Why Student Learning Outcomes?

A BIG PICTURE APPROACH TO INSTITUTIONAL LEARNING OUTCOMES AND THE POSITIVE IMPACT ON STUDENT SUCCESS

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MIRAMAR COLLEGE

"Whether you think you can or you think you can't- you are right."

Henry Ford

What are strategies that foster student success?

Strategies that help students become:

Goal directed
Focused
Nurtured
Engaged
Connected
Valued

Effective support strategies must be:

➢ Integrated into students' **daily experience on campus**

➢ Included in the **overall curriculum**

What do **students** say they need to succeed?

➢ Colleges need to foster students' motivation

➢ Colleges must teach students how to succeed in the postsecondary environment

➢ Colleges need to structure support to ensure that all factors are being addressed

➢ Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing

➢ **Everyone on campus has a role to play in supporting student achievement, even though faculty take the lead in the classroom**

So who is responsible for student learning and success?
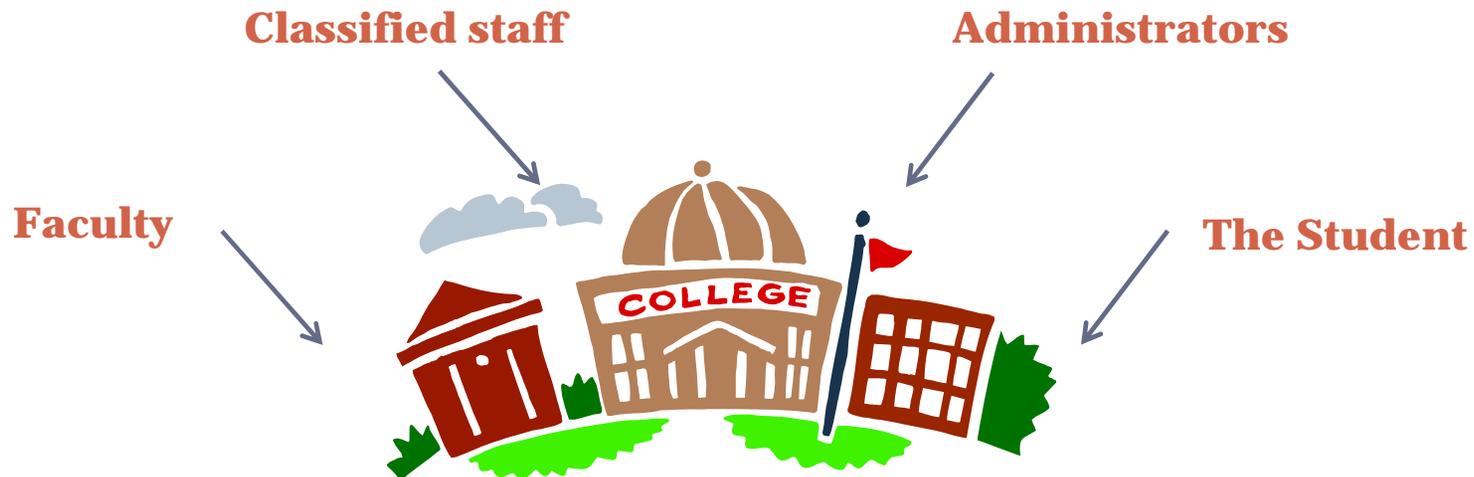

Miramar College: An Institution of Learning

Curricular Activities

Courses and Programs

Co-Curricular Activities and Support

Student Support Services
Instructional Support Services
Administration

So who is responsible for student learning and success?

