

Program SAO Summary Evaluation Form

Division/Program: Admissions & Records Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: April Dale-Carter Participants: Veada Benjamin, Julie Ulloa, Raquel Villa, Linda Molina, Cecilia Galindo Melissa Carmel, Steven Silva, Margaret Gonzales
Service Area Outcome Statement	Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and FastPass appointments
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Admissions and Records Student Survey
Criteria – What is “good enough”? Rubric	Rubric criteria are based on 85% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall ratings in the online add/drop process was 89% of students understand how to add/drop utilizing webadvisor. 50% of students said yes they know and understand how to order transcripts online. 32% of students surveyed understand and aware if the FASTPass online appointment system.
Were trends evident in the outcomes? Are there gaps?	The noted trends show a significant reduction in the number of students that utilize webadvisor compared to the number of students that are familiar with the online transcript and fastpass appointments. Yes, there are gaps. Students are more familiar since webadvisor is used more often for various processes including financial aid and educational plans. Transcript requests on the other hand normally occur during transfer or graduation.
What content, structure, strategies might improve outcomes?	Increase the rating in the areas of online transcripts and online fastpass appointment we must publicize these online options more frequently.
Will you change evaluation and/or assessment method and or criteria?	No.
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 type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO Dialogue focused on: Ensuring that are online process surveys and direct student contacts are meeting/exceeding the needs of our students.
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

The results will be used to improve our student online programs.

Program SAO Summary Evaluation Form

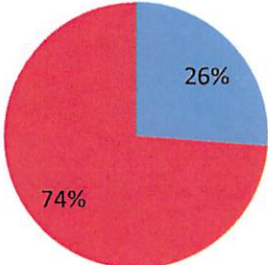
Division/Program: Assessment Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Arleen Delgado & Carol Brown
Service Area Outcome Statement	1. Students who visit and/or participate in assessment will be satisfied that they received high quality service; had professional/supportive interaction with the staff, and understood the assessment process. (SI- 1.1,2.1, 2.2, 6.1)
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	Student satisfaction survey
Criteria – What is “good enough”? Rubric	90% good; indicate that they received quality services and understood assessment process.
What are the results of the assessment? Are the results satisfactory?	79 surveys- 23 male; 40 female; 16 did not indicate gender: 91% rated the overall service good; 99% rated the staff courteous and professional. 81% understood the process (18% did not answer the question).
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the service they received. Student’s comments were positive.
What content, structure, strategies might improve outcomes?	To sustain good outcomes we will continue to follow the College’s mission statement to provide access and support to students that will foster academic success. We will also continue to develop and build on our strengths and keep a welcoming, courteous and professional environment.
Will you change evaluation and/or assessment method and or criteria?	No current change is planned
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): X Department Meeting. Date(s): March, April, May <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
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

Participate in staff development/conferences that enable us to continue to provide excellent service to students and to support their academic success.

Program SAO Summary Evaluation Form

Division/Program: CalWORKs Semester(s) Evaluated: SM 2012, FA 2012, SP 2013, 2014; SM 2013, FA 2013, SP 2014 Next Evaluation: Summer 2015	Lead Evaluator: Shalita Tillman Participants: Patricia Valenzuela, Anita Hernandez							
Service Area Outcome Statement	<i>CalWORKs students who meet with the CalWORKs Job Developer will gain employability skills to obtain employment at a higher rate than those CalWORKs students who do not meet with the CalWORKs Job Developer.</i>							
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 type="checkbox"/> Effective Evaluation and Accountability							
SAO Assessment Tool	Internal department data (Spreadsheet captures number of CalWORKs students placed each fiscal year).							
Criteria – What is “good enough”? Rubric	There is always room for improvements to continue job placement growth.							
What are the results of the assessment? Are the results satisfactory?	<div style="text-align: center;"> <h2>SBVC CalWORKs Student Job Placement</h2> <p>■ 2012-2013 ■ 2013-2014</p>  <table border="1" style="margin: 10px auto;"> <caption>SBVC CalWORKs Student Job Placement Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>26%</td> </tr> <tr> <td>2013-2014</td> <td>74%</td> </tr> </tbody> </table> </div> <p>As a result of SBVC CalWORKs students meeting with the CalWORKs Job Developer the job placement data comparison for 2012-2013 (42 students) and 2013-2014 (118 students) indicate CalWORKs Work-Study placements increased by 48%. Thus showing very satisfactory results.</p>		Year	Percentage	2012-2013	26%	2013-2014	74%
Year	Percentage							
2012-2013	26%							
2013-2014	74%							
Were trends evident in the outcomes? Are there gaps?	Due to CalWORKs students meeting with the CalWORKs Job Developer and receiving employability skills, many employers hired two or more students to work within their organization. Students also provided feedback how the CalWORKs work-study program assisted them in reducing some of their financial barriers (ex. obtain housing, personal transportation, additional necessities for their household and their education).							
What content, structure, strategies might improve outcomes?	Invite employers to facilitate workshops in conjunction with the CalWORKs Job Developer to provide the latest hiring trends and techniques to students. Develop opportunities for employers to do on-site hiring for their organizations on campus.							

Will you change evaluation and/or assessment method and or criteria?	No change planned at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input type="checkbox"/> Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): March 2014 and June 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p>

Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2013 Next 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;
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.

x ☐ Professional Development x ☐ 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.

Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluators: Ailsa Aguilar-Kitibutr, Psy.D.; Jamie Herrera; Debbie Orozco Participants: Gina Curasi; Frank Dunn; Laura Gomez; Patricia Jones; Jeanne Marquis; Felipe Salazar; Andre Wooten; Maribel Cisneros; Ramiro Hernandez; Richard Long; Gilbert Maez; Maria Maness; Desiree Martin; Deana Silagy; Joyce Smith; Carlos Solorio; Veronica Valdez-Flynn
Service Area Outcome Statement	Students will identify areas of strengths of the counseling services availed as well as components of services where their needs are not meet. Students will rate their satisfaction level on the services received.
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	Counseling Services Satisfaction Questionnaire
Criteria – What is “good enough”? Rubric	At least 75% of student surveyed would have rated 4 “Mostly Satisfied” to 5 “Highly Satisfied” on the variables measured.
What are the results of the assessment? Are the results satisfactory?	The questionnaire will be administered in fall 2014. The instrument is in its final stages of content analysis and will be administered to a pilot group in summer for reliability and validity testing.
Were trends evident in the outcomes? Are there gaps?	It is expected that the study will identify further the strengths in the services provided and areas of improvement. The identified gaps will be used for innovations in counseling approaches to foster student success and credible image of the Department.
What content, structure, strategies might improve outcomes?	It is projected that the following -- clarity in services being offered, maximum use of counseling sessions including follow-up services, excellent counseling relationship, relevant and meaningful assistance to students will promote outcomes improvement.
Will you change evaluation and/or assessment method and or criteria?	Since this is a new area being measured no major change in the method of evaluation except some refinements in the questionnaire and use of statistical treatment.
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): March 7; April 4; May 5, 13, 20 <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: themes and components to be measured to provide specificity and global measure, questionnaire items, and Likert rating scale
Will you rewrite the SAOs	No; however, the questionnaire may be modified and possibly the use of multivariate statistical analysis will be applied.

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

Continued training on counseling processes and information updates including the use of SBVC technology will be conducted. Changes in the delivery system may be effected. Additional supplementary materials to enhance counseling services as well as improvement of the Counseling Department facility may be necessitated. The results will be used as indicator in the achievement of one of the annual goals of the department. The results will be used as a guide in the succeeding academic year's departmental goals.

Program SAO Summary Evaluation Form

Division/Program: Disabled Student Programs and Services (DSPS) Semester Evaluated: Summer 2014 (in progress) Next Evaluation: Spring 2015	Lead Evaluator: Marty Milligan Participants: Beth Larivee, Michael Johnson, Michelle Crocfer
Service Area Outcome Statement	<p><u>Personal Awareness:</u> Students served by DSPS will demonstrate an increased awareness of their educational strengths and ability to accommodate disability-related limitations, both of which are associated with retention and academic success.</p> <p><u>Personal Responsibility:</u> Students served by DSPS will demonstrate improved capacity and responsibility for participation in the establishment and implementation of disability-related classroom accommodations.</p>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	The Assessment tool is a six item survey that addresses six competencies related to the current SAOs. Students are to respond to each item using a 5-point likert scale.
Criteria – What is “good enough”? Rubric	“Good enough” would be if the average response from students for each of the six items is “agree” or higher.
What are the results of the assessment? Are the results satisfactory?	The assessment is currently In progress.
Were trends evident in the outcomes? Are there gaps?	The assessment is currently in progress.
What content, structure, strategies might improve outcomes?	The assessment is currently in progress.
Will you change evaluation and/or assessment method and or criteria?	This will be determined after the current assessment is completed and the results are evaluated.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with xFT Faculty xAdjunct Faculty <input checked="" type="checkbox"/> Staff Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): 4/29/14, 4/30/14, and 6/10/14</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: SAO dialogue was focused how to accurately assess competencies that students acquire through their participation with DSPS.</p>
Will you rewrite the SAOs	No. The current SAOs were recently adopted.

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

This will be determined after the current assessment is completed and the results are evaluated.

Program SAO Summary Evaluation Form

Division/Program: EOPS/CARE Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014		Lead Evaluator: Maria Del Carmen Rodriguez Participants: Rosemary Chavez, Tamala Clark, Treesa Oliver, Rosita Moncada, JoAlice Hunter, Maribel Cisneros
Service Area Outcome Statement	1. Students who visit the department and meet with a counselor in the office will be satisfied that they received help; that they received high quality service; and had a professional/supportive interaction with the counselor and staff. <i>Strategic Initiative 1: Access; 2: Campus Culture & Climate; 4: Partnerships</i>	
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	Student Surveys	
Criteria – What is “good enough”? Rubric	The department believes that receiving 95% of surveys with positive remarks is good enough for department. It would be great to receive 100% of positive remarks; however, there will be room for improvement and enhancement of services provided to students.	
What are the results of the assessment? Are the results satisfactory?	The department handed out 100 surveys and we received 97 surveys of which the results were as follows: 54 females and 30 males and 13 did not indicate their gender 98% indicated that our services are excellent and 2% indicated services were good EOPS/CARE staff 97 indicated that staff is courteous; prompt in responding to their questions and overall experience is positive.	
Were trends evident in the outcomes? Are there gaps?	Students provided positive comments regarding services and staff. They did provide additional feedback in services they would like to see in the future such as: scholarship information; more counselors on Fridays.	
What content, structure, strategies might improve outcomes?	In order to continue with our services and providing our students with the utmost of delivery of services, must continue looking at trends and creative ways to provide more services to students. The department will also continue to motivate the staff to go “above and beyond and in addition to” our students.	
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time. Spring 2014 was the first semester our students submitted the surveys. We will continue to assess and	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> X Department Meeting. Date(s): March, April and May 2014 SAO Dialogue focused on: Met as a group to discuss the results of the surveys and how can the department continue providing a positive environment for our students.	
Will you rewrite the SAOs	NO	

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development x Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Continue staff development, which includes, but not limited to training, departmental and divisional meetings; workshops and conferences.</p>
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Program SAO Summary Evaluation Form

Division/Program: Student Services/Financial Aid Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Rocio Delgado, Maria Trujillo
Service Area Outcome Statement	1. Students who visit and/or participate in assessment will be satisfied with the service they received and positive interaction with the staff. (SI- 1.1,2.1,2.2)
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 type="checkbox"/> effective Evaluation and Accountability
SAO Assessment Tool	Student satisfaction survey
Criteria – What is “good enough”? Rubric	85% good; indicate that they received quality services and understood application process.
What are the results of the assessment? Are the results satisfactory?	54 surveys- 12 male; 36 female; 6 did not indicate gender: 87% rated the overall service good; 81% rated the staff courteous and professional. 83% understood the process
Were trends evident in the outcomes? Are there gaps?	Need to enhance customer service. Need to increase student awareness and overall knowledge regarding financial aid.
What content, structure, strategies might improve outcomes?	Need to provide staff with professional development/training opportunities to enhance customer service. Need to expand and provide student workshops to enhance overall knowledge and understanding of financial aid.
Will you change evaluation and/or assessment method and or criteria?	No current change is planned
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): X Department Meeting. Date(s): March, April, May <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	SAOs will be assessed to determine whether they need to be rewritten.

