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Student Success Report

Student Achievement and Student Learning

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Objectives of today's presentation

- Describe relationship between student <u>achievement</u> and student <u>learning</u>
- Provide overview of Reflections Process
- Show examples of Reflections process in action at:
  - Course level
  - Program level

Student Achievement ("Success")

Achievement metric	Scorecard	Student Equity Plan	Inst. Set Standards
Grades*			
Successful course completion	✔	✔	✔
Basic Skills progression	✔	✔	
Degrees/Certificates	✔	✔	✔
Transfer	✔		✔
Licensure pass rates			✔

Student Learning (Outcomes) – A Definition

Knowledge & skills that students demonstrate as they complete MPC courses

(in pursuit of basic skills, degrees & certificates, transfer admission, and employment skills)

English 1A SLOs

- Form a provable thesis, develop it through factual research and distinguish between fact and opinion

- Recognize the nature of persuasion in written, visual and oral argument.

- Use accepted academic techniques to complete research-based assignments.
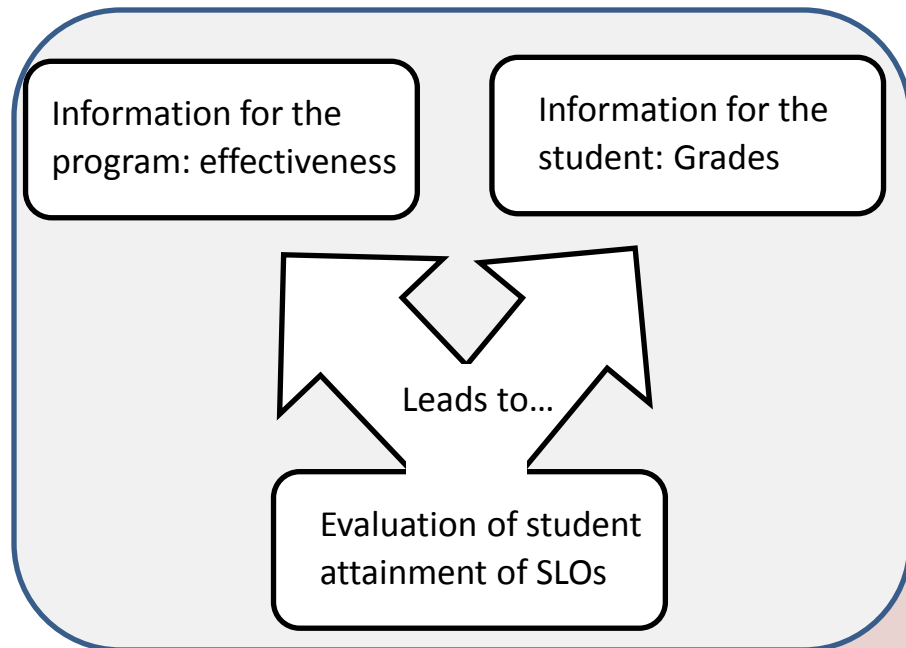
Relationship between
Student <u>Achievement</u> & Student <u>Learning Outcomes</u>

- **<u>Grades</u>**: reflect the degree to which students have attained learning outcomes for a course

