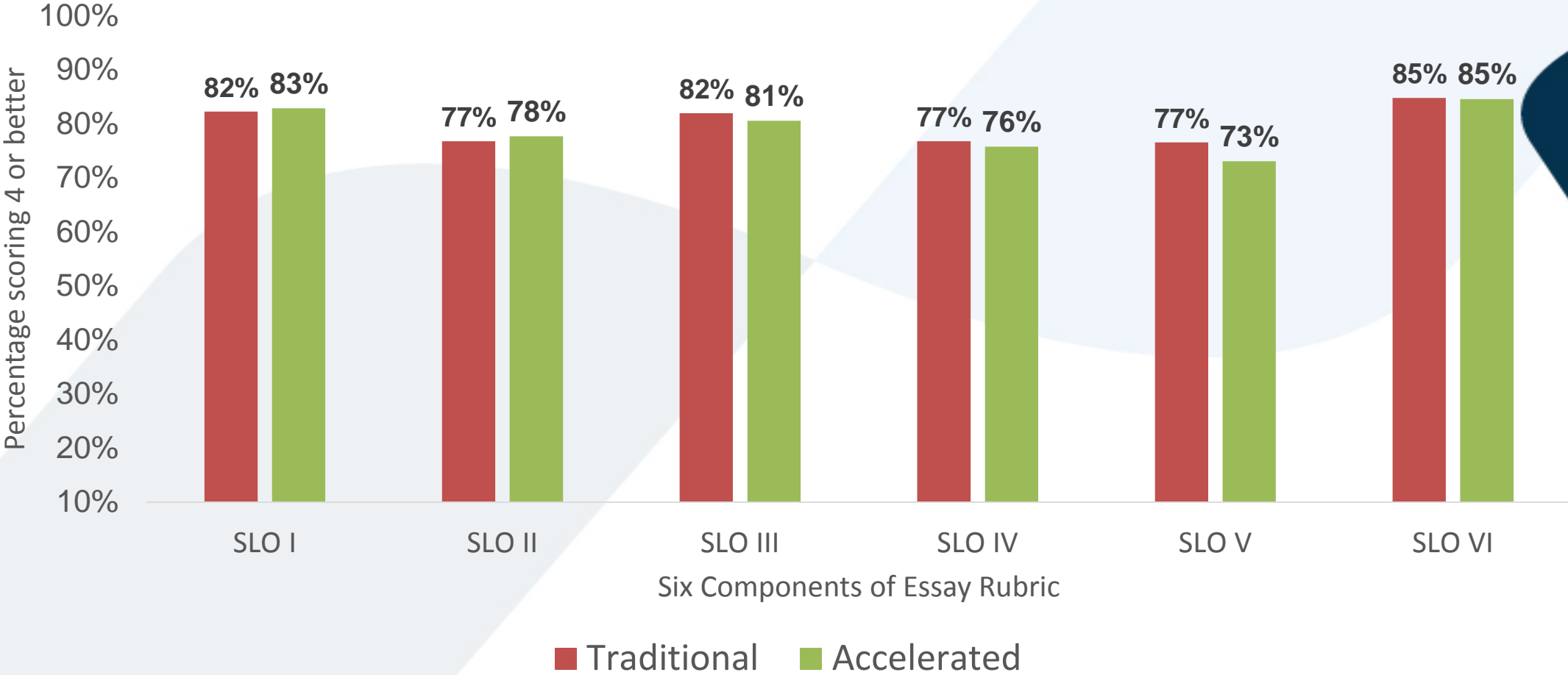
Primary trait essay rubric with six components

1. *Unity / Focus*
 2. *Development / Support / Elaboration*
 3. *Coherence / Organization*
 4. *Style*
 5. *Conventions of Standard Written English*
 6. *Conventions of Manuscript Citation and Format*
- Each component scored on a six point scale where a four or higher meets standard