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p> <input checked="" type="checkbox"/> Professional Development <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 </p> <p>Participate in staff development/training opportunities to enhance customer service that will foster excellent service to students and to support their academic success. Provide informational student workshops that will enrich the students overall knowledge and understanding pertaining to financial aid.</p>
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Program SAO Summary Evaluation Form

Division/Program: Library Circulation Department Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library Faculty and Staff Participants: Campus Community
Service Area Outcome Statement	Through quick, accurate, equitable, and friendly service, the Library Circulation Department will connect students with Library materials and services to support classroom instruction and personal enrichment.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010)
Criteria – What is "good enough"? Rubric	<p>"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives.</p> <p>The Library Circulation Department is committed to providing excellent circulation services with the following objectives:</p> <ul style="list-style-type: none"> • Alert and courteous attention to all requestors • Fair and consistent application of access policies for all, including explanation of policy options to unsatisfied patrons • Circulation activities carried out in a quiet and efficient manner • Wait times as minimal as possible for patrons • Maintenance of accurate circulation records • Shelving practices which emphasize speed, accuracy, and good materials' conservation practices • Maintenance of a physical environment conducive to study and research • Introductory information, examples, and usage tips on the OPAC (Online Public Access Catalog), where appropriate • Safety and security procedures, including informed help during emergencies
What are the results of the assessment? Are the results satisfactory?	<p>The results are more than satisfactory. Through quick, accurate, equitable, and friendly service, the Library Circulation Department will connect students with Library materials and services to support classroom instruction and personal enrichment.</p> <p>"Why do you Love the Library?" Feb. 10-13, 2014, results show 48 comments focused on staff and faculty members being the number one reason that they loved the library. Many of the comments, for example, "They are great at what they do and they work hard for us. So thanks." had 2 or more similar responses. Other comments from this survey are: "The nice people...and also the reliable computers & textbooks", and "Really polite computer staff."</p> <p>SNAPSHOT Day, Oct. 14, 2010, results were based on a checklist of questions asking why they were coming to the library.</p> <ol style="list-style-type: none"> 1. Looking for books—225 students 2. Reserve materials—142 3. Use computers---382 4. Quiet study—305 <p>The hourly count of people in the library: Library—2,396 or 200 people per hour</p>

	<p>Circulation books checked out—132</p> <p>Library Computer Lab---728</p> <p>Reserves---420</p> <p>Comments from students include:</p> <p>“The Library is a place to study, a place to find out information, and just a place of quiet from his hectic world.”</p> <p>“The Library staff is very welcoming and polite to us students.”</p>
<p>Were trends evident in the outcomes?</p> <p>Are there gaps?</p>	<p>In the SNAPSHOT survey (fall 2010), students requested that the library hours be increased and open on Saturdays (which they currently are). They were also very appreciative of the resources like books and computers and copy machines. The personal contact with helpful staff is always top on the survey of why students use the library.</p> <p>Gaps: The student’s Textbook Bank is still highly in demand and beyond the \$10,000, ASG has been supplementing the increasing cost. We could always use more funds for this. We also see a growing competition for electrical plugs in the Library building for the students’ devices like cell phone charging and laptop usage. Students move furniture to get to the scarce power outlet, damaging carpet and furniture. The Library has been open 10 years and carpet and upholstered are in need of replacement.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.</p>
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>Survey question will change somewhat based on what new technology may be offered like that of the new OCLC Library system (fall 2013).</p>
<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p>X E-mail Discussion with xFT Faculty x Adjunct Faculty <input checked="" type="checkbox"/>Staff Date(s): Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; “Love Library” email to Dr. Shabaz & Dr. Kinde 2/26/14.</p> <p>x<input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12</p> <p><input type="checkbox"/>Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: SAO review for Library Circulation; Library Computer Lab; Library Reference; Library Technical Services. SLO’s for Library Technology Program and Academic Advancement Program; Reviews of documents; SLO evaluation workshop; updating SLOs and Course Outline of Record.</p>
<p>Will you rewrite the SAOs</p>	<p>Not at this time.</p>
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/>Professional Development x Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action x Requests for resources and/or services</p> <p><input checked="" type="checkbox"/>Program Planning /Student Success</p> <p>Listening to our students’ in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and to encourage and support staff in attaining them.</p>

