



SAO Workshop & Training

January 25, 2023

Prepared for the Student Services Planning Council (SSPC)

Presentation prepared by the Office of Planning, Research, and Institutional Effectiveness

After this workshop you will:

- Understand what a Service Area Outcome (SAO) is and how to create one for your program/area
- Have several options for the types of “methods” you could use to assess your Service Area Outcomes
- Be able to determine how often you would like to assess your area or program



What is an SAO?

Service Area Outcomes (SAO) describe what students are able to do as the result of an interaction with the college.

Examples:

- ✓ Complete an application or form or process (apply for financial aid)
- ✓ Get access to a health or wellness counselor
- ✓ Complete their registration entirely online

SAO Key Question: Were students or service recipients *able to get something done*?

What is an SLO?

A **Student Learning Outcome (SLO)** describes the knowledge, skills or abilities students should take away with them as a result of an interaction with the college. For student services, this might be a workshop, information session, or other engagement intended to leave the student with specific knowledge, skills or abilities.

Where faculty or staff are imparting information, and where the success of the activity rests on whether or not students retain the information, an SLO is appropriate.

Examples:

- An orientation to communicate the resources of a center
- A workshop to inform students about financial aid

SLO Key Question: Did the student or service recipient *learn* something?

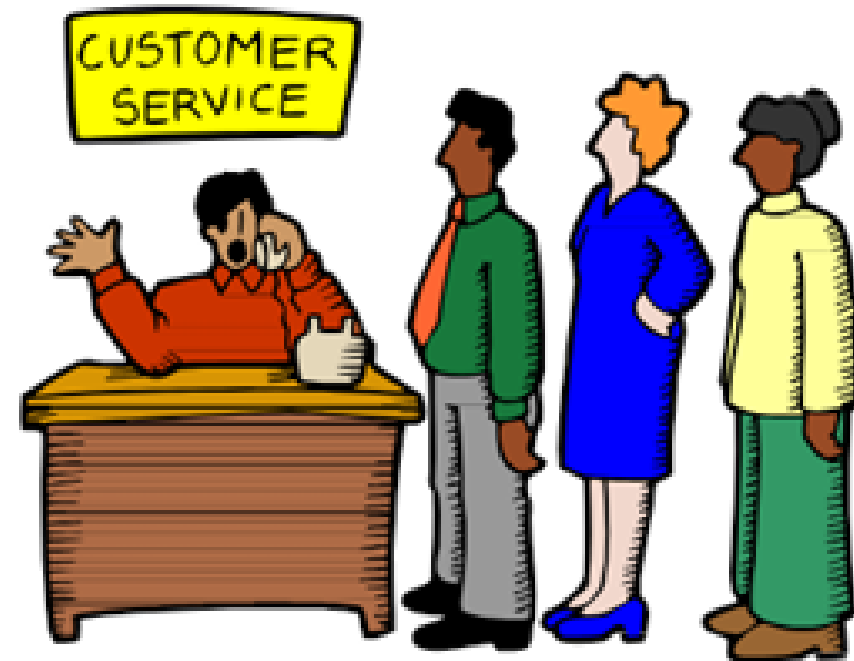
**Which sort of outcome will best help you
evaluate the success of your service?**

Using both SLOs and SAOs is an option

It is okay for Student Services programs to *only* have SAO's

Why do we do it?

- Understand if our processes, systems, and services are effective.
 - Are they having any unintended consequences? Disproportionate impacts?
- Apply our Transformational Antiracism Leadership Framework.
- Meet accreditation standards.



ACCJC Accreditation Standard II.C.

Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) CW IIB1, IIB4
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