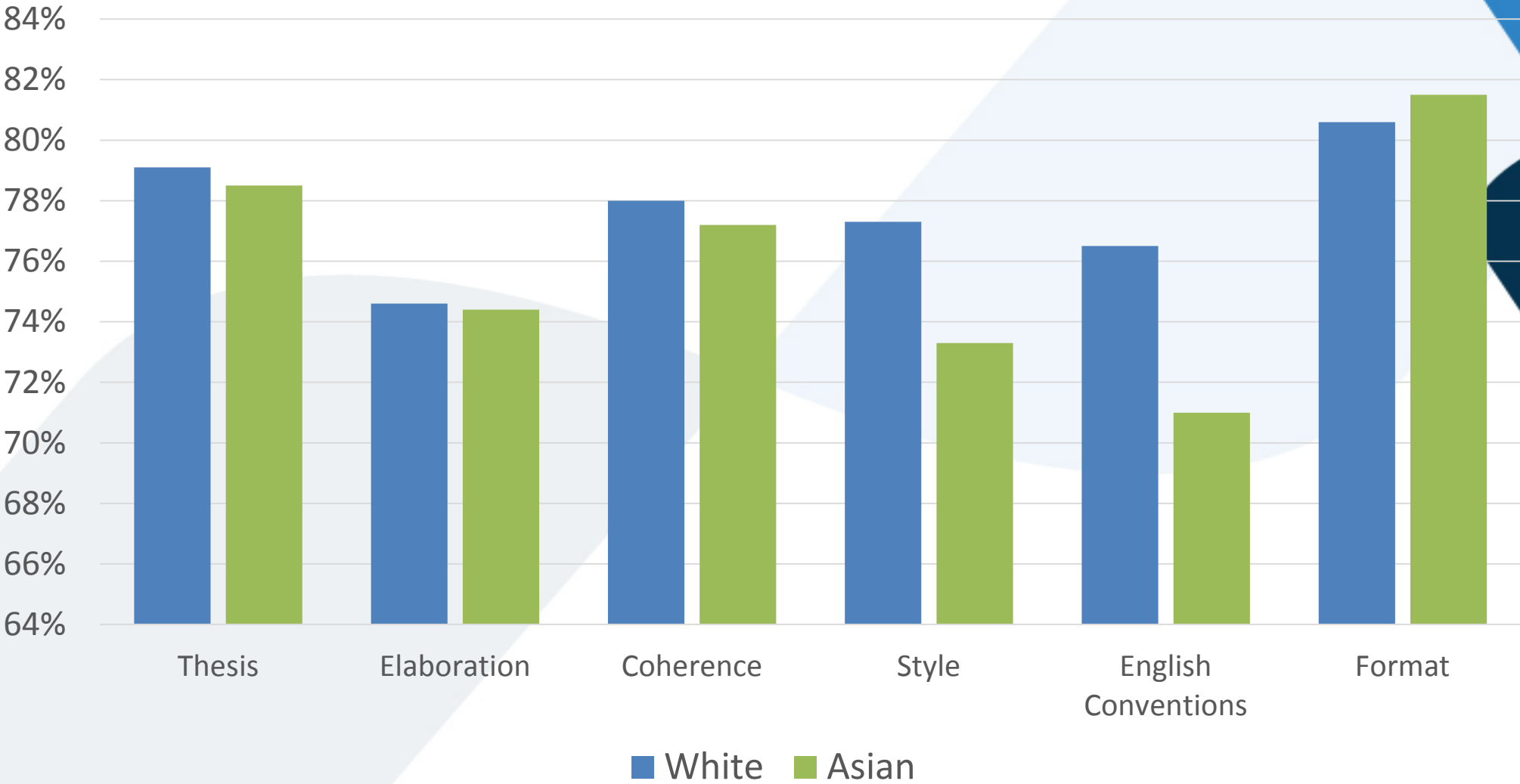
Disaggregating SLOs by path into College English