Classified staff

Administrators

Faculty

The Student

Miramar College: An Institution of Learning

Curricular Activities

Courses and Programs

Co-Curricular Activities and Support

Student Support Services
Instructional Support Services
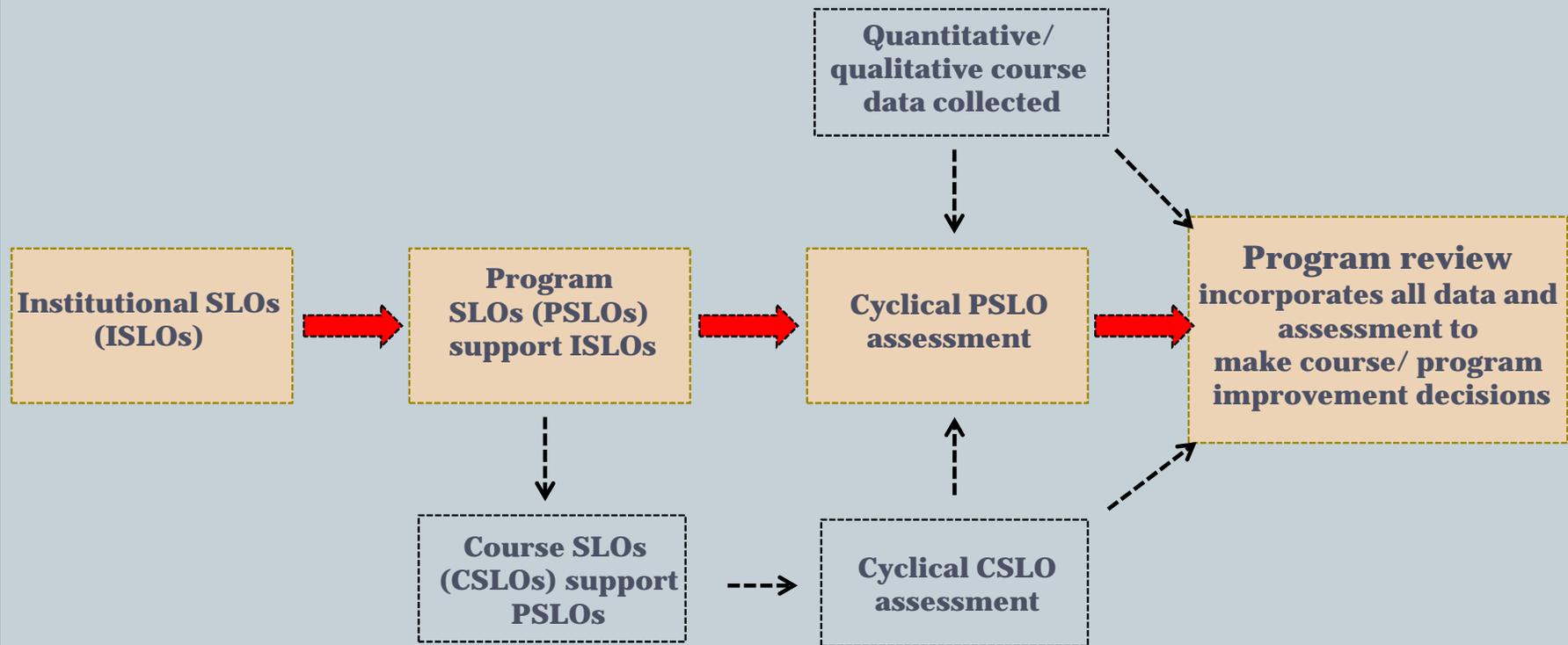**Administration**

The Miramar Team

Team Goals

- Determine what we would like to have for Institutional Learning Outcomes in the future.

- Develop a method for assessing an ISLO on a campus-wide basis.

- Create link between SLO Assessment and student achievement/ student success

What is an Institutional Learning Outcome?

- Institutional learning outcomes identify the knowledge, skills, attitudes, and/or abilities what we believe a student should gain to prepare for success in the 21st century after completion of a degree or certificate at our college.

  - The goal of learning outcomes is to provide a framework to guide a student's progress in a course, program, degree or certificate.

The integrated picture of learning outcomes

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┌──────────────────────┐
│     Quantitative/    │
│   qualitative course │
│    data collected    │
└──────────────────────┘
            ┆
            ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────┐      ┌──────────────────────┐
│ Institutional│ ══▶  │   Program    │ ══▶  │ Cyclical PSLO│ ══▶  │   Program review     │
│ SLOs (ISLOs) │      │ SLOs (PSLOs) │      │  assessment  │      │ incorporates all data│
│              │      │ support ISLOs│      │              │      │  and assessment to   │
└──────────────┘      └──────────────┘      └──────────────┘      │  make course/ program│
                            ┆                       ▲              │  improvement decisions│
                            ▼                       ┆              └──────────────────────┘
                      ┌──────────────┐      ┌──────────────┐
                      │  Course SLOs │┄┄▶   │ Cyclical CSLO│
                      │(CSLOs) support│      │  assessment  │
                      │    PSLOs     │      │              │
                      └──────────────┘      └──────────────┘
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Questions at the heart of learning outcomes and assessment

#1 What are the core outcomes we think students need to achieve for success?

