Program SAO Summary Evaluation Form

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| Division**/**Program: Counseling Semester Evaluated: Fall 2013Next Evaluation: Spring 2015 | **Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros****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;** |

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| 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. | [ ]  Access [x]  Student Success [ ] Facilities [x] Communication, Culture, & Climate[ ] Leadership & Professional Development [x] 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 representativesamples of evidence) | *Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty [ ] Staff Date(s):x☐ Department Meeting. 9/ 20/2013 and 10/18/2013 Date(s): ☐Division Meetings. Date(s):☐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. | x☐ Professional Development x ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services[x] Program Planning /Student SuccessMore 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. |