Student Services Planning Council

Cañada College

SSPC Meeting Minutes
Date: January 25, 2023
Time: 2:00-4:00
Location: Join Zoom Meeting https://smccd.zoom.us/j/94950753901

Item	Presenter	Time (minutes)

I. Call to Order
Time Keeper – Maria Huning

Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time
Check out this video link on how to do timekeeper easily on Zoom!

II. Roll Call
Quorum=14

Adolfo Leiva	(SparkPoint)	Goal 1.1
Aricka Bueno	(Faculty)	Goal 1.1
Bettina Lee	(Wellness Center)	Goal 3.3
Bob Haick	(Career Center)	Goal 3.3
Danielle Pelletier	(Faculty)	Goal 1.1 Chair
David Vera	(Financial Aid)	Goal 1.1
Noah Liu	(Student Senate Rep)	Goal 3.3
Kathy Kohut	(International Student)	Goal 2.11
Lorraine Barrales-Ramirez (EOPS, CARE, CAlWORKs, FYSI)		Goal 1.14 and Goal 3.2
Manuel A. Pérez	(VPSS)	Support all goals as SSPC Co-Chair
Maria Huning	(TRIO)	Goal 3.2 Chair
Maria Lara	(Admission & Records)	Goal 1.1
Mary Ho	(Post-Secondary Success)	Goal 2.12
Max Hartman	(Counseling Dean)	Goal 1.1 and Goal 1.14
Mayra Arellano	(Promise)	Goal 3.2 Chair
Michiko Kealoha	(Student Life)	Support all goals as SSPC Co-Chair
Nimsi Garcia	(Dream Center)	Goal 2.11 Chair and Goal 3.2
Olivia Cortez-Figueroa (College Recruiter)		Goal 3.1 Chair and Goal a3.2
Sarah Cortez	(Welcome Center)	Goal 1.1
Soraya Sohrabi	(Transfer)	Goal 2.1
Wissem Bennani	(SS Dean)	Goal 1.1
Yesenia Mercado	(Classified Rep)	

Guests:
Karen Engel
Adriana Lugo
Yolanda Valenzuela
Sandra Mendez
Chantal Sosa

Welcome to Juan Vera, our new Veterans Coordinator & Probation Dismissal Program Services Coordinator (9-152)

III. Adoption of the Agenda	Michiko Kealoha	1

Maria Huning motions to approve the SSPC agenda for January 25, 2023
Sarah Cortez seconds the motion
Approved by all those in attendance

IV. Approval of the Minutes	Michiko Kealoha	1

Sarah Cortez motions to approve the SSPC minutes for November 21, 2022
Max Hartman seconds the motion
Approved by all those in attendance

V. Reports		

a. "Why" We Do What We Do – 2.0	Max Hartman	2

To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their "Why" – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.

"I had an experience in the last week that I would love to share. Just recently a student reached out to me who I worked closely with when I worked in the Disability Resource Center here at Cañada. They started with us at Cañada in the pre AB705 days and had a horrible experience in high school and had a lot of internalized untruths that they weren't smart, that they weren't good at school and had to move through a number of English and math classes in order to eventually transfer to Cañada. They reached out to me because they did transfer to San Jose State and are set to graduate this spring from San Jose State and are looking to apply to graduate programs in social work. They reached out to me for letters of recommendation and connections. Also asking questions about grad school. I had not seen this student in years and it was incredible to see how they presented themselves all over email, of course. The student who reached out to me was a confident, accomplished student who has really worked through a lot of educational traumas and now is going to grad school! Which was really exciting to see!"

b. Department Reports	All

Thank you for sharing your department reports in the chat.

Disability Resource Center: Disability counseling appointments this semester are available 5 days a week, including evenings on Tuesdays, Wednesdays, and Fridays.
Bettina Lee

DREAM Center Update
We are working to support undocumented students with enrolling in classes, and specifically partnering with Diana Espinoza to support students who benefited from the 6 or fewer unit waiver last semester. I presented at the District Flex Day with my colegas at CSM and Skyline, and hope that recording will be available soon. We focused on understanding the matriculation process for undocumented students and demystifying some of the forms they fill out while

enrolling. / This semester we will have a couple of events, the first of which will be an informational event with IIBA and LIBRE. The flyer will be in the chat shortly and all are invited! / Lastly, our legal clinic started up again! We have lots of appointments available on Wednesdays from 10am-1pm. Our updated flyer and sign up link is found here: https://www.canva.com/design/DAFQ7VSfsrw/G-cJfr5MD__9yJhQX94xvg/view?utm_content=DAFQ7VSfsrw&utm_campaign=designshare&utm_medium=embeds&utm_source=link
Nimsi Garcia

