

SLOs, Guided Pathways, and You

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The Role of Guided Pathways

- Overview of Framework
 - The need for more structured academic pathways led to development of Guided Pathways framework (Bailey, Jaggars, & Jenkins, 2015)
 - This framework offers students highly structured program road maps tied to further opportunities (Strobel & Christian, 2016)
 - It integrates past initiatives with the aim of helping students select and complete a program of study tied to industry demand (Strobel & Christian, 2016)

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

What are SLOs?

- How do we know what our students have learned in our courses? In our programs?
 - What are the specific skills and abilities that students acquire in your courses/programs? What knowledge do they acquire?

Clarifying the SLO Process

- Not the same as grades
- First step in the SLO process: Identification of the learning outcome
- Faculty develop and assess course-level outcomes

Outcomes Statement

- What is a learning outcomes statement?
 - Statement that specifies the knowledge, skills, and/or abilities that students will acquire in your course
 - 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.”

Means of Assessment (Assessment of Outcomes)

- How do we measure attainment of knowledge, skills, or abilities (KSAs)?
- Can take myriad of assessment approaches
 - Multiple choice items
 - True-false items
 - Rubric oriented for papers or presentations

Summary of Evidence

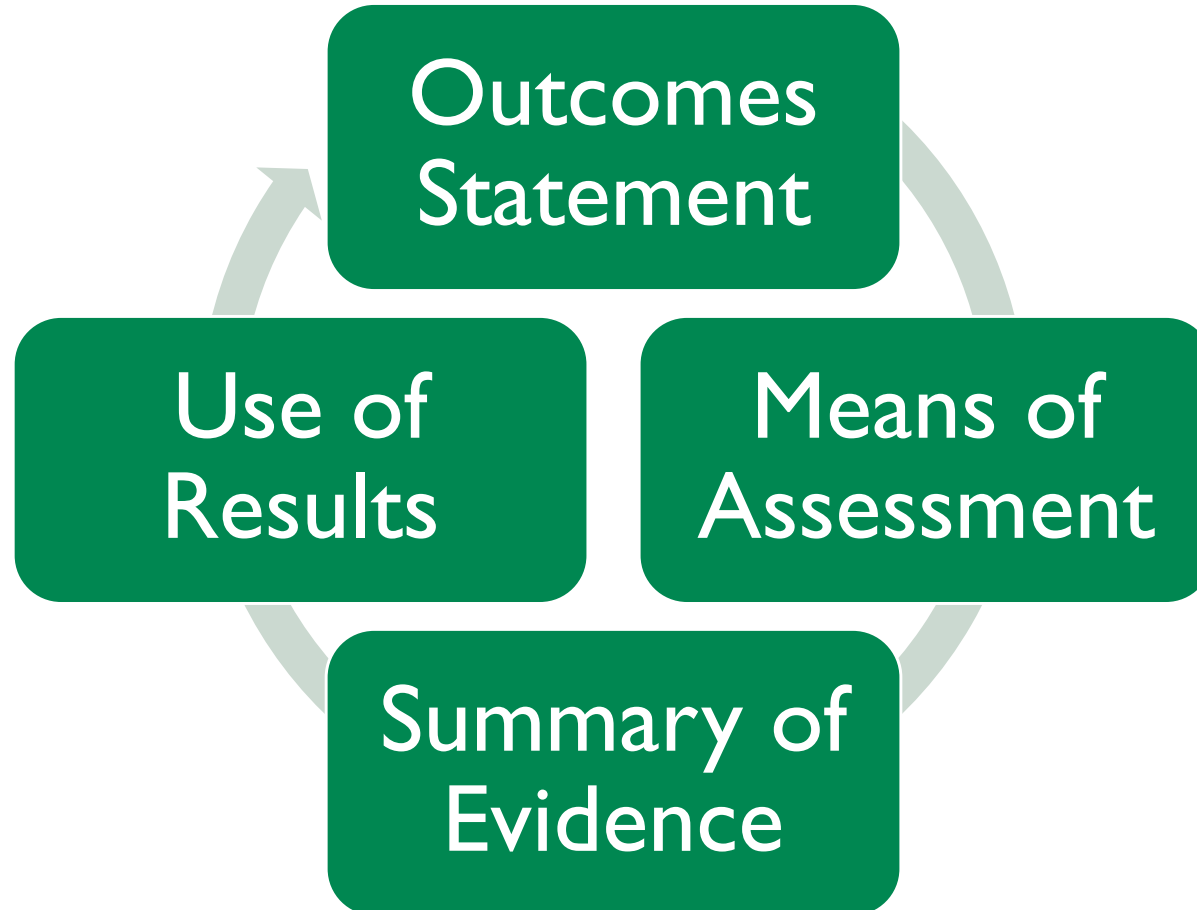
- What do assessment findings suggest? Did students demonstrate the acquisition of KSAs?

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.”

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?

SLO Assessment is a Continual Process



Using the SLO Cloud

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

Logging into the Cloud

- Login to the SLO Cloud (Enter your District login username and password)



The screenshot shows the top navigation bar of the Crafton Hills College website. The navigation bar is orange and contains the following links: Find People, Departments, Mission, Give to Crafton, and Logins. The Logins dropdown menu is open, showing the following options: Blackboard, WebAdvisor, Student Email, Faculty/Staff Email, Program Review, SLO Cloud (highlighted with a red arrow), CurricUNET, and Forgot Password. The main content area features the Crafton Hills College logo and a navigation bar with links for Prospective Students, Current Students, Online Students, and Faculty. Below the navigation bar is a blue banner for the Office of Institutional Effectiveness, Research & Planning, with a breadcrumb trail: Home » About CHC » Institutional Effectiveness, Research & Planning.

Recording Outcomes Assessment Results

- Use Submission Form

The screenshot shows a web browser window with the URL <https://craftonhills.edu/slocloud/form>. The page header includes the SLO CLOUD logo and the text "Crafton Hills College". Below the header is a navigation menu with "Submission Form" (highlighted), "Reports", "Exports", and "Logout".

SLO Submission Form

Instructions

- Fill out each section**
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
- Discuss your ideas**
Every single proposed action is considered, so use this time to get your best ideas on the plate.
- Keep doing what you're doing**
Faculty are the backbone to any educational institution. Without you, we'd be nothing!

Your SLO Reporting Coordinator

SLOCloud™ is an open-source higher education innovation project for Crafton Hills College. If you have any questions about this application or the contents herein, please contact

Keith Wurtz
kwurtz@craftonhills.edu

Term
2016FA

Division
Mathematics

Dept
MATH

Course
MATH-102

Recording Outcomes Assessment Results

- Choose Term in which assessment was conducted
- Choose Division
- Choose Department
- Choose Course
- Choose Section

Term

2016FA

Division

Mathematics

Dept

MATH

Course

MATH-102

Section

MATH-102-05 (Submitted: Never)

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 (Cont'd)

Term

2016FA

Division

Communication & Language

Dept

ASL

Course

ASL-101

Section

ASL-101-15 (Submitted: Never)

Class SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input type="checkbox"/> 1	Expressive Communication: Students will demonstrate language proficiency by	0	5	10	20	35	85.7	Yes
		Program-Level			General Ed		Institutional	
		Demonstrate la			GEO#6: Oral T		ILO#2: Written	

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?