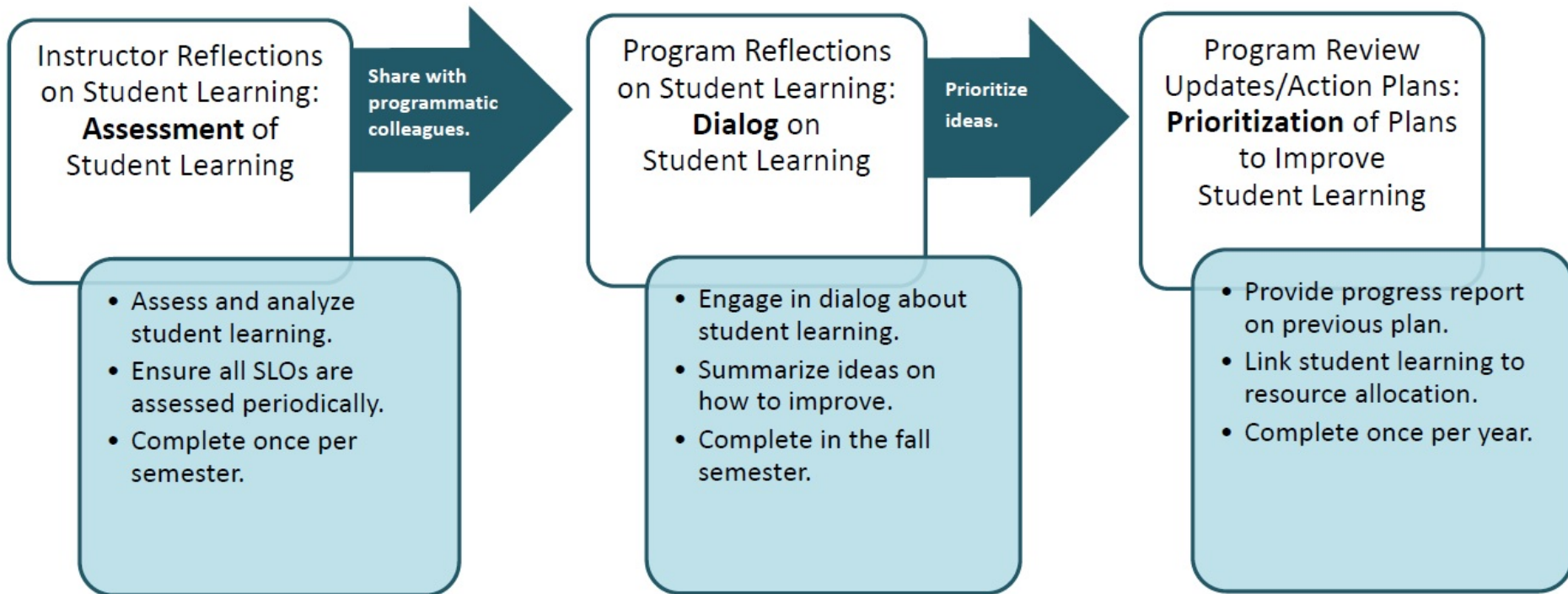- **<u>SLOs</u>**: describe the knowledge and skills that should be reflected in the grades.

Relationship between
SLOs & Student Achievement

- Evaluating SLOs leads to grades for the student and information for the instructor on where to focus efforts for improvement.

Information for the program: effectiveness

Information for the student: Grades

Leads to…

Evaluation of student attainment of SLOs

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Instructor Reflections on Student Learning: Assessment of Student Learning

Share with programmatic colleagues.

- Assess and analyze student learning.
- Ensure all SLOs are assessed periodically.
- Complete once per semester.

Program Reflections on Student Learning: Dialog on Student Learning

Prioritize ideas.

- Engage in dialog about student learning.
- Summarize ideas on how to improve.
- Complete in the fall semester.

Program Review Updates/Action Plans: Prioritization of Plans to Improve Student Learning

- Provide progress report on previous plan.
- Link student learning to resource allocation.
- Complete once per year.

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Instructor Reflections on Student Learning: **Assessment** of Student Learning	→	Program Reflections on Student Learning: **Dialog** about Student Learning	→	Program Review Updates/Action Plans: **Prioritization** of Plans to Improve Student Learning

Ideas and Data to Enhance Programs and Services for Students*

Multi-year mission/goals and Education/ Facilities/Technology Master Plans influence and are influenced by the Planning and Resource Allocation process.

1. College Council reviews student achievement data and a summary of the reflection process-in September.

2. College Council reviews previous year's progress on institutional goals/Education Master Plan in September.

3. Superintendent sets planning assumptions for next fiscal year in Fall.

4. College Council provides direction to advisory groups in updating Education Master Plan objectives as needed.

5. All units complete Program Review Updates/Action Plans during Spring flex day event.

6. Advisory groups review action plans and share preliminary priorities with the Budget Committee and College Council in February.

12. IMPLEMENTATION

11. Superintendent/President submits tentative budget to Board in June and final budget to Board in August.

Each planning step:
- Supports and/or advances student learning.
- Is evidence-supported.
- Requires communication to constituencies.

10. College Council makes allocation recommendations to the President in May/June.

9. Administration completes institutional review of budget in May/June.

8. Budget Committee affirms revenue assumptions based on May Revise.

7. Budget Committee affirms revenue assumptions based on Governor's Budget Proposal and begins budget development early March.

