# The Power and Potential of Disaggregating SLO Assessment Data


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# 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?

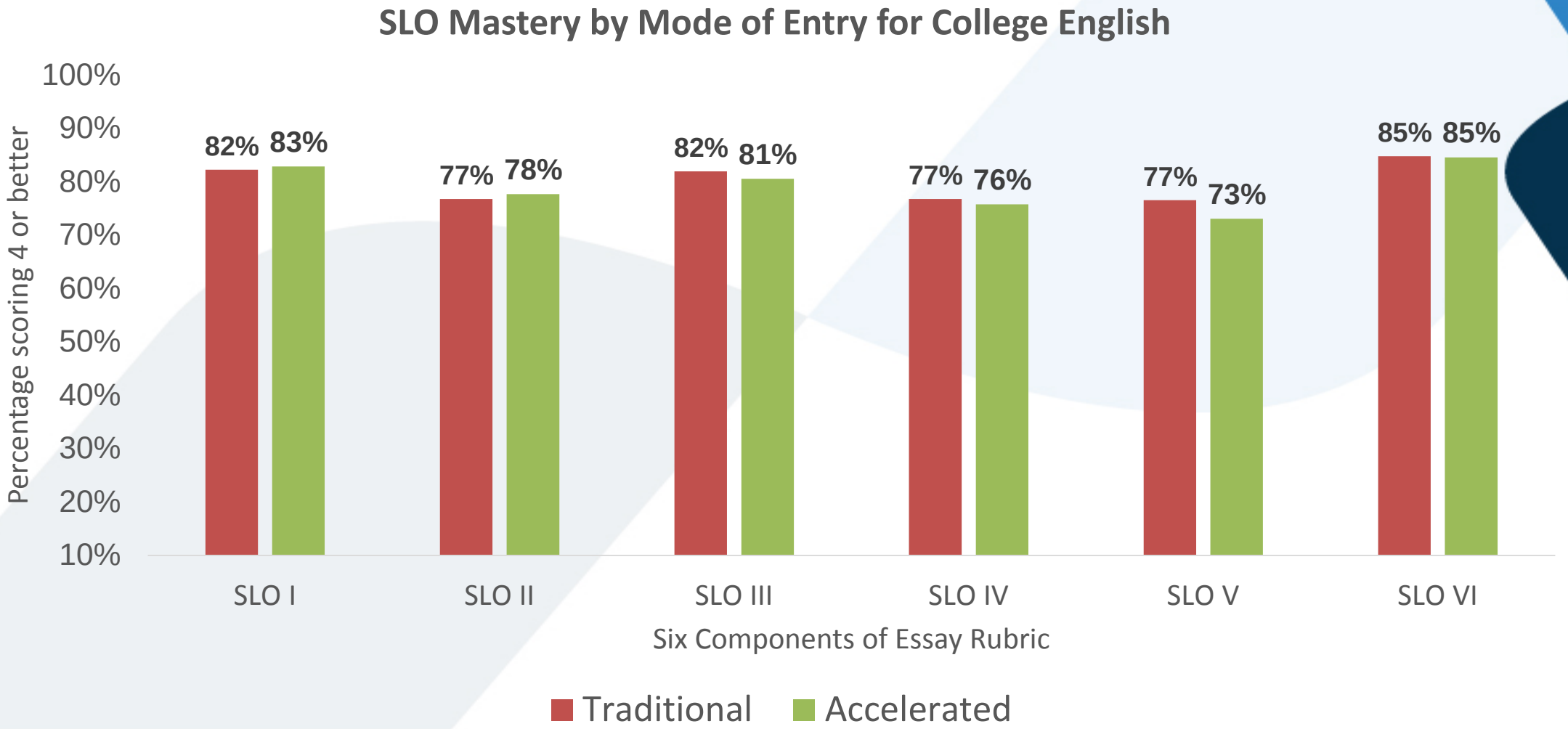
# IVC's English Department

Primary trait essay rubric with six components

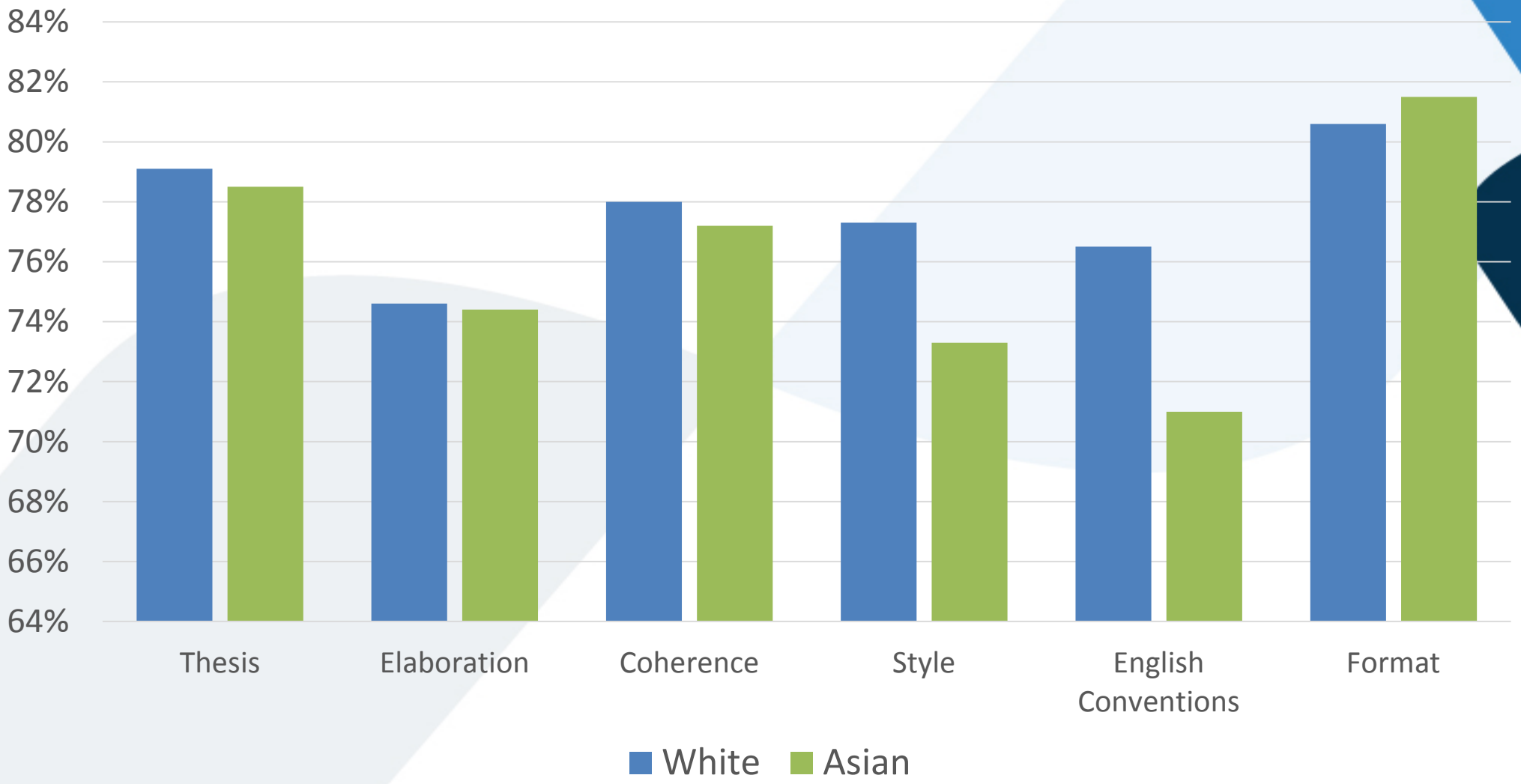
1. *Unity / Focus*
2. *Development / Support / Elaboration*
3. *Coherence / Organization*
4. *Style*
5. *Conventions of Standard Written English*
6. *Conventions of Manuscript Citation and Format*

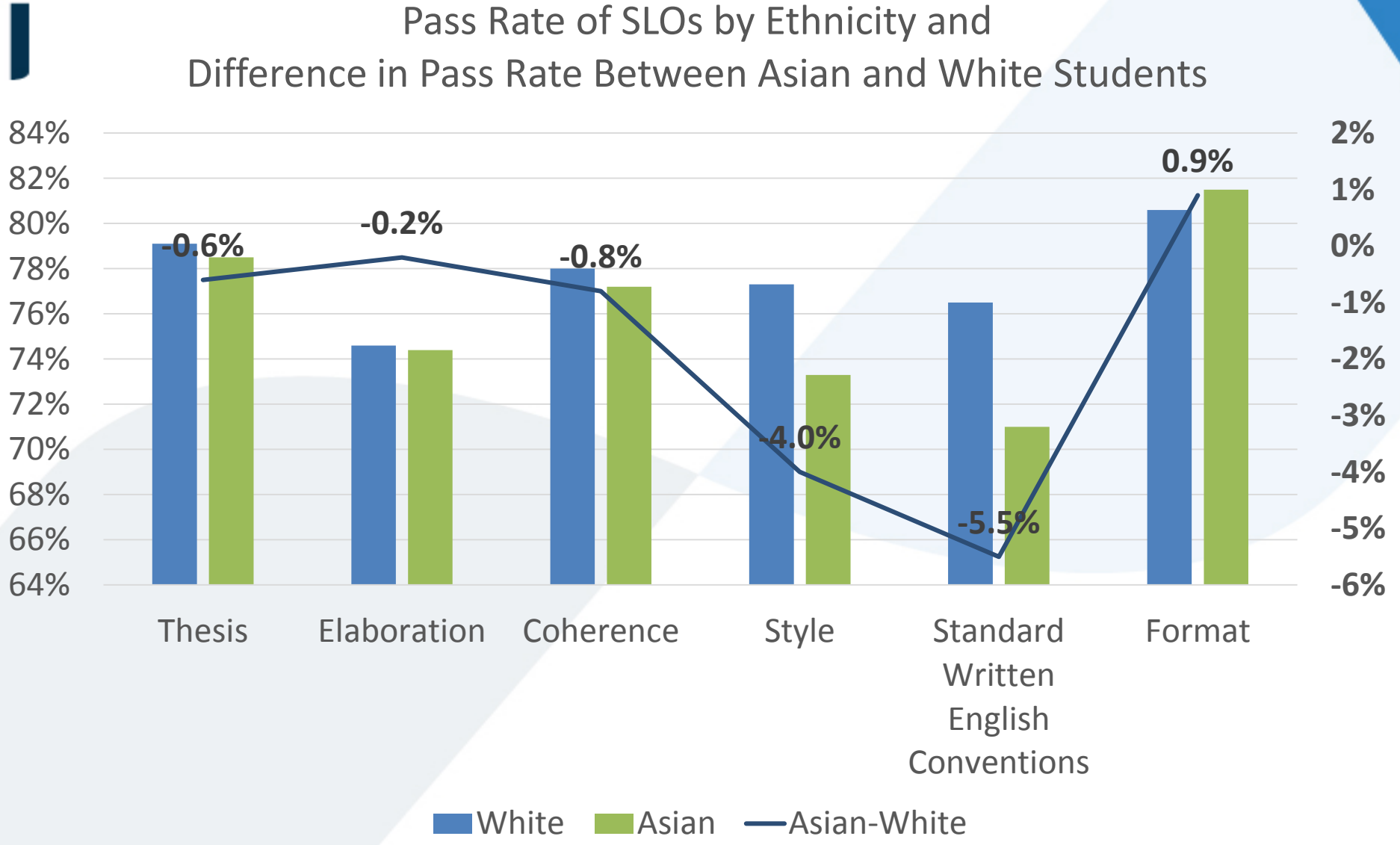
- Each component scored on a six point scale where a four or higher meets standard

