Student Learning Outcomes Handbook

by SLO Committee
co-chairs: Maris Wagener, Meredith Selden

Yuba College
Marysville, CA
2013
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Vision Statement

Student Learning Outcomes or SLOs are the overarching academic and service goals by which Yuba College focuses on intentional learning. They represent the most important learning benchmarks for the course, semester, or academic year. They are observable, specific, and measurable. These SLOs are aligned from courses, programs, student services and institutional. Through SLOs, Yuba College distinguishes itself with its “learning signature” - what makes us unique and best able to meet the diverse educational needs of our community. With the careful implementation of SLOs, the college is able to focus on the design and improvement of students’ educational experiences. As a result of the ongoing SLO cycle, (continuous quality improvement) students are best prepared to successfully enter future roles as transfer students, employees, and citizens of an ever changing world. "

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Program-level Student Learning Outcomes (PSLOs) are what students achieve and are able to do upon finishing an academic program or completing a student services program activity. Outcomes must be observable and/or measurable.

**Developing PSLOs**

A department should develop Program SLOs that correspond to two or three of the eight institutional SLOs. Once Program SLOs (PSLOs) are defined, they are not static. They are subject to periodic revision in order to maintain currency and relevance. However, if they continue to be relevant through time, they do not need to be changed.

Department faculty must develop uniform SLOs for their program. Consensus must be reached between all full-time faculty within a department, at all campuses within the college. No distinction may be made, for instance, between a “Yuba PSLO” for a particular program and a “Clear Lake PSLO” for the same program. All PSLOs must be identical college-wide. In larger departments, which may include full-time faculty at more than one campus, the faculty may wish to create a sign-off sheet, verifying that every full-time faculty member from each campus has participated in determining the program SLOs.

In determining PSLOs and developing PSLO assessments, a college department should foster collaboration among its entire faculty, including those located at other campuses. All full-time faculty (and where feasible, adjuncts) within a college’s department should be included and participate meaningfully in developing PSLOs and assessments. In developing PSLOs, faculty are encouraged to invite those who have a first-hand view of the roles for which students are preparing, such as colleagues from referring and receiving educational institutions, potential employers, and former students. These advisory groups can often offer valuable insight in developing a program’s SLOs.

**Assessing PSLOs**

There are two main ways that a program’s SLOs may be assessed. The first method is to develop a unique assessment tool (e.g., an “exit exam,” “portfolio,” etc.), to measure whether a program’s individual graduates have achieved mastery of specified learning outcomes. The other PSLO assessment method is for programs to aggregate existing data from course-level SLOs (CSLOs) in order to gauge the extent to which a program’s SLOs are being achieved collectively by students in the program. The first method is especially appropriate for programs (e.g., welding) that have a need to certify that individual program graduates have achieved mastery of specific skills and knowledge. The second method is especially appropriate for programs (e.g., math) that serve a broad population of students (and thus may not have a well-defined set of “graduates” or “majors”). Although the second method does not require developing a unique assessment method, it does require careful “mapping” of all the CSLOs in the courses offered in a program to the PSLOs for that program, and careful aggregation of data based on the links between CSLOs and PSLOs. Programs should achieve consensus on which type of PSLO assessment method to use, and on a plan for collecting and reporting the data. A program’s SLOs must be assessed at least once during a four-year cycle, preferably during the Program Review cycle. Ideally, all SLOs attributed to a program are assessed simultaneously.
Yuba College Course SLO Policy Statement

Course-level Student Learning Outcomes (CSLOs) are the evidence of the learning that takes place in a course. Outcomes must be observable and/or measurable.

Developing CSLOs
A department must develop course SLOs which correspond to its program SLOs. Each course within a program need not fulfill every program-level SLO; however, each course must meet at least one. Once course SLOs (CSLOs) are defined, they are not static. They are subject to periodic revision in order to maintain currency and relevance. However, if they continue to be relevant through time, they do not need to be changed.

Department faculty must develop uniform SLOs for each course. Consensus must be reached between all full-time faculty within a department, at all campuses within the college. No distinction may be made, for instance, between a “Yuba CSLO” and a “Clear Lake CSLO.” All SLOs for a given course must be identical college-wide. In larger departments, which may include full-time faculty at more than one campus, the faculty may wish to create a sign-off sheet, verifying that every full-time faculty member from each campus has participated in determining the department’s CSLOs.

