



Student Services

SLO/SAO Training

Unit 4 – Analyzing the Data and Closing the Gap
October 19, 2017

Welcome

Henry Gee, Vice President Student Services

Sheila Xiao

Research Analyst

Agenda

- Importance of Closing the Gap
- Review of Units 2 and 3
 - Large Group work
 - Small Group Work
- Next Steps

Today's Training Outcomes

After participating in Unit 4, Program Plan Leaders will be able to:

- ❑ Articulate the importance of measuring student performance to their program team
- ❑ Implement the Assessment Cycle steps 1-3
- ❑ Explain the connections between Student Equity, Guided Pathways and Learning Outcomes to their program team

Why does this matter?



Change is Gonna Come

- <https://www.youtube.com/watch?v=wEBlaM0mKV4>
- It is all about **INTERSECTIONALITY**
 - *Student Equity* – Focusing on equity (practices and approaches that reduce the educational opportunity gaps for disproportionately impacted students) increases social mobility
 - *Learning Outcomes* – Clear and measurable statements of student learning
 - *Guided Pathways* – A student-centered approach that increases the number of students earning community college credentials, while closing the equity gaps.

Let's Review

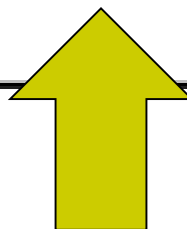




Review: The Assessment Cycle

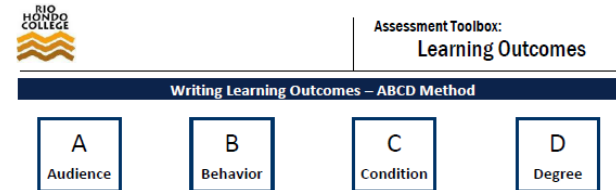
Table 2. Nichols' 5-column model

COLUMN 1:	COLUMN 2:	COLUMN 3:	COLUMN 4:	COLUMN 5:
Mission/Goals	Intended Outcomes/ Objectives	Means of Assessment/ Criteria for Success	Summary of Data	Use of Results
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?



Review

- Creating Statements with the ABCD method
- Data Sources
- Benchmarks



Audience: Who are the student learners?
 Behavior: What will the students be able to think, know, or do?
 Condition: Under what program interactions, activities, or intervention will the learning occur?
 Degree: How well or how much must the behavior be performed?

Example: *As a result of participating in the Leadership 101 Workshop, student employees will explain three of the five leadership traits in Kouzes and Posner's The Leadership Challenge.*

Labels: Condition (As a result of participating in the Leadership 101 Workshop), Audience (student employees), Behavior (will explain), Degree (three of the five leadership traits).

List the main components of your student learning outcome:

Audience _____
 Behavior _____
 Condition _____
 Degree _____

Write your student learning outcome:

Benchmark: _____. What percentage of students will meet the outcome criteria?

Check Your Work. Is Your Outcome SMART?

- Specific-** Is it clear? Does it measure only one thing?
- Measurable-** Can it be measured? Will you know if you met your outcomes?
- Attainable-** Given staffing, resources, and time, is it doable?
- Relevant-** Is it meaningful toward the mission and goals of your dept?
- Timebound-** Does it have a timeframe?

30:00

Gallery Walk

Peer Evaluation



45:00

Cohort Discussion

Review of work to date

Next Steps

- ❑ Perform a final review of your statement, assessment tool and measurement with your research support
- ❑ Start to gather data!
- ❑ Training will reconvene in the Spring to cover analysis of data and use of results

Questions?
