



Easy Ways To Gather SLO Data

Who this presentation is for

Instructional faculty who are going to try to capture SLO data this semester (Fall 2017), who perhaps

- Have never done this before
- Have done this before, but not this way
- Use a process that takes a lot of time
- Use a process that summarizes results
- Would just like to try something easier

First up – we are NOT talking about **assessment.**

Assessment = a routine and systematic exploration and analysis of how we're doing, drawing on

- professional development activities (inquiry, research, discussions)
- all available student success indicators, **including SLO data**
- whatever else seems appropriate



We are talking about how to gather SLO data to fill that data pool.

Gathering SLO data = an ongoing process requiring clear definition and support!

And that's why we need your input: We need to know what routine will suit us best.



I know you probably know, but -

It helps to remind ourselves what student learning outcomes *are*.

What are SLOs, again?

A student learning outcome defines **the knowledge, skills, and/or abilities a student will take away** from a course, program, general education pattern, or sustained engagement with the college.

Where do we find SLOs, again?

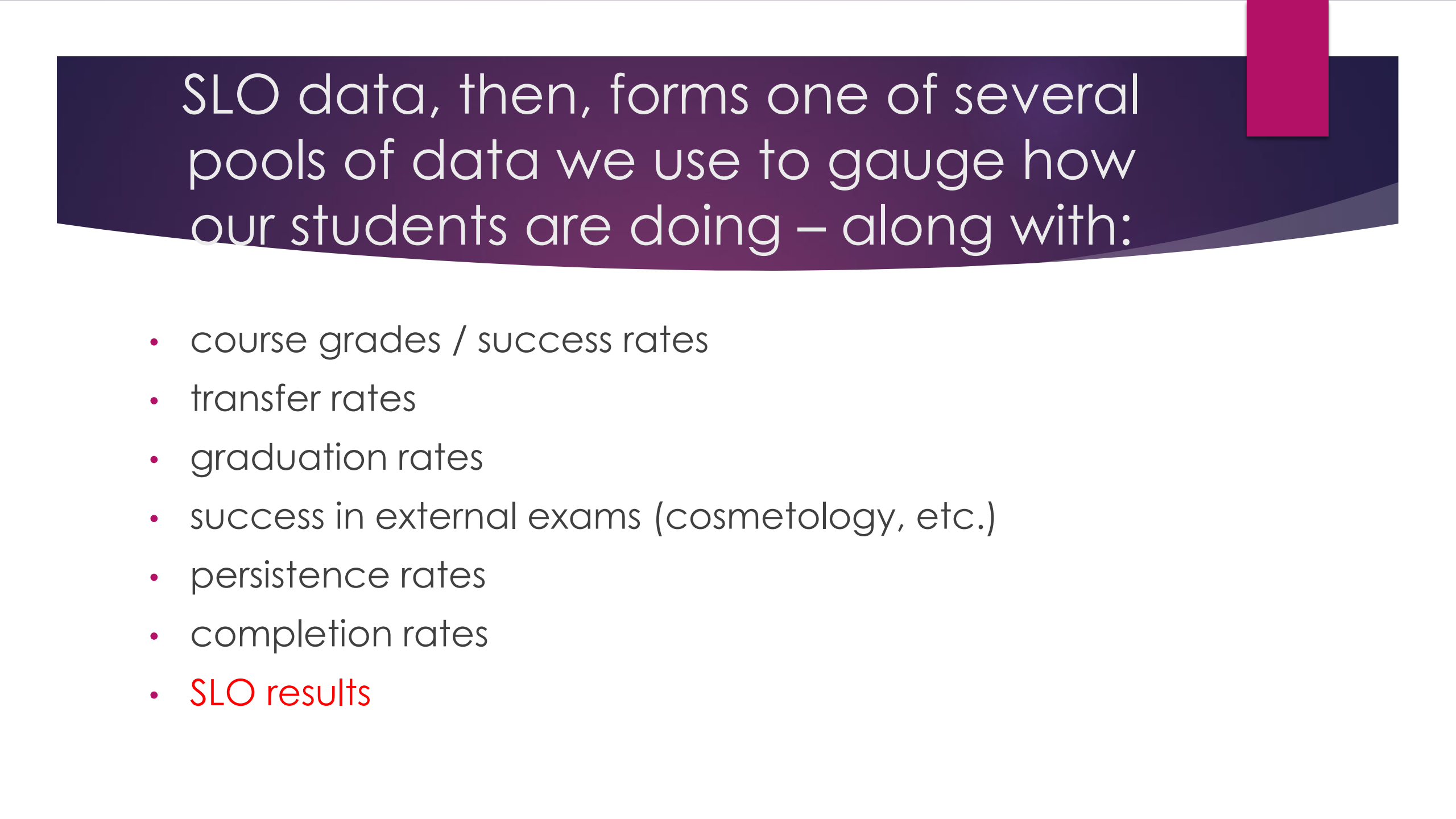
Defined learning outcomes mark the milestones along the *students'* pathways, i.e. **at the end of** -