#2 How do we know they are achieving these outcomes?

#3 How do we use the assessment data to improve student success and achievement?

Let's take a look…

Team mini-activity

- **Each Team has been given 2 Programs** (Title V definition- degree or certificate program)

- **Split Team in half to discuss the following about each program:**

  - What key outcomes (knowledge, skills, attitudes, and/or abilities) you would want the student to achieve upon program completion that would increase future success?

Team mini-activity

Blue Program
(half of team)

Yellow Program
(half of team)

Common Themes?

Activity Time: 10 minutes

Question #1
What do our Institutional Student Learning Outcomes look like?

ISLOs at Miramar

Miramar's Institutional Learning Outcomes

Communication
Students communicate effectively through reading, writing, speaking, and listening.

Critical Thinking and Problem Solving
Students use appropriate creative thinking, decision making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.

Global Environment
Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.

Information Management
Students can effectively collect and analyze information and/or demonstrate technological literacy.

Personal and Professional Abilities
Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Issues that came to mind...

Do our outcomes cover the "common themes" identified?

Do our outcomes fully recognize the co-curricular activities and skills that can impact success?

Are outcomes too specific, not applicable, and/or redundant for students in all of our programs?

Can we actually measure these outcomes to see how students are doing? If so, how?

Association of American Colleges and Universities: Essential Learning Outcomes

- Multi-year study with 100s of Colleges and Universities (2007)

- Recommendations from business community

- Analysis of accreditation requirements for engineering, business, nursing and teacher education

"Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for 21st century challenges by gaining… the 4 Essential Learning Outcomes"

Alternative Framework: AAC&U

Miramar's "Institutional Learning Outcomes"

Communication

Critical Thinking and Problem Solving

Global Environment

Information Management

Personal and Professional Abilities

AAC&U Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
Study in sciences, math, social sciences, humanities, histories, language and the arts; or *in specific discipline required for program.*
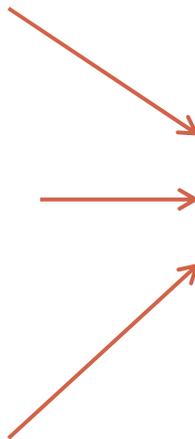
Intellectual and Practical Skills
Communication
Critical Thinking
Problem Solving
Quantitative Literacy
Information Literacy

Personal and Social Responsibility
Local and global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning

Integrative and Applied Learning
Synthesis and advanced accomplishment across general and specialized studies

Alternative Framework: AAC&U

Miramar's Institutional Learning Outcomes

Communication

Critical Thinking and Problem Solving

Global Environment

Information Management

Personal and Professional Abilities

AAC&U Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
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Intellectual and Practical Skills
Communication
Critical Thinking
Problem Solving
★ Quantitative Literacy
Information Literacy

Personal and Social Responsibility
Local and global civic knowledge and engagement
Intercultural knowledge and competence
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Foundations and skills for lifelong learning

Integrative and Applied Learning
Synthesis and advanced accomplishment across general and specialized studies

Alternative Framework: AAC&U

Miramar's Institutional Learning Outcomes
Communication
Critical Thinking and Problem Solving
Global Environment
Information Management
Personal and Professional Abilities

AAC&U Essential Learning Outcomes
Knowledge of Human Cultures and the Physical and Natural World Study in sciences, math, social sciences, humanities, histories, language and the arts; or *in specific discipline required for program.*
Intellectual and Practical Skills Communication Critical Thinking Problem Solving Quantitative Literacy Information Literacy
Personal and Social Responsibility Local and global civic knowledge and engagement Intercultural knowledge and competence Ethical reasoning and action ★Foundations and skills for lifelong learning
Integrative and Applied Learning Synthesis and advanced accomplishment across general and specialized studies