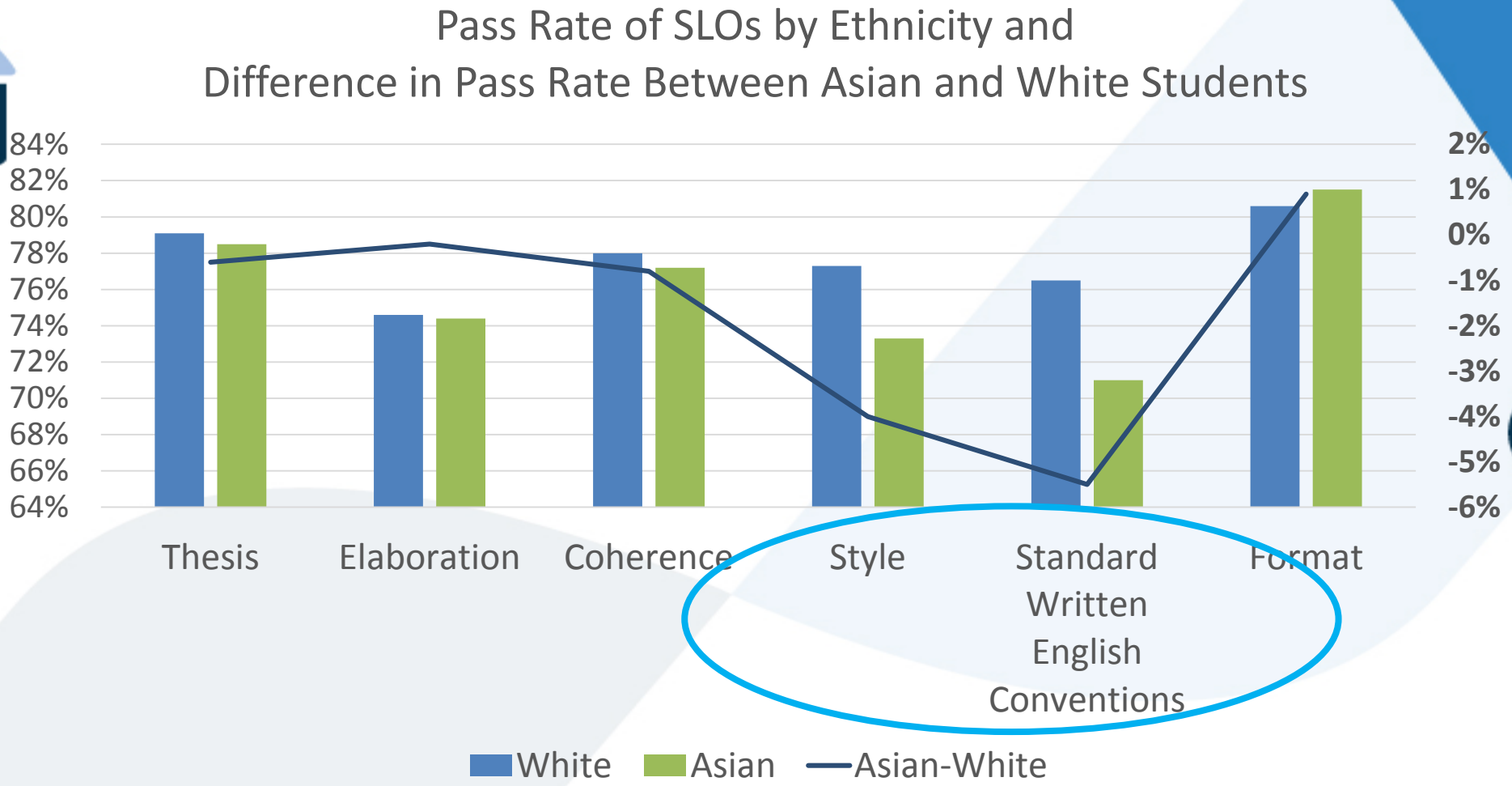
# Disaggregating SLOs by path into College English



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



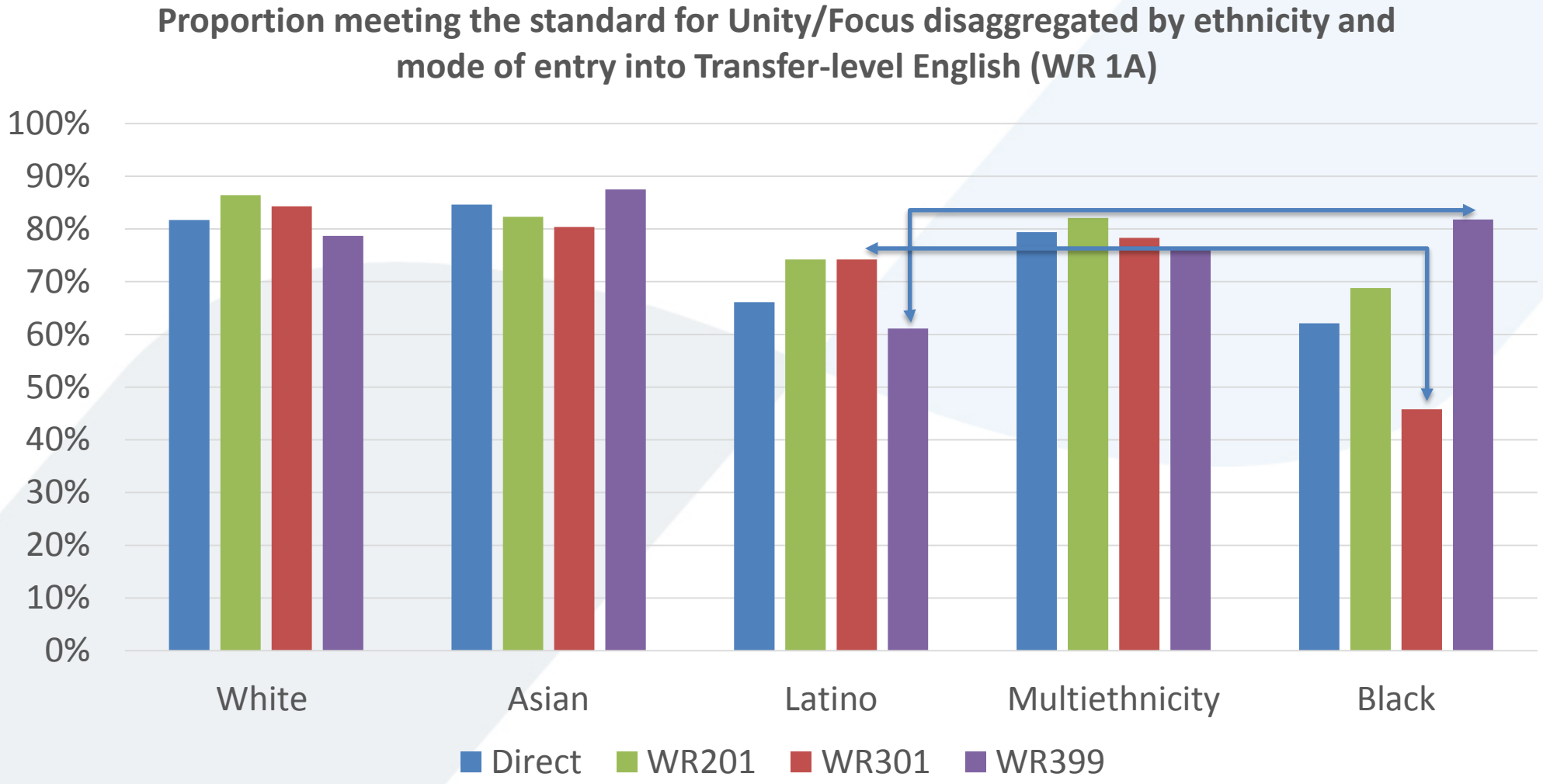

Pass Rate of SLOs by Ethnicity and
Difference in Pass Rate Between Asian and White Students
84%
82%
80%
78%
76%
74%
72%
70%
68%
66%
64%
2%
1%
0%
-1%
-2%
-3%
-4%
-5%
-6%
-0.6%
-0.2%
-0.8%
-4.0%
-5.5%
0.9%
Thesis
Elaboration
Coherence
Style
Standard Written English Conventions
Format
White
Asian
Asian-White