- **A course** (CSLOs): e.g., What should a student take away from BIOL 100?
- **Use of a service** (labs, support services etc.) (SSLOs): e.g., What should a student take away from using the Learning Center?
- **A program**, i.e. degree or certificate (PSLOs): e.g., What should a student take away from completing a degree in Nursing?
- **A sustained organized engagement with the college, including the general education pattern** (ILOs, GESLOs): e.g., What should a student take away from our GE pattern, or from a sustained course of study at CSM?

What is SLO data, again?

Student learning outcomes (SLO) data consists of evidence of student learning. Some typical examples:

- in-course exams, essays, quizzes, etc.
- external measures (success in licensure or professional exams, job placement, etc.)
- student surveys
- and others to be designed!



SLO data, then, forms one of several pools of data we use to gauge how our students are doing – along with:

- course grades / success rates
- transfer rates
- graduation rates
- success in external exams (cosmetology, etc.)
- persistence rates
- completion rates
- **SLO results**

Rules for our SLO data pool:

Student learning outcomes data must be

- ▶ be easy for us to collect
- ▶ comply with accreditation requirements, i.e.
 - data is disaggregatable (i.e., collected and recorded in a way that is associated with a student's G#)
 - it covers service-, course-, program-, GE-, and institutional-level outcomes
 - it is routinely collected and available for Program Review

This means that however we gather SLO data, we need to make sure that our data

- **pertains to individual students** (i.e., a result is associated with a G#, so results can be disaggregated if need be)
- **can be taken in quantity** (because we can't do much with a data pool of 10 results!)
- **can be easily gathered and recorded** (because ***our time is precious***)
- **focuses on specific skills or knowledge** (because that's what distinguishes SLO results from course grades)
- **Uses a common scoring system** (just as we use a common grading system)

So: You're going to

- **pick a method** from the following options that suits you best
- **Gather SLO data** on as many of your students as possible (at least try one section from each prep)
- **Assign each student a score between 1 and 5 for each SLO**
 - 1/5: poor
 - 2/5: developing
 - 3/5: competence (i.e., passing)
 - 4/5: good
 - 5/5: excellent
- **Record the scores (forget about Tracdat – just use whatever method is easiest for you)** and hand the results to your Division office (or ASLT). (There are suggestions for this below.)

COLLECTING SLO DATA: Three Easy Strategies

Note: We all grade differently, and our disciplines lend themselves to different kinds of assessment. So these methods won't suit *everyone*.

**Pick the one that meshes most easily with what you do.
(And if none of them works, I want to hear from you!)**

- A. coursework
- B. Exit quizzes
- C. Surveys

USING COURSEWORK

Here are some ways you can use the coursework assignments you're already giving to generate SLO scores.