Alternative Framework: AAC&U

Miramar's Institutional Learning Outcomes

Communication

Critical Thinking and Problem Solving

Global Environment

Information Management

Personal and Professional Abilities

AAC&U Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
Study in sciences, math, social sciences, humanities, histories, language and the arts; or *in specific discipline required for program.*

Intellectual and Practical Skills
Communication
Critical Thinking
Problem Solving
Quantitative Literacy
Information Literacy

Personal and Social Responsibility
Local and global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning

Integrative and Applied Learning
Synthesis and advanced accomplishment across general and specialized studies

Additional benefit:
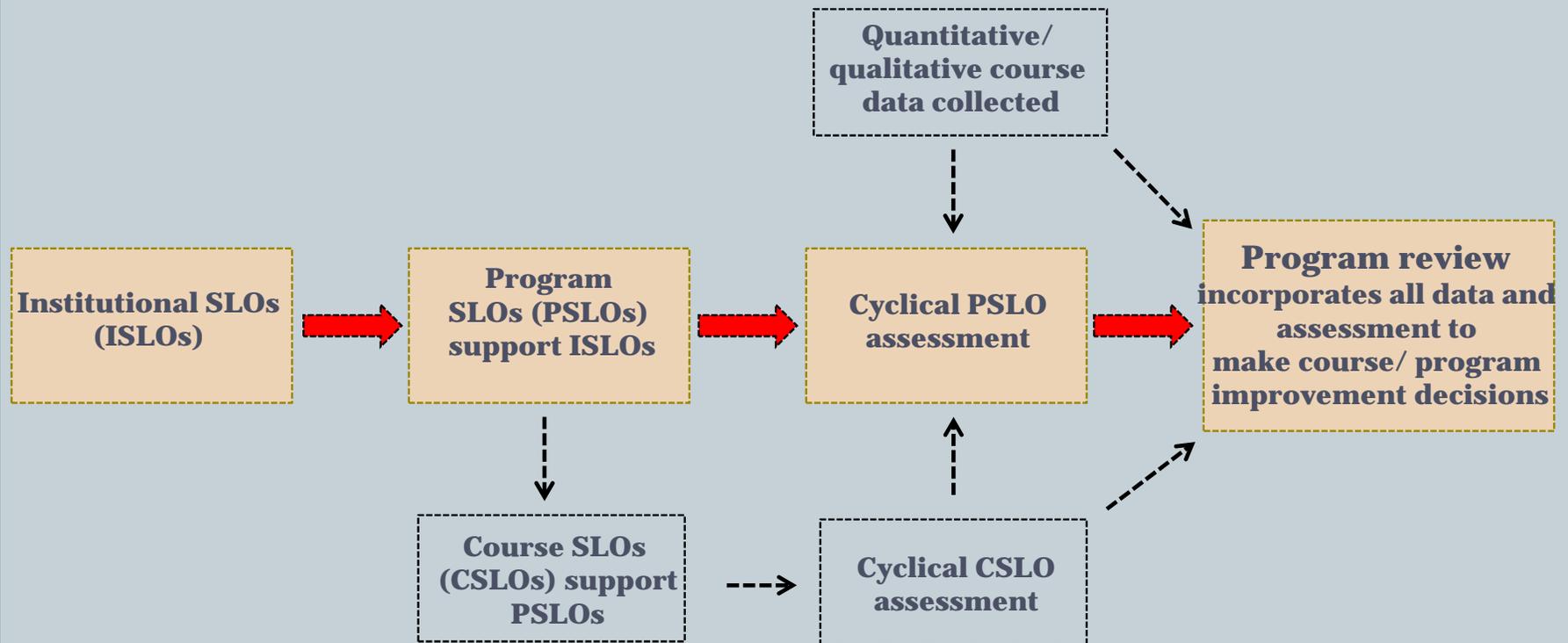# Align Miramar ISLOs with CSU GE Outcomes

- CSU GE Outcomes have aligned with the AAC&U Essential Learning Outcomes since 2011

- "Give Students a COMPASS" program to improve outcomes
  - National initiative that advances liberal learning and underserved student success by focusing on the educational practices that most engage students (i.e. learning communities, internships, peer mentoring)

  - Miramar faculty been involved in the CSU System's COMPASS project by:
    - Attending and presenting at COMPASS conferences
    - Proposing CTE courses (2) for the CSU General Education-Breadth pattern in keeping with the goals and intent of the project.