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SLOs live here:

Instructor Reflections on Student Learning: **Assessment** of Student Learning

→

Program Reflections on Student Learning: **Dialog** about Student Learning

→

Program Review Updates/Action Plans: **Prioritization** of Plans to Improve Student Learning

Ideas and Data to Enhance Programs and Services for Students*

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Example *Instructor* Reflections

- The Course: Geology 2/2L
- The SLO: Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes.
- The Assessment Methods:
  - Term project
  - Test questions

Geology 2/2L: Fall 2013

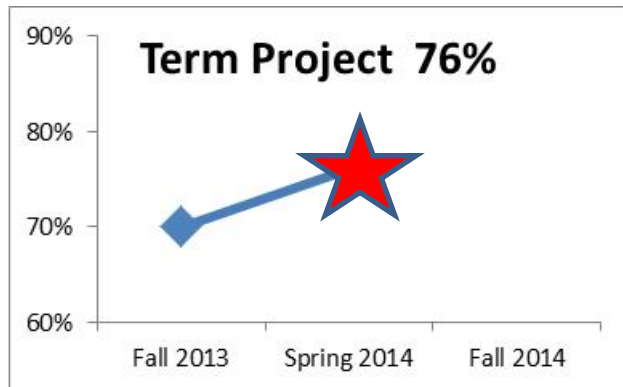- Average scores for Geologic History SLO

Term Project 70%

Test Questions 66%
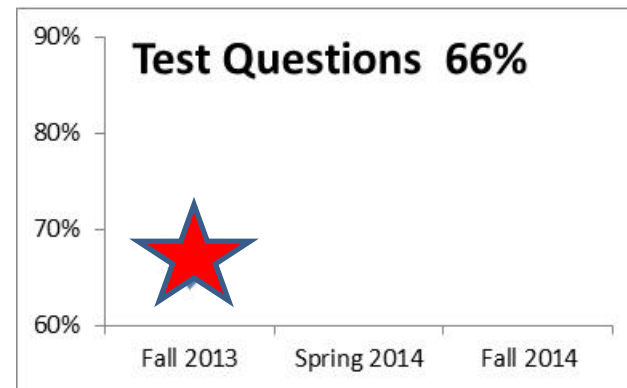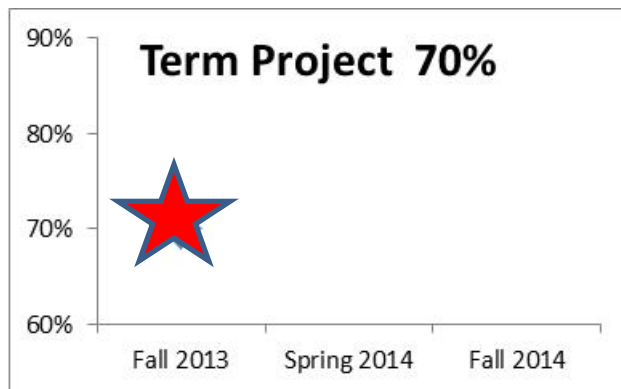
- Plan to improve:
  - Show/discuss a daily geologic image at the start of each class

Geology 2/2L: Spring 2014

- Average scores for Geologic History SLO
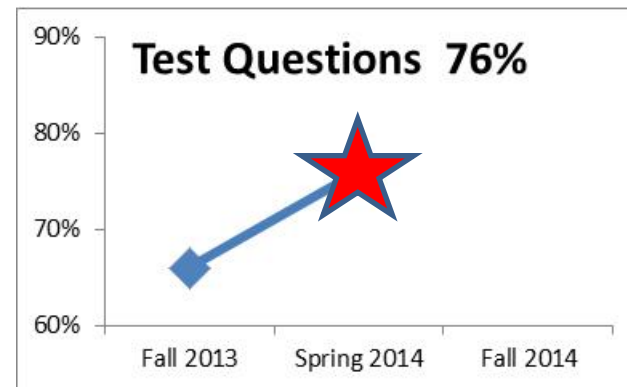
- Plan to improve:
  - Continue daily geologic image
  - Reinforce examples seen on field trips
  - Implement mandatory homework

![MPC Monterey Peninsula College logo]

