



Accessing Program Data and Assessing Program Outcomes

September 10, 2025

Student Services Planning Council

Agenda

- How to submit a data request
- How to collect college G#'s and request additional data from PRIE
- How are we answering program review questions related to equity?
- How to write a Service Area Outcome (SAO)

Requesting Data from PRIE

Overview

Accreditation

Cañada Collaborates

College Metrics

College Planning

Contact Us

Data Dashboards &
Packets

Educational Master Plan

Enrollment Management

Institutional Review Board
(IRB)

Learning Outcomes &
Assessment

Making a Research
Request

Visit the PRIE website:

<https://canadacollege.edu/prie/datarequestform.php>

Or call or email to set up a meeting to discuss!

Data Request Form

Data Request

*PRIE provides guidance, research, data analysis in support of student learning outcomes, institutional outcomes, planning activities, and other measures of student success and institutional effectiveness. PRIE also provides leadership and consultation for survey development, deployment, analysis, and feedback to appropriate stakeholders. Due to a high volume of requests, you **MUST** complete a Data Request Form. Requests that are not generated through this form cannot be honored.*

Data Request Form

Please complete the questionnaire below when asking the Office of Planning, Research, and Institutional Effectiveness (PRIE) for assistance. If you would like to speak with a researcher from the office in addition to submitting the form, please contact Karen Engel, Dean of PRIE, at engelk@smccd.edu. Thank you!

Date of request (today's date) *

mm/dd/yyyy



When do you need this data or information? *

mm/dd/yyyy



PRIE’s Data Dashboards are a good place to check on college-wide outcomes and benchmarks to which you can compare your program outcomes or demographics

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Cañada College Data Dashboards

Program Review Dashboards for 2025-26



Student Enrollment

(Use to answer question 6 in Program Review)

Details



Course Outcomes

(Use to answer questions 6, 7A, and 7B in Program Review)

Details



Equity Dashboard

(Use to answer question 7A and 7B in Program Review)

Details

<https://canadacollege.edu/prie/data-dashboards.php>

Example from TRIO

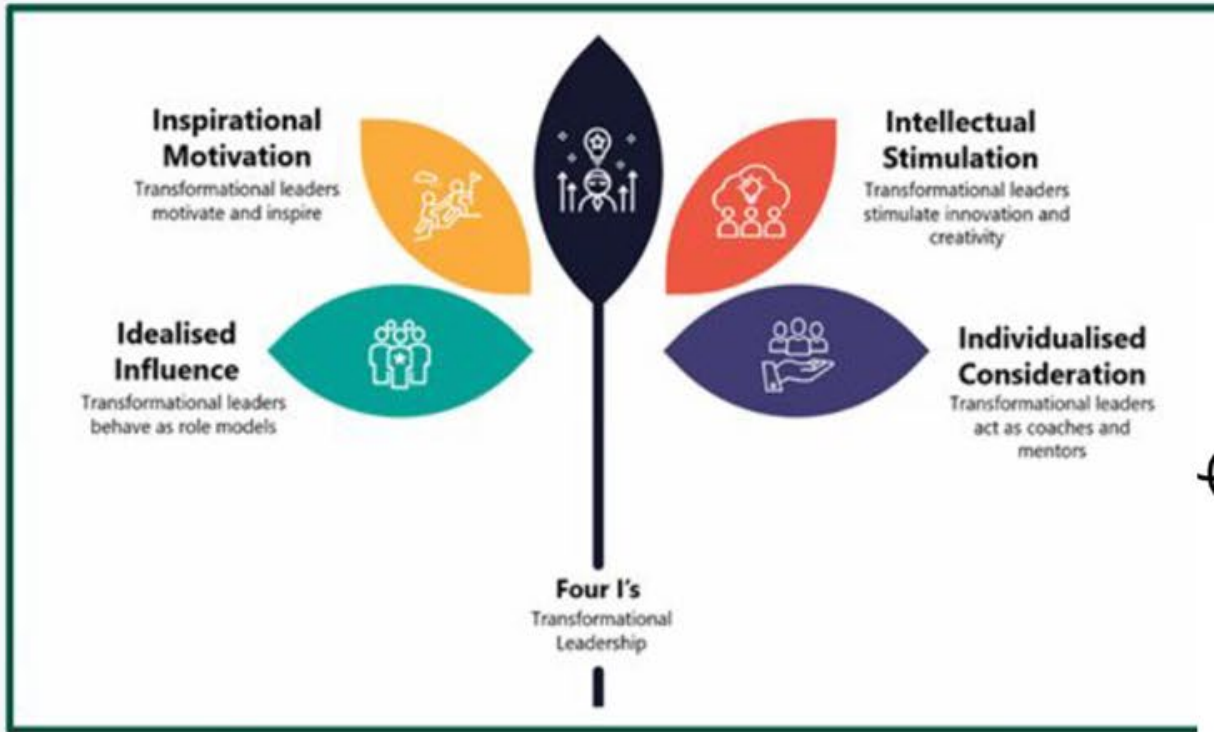
In preparation for our annual report for TRIO SSS I need to gather some information that will be helpful in completing the document:

