

SAO Assessment Data Collection Sheet

(Due to the Division Office each semester by Final Grade Submission Date every semester)

Department: Counseling Semester/Year Assessed: Fall 2018 and Spring 2019	
---	--

Assessment Methods And Criteria	<p>Ask a Counselor Questionnaire</p> <p>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.</p> <p>At least 75% of students plan to make an appointment with a counselor to follow-up on information gained;</p> <p>At least 75% of students judged the value of the information gained as related to positive educational goal achievement.</p>
--	---

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement	120	109 (91%)
SAO 2 Statement	120	114 (95%)
SAO 3 Statement	120	120 (100%)

<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> Try new strategies? Add content? See notable improvement in class performance? Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> Try new strategies Make recommendations for content, assessment, or SLO modification 	<p>At the onset, sixty-five percent of this group have relatively meager knowledge on the following counseling- related information as ranked according to importance by participants – first, general counseling information; second, AA/AS-T and general education requirements; third, education planning; fourth, financial aid; and fifth, certificate requirements. Knowledge on these areas is critical to their educational goal achievement, and ninety-one percent (91%) of the participants demonstrated considerable increase in learning after they underwent this learning modality. Similarly, they have interpreted via rank-ordering the following -- understanding the information and process involved surrounding certificate, degree, and transfer requirements including how their current classes fulfill educational requirements , and garnering at least a satisfactory GPA and maintaining a desired GPA, as directly correlative to their goal achievement.</p> <p>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. These service area outcomes have</p>
--	--

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.

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.