1. You can create a capstone assignment

In some disciplines, faculty like to assign a closing task – exam, essay, presentation – which brings together all of what students have learned in the course. This is a capstone assignment.

If this sounds like what you already do, or want to try, you can tailor the prompt of this final assignment to echo the learning outcomes for the course. And as you assess the students' work, along with your grade, you can assign each student a score from 1-5 for each learning outcome.

Here's an example from ENGL 110. Note how the learning outcomes correspond to specific language in the prompt.

- Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and interpret them
- Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries
- Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research.

Many of the stories and poems we've read focus on language barriers inside families. What happens to family relationships when parents and children speak a different language? What problems arise, and how do people overcome them? **In a well-developed essay (about 2000 words), discuss this question.** Your essay should present a coherent thesis, and your support should include **a convincing analysis of at least three of the literary works we've read**, as well as evidence and/or illustrations from Judith Harris' *The Nurture Assumption* and Amy Tan's "My Mother's English." You should also **include at least one appropriate source that you find yourself.** Your paper should be laid out and cited in MLA format.

You can assign the score holistically

“Let’s see. Chuck had a great thesis and explained it convincingly (SLO #1), but the paper was a bit disorganized (SLO #2) and he didn’t include a research source (SLO #3). David’s thesis was okay, his paper was organized but the sentences were sloppy; he did include a source, but didn’t make much use of it.”

Student	G#	Essay grade	SLO 1	SLO 2	SLO 3
Chuck Berry	G1234567	B-	4/5	3/5	2/5
David Bowie	G345678	C+	3/5	3/5	3/5

- or if you use a rubric, you can align it to the SLOs. This gives a helpful “eyeball” of the student’s SLO score.

SLOs		Not Passing (D) 1/5	Adequate (C) 3/5	Good (B) 4/5	Really Good (A) 5/5
1. Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and interpret them.	READING The discussion suggests that the writer –	- hasn't read required texts - hasn't used reading strategies to develop ideas	- has read required texts - has used reading strategies to develop ideas	- has read required texts - has used reading strategies to develop ideas	- has read required texts (maybe more) - uses reading strategies to develop & reflect on ideas
	THESIS The paper has -	- no clear thesis - no assertive thesis	- a clear thesis	- a clear thesis which requires analytical support	- a clear, original thesis requiring carefully-marshalled analysis
2. Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries.	OUTLINE The structure of the essay –	- retells the story/ies - repeats ideas - doesn't develop ideas - isn't coherent	- explains (not narrates) - separates ideas - develops ideas (mostly) - is coherent	- explains effectively - separates ideas - develops ideas - is clear and coherent	- explains convincingly - marshalls ideas - develops ideas fully - is clear and coherent
	PARAGRAPHS The body paragraphs –	- retell the story/ies - lack topic sentences - aren't coherent	- explain - have relevant topic sents - stay focused on one point	- explain - have relevant topic sents - stay focused on one point	- explain - have relevant topic sents - stay focused on one point
	AUDIENCE The writer –	- doesn't use intro/concl to speak to reader - needs to work on diction	- uses the intro/concl to clarify the essay - uses appropriate diction	- uses the intro/concl to speak to the reader - uses appropriate diction	- uses the intro/concl to engage the reader - uses appropriate diction
	SENTENCE DEVELOPMENT The sentences show –	Problems with - sentence focus - modifiers - joining sentences - proofreading	- reasonable clarity - some use of modifiers / joining strategies - solid proofreading (<5 errors)	- good clarity and focus - some use of modifiers / joining strategies - solid proofreading (>3 errors)	- strongly focused sentences - effective use of modifiers / joining strategies - rigorous proofreading (>2)
3. Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research.	EVIDENCE The textual support & other evidence is –	- inadequate - not relevant - not analyzed - from inappropriate sources	- OK (makes the point) - mostly relevant - mostly analyzed - mostly from appropriate sources	- solid (makes the point clearly) - relevant - analyzed - from appropriate sources	- convincing - relevant - analyzed - from appropriate sources
	INTEGRATING QUOTES The quotes are –	- few or none (insufficient) - not contextualized - not effectively integrated - not effective as evidence	- a few (enough) - contextualized - correctly integrated - relevant as evidence	- quite a few - contextualized - effectively integrated - effective evidence	- lots, w/o taking over - contextualized - elegantly integrated - convincing evidence
	MLA FORMAT The writer has –	- Not used MLA	- Used MLA (some errors)	- Used MLA correctly	- Used MLA correctly