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

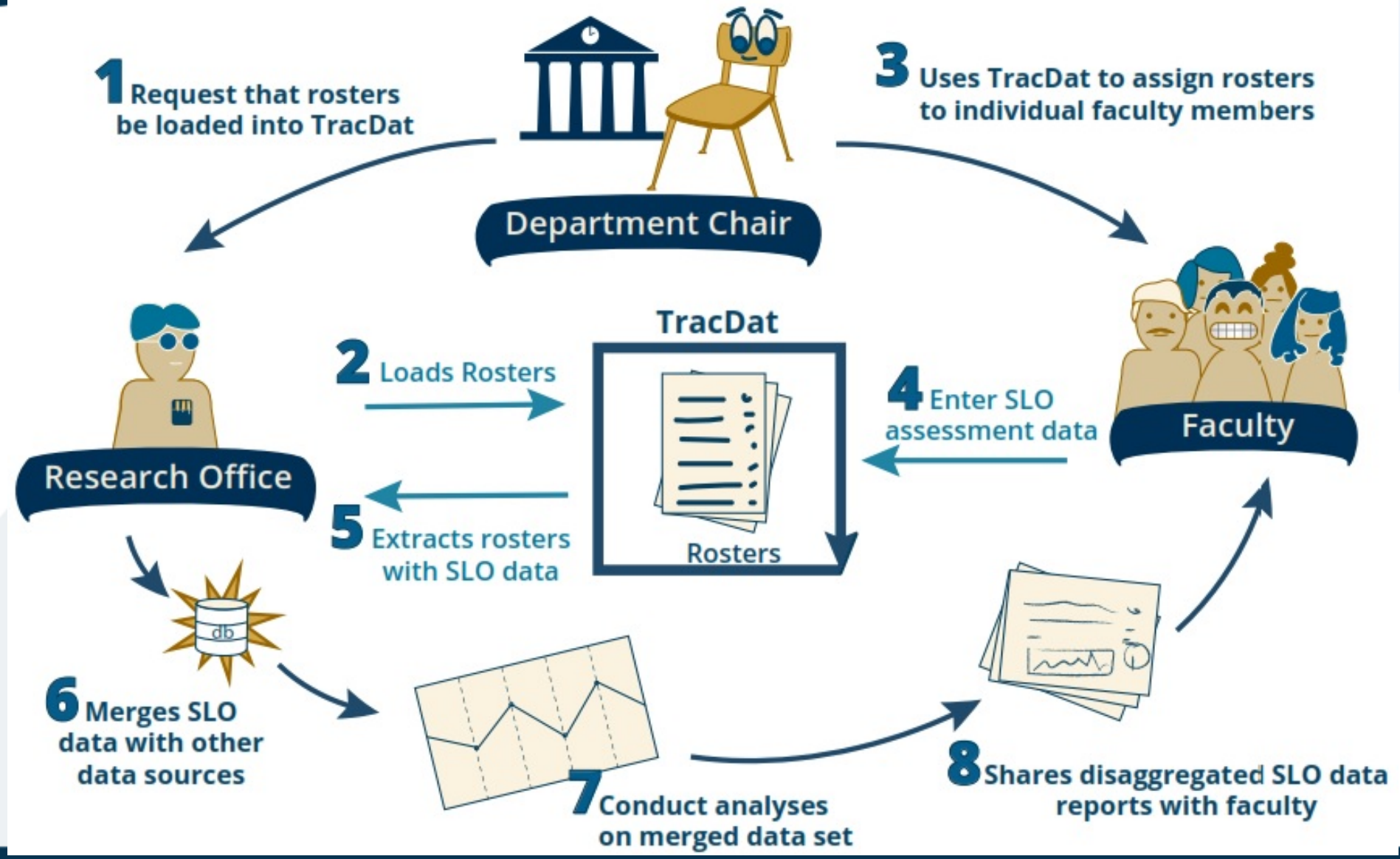
- ESL related?
- Focused Supplemental Instruction?

# Disaggregating SLO assessment results



# What does the process of disaggregating SLOs look like?

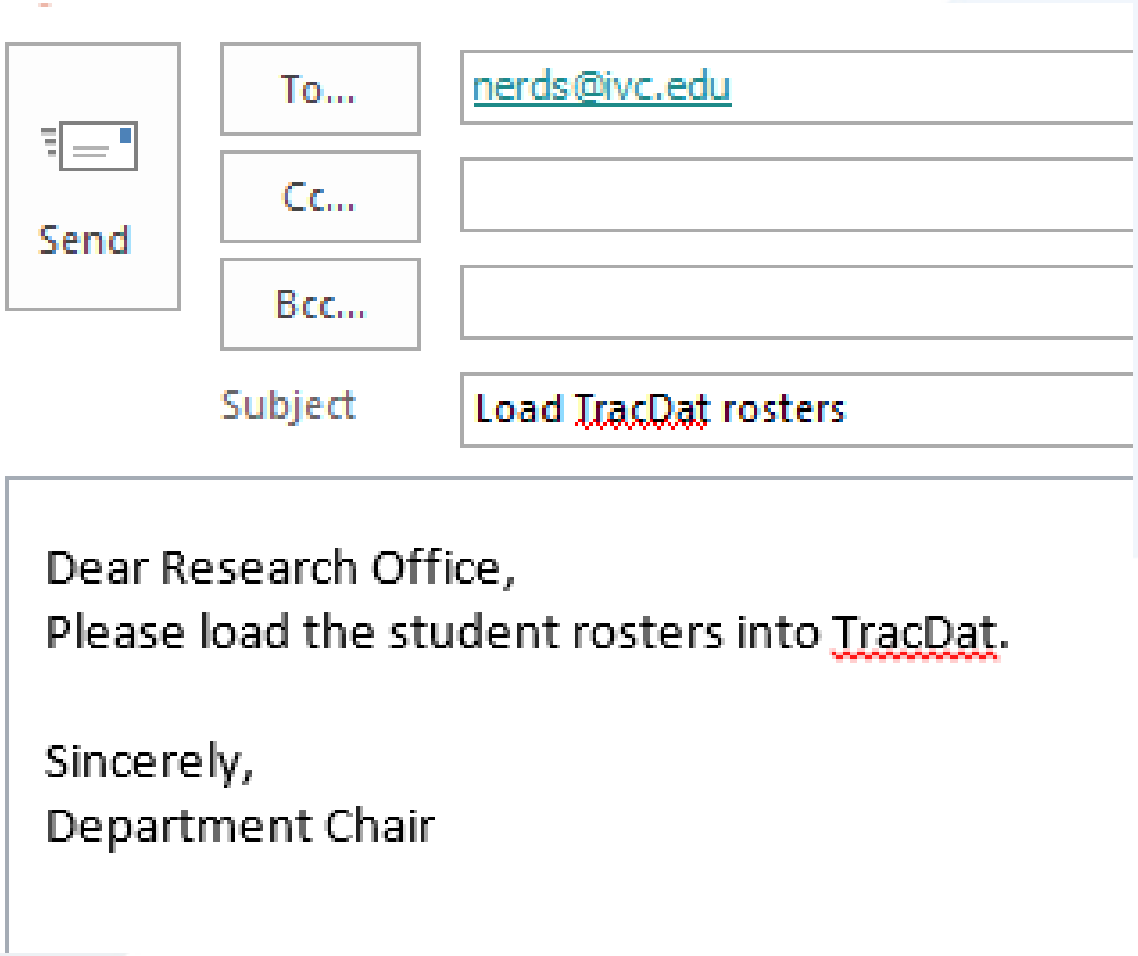
# SLO Disaggregation Process Using TracDat at Irvine Valley College



# Professional Learning Network

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

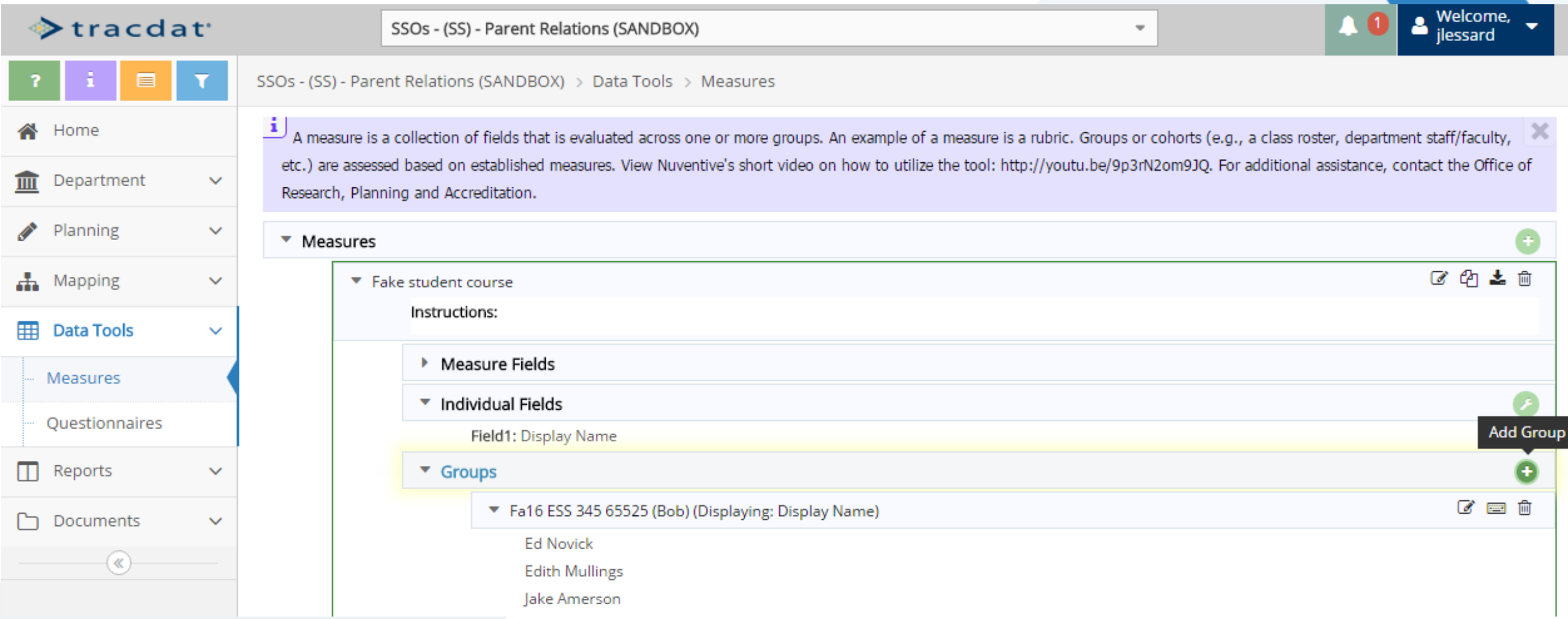
# 1. Chair Requests that rosters be loaded into TracDat



