Developing and Assessing Outcomes

The following are some guiding questions to help in the development of SLOs and Operational Outcomes:

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/program:

* What should this student know or understand?
* What will this student be able to do?
* What kind of skills or values will this student possess?

Think about a student or potential student who will receive a certain service. What kind of service experience would allow for the greatest satisfaction?

As a result of this service:

* How should this student act?
* What kind of attitude should this student possess?
* What will the student gain?

When considering the questions above, think about how you will know whether or not your students or clients have performed as you had intended for them to perform (indicator). What will the students or clients do to provide evidence that they have successfully met your expectations?

Once the outcomes have been developed, create the indicator and thresholds (means of assessing the outcome and criteria) and include the following:

* What means of assessment will you employ as an indicator for achieving the outcome?
	+ Choices include course-embedded assessments, portfolios, surveys, and tests
* How do you expect your students/clients to fare?
	+ Establish thresholds for success and indicate the number (%, fraction, actual number) of students/clients whom you expect to meet the minimum score
		- Green level = expected level of achievement
		- Yellow level = acceptable level of achievement
		- Red level = below an acceptable level of achievement
* Whom will you assess?
	+ Consider the course(s), class section, activity, workshop, term
* How will you collect your evidence?
* When will you collect your evidence?
* Who will be responsible for the administration of the assessment?
* Who will be responsible for the evaluation of the data collected?
* If you have conducted this assessment in the past, do you have any previous data to use as a marker for comparison?
* How would you plan to use the results?

Remember that you don’t have to measure everything about every student during every course in every term or about every client for every service! Be selective and measure only those areas in which you are most interested and/or those areas that are most relevant to meeting current or future student/client needs.

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