Here's how that rubric might turn into an SLO score:

- SLO 1: Responses between the 3/5 and 4/5 column = 3/5
- SLO 2: Responses mostly in the 1/5 column, with some 3/5 and one 4/5 = 2/5
- SLO 3: Responses range from 1/5 to 4/5 (not much between) = 2/5

2. You can align graded assignments to SLOs

In some disciplines, there's no single end-of-semester summary assignment: faculty test students on a series of related skills throughout the semester.

If this sounds like what you do, you can align specific graded assignments along the way with specific course learning outcomes. Thus, some of your assignment grades will double as SLO scores.

Here's an example from Biology. Note how the task echoes the specific SLO exactly, and how the student's grade doubles as an SLO score.

BIOL 100

SLO	Assignment	Grades translate to SLO scores
1: Students will be able to perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results.	Design and perform an experiment, according to the criteria explained in class. Explain the results, and analyze their significance.	B- (4/5) A (5/5) C (3/5)

3. You can align exit quiz questions to SLOs

In many disciplines, students take an exit exam with multiple questions.

If this sounds like something you do or want to do, you can align specific questions to specific SLOs, and use the score students get on each to generate their SLO score.

Here's an example from Business. (Warning: Facetious quiz questions included. I made them up as examples.)

BUS 180 (Marketing)

SLOs	Quiz questions	5 pts each
Identify and communicate the purpose and role of marketing	1. What is the purpose and role of marketing?	3/5
Identify and communicate the key principles and practices of marketing	2. Identify which principles and practices are reflected in the "Whatevah" campaign.	4/5
Identify and communicate factors that affect marketing success	3. Why did the "Whatevah" campaign fail, and what does this tell us about marketing success?	4/5
Communicate clearly in written and oral form appropriate for various marketing situations.	4. Draft a critique of the "Whatevah" campaign, aimed at the company, and offering your suggestions.	2/5

You could do this with a multiple choice test, too.

LIBR 100

SLO #5: Evaluate a web page using a consistent set of standardized criteria to find credible information.

QUIZ: Which of the following are relevant criteria for assessing a web source? Check as many as are applicable

- You're reading a well-known, edited, and curated source, such as a newspaper, magazine, government department, think tank or journal, that publishes online
- The colors are nice
- The page is up-to-date
- The layout includes dancing graphics

USING EXIT QUIZZES

For some instructors and disciplines, using actual graded coursework to gauge SLOs just doesn't work.

Another option, then, is to administer an ungraded extra "exit" k. quiz at the end of term. Although this means you need to write a quiz, individually or as a department, this does have a couple of advantages:

- One quiz can serve any section of the course, so after creating the quiz, instructors would only need to administer the quiz and collect the results
- You don't need to tinker with your existing assignments if this doesn't suit you.

There are a few ways to organize a quiz like this, to generate a 5-point score.