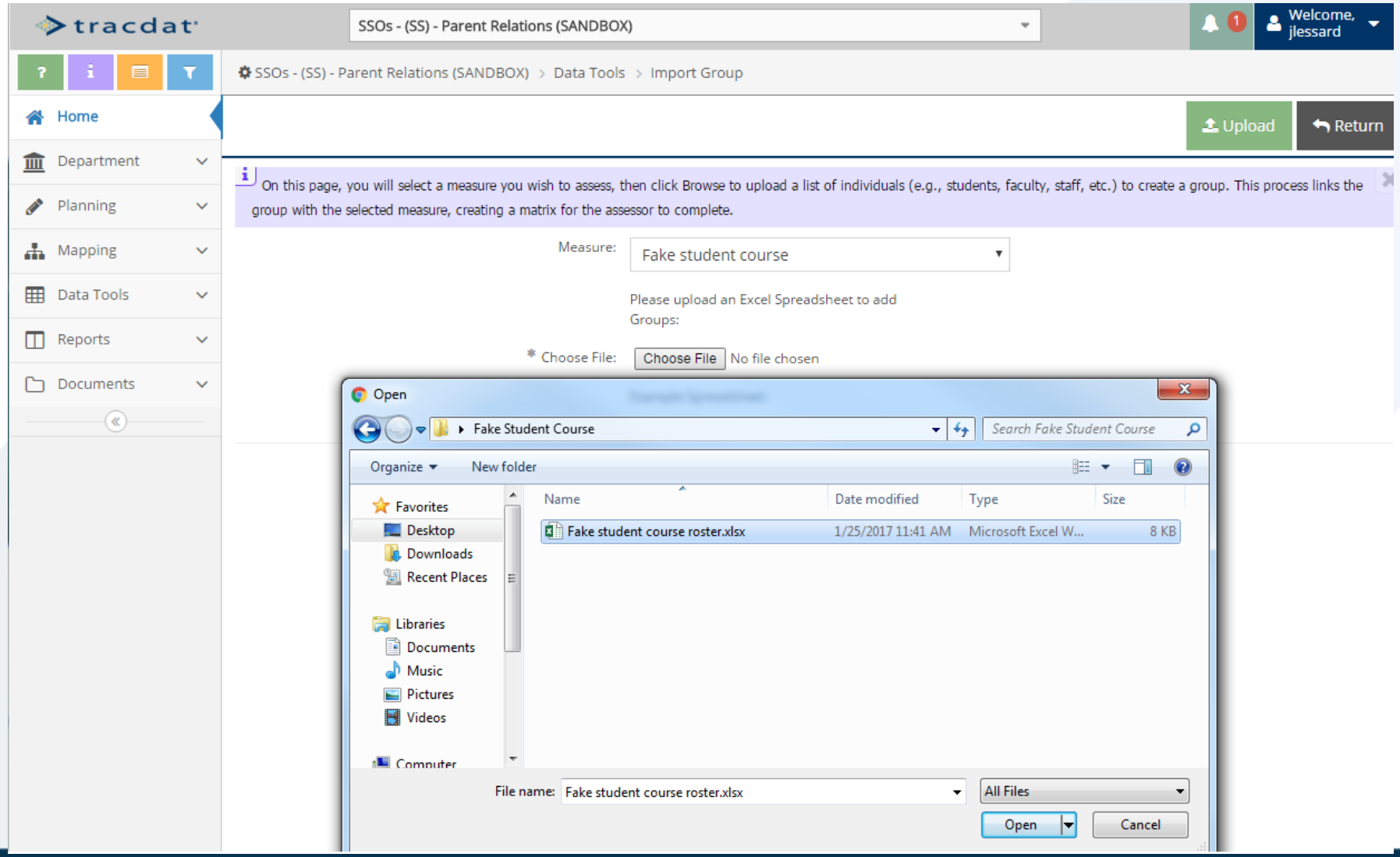
# 2.a. Researcher Loads Rosters

| | 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 |

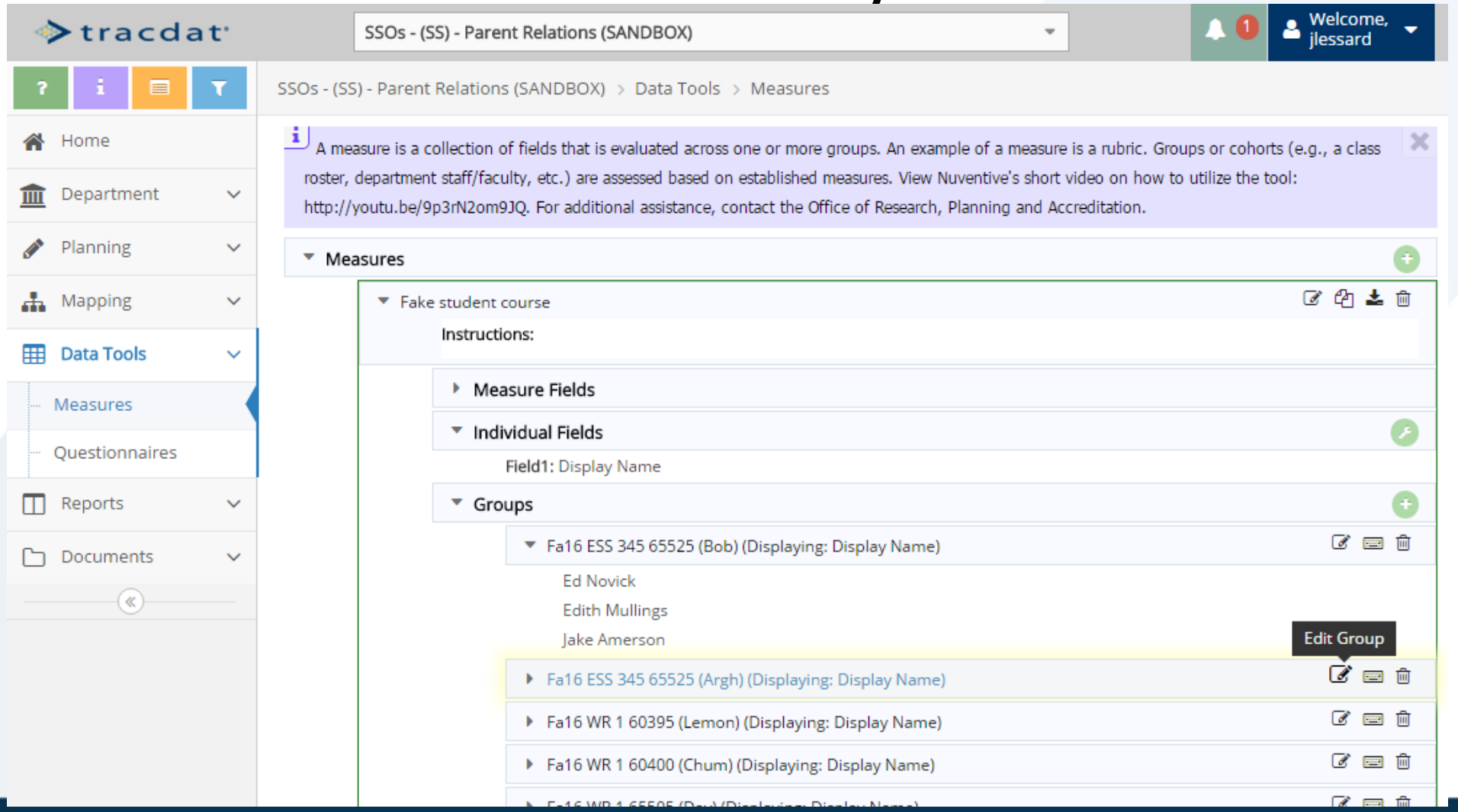
