



TO: Cheryl Babler
FROM: Pat Arlington, Instructor/Coordinator, Instructional Research
RE: Technology Support for Student Learning Outcomes
DATE: July 14, 2009

ACCJC/WASC expects colleges to be at the level of "Sustainable Continuous Quality Improvement" for student learning outcomes by 2012. Although Coastline has made significant progress on SLOs, we still have much to accomplish, including:

1. Updating of *all* curriculum to identify course-level SLOs and the degree-level SLOs addressed by each course
2. Identification of program-level SLOs and assessment methods
3. Development of a technology-based system for assessing, documenting, tracking, reviewing, and following up on SLOs

Faculty and departments have been moving forward and continue to work on the first two items, but we will need significant programming support to accomplish the third item. At our January 30, 2009, SLO planning workshop, participants were unanimous in their support for a SLO assessment and tracking system that is simple, effective, technology-assisted, and not labor-intensive. The group supported the idea of integrating SLO assessment and documentation into the Seaport grade book to provide a one-stop grading and reporting mechanism for faculty.

Subsequent to the January 30 workshop, Michelle Wild and I collaborated on the development of a *SLO/Seaport Integration Strategy Proposal*. (See attached.) In May, I had preliminary discussions with Dave Thompson to discuss integration of SLO assessment into Seaport, as well as the related task of entering all course-level, program-level, and degree-level SLOs into a database. The SLO database could facilitate uploading of course-level SLOs into Banner (via Axiom, once security issues have been resolved) and incorporation of SLOs into Seaport, thus paving the way for auto-generated basic course syllabi for every course. Once in the Seaport database, the SLOs would then be available to be linked to the grade book for assessment purposes.

If we want to meet the ACCJC/WASC timeline, we need to get a project plan in place to accomplish the SLO/Seaport integration in a time frame that will allow us to have completed one or two full assessment cycles by 2012. The most desirable option would have been to have something in place to pilot beginning Fall 2009 with the seven programs conducting Program Review this year. With summer rapidly slipping away, however, we probably need to consider an alternative timeline. Following is a proposed timeline to address the SLO/Seaport integration in a way that will get the college to the Sustainability level by 2012.

	Target Dates	Activity
Interim Quick Fix	By August 21, 2009	At minimum, add a "Notes" section (and Notes report generator) to the Seaport grade book (perhaps a button at the bottom of the grade book where faculty could record, at the beginning of the semester, which assignment is addressing which SLO and, at the end of the semester, how it was assessed, the success rate, and what changes are required in the instruction, assessment, and/or resources supporting the course. (These Notes can be used by the 2009-10 Program Review teams.)
Development: Phase 1	By August 31, 2009	Establish a web-based method for inputting course, program, and degree-level SLOs into a database so that the database can be populated by October 30, 2009.
	By November 30, 2009	Complete the programming required to integrate SLO assessment, tracking, and reporting into the Seaport grade book (similar to what is outlined in the <i>SLO/Seaport Integrate Strategy Proposal</i>).
Pilot	During December 2009	Conduct training sessions for faculty to facilitate a pilot project during Spring Semester 2010.
	Spring Semester 2010	Conduct pilot testing with select group and/or volunteers during Spring Semester 2010.
	By July 10, 2010	Make any needed modifications to the SLO/Seaport integration based on pilot project results.
Development: Phase 2	By December 1, 2010	Integrate the Coastline Rubric Builder into Seaport
Implementation	Late July 2010	Conduct faculty training during the 2010 Summer Technology Institute; make tutorials available online.
	Fall Semester 2010	Initiate college-wide assessment of SLOs.
	Beginning of Spring Semester 2011	Departments, during Spring discipline meetings, review and dialog about SLO results and prepare the department's annual report for use in Program Review and dissemination to appropriate entities for planning and budgeting.
	Spring Semester 2011	Continue college-wide assessment of SLOs (with Rubric Builder availability).
	Spring Semester 2011 and Fall 2011	Address needed course, program, and resource adjustments as identified through assessment.
Sustainability	Fall Semester 2011	College-wide assessment continues. Departments, during Fall discipline meetings, review and dialog about SLO results; prepare an interim report
	Spring Semester 2012	College-wide assessment continues. Departments, during Spring discipline meetings, review SLO results, compare results to prior year, dialog about SLO results and needed changes; prepare an annual department report for use in Program Review and for dissemination to appropriate entities for planning and budgeting.

