



SERVICE AREA OUTCOMES WORKSHOP

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PREVIEW

- ❖ Introduction
- ❖ Purpose and Benefits of Outcome Assessment
- ❖ Characteristics of Effective Assessment
- ❖ Definition of Outcomes
- ❖ Tips for Writing Outcomes
- ❖ Different Types of Outcomes
- ❖ Methods of Assessment

INTRODUCTION



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PURPOSE OF ASSESSMENT

The four main purposes of assessment should be:

- **To improve**-The assessment process should provide feedback to determine how the service area unit can improved.
- **To inform**-The assessment process should inform department/program leads and other decision-makers of the contributions and impact of the service area unit to the development and growth of students.
- **To prove**- The assessment process should encapsulate and demonstrate what the service area unit is accomplishing to students, faculty, staff and outsiders.
- **To support** – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation.

BENEFITS OF OUTCOME ASSESSMENT

For Students

- Communicate clear expectations about what's important in a course or program
- Inform them that they will be evaluated in a consistent and transparent way
- Reassure them that there is common core content across all sections of a course
- Allow them to make better decisions about programs based on outcome results

BENEFITS OF OUTCOME ASSESSMENT

For Faculty/Staff

- Help them determine what's working and what's not working in their courses or programs
- Facilitate valuable interdisciplinary and intercampus discussions
- Provide powerful evidence to justify needed resources to maintain or improve programs
- Provide reassurance that all faculty teaching a particular high demand course agree to address certain core content

BENEFITS OF OUTCOME ASSESSMENT

For administrators/program leads

- Demonstrate an institutional commitment to continually improving the academic programs and services offered by the college
- Provide valuable data to support requests for funds from state and local government and private donors
- Demonstrate accountability to funding sources
- Provide valuable data for academic planning and decision-making

CHARACTERISTICS OF EFFECTIVE ASSESSMENT*

- ❖ **Effective unit outcome assessment should answer these questions.**
 - What are you trying to do?
 - How well are you doing it?
 - Using the answers to the first two questions, how can you improve what you are doing?
 - What and how does a program unit contribute to the development and growth of students?
 - How can the student learning experience be improved?

*Hutchings, P., & Marchese, T. (Sep-Oct 1990). Watching Assessment, Questions, Stories, Projects. *Change*, v22n5. p.12-38

DEFINITION OF OUTCOMES

- Outcomes can be defined as statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the service area unit.
- Operational outcomes define exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.)
- Outcomes also can be stated in terms of student learning outcomes. This is most appropriate for services that aim to increase students' knowledge or understanding of specific concerns.

OBJECTIVES ARE NOT OUTCOMES

- Objectives are not the same thing as an outcome
- Outcomes are measurable and a result of mastery of various objectives that a student was exposed to during a learning experience or intervention.

NOTE: Your program may have many individual objectives that you would like to see from a student, however, we measure an outcome by their ability to appropriately and correctly use the skills to accomplish an outcome.

AN EXAMPLE: FINANCIAL AID

Objectives Financial Aid

- Students who visit financial aid office will be able to identify:
 - the financial aid filing deadline
 - Differences between student aid programs
 - Eligibility criteria
 - GPA requirements
 - Types of aid available
 - Fee waiver information
 - Location of the financial aid office
 - Other resources available
 - Etc.

Outcomes Financial Aid

- Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.
- Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines.

DIFFERENT TYPES OF LEARNING OUTCOMES

WCC has 8 Institutional Student Learning Outcomes (iSLOs)

1. Communication
2. Computation
3. Critical Thinking
4. Global Awareness
5. Information Competency
6. Personal & Social Responsibility
7. Scientific Awareness
8. Technological Awareness

**See attachments in
your workshop packet
for the official
description of the 8
WCC iSLOs**

DIFFERENT TYPES OF LEARNING OUTCOMES

Each Academic Instructional Program, Academic Support Program, Student Service Area, and Administrative Unit have Program Level Outcomes.

- ❖ Academic Instructional Program level outcomes are often referred to as (**pSLOs**: Program Student Learning Outcomes)
- ❖ Student Service Area Program Outcomes may also be referred to as (**SAOs**: Service Area Outcomes)
- ❖ Administrative Units Outcomes may also be referred to as (**AUOs**: Administrative Unit Outcomes)

Whether they are called “pSLOs,” “SAOs” or “AUOs”, they represent an overall program level outcome.

DIFFERENT TYPES OF LEARNING OUTCOMES

ALL PROGRAM LEVEL OUTCOMES SHOULD MAP TO ONE OR MORE OF THE 8 INSTITUTIONAL LEVEL OUTCOMES!

Outcomes Financial Aid

- Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.
- Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines.



iSLO

**Information
Competency**

**Personal & Social
Responsibility**

WRITING OUTCOMES

Exercise:

List two primary functions or goals of your office/program.

Try writing an outcome for one of those goals or functions.

- Make them **SMART** *
 - **Specific**
 - **Measurable**
 - **Aggressive but Attainable/Acceptable**
 - **Results-oriented & Realistic (Result of experience being measured)**
 - **Time Bound & Targeted**

**See attachments in
your workshop packet
for a list of possible
action verbs
organized by Bloom's
Taxonomy**

METHODS OF ASSESSMENT

- ❖ **There are various ways to assess outcomes.**
 - **Direct Measures** -Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance; capstone course evaluation, etc.
 - **Indirect Measures**-Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys, etc.

See attachments in your workshop packet for the examples of Direct and Indirect Methods of Assessment

NEXT STEPS

1. Review current pSLO/AUO/SAO and revise if necessary.
2. Update Outcomes in TracDat and/or through curriculum (if instructional)
3. Map all Outcomes to one or more of the 8 WCC iSLOs
4. Identify possible methods of assessment and criteria for “successful” meeting of outcome.
5. Do you or your program already collect assessments that can be “built in” to this process?
6. Develop or locate appropriate assessment tools.
7. Complete the assessments, report data
8. Reflect on the results, have **dialogue about the results** within your program and with other services.
9. Celebrate and Communicate successes, as well as identify any actions you wish to try.
10. Reassess and move into a continual process of CQI (Continuous Quality Improvement)
11. Assessing pSLOs/AUOs/SAOs are only one tool for overall review of a program. Programs should also use attainment data as well as attitudinal/perception input.



Questions?