

SLO_s + GP_s = 😊

By A. Aslanian

FLEX Day 01-10-19

Crafton Hills College

What's the point of today?

- A - Discuss the concepts

- S - Acquire methods how to assess

ASK

- K - Reinforce Learning

Activity 1 (3 min)

- Just a couple of questions to gauge the room.
- Please create a **3 digit code** to keep your responses anonymous for us.

What You already know

Four Pillars of Guided Pathways

- **Clarify the Path**

- Default program maps provide program entry points that simplify student choice
- Program maps specify semester-by-semester set of courses
- Program maps remain customizable
- Goal is to clarify and simplify choice within a structure that provides guidance while allowing for exploration and flexibility

- **Enter the Path**

- Focus on meta-majors, a general area of study
- Cluster of related programs that have similar courses and themes and that lead to related careers
- Students can indicate a broad area of interest which can help them focus in on a particular program of study later on

Four Pillars of Guided Pathways

- **Stay on the Path**
 - Focus on offering robust advising and support structure
 - Focus on monitoring students' progress towards program completion, and intervene when necessary
- **Ensure Student Learning**
 - Focus on measuring program-level learning outcomes tied to desired program end goals

Student Evidence

- “Bringing Student Voices to Guided Pathways Inquiry and Design”
 - August 2017, Career Ladders Project [CLP]
- Many students find choosing a major to be challenging. Students **report** that:
 - they are underprepared to select a major as they enter college
 - yet they are compelled to select from a long list of programs during the application process.
 - they interested in knowing about their career options, the salary and number of jobs available when they graduate, how their strengths and interests align with different options
 - while some enjoyed course exploration as a means to select their major, many students felt this form of exploration to be a wasteful use of time and money.
 - key courses they needed to continue in their program were often full, not offered during the right semester, weren't prioritized for students in that major, or were offered on a limited availability often conflicting with work schedules.

Dreams
&
Aspirations



Jobs
&
Careers



Clarify

Enter

Stay

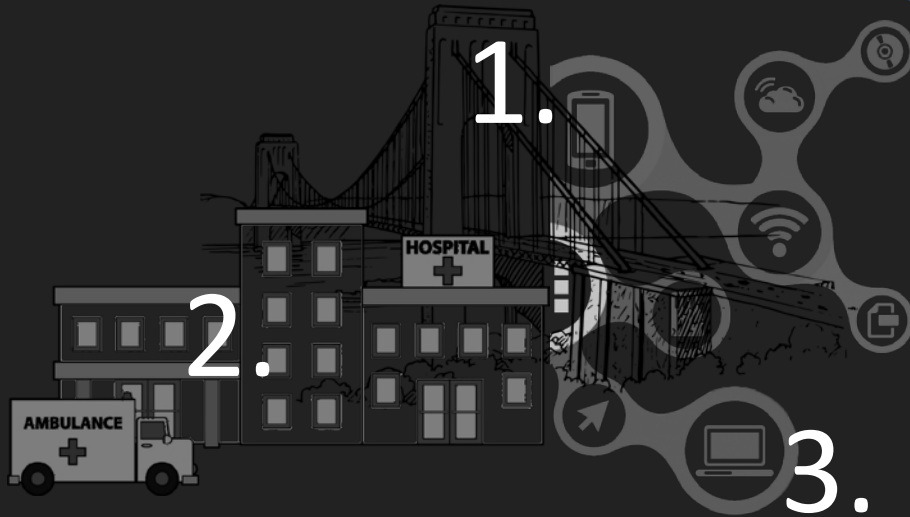
Learning

1. 2. 3.



Today,
After Work

?



Jobs ^x	x/1000	x/hr	x/yr
282,290	17	\$49	\$102,700
66,350	4	\$26	\$53,600

GP + Majors

Courses Needed **

English Composition

Algebra (2 Semesters)

Sociology 101

Statistics 101

Psychology 101

Psychology 102 (Life Span)

English 102 (Interpersonal Communication)

Chemistry 101 or 201

A&P (2 Semesters)

Microbiology 201* (5 units)

Milestones Needed **

TEAS/HESI/PAX (~\$100)

Transcript Review

BLS/CPR Certification from AHA

Bonus

Scores: Min 72%, X = 86%.

GPA >3.5

Degree (AA, BS), CNA

Today, After Work

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What you [probably] don't know.

What are SLOs?

- **How** do we know **what** our students have learned in:

- our courses?
- our programs?



In order to succeed in their subsequent courses AND “Stay on the Path”

- **What**

- are the specific *skills* and *abilities* and *knowledge*? ← Statements (identify the LO)

- Example (Course):

- “Students in Psych-100 will be able to discuss the process of conducting scholarly research.”

- Example (Program):

- “Students in the psych program can use library and online resources effectively to locate current research related to specific topics in psychology.”

- ** Does not equate to Grades

- Faculty develop and assess course-level outcomes (the **how**)

How do we design SLOs?

- Approach
 - Multiple choice items
 - True-false items
 - Rubric oriented for papers or presentations

Activity II

Evaluating SLOs

Activities



Summary of Evidence

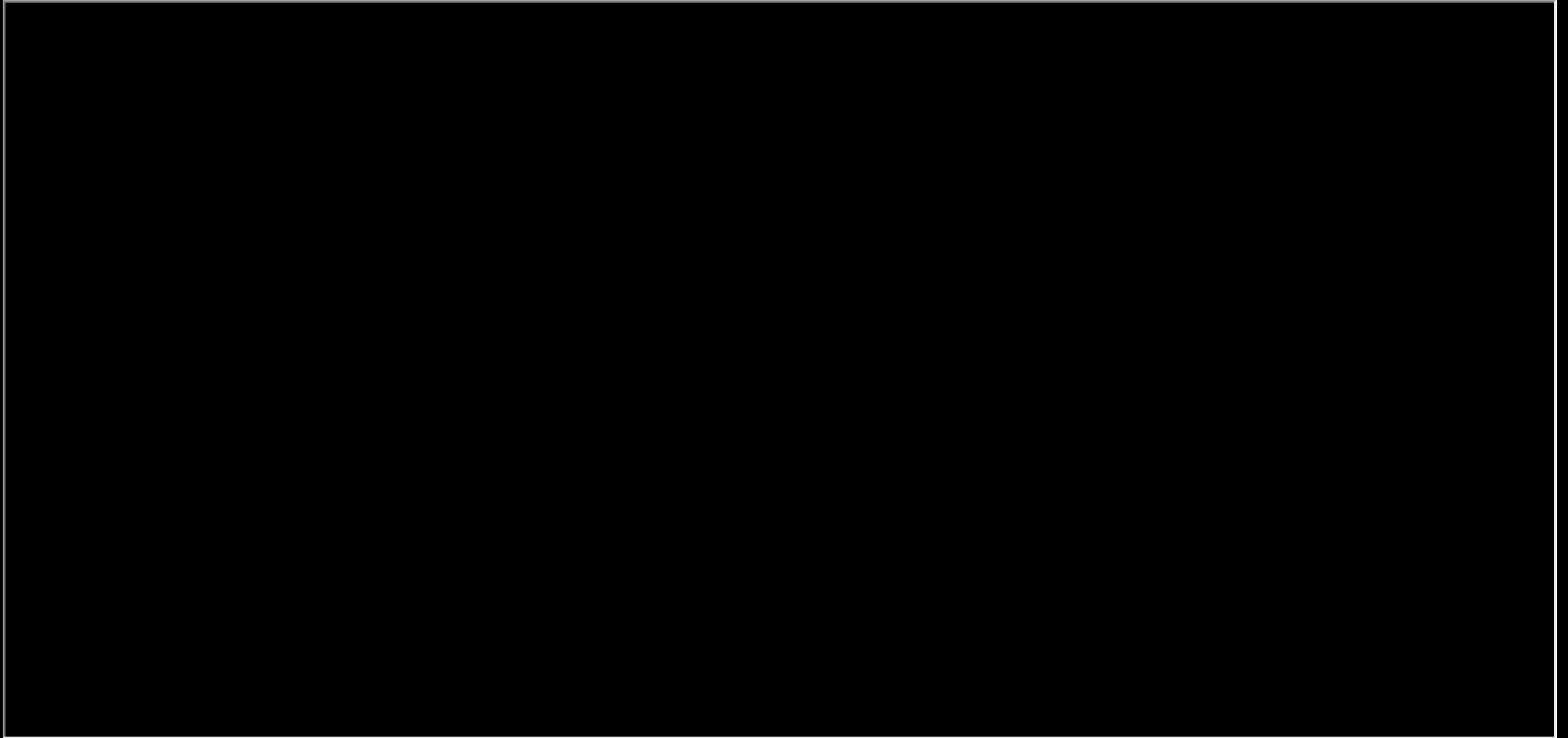
- What do assessment findings suggest? Did students demonstrate the acquisition of KSAs?

Example: “Using a four-point rubric (higher scores = greater skill acquisition), we found that 85% of the students achieved a rubric score of 3 or higher on their writing assignment. This suggests that students understand the process of scholarly research.”

Activity III

Crafting your own SLO

Activities



Use of Results (Proposed Actions)

- The most important step in the SLO process
- An opportunity to reflect on the findings
- What do we do with these findings?
 - Are we satisfied with the level of observed learning? Maybe consider another learning outcome to assess?
 - Are there classroom activities that can enhance learning of those topics?
 - Is my assessment approach appropriate?

Overview of the SLO Cloud

- Using the SLO Cloud, faculty:
 - Report their SLO findings on an institutionally embraced four-point scale
 - Map their specific course-level SLOs to program-level SLOs, General Education Outcomes (GEOs), and Institutional Learning Outcomes (ILOs)
 - Identify proposed actions for maintaining and enhancing the acquisition of stated learning outcome

Provides Course, Program, General, and Institutional DATA that highlight the areas where students need most help to stay ON the PATH.

Recording Outcomes Assessment Results (Cont'd)

- Enter the aggregated number of students who scored a 1, 2, 3, or 4 on the rubric for the outcome that was assessed

Rubric Value	Broad Rubric Description
1	No demonstrated achievement
2	Minimal evidence of achievement – below expectations
3	Adequate evidence of achievement – met stated outcome or expectations
4	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations
	Total

- If an outcome was assessed that isn't listed click on the green + and manually enter the outcome

Recording Outcomes Assessment Results

- Enter the Proposed Actions
- Entering the proposed actions is the most important aspect of the assessment process. What actions can you take to improve students knowledge, skills, or abilities?
 - Do you have any new insights into teaching and learning process that you learned from the assessment?
 - What did you learn from the assessment that will inform your teaching, student learning, or the curriculum?

Final Activity

ASK yourself!