SLO Mastery by Mode of Entry for College English



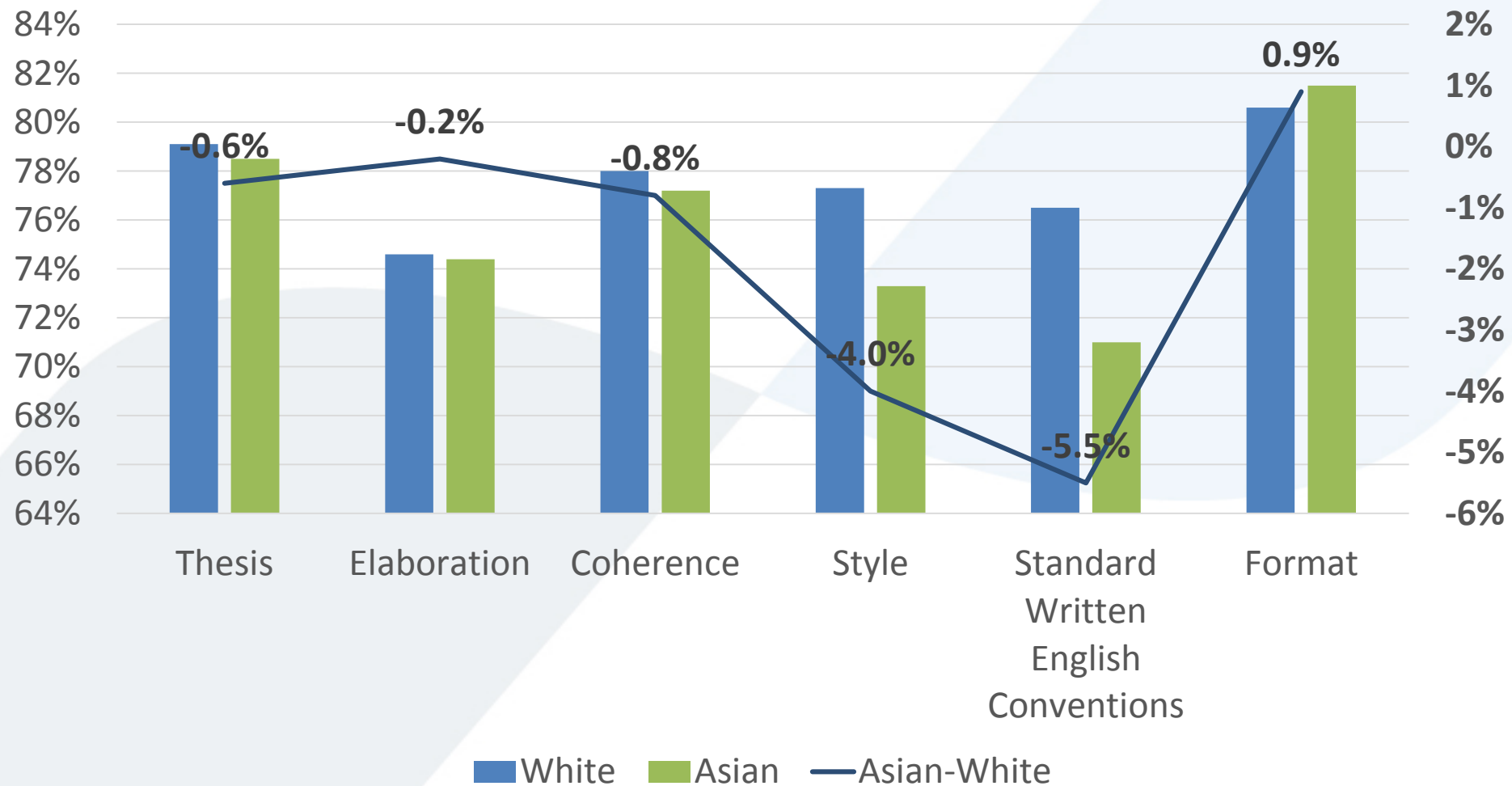


Pass Rate of SLOs by Ethnicity and Difference in Pass Rate Between Asian and White Students

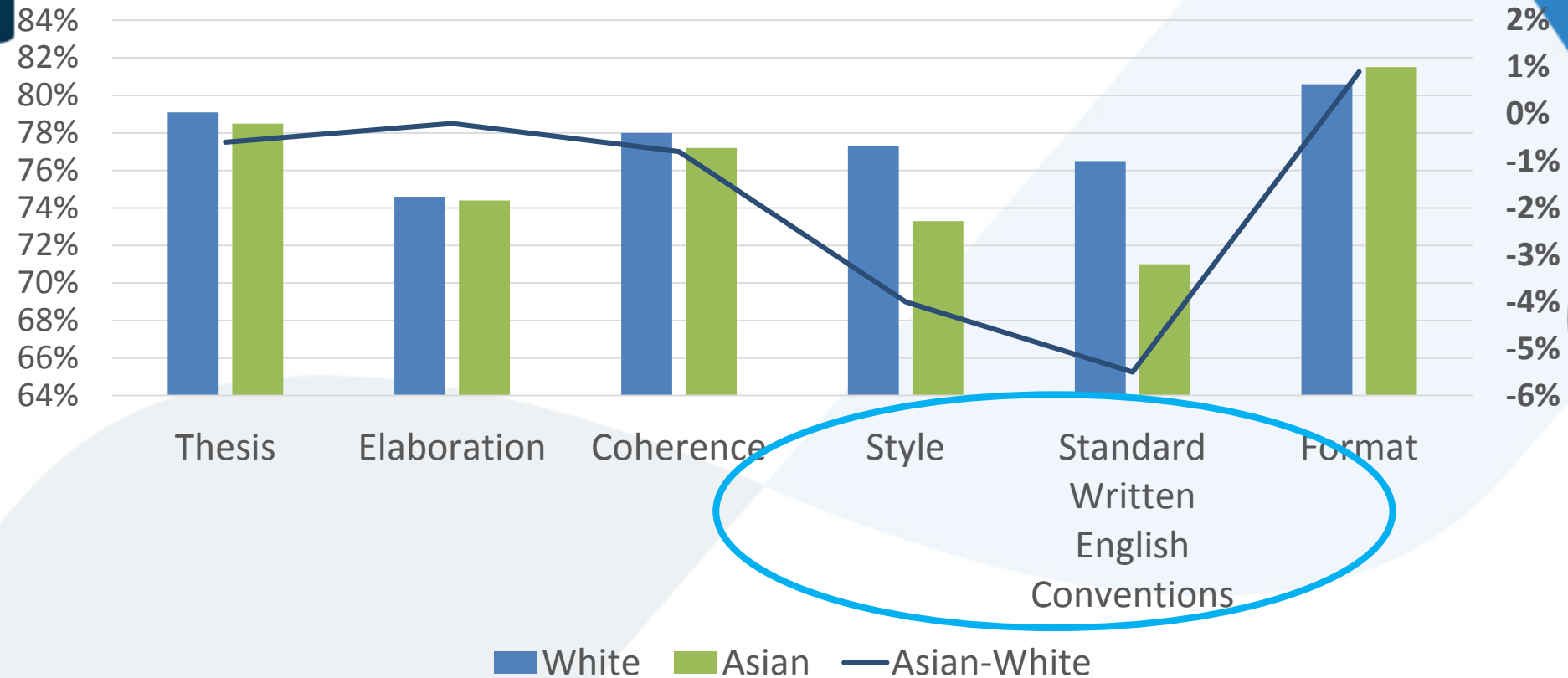




Pass Rate of SLOs by Ethnicity and Difference in Pass Rate Between Asian and White Students



Pass Rate of SLOs by Ethnicity and Difference in Pass Rate Between Asian and White Students