You could create one quiz question per SLO, and score each out of 5

FREN 100 (Elementary French)*

SLOs	multiple choice quiz questions
Understand short dialogues and narratives on daily life situations introduced in the textbook and supplementary material.	Pick the accurate translation: Je veux boire un verre d'eau froide. <ul style="list-style-type: none">• I value beer that isn't a fraud• I will drink some cold water• I want to drink a glass of cold water.
Comprehend simple reading texts on personal and social matters. Use basic reading strategies to identify main ideas, storyline, characters, and specific details.	This short French story is about – <ul style="list-style-type: none">• selling hamsters on the black market• a man who yearns for freedom and dignity• badgers

**not a real class, unfortunately*

Or you could create five questions per SLO, for a 1-5 score

ARCH 100 Survey of Modern Architecture
Exit quiz: 15 questions

- Qs 1-5: These questions ask students to **discuss visual and social elements embodied in 20th century movements in contemporary architecture (SLO #1)**
- Qs 6-10: These questions ask students to **discuss and identify critical relationships between architecture or environmental design and human experience and functional needs (SLO #2)**
- Qs 11-15: These questions ask students to **identify and describe the significant design work, concepts and principles of influential architects and environmental designers from the end of the 19th century to the 21st century (SLO #3)**

If you use a pre- and post-quiz, this could be adapted to reflect SLOs

SLO	Pre-semester	Post-semester
Recognize and describe the key components of the Criminal Justice System	1/5	5/5
Describe theories of crime and victimization, and discuss their overall costs	1/5	4/5
Explain the history, structure and function of Law Enforcement	0/5	4/5

SURVEYS

The easiest way to get SLO data is simply to administer a survey, asking students how well they feel they've mastered the learning outcomes.

This doesn't give us evidence of their learning, directly, but it does tell us what *they* think they've learned – and this can be valuable, especially when placed against course grades.



A survey asks students for their take on how well they've mastered the SLOs.

PHIL 160 (History of Ancient Philosophy) Student G#: _____

Below are the learning outcomes for this course. For each one, ask yourself – How well can I do this? Give yourself a score from 1-5, where 1 = weak, 3 = competent, and 5 = excellent.

- ▶ Evaluate the fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance.

1

I'm lost

2

on my way

3

OK

4

confident

5

nailed it

- ▶ Evaluate the fundamental tenets of the philosophical theories of Socrates, Plato, and Aristotle and their respective epistemological, ethical, and metaphysical positions.
- ▶ Explain the basic philosophical ideas of the various pre-Socratic philosophers.

IN SUMMARY

To get evidence of student learning, you can

- **Align graded coursework with SLOs, so the grade on the assignment yields an SLO score.** You can do this using a capstone assignment, separate assignments, or an exit quiz. You could use an SLO-aligned rubric, or grade holistically.
- **Create a separate exit quiz.** This could be a multiple-choice or short answer quiz, and could be used across multiple sections.
- **Create a survey.** Students can self-score for each of the learning outcomes. Again, the survey would work across multiple sections.

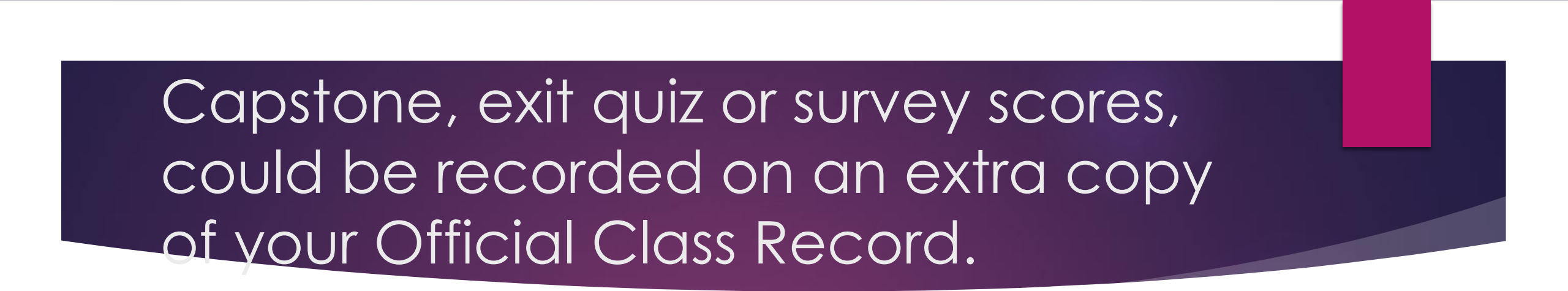


RECORDING / REPORTING SLO DATA

More easy strategies

When you've captured your SLO data, at the end of the semester, you will need to pass it on to the ASLT division. So you need to record the information in some sort of form that includes students names and G#s, and that gives a score out of 5 for each SLO.

