SERVICE AREA OUTCOMES

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AGENDA

- Background

- Defining SAOs and Types of SAOs

- Examples of SAOs

- Updating your service area's SAOs

- Connecting SAOs to ILOs

- Assessing SAOs
  - *Benefits*
  - *Developing a plan*

BACKGROUND/CONTEXT

❖ Community Colleges have **different ways** to define the following terms for their Program and Area Reviews (PAR) and *accreditation* (ACCJC):

  ❖ *Service Area Outcomes (SAOs)*

  ❖ *Goals*

❖ Definitions for the following are more consistent:

  ❖ *Program Learning Outcomes (PLOs)*

  ❖ *Student Learning Outcomes (SLOs)*

❖ Important for each college to figure out terminology for SAOs (and goals) that can:

  ❖ *1) be used **consistently***

  ❖ *2) makes sense from an assessment perspective*

❖ Today's focus: Defining and assessing SAOs

What's an SAO?

❖ In general, SAOs (like PLOs) tend to be enduring and overarching aims for your service/program.

❖ They are overall *program-level* outcomes.

❖ There is more than one type of SAO.

TYPES OF SERVICE AREA OUTCOMES

1. Learning Outcomes

❖ For services areas that directly serve *students*, SAOs are <u>often</u> stated in terms of *student learning outcomes*.

    ❖ Example: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."

❖ For services areas that directly serve *Chabot employees*, SAOs <u>could</u> be stated in terms of what Chabot employees will learn or gain from the service.

    ❖ Example: Employees will demonstrate basic knowledge of HR policies and procedures for taking time off and accessing benefits.

2. Outcomes that measure the Quality of Key Functions, Services and Processes

❖ SAOs can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions, services, and processes* within the service area unit.

    Example: The Office of XYZ will accurately respond to student inquiries about ABC within seven days.

    Example: Campus employees will receive mail in a timely and accurate manner.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; Hartnell College Service Area Outcomes Guide (Accessed 2021); Imperial College Service Area Outcomes (Accessed 2021); Mendocino Service Area Outcomes Revisions (accessed 2021),

TYPES OF SERVICE AREA OUTCOMES Cont.

3. **Outcomes that Promote Campus-Wide Functions & Enhance the Achievement of the College Mission**

❖ Outcomes can also articulate what the services are intended to promote (e.g., understanding, knowledge, awareness, appreciation, etc.). The things services promote should be associated with operating procedures or services that promote achievement of the college mission.

Example: The Office of Institutional Research will provide the Chabot community with data to promote inclusive excellence in support of equity.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; Hartnell College Service Area Outcomes Guide (Accessed 2021); Imperial College Service Area Outcomes (Accessed 2021); Mendocino Service Area Outcomes Revisions (Accessed 2021),

Difference between an **SAO** and a **Goal** at Chabot

❖ Program and area reviews often require both *SAOs* and *Goals*.

> *"But wait, I'm confused!"* 🤔 *... What's the difference again?*

❖ SAOs tend to be enduring and overarching aims for your service/program.

❖ They are unlikely to change (much) year over year.

❖ PAR Goals* are:

1. More specific

2. Shorter term outcomes, often related to process or service improvement, expected to be completed over a particular time frame (like a PAR cycle)

3. Often part of a concrete action plan to reach your overarching and enduring SAOs (or PLOs).

❖ *Note: Some colleges refer to goals more like service area aims or mission statements (see pp. 2-4). This is another reasonable usage of the term "goal," but not consistent with Chabot's definition of "goal" in previous PARs.

❖ Citations: Hayes, B. (2021) Personal Communication; Kunkel Wu, D. (2021) Personal Communication; Hartnell College Service Area Outcomes Guide (Accessed 2021)

Example of Difference between an SAO and a Goal Learning Connection

Service Area Outcome

❖ Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.

❖ This is an enduring *program-level* aim that is unlikely to change from PAR cycle to PAR cycle.

Goal

❖ Refine the student diversity and antiracist tutoring practices training for incoming tutors.

❖ This goal is specific, expected to be completed over the PAR cycle, and supports their SAO.