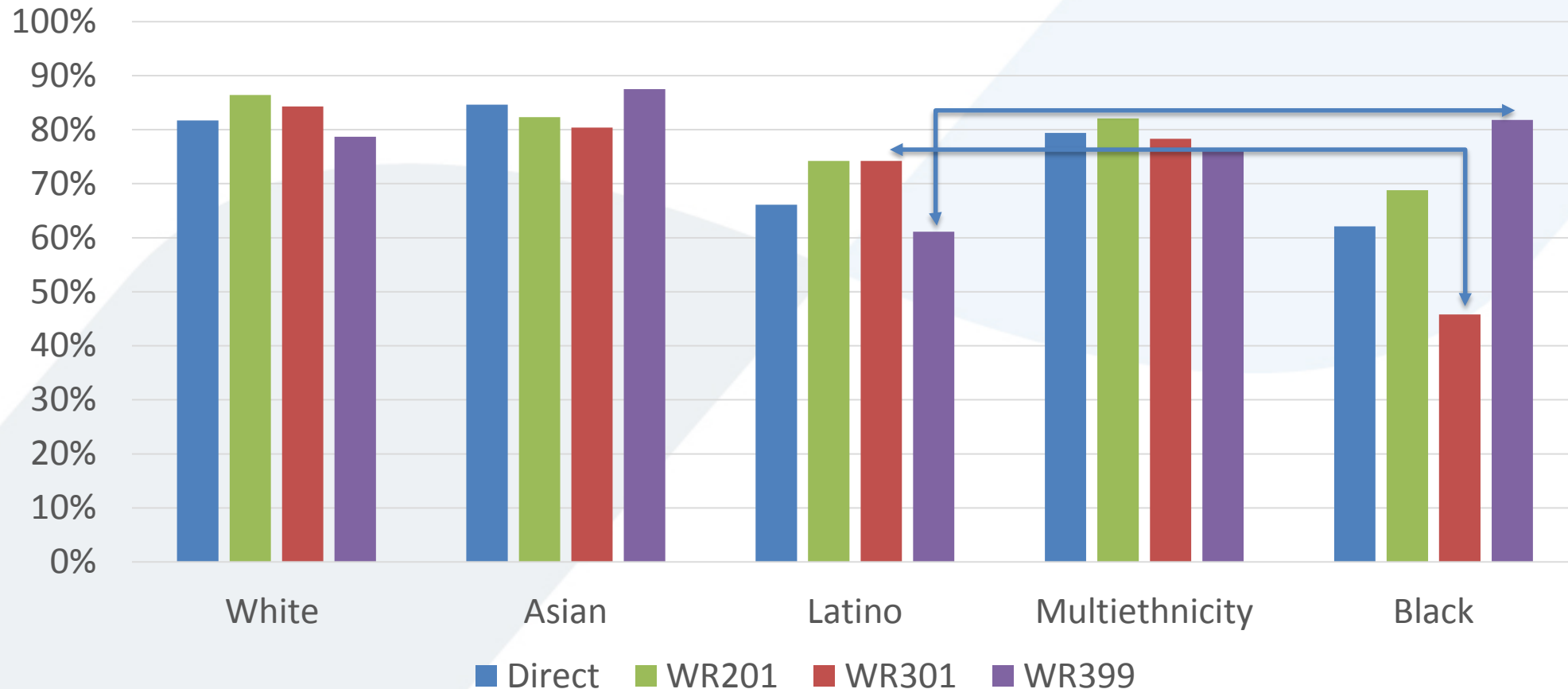
Asian students have relatively lower pass rates for “Style” and “Standard Written English Conventions” SLOs

- ESL related?
- Focused Supplemental Instruction?