No one wants to spend hours dealing with awkward software or creating pointless forms, so here are some suggestions.



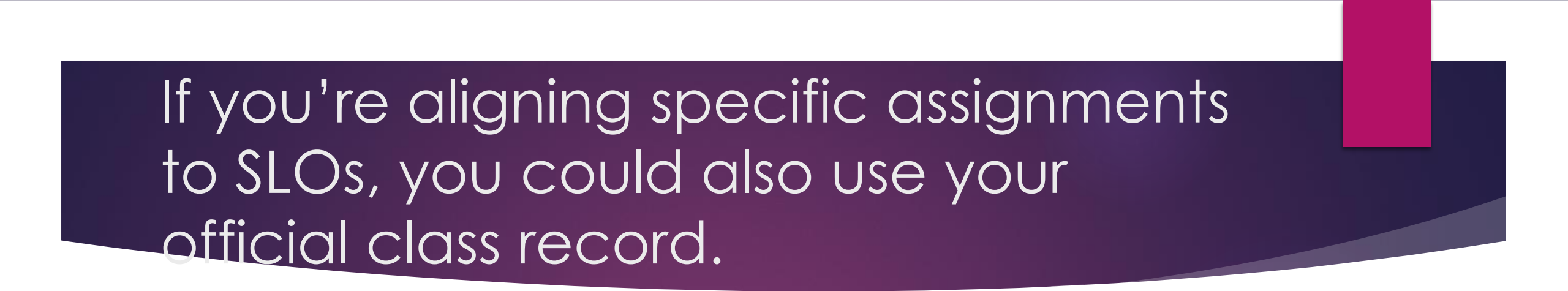
Capstone, exit quiz or survey scores, could be recorded on an extra copy of your Official Class Record.

The Official Class Record form, available in Websmart, includes student names and G#s, and a set of numbered columns. These could correspond neatly to SLOs.

Once you've added the SLO scores, you can drop the forms at your division office to forward to ASLT.

