

# Achieving Cloud Nine: Documenting Student Learning

Office of Institutional Effectiveness, Research, & Planning

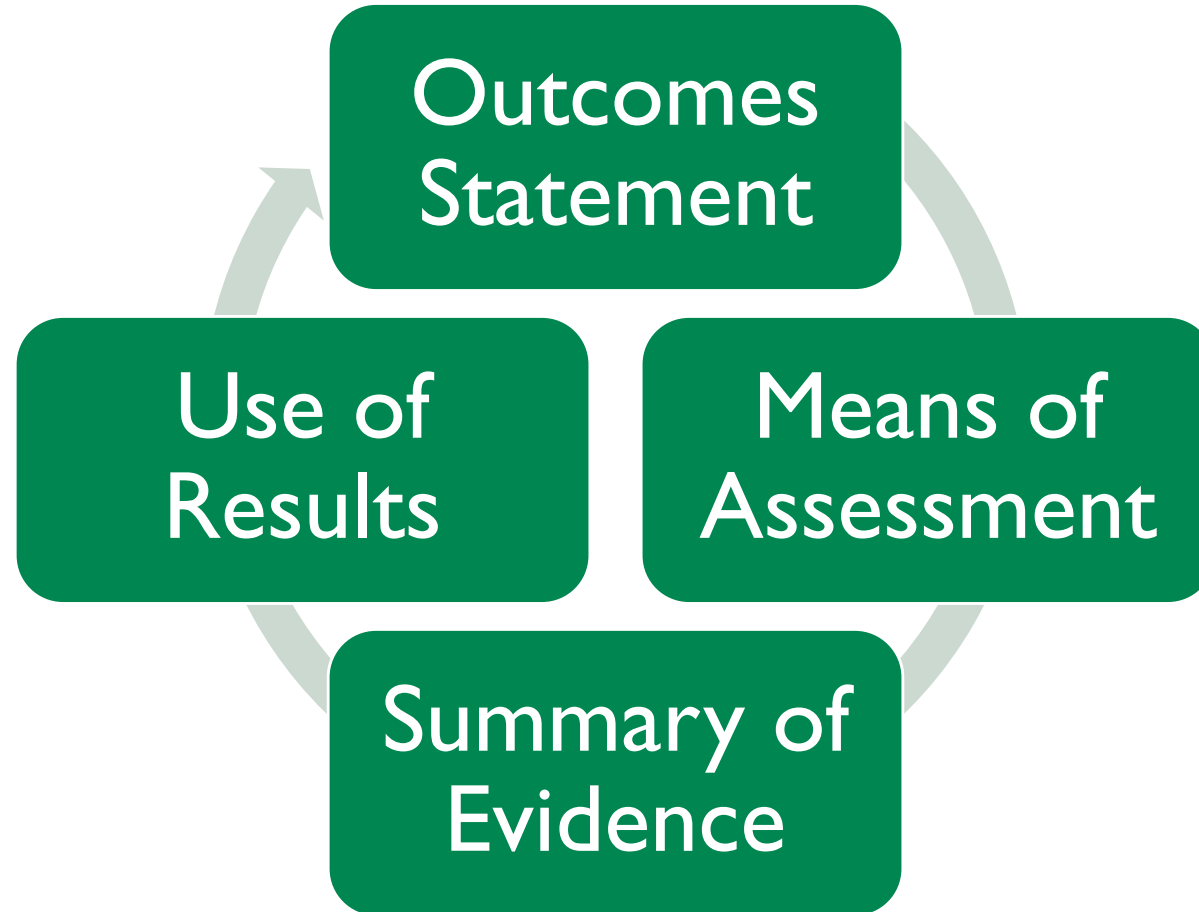
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SLO Certificate Series – Fall 2018



# 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

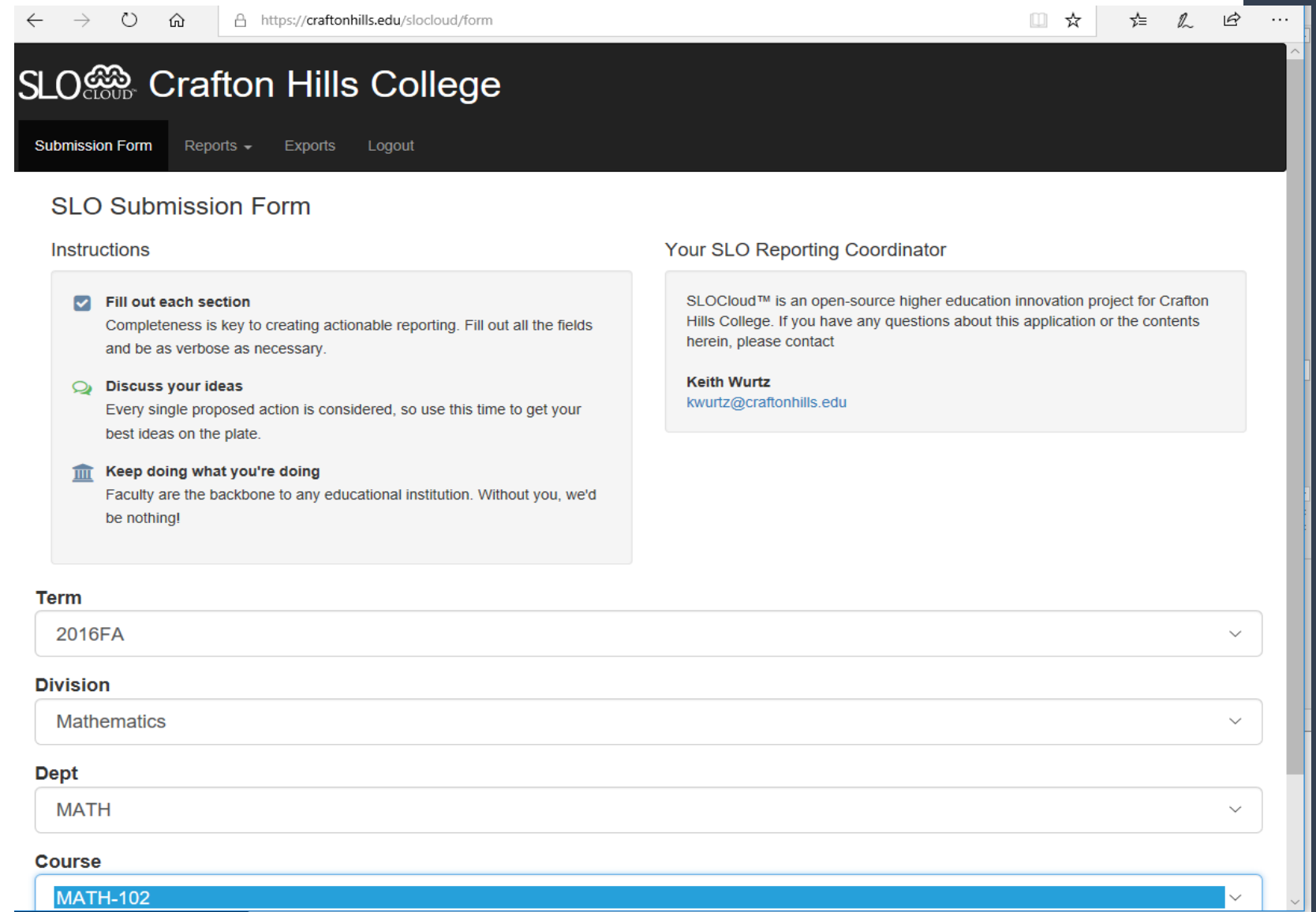
- Login to the SLO Cloud (Enter your District login username and password)



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 navigation links for Prospective Students, Current Students, Online Students, and Faculty. Below the navigation bar, there is a section 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 Crafton Hills College name. A navigation menu contains 'Submission Form', 'Reports', 'Exports', and 'Logout'. The main content area is titled 'SLO Submission Form' and is divided into two columns. The left column, 'Instructions', contains three items: a checked checkbox for 'Fill out each section' with a description of completeness, a speech bubble icon for 'Discuss your ideas' with a note on considering all actions, and a building icon for 'Keep doing what you're doing' with a note on faculty's role. The right column, 'Your SLO Reporting Coordinator', provides contact information for Keith Wurtz at [kwurtz@craftonhills.edu](mailto:kwurtz@craftonhills.edu). Below these instructions are four dropdown menus for 'Term' (2016FA), 'Division' (Mathematics), 'Dept' (MATH), and 'Course' (MATH-102).



← → ↻ 🏠 🔒 <https://craftonhills.edu/slocloud/form> 📄 ☆ ⚙️ 🖨️ 🔗 ⋮

**SLO** CLOUD Crafton Hills College

Submission Form Reports Exports 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](mailto: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 checked="" type="checkbox"/> 1	Expressive Communication: Students will demonstrate language proficiency by	0	5	10	20	35	85.7	Yes
		<b>Program-Level</b>			<b>General Ed</b>		<b>Institutional</b>	
		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?

# 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