Disaggregating SLO assessment results

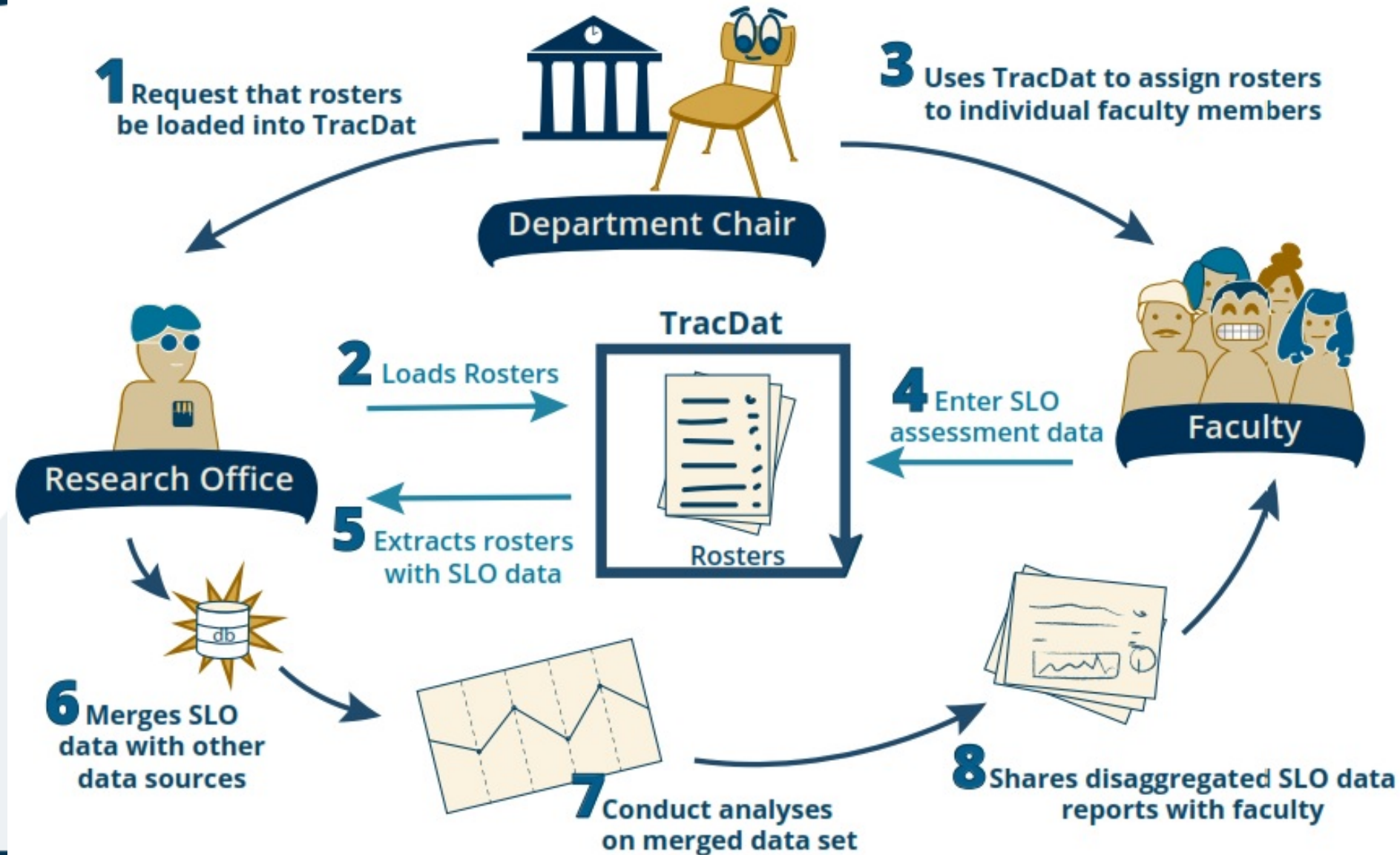
Proportion meeting the standard for Unity/Focus disaggregated by ethnicity and mode of entry into Transfer-level English (WR 1A)





What does the process of
disaggregating SLOs look like?

SLO Disaggregation Process Using TracDat at Irvine Valley College





Professional Learning Network

A dynamic repository of effective practices, trainings and other resources (<https://prolearningnetwork.cccco.edu/>)



CALIFORNIA COMMUNITY COLLEGES
PROFESSIONAL LEARNING NETWORK

Your One-Stop Site to Effective Practices, Trainings and Other Resources

What Would You Like To Do Today?



Resources

Learn About Effective Practices and More



Learn

Access Video Trainings



Connect

Connect with My Peers



MyPD

Work on Professional Development Plan



ASK

Applied Solution Kits




Calendar

View a System-Wide Calendar of Events



1. Chair Requests that rosters be loaded into TracDat

 Send	To...	nerds@ivc.edu
	Cc...	
	Bcc...	
Subject		Load <u>TracDat</u> rosters

Dear Research Office,
Please load the student rosters into TracDat.

Sincerely,
Department Chair



2.a. Researcher Loads Rosters

	A	B	C
1	GroupName	IndividualDisplayName	InstitutionIndividualID
2	Fa16 ESS 345 65525 (Dinh)	Ed Novick	33444335
3	Fa16 ESS 345 65525 (Dinh)	Edith Mullings	33444336
4	Fa16 ESS 345 65525 (Dinh)	Jake Amerson	33444337
5	Fa16 ESS 345 65525 (Argh)	Raymond Lauzon	33444338
6	Fa16 ESS 345 65525 (Argh)	Dinah Freeman	33444339
7	Fa16 ESS 345 65525 (Argh)	Shana Bashore	33444340
8	Fa16 ESS 345 65525 (Argh)	Wendell Mood	33444341
9	Fa16 WR 1 60395 (Lemon)	Roseline Carol	33444342
10	Fa16 WR 1 60395 (Lemon)	Lynsey Means	33444343
11	Fa16 WR 1 60395 (Lemon)	Arleen Honore	33444344
12	Fa16 WR 1 60395 (Lemon)	Altha Neese	33444345
13	Fa16 WR 1 60395 (Lemon)	Enda Mirza	33444346
14	Fa16 WR 1 60400 (Chum)	Jamee Ogrady	33444347
15	Fa16 WR 1 60400 (Chum)	Madlyn Batiste	33444348
16	Fa16 WR 1 60400 (Chum)	Damien Greenbaum	33444349
17	Fa16 WR 1 65505 (Day)	Barton Berrian	33444350
18	Fa16 WR 1 65505 (Day)	Delphine Beam	33444351
19	Fa16 WR 1 65505 (Day)	Jarrett Fiorita	33444352
20	Fa16 WR 1 65505 (Day)	Myrtle Matney	33444353



2.b. Researcher Loads Rosters

SSOs - (SS) - Parent Relations (SANDBOX)

1 Welcome, jlessard

Home

Department

Planning

Mapping

Data Tools

Measures

Questionnaires

Reports

Documents

SSOs - (SS) - Parent Relations (SANDBOX) > Data Tools > Measures

A measure is a collection of fields that is evaluated across one or more groups. An example of a measure is a rubric. Groups or cohorts (e.g., a class roster, department staff/faculty, etc.) are assessed based on established measures. View Nuventive's short video on how to utilize the tool: <http://youtu.be/9p3rN2om9JQ>. For additional assistance, contact the Office of Research, Planning and Accreditation.