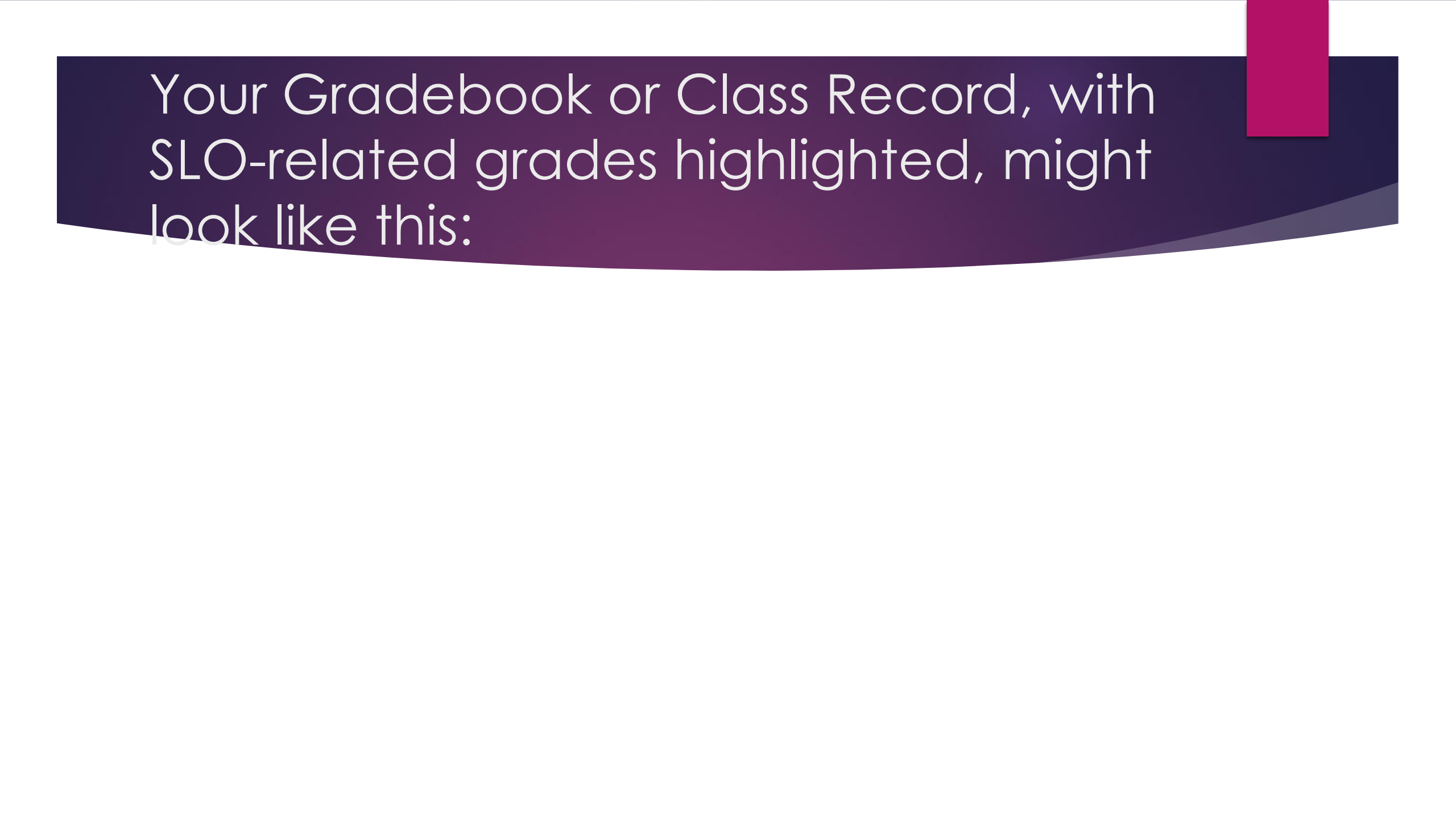


Your extra Class Record might look like this (real student names obscured!)



If you're aligning specific assignments to SLOs, you could also use your official class record.

If you record all students' grades, you can highlight those grades that relate to SLOs. You can include an SLO key (i.e., which grades would represent a 1/5, 2/5 and so on). Or we can simply assume that A=5, B=4, C=3, D=2 and F=1.



Your Gradebook or Class Record, with SLO-related grades highlighted, might look like this:



Or finally -

If something else is easier for you, that's fine too. You can export a spreadsheet, or a Word document, or whatever else suits you.

In sum:

- See if you can capture and record SLO scores for your students (at least section per prep)
- Use a 1-5 scoring system; associate the result with the student G#
- Collect the data the easiest way possible
- Record the scores the easiest way possible
- Get the scores to ASLT the easiest way possible (at the end of term, or the beginning of next term)

AND PLEASE -

This is an **experiment**. We're asking for everyone's help, to figure out what would make for the easiest way to collect and record a lot of SLO data. You are helping us!

And you're also helping yourselves. The goal is to create guidelines for collecting SLO data that are easy to adopt, and put us all on a clear routine. The more we know about where the difficulties lie – about what solutions work, and what don't – the better we can tailor our procedures to our work.

But this is not meant to be onerous, or take up a lot of your valuable time.

If you find yourself spending too much time on this, if you run into problems, **PLEASE STOP** – and get in touch! I want to hear from you.



Thank you!!!

THANK YOU!

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