In determining CSLOs and developing CSLO assessments, a college department should foster collaboration among its entire faculty, including those located at other campuses. All full-time faculty (and where feasible, adjuncts) within a college’s department should be included and participate meaningfully in developing CSLOs and CSLO assessments.

Assessing CSLOs
It is advisable that departments reach consensus on a standard method of assessment for each CSLO. However, faculty within a department may elect to use differing methods of assessment for a particular course’s SLO, if they can reach consensus that each of the methods is valid for the intended outcome. At least one CSLO must be assessed each time the course is offered.

If more than one SLO is attributed to a course, and a department elects not to assess all of them during a given semester, the department should agree on which course SLOs will be assessed. For example, if the English department lists three SLOs for its English 1A composition course, it need not assess all three of those SLOs during a given semester – as long as each of the three SLOs is assessed sometime within a four-year cycle. However, the department should agree which of the three SLOs will be assessed in a given semester. It may determine, for instance, to assess the first two SLOs for English 1A in the Fall semester and the third SLO for English 1A in the Spring semester. All faculty teaching English 1A in the Fall should assess the same first two SLOs, and all faculty teaching English 1A in the Spring should assess the same third SLO.
Types of SLOs

**Institutional SLOs** - A broad set of outcomes that students will have achieved when they complete their educational goals at the Yuba Community College District.

**Administrative Unit SLOs** - Clear measurable statements used to define the administrative unit's goals by describing what the administrative unit does and its impact on key stakeholders.

**Program SLOs** - Faculty within a discipline agree on a set of SLOs that students will be able to do upon completion of a sequence or cluster of courses leading to a certificate, degree, or specific body of knowledge.

**Course SLOs** - Themes, concepts, and issues as well as skills taught and learned through demonstration, practice and feedback. “Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.” — ACCJC
Verbs for Creating SLOs

When creating your SLO, try and use action verbs that can result in overt behavior that can be observed and measured. Avoid verbs that are unclear and call for internal behavior that cannot be measured, such as “appreciate, aware of, familiar with, understand...” When creating your SLOs, ask two questions: “Can it be measured?” and “Is learning being demonstrated?” Below are verbs categorized by the eight Institutional SLOs that can be used when writing your SLOs.

<table>
<thead>
<tr>
<th>SLO#1 COMMUNICATION</th>
<th>Define</th>
<th>Label</th>
<th>Communicate</th>
<th>Argue</th>
<th>Relate</th>
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</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Express</td>
<td>Discuss</td>
<td>Identify</td>
<td>Comprehend</td>
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<tr>
<td>Cite</td>
<td>Explain</td>
<td>Repeat</td>
<td>Report</td>
<td>Debate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#2 COMPUTATION</th>
<th>Solve</th>
<th>Interpret</th>
<th>Organize</th>
<th>Calculate</th>
<th>Estimate</th>
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<tbody>
<tr>
<td>Analyze</td>
<td>Quantify</td>
<td>Compute</td>
<td>Predict</td>
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<td>Apply</td>
</tr>
<tr>
<td>Communicate</td>
<td>Describe</td>
<td>Utilize</td>
<td>Demonstrate</td>
<td>Implement</td>
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<table>
<thead>
<tr>
<th>SLO#3 CRITICAL THINKING</th>
<th>Classify</th>
<th>Differentiate</th>
<th>Appraise</th>
<th>Solve</th>
<th>Formulate</th>
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</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Simplify</td>
<td>Summarize</td>
<td>Analyze</td>
<td>Evaluate</td>
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<tr>
<td>Rate</td>
<td>Quantify</td>
<td>Qualify</td>
<td>Discriminate</td>
<td>Categorize</td>
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<tr>
<th>SLO#4 GLOBAL AWARENESS</th>
<th>Articulate</th>
<th>Diversify</th>
<th>Identify</th>
<th>Develop</th>
<th>Design</th>
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<tr>
<td>Discriminate</td>
<td>Illustrate</td>
<td>Implement</td>
<td>Criticize</td>
<td>Explain</td>
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</tr>
<tr>
<td>Recognize</td>
<td>Interpret</td>
<td>Explore</td>
<td>Demonstrate</td>
<td>Support</td>
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</table>