Where do we go from here?

Reminder: the impact of ISLOs

Quantitative/ qualitative course data collected

Institutional SLOs (ISLOs) → Program SLOs (PSLOs) support ISLOs → Cyclical PSLO assessment → Program review incorporates all data and assessment to make course/ program improvement decisions

Course SLOs (CSLOs) support PSLOs ⇢ Cyclical CSLO assessment

Team activity Part 1:revisit and refine ISLOs

Miramar's current ISLOs	AACU Essential Learning Outcomes	Team Suggestions
	Knowledge of Human Cultures and the Physical and Natural World Study in sciences, mathematics, social sciences, humanities, histories, language and the arts	
Communication **Critical Thinking and Problem Solving** **Information Management**	**Intellectual and Practical Skills** Communication Critical Thinking Problem Solving Quantitative literacy Information literacy	
Global Environment **Personal and Professional Abilities**	**Personal and Social Responsibility** Local and global civic knowledge and engagement Intercultural knowledge and competence Ethical reasoning and action Foundations and skills for lifelong learning	
	Integrative and Applied Learning Synthesis and advanced accomplishment across general and specialized studies	

Activity time: 20 minutes

Question #2
How do we know they are achieving these outcomes?
(i.e. how do we assess?)

Team Activity Part 2: Assessing an ISLO

Pilot study of "ISLO: Communication"

- Your team is charged with assessing how students are achieving the ISLO of "Communication"

- Identify assessment methods, both in and out of the classroom, that you think would provide valuable information on student success in "Communication" on a campus-wide level

Issues to consider…

- In the classroom (curricular)

  - Since learning in the curriculum takes place in a course, ISLO assessment data *can* be provided by mapping *if* the ISLO has guided development of the program SLO and course SLO

Institutional SLO (ISLO)	➡	Program SLO (PSLO) supports ISLO	➡	Course SLO supports PSLO

Issues to consider…

- ## In the classroom (curricular)

  - *If* ISLOs guide development of the downstream program/ course outcomes, *then* ISLO assessment could follow the Program Review Cycle Timeline

Example timeline

	Year 1		Year 2		Year 3	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Course & Program SLO cycles	Program Reviews contain course/program SLO data	Assess CSLO	PR Update Assess CSLO	Assess CSLO	PR Update Discuss CSLO data	Prepare for next Program Review
ISLO cycle		**Cumulative ISLO Data Collected**	**ISLO Assessment & Discussions**		**ISLO Assessment & Discussions**	

Issues to consider...

- Out of the classroom (co-curricular and support areas)

  - Unit/area outcomes can be used as ISLO assessment data if they outcome supports the ISLO

| Institutional SLO (ISLO) | → | Service Unit/ Learning Outcome supports ISLO |

Issues to consider…

- Assessment methods

Out of class (co-curricular and support areas)	In class (programs/ courses) Direct	Indirect
Methods to track success in modeling outcomes for students	Pre and post test growth (repetition of placement exams)	Percentage of student passing "capstone" course **directly** related to the ISLO
Methods to track success in supporting learning outcomes • **Direc**t: support of students • **Indirect**: Support of faculty and staff so they, in turn, are able to support student learning	Course Embedded Assessment • Locally developed test • Research paper • Final exam questions • Reflective essays • Lab reports	Surveys
Other?	Licensing exams	
	"Capstone" project or presentation	
	Portfolio of student work	
	Other?	

	Curriculum	Student Services	Instructional Support Services	Administration
Assessment method/details	ISLO assessment through mapping of programs/courses • YES or NO # programs involved in each round of ISLO assessment • All • Subset • Suggestions? Single assessment method for all programs? • YES or NO Which measurement method/s would you suggest? Timeline to follow Program Review Cycle? • YES or NO	Area: Method: Area: Method: Timeline to follow Program Review Cycle? • YES or NO	Area: Method: Area: Method: Timeline to follow Program Review Cycle? • YES or NO	Area: Method: Area: Method: Timeline to follow Program Review Cycle? • YES or NO
How would you like ISLO assessment results distributed?				

Bridging Learning Outcomes and Student Achievement

WHERE DO WE LOOK TO IMPROVE STUDENT LEARNING AND ACHIEVEMENT?