# 2.b. Researcher Loads Rosters



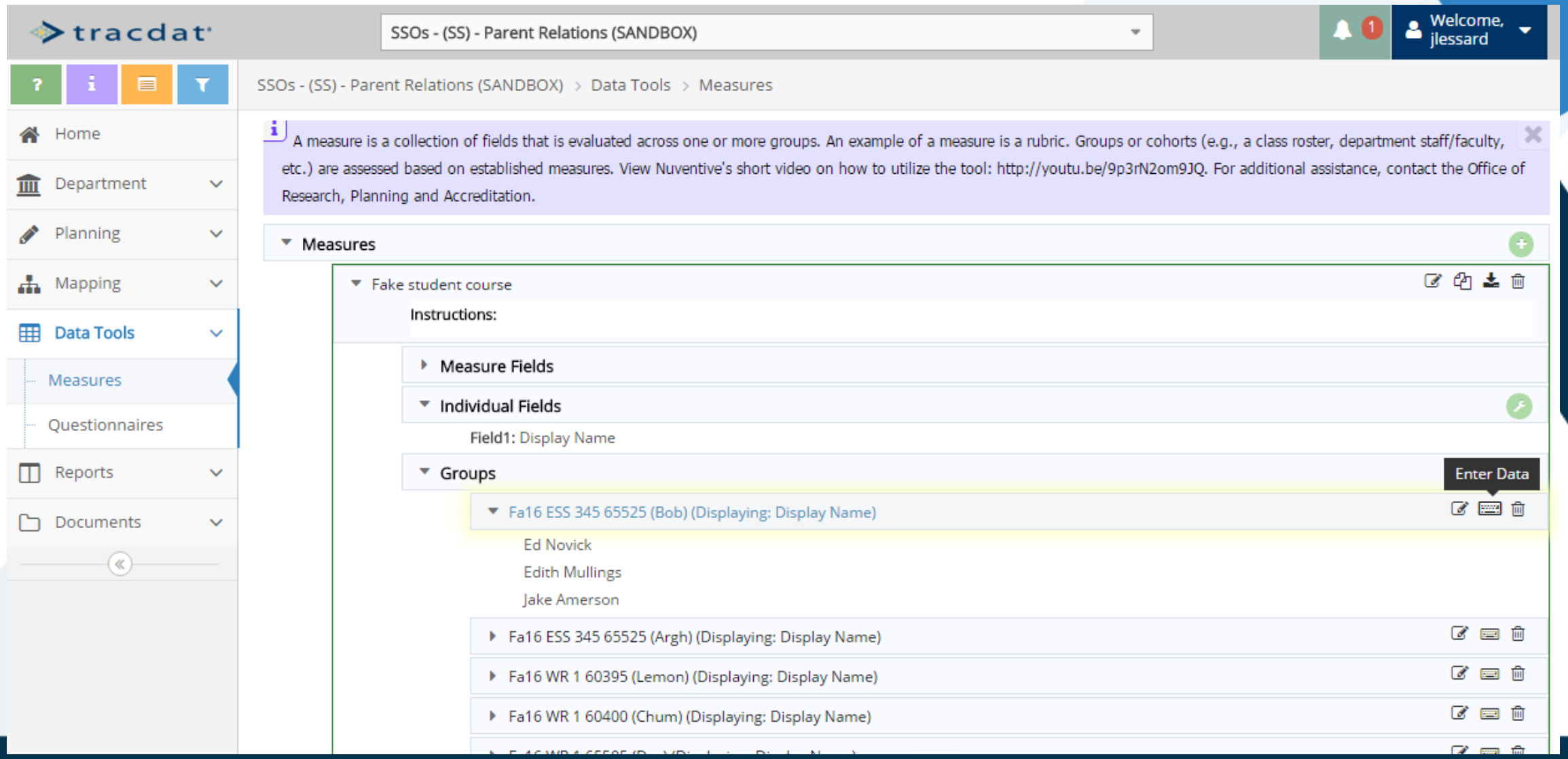
# 2.c. Researcher Loads Rosters



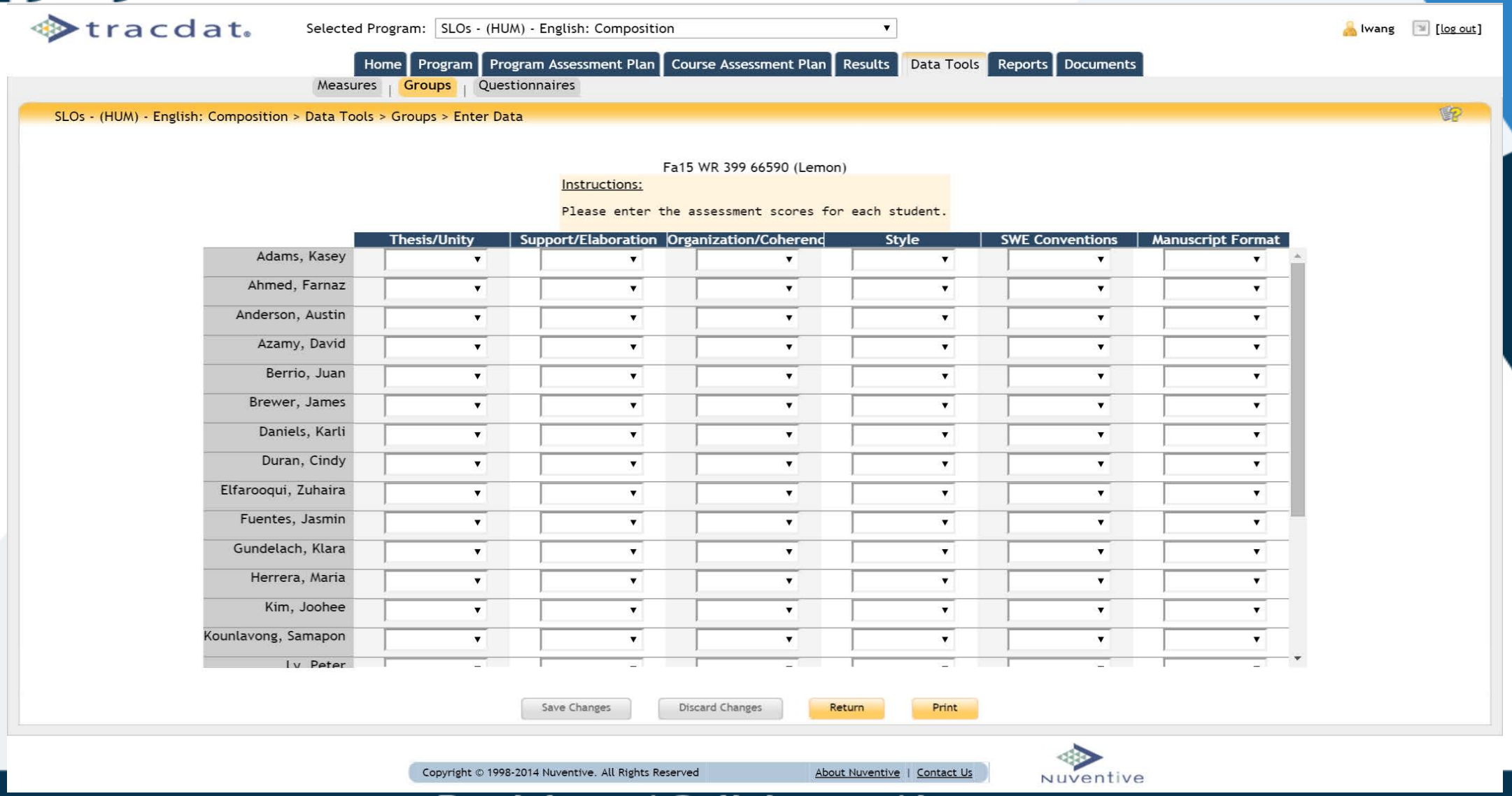
# 3. Chair Uses TracDat to assign rosters to individual faculty members



