Student Services
SLO/SAO Training

Unit 5 – Use of Results
April 24, 2018
Welcome

Henry Gee, Vice President Student Services
Agenda

- Review of Assessment Cycle
- Summarizing Data
- Making Inferences
- Use of Results
- The Assessment Process
- Next Steps
Today’s Training Outcomes

After participating in Unit 5, Program Plan Leaders will be able to:

- Summarize their data and make inferences
- Create an Action Plan
- Articulate the assessment cycle to their program
Let’s Review
### Review: The Assessment Cycle

<table>
<thead>
<tr>
<th>COLUMN 1:</th>
<th>COLUMN 2:</th>
<th>COLUMN 3:</th>
<th>COLUMN 4:</th>
<th>COLUMN 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Goals</td>
<td>Intended Outcomes/</td>
<td>Means of Assessment/</td>
<td>Summary of Data</td>
<td>Use of Results</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>Criteria for Success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Working with Outcome Data

- Identifying data points
- Summarizing data
- Presenting outcome data
Student Learning & Service Area
Outcome Data

- You wrote SLO/SAOs.
- You set benchmarks.
- You identified, or *created*, data sources.
- You collected data.

...So, now what?
Example SLO

After attending the PASS Financial Literacy Workshop, 75% of PASS participants will demonstrate knowledge of at least 8 of the 10 strategies to manage their own finances.

What data points (variables) are needed for this SLO?
Student Learning & Service Area
Outcome Data

- Capture student level data points (variables) from your outcome:
  - A: Who are the student learners?
  - B: What will the students be able to think, know, or do?
  - C: Under what interaction or activity will the learning occur?
  - D: How well or how much must the behavior be performed?

- Also include:
  - Unique ID for each student
  - Dates of activities or contacts
  - Who collected data on each student
  - Demographics or other characteristics of the student
Student Learning & Service Area
Outcome Data

- Accurate
- Verifiable
- Defined
- Contextualized
- Relevant
- Aggregatable
Summarizing Outcome Data
After attending the PASS Financial Literacy Workshop, 75% of PASS participants will demonstrate knowledge of at least 8 of the 10 strategies to manage their own finances.

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Workshop Date</th>
<th>Assignment Received Date</th>
<th>Rec’d By</th>
<th>Assignment Score</th>
<th>SLO Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>2/23/18</td>
<td>2/29/18</td>
<td>SX</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>2/23/18</td>
<td>2/20/18</td>
<td>SX</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>2/23/18</td>
<td>None Received</td>
<td>SX</td>
<td>-</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>2/24/18</td>
<td></td>
<td>SC</td>
<td>8</td>
<td>No</td>
</tr>
</tbody>
</table>
After attending the PASS Financial Literacy Workshop, 75% of PASS participants will demonstrate knowledge of at least 8 of the 10 strategies to manage their own finances.

- Total number of participants
- Number of participants who successfully demonstrated their learning
- Percentage of students who successfully demonstrated their learning
- Break out data by demographic or other student characteristic
- Determine if benchmark was met
During the Fall 2015 semester, 4 students completed a PASS Financial Literacy Workshop. After the workshop, 1 (25.0%) of these students identified at least eight strategies to manage their own finances. This outcome did not meet the benchmark of 75%.
Summarizing Outcome Data

Cohort Activity #1

15:00
Sharing Outcome Data

After attending Sheila and Sarah’s basic training course, 75% of participating dogs will demonstrate 4 out of the 5 commands before the end of the final class.

