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MAPPING ILOS WITH COURSE SLOS APRIL 2012

- ◆ Background
- ◆ Results from the Pilot Study
- ◆ Critical Thinking ILO

Background

- ◆ At a Fall 2011 Flex Day Workshop piloted the mapping of Course SLOs with Crafton's ILOs
- ◆ Purpose is to aggregate assessment results across courses and use information to assess progress on ILOs

Why Do ILOs Matter?

- ◆ ACCJC Part III SLO Rubric
- ◆ Proficiency level
 - ◆ Results of assessment are being used for improvement and further alignment of institution-wide practices.
 - ◆ There is widespread institutional dialogue about the results of assessment and identification of gaps.
 - ◆ Comprehensive assessment reports exist and are completed and updated on a regular basis
 - ◆ Course student learning outcomes are aligned with degree student learning outcomes

How can my courses align with ILOs?

- ◆ The ILOs are the most universal educational goals of the College and a single course or program cannot and is **not** expected to meet all of the ILOs
- ◆ **However, each course and program is expected to contribute to at least one ILO and many courses will contribute to multiple ILOs**

Working Set of ILOs

2010 – 2013

1. Critical Thinking

- ◆ Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

2. Written and Oral Communication

- ◆ Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

3. Interpersonal and Group Skills

- ◆ Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

Working Set of ILOs

2010 – 2013

4. Society and Culture

- Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

5. Information Literacy

- Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

6. Ethics and Values

- Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

Current Progress on Assessment of ILOs

ILO	Number of Times Assessed	Number of Times Completed Assessment Process
1. Critical Thinking	2	In Progress Today
2. Written & Oral Communication	2	
3. Interpersonal & Group Skills	1	
4. Society and Culture	1	1
5. Information Literacy	1	
6. Ethics and Values		

Pilot Sample

Flex Day – September 2011

- ◆ Survey was completed...
 - ...by 10 programs
 - ...for 32 courses
 - ...for 81 learning outcomes
- ◆ Most frequently emphasized ILOs in the assessment of learning outcomes as identified by the mapping project
 - ◆ Critical thinking
 - ◆ Written and oral communication
 - ◆ Information Literacy

Critical Thinking

- ◆ 64% of the responses identified critical thinking as a major assessment emphasis
- ◆ Courses identified as having a major emphasis in assessing Critical Thinking
 - ◆ CDE-182
 - ◆ ENGL-152
 - ◆ ENGL-160
 - ◆ ENGL-170
 - ◆ ENGL-250
 - ◆ ENGL-260
 - ◆ MATH-952
 - ◆ PSYCH-102

Written and Oral Communication

- ◆ 59% identified written and oral communication as a major assessment emphasis
- ◆ Courses identified as having a major emphasis in assessing Written and Oral Communication
 - ◆ CHEM-102
 - ◆ CHEM-123
 - ◆ CHEM-213
 - ◆ ENGL-127
 - ◆ ENGL-160
 - ◆ ENGL-170
 - ◆ ENGL-250
 - ◆ ENGL-260
 - ◆ ENGL-261

Information Literacy

- ◆ 54% identified information literacy as a major assessment emphasis
- ◆ Courses identified as having a major emphasis in assessing Information Literacy
 - ◆ CHEM-213
 - ◆ ENGL-127
 - ◆ ENGL-152
 - ◆ ENGL-160
 - ◆ ENGL-170
 - ◆ ENGL-250
 - ◆ ENGL-260
 - ◆ ENGL-261
 - ◆ LIBR-100

Summary of Courses by ILO

Critical Thinking	Written & Oral Communication	Information Literacy
CDE-182	CHEM-102	CHEM-213
ENGL-152	CHEM-123	ENGL-127
ENGL-160	CHEM-213	ENGL-152
ENGL-170	ENGL-127	ENGL-160
ENGL-250	ENGL-160	ENGL-170
ENGL-260	ENGL-170	ENGL-250
MATH-952	ENGL-250	ENGL-260
PSYCH-102	ENGL-260	ENGL-261
	ENGL-261	LIBR-100

Critical Thinking ILO Combined SLO Results

- ◆ Results from math and English courses from Spring 2008 to Fall 2011
- ◆ 6 courses
- ◆ 13 course outcomes