Dual Enrollment: We onboarded around 200 students in 8 CCAP Dual enrollment classes for Spring 2023. Also, we have transitioned to SSL, where students can now submit a college connection form online.
Mayra Arellano

EOPS Update: We are still accepting new students for this semester. We have drop-in hours (in person and virtual) through next Monday to assist continuing and new students. https://canadacollege.edu/eops/eops.php
We submitted the Letter of Commitment to CCCCO last month to accept funding for NextUp (supports foster youth students) starting this semester.
Lorraine Barrales-Ramirez

Financial Aid Update: We will be hosting a district wide virtual financial aid and scholarship workshop on 02/06 from 9:30am to 6pm. We want new and continuing students to complete either application. In addition, the donors relation manager, Karen Chadwick, will be there to provide us additional support. Students can RSVP to reserve a spot, but drop in are welcomed! https://events.canadacollege.edu/event/35536-financial-aid-scholarship-application-workshop
David Vera

Outreach Updates: a very successful Super Saturday Registration event on Saturday, January 7th, thanks to the collaboration of our Admissions & Records, Counseling, Financial Aid, Promise, Umoja, Colts-U Transfer Station, ESL, Student Life programs and more! Thank you all! Over 90 students were served on that day and follow-ups have been conducted by our Outreach Ambassadors in person, via zoom and on the phone.   On the first week of classes, Ambassadors tabled outside to answer student questions and guide them with printed maps on how to get to their classes. They also assisted the Welcome Center and EOPS programs with in person student assistance and phone calls.
Olivia Cortez Figueroa

Personal Counseling Center: Will be holding drop in hours this week for students who have been impacted by the Half Moon Bay shootings: in person on Wednesday and Thursday from 9am-5pm and virtually on Friday from 10:30 a.m. - 3 p.m.
Bettina Lee

Promise Update: We still accept students for our Part-Time and full-time programs. Our application will be available until January 30th. We are working closely with Outreach to start the recruitment for our Fall 2023 cohort such as participating in PEPS and attending HS events.
Mayra Arellano

SparkPoint Updates:
 1 We're excited to launch our SAM Card for SP23.   This semester we will prioritize enrollment based on food insecurity.   Interested students may apply at www.bit.ly/thesamcard

2 The Food Pantry is also currently seeing almost 200 clients a week with close to 1000 visits (duplicated) a week. A big thanks to the fantastic Food Pantry Team!
3 The outdoor Food Distribution served 156 families this past Tuesday!   The distribution is open in lot 6, Tuesdays, from 11am to 1pm.
4 Rental Assistance is still available for students seeking assistance with back rent, current rent or deposits.   Please see a SparkPoint team member for further details.
Adolfo Leiva

TRIO Updates: We are pleased to welcome back Candice Johnson! She is excited to hit the ground running and will be joining me for classroom visits this month. Additionally, TRIO will have our Reorientation on 1/31 at 11:30am in 9-257A. Please feel free to send new/returning and interested students to our event. It helps students reconnect to the campus and services. Thank you!
Maria Huning

University Center Updates: 10 students enrolled in the NDNU Business Administration program.
19 students accepted admissions to SF State University
SF State University Map Your Journey workshop is scheduled for Feb. 15 from 3:30 pm – 5:00 pm (will share flyer)
Colts-U Transfer Station hours:
M-Thurs: 8am-4:30 pm
Friday: 8am-12 pm
This semester - NDNU hours in Colts-U are Tuesdays and Wednesdays from 11:30 am – 2:30 pm.
Mary Ho

VROC will be open until 7pm on Wednesdays.
Juan Vera

Welcome Center update: Welcome Center has been busy helping onboard new and continuing students to the Spring 2023 semester. Super Saturday was a huge turnout with 92 students who attended. We are coming to the end of the Drop-in counseling and will go back to scheduled appointments. Go Colts!
Sarah Cortez

