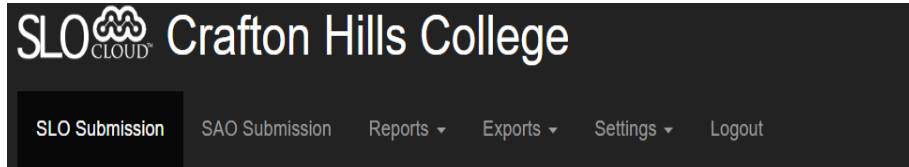


The New SLO Dashboard: Navigating the Tool with Ease

Presented by the OIERP



Assessing Student Learning Using the SLO Cloud



SLO Submission Form

Instructions

Please refer to the [video walkthrough](#) and/or [help guide](#) for a quick overview of the SLOCloud submission Process.

Please use the drop-down menus to locate your course section(s) and enter your responses.

Please note:
To avoid an error message, please ensure that each SLO outcome statement has rubric scores for all students and selections for PLO, ILO, and GEOs. Please review the [video walkthrough](#) and [help guide](#) for more information.

Your SLO Reporting Coordinator

SLOCloud™ is the official platform used at Crafton Hills College for capturing student learning outcomes (SLO) data at the student level. If you have questions about the platform or its contents, please contact one of the following individuals:

- Giovanni Sosa - gsosa@craftonhills.edu
- Diana Vaichis - dpineda@craftonhills.edu
- Ruby Zuniga - rzuniga@craftonhills.edu

Term

--Select One--

The [SLO Cloud](#) is available via LOGINS on the CHC Homepage.

1. Navigate dropdown menus to identify your course sections
2. Select Outcome Statements and align with PLO, GEO, and ILOs
3. Enter student-level data per Outcome Statement
4. Enter Proposed Actions for all Outcome Statements
5. Save and Submit!

Assessing Student Learning Using the SLO Cloud

Key Resources

1. [SLO Cloud Quick Guide](#)
 - Note the Common Errors section (p. 4-5)
2. [SLO Cloud Quick Video Overview](#)

Analyzing Student Learning Using the SLO Dashboard

SLO Dashboard - Demographics by [CHC Research](#)



SLOs by Demographics

FILTER PANE

Academic Year
2024-2025

Subject
(All)

Course Name
(All)

Student Ethnicity
(All)

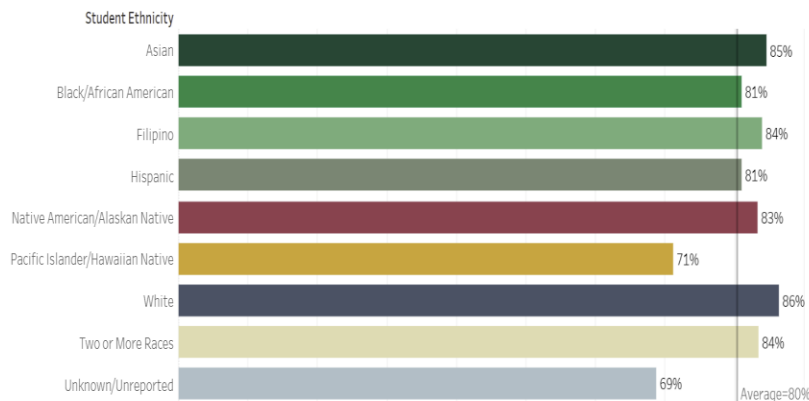
ILO Name
(All)

GEO Name
(All)

PLO Statement
(All)

Use the filters on the left to explore Student Learning Outcome (SLO) competency rates across student groups and course characteristics.

You can filter by academic year, program, subject, course, and specific SLO or related Program/Institutional Learning Outcomes (PLOs/ILOs). The graphs below will update to show the percentage of students scoring 3 (Competent) or 4 (Mastery) on SLO assessments indicating successful demonstration of course learning outcomes. Gaps in competency rates can highlight areas where students may benefit from additional support or instruction.



The [SLO Cloud Dashboard](#) is available via the OIERP Page.

1. Identify your subject and/or course
2. Examine SLO data by ethnicity, gender, age group
3. Can also examine data by Outcome (SLO) Statement, ILO, and GEO

Applying Your Knowledge of the SLO Dashboard

Use the [SLO Cloud Dashboard](#) to examine subject/discipline-specific assessment results by ethnicity, gender, and age:

1. Compare the results you observe for your subject/discipline to campuswide findings. Are there groups of students whose SLO competency is lower than expected for your subject/discipline?

Hint 1: Use the Subject drop down menu to identify your discipline.

Hint 2: Compare the observations to the average shown in each bar graph.

2. Now compare findings across the PLOs within your subject/discipline: Are there differences by PLO?

3. Reflect on your responses to prior questions. What are strategies that you can incorporate in your classes (and share with colleagues) to improve the knowledge or skills of groups needing support?

PPR Instructional Rubric (Question 4)

4-YR

4. Program Learning Outcomes (PLOs)

3 = PLOs have been defined, assessed with an emphasis on disproportionate impact by gender, age, or ethnicity (if the data is available), evaluated in reference to a target, have been used to inform instruction (i.e.: action plan in Q10), and have been posted in the catalog for each degree and certificate.
2 = PLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the PLOs have not been posted in the catalog for each degree and certificate.
1 = PLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.
0 = No response offered.

2-YR

4. Student Learning Outcomes (SLOs)

3 = SLOs have been defined, assessed with an emphasis on disproportionate impact by gender, age, or ethnicity (if the data is available), evaluated in reference to a target, have been used to inform instruction (i.e.: action plan in Q10), and have been posted in the catalog for each degree and certificate.
2 = SLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the SLOs have not been posted in the catalog for each degree and certificate.
1 = SLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.
0 = No response offered.

BONUS: Applying Your Knowledge of PPR Dashboards

Use the [Demographics Dashboard](#) to examine subject/discipline-specific student demographics by ethnicity, gender, and age:

1. Compare the representation of student groups within your subject/discipline to campuswide data. What conclusions can you draw from your comparison? Are there groups of students who are less represented in your subject/discipline relative to campuswide data?

Tip: Look for patterns across multiple years.

2. If you identify any instances of underrepresentation, please offer some ideas for how to recruit such students into your classes.



Q/A

Thank you for attending!

Please take a moment to fill out today's workshop evaluation.

https://rebrand.ly/FA25_Flex/In-Service-Survey



Any questions or suggestions?

Please contact us

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