Measures

Fake student course

Instructions:

Measure Fields

Individual Fields

Field1: Display Name

Groups

Fa16 ESS 345 65525 (Bob) (Displaying: Display Name)

Ed Novick

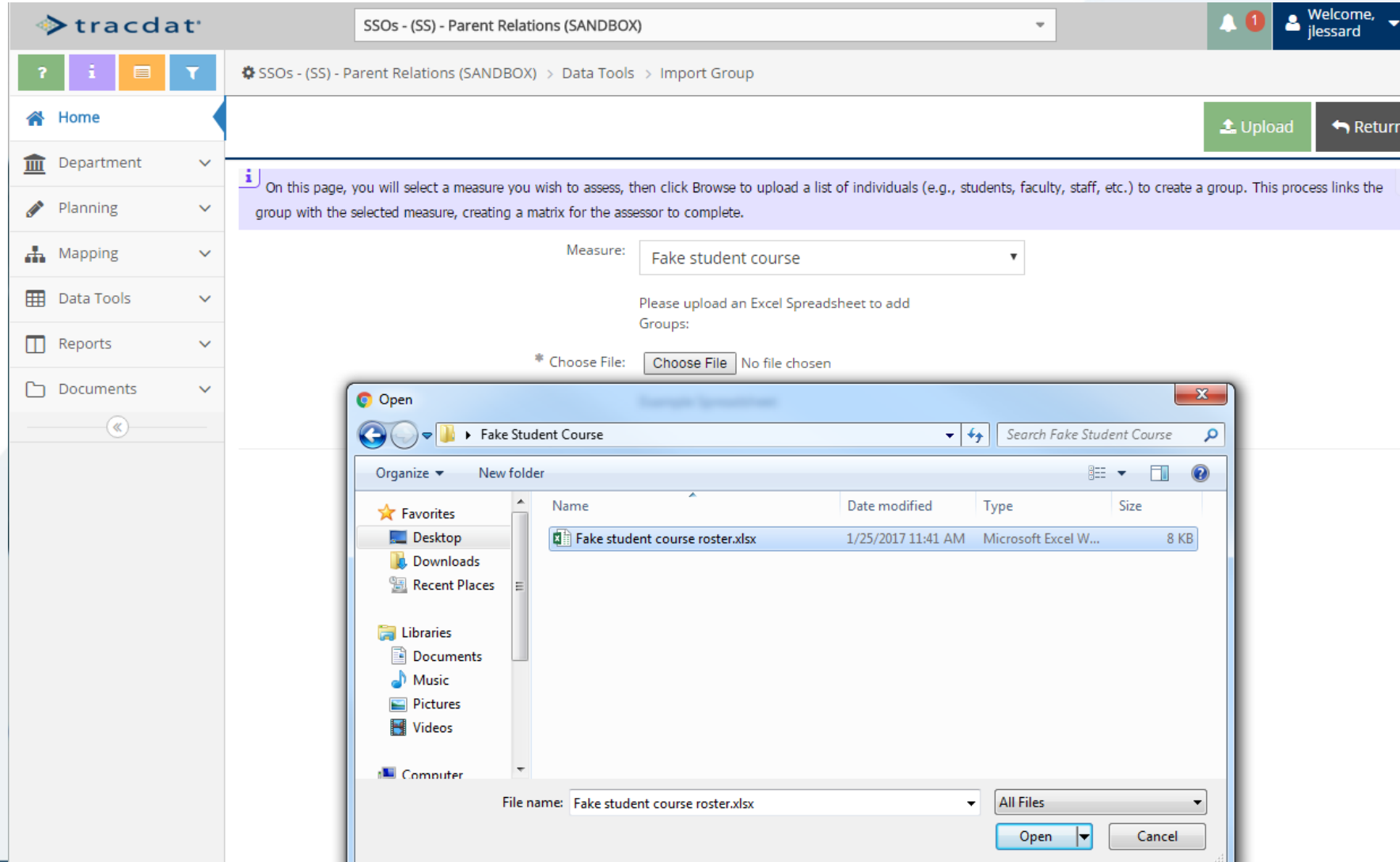
Edith Mullings

Jake Amerson

Add Group

Participate | Collaborate | Innovate

2.c. Researcher Loads Rosters



SSOs - (SS) - Parent Relations (SANDBOX)

Welcome, jlessard

SSOs - (SS) - Parent Relations (SANDBOX) > Data Tools > Import Group

Upload Return

On this page, you will select a measure you wish to assess, then click Browse to upload a list of individuals (e.g., students, faculty, staff, etc.) to create a group. This process links the group with the selected measure, creating a matrix for the assessor to complete.

