

SLOs & Closing the Loop

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Presentation Outline

- ▶ Review of SLOs at VC
- ▶ What is action research?
- ▶ What does “closing the loop” really mean?
- ▶ How do you “close the loop”?
- ▶ Why should you “close the loop”?
- ▶ Where does my program stand?

SLO – Student Learning Outcome

Levels of knowledge, skills, and abilities that a student attains from their learning experience

ISLO: Institutional Student Learning Outcome
PSLO: Program Student Learning Outcome
CSLO: Course Student Learning Outcome

A New Approach



What Would You Do?

40% of students failed your test 😞



Take Action!

**THIS IS ACTION RESEARCH –
ANALYZE DATA – TAKE ACTION**

ACCJC Standards

- ▶ Can't just get data
- ▶ Must USE data to make meaningful changes
- ▶ Must :
 - Evaluate data
 - Make changes = "initiatives"
 - Re-assess
 - Report whether changes made a difference = "Closing the Loop"
- ▶ Without this, we will not pass accreditation 😞

What can we do with the data?

Use data to evaluate effectiveness of teaching

If met expectations:

- ▶ Identify this as a program strength!
- ▶ Consider increasing expectations
- ▶ Share effective practices with other faculty (meetings, forums, conferences)
- ▶ What can you do to increase success in those students who didn't meet it?

If didn't meet expectations:

- ▶ Review SLOs
- ▶ Clarify SLOs
- ▶ Review expectations
- ▶ Review assessment tool
- ▶ Review/revise learning methods used
- ▶ Review/revise course content

Not Allowed!

- ▶ Findings with “No suggestions”
 - Assessment is no longer research at that point

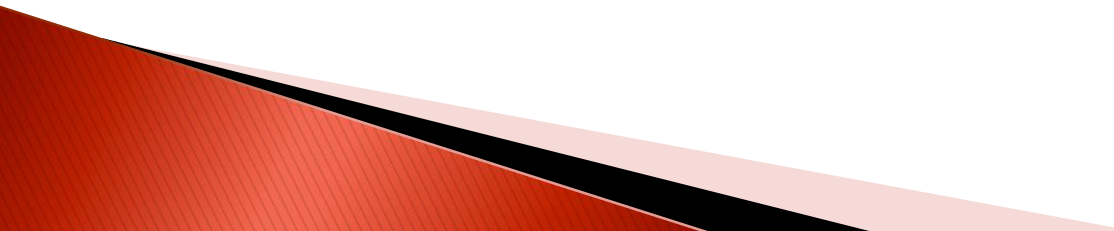


Evaluating Your Assessment Tools

- ▶ Was tool effective in getting data?
- ▶ Are you creating extra work for yourself?
 - Use existing course work
 - Why did you create it if it didn't lead to learning?
 - Link at least one of your assignments/tests/projects to each CSLO and PSLO (if applicable)
- ▶ ***ACCJC will ask how we are evaluating the assessment tools***

Create an initiative

What is an initiative?


- ▶ An action that can be taken to improve pedagogy, curriculum, and/or assessment based on the SLO results.
 - ▶ In other words, what changes or modifications do you believe are necessary to improve student learning?
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How?

- ▶ Consider these possible changes:
 - Pedagogy
 - Curriculum
 - Student Support
 - Faculty Support
 - Equipment/Supplies/Space
 - Computer software
 - Change the assessment process:
 - SLO
 - Assessment Tool
 - Performance Target
 - Rubric

So how do we close the loop?

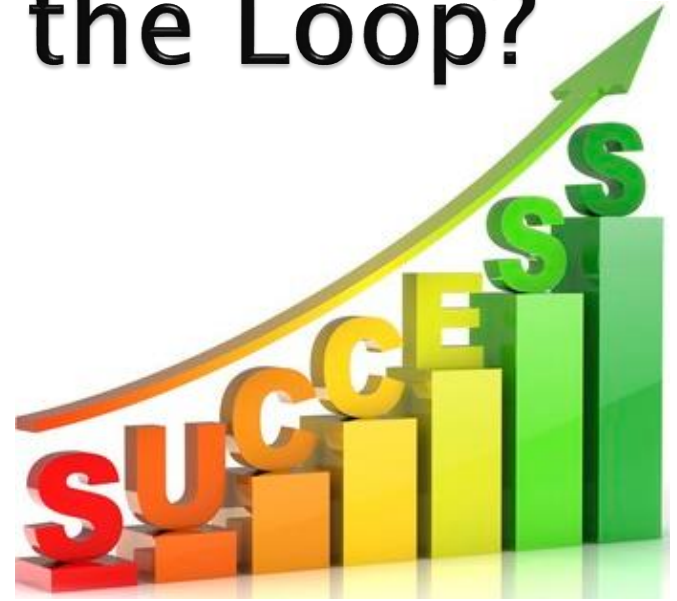
- ▶ Assess
- ▶ Discuss findings
- ▶ Create initiatives
- ▶ **Implement initiatives**
- ▶ **Re-assess**
- ▶ **Report these findings**



CONTINUOUS
IMPROVEMENT –
CLOSING THE
LOOP

Why Should I Close the Loop?