- All students tagged as TRIO SSS students each semester (Fall 2019, Spring 2020, Summer 2020, Fall 2020)
- Students (g numbers provided) enrollment check for Summer 2020 and Fall 2020
- Students (g numbers provided) status check (indicated first generation to college, provided SS number, low EFC, tagged for other programs)

Note: please use Formstack to collect student-level data. *Google Forms is not secure and does not protect student data privacy. Paper sign ins have shown about 20% data loss with incomplete/incorrect G#s.*

Transformational & Anti-racist Leadership In Student Services

October 27, 2021



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



Answering program review questions related to equity

In February of 2025, we as an SSPC and a Subcommittee Updated our Program Review Questions with a Transformational Antiracist Lens.

At that time, we made a note, to do this workshop--hurray, go us, we are following through on that!

These were some of the final equity questions we agreed upon:

- How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.
- Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?
- What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps?
- With an equity and antiracism lens, what changes will be implemented to improve your program?

How to write an SAO/SLO (and why we do it)

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?

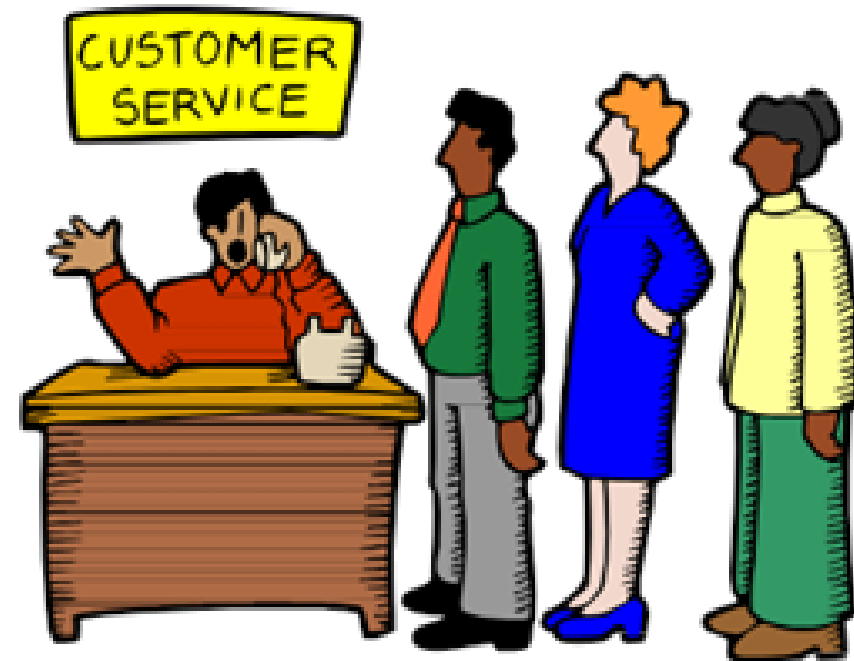
**Which sort of outcome will best help you
evaluate the success of your service?**

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 2.7

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

Review Criteria:

- The institution designs and delivers effective processes for identifying students' academic, non-academic, personal wellness, and basic needs.
- The institution designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.
- The institution designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.
- The institution designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.
- The institution provides clear information and supports for students regarding transfer and career opportunities.
- The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.
- The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.

ACCJC Accreditation Standard 2.8

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

Review Criteria:

- The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).
- The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.
- If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/quantitative).

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

Transformational Antiracist Leadership

Lens SAO Example:

Disproportionately impacted students visiting a Cultural Center event will report a sense of belonging after attending two or more events.