   ❖ *If incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs.*

Potential* Examples of SAOs

- ❖ <u>Learning Connection:</u> Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.
    - o SAO Type 3 – enhance the college mission

- ❖ <u>Financial Aid:</u>
    - o Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.
    - o Students will be able to identify financial aid resources for which they may qualify and understand how to apply.
        - o SAO Type 1 -- Learning Outcomes for students

- ❖ <u>IT Department:</u> Faculty, administrators, and classified professionals will readily have access to the technology and services provided by the IT department, so all programs and areas can support student learning and success, service area outcomes, and/or the college mission.
    - o SAO Type 2 -- Quality of Key Functions, Services and Processes & SAO Type 3 – enhance the college mission

- ❖ <u>Campus Safety:</u> Students, staff and community will report that they feel safe while on campus as a result of Campus Safety's practices and policies.
    - o SAO Type 2 -- Quality of Key Functions, Services and Processes

*Potential** Examples of SAOs Cont…

❖ <u>A Learning Community:</u> Students will readily have access to many high touch opportunities—such as counseling appointments and interactions with instructors and student assistants—so that students will report feeling supported and a sense of community and belonging on campus.

   o SAO Type 2 -- Quality of Key Functions, Services and Processes & SAO Type 3 -- Enhance the College Mission)

❖ <u>Special Programs:</u> Students in special programs will be able to access additional tutoring support through their special program, so that they can get the academic support needed for successful course completion.

   o (SAO Type 3 -- Enhance the college mission)

❖ <u>Transfer Center:</u> Students will be able to easily access information on transfer and support services at the Transfer Center through in-person support, on-line support, and an easy-to-use website, so that they can get the information and support needed to successfully transfer.

   o (SAO Type 2 -- Quality of Key Functions, Services and Processes & SAO Type 3 – Enhance the College Mission)

Your Service Area's SAOs

❖   What are your current SAOs?

Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1). You can access your previous responses in the PAR App Program Review Reports.

Click on:

1.   PAR App Program Review Reports.

2.   Then "Select Academic Year" on the top (choose 2019-20)

3.   Then "Submissions" (in the left hand toolbar)

4.   Then find your area and click "View" in the right most column

5.   Go to Question 1 in the 2019-20 report, "Please complete Service Area Outcome forms for your area"

Your Service Area's SAOs: Breakouts

❖ In your service area teams, please look up your current SAOs then discuss:

    1.   Do these SAOs still make sense for your service area?

    2.   If not, what would you like to adapt or add?

    Goals for the Breakout (15 min):

    o   *Brainstorm several ideas and record them in the excel spreadsheet*

    o   *They don't have to be perfect!*

    o   *Some SAOs are easier to assess than others, so it is fine to have more ideas than what you need. (We will narrow down later in the workshop.)*

    ❖ *Reminder: Types of Service Area Outcomes*

        1.   Learning Outcomes (for students or employees)

        2.   Outcomes that measure the Quality of Key Functions, Services and Processes.

        3.   Outcomes that Promote Campus-Wide Functions & Enhance the College Mission

❖ Go to this spreadsheet and enter the SAOs in **"Column C."**

Your Service Area's SAOs

❖ Highlight a few examples from the spreadsheet.

Assessment

"Start collecting <u>something</u>, put the results to work,

and improve on what you did next time."

❖ Citation: Daniel Martinez, PhD (he/him/his/el), Director, Institutional Research, College of the Dessert

Why Do We Assess? The Benefits...

❖ Helps administrators, faculty and classified professionals determine what is working and what is not working in their service area

❖ Can facilitate valuable interdisciplinary and intercampus discussions about how to best meet the college mission

❖ Can provide evidence to justify needed resources to maintain or improve programs

❖ Citation: Howerton, C. (2017). WCC Service Area Outcomes Workshop

SAO Assessment

Who is responsible for SAO assessment?

A. Anyone who wants to do it, should do it. But if you don't want to, that's ok.

B. SAO assessment sounds like it has something to do with data. The Office of Institutional Research (OIR) should assess every single SAO on campus.

C. <u>Every</u> service area on campus is responsible to assess at least <u>two of their own</u> SAOs per Program and Area Review cycle. The OAC and OIR are available to provide support.

Answer Key:

A. Incorrect. SAO assessment is one of the <u>requirements</u> for accreditation. If we do not assess our SAOs we risk getting a citation in accreditation. More importantly, assessing our SAOs helps each service area do all that we can to support student learning and the college.

B. Incorrect. Beyond the fact that it would be impossible for OIR to assess all SAOs on campus (even if no member of the OIR team ever slept or ate), it would be ineffective. The employees who are part of the program are in the best position to assess their own work and implement what they learn.