- Present your data in a clear and understandable format
- Maintain confidentiality
- Disaggregate to identify equity gaps
- Use simple, and meaningful, tables and graphs
Sharing Outcome Data

Number of Commands Learned by Dogs (During January, March, and May Courses)

- 0 commands: 8.3%
- 1 command: 16.7%
- 2 commands: 16.7%
- 3 commands: 8.3%
- 4 commands: 16.7%
- 5 commands: 50.0%
Sharing Outcome Data

Number of Commands Learned by Graduation

3 or Less
33.3%

4 or More
66.7%
Sharing Outcome Data

Pass and Fail Rate by Course

Course 1
Course 2
Course 3
Sharing Outcome Data

Pass and Fail Counts by Course

- **January**: Fail: 1, Pass: 2
- **March**: Fail: 2, Pass: 3
- **May**: Fail: 1, Pass: 3
Sharing Outcome Data

Present data is a way that is:
- Accurate
- Verifiable
- Defined
- Contextualized
- Relevant
- Aggregatable
Institutional Research and Planning Office
Located in Campus Inn Bldg. – CI 166
Phone: (562) 908-3412
Fax: (562) 463-4649
Making Links
What Does This Mean?

- Refer back to your logic model & SLOs/SAOs
- Review all data with your team to decipher the outcomes

**KEEP CALM AND KEEP IT SIMPLE**
**Making Inferences**

Statistical inference means drawing conclusions based on data.

<table>
<thead>
<tr>
<th>Background Knowledge</th>
<th>Data points</th>
<th>Inference/Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last 2 years, more students have been applying for our program due to early outreach to the high schools.</td>
<td>The data shows an increase in the number of students served from the previous year, specifically females.</td>
<td>Our early outreach to high schools has increased the numbers we serve by 25%.</td>
</tr>
</tbody>
</table>
Tie into funding requests

Does your data show…

- a new or continuing need(s)?
- evidence that you have met objectives?
- program strengths, weaknesses, opportunities, and threats (SWOT Analysis)
Linking to program plans

Use your data to…

- support program performance and trends
- describe who you are serving
- support requests for resources
Small Group Work

Identify one common goal that intersects and determine how you can collaborate to reduce duplication or enhance the student experience.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Program 1</th>
<th>Program 2</th>
<th>Program 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: To increase the participation of males of color in our program.</td>
<td>Conduct outreach presentations in classes with high male participation.</td>
<td>Provide workshops to help students with application assistance.</td>
<td>Provide extended orientation for males of color.</td>
</tr>
</tbody>
</table>
Intersecting Activities

Cohort Activity #2

15:00
Assessment Results

A story with two fates…
Step 5: Use of Results

**Nichols’ Model**

- What do the data tell us about our process?
- What, if anything do we need to do our course, program or department to improve?
- What resources are necessary?
Assessment Results

Strategies/Action Items
When reviewing assessment results or data, what are some of the challenges you have experienced that have provided barriers in developing strategies/action steps?
## Make a Plan

<table>
<thead>
<tr>
<th>Results</th>
<th>Strategies</th>
<th>Responsible</th>
<th>Deadline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s Reflect
Assessment is Cyclical

Use of Results → Learning Outcomes Statement → Means of Assessment → Criteria → Summary of Evidence → Use of Results
Potential Adjustments for Next Year

- Program/services
- Target
  - Degree (up or down)
  - Benchmark (up or down)
- Data collection method(s)
A Walk through the Assessment Cycle

- Stating SLOs.
- Setting targets.
- Identifying ways of collecting data.
- Collecting data.
- Summarizing the data.
- Making inferences.
- Now: Using the results.
Culture of Assessment

- Administrative support and modeling
- Systematic and ongoing assessment
- Collaboration and dialogue
- Focus on improvement and learning
- Celebrate successes
Institutional Level Outcomes

- Are the competencies (knowledge, skills) a student is expected to have when they have complete programs
- Presents opportunities for collaboration and dialog on innovation/improvement at the institutional level
- Validates that Student Services programs contribute to the student’s overall academic success/progress
Institutional Level Outcomes

- RHC has developed Institutional Level Outcomes (ILOs) in 5 broad categories:
  - Think Critically
  - Communicate
  - Demonstrate Global Awareness and Ethical Behavior
  - Demonstrate Information Literacy
  - Develop Personal and Career Goals
Next Steps

- Map your primary outcome statement to Institutional Level Outcomes by May 11th
- In collaboration with your program, write your Outcome Report by June 29th