Program SAO Summary Evaluation Form

Division/Program: Library Reference Services Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015		Lead Evaluator: Library staff & faculty Participants: Campus Community
Service Area Outcome Statement	To supply students with professional, courteous, and responsive services that compliment classroom instruction, develop information competence, and teach lifelong learning skills.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010); "Survey in a Flash: Library Instruction Session" spring 2014.	
Criteria – What is "good enough"? Rubric	<p>"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives.</p> <p>To provide courteous, capable, and professional instructional services to library users by:</p> <ul style="list-style-type: none"> • Facilitating searches for needed information by maintaining the efficient organization of print and electronic resources • Providing clear and engaging individualized point-of-use instruction • Enabling students to develop information competence skills in order to locate, evaluate, synthesize, organize, and present credible information to fulfill their information needs • Providing expert and motivating individual and classroom instruction • Actively engaging in campus outreach collaborations with faculty in order to develop collections and assignments; encourage increased library utilization across the curriculum; and offer instructional experiences that support and expand classroom teaching • Assisting students to become self-confident and comfortable researchers in an information-rich environment. 	
What are the results of the assessment? Are the results satisfactory?	<p>The results are more than satisfactory. Reference Librarians supply students with professional, courteous, and responsive services that compliment classroom instruction, develop information competence, and teach lifelong learning skills.</p> <p>Librarians will continue to refine current survey given at the end of Bibliographic Instruction (BI) sessions to classes.</p> <p>"Survey in a Flash" given to students at end of BI (library orientation) session: Question #3, Do you feel you learned about available resources in the Library during today's session? 959 responded in Spring 2014 and of those 950 said "yes"; 3 said "No"; and 5 N/A.</p>	
Were trends evident in the outcomes? Are there gaps?	The faculty librarians continue to implement outreach strategies, for example, imbedded librarianship within groups, like COMPASS/SI and the Veterans. They have also made physical changes to the configuration of the Reference area of the library to make students more visually aware of their location.	
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.	
Will you change evaluation and/or assessment method and or	No changes at this time.	

criteria?	
<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> xFT Faculty <input type="checkbox"/> xAdjunct Faculty <input type="checkbox"/> Staff Date(s): Reference Librarians meet weekly, typically on Thursdays, to report-in on committee meetings and Librarian work. Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14.</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: SAO review for; Library Reference; Library Technical Services. SLO's for Library Technology Program and Academic Advancement Program; Reviews of documents; SLO evaluation workshop; updating SLOs and Course Outline of Record.</p>
Will you rewrite the SAOs	Not at this time.
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and make necessary changes/revisions to our processes based on them.</p>

Program SAO Summary Evaluation Form

Division/Program: Library Computer Lab Semester Evaluated: Spring 2014 & Fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library Staff & Faculty Participants: SBVC Campus Community
Service Area Outcome Statement	The Library Computer Lab is committed to facilitating student success by providing access to computing resources to support classroom instruction, active learning, and personal enrichment.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey, Feb. 10-13, 2014 and SNAPSHOT Day, Oct. 14, 2010
Criteria – What is "good enough"? Rubric	<p>Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives.</p> <p>To provide students with quality services in a friendly, courteous, unbiased, and respectful manner, including:</p> <ul style="list-style-type: none"> • Quick and efficient computer check-out and check-in • Quick and efficient software check-out and check-in • Assistance with using hardware and accessing software programs • Computer and network access • Printing, copying, and scanning services • Assistance with photocopy, copy-card vending, and change machines • Performance of simple preventative maintenance and housekeeping tasks to keep the computers and workstations neat and clean, and to keep the lab functioning in optimal order.
What are the results of the assessment? Are the results satisfactory?	<p>The results are more than satisfactory. The Library Computer Lab is committed to facilitating student success by providing access to computing resources to support classroom instruction, active learning, and personal enrichment.</p> <p>"Why Do You Love the Library" survey showed students need and use the Library Computer Lab. Student comments included: "I love the library because it provides computer services and also quiet (I also get my work done faster here)", and "It allows for the use of computers and free wi-fi and it is quiet here." We received 19 written topic comments totaling 34 positive comments focused on the Computer Lab. Students also commented on the services that staff provide, "Great computer tech Man Tim!! Always helpful!"</p> <p>SNAPSHOT Day, Oct. 14, 2010, survey results: Students who responded to checklist questions about why they came to library include: Use Computers---382 students Use WiFi---76 View a movie---33</p> <p>Number of People Counted Hourly in Computer Lab (survey conducted in 2010 included both Library and Learning Resources Center LA 100)---728</p> <p>Comments: "The library is important to me because [of] all of its resource, I need it for each one of my classes, books used, computers and copy machines." And "Everyone that works in here are great! Willing to help☺"</p>

Were trends evident in the outcomes? Are there gaps?	During peak times in the semester there are waiting lines for computers and print-stations. Students often complain to staff that we need a change machine.
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.
Will you change evaluation and/or assessment method and or criteria?	Survey structure does change based on the technology available to students. Constants are comments from students and counts of respondents.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14.</p> <p>x <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: SAO review for Library Circulation; Library Computer Lab; Library Reference; Library Technical Services.</p>
Will you rewrite the SAOs	The SAO will need to be updated as some of the services and machines (i.e., no longer provide change machines) are not offered. With the hiring of the new Library Director the revision will be accomplished.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development x <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action x Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs once update (machines) have been made and to encourage and support staff in attaining them.</p>

Program SAO Summary Evaluation Form

Division/Program: Library Technical Services Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015		Lead Evaluator: Library staff & faculty Participants: Campus Community
Service Area Outcome Statement	Acquire, maintain, provide access to, and preserve print collections and other materials as appropriate to serve the teaching, learning, and personal enrichment needs of the San Bernardino Valley College learning community.	
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 type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010)	
Criteria – What is "good enough"? Rubric	<p>"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives.</p> <p>Technical Services works to select, acquire, organize, process, and provide access to information resources. Our goal is quality customer service as we carry out our responsibilities to:</p> <ul style="list-style-type: none"> • Provide excellent resources and services tailored to support the teaching and learning activities of San Bernardino Valley College • Communicate about departmental activities and goals with other library departments • Continue to meet the challenges of a rapidly changing environment by thinking outside the box and treating change as an opportunity • Search, order, receive, claim, and track spending for all library materials • Provide accurate descriptions and access information for all library materials for the online catalog • Prepare materials to be shelved in the Library's collection • Manage and process print serial collections, including check-in, claiming, binding, linking, access, and troubleshooting. 	
What are the results of the assessment? Are the results satisfactory?	Library staff and faculty monitor, review, and evaluate Technical Services procedures and products to work together in innovating new and improved processes to achieve maximum efficiency. Students responding to the two administered surveys are satisfied with the library collection.	
Were trends evident in the outcomes? Are there gaps?	As the budget shrinks, we are less able to purchase needed materials. Trends are that we are slowly moving away from print to electronic resources.	
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.	
Will you change evaluation and/or assessment method and or criteria?	Yes. The District purchased a new OCLC library cataloging system and implemented implementation began in fall of 2013. The online catalog searches for books, articles and eBooks, is very different than the previous system and a student survey would be useful once the staff have concluded the implementation of all of the new system's features.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Library Technical Services joins in on Department meetings (see dates in next line) and have continued dialog	