Measure: Fake student course

Please upload an Excel Spreadsheet to add Groups:

* Choose File: Choose File No file chosen

Open

Fake Student Course

Search Fake Student Course

Name	Date modified	Type	Size
Fake student course roster.xlsx	1/25/2017 11:41 AM	Microsoft Excel W...	8 KB

File name: Fake student course roster.xlsx All Files

Open Cancel



3. Chair Uses TracDat to assign rosters to individual faculty members

The screenshot displays the TracDat web application interface. The top navigation bar includes the TracDat logo, a dropdown menu for "SSOs - (SS) - Parent Relations (SANDBOX)", a notification bell with a red "1", and a user profile for "Welcome, jlessard". The left sidebar contains a menu with options: Home, Department, Planning, Mapping, Data Tools (selected), Measures (highlighted), Questionnaires, Reports, and Documents. The main content area shows the "Measures" section for "Fake student course". It includes an information tooltip explaining that a measure is a collection of fields evaluated across one or more groups. Below the tooltip, the "Measures" section is expanded, showing "Instructions:", "Measure Fields", "Individual Fields" (with "Field1: Display Name"), and a list of "Groups". The groups list includes "Fa16 ESS 345 65525 (Bob) (Displaying: Display Name)" with a yellow highlight and an "Edit Group" button, followed by "Fa16 ESS 345 65525 (Argh) (Displaying: Display Name)", "Fa16 WR 1 60395 (Lemon) (Displaying: Display Name)", and "Fa16 WR 1 60400 (Chum) (Displaying: Display Name)".

SSOs - (SS) - Parent Relations (SANDBOX)

Welcome, jlessard

SSOs - (SS) - Parent Relations (SANDBOX) > Data Tools > Measures

A measure is a collection of fields that is evaluated across one or more groups. An example of a measure is a rubric. Groups or cohorts (e.g., a class roster, department staff/faculty, etc.) are assessed based on established measures. View Nuventive's short video on how to utilize the tool: <http://youtu.be/9p3rN2om9JQ>. For additional assistance, contact the Office of Research, Planning and Accreditation.

Measures

Fake student course

Instructions:

Measure Fields

Individual Fields

Field1: Display Name

Groups

Fa16 ESS 345 65525 (Bob) (Displaying: Display Name)

Ed Novick

Edith Mullings

Jake Amerson

Edit Group

Fa16 ESS 345 65525 (Argh) (Displaying: Display Name)

Fa16 WR 1 60395 (Lemon) (Displaying: Display Name)

Fa16 WR 1 60400 (Chum) (Displaying: Display Name)



4.a. Enter SLO assessment data

tracdat[®] SSOs - (SS) - Parent Relations (SANDBOX) Welcome, jlessard

SSOs - (SS) - Parent Relations (SANDBOX) > Data Tools > Measures

Measures

A measure is a collection of fields that is evaluated across one or more groups. An example of a measure is a rubric. Groups or cohorts (e.g., a class roster, department staff/faculty, etc.) are assessed based on established measures. View Nuventive's short video on how to utilize the tool: <http://youtu.be/9p3rN2om9JQ>. For additional assistance, contact the Office of Research, Planning and Accreditation.

Fake student course

Instructions:

Measure Fields

Individual Fields

Field1: Display Name

Groups

Fa16 ESS 345 65525 (Bob) (Displaying: Display Name)

Ed Novick
Edith Mullings
Jake Amerson


Fa16 ESS 345 65525 (Argh) (Displaying: Display Name)

Fa16 WR 1 60395 (Lemon) (Displaying: Display Name)

Fa16 WR 1 60400 (Chum) (Displaying: Display Name)

Enter Data

4.b. Enter SLO assessment data

 Selected Program: SLOs - (HUM) - English: Composition lwang [log out]

Home Program Program Assessment Plan Course Assessment Plan Results Data Tools Reports Documents

Measures Groups Questionnaires


SLOs - (HUM) - English: Composition > Data Tools > Groups > Enter Data

Fa15 WR 399 66590 (Lemon)

Instructions:
Please enter the assessment scores for each student.

	Thesis/Unity	Support/Elaboration	Organization/Coherenc	Style	SWE Conventions	Manuscript Format
Adams, Kasey						
Ahmed, Farnaz						
Anderson, Austin						
Azamy, David						
Berrio, Juan						
Brewer, James						
Daniels, Karti						
Duran, Cindy						
Elfarooqui, Zuhaira						
Fuentes, Jasmin						
Gundelach, Klara						
Herrera, Maria						
Kim, Joohee						
Kounlavong, Samapon						
Ly, Peter						

Save Changes Discard Changes Return Print

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5. Extracts rosters with SLO data

tracdat[®] SSOs - (SS) - Parent Relations (SANDBOX) Welcome, jlessard

SSOs - (SS) - Parent Relations (SANDBOX) > Data Tools > Measures

A measure is a collection of fields that is evaluated across one or more groups. An example of a measure is a rubric. Groups or cohorts (e.g., a class roster, department staff/faculty, etc.) are assessed based on established measures. View Nuventive's short video on how to utilize the tool: <http://youtu.be/9p3rN2om9JQ>. For additional assistance, contact the Office of Research, Planning and Accreditation.