<table>
<thead>
<tr>
<th>SLO#5 INFORMATION COMPETENCY</th>
<th>Conduct</th>
<th>Present</th>
<th>Use</th>
<th>Communicate</th>
<th>Reproduce</th>
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</thead>
<tbody>
<tr>
<td>Locate</td>
<td>Retrieve</td>
<td>Evaluate</td>
<td>Order</td>
<td>Classify</td>
<td></td>
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<tr>
<td>Explain</td>
<td>Produce</td>
<td>Gather</td>
<td>Relate</td>
<td>Discuss</td>
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<table>
<thead>
<tr>
<th>SLO#6 PERSONAL &amp; SOCIAL RESPONSIBILITY</th>
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<th>Participate</th>
<th>Initiate</th>
<th>Support</th>
<th>Apply</th>
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<tbody>
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<td>Practice</td>
<td>Develop</td>
<td>Inform</td>
<td>Respect</td>
<td>Utilize</td>
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<tr>
<td>Assess</td>
<td>Work</td>
<td>Practice</td>
<td>Complete</td>
<td>Collaborate</td>
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<th>SLO#7 TECHNICAL AWARENESS</th>
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<th>Interpret</th>
<th>Organize</th>
<th>Develop</th>
<th>Present</th>
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</thead>
<tbody>
<tr>
<td>Investigate</td>
<td>Apply</td>
<td>Participate</td>
<td>Implement</td>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td>Examine</td>
<td>Demonstrate</td>
<td>Utilize</td>
<td>Select</td>
<td>Construct</td>
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</table>

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<th>SLO#8 SCIENTIFIC AWARENESS</th>
<th>Explore</th>
<th>Examine</th>
<th>Interpret</th>
<th>Differentiate</th>
<th>Design</th>
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<tbody>
<tr>
<td>Implement</td>
<td>Observe</td>
<td>Research</td>
<td>Investigate</td>
<td>Survey</td>
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<tr>
<td>Plan</td>
<td>Articulate</td>
<td>Propose</td>
<td>Devise</td>
<td>Generate</td>
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</table>
Methods of Assessment

Methods will vary depending on the learning outcome(s) to be measured.

**Capstone Courses:** Could be a senior seminar or designated assessment course. Program learning outcomes can be integrated into assignments.

**Case Studies:** Involve a systematic inquiry into a specific phenomenon, e.g. individual, event, program, or process. Data are collected via multiple methods often utilizing both qualitative and quantitative approaches.

**Classroom Assessment:** Is often designed for individual faculty who wish to improve their teaching of a specific course. Data collected can be analyzed to assess student learning outcomes for a program.

**Collective Portfolios:** Faculty assemble samples of student work from various classes and use the "collective" to assess specific program learning outcomes. Portfolios can be assessed by using scoring rubrics; expectations should be clarified before portfolios are examined.

**Content Analysis:** Is a procedure that categorizes the content of written documents. The analysis begins with identifying the unit of observation, such as a word, phrase, or concept, and then creating meaningful categories to which each item can be assigned. For example, a student's statement that "I learned that I could be comfortable with someone from another culture" could be assigned to the category of "Positive Statements about Diversity." The number of incidents that this type of response occurred can then be quantified and compared with neutral or negative responses addressing the same category.

**Embedded Questions to Assignments:** Questions related to program learning outcomes are embedded within course exams. For example, all sections of "research methods" could include a question or set of questions relating to your program learning outcomes. Faculty score and grade the exams as usual and then copy exam questions that are linked to the program learning outcomes for analysis. The findings are reported in the aggregate.

**Exit Interviews:** Students leaving the university, generally graduating students are interviewed or surveyed to obtain feedback. Data obtained can address strengths and weaknesses of an institution or program and or to assess relevant concepts, theories or skills.

**Focus Groups:** Are a series of carefully planned discussions among homogeneous groups of 6-10 respondents who are asked a carefully constructed series of open-ended questions about their beliefs, attitudes, and experiences. The session is typically recorded and later the recording is transcribed for analysis. The data is studied for major issues and reoccurring themes along with representative comments.

**Interviews:** Are conversations or direct questioning with an individual or group of people. The interviews can be conducted in person or on the telephone. The length of an interview can vary from 20 minutes to over an hour. Interviewers should be trained to follow agreed-upon procedures (protocols).