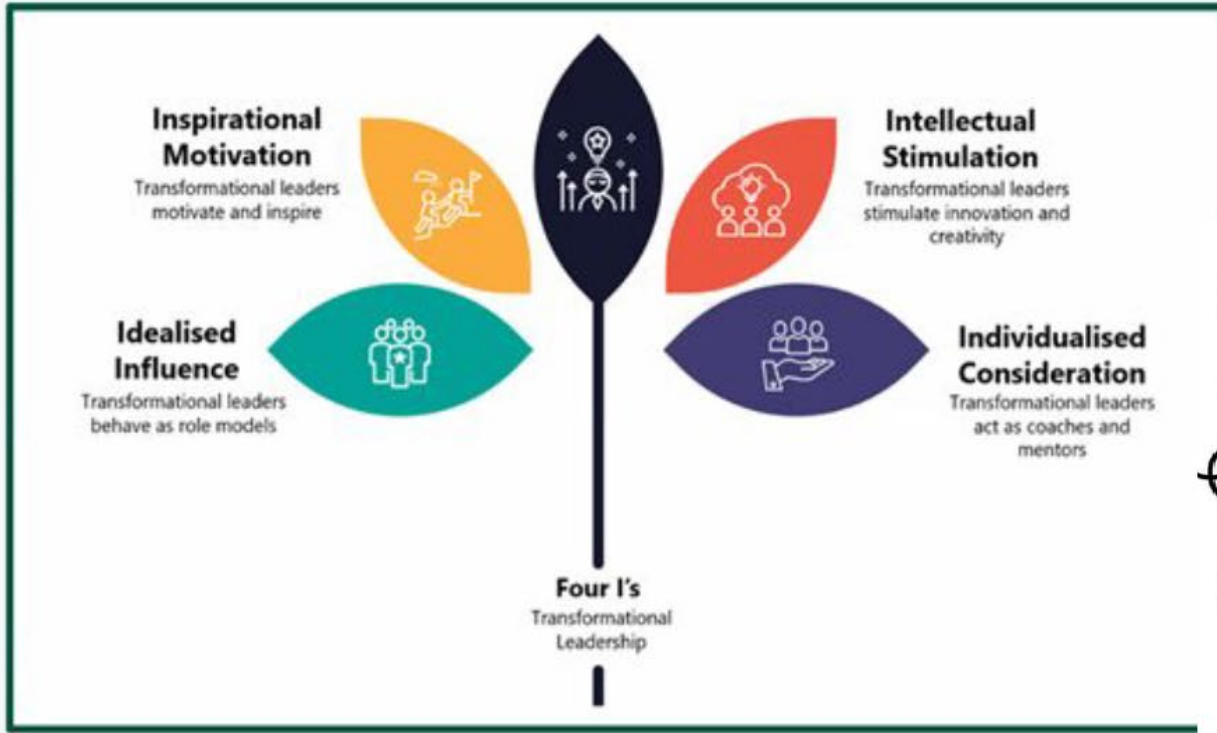
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Transformational & Anti-racist Leadership In Student Services

October 27, 2021



The Four I's of Transformational Leadership (Bass, 1985, 1990, 1995, 2008)



What makes a good outcome statement?

Two types of service outcomes (typically)

A PROCESS OUTCOME

focuses on services being provided efficiently, accurately, and equitably

For example:

Financial aid students will receive financial aid checks within X number of weeks after the semester begins

A SATISFACTION OUTCOME

focuses on support being provided by the program/area in a satisfactory manner

For example:

Veterans Center students and community members will report satisfaction with the information they receive concerning their educational benefits

Writing an outcome statement

Step 1: What are the main services your area provides or what is its mission or purpose?

Step 2: Who is the focus of the services? The end-user?

Step 3: How will they benefit from the service provided?

Example pattern of an outcome statement:

Users of the service will (be able to do something) after using (which?) service



Who is the focus of the service?
Which students?



How will they ultimately benefit?



Thanks to which service you provide?

Writing an outcome statement

Users of the service will (be able to do something) after using (which?) service

Example: Admissions and Records clients will be able to register for courses after meeting with A&R staff

Example: Students with disabilities will understand how to request an accommodation after using the DRC website



Who is the focus of the service?
Which students?



How will they ultimately benefit?



Thanks to which service you provide?

Writing an outcome statement

Consider:

how will you know whether your online services are as effective and equitable as your in-person services?

Make sure it's measurable!



Process measures:

- Timeliness
- Accuracy
- Responsiveness



Satisfaction measures:

- What users of the service experience, receive or understand as a result of a given service interaction?
- Are they satisfied with it?

Choosing a method to assess outcomes

What's the best way to measure?

