

# Getting Started with the SENCER-SALG

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# SALG

Student  
Assessment of their  
Learning  
Gains



Freely available courtesy of NSF

[www.salgsite.org](http://www.salgsite.org)

# Think-Pair-Share

Find a partner you haven't worked with before and discuss this question:

What value do you and your students get from student evaluations of teaching?

# Challenges with Standardized Course Evaluations (SCEs)

- Almost all SCEs focus primarily on teacher behavior and/or student satisfaction
- Neither teacher behavior nor student satisfaction are necessarily related to course goals – they are ***not good proxies for actual student learning***
- SCEs rarely provide any information that helps teachers make specific improvements in their teaching or courses

# The challenges with Standardized Course Evaluations (SCEs)

- The experience of filing out most course evaluations offers little to nothing of value to students
- These kinds of SCE's punish innovative teaching
- They also punish those who step outside of traditional gender roles

# Why SALG?

- SALG was designed specifically to avoid these problems
- SALG was created to provide detailed, *meaningful feedback* to teachers about the value and efficacy of their teaching and to guide improvements
- SALG is learning-research based
- SALG was designed to *promote metacognition* in students, improving their learning

# Why SALG?

- SALG was designed to protect teachers from career damage by SCE instruments that focus on student satisfaction and have scant relevance to student learning gains
- SALG was created to provide promote and support thoughtful, effective teaching and its systematic, rational improvement
- SALG provides meaningful evidence of student learning that can be used to support cases for promotion and tenure

# Why SALG?

- SALG is a valid, reliable instrument that has been in use and ongoing development since 1997
- SALG is used by over 12,000 college and university instructors
- **SALG is FREE!**
- SALG is accepted as evidence of student learning by many accrediting bodies, including WASC



# SALG Basic Principles

- You measure teaching effectiveness in terms of the specific stated goals of the course
- ***Students have something valuable to tell us*** about what they learned in our class and what helped them learn it (and what didn't)
- Students have the opportunity to be metacognitive, reflecting on their learning gains, as they complete a SALG

# SALG Structure

- 2 Main parts:
  - Learning goals (4 question sections)
  - Pedagogy (6 questions)
- The first four questions focus on **learning goals**:
  - Understanding
  - Skills
  - Affective gains
  - Integrations (or Habits)

(Mnemonic= USA-1)

# SALG Structure

- The second six questions focus on **pedagogy**:
  - Course design
  - Class activities
  - Graded assignments
  - Resources
  - Meta-information
  - Support for the individual learner

# Validity & Flexibility?

- The stem questions and the scales they use are fixed to preserve the validity and identity of the SALG (and to make it useful as a research instrument)
- But since evaluation always has to be in terms of stated goals and those goals are always specific, the SALG was designed to ***encourage instructors to adapt it specifically to their own courses.***

# Customizing your SALG

Question Title	Question Type	Move/Delete												
<b>Your understanding of class content</b>														
1. As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following? <a href="#">Add sub question</a>														
1.1 The main concepts explored in this class <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↓ <a href="#">delete</a>
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1.2 The relationships between the main concepts <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↑ ↓ <a href="#">delete</a>
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1.3 The following concepts that have been explored in this class <a href="#">edit</a>	<a href="#">Add sub question</a>	↑ ↓ <a href="#">delete</a>												
1.3.1 (Concept 1) [Fill in] <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↓ <a href="#">delete</a>
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1.3.2 (Concept 2) [Fill in] <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↑ ↓ <a href="#">delete</a>
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1.4 How ideas from this class relate to ideas encountered in other classes within this subject area <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↑ ↓ <a href="#">delete</a>
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1.6 How studying this subject area helps people address real world issues <a href="#">edit</a>	<table><tr><td>no gains</td><td>a little gain</td><td>moderate gain</td><td>good gain</td><td>great gain</td><td>not applicable</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	no gains	a little gain	moderate gain	good gain	great gain	not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	↑ ↓ <a href="#">delete</a>
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# SALG Scheduling

- Baseline survey near the beginning of the term assesses students' current level of achievement in relation to course learning goals
- SALG survey at the end of the term measures learning gains (improvements relative to course learning goals)
- Can also run SALG surveys as mid-term surveys

# Analytical Capabilities

- Detailed statistics about student responses
  - N, Mean, Std Dev, Mode, # at Mode, etc.
- Histograms for each question set
- Aggregated statistics for multiple instruments
- Cross-tabs
- Simple text coding for qualitative analysis
- Entire analysis can be downloaded into Excel

# Department SALG

- Department admin can make templates with locked questions related to departmental learning goals
- Faculty using templates cannot modify locked questions, but can control everything else
- After the survey, department admin gets data for locked questions only; instructors get all data back



# SENCER-SALG

- A Research-Group Instrument (a kind of department instrument)
- Used by SENCER to collect data on the project
- The most advanced SALG in terms of collecting data on teaching
- Please start with this one

# SALG User Community

- Over 12,000 instructors using the SALG, with many customized instruments publicly viewable and reusable
- Word-of-mouth helps promote educational innovations
- Users can use SALG data for SoTL research publications

# Thank You!

[www.salgsite.org](http://www.salgsite.org)

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This material is also available at

[metalearninghabits.org](http://metalearninghabits.org)