	<p>within the department regarding SAOs and how they are implemented within the new OCLC system. This year, during implementation of OCLC, has been particularly challenging. Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14.</p> <p>X Department Meeting. Date(s): x Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>New bookmarks were developed announcing the new system. Workshops were given and announcements at committee meetings.</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the SAOs	Not at this time.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development x Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action x Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and to encourage and support staff in attaining them.</p>

Program SAO Summary Evaluation Form

Division/Program: Student Services/Outreach & Recruitment Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Clyde Williams. Anita Moore
Service Area Outcome Statement	Enhance the overall awareness and knowledge of prospective students regarding academic and support services available at SBVC.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student Survey
Criteria – What is “good enough”? Rubric	90% good; indicate that they received quality and pertinent information pertaining to their goals, and understood the academic and support services available.
What are the results of the assessment? Are the results satisfactory?	227 surveys- 77 male; 150 female; 94% rated the overall service good; 95% rated the staff courteous, professional, and knowledgeable. 93% understood the educational opportunities available and the enrolment process.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the information and services they received. Student’s comments were positive
What content, structure, strategies might improve outcomes?	Continue to inform and educate prospective students regarding SBVC’s academic and support services available as well as the enrollment process. We will also continue to develop and build on our strengths, and provide concise and current information in a professional manner.
Will you change evaluation and/or assessment method and or criteria?	Not at this time
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): February, March, April <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 Continue staff development and team building that enables us to provide excellent service to prospective students.

Program SAO Summary Evaluation Form

Division/Program: Counseling & Matriculation/STAR Program Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Deanne Rabon Participants: STAR Program Students
Service Area Outcome Statement	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Survey
Criteria – What is “good enough”? Rubric	Students are required to clearly state motivational factors and tools that influence their retention and resiliency while in the STAR Program at SBVC. If they cannot do this for at least two of the three survey question areas then the result would not be ‘good enough’.
What are the results of the assessment? Are the results satisfactory?	100% of STAR Program students surveyed were able to clearly elaborate on what they contribute to their academic success and resiliency. They answer questions relating to factors both on and off campus that aid in their success and are very detailed in their explanations.
Were trends evident in the outcomes? Are there gaps?	Students find the STAR Counseling, Tutoring, Computer Lab and Staff encouragement to be top factors in their resiliency. Outside of school friends, family and self-motivation are the top influences.
What content, structure, strategies might improve outcomes?	Continuing students to believe in their selves and to not be afraid or ashamed to ask questions and/or for help, when needed. In addition, students have to see that the tools are there and the more they utilize the services the better the educational experience.
Will you change evaluation and/or assessment method and or criteria?	Adjustments are made to the questions periodically. However, overall the questions used lead students to provide answers that are thoughtful and help STAR better see what components of the program are well received and influential.
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 type="checkbox"/> Department Meeting. 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: Click here to enter text.
Will you rewrite the SAOs	At this time the SAOs used by STAR are going to remain as is.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success The program has already requested and been approved for spring 2014 ‘one time’ funding of \$2,000 go to purchase two new 13” laptop computers for student use.

Program SAO Summary Evaluation Form

Division/Program: VALLEY-BOUND COMMITMENT Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Maria Del Carmen Rodriguez Participants: Maribel Cisneros & Dr. Craig Luke
Service Area Outcome Statement	1. Students who participate in the Valley-Bound Commitment program will be able to state the purpose of the program. (SI: 1; 2)
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Surveys provided to each student in program.
Criteria – What is “good enough”? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.
What are the results of the assessment? Are the results satisfactory?	98 surveys were completed - 32 males; 66 females: 100% indicated that the purpose of the Valley-Bound Commitment program is to: <ul style="list-style-type: none"> a) Eliminate financial barriers b) Assist with student’s educational endeavors/goals c) Encourage students to do well academically and have a great first year experience.
Were trends evident in the outcomes? Are there gaps?	Overall, students understood the primary function and goal of Valley-Bound. Students indicated many positive statements regarding their experience in the program. There are no gaps.
What content, structure, strategies might improve outcomes?	In order to continue providing the utmost delivery of services, continue to enhance services provided to students. Continue to increase morale and awareness to students regarding educational options.
Will you change evaluation and/or assessment method and or criteria?	At this time we will not change the evaluation; however will incorporate other measures to continue creating surveys to meet student’s needs.
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): May 7, 2014 <input type="checkbox"/> Division Meetings. Date(s):
Will you rewrite the SAOs	Not at this time, however will enhance SAO’s.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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