VI. Standing Items

a. Planning and Budgeting Council   Maria Huning   4
At our last PBC meeting we had two interesting presentations on the Educational Master Plan, a progress report for transportation from EPAS Prescar. We also discussed our Scorecard and our standards for goals with PRIE and Dr. Engel.
Our proposal for the bylaws and membership for the Equity and Antiracism Planning Council Pilot for Spring 2023 was approved. Please inform your constituency groups if you are interested in being part of this council.
We'll be going through accreditation soon which will be led by our senate representatives; David Eck and Roz Young.

b. Vice President of Student Services Updates   Manuel Pérez   5
Welcome to the beginning of the spring semester 2023.

We want to acknowledge and remember to lift up and support our costal community partners in Half Moon Bay and surrounding areas. We want to support our own community too, our family, staff and students. Unfortunately, due to the tragic gun violence that plagues our nation these days which has reached our home. An update has gone out from our Marketing Department and we are collecting items that are related to comfort and care. We have specific types of items we're asking for which is coming directly from our partners, Ayudando Latinos A Soñar (ALAS) who work explicitly and directly with our farm working community in the Half Moon Bay area. They have reached out and asked for support for, at least, 40 adult care packages and 15 children's care packages. These folks are directly connected to or are family members of those that were impacted by the gun violence this week. They are not living in their homes and are living in other places or in hotels. We want to make their comfort a priority as they focus on wellness and healing. We'll collect these items here in the VPSS Office through Friday at 3:00 pm. The care packages will be delivered Saturday morning. If you have program or office memorabilia, bags, water bottles, etc., thank you in advance for anything you can lend.

This semester you're going to hear about our mural project. Within the next 7 days we'll be requesting your feedback on the mural draft design. Keep an eye out for that because we really need your feedback and insight on the design. We hope to begin painting just before or around spring break of this semester.

We want to lift up our Strategic Enrollment Management Workgroup timeline. So many of us are directly impacted by our strategic enrollment strategies. For those of you who have been around our college and our district for some time, in 2018 through 2021 we were drafting, creating and finalizing our Strategic Enrollment Management Plan that takes us through 2023. This is the plan that operationalizes, connects strategies and goals and aligns them across our Educational Master Plan and our College Annual Plan. At PBC in late February you will hear how we will be using the Councils and Senates to get the feedback and bring it back to our SEM Workgroup which is made up of all the Deans, Vice President's, and the President.

c. Enrollment Services Committee Updates   Wissem Bennani   4
ESC did not meet prior to this meeting, however, there are two important items that we're working on.

AB2881 which mandates that all colleges grant priority registration to students with dependent children by July 1, 2023. One of the requirements is that we have a student parent internet page that clearly lists all on and off campus student parent services and resources.
AB2881 defines student parents as a student who has a child or children under 18 years of age who receive more than half of their support from the student.

AB1232 which will benefit recent immigrants, recent refugees and recent persons who have been granted asylum by the United States. Recent is defined by someone who is here less than 1 year who would normally need to pay non-resident tuition so this bill will allow them to pay resident tuition for ESL classes only. We are in the process of implementing this bill. As of today we have two students who will be able to take advantage of AB1232.

d. Guided Pathways Updates   Mary Ho   4
Guided Pathways have not met yet this semester so there are no updates.

a. Part I: (Re) Training – Defining & Assessing Service Area
    Outcomes (SSPC Co-Chairs & Dean of PRIE/Accreditation Liaison Officer)

Student Services Assessment
i. Outreach Program Review Presentation   Olivia Cortez Figueroa   15

College Mission & Goals

College Goals

1. **Student Access, Success and Completion**
   Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

2. **Equity-Minded and Antiracist College Culture**
   Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

3. **Community Connections**
   Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

4. **Accessible Infrastructure and Innovation**
   College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

Educational Master Plan (EMP) 2022-27

1. Access
2. Equity Minded and Antiracist Culture
3. Community Connections
4. Streamline Application & Enrollment Steps (EMP 1.1)

Outreach is mentioned in the EMP and we're very intentional in making sure our students have access.
This is the first time Outreach has done their own Program Review. In the past it was included in the Marketing. Program Review.

Accomplishments

1. Successful transition back from pandemic & now hosting/attending in-person events
   a. 221 in person tours, ambassadors regularly tabling at all of our feeder high schools, 148 students attended PEP events (147 attended FA22), 100+ students/parents attended Connect To College
2. Hosted College Night in the community (PAL)
   a. 18 universities and 2 comm colleges
   b. Over 150 families served
   c. Saw an increase in 9th, 10th & 11th graders attend.

Accomplishments (cont'd)

3. Hosted multiple groups of students

4. Hired a temporary Program Services Coordinator

5. Outreach Newsletter

6. ROSE - foster youth resources

Challenges

1. Attendance/returning to in person
2. Stigma of Community College
3. Staffing - both Outreach and Marketing
4. Data - time consuming
5. Budget / Money

Resource Requests

1. A permanent Program Services Coordinator

2. A 2nd College Recruiter

3. Expand Outreach budget

We need ideas on how to capture on-the-spot data in open community events. It's hard to relay to our leadership at not just our college but to the state how much work we do at these events without data.

Please help us to provide them and our larger council with valuable feedback: https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform

ii. Puente Program Review Presentation   Sandra Mendez & Yolanda Valenzuela   15

Sandra Mendez is the Counselor and Co-Coordinator of the Puente Project.
Yolanda Valenzuela is the English instructor for Puente and the Co-Coordinator.

The Puente Project has been at Cañada College since 2015. Sandra and Yolanda have been founding co-coordinators since its conception.

Puente Project Mission

The mission of the Puente Project at Cañada College is "to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and mentoring by members of the community."

PUENTE

Major Accomplishments (2019 - 2022)

- Virtual Instruction, Virtual Counseling, and Virtual Events
- Restarting In-Person Events
- Priority Registration - Effective Fall 2022
- Campus involvement - ASCC, ESO Adelante, UC Riverside Puente (UCRP)

Challenges (2019 - 2022)

Recruitment-Support Challenges
- Need to recruit 26+ students every Spring semester for the following Fall semester
- Lack of consistent 10 hours of administrative support

Covid-related Challenges
- The need to transition in-person events to virtual format
- Latinx communities greatly affected by Covid-19

Service Area Outcomes

Puente students will develop a Student Educational Plan (SEP) with a counselor with the goal of getting an AA/AS and/or transferring to a four-year college or university

- Assessment method - During the fall 2022 semester, the Puente counselor reviewed the document titled, "Ed Plan Intervention List" sent by PRIE. This list contains information on the entire Puente cohort that includes their program of study and SEP status.

- Criterion for success - 80% or higher will: develop a Student Educational Plan (SEP) with a counselor with the goal of getting an AA/AS and/or transferring to a four-year college or university.

- Results and discussion - 85% of the Puente students have developed a Student Educational Plan (SEP) with a counselor with the goal of getting an AA/AS and/or transferring to a four-year college or university.

Goals and Resource Requests

- 40 hours of Puente Summer counseling
- 10 hours of dedicated administrative support
- Procard

Thank You

Once a Puentista, Always a Puentista!

Thank you to so many of you that have continuously offered to be Puente mentors.

Comment: Sandra and Yolanda have written an exceptional Program Review this year. In the spirit of transformational anti-racism leadership they have met the lofty expectations in the way they answered the question related to how their program is creating and demonstrating equity. Their response was well informed by both data and context and it was very powerful. Sandra and Yolanda worked closely with the State and the PRIE office to gather the data needed to tell their story. If you have any free time and want to read a great program review, please look at the Puente program review.

Sandra and Yolanda received a lot of professional development during the pandemic to learn how to keep the Puente program alive virtually.

The Latino community has had a particularly challenging experience during the pandemic. You can see during our classes the emotional struggles they've experienced, the social anxiety, the

depression and the long term effects. Yolanda is working closely with Marcos Chacon, Coordinator of the Personal Counseling Center, to design educational wellness workshops and we'll pilot them with the Puente class this semester. The first workshop will take place during class on February 13 and then we'll bring them outside the class and get feedback to see how we can make them better than our hope is to open these workshops up to more students who need this. More to come.

Please help us to provide them and our larger council with valuable feedback: https://docs.google.com/forms/d/e/1FAIpQLSdcnTuX75ZOlpUbTYpBGnqIZkZp7cNHE0CJ1iixRicJkyyyuA/viewform

It would be great to include Puente at our next Super Saturday.

iii. SSPC Feedback – Program Review Process   Manuel Pérez & Michiko Kealoha   20

We're looking for your feedback on the process of Program Review. This information will go to PBC on February 1.

We need everyone to contribute at least one idea or comment and post it. This is our moment as a council in services to students. How do we want to get stronger in making sense of how successful or not we are? We want to give feedback on the process that's in place. Is it helpful the way we just had two program reviews present at SSPC for you as a program, for us as a council? Are you getting a sense on how to grow your program stronger? If not, what would make it better? The Program Review process itself, the comprehensive process, the three year process, the annual process. How could you imagine it could change to better serve our needs?

https://jamboard.google.com/d/1xeKaR--jIUam3F0oN7BwsMverVWn7Nx10adjbH4eg6w/edit?usp=sharing

Comment: It would be great if we could have one student specific to the program doing the Program Review come prior to the Program Review to talk about and confirm the great work our staff is doing. Have a student talk about why I'm attending here and how I'm benefiting from this program / college.

This is not an end to this dialogue. We'll transfer the information on the jam board to a document and we'll use this as helpful content to sift and sort through as part of the program review feedback process to share at PBC.

Our SSPC representative on the workgroup is Wissem Bennani.

iv. SAOs Workshop & Training   Karen Engel   30

Karen's presentation will be recorded and you will have full access to the training slides that we're about to go through, the links involved and other resources.

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)

What makes a good outcome statement?

Two types of service outcomes (typically)

A PROCESS OUTCOME	A SATISFACTION OUTCOME
focuses on services being provided efficiently, accurately, and equitably	focuses on support being provided by the program/area in a satisfactory manner
For example:	**For example:**
Financial aid students will receive financial aid checks within X number of weeks after the semester begins	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:

<u>Users of the service</u>	<u>will (be able to do something)</u>	<u>after using (which?) service</u>
Who is the focus of the service? Which students?	How will they ultimately benefit?	Thanks to which service you provide?

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

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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:

1 year   **1 year**   **1 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?

1 year   **1 year**   **1 year**

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:

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

https://docs.google.com/document/d/1BALg80LAjso6NNLRqSQKdzs-9NvTR0ty0xr5lPW6Xlw/edit

With a partner (or 2), take turns following the steps below and creating a sample service area 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__

CAN Veteran students will be able to access the GI bill benefits ; Method: Survey students
Veteran students will be able to complete VA certification : Method: Run a report

Questions to keep in mind as your work on your SAO statements:

Do you think this outcome statement is measurable?

What data exists to help you measure it?
Example: 80% of TRiO students will persist from one academic year to the beginning of the next academic year (using student records from TRiO database)

What methods would you use to measure it?
Surveys, program data, focus groups, other ideas?

How often does it make sense to assess this outcome and why?

How could you disaggregate your data to investigate which students did well and why?
What information, formats, and/or activities may have helped them to be successful?
How can you identify any service or process obstacles that might impede their success?

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During your Comprehensive Program Review (or more often), how would you review and consider the results of your SAO assessments?
What might you plan to change to improve learning and why?
Revise how you communicate the information?
Revise how you provide the service?
Request more hours and/or staff to adequately provide the service?
Revise assessment methodology or SAO?

Example:
SAO: DRC students will use their accommodations (e.g., test proctoring, textbooks in alternate format, and text-to-speech program such as Kurzweil 3000).

Assessment: Used PRC program data to review the percentage of eligible students using test accommodations each fall semester

Success Criteria: 50% of eligible students will use this accommodation

Assessment results:

• 42% (155/369 students) in fall 2015
• 39% (130/333 students) in fall 2014

Improvement Plan (over multiple years):
Reviewed and revised DRC paper form dependent process to request test accommodations. This resulted in creating an electronic form and updating the orientation video to include a step-by-step process.

Reviewed whether resources are adequate to provide test accommodations. This resulted in reclassifying position of DRC's Staff Assistant to Program Services Coordinator to reflect actual levels of duties. Also resulted in instructional equipment requests such as high definition monitors for students with low vision, and a high speed scanner so students can access their textbooks via assistive technology software.

Noted that the manual process of tracking students is labor intensive
Need an automated way of tracking who submitted the form – plan still pending

Suggested Draft SAOs from breakout rooms:

1- Veteran students will be able to access the GI bill benefits; Method: Survey students

(Are these our Cañada home students? Is this a service you provide? Are you trying to evaluate how well you are setting them up to apply? In which case you might want to think about how well that application process went or how timely the submission of all their paperwork to the Federal government went. How do we talk about the steps in the middle before the end goal is reached? There is no limit to how many of these statements you can work with and again it's entirely up to your program what is useful. The thing to keep in mind is what are you going to do with the information? How are you going to use the data you collect?)

2- Veteran students will be able to complete VA certification: Method: Run a report

(This is also data Juan possesses. He doesn't need anyone else and can just run the report. How often do you want to run the report and how often do you want to reflect on it?)

3-Prospective undocumented students will learn about the admissions process at Canada College after attending a DREAM Center presentation.

4-"Our current financial aid recipients will be able to increase their knowledge on how to maintain Satisfactory Academic Progress (SAP) standards, as defined by the Financial Aid Office, by means of Financial Aid Workshops."

5-Welcome Center: have live chat option available on website - this is especially helpful for students who are deaf and hard of hearing or have difficulties calling or coming in person.

6- Will host 1-2 one stop shop registration events per semester with goal to have 100 students minimum in attendance.

v. Revisit Transformational Antiracist Leadership   Manuel Pérez & Michiko Kealoha   15
   (TAL) Framework

This item will move to our next SSPC meeting.

VIII. Open Forum and Feedback	2

i. Next SSPC Meeting   All
February 8, 2023

X. Adjournment

Homework for February 8: Bring your previous SAOs and have reviewed it with your team.
Goal: updated Transformational Anti-racist Leadership SAOs and assessment methods (surveys,
focus groups, etc.) for each program on February 8.

SSPC Dates for Spring: January 25, February 8, February 22, March 8, March 22, April 12,
April 26, May 10

Next SSPC – February 8

- SSPC reps for A2MEND, APAHE, COLEGAS
- Part II: (Re)Training – Defining & Assessing Service Area Outcomes
  (SSPC Co-Chairs & Dean of PRIE/Accreditation Liaison Officer)

Student Services Assessments
1. SAO small group workshop (1 SS-wide SAO, 1 program-specific SAO)
2. Regular & Comprehensive Assessment Cycles
3. SAO Spring 2023 timeline

Next SSPC – February 22

Cañada Collaborates
        i. SSPC EMP Goal Teams Breakout
        What would you like your SMART goal to be?
        What updates would you like PBC to know on September 21?

Benefits for Undocumented Students

If someone is undocumented:
- What benefits can they qualify for?
- How could they gain status (a visa)?
- What financial support can they receive?

Join us to answer these questions and meet community organizations doing this work!

Register to attend!

https://tinyurl.com/3nxtf575

This event will not be recorded and all information about participants will remain confidential.

Wednesday, February 8 2023 12:30 - 2:00 pm

Cañada College
Building 3, Room 104

For more information, contact Nimsi Garcia at garcian@smccd.edu

For disability-related accommodations, please email: **canvpss@smccd.edu** or call **(650) 306-3234**.

DREAM CENTER AT Cañada College

Immigration Institute of the Bay Area

LIBRE
LINKING IMMIGRANTS TO BENEFITS, RESOURCES AND EDUCATION

LEGAL AID SOCIETY OF SAN MATEO COUNTY

Beneficios Para Estudiantes Indocumentados

Si algien es indocumentado:

- ¿Para cuales beneficios califican?
- ¿Cómo pueden obtener estatus (una visa)?
- ¿Cual apoyo financiero pueden recibir?

¡Únase a nosotros para responder estas preguntas y conocer a organizaciones comunitarias que hacen este trabajo!

Registrate para asistir!

https://tinyurl.com/3nxtf575

Este evento no se grabará y toda la información compartida se mantendrá confidencial.

Miercoles, Febrero 8 2023 12:30 - 2:00 pm

📍 **Cañada College Edificio 3, Cuarto 104**

Para preguntas sobre este evento, puede contactar a Nimsi Garcia a garcian@smccd.edu.

Para adaptaciones relacionadas con discapacidades, envie un correo electronico a: **canvpss@smccd.edu** o llame al **(650) 306-3234**.

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