

# SLO What? How SLOs Improve our Courses, Programs, and College

Office of Institutional Effectiveness, Research, & Planning

Giovanni Sosa, Interim Dean

Artour Aslanian, Interim Senior Research & Planning Analyst

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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

# Outcome Statements

- 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

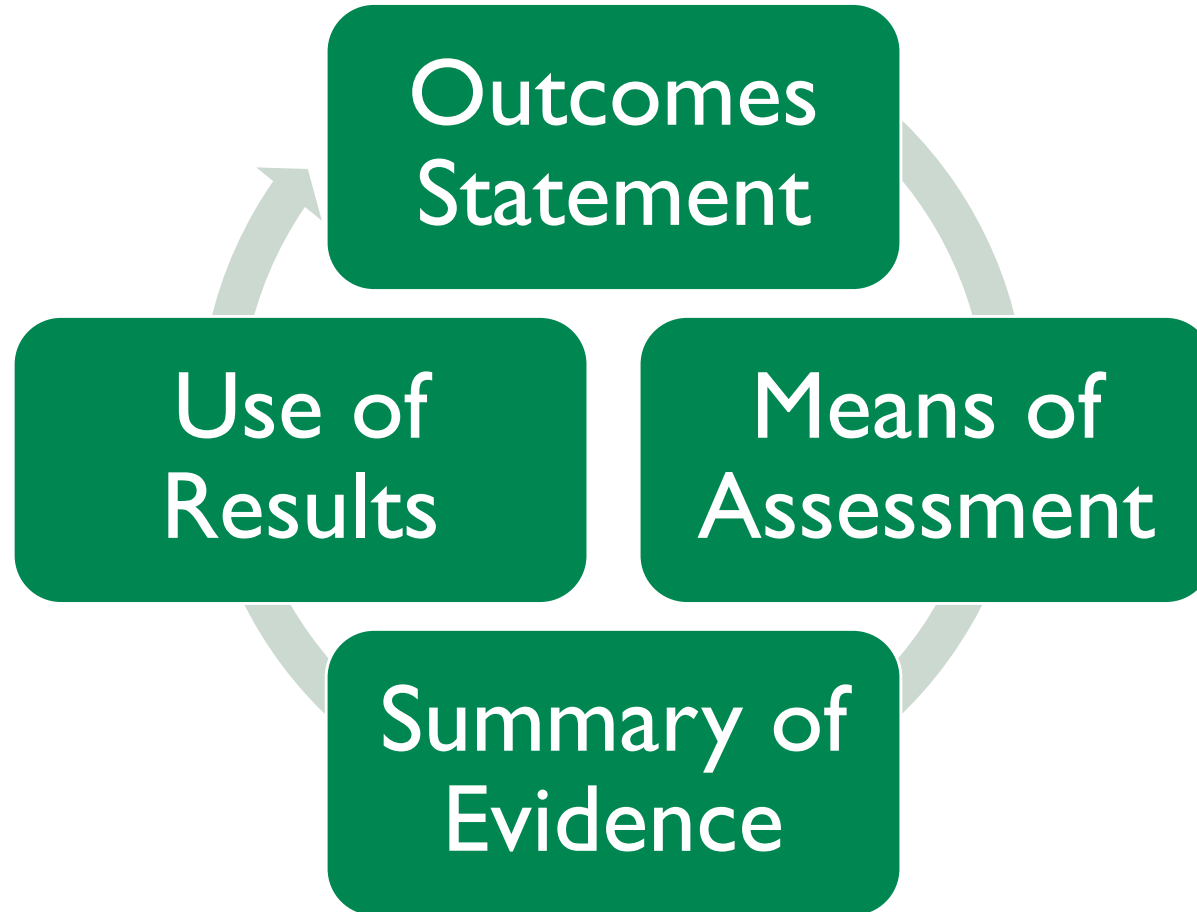
- What do assessment findings suggest? Did students demonstrate the acquisition of KSAs?

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 navigation links for Prospective Students, Current Students, Online Students, and Faculty. Below the navigation bar, there is a blue banner for the Office of Institutional Effectiveness, Research & Planning, and 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". A navigation bar contains "Submission Form", "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](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?



# Developing Institution- Level Proposed Actions



# Brief Overview of Institutional Learning Outcomes (ILOs)

- ILOs reflect the core aspects of learning that students experience at Crafton Hills
- ILOs:
  - Critical Thinking
  - Written and Oral Communication
  - Interpersonal and Group Skills
  - Society and Culture
  - Information Literacy
  - Ethics and Values

# 2017-18 ILO Summary Report (as of 8/1/18)

ILO	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
	1	2	3	4		
Critical Thinking	962	710	1783	4886	6669	80.0
Written and Oral Communication	278	261	872	1952	2824	84.0
Interpersonal and Group Skills	11	36	74	198	272	85.3
Society and Culture	237	324	647	1626	2273	80.2
Information Literacy	74	63	120	678	798	85.4
Ethics and Values	6	1	9	115	124	94.7
N/A	207	143	287	1634	1921	84.6

# ILO Group Work

- Form groups of two or more and review assigned ILO
- Examine and discuss the 2017-18 proposed actions and data offered by those mapping their course SLOs to the given ILO
  - Were enough students assessed?
  - Is the percentage of students earning a score of 3 or 4 sufficiently high?
- Given your analysis of the ILO report, develop proposed actions for the corresponding ILO
  - For instance, recommend specific learning strategies or techniques for imbedding specific ILO skills across the curriculum

# ILO Group Work (Continued)

- Large Group Meeting
  - Brief discussion of newly developed ILO proposed actions