Program SAO Summary Evaluation Form

Division/Program: Student Health Services/Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Elaine and Andee Participants: Andee, Suzan, Dorothy, Laura, Helen, Hanna, Dennis, Faith, Nicoleta, Sara, Chelsea
Service Area Outcome Statement	1. Students who visit a clinician in the office will be satisfied that they received help with their problem or need; that they received high quality service; and had a professional/supportive interaction with the clinician and office staff. (SI- 1,3&5)
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Client satisfaction survey's
Criteria – What is “good enough”? Rubric	95% Good or The Best Ratings. 95% Indicate that they would use our services again.
What are the results of the assessment? Are the results satisfactory?	28 surveys- 13 male; 15 female: 100% rated their visit good or the best: in helping with their problem and meeting their need; the quality of care; and satisfied with the care received. 100% would use Student Health Services again. Clinical staff was described as: Helpful 27; Informative 27; Respectful 25; Friendly 25; Careful 17; Thorough 17; Sensitive 16; Courteous 16; Competent 15.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the care they received. Eight students made comments and all the comments were very positive.
What content, structure, strategies might improve outcomes?	In order to sustain good outcomes we will keep our mission to support students so they can succeed in sight on a daily basis. We will also continue to develop and build on our strengths and keep morale of the team up by appreciating individual accomplishments and the value of each person's contribution to the satisfaction of our customers.
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time. This SAO was measured Spring 2012, Fall 2012, Spring 2013, Fall 2013, and this current measure Spring 2014. All five assessments yielded similar results and supported the assertion that students are satisfied with the services received in the Student Health Services department.
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): X Department Meeting. Date(s): May 8, 2014 <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: Sharing the results of our satisfaction surveys with the department. If any we were to receive a so, so rating we would evaluate if specific correction are needed.

Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 Continue staff development and team building that enables us to provide excellent service to our students and support their success.

Division/Program: Student Services-Student Health Services Semester Evaluated: Fall 2013 – Spring 2014 Next Evaluation: Fall 2014 – Spring 2015		Lead Evaluator: Elaine Akers Participants: Elaine, Andee, Laura, Helen, Hanna, Dennis, Faith, Nicoleta, Sara, Chelsea, Barbara, Kay D., Suzan, Kathleen, Giriga
Service Area Outcome Statement	2. Increase Student Access to Mental Health treatment and prevention services (SI-1&2)	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Evaluation length of time until first Counseling appointment. Standard is within four weeks. Prevention and Educational groups offered. Individual counseling services are also offered.	
Criteria – What is “good enough”? Rubric	“Good enough” is four weeks and we excel. We see students for appointments within one week most of the time.	
What are the results of the assessment? Are the results satisfactory?	Students are seen within one week of requesting a counseling appointment at this time in most cases. 1. Individual counseling appointments= 507 so far 2013-2014 projected 676 2. Small Groups - >20 3. MOU with Christian Counseling has improved access for veterans. 4. Grant – 3 large events this year 5. Kognito At Risk Training – 65 faculty/staff 263 students over the 2012-2013 & 2013-2014 academic years 6. Campus Calls in person intervention out on campus- 251 7. PH-Q Screening for all – February spot check 367- 2013; 273-2014 8. Alive! Mental Health Fair - 300 participants 9. Positive Parenting Groups – 2 small groups and 1 workshop spring 2014. 10. Strength Based Personal development- 10 events or small groups Spring 2014 11. Relationships 101 and Becoming Socially Successful are new groups being offered this spring. Yes, the results are satisfactory.	
Were trends evident in the outcomes? Are there gaps?	Sustained stress is the prevailing impediment increasing student risk for depression and anxiety or other mental health issues. Counselors feel a sense of student empowerment as they progress through counseling care. Yes, there are gaps. When referrals are made we do not know if students follow through or what the outcome is. When at risk students are identified on campus faculty and staff are still unsure how to access care for the students.	

What content, structure, strategies might improve outcomes?	We need to become more technology savvy. A "Tech Guru" who could tweet, text and keep up the webpage would be a great asset and tremendous help. In person presentations at division and department meetings might also help.
Will you change evaluation and/or assessment method and or criteria?	Criteria are standardized to the American College Health Association and the National College Depression Partnership. No, we will not change the methods of evaluation/assessment at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Daily</p> <p>Department Meeting. Date(s): February 5, 2014; March 5, 2014; May 8, 2014</p> <p>Division Meetings. Date(s): April 4, 2014</p> <p><input checked="" type="checkbox"/> Campus Committees. Date(s): <u>Program Review</u> – March 7; <u>Facilities and Safety Committee</u>, 1st Monday Mental Health issues and threat assessment are discussed as needed, beginning October 7, 2013 and ending May 5, 2014.</p> <p><u>Strategizing Forums for the campus</u>: October 3 Welcome Home Veterans on Campus; January 9 Best Practices in Campus Threat Assessment</p> <p><u>Awareness Events</u>: ALIVE Mental Health Fair March 4, 2014 The whole 4 hour event was focused on dialogue about suicide prevention, stigma reduction, and early intervention; Brian Wetzel presentation on January 28 also included dialogue about stigma in regard to mental health issues and the importance of seeking help.</p>
Will you rewrite the SAOs	<p>We will continue with this SAO through the next academic year.</p> <p>This SAO was also evaluated spring 2013 with the finding that some students had to wait 4 weeks for counseling appointments late in spring semester. Staffing was adjusted and our current response time is 1-2 weeks.</p>
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input type="checkbox"/> Program Planning /Student Success</p> <p>As a department we will continue to improve our follow through with re-assessment of PHQ-9 data for all students with a depression diagnosis. We are very consistent with initial evaluation and mostly consistent with ongoing and follow-up evaluations. We will also continue with educational activities focused on personal development and success; stigma elimination; and early identification of at risk individual by student peers and front line staff with appropriate referral.</p> <p>We will continue to monitor for trends and best practices through the following: The Jed Foundation has emerged as the leader in protecting the emotional health of America's 20 million college students http://www.jedfoundation.org; Community partner San Bernardino County Behavioral Health Department www.sbcounty.gov/dbh; California Community Colleges Student Mental Health Program, Center for Applied Research Solutions (CARS) www.cars-rp.org. The National College Depression Partnership www.ncdp.nyu.edu/; The American College Health Association www.acha.org/</p>

