SLOs 2.0 AT RIO HONDO COLLEGE

Refining and Expanding the Model
The Future of Instructional Program SLOs

Standard IIA2b.: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses progress towards achieving those outcomes.
Needs for Institutional SLOs

- General Education SLOs must be developed
  - Our “Institutional SLOs” essentially are G.E. SLOs
  - “Is the General Education Program assessed as an institutional assessment or as a multi-disciplinary program? It depends upon the campus culture and organization.” – Janet Fulks, Assessing Student Learning in Community Colleges (2004), and Member of Rio Hondo WASC/ACCJC Accreditation Team
Proposed Structure of SLOs at Rio Hondo College
General Education SLOs

- GE SLOs will be developed by small teams consisting of experts in the area.
- At least one team member should be a member of the SLO committee.
- I will participate as a team member as well to the greatest extent possible.
- GE SLOs should, where possible, draw from existing “Program-level SLOs”
  - PSLOs are effectively being replaced by GE and/or Degree SLOs in most academic areas in this model.
General Education & Basic Skills Areas

- Writing
- Reading
- Mathematics
- Physical Education
- Natural Sciences
- Social and Behavioral Sciences
- Humanities
Example of GE SLOs

**Mathematics**

GE SLOs for this area could include

- Students will translate real and/or practical problems from text into a mathematical expression and determine a correct solution or set of solutions.
- Students will interpret visual depictions of data (e.g. graphs, charts, etc.) to determine the solution of a given problem.
- Students illustrate mathematical data in a graphical form appropriate to the given situation and/or problem.

Etc.
Basic Skills SLOs

- A substantial subset of students at Rio Hondo are enrolled in Basic Skills courses.
- GE SLOs are mainly designed for assessment in transfer-level courses.
- Basic Skills SLOs will be developed by the GE groups which address the reading, writing, and numerical analysis domains.
- The resulting three sets of Basic Skills SLOs may be closely based on GE SLOs, but are intended to measure students’ abilities to master the skills necessary to engage in college-level work.
Degree and Certificate SLOs

- Degrees and Certificate SLOs assess the following, fundamental question:
  “Upon completion of a given degree or certificate program, what skills/abilities should students be able to demonstrate?”

- Coursework is a necessary, assessable component of the completion of the degree, so most measurement will likely occur at the course-level.

- However, other opportunities for assessment may exist outside the classroom.

- Further discussion and development of these SLOs will commence in Fall 2009.
Role of Course-Level SLOs

- Basic Skills
- General Education
- Course-Level SLOs
- Degrees
- Certificates
- Non-Credit/Community
Designation of Course-Level SLOs

- Course-Level SLOs will be categorized into the following general categories:
  - SLOs linked with a General Education or Basic Skills SLO
  - SLOs adopted from a GE or Basic Skills SLO
  - Degree or Course Specific SLOs
  - Course Specific
SLOs Linked with General Education or Basic Skills

- These SLOs will be used in courses to collect information which will be used in assessment of both the course and a particular general education area.
- The text of the course-level SLO is identical to that of the GE SLO.
- Only those courses which are specifically identified by the relevant GE SLO sub-committee may be placed in this category.
- All will be evaluated using a “Proficient/ Not Proficient” rubric only.
SLOs Adopted from General Education or Basic Skills

- In this context, adopt means copied and possibly modified
- These course-level SLOs are either identical to or closely based on an existing GE SLO
- Collected data is only assessed at the course-level
- This type of SLO recognizes the interdisciplinary nature of academic areas. Examples may include
  - Assessment of student writing in a history course
  - Assessment of student use and interpretation of numerical data in an economics course
  - Assessment of oral communication in the presentation of a scientific phenomenon in a physics course
- Rubric may be adopted “as is” or modified
Degree and Certificate Specific

- These course-level SLOs are used to collect information primarily in courses required only for certain majors or programs.
  - Examples: Organic Chemistry, Nursing Clinicals, Differential Equations, G.I.S., Public Safety, etc.
- The text of these SLOs is generally identical to that of a particular Degree of Certificate SLO to facilitate interpretation of assessment results at both levels.
- Strongly recommend that these be evaluated using a “Proficient/Not Proficient” rubric only.
Course-Specific SLOs

- These course-level SLOs are used to assess only a particular course or a related group of courses.

- Their scope may be of broad applicability to the course, but are not of a wider scope to programs or the institution as a whole.

- No restrictions on the rubric.

- Example for CHEM 231: Organic Chemistry II
  Students will elucidate the structure of compounds of intermediate complexity through the correct application of common spectroscopic and chemical methods.
Immediate Timeline

- Members of individual GE SLO subcommittees identified in coming weeks
- GE and Basic Skills SLOs developed by November 19
- SLOs will be disseminated to faculty to solicit opinions
- GE and Basic Skills SLOs formally adopted by SLO Committee before the end of Fall
- Beta-testing of process occurs in Spring 2010