



Student Services SLO Workshop

Rio Hondo College
SLO/SAO Task Force
November 19, 2009



Beta Version

Agenda

- SLO/SAO Task Force Progress
- Discussion of proficiency and benchmarks
- Group Work
- Reporting Out
- Next Steps



Workshop Outcomes

- Report on Student Services progress in moving towards Sustainable Continuous Quality Improvement
- Better understanding of how to define proficiency and set benchmarks for your program SLOs
- Everyone participates



SLO/SAO Task Force Progress



- Charge (What does this task force hope to accomplish?):
 - Develop a time line for Student Services Program SLO/SAOs to ensure that RHC SS programs will reach the proficiency level by 2012. **COMPLETED**
 - Research SS SLO/SAO models from other institutions, make recommendations and ensure a RHC process is implemented. **COMPLETED**
 - Facilitate discussions and train SS personnel on SLO preparation and monitor progress. **IN PROGRESS**
 - Review, assess and check current SS SLOs for completion.
 - Work with IEC or Institutional Research to ensure that recommended process is tied into the Institutional Planning process. **IN PROGRESS**
 - Report progress to the monthly Student Services Program Leadership Council and quarterly to the SLO committee. **ON GOING**
 - Final recommendations to Henry Gee and Dr. Martinez.



The SLO cycle

- There are 5 steps to completing the cycle
 1. Identify and Write SLO statement
 2. Document Methods of Assessment and Gather Evidence
 3. Summarize Findings (Spring 2010)
 4. Develop Action Plan (Spring 2010)
 5. Implement Action Plan (Spring 2010 and Ongoing)



Importance of Benchmarks

Henry Gee



Why SLOs?

WASC Standard IIB



- “The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services”



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Why Use Benchmarks

- ❑ ACCJC-WASC says that Proficient institutions use results of assessment for improvement and further alignment of institution-wide practices.
- ❑ Need to be able to compare progress from year to year.
- ❑ Aids the program in establishing acceptable performance targets for a specific ability, skill or knowledge base.
- ❑ Each program should discuss and determine reasonable benchmarks for their SLOs.
- ❑ Used to help evaluate the program, NOT to be used to evaluate the performance of individuals in the program.
- ❑ There are NO punitive consequences if benchmarks are not met.



Proficiency and Benchmarks

Dan Rubalcava



Step 2: Document Methods of Assessment and Gather Evidence



- What have we done so far:
 - Specify the type/source of data (tool) which will be used to assess this SLO and how it will be collected. (How will the evidence be gathered?)
 - Identify who will be evaluated. (Who is your target population?)
 - Indicate length of the assessment cycle. (When will the evidence be gathered?)



Step 2: Document Methods of Assessment and Gather Evidence



- What are we missing:
 - Specifically describe the characteristics of a “proficient” result on this outcome.
 - State your benchmark value.



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Things to Consider When Defining Proficiency



- The standard for student success – a reasonable level of student achievement or skill
- Metric – this is the minimum level or score expected for student achievement.
- Rubric – defines the performance standard or characteristic. It may help to define beginning, proficient and advanced skills or awareness.



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Some Assessment Tools

□ Metric

- Pre and Post Tests/Surveys
- Tests/Quizzes
- Checklists
- Track number of students who...
- Surveys

□ Rubric

- Special reports
- Student work samples
- Observations
- Focus groups



Examples of Proficiency

- Data: Hypothetical GPA
- Survey



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Things to Consider When Defining Benchmarks



- ❑ Do you have baseline data?
- ❑ This is a goal representing the minimum percentage of students which you would like to see classified as proficient for all students evaluated under this outcome.
- ❑ They are improvement targets on the baseline data.
- ❑ You may have to complete one cycle to determine a baseline and adjust the benchmark.
- ❑ Your target performance may not be achieved in one cycle. Intermediate benchmarks may be set.
- ❑ They should be reasonable and not artificially low.



Questions?



Group Activity

Discussion of Proficiency and Benchmark

Dan – Antonio, Judy, Mike

Zolita – Adrian, Elizabeth, Henry, Robert

Christine – Walter, Cathy, Belen



Group Activity

Sample SLOs



- ❑ Student Work: TRIO (UB or SSS SLO#1)
- ❑ Survey: Veterans (SLO #1 or #2)
- ❑ Observations: Student Activities (SLO #1)



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Group Activity

Proficiency



- Using the three sample SLOs, discuss with your group the following questions:
 - What outcome or skill is being measured?
 - What criteria will determine if the outcome is met or not met?
 - Should a metric or rubric be used?
 - Metric – what is the minimum level or score expected for student achievement?
 - Rubric – define the performance standard or characteristic. It may help to define beginning, proficient and advanced skills or awareness.



Group Activity

Benchmarks



- Using the three sample SLOs, discuss with your group the following questions:
 - Could some baseline data exist? Where might it be found?
 - What might be a reasonable benchmark for this year (current SLO cycle)?
 - The minimum percentage of students which you would like to see classified as proficient for all students evaluated under this outcome.
 - What might be the target benchmark?



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Reporting Out



Next Steps

- ❑ Managers/Coordinators are responsible for facilitating discussion on proficiency and benchmarks as a part of the ongoing dialog and work in their programs.
- ❑ Transfer information to the SS SLO Assessment Report and Action Plan 2009-2010 Beta Version and submit by 12/7/09.
- ❑ Complete the gathering of evidence for Fall 2009.
- ❑ Regular scheduled updates on progress will be expected at each SSPLC meeting.
- ❑ The SLO process will continue to be revised and improved.