- **Surveys and questionnaires**
 - For example, sending a survey to everyone who used your service in a term or year might be a good way to gauge how satisfied they are
- **Focus groups**
 - For example, a small group of students served by the Dream Center could share their experiences with the Center and the College
- **Observations**
 - For example, Welcome Center staff could observe the dynamics at the counter during a busy time of day – consider wait times, etc.
- **Gather data on student outcomes**
 - For example, if you serve a well-defined cohort of students (such as EOPS), request outcome data from the PRIE Office for your cohort
- **Student Self Reports**
 - Encourage students to give anonymous feedback in a “suggestion box”

Using data to understand
unintended outcomes and address
them

Using Program Assessment to “move upstream” and counter the flow of white supremacy

PRIE can help you disaggregate all of your assessment and program outcome data by student population to help answer:

“Do we see inequity in outcomes?”

“If so, can we identify the point in our process or service where this might be happening?”

“How can we engage in program improvement to address any inequities in outcomes we might find?”

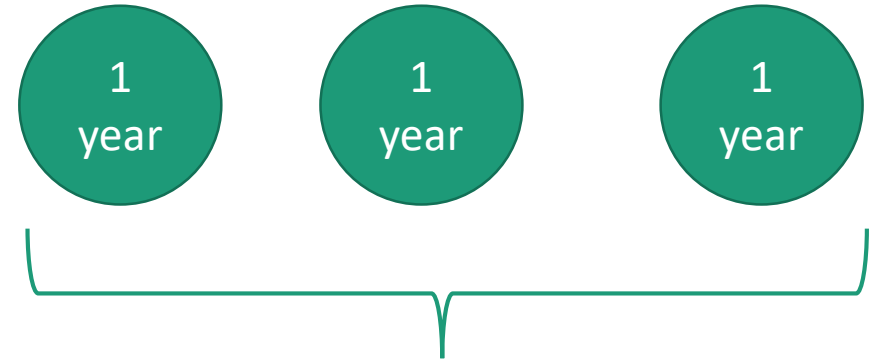


How often to assess outcomes?

The choice of method and how often to use it might depend on the outcome you are assessing

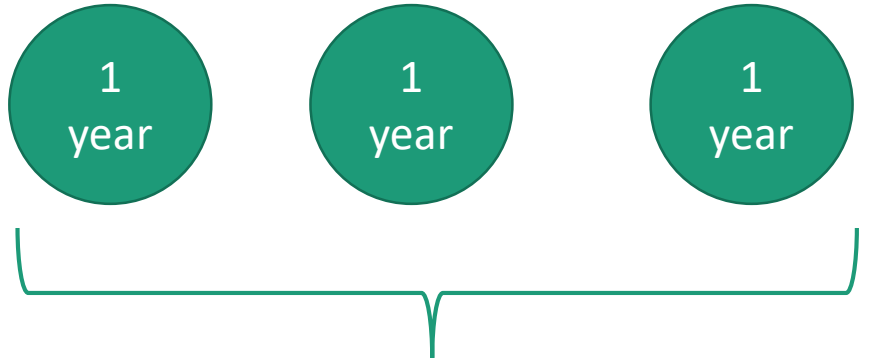
- End of service provision period
- End of term
- End of academic year

At least 1 x per year:



Comprehensive Program Review is a time to reflect on 3 years of assessments and consider trends. A 3-year plan for assessment can help.

How often to revise your outcomes or assessment methods?



Comprehensive Program Review is a time to reflect on 3 years of assessments and consider trends.
Is that the best time for revising Outcomes?

What will SSPC's process be for revising and updating assessment plans?

Let's try it!

Pair share in breakout rooms, prompt:

Take turns following the steps below and creating a sample outcome statement:

Step 1: What are the main services your area provides or what is its mission or purpose?

Step 2: Who is the focus of the services? The end-user?

Step 3: How will they benefit from the service provided?

Example pattern of an outcome statement:

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Resources

- [Hartnell College Service Area Outcome Guide](#)
- [College of San Mateo Assessment Toolkit](#)
- [Skyline College 2020 Presentation “Assessing Student Services Programs”](#)
- [Chabot College Service Area Outcome Training](#)
- [SLO Symposium 2022 session \(video\) re SLO and SAO integration](#)
- [Stanford University Learning Taxonomies and Verbs](#)