



# Student Services

# SLO/SAO Training

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Unit 3 – Collecting Data and Setting Targets  
September 28, 2017

# Welcome

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# Agenda

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- Review Unit 2
- Collecting Data: Sources & Guidelines
- Setting Targets: Degree & Benchmark
- Next Steps

# Nichols Model (5 Column)

<b>COLUMN 1:</b>	<b>COLUMN 2:</b>	<b>COLUMN 3:</b>	<b>COLUMN 4:</b>	<b>COLUMN 5:</b>
<b>Mission/Goals</b>	<b>Intended Outcomes/ Objectives</b>	<b>Means of Assessment/ Criteria for Success</b>	<b>Summary of Data</b>	<b>Use of Results</b>
The mission and applicable goal(s) of the program, department or administrative unit.	What will the student think, feel, know or be able to do as a result of a given educational experience?	What are the criteria for success? What tools will be used to establish and measure success?	Summarize the findings. How close were the results to the criteria for success?	What do the data tell us about our process? What, if anything, do we need to do to our course, program or department to improve? What resources are necessary?

# Today's Training Outcomes

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*After participating in Unit 3, Program Plan Leaders will be able to*

- ❑ Identify at least 2 potential data sources for each SLO/SAO
- ❑ Evaluate the practicality of potential data sources
- ❑ Explain “degree” and “benchmarks” to planning team members

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# Unit 2: Writing an Outcome Statement

# Outcome Statements

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- Outcomes are detailed, specific statements derived from goals.
  
- Components:
  - Audience
  - Behavior
  - Condition
  - Degree

# An Example of “Degree”

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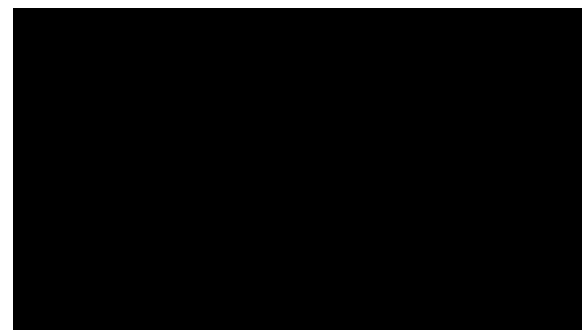
Rio Hondo College

## Results

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Your Score	100%
Minimum Score	83%





# Cohort Activity #1

Feedback on the outcome statements from the homework.

# Collecting Data

Common Sources of Outcome Data

# Sources of Outcome Data

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- ❑ Existing Records
- ❑ Self-Reports
- ❑ Assignments

# Existing Records

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- Banner
- SARS
- Roadrunner Connect
- Program Files (paper & electronic)

# Self-Reports

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- Surveys/Questionnaires
- Interviews
- Personal & Behavioral Inventories

# Assignments

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- Tests
- Work Products
- Demonstration
- Unobtrusive Observation
- “Quick Assessments”

# Collecting Data

Practical Guidelines for Data Collection

# Guideline #1

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Think of the desired behavior in sensory terms.



# Guideline #2

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Start with the data you already collect.



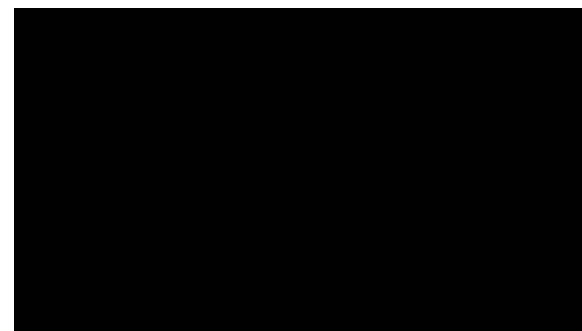
# Guideline #3

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Don't overdo it.





# Cohort Activity #2

Preparing to collect data.

# Setting Targets

Degree & Benchmark

# Degree

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- How well or how much must the behavior be performed?
- Assessed at the individual level



# Benchmark

- What percentage of students must demonstrate the behavior and degree?
- Calculated at the group level

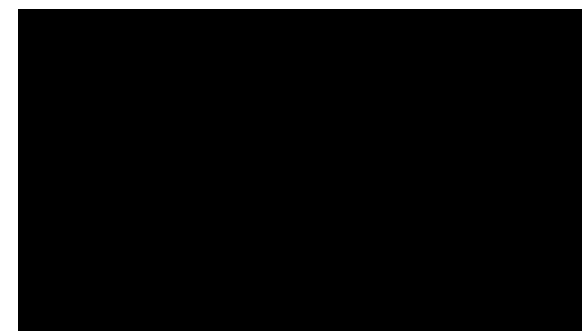


# Degree & Benchmark

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# Cohort Activity #3

How do we talk about “degree” and “benchmark?”



# Next Steps

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- With planning team and collaborators, complete the worksheet:
  - For each outcome, chose a good source of data.
  - For each outcome, set a degree and benchmark.
- With IRP researcher:
  - Review tentative plans for data collection.
  - Develop system for collecting and storing data.

# Questions?

Next Meeting: Unit 4 on October 19

# Good Measures, Not Outcomes

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- Number of Students Served
- Number of Service Hours Provided
- Participant Satisfaction

# Pre-Post Design

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## Con

- ❑ Often unnecessary
- ❑ Perspectives can change across time

## Pro

- ❑ Understanding students at baseline
- ❑ Formative data for improving services
- ❑ Situations when measuring change is important

