

Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2014 and Spring 2015 Next Evaluation: Fall 2017	Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros; Desiree Martin; Veronica Valdez-Flynn; Deana Kelly-Silagy; Carlos Solorio Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Debbie Orozco; Andre Wooten; Richard Long; Gilbert Maez; Maria Maness; Rebecca Mendez; Cindy Parish; Joyce Smith and Michelle Tinoco
Service Area Outcome Statement	Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.
Strategic Initiatives aligned with the SAO.	<input checked="" 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	Departmentally-developed Initial Education Plan Questionnaire
Criteria – What is “good enough”? Rubric	At least 75% of participants in the group advising for new students fall within the range of “full mastery” and “adequate mastery” of regulatory, procedural, and spatial knowledge of college culture, utilization of counseling services, and practical success strategies within the college environment.
What are the results of the assessment? Are the results satisfactory?	The post-test yielded 89% of the participants within the range of “full mastery” and “adequate mastery”. The data exceeded the benchmark of 75% of students, who after the intervention, are expected to demonstrate the following -- regulatory, procedural, and spatial knowledge of necessary information including the goal to apply learnings for academic success.
Were trends evident in the outcomes? Are there gaps?	The respondents who fell within the range of “some knowledge” will be followed-up for additional services. Post-test of these students showed lower scores which may suggest gaps in test-taking behaviors including maintenance of motivation and focus.
What content, structure, strategies might improve outcomes?	Information on intention and attention to goals and focus will be added. Group counseling processes, clarity of presentation of instructional materials, and standardized delivery of the service will continue to be followed for improved outcomes.
Will you change evaluation and/or assessment method and or criteria?	No changes are necessary for the next cycle of evaluation.
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. Date(s): 3/19/14; 5/16/14; 6/3/14, and forthcoming meeting on 9/4/15 <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: During the previous meetings, discussion focused on the following -- theoretical constructs, questionnaire items, content and method of the presentation, as well as, counseling processes to be used. For the forthcoming meeting dialogue will highlight the following – incorporation of additional information on motivation and attentional behaviors, as well as,

	the planned collaboration with the RTVF class with Supplemental Instruction for the graphical enhancements to the presentation.
Will you rewrite the SAOs	No changes are necessary for the next cycle of evaluation.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development X <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success The results will guide the Counseling Department in its accountability for the mandates of the Student Success Act by way of its services in expanded orientation and abbreviated education plans.