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

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<td>ESIP: Mission Goals</td>
<td>Intended Outcomes</td>
<td>Means of Assessment &amp; Standards</td>
<td>Summary of Data Collected</td>
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Adapted from Nichols and Nichols Five-Column Model

The SLO Cycle

1. Define/Refine student learning outcomes based on input from stakeholders.
2. Design assessment tools, criteria, and standards directly linked to each outcome.
3. Implement assessment tool(s) to gather evidence of student learning.
4. Analyze and evaluate the collected data.
5. Identify gaps between desired and actual results.
6. Document results and outline needed changes in curriculum, instructional materials, or teaching strategies.
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

- **Create**: Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate

- **Evaluate**: Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, value, critique, weigh

- **Analyze**: Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Apply**: Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Understand**: Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Remember**: Recall facts and basic concepts
  - Define, duplicate, list, memorize, repeat, state
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.