Measures

Fake student course

Instructions:

Measure Fields

Individual Fields

Field1: Display Name

Groups

- Fa16 ESS 345 65525 (Bob) (Displaying: Display Name)
 - Ed Novick
 - Edith Mullings
 - Jake Amerson
- Fa16 ESS 345 65525 (Argh) (Displaying: Display Name)
- Fa16 WR 1 60395 (Lemon) (Displaying: Display Name)

Export Measure



5. Research extracts rosters with SLO data

Exports SLO data as CSV file

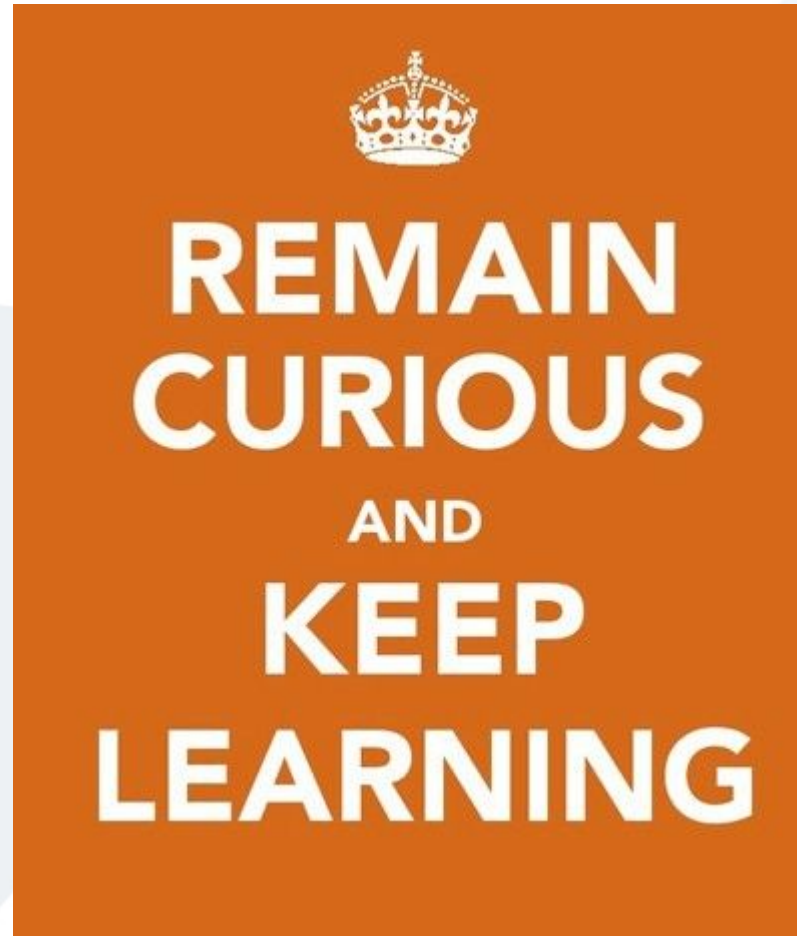
	A	B	C	D
1	group	Entered B	Display Name	SLO 1
2	Fa16 ESS 345 65525 (Argh)	null,null	Raymond Lauzon	3
3	Fa16 ESS 345 65525 (Argh)	null,null	Dinah Freeman	6
4	Fa16 ESS 345 65525 (Argh)	null,null	Shana Bashore	1
5	Fa16 ESS 345 65525 (Argh)	null,null	Wendell Mood	3
6	Fa16 WR 1 60395 (Lemon)	null,null	Roseline Carol	6
7	Fa16 WR 1 60395 (Lemon)	null,null	Lynsey Means	1
8	Fa16 WR 1 60395 (Lemon)	null,null	Arleen Honore	3
9	Fa16 WR 1 60395 (Lemon)	null,null	Altha Neese	6
10	Fa16 WR 1 60395 (Lemon)	null,null	Enda Mirza	1
11	Fa16 WR 1 60400 (Chum)	null,null	Jamee Ogrady	3
12	Fa16 WR 1 60400 (Chum)	null,null	Madlyn Batiste	6
13	Fa16 WR 1 60400 (Chum)	null,null	Damien Greenbaum	1
14	Fa16 WR 1 65505 (Day)	null,null	Barton Berrian	3
15	Fa16 WR 1 65505 (Day)	null,null	Delphine Beam	6
16	Fa16 WR 1 65505 (Day)	null,null	Jarrett Fiorita	1
17	Fa16 WR 1 65505 (Day)	null,null	Myrtle Matney	3
18	Fa16 ESS 345 65525 (Bob)	Lessard,Ja	Ed Novick	3
19	Fa16 ESS 345 65525 (Bob)	Lessard,Ja	Edith Mullings	6
20	Fa16 ESS 345 65525 (Bob)	Lessard,Ja	Jake Amerson	1
21				



6. Research merges SLO data with other data sources

- Demographic data:
 - Ethnicity
 - Gender
 - Special population status (EOPS, Foster youth, Veteran, etc.)
- Academic Outcomes
 - Grades in course
 - Grades in future courses in sequence
 - GPA
 - Units earned
 - Degree/Transfer

7. Conduct analyses on merged data set



8. Share disaggregated SLO data reports with faculty



Was it worth the effort?



Questions?





For further info contact:

- Lisa Wang (lwang@ivc.edu)
- Jared Lessard (jlessard@ivc.edu)
- The entire IVC English Department!