Encl: *SLO/Seaport Integration Strategy Proposal*

SLO/Seaport Integration Strategy

Proposal

Introduction

Tracking of SLOs via the Seaport System would provide a “one-stop” approach for faculty to integrate required SLO information. This proposal suggests creating a database that links associated course-level, program-level, and core-degree-level SLOs. This linked approach would greatly reduce the workload of the instructor by automatically associating selected course-level SLOs with linked program- and core-degree-level SLOs.

As faculty members enter new assignments into the Seaport system, they identify (via an SLO field added to the New Assignment screen) assignments that relate to a course-level SLO. If an assignment relates to a course-level SLO, the faculty member selects the appropriate SLO and then identifies the level at which the assignment addresses that particular SLO (e.g., Introduction, Practice, Mastery, etc.).

Once the new course-level SLO assignment is saved, a drop-down arrow appears next to the assignment in the Enter Student Grades screen. As faculty enter grades for that particular assignment, they will also identify the level at which the student met the course-level SLO (i.e., Met, Partially Met, Not Met).

The Seaport system would then analyze and identify at the bottom of each course-level SLO assignment the percentage of students who fall within the identified SLO criteria for that assignment. For instance, an assignment identified as relating to a course-level SLO might show the following information: 80% Met, 10% Partially Met, and 10% Not Met. In addition, a colored flag would appear at the bottom of each course-level SLO assignment indicating the following:

- Green flag – indicates no further information is necessary
- Orange flag – indicates Progress Notes should be entered in the space provided; optional: entering required changes
- Red flag – indicates a change is required; the nature of the problem should be briefly noted and Recommendations should be entered regarding changes needed to improve outcomes (might be that the assignment or assessment was not appropriate, that additional instruction or practice is needed, that resources supporting the course are inadequate (e.g., staffing, facilities, equipment, or supplies), or that some other type of change is required)

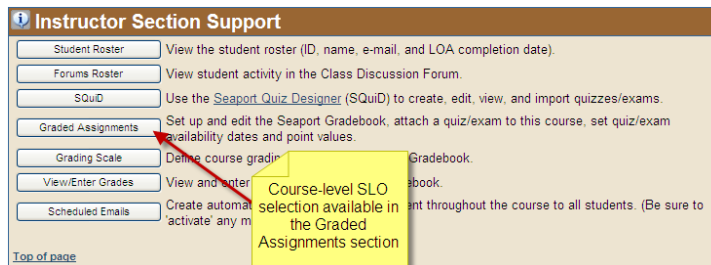
The criteria for the flags would need to be identified by a group of faculty. (e.g., 90% or higher: green; 75-90%: orange; <75%: red)

Process

The following describes the proposed step-by-step process:

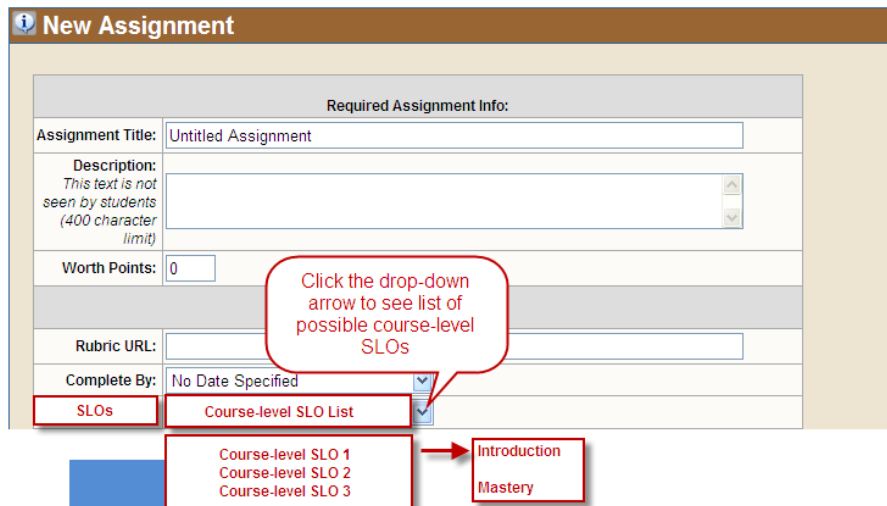
Step 1 – Log In

Faculty log into Seaport and choose Graded Assignments from Instructor Section Support.