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

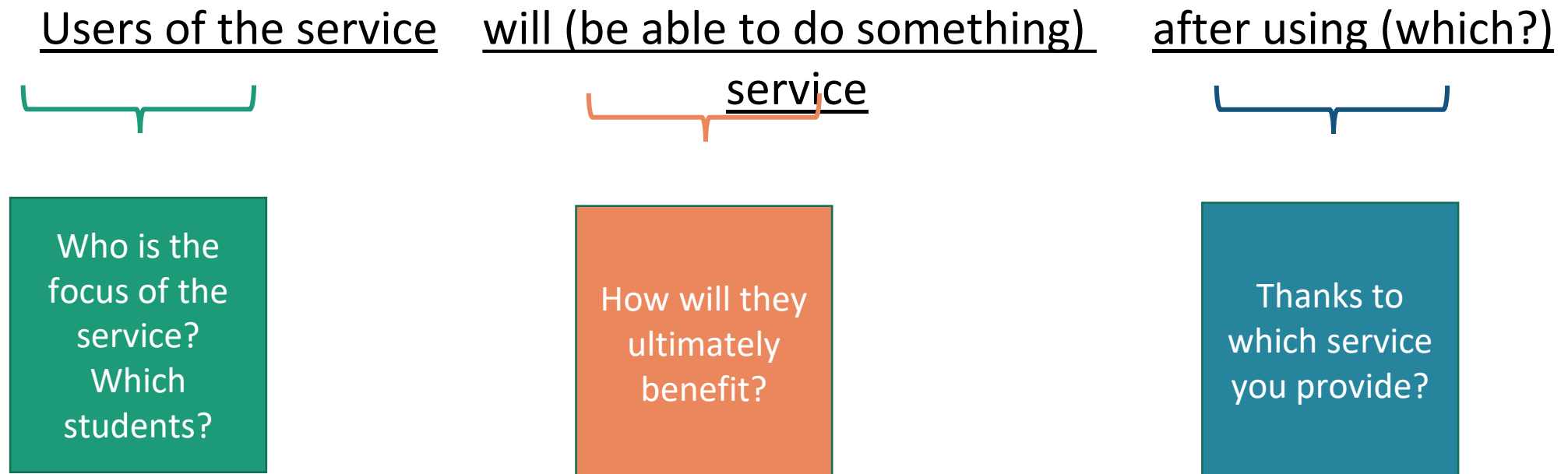
Writing an outcome statement

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:



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 disproportionality 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 disproportionality in outcomes we might find?”

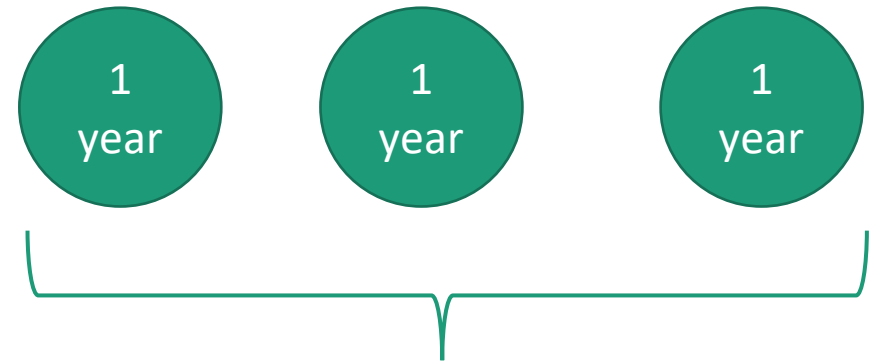


How often to assess outcomes?

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

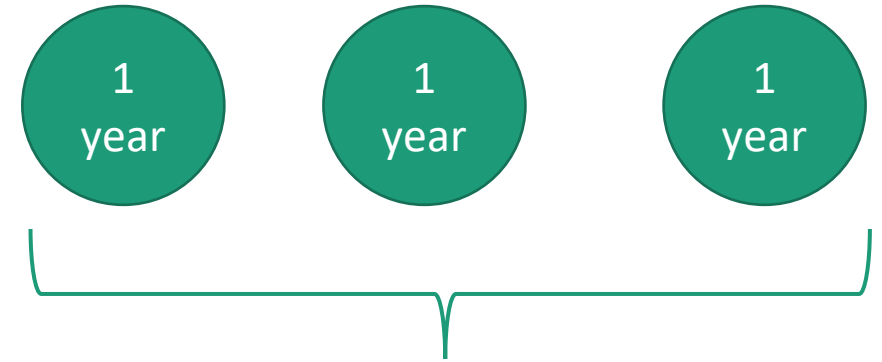
- End of service provision period
- End of term
- End of academic year

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?

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](#)