Geology 2/2L: Fall 2014

- Average scores for Geologic History SLO
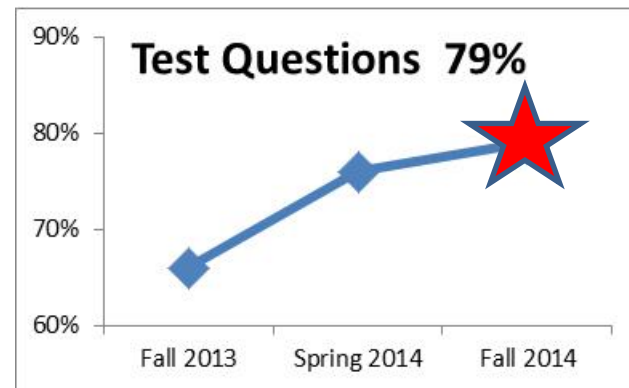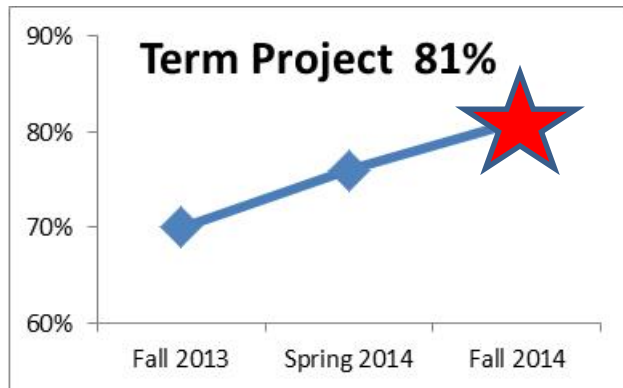
- Plan to improve:
  - Continue ongoing efforts because the results seem positive
  - Shift effort to other course SLOs

Example *Program* Reflections

- **Social Sciences** talks about their General Education Outcome (GEO)
- *"Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions."*

Social Science: Spring 2013

– "[A] faculty member ……uses debates in her political science classes as a way to [enable] students …… to *critically examine and comprehend…human institutions*."

– "her students learned far more in the debate exercise when they had to defend the position they did not share."
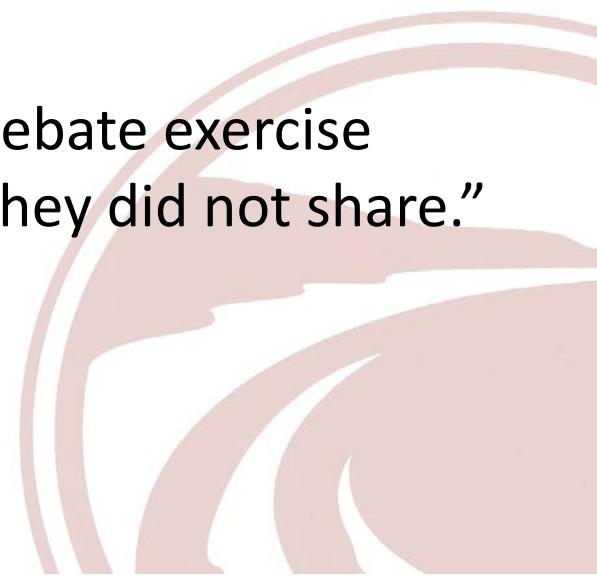
Social Science: Fall 2012

– "It is difficult in larger classes to create [a] setting where group discussion is feasible, ...properly observed and moderated to ensure successful completion of SLOs."

– "In some disciplines ....where data analysis is critical, the lack of a lab area where the data and appropriate software is available limits the [student's] ability to .....do *critical analysis of human nature, social behavior or institutions*."
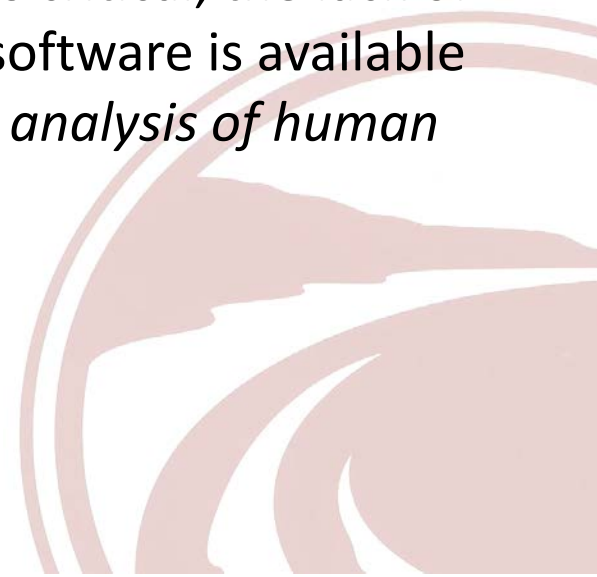
Social Science: Fall 2013

– "Early Childhood Education lab should be …… part of the Social Science Division. …….. In order …. to meet their SLOs, they need the learning lab so that students can work with real children and demonstrate skills in a real, professional, child development lab."

Questions?