# 4.a. Enter SLO assessment data

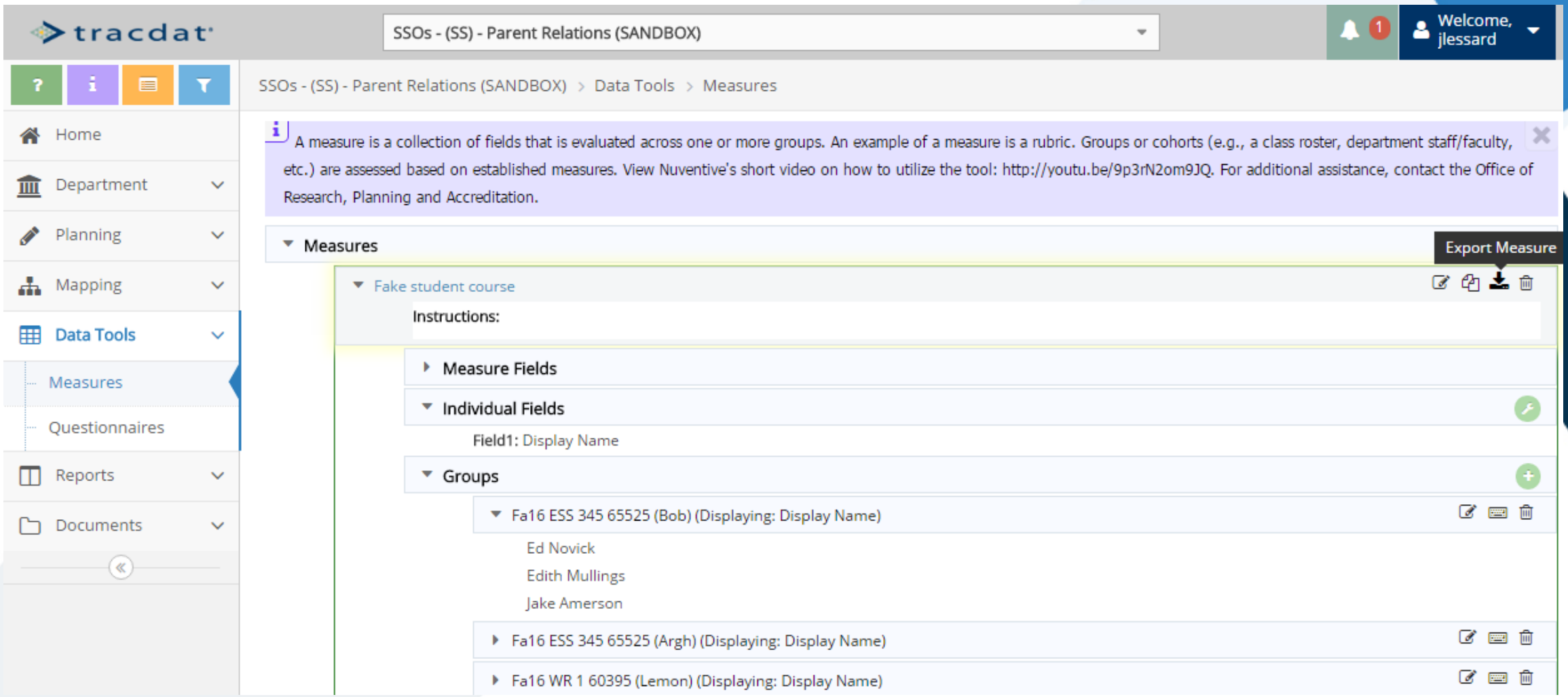


# 4.b. Enter SLO assessment data




Participate | Collaborate | Innovate

# 5. Extracts rosters with SLO data



# 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 |
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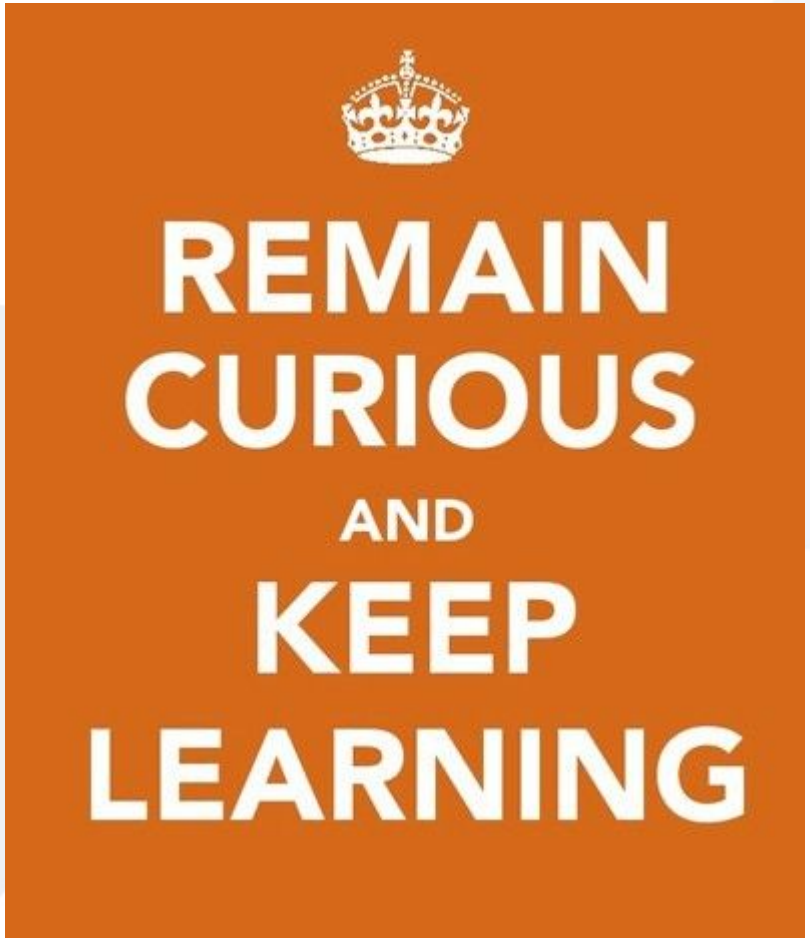
| 11 | Fa16 WR 1 60400 (Chum) | null,null | Jamee Ogrady | 3 |
| 12 | Fa16 WR 1 60400 (Chum) | null,null | Madlyn Batiste | 6 |
| 13 | Fa16 WR 1 60400 (Chum) | null,null | Damien Greenbaum | 1 |
| 14 | Fa16 WR 1 65505 (Day) | null,null | Barton Berrian | 3 |
| 15 | Fa16 WR 1 65505 (Day) | null,null | 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!