- ▶ Continuous improvement for student success
- ▶ Resource requests must link to SLO data



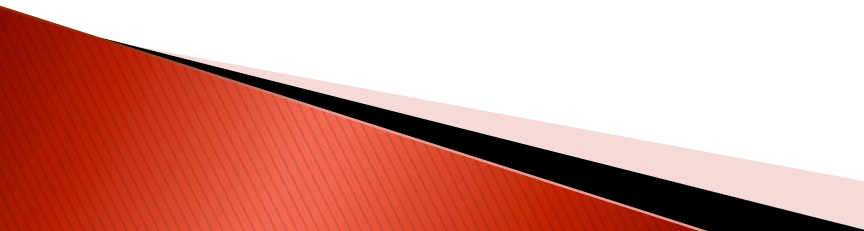
ACCJC Rubric for SLOs

Expectation is highest level:

“Sustainable, continuous quality improvement”

- ▶ SLOs and assessment are ongoing, systematic, and used for continuous quality improvement
- ▶ Dialogue about student learning is ongoing, pervasive, and robust.
- ▶ Learning outcomes are specifically linked to program reviews.

Try it – Create Initiatives

1. Although the target was met, several students did poorly. Faculty discussed the actual results and found that students who did not pass failed to demonstrate critical thinking skills when designing the intervention plan.
 2. Some students experience test anxiety and/or are not completing their homework; therefore, they experience difficulty with the quiz. Weaker students need more support.
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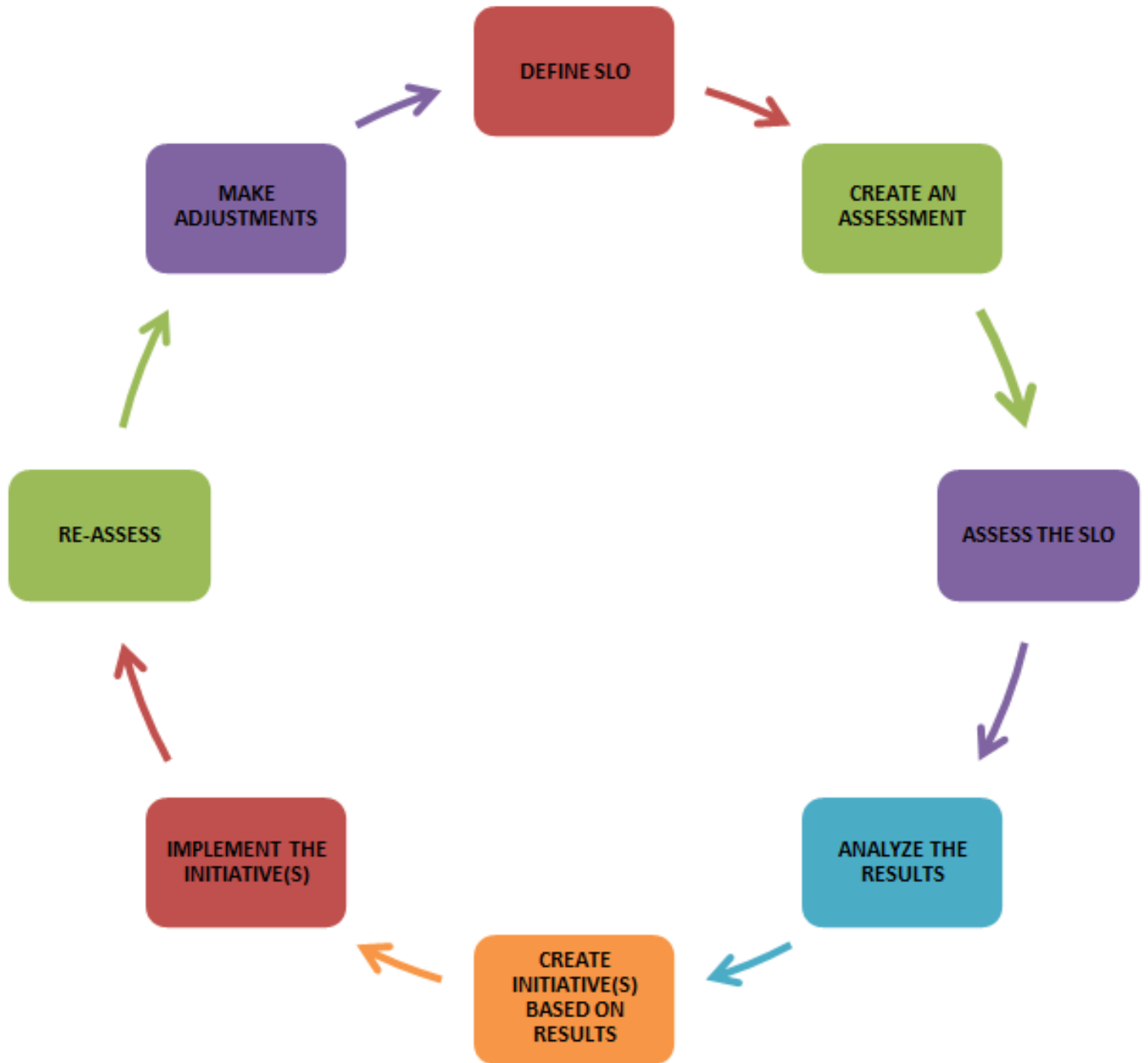
So where does your program stand?

- ▶ Where are you on the loop in terms of assessing your programs and courses?
- ▶ What are the major impediments that you need to address?
- ▶ How can you address them?
 - What resources can you draw on?
 - What strategies can you use?

Conclusions

- ▶ SLO Assessments are valuable tools for assessing:
 - Student success
 - Program viability
 - Evaluation of teaching methods
 - Determination of department needs

The SLO Cycle



Contact Us for Assistance

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