C. Yes!

But what if I don't know how... 🥴

What is required in PAR?

❖ Show PAR template and what areas will be asked to report

❖ Examples from another college:

    ❖ Real World vs. Ideal World

        ❖ Range in depth of assessment

Lots of Possible Ways to Assess SAOs

Examples:

1. Data your service area already regularly collects and stores (in Banner, some other campus storage system, your office share drive, etc.).

2. Data from OIR

3. Surveys and/or focus groups

Assessing your SAOs with data your service area already regularly collects

❖ Example:

  ❖ *SAO: Financial Aid will consistently work to make processes for award processing as efficient as possible to maximize students receiving their financial aid in a timely fashion and the awarding of the SCFF Supplemental Metrics.*

    ❖ Assessment with service area data:

      ❖ *Could do a reflection in a staff meeting about how to make processes more efficient "Self-Assessment"*

      ❖ *Could look at the average time for file completion notifications to be sent year over year*

      ❖ *Could look at the date by which all files are completed year over year, etc...*

Assessing your SAOs with data your service area already regularly collects

❖ Reflection:

❖ *Take a moment to reflect on all the data your area currently collects:*

    ❖ *Number of students served*

    ❖ *Number of cases packaged*

    ❖ *Number of services provided, etc.*

❖ *Jot down any "data" your area collects in this spreadsheet in "Column D" ("Brainstorm on data your service area collects")*

❖ *Thanks for brainstorming. Hold on to these ideas! We'll discuss after two more reflections.*

Assessing your SAOs with IR Data

❖ IR has lots of data!

❖ Example:

    ❖ SAO: Admissions and Records will use technology and processes that maximize the awarding of Transfer Degrees and Certificates of Achievement in Transfer General Education patterns to support students reaching their educational goals and awarding of the SCFF Success Metrics.

    ❖ Assessment with IR data:

        ❖ *Can use the IR handout that illustrates we have [continually increased degrees since 2015-16](#)*

        ❖ *Can use the IR handout that illustrates exponential increases in awarding of [Certificates of Achievement in Transfer General Education patterns](#)*

Assessing your SAOs with IR Data

❖ IR has data on: student demographics, course success rates, throughput rates, persistence rates, certificates, degrees, transfers, and results from the biennial student satisfaction survey and graduation/transfer survey.

❖ Reflection:

❖ *Take a moment to reflect on all the data that IR has.*

❖ *Jot down any IR data that you believe could be related to your area's SAOs in this spreadsheet in "Column E" ("Brainstorm on IR data")*

❖ Thanks for brainstorming. Hold on to these ideas! We'll discuss after one more reflection.

Assessing your SAOs with a Survey

- ❖ Example:
  - ❖ *SAO: Provide the Chabot community with data for evidence-informed decision making.*
- ❖ Assessment with a survey:
  - ❖ *IR sends out an annual survey to all users.*
  - ❖ *Two questions to assess this SAO.*
    - ❖ Did OIR provide the data requested in a format that was easy to understand?
    - ❖ Did the data provided by OIR help you to make evidence-informed/evidence-based decisions?
- ❖ *Note: surveys take time to run and analyze, if you don't already have a survey, then survey assessment might be for a future PAR cycle.

Assessing your SAOs with a Survey

❖ Reflection:

❖ *Take a moment to reflect on your SAOs and whether any of them might be best assessed with a survey.*

    ❖ Please keep in mind there probably isn't time for a survey this PAR cycle, but you can start brainstorming for the future!

❖ *Jot down any survey ideas you have in* [this spreadsheet](#) *in "Column F" ("Brainstorm on survey ideas")*

❖ *Thanks for brainstorming!*

Drafting Assessment Plans

❖ Breakout (20 min)

❖ In service area teams, take a look at your SAOs and what you have each individually inputted into the brainstorms in columns in D, E, and F (data your service area collects, IR data, survey ideas).

❖ Keeping in mind that this year PARs are due in a little over three weeks, please discuss:

   ❖ Which two SAOs do we want to assess for this PAR cycle?

   ❖ How should we assess those SAOs?

❖ Jot down your areas ideas for assessment in *this spreadsheet* in "Column G" ("Drafted Assessment Plan")

Assessment Plans Highlights

❖ Highlights from the spreadsheet

Thanks for coming!!

QUESTIONS?