Step 2 – Linking SLOs to Assignments

Instructors identify assignments related to course-level SLOs by clicking the SLO drop-down arrow and selecting the appropriate course-level SLO. A secondary list appears to identify the level at which the assignment addresses the selected course-level SLO.



Questions to be addressed:

1. Could more than one SLO be selected. If so, how? And how would the level at which the SLO is addressed be attached to each SLO?
2. Could program and degree-level SLOs be attached in the same way?
3. Since many authentic assessments are best assessed using a rubric, could the rubric builder be integrated into Seaport and attached here, so that the instructor can access the rubric (and choose whether or not to show the rubric to the student; "showing" would be recommended),

score each student using the rubric, and have the total score automatically entered in the grade book?

Step 3 – Assessing SLOs

Select View/Enter Grades from the Grading Function section of the grade book Setup page or from Instructor Section Support. A drop-down arrow appears next to the assignments previously identified as relating to course-level SLOs. Instructors enter the assignment score, then select the level of student success for that SLO assignment from the drop-down list (Met, Partially Met, Not Met).

Enter Student Grades

Printable Grade Report: [FlashPaper](#) | [PDF](#) | [XLS](#)
(save any changes before printing)

[Back to Section Manager](#) [Save Grades](#)

Student	Goal Setting Wk 4 (6.00)	Goal Setting Wk 3 (6.00)	Sim/Dif Original (16.00)	Goal Setting Wk 2 (6.00)	Sim/Dif CD/Film (14.00)	Inspiration Quiz 1 (6.00)	Total (54)
							0
		6	16	5			45
				5			39

Drop-down arrow next to an assignment indicates the assignment relates to a course level SLO

Options available when drop-down arrow is selected

Met
Partially Met
Not Met

Question:

Could grading totals and progress percentages be reported for multiple SLOs attached to the same activity?

Step 4 – Entering Notes

Grading totals and progress percentages appear in the bottom row of the grade book along with a summary flag. A Notes field is available for each assignment so that the instructor can enter comments about student progress and identify needed changes in the course or resources that support the course.

Step 5 – Reporting

SLO reports would be available at multiple levels:

1. Student Detail for an Each Course: This report would be available only to the faculty member teaching the course and would list the SLOs that were addressed, all students, each student's assignment score, each student's SLO progress on each SLO, and the Notes the instructor made in relation to each SLO.
2. Course Summary: This report would not show individual students; it would list the SLOs that were addressed, the mean and median scores for the class, the overall progress percentage for the class for each SLO, and the Notes.
3. Aggregate Course Summary: This report would aggregate SLO progress data for all sections of the same course for a given term and include Notes made by each instructor. (Perhaps including high and low percentages for the sections.)

4. Aggregate Department Summary: Similar to the Course Summary, but this report would include aggregate summaries for all courses within a department as well as an overall department average (also with highs and lows).
5. Aggregate Course Summary Across Terms: This report would track aggregate SLO progress data across terms for a given course.
6. Aggregate Department Summary Across Terms: This report would track aggregate department SLO data across terms for a given department.

Step 6 – Department Analysis and Reporting

Departments, based on review and discussion of course and department reports, would access a Department Report available within Seaport to document faculty discussions and plans for improving student outcomes, including identification of any needed resources (staffing, facilities, equipment, supplies, etc.). *Note: This may also be the place where the aggregate course and department data is accessed.*

Since some instructors do not use Seaport, we need to provide some flexibility in how SLO reports from each instructor can be collected, reviewed, and tracked. We may need some way for handwritten, typed/computer-generated course-summary reports to be uploaded to the server so that they can become part of the department's analysis and reporting.