

SLO What? Intro to SLOs

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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

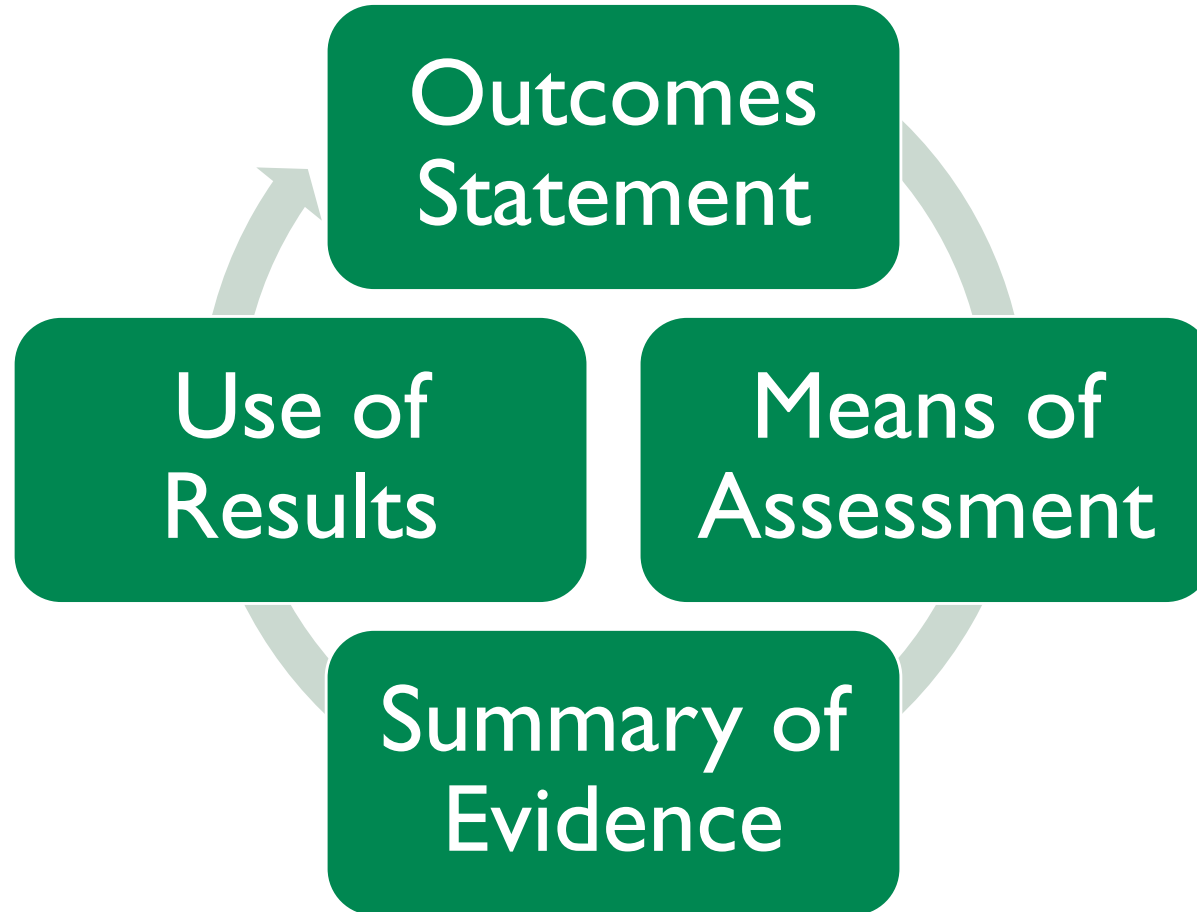
- What do assessment findings suggest? Did students demonstrate the acquisition of KSAs?

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



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

SLO Activity – Program of Study SLOs

