



Student Services

SLO/SAO Training

Unit 2 – Writing An Outcome Statement
September 14, 2017

Agenda

- Training Overview and Refresher
- Introduction and Purpose of SLO/SAOs
- Small Group Exercise
- Next Steps

Welcome & Introduction

Howard Kummerman, Executive Dean

Today's Training Outcomes

After participating in Unit 2, Program Plan Leaders will be able to:

- Create 1-2 SLO/SAOs that are meaningful to their daily program activities
- Explain connection between program activities, data, and outcomes

Cohort Exercise

Introduction of programs, prep work review

Why Assess?

- ❑ Improve learning at the course, program, unit, and institutional levels
- ❑ Create collaborative and continuous process to improve student success throughout college
- ❑ Provide usable data to demonstrate this improvement to community & stakeholders

The Assessment Cycle

The Five-Column Model

I	II	III	IV	V
ESIP: Mission →Goals	Intended Outcomes	Means of Assessment & Standards	Summary of Data Collected	Use of Results

Adapted from Nichols and Nichols Five-Column Model



SLO / SAO- defined

- Student Learning Outcome – clear measurable statement of **direct** student learning (knowledge, skill or behavior) after interaction or intervention with a program
- Service Area Outcome – clear measurable statement of **indirect** impact on student learning as result of a given service.

Writing Outcomes

- ❑ Outcomes are detailed, specific statements derived from goals
- ❑ End result of the effort: What do you expect students to know or do as a result of interaction (workshop, website instructions)?
- ❑ It is not what you are going to do to the student, but rather describes how you want student to demonstrate what s/he knows or can do.

SLO / SAO- examples

□ Student Learning Outcome

- Financial Aid: As a result of attending a workshop, students will be able to differentiate between subsidized and unsubsidized loans
- Counseling: After meeting with a counselor, students will differentiate between Certificate, AS/AA, and Transfer programs of study offered at RHC

□ Service Area Outcome

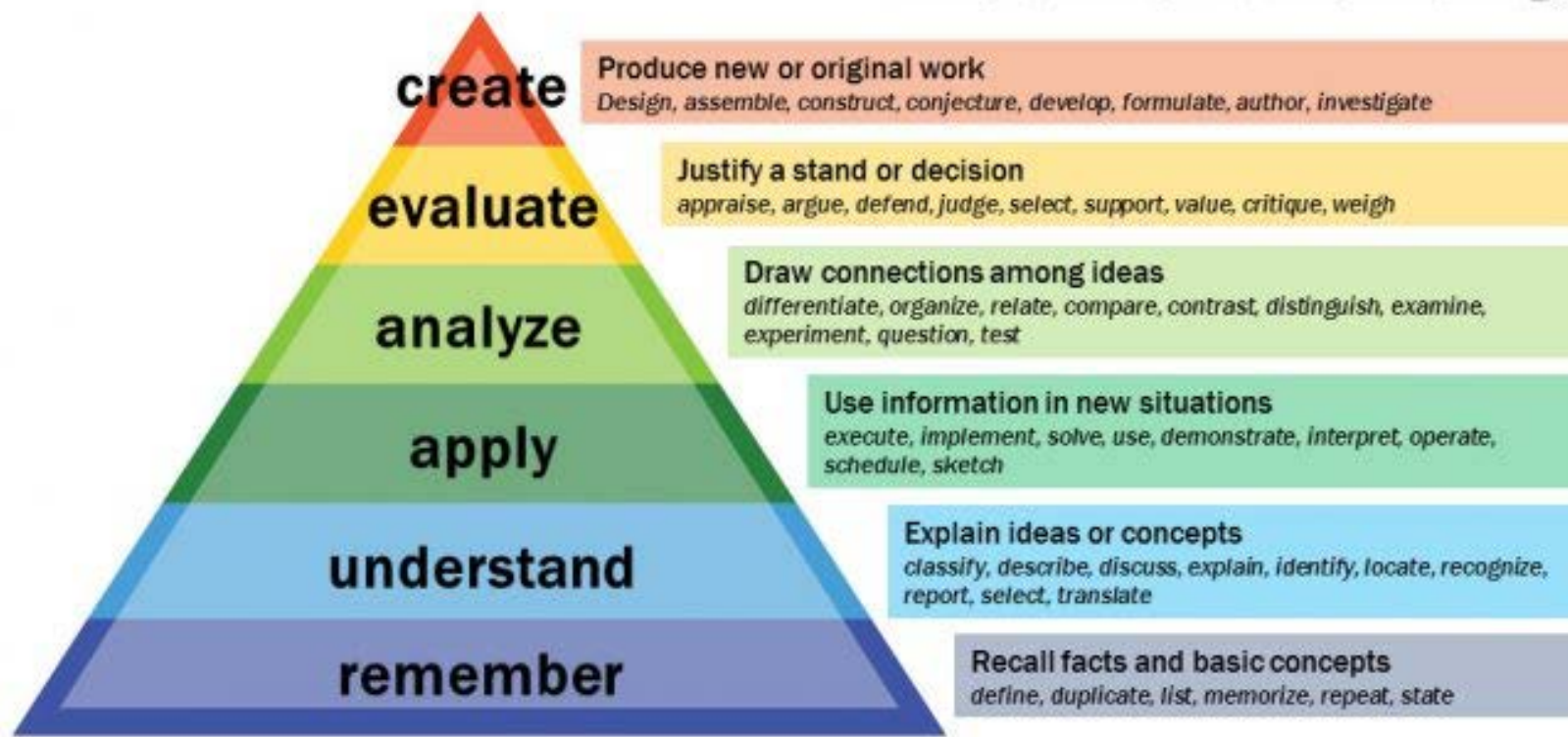
- Financial Aid: Students will be adhere to federal regulations and deadlines for FAFSA applications
- Counseling: Students will develop and follow a 5 semester educational plan

Know Your ABCs! (Mager, 1962)

- A- Audience/Who?
 - Who does the outcome pertain to?
- B- Behavior/What?
 - What do you expect the audience to know/be able to do?
 - Must include an action verb (cheat sheet to come!)
- C- Condition/How?
 - Under what circumstances will learning occur?
- D- Degree/How much?
 - To what level?

Language- Bloom's Revised

Bloom's Taxonomy



Building an Outcome

- Identify the ABCD:

As a result of participating in a staff training, student workers will be able to explain three of their five themes as measured by Clifton StrengthsFinder.

- Your Turn... (Condition), (Audience) will (Behavior) by (Degree).

Fix the Outcome

- ❑ Students will differentiate between certificate, AA/AS, and transfer programs at Rio.
- ❑ Attendance in this workshop will lead to better study habits and communication skills.
- ❑ Students will report shorter wait times at the counter.

Finishing Touches

- Once you have your outcome, do a final check. Is your outcome:
 - Specific?
 - Measurable?
 - Attainable?
 - Relevant?
 - Time-bound?

Institutional Effectiveness

- Accreditation
- Student Equity Measures
- Success Scorecard
- Grants and Funders
- APP/AUP
- Etc.

Next Steps

- ❑ Program Leaders are liaison for making SLO/SAOs a part of the ongoing dialog and work in their program.
- ❑ Take new SAO/SLOs back to your planning team (program and collaborators) for revision and input
- ❑ Brainstorm what kind of data is needed? How do you capture it?
- ❑ Finalize 1-2 SLOs or SAOs and email to Shaina Phillips and Rachel Garcia by 9/21/17

Questions?