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Miramar's Mission Statement

Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity.

Mission Statement
"What we say"

Institutional Functions
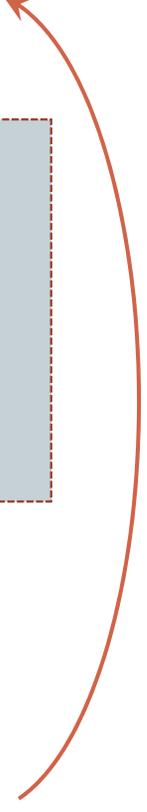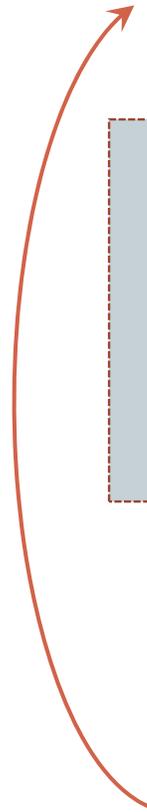"What we do"

Institutional Effectiveness
"What we achieve"

How do we measure our achievement?

Student Achievement Data	Student and Employee Perception Surveys	Achievement of institutional goals and objectives

Change and Renewal
"What needs to be improved"

Mission Statement
College Goals and Objectives
Programs and courses
Outcomes and Assessment
Curricular sequencing/ offerings

Mission Statement
"What we say"

Institutional Functions
"What we do"

Institutional Effectiveness
"What we achieve"

How do we measure our achievement?

Student Achievement Data	Student and Employee Perception Surveys	Achievement of institutional goals and objectives

How do we use this to improve student success?

Change and Renewal
"What needs to be improved"

Mission Statement
College Goals and Objectives
Programs and courses
Outcomes and Assessment
Curricular sequencing/ offerings
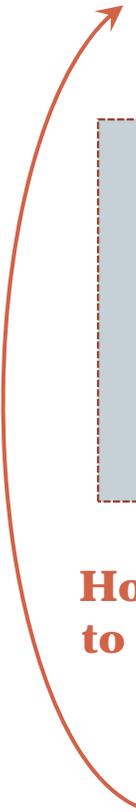
Two arms of student achievement and success

Student
Achievement

"Left arm"

"Right arm"

Student Learning Outcomes
Institution → Program → Course
Curricular **and**
co-curricular areas

Program Curriculum
Sequence of courses
Relevance of courses
Inter-disciplinary communication
Identification of bottlenecks
Scheduling

Culminating Activity:
Combining the "left and right arms" for student success

Combining outcomes and achievement

- Each team will be assigned one program (Title V definition- degree or certificate program)

  - Program "Mars Colonization Technology": Contains award with courses in a single subject

  - Program "Atlantis Redevelopment": Contains award with courses in multiple subjects

- Review student achievement data for each program, considering the following:

Culminating Activity:
Combining the "left and right arms" for student success

- **SLOs: the left arm**
  - What level of SLO assessment would be useful?
  - Would mapping course SLOs to program SLOs create more manageable information to identify problem areas in student learning and success?

- **Program Curriculum: the right arm**
  - What course data do you need to look at?
  - Are there bottlenecks or scheduling issues you can identify?

- **Who needs to be involved?**
  - How do you get interdisciplinary faculty together for the dialogue?

- **Where and when?**

Outcomes Assessment Data: The "Left Arm"	
What level of curricular SLO data would be useful? If course-level is useful, would mapping be a good way to collect data on a "program" level?	
What areas of co-curricular and support outcomes should be evaluated?	
Program Curriculum Data: The "Right Arm"	
What type of achievement data would be useful (e.g. disaggregated?)	
Can you identify bottlenecks?	
What additional types of analysis should occur (i.e. course sequencing, course relevancy, course scheduling issues)	
The Who, When and Where	
Who should be involved in discussion and how do you engage inter-disciplinary faculty?	
When and where do you think discussions should take place?	

Activity Time: 20 minutes

Team Accomplishments

- Activity to determine the "picture" of Institutional Learning Outcomes in the future.

- Activity to develop a method for assessing an ISLO on a campus-wide basis.

- Activity to create link between SLO Assessment and student achievement, and student success

Thank you!