Program SAO Summary Evaluation Form

Division/Program: Student Services/ Office of Student Life and Associated Student Government.		Lead Evaluator: Carolyn Lindsey Participants: Justine Plemons, Michelle Jones
Service Area Outcome Statement	1. Students who visit the office of student life seeking services, information or assistance of any type will be satisfied that their request was heard and that it was afforded the attention needed for them to be satisfied with the response received.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input 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	Student Survey	
Criteria – What is “good enough”? Rubric	Overall the department received 98% positive remarks and feedback on the surveys. However in reviewing the survey it is believed that an expansion of the questions may provide additional comments to provide some additional services.	
What are the results of the assessment? Are the results satisfactory?	168 surveys were distributed. 98% of those surveyed indicated they satisfied with the service they received in the office of Student Life.	
Were trends evident in the outcomes? Are there gaps?	The Department has collected surveys intermittently throughout the Fall Semester of 2013 and the Spring Semester of 2014. 98% of the surveys indicated that the students were pleased with the service they received. Written comments: Courteous staff, very helpful I received information or service that I needed.	
What content, structure, strategies might improve outcomes?	In order to continue providing service that generates good outcomes and satisfactory delivery of services we will make information available by other means then visits to the office. Through the use of printed materials and means of technology repeated questions that are asked will be answered. 168 surveys were distributed and returned, 55% female, 40% male 5% did not identify.	
Will you change evaluation and/or assessment method and or criteria?	Overall the assessment will not be changed however it will be expanded to capture age, ethnicity and question about what if anything can be done to better serve the student.	
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): October 2013; February, March 2014 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Sharing the results of our satisfaction surveys with the department. If any we were to receive a so, so rating we would evaluate if specific correction are needed.	
Will you rewrite the SAOs	No immediate plan.	

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 Continue staff development and team building that enables us to provide excellent service to our students and support their success.
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Division/Program: Student Services-Associated Student Government Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014 – Spring 2015	Lead Evaluator: Omar Castro, Director, Legislative Affairs, Associated Student Government/Student members of ASG. Carolyn Lindsey, Justine Plemons
Service Area Outcome Statement	2. Increase the development of student leaders through the activities of the Associated Student Government and campus clubs.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student knowledge of Associated Student Government and their satisfaction with Student Government and there events, as well as the Office of Student Life.
Criteria – What is “good enough”? Rubric	100% Satisfaction with the services and information received from the Associated Student Government is Good. 66% of students surveyed having prior knowledge of what their ASG has to offer is fair and indicates a need for a plan to heighten the visibility of ASG. Club activities
What are the results of the assessment? Are the results satisfactory?	26 surveys were distributed by ASG and returned in the month of April. 66% of the students had previous knowledge of the Associated Student Government and its’ purpose; knowledge of student activities and how to participate in the various programs. 100% indicated satisfaction with the service of their Associated Student Government.
Were trends evident in the outcomes? Are there gaps?	Overall the students were well satisfied with the services and ASG programs. There was the concern by all that other students either did not know the operation of ASG and they were not becoming an active part of ASG.
What content, structure, strategies might improve outcomes?	ASG will develop a mission statement aligned with the Office of Student life to increase student participation in activities on campus.
Will you change evaluation and/or assessment method and or criteria?	No change but expansion to capture additional data concerning student profile. Surveys will be conducted at various times throughout each semester. Adjustments be will be made to enhance visibility and presentation of the department
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 checked="" type="checkbox"/> Staff Date(s): Daily ASG meetings and Interclub Council meetings were conducted each week of the semester during the school year. ASG had training sessions in July 2013 about the purchasing, contract and payment plan for activities, supplies and refreshment.

	ASG Board Members attended conferences on leadership in November 2013 and January 2014. Members of the student body along with ASG Board attended "March in March", March 2014. This is an activity when students visit to the State Capitol and interact with their state representatives and express their concerns for student benefits in education.
Will you rewrite the SAOs	We will continue with this SAO through the next academic year, however there may be some expansion in an attempt to include evening students and off- campus (online) students in campus activities and student government.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 As a department we will continue to improve student awareness of the Office of Student Life, Associated Student Government and the Interclub Council. We will promote inclusion or all students requesting their input of how we can better serve all students.

Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Fall 2014 Next Evaluation: Fall 2015		Lead Evaluator: Kathy Kafela Participants: Transfer Advisory Comm.
Service Area Outcome Statement	2. Students will gain an understanding of how to develop an ed plan that relates to their transfer goals.	
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	Student survey	
Criteria – What is “good enough”? Rubric	That 85% of student will indicate strongly agree or agree on the survey.	
What are the results of the assessment? Are the results satisfactory?	The mean question for this SAO was did the information provided help me plan my educational goals and see the importance of the Ed Plan related to transfer. 100% of the students surveyed indicated they strongly agree and agree. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair. The customer service question asked was the counselor organized and professional all of the students surveyed noted that the counselor was.	
Were trends evident in the outcomes? Are there gaps?	More students are being exposed to the ed planning process. And that transfer is becoming more of an option for students. Awareness of the AAT and AST transfer degrees and how they work. There needs to be a collaboration workshop between those divisions developing the degrees and Transfer Services.	
What content, structure, strategies might improve outcomes?	We will continue to follow Section 51027 of title 5 standards for Transfer Centers and work to enhance those recommended services while at the same time adding our on strategies to ensure transfer readiness.	
Will you change evaluation and/or assessment method and or criteria?	At this time we do not plan to change the type of assessment tool but will revisit some of the question on the survey.	
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): 4/17/2014 SAO/SLO Training <input checked="" type="checkbox"/> Division Meetings. Date(s): 2/27/2014 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.	
Will you rewrite the SAOs	Transfer Services SAO's were re-written Fall 2014	