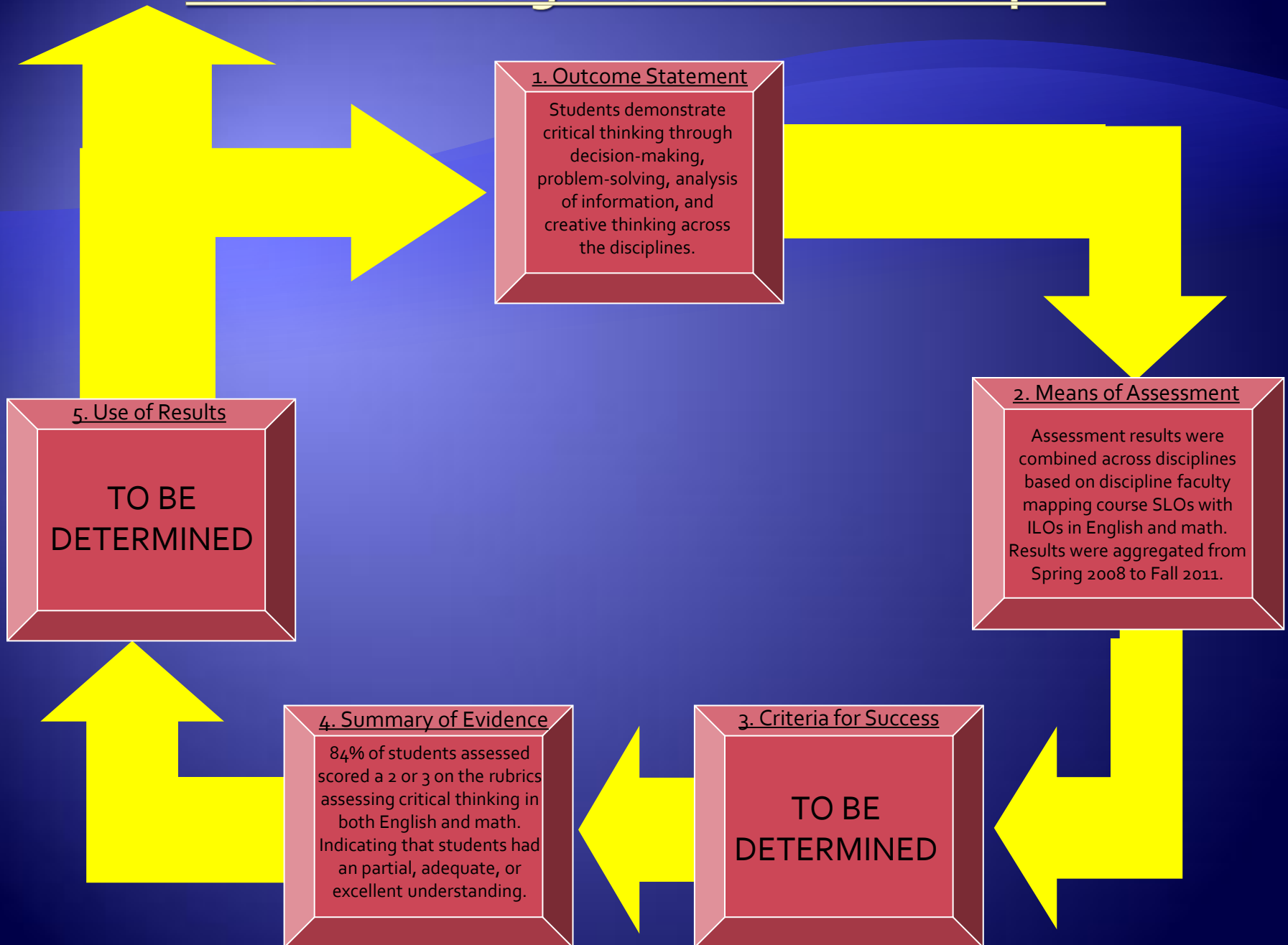
Critical Thinking ILO

Combined SLO Results

- ◆ Alignment of Rubrics across courses and disciplines


Rubric #	Math	English
0	Student demonstrates no understanding of mathematical concepts, or no work provided.	No demonstrated achievement
1	Student demonstrates a minimal understanding of mathematical concepts with significant conceptual and/or computational mistakes.	Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2	Student demonstrates a partial understanding of mathematical concepts with some conceptual and/or computational mistakes.	Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3	Student demonstrates an understanding of mathematical concepts with no conceptual errors and minor computational mistakes.	Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance

Critical Thinking ILO Assessment Report



Critical Thinking ILO Assessment Report


Critical Thinking ILO - Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.




Means of Assessment - Assessment results were combined across disciplines based on discipline faculty mapping course SLOs with ILOs in English and math. Results were aggregated from Spring 2008 to Fall 2011.



Criteria for Success – EXAMPLE: 80% of students or higher will score a 2 or 3 on the rubric.



Summary of Results - 84% of students assessed scored a 2 or 3 on the rubrics assessing critical thinking in both English and math. Indicating that students had an partial, adequate, or excellent understanding.



Use of Results – CAN STATE THAT TARGET WAS MET AND/OR DEVELOP STRATEGIES TO IMPROVE STUDENT KNOWLEDGE OF CRITICAL THINKING.

Critical Thinking ILO Assessment Report

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Critical Thinking ILO Assessment Report

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Mapping Additional Course SLOs with ILOs

- ◆ Type in the following URL
 - ◆ <http://depts.craftonhills.edu/Research/ILO/ILOs.htm>
- ◆ Browse to the following
 - ◆ www.craftonhills.edu/research
 - ◆ Click on Institutional Effectiveness
 - ◆ Click on Surveys
 - ◆ Click on Map Course SLOs to ILOs