Program SAO Summary Evaluation Form

Division/Program: Counseling and Matriculation Division, Student Services/ Counseling Department Academic Year Evaluated: 2018 - 2019	Lead Evaluators: Ailsa Aguilar-Kitibutr, Psy.D.; Patricia Jones; Tahirah Simpson Participants: Yancie Carter; Elizabeth Banuelos; Eric Begg; Yecica Bernardo; Frank Dunn; Armando Garcia; Earline Glover; Andrea Hecht; Jamie Herrera; Deana Kelly-Silagy; Gilbert Maez; Desiree Martin; Rebecca Mendez; Debbie Orozco; Edward Palmer; Cindy Parish; Carlos Solorio; Michelle Tinoco; Veronica Valdez-Flynn; Janice Wilkins; Andre Wooten

Service Area Outcome Statement	At the end of the counseling intervention, students demonstrate an increased level of knowledge from "did not know or knew a little" to "mostly know" to "fully know"; they will able to devise a plan to make a counseling appointment and follow-up on "next steps" relative to knowledge gained; they are able to value and judge the information gained as directly linked to their positive educational goal achievement
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒Communication, Culture, & Climate ☐Leadership & Professional Development ☐Effective Evaluation and Accountability
SAO Assessment Tool	Ask a Counselor Questionnaire
Criteria – What is "good enough"? Rubric	At least 85% of students evaluate their changed level of knowledge from "did not know and knew a little" to mostly knew" to "fully know" after the immersive experience. At least 75% of students plan to make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement.
What are the results of the assessment? Are the results satisfactory?	Ninety-one percent (91%) of the participants demonstrated considerable increase in learning after undergoing this learning modality versus the sixty-five percent (65%) of the group who reported relatively meager knowledge on counseling-related information. Similarly, they have interpreted via rank-ordering according to importance the following areas -- understanding the information and process involved surrounding certificate, degree, and transfer requirements including how their current classes fulfill educational requirements as well as garnering at least a satisfactory GPA and maintaining a desired GPA, as directly correlative to their goal achievement.
Were trends evident in the outcomes? Are there gaps?	All participants (100%) realized the value of the knowledge gained as vitally related to their educational success. These service area outcomes have demonstrated alignment to SBVC's strategic initiatives of access and student success, and the students' immersive experience has successfully engendered

	outcomes beyond the set rubrics. Additionally, this service area has augmented positive cultural practices and better college climate via provision of accessibility during high demand times for services delivery and has influenced increased awarenss of SBVC's prorams andservices. While it was hoped that all participants would have decided to follow-up with a counseling appointment, only 95 % albeit a high percentage versus the 75% benchmark, indicated setting out to undergo counseling. However, all participants (100%) realized the value of the knowledge gained as vitally related to their educational success.
What content, structure, strategies might improve outcomes?	Inteseive camapigs and eelctronic nudges might impact a more epxnasive reach to sutdents including easy access to counselors, especially during peak days of registration.
Will you change evaluation and/or assessment method and or criteria?	It appears that modification of the assessment tool through inclusion of subset questions about reasons for not seeking counseling may be in order. The reasons sought may further delineate subsequent counseling campaigns for early counseling interventions, or perhaps confirm that students have been well prepared towards goal completion, or have completed SDEV courses and/or possess a comprehensive education plan, and have been altogether proactive in self-initiated counseling seeking.
Evidence of Dialogue **(Attach representative samples of evidence)**	*Check any that apply* x☐ E-mail Discussion with x☐ FT Faculty x☐ Adjunct Faculty ☐Staff Date(s): X☐ Department Meetings: September, October, March, April meetings ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Discussion focused on frequently asked questions and students' misconceptions of educational matters, such as, early registration, Financial Aid Office's Student Appeal process among others.
Will you rewrite the SAOs	At this time, no change take effect on the SAO's for this counseling service.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services ☒Program Planning /Student Success The results informed the following processes -- identification of areas of services and related published materials for distribution, increase in sessions given, identification of more sites for service delivery where heavier foot traffic occurs during the day and week of the academic year.