**Locally Developed Essay Questions:** Faculty develop essay questions that align with program learning outcomes. Performance expectations should be made explicit prior to obtaining results.

**Locally Developed Exams with Objective Questions:** Faculty create an objective exam that is aligned with program learning outcomes. Performance expectations should be made explicit prior to obtaining results.
Matrices: Are used to summarize the relationship between program objectives and courses, course assignments, or course syllabus objectives to examine congruence and to ensure that all objectives have been sufficiently structured into the curriculum.

Observations: Can be of any social phenomenon, such as student presentations, students working in the library, or interactions at student help desks. Observations can be recorded as a narrative or in a highly structured format, such as a checklist, and they should be focused on specific program objectives.

Primary Trait Analysis: Is a process of scoring student assignments by defining the primary traits that will be assessed, and then applying a scoring rubric for each trait.

Reflective Essays: Generally are brief (five to ten minute) essays on topics related to identified learning outcomes, although they may be longer when assigned as homework. Students are asked to reflect on a selected issue. Content analysis is used to analyze results.

Scoring Rubrics: Can be used to holistically score any product or performance such as essays, portfolios, recitals, oral exams, research reports, etc. A detailed scoring rubric that delineates criteria used to discriminate among levels is developed and used for scoring. Generally two raters are used to review each product and a third rater is employed to resolve discrepancies.

Standardized Achievement and Self-Report Tests: Select standardized tests that are aligned to your specific program learning outcomes. Score, compile, and analyze data. Develop local norms to track achievement across time and use national norms to see how your students compare to those on other campuses.

Surveys: Are commonly used with open-ended and closed-ended questions. Closed ended questions require respondents to answer the question from a provided list of responses. Typically, the list is a progressive scale ranging from low to high, or strongly agree to strongly disagree.

Transcript Analysis: Are examined to see if students followed expected enrollment patterns or to examine specific research questions, such as to explore differences between transfer and freshmen enrolled students.

## Responsibility Chart

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Academic Faculty</th>
<th>Student Service Areas</th>
<th>Administrative Areas</th>
<th>SLO Committee</th>
<th>President &amp; Vice President</th>
<th>Researcher</th>
<th>Deans &amp; Directors</th>
<th>Academic Senate</th>
<th>College Council</th>
<th>Curriculum Committee</th>
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</thead>
<tbody>
<tr>
<td>Oversee College SLO process</td>
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<td>Develop &amp; Assess CSLOs</td>
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<td>Develop &amp; Assess PSLOs</td>
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<td>Develop &amp; Assess ASLOs</td>
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<td>Develop &amp; Assess ISLOs</td>
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<td>Analyze assessed results</td>
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<td>X</td>
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<tr>
<td>Use assessed results to improve student learning</td>
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<td>Ensure CSLOs are included in course outlines</td>
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<td>Ensure SLOs are in the catalog and on the college web site</td>
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<td>Incorporate SLOs into Program Review</td>
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<td>Make decisions that align college practices to support &amp; improve student learning</td>
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<tr>
<td>Manage assessment data</td>
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SLO Reporting Form (for ADJUNCT only)

<table>
<thead>
<tr>
<th>Course:</th>
<th>Course Location:</th>
<th>Term:</th>
<th>Submitted By:</th>
<th>Date Submitted:</th>
</tr>
</thead>
</table>

**Student Learning Outcome Assessed** (Please type your course SLO as it appears on your syllabus):

Assessment (describe how you assessed your SLO and what your criteria for success are):

Results (enter your SLO assessment results and a brief conclusion from the assessment):

How many students were assessed? _________
How many students passed the SLO? _________

**Next Steps** (describe how the results will be used to make changes in the future):

Thank you for completing the SLO reporting form. Please send the completed form to your division contact or drop off a hard copy in her/his mailboxes.
TracDat Instructions

Logging in to Tracdat

1. Go to TracDat (https://yccd.tracdat.com/)
2. Enter your **Username** and **password**.
   - Your Username is the name in your yccd.edu email address
   - Your default password is the first four letters of your last name followed by the last 4 digits of your Social Security number. Note: The first letter should be capitalized. If you want to change your password, click on the Profile tab at the top of the page.
3. Click **Login**.
Entering the SLO

To add a new SLO in Tracdat, there are 2 steps:

- Creating the SLO
- Creating the assessment

If you are creating Program SLOs, follow the steps in Creating the SLO (below), but in Step 2, click on the Program SLOs tab instead of the Course SLOs tab.

Creating the SLO

1. In the Selected Unit drop-down menu, select your department’s SLOs.

2. Click on “Course SLOs”
3. Select a course from the drop-down menu.

4. At the bottom of the screen, click the “Add New SLO” button
5. Complete the information on the SLO Creation page (fields with an asterisk* are mandatory)
   a. **SLO Name**: Choose a short descriptive name
   b. **SLO**: Type your student learning outcome here, describing what your students should know or be able to do as a result of the course
   c. **Assessment Cycles**: Select the years the course will be assessed if you want to use the TracDat scheduling function
   d. **Course Outcome Status**: Select Active; for SLOs that are no longer being used, change status to Inactive, but do not delete them
   e. **Start Date**: Enter the date you will begin assessing this SLO
   f. **Inactive Date**: Leave blank unless you are inactivating this SLO

6. Click “Save Changes”

7. Click “Return”
Creating the Assessment

1. From the Course SLO page, click on “Means of Assessment”
2. If your course does not already appear on the screen, select the appropriate course from the drop-down menu.
3. Select the SLO for which you are creating an assessment for from the **SLO Name** drop-down menu

4. At the bottom of the screen, click **"Add New Assessment Method"**
5. Complete the information on the Assessment Page (fields with an asterisk* are mandatory)
   a. **Type:** Select the correct method from the drop-down menu
   b. **Assessment Method:** Give a short description of your means of assessment
   c. **Criterion for Success:** Enter your specific criteria (Example: At least 70% of all students will pass with a score of “7 out of 10” or higher)
   d. **Schedule:** Enter your assessment plan schedule, if any
6. Click “Save Changes”
7. To upload any **related documents** (e.g., blank rubrics)
   a. click **Related Documents**
   b. **Select the document type** from the pop-up list:
      - **New Document** (i.e., a document that has never been uploaded to Tracdat)
      - **Document From Repository** (i.e., a document that has already been uploaded to Tracdat)
      - **Previously Related Document** (i.e., a document that has been related to this assessment in the past).
   
   ![Image of Related Documents](image.png)

c. Click **“Save Changes”** after you have related your document.
Mapping Course SLOs to Institutional SLOs

1. In the Selected Unit drop-down menu, select your department’s SLOs.
2. Click “Course SLOs”
3. Click “Related Goals”
4. Select Course from drop-down menu
5. Check the box(es) to mark the appropriate institutional learning outcomes (iSLOs)
6. Click “Save Changes”
Entering SLO Results

1. In the **Selected Unit** drop down menu, select your department’s SLOs.
2. Click on the **Results** tab.
3. Select “By Course”
4. Select **Course** from drop-down menu
5. Click “Add Result”

6. Select the **SLO** that you are adding results for
7. Select the **Assessment Method**
8. Complete the information on the Edit Result page (fields with an asterisk* are mandatory)
   a. **Result**: Based on your assessment, describe your results. Also note what term (Fall, Spring or Summer) the assessment is for.
   b. **Result Date**: Defaults to today’s date; change to date assessment was given
   c. **Result Type**: Select the option from the drop-down menu that matches your criterion for success
   d. **Reporting Year**: Select the correct Academic Year from the drop-down menu
   e. **Number of Students**: Enter the number of students who completed the assessment
   f. **Delivery Method**: Select the method of instructional delivery from the drop-down menu.

9. Click **Save Changes** (*Ignore message that says “Column name ‘CF35’ appears more than once in the results column list. This is a Tracdat error that is being worked on. Your results will still be saved once you click Return.*)

10. Click **Return**
11. To upload any related documents (e.g. scoring rubrics, SLO questions, etc)
   a. Click **Relate Document**
   b. Select the document type from the pop-up list

   - **New Document** (i.e., a document that has never been uploaded to Tracdat)
• **Document From Repository** (i.e., document that has already been uploaded to TracDat)

![Select Document From Repository](image)

Select document

Click Relate

• **Previously Related Document** (i.e., a document that has been related to this assessment in the past)

![Select Previously Related Document](image)

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