PART V: Support Service Learning Outcomes and Service Area Outcomes
**What is a Support Service Learning Outcome (SSLO)?**

**What is a Service Area Outcome (SAO)?**

SSLO is the acronym for Support Service Learning Outcome. At MJC, many programs and services on campus offer non-instructional learning opportunities and support for students, and it is just as important to measure student learning outcomes in these activities as it is inside the classroom. In the Student Services Division, each of the program areas has established SSLOs that are measured in the activities offered by the programs. Workshops, individual appointments, field trips, etc. are examples of the types of non-instructional activities that are offered.

SAO is the acronym for Service Area Outcome, and SAOs are mapped to—and informed by—the data provided by SSLOs. In the Student Services Division, each of the program areas are concerned with quality, continuous improvement. One of the ways improvements are made is through program review analyses of SAOs, as SAOs measure both satisfaction indicators (i.e., student, staff, and/or faculty satisfaction of program services) and program and processes (i.e. quality of service area program, processes, or operations).
Where are SSLOs and SAOs stored, and are they publicly accessible for students and the community?

SSLOs and SAOs can be found in three locations:

- *First*, SSLOs and SAOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:

  [https://www.mjc.edu/instruction/outcomesassessment/outcomes.php](https://www.mjc.edu/instruction/outcomesassessment/outcomes.php)

- *Second*, SSLOs and SAOs are **publicly accessible** on individual department pages.

*Service Area Outcomes and Support Service Learning Outcomes are publicly accessible on departmental and program websites.*
How are SSLOs and SAOs written?

At MJC, SSLOs are written to reflect a learning or activity-specific outcome, while SAOs are written to be broader program-specific outcomes that reflect the general goals of a support service area. SSLOs and SAOs should draw on the same kinds of principles as CLOs (see the previous section, “How are CLOs written?”), including the use of Bloom’s Taxonomy and an emphasis on measurability (qualitative and quantitative).

An example of SSLOs and SAOs is the following from DSPS (Disabled Student Programs and Services):

**DSPS SAO**
DSPS students will gain an understanding of disabilities, accommodations, and services available for them.

**DSPS SSLOs**
1. DSPS students will be able to identify and utilize effective accommodations, including technology, to complete their goals.
2. DSPS students will be able to request and use accessible materials to compensate for their functional limitations.

SAOs should be written in ways that strategically correspond to SSLOs: the data from SSLOs should quantitatively and qualitatively inform SAOs. Part of the process of continual assessment improvement is working on the relationship between support service learning outcomes and service area outcomes. After completing assessment cycles, departments and areas should examine the relationships between their SSLOs and SAOs in order to provide adequate and meaningful data from both.
**What can we learn from the assessment of SSLOs and SAOs?**

The assessment of SSLOs and SAOs isn’t only a snapshot of how students understand the material or activities in a support service area. **One of the primary goals of SSLO and SAO assessment is to provide insight about how learning and services might improve in a student support area—whether it be online, in a classroom, an office, or happening in another context.**

As with CLOs, dialogue is central to the process (see section, “What can we learn from the assessment of CLOs?”). But, SAOs and SSLOs are different kinds of SLOs, and they are designed to bring together data on a set of related services and areas that enable students to understand, and utilize the resources available to support student success. Rather than understanding success as merely delivering services, SSLO and SAO assessment provides insight into what students are actually learning, understanding and utilizing in support areas.

In Program Review, SSLO and SAO data is made available so that faculty and classified professionals can analyze how student populations are learning and achieving inside of their service areas, and departments can use this data to focus more strategically on equity and success.
How are SSLOs and SAOs assessed?

SSLOs and SAOs are measured in the same way CLOs are measured to inform PLOs. Examples of SSLO measurements include pre- and post-assessments, student feedback, student work (written and verbal), and student surveys. Most SSLOs and SAOs have benchmarks that are defined by each program area. In the analysis of the measured data, the service area will determine whether or not that benchmark has been reached and whether or not the area is satisfied with the results. The area will then develop an action plan in program review.

SSLOs are mapped in eLumen to SAOs (and ILOs).

SSLOs are also analyzed in relation to Institutional Learning Outcomes. After SSLOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of support services. First, SSLOs are mapped to SAOs and ILOs; second, SSLO quantitative data informs rates for SAOs and ILOs; and third, SSLO, SAO and ILO assessment data (quantitative and qualitative) is placed into Support Services Program Review.

SSLO assessment informs SAOs and ILOs.
**When are SSLOs and SAOs assessed?**

The Academic Senate recommends a general policy that all support service programs have their respective SSLOs assessed once every two years, followed by Program Review. SAO data is informed by two years of SSLO assessment. Data will be disaggregated whenever possible to measure support service learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle: