Student Services
SLO/SAO Training

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

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Agenda

- Review Unit 2
- Collecting Data: Sources & Guidelines
- Setting Targets: Degree & Benchmark
- Next Steps
Nichols Model (5 Column)

<table>
<thead>
<tr>
<th>COLUMN 1: Mission/Goals</th>
<th>COLUMN 2: Intended Outcomes/Objectives</th>
<th>COLUMN 3: Means of Assessment/Criteria for Success</th>
<th>COLUMN 4: Summary of Data</th>
<th>COLUMN 5: Use of Results</th>
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<tr>
<td>The mission and applicable goal(s) of the program, department or administrative unit.</td>
<td>What will the student think, feel, know or be able to do as a result of a given educational experience?</td>
<td>What are the criteria for success? What tools will be used to establish and measure success?</td>
<td>Summarize the findings. How close were the results to the criteria for success?</td>
<td>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?</td>
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Today’s Training Outcomes

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
Unit 2: Writing an Outcome Statement
Outcome Statements

- Outcomes are detailed, specific statements derived from goals.

- Components:
  - Audience
  - Behavior
  - Condition
  - Degree
An Example of “Degree”

Results

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

- Existing Records
- Self-Reports
- Assignments
Existing Records

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

- Surveys/Questionnaires
- Interviews
- Personal & Behavioral Inventories
Assignments

- Tests
- Work Products
- Demonstration
- Unobtrusive Observation
- “Quick Assessments”
Collecting Data
Practical Guidelines for Data Collection
Guideline #1

Think of the desired behavior in sensory terms.
Guideline #2

Start with the data you already collect.
Guideline #3

Don’t overdo it.
Cohort Activity #2

Preparing to collect data.
Setting Targets

Degree & Benchmark
Degree

- 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
Cohort Activity #3

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

- With planning team and collaborators, complete the worksheet:
  - For each outcome, choose 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

- Number of Students Served
- Number of Service Hours Provided
- Participant Satisfaction
Pre-Post Design

**Con**
- Often unnecessary
- Perspectives can change across time

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

I taught Stripe how to whistle.

I don't hear him whistling.

I said I taught him. I didn't say he learned it.