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p> <input type="checkbox"/> Professional Development <input checked="" 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 </p> <p>We will continue to monitor trends and best practices and work on how to link the different assessments/information gathered.</p>
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Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015		Lead Evaluator: Kathy Kafela Participants: Maria, Angie, Botra, Lucia, Transfer Advisor Comm.
Service Area Outcome Statement	1. Students will gain understanding of the transfer process and requirements by participating in transfer services and activities. SI 2,3 &5	
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	Student Survey	
Criteria – What is “good enough”? Rubric	That 95% of the students surveyed will indicate increased knowledge of requirements by indicating strongly agree and agree on the survey.	
What are the results of the assessment? Are the results satisfactory?	The second question that was asked is did the service and/or activity increase knowledge of transfer requirement and process: IGETC, CSU Breath, major prep. GPA. 100% of the students surveyed indicated strongly agree and agree. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair.	
Were trends evident in the outcomes? Are there gaps?	The first trend that is clear is that after participating in a Transfer service and/or activities that students feel knowledgeable about how to achieve their educational goal. The second trend the service that they participated in met their needs and interest which mean we are meeting the needs of students who participate in Transfer services and activities.	
What content, structure, strategies might improve outcomes?	We will need to develop questions for the survey that closely addresses content and strategies Transfer uses in these areas The survey will need to be expanded to a broader group.	
Will you change evaluation and/or assessment method and or criteria?	We think the method is fine but the criteria on the survey will need to be looked at.	
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 type="checkbox"/> Department Meeting. Date(s): X Division Meetings. Date(s): 2/23/2014 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SAO Dialogue focused on: Dialogue focused on that we all have established what our SAO's are, at least one customer service question is on surveys, that our SAO's should be assessed yearly, that they must be on our website and must be linked to the strategic initiative .	
Will you rewrite the SAOs	The SAO's were revised Fall 2014	

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p> <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success </p> <p>The result will be used to enhance services, evaluate were there are challenges; advocate for what is needed to meet students' needs regarding transfer and to ensure students are transfer ready.</p>
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Program SAO Summary Evaluation Form

Division/Program: Tumaini Program Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015		Lead Evaluator: Willene Nelson, L.M.F.T., Tumaini Coordinator Participants: Tumaini Program Students
Service Area Outcome Statement		
Strategic Initiatives aligned with the SAO.		<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool		Survey was given as part of the final examination.
Criteria – What is “good enough”? Rubric		SAO #1. Students are required to identify a specific career goal and create a clearly defined academic plan to achieve that goal. SOA #2. Students are able to identify and explain the historical significance of key terms, events or movements regarding African American History from 1877 to the present.
What are the results of the assessment? Are the results satisfactory?		SAO #1. Students are able to write a Mission Statement which includes values and goals from their student education plan and career assessment. SAO #2. Students are able to can correctly identify and understand the significance of the terms presented on the testing mechanism.
Were trends evident in the outcomes? Are there gaps?		SAO #1. 100% of the students surveyed are able to articulate their academic and career vision. SAO #2. 70-79% students surveyed can write a clear evaluation and interpretation of key themes presented in the course.
What content, structure, strategies might improve outcomes?		Continuing students to believe in themselves and not be afraid to ask questions and become more engaged in the process.
Will you change evaluation and/or assessment method and/or criteria?		Adjustments are made to the questions periodically. However, the questions used lead students to provide answers that are thoughtful and help Tumaini Program Students.
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 type="checkbox"/> Department Meeting. 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:
Will you rewrite the SAOs		.At this time the SAOs used by the Tumaini Program are going to remain as is.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.		<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success

Program SAO Summary Evaluation Form

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.
Service Area Outcome Statement	Student will become more proficient with online CCC Apply registration process.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.
Criteria – What is “good enough”? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall rating in the online CCC Apply registration process was 100% satisfaction. These results exceeded the basic criteria satisfaction rating.
Were trends evident in the outcomes? Are there gaps?	The noted trends were significant reduction in the wait time for the usage of facility computers. There was also a noted reduction in the time required to complete the application process. These reductions allowed faculty and staff the opportunity to provide better customer service. No noted gaps in this process.
What content, structure, strategies might improve outcomes?	To sustain our outstanding rating faculty and staff must constantly train on the CCC Apply registration process.
Will you change evaluation and/or assessment method and or criteria?	No.
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 type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO Dialogue focused on: Ensuring that are satisfaction surveys, personal interviews and direct student contact are meeting/exceeding the needs of our students.
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 be used to tailor our training and customer service satisfaction surveys.

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014		Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.
Service Area Outcome Statement	Students will become more proficient with online VONAPP registration processes.	
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 type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.	
Criteria – What is “good enough”? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.	
What are the results of the assessment? Are the results satisfactory?	97% of students taking the survey found that the VONAPP process for registering was smooth and seamless transitional process. They noted that the quick access and the availability to a computer in the resource center was the key in making their experience a good one. In addition, a knowledgeable and patient staff to navigate them through the difficult areas was also an added asset. 2% of the students express no opinion and 1%, expressed dissatisfaction with the process. The 97% overall rating provide us with a satisfactory result. Is evident in the outcome.	
Were trends evident in the outcomes? Are there gaps?	The noted trend is that more students are relying on the on the VONAPP online registration process in order to apply for benefits. The noted gaps are that due to heavy usage of the website it can make connectivity slow or non-existing.	
What content, structure, strategies might improve outcomes?	Our plan to address our deficiencies is to continually train and educate staff in the changes in the VA educational system. In addition, to insure all computers have access and the necessary software to improve the enrollment process.	
Will you change evaluation and/or assessment method and or criteria?	No plan changes to evaluation process.	
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 type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO Dialogue focused on: Ensuring that are satisfaction surveys, personal interviews and direct student contact are meeting/exceeding the needs of our students.	
Will you rewrite the SAOs	No.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 be used to tailor our training and customer service satisfaction surveys.	

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014		Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.
Service Area Outcome Statement	Student will become more self-sufficient with applying for and accessing their EBenefits account, and how to use EBenefits online access portal.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.	
Criteria – What is “good enough”? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.	
What are the results of the assessment? Are the results satisfactory?	The overall rