

# Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2013 Next Evaluation: Spring 2015	<b>Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros</b>  <b>Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Cindy Parish; Felipe Salazar; Andre Wooten; Ramiro Hernandez; Richard Long; Maria Maness; Desiree Martin; Deana Silagy; Joyce Smith; Carlos Solorio; Veronica Valdez-Flynn;</b>
Service Area Outcome Statement	Student will understand and describe SBVC's policy on scholastic performance. They will discriminate effective and ineffective success strategies and will produce specific behavioral directions towards completion and success in each course, thereby, remediating their GPA to 2.00 or higher.
Strategic Initiatives aligned with the SAO.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Online Workshops Questionnaire; Special Status Probation/Dismissal Evaluation Form
Criteria – What is “good enough”? Rubric	Eighty percent of students will have answered correctly the questions related to effective academic success behaviors.
What are the results of the assessment? Are the results satisfactory?	The mean GPA of the respondents was 1.85. Eighty-nine percent of students were able to discriminate effective from ineffective academic success strategies. Three major reasons identified by students as the main causes of their substandard grades were personal problems, poor time management, work conflicts with class demands, and lack of study skills.
Were trends evident in the outcomes? Are there gaps?	The results of the study corroborated previous research on major causes of students' substandard performance. The major gap identified was the dissonance between underachievement and assistance-seeking behaviors and/or lack of behavioral change to remediate substandard grades.
What content, structure, strategies might improve outcomes?	Follow-up counseling and referral services are necessary to assist students in developing habits towards improvement of grades/GPA's and maintenance of academic resilience. Discussion of coping skills during sessions would promote awareness of appropriate ways to manage academic demands.
Will you change evaluation and/or assessment method and or criteria?	No. However, additional online workshops will be created to feature habits of the mind, self-efficacy, resilience and hope, decision-making skills, among others.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff    Date(s): <input checked="" type="checkbox"/> Department Meeting. 9/ 20/2013 and 10/18/2013 Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: Effective ways to use the research instruments as counseling tool, how to motivate students to use referrals, and conduct a solution-focused and time-limited personal counseling.
Will you rewrite the SAOs	No.

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

More counseling-related instructional resources were created for students; more follow-up sessions were encouraged, and colloquia on best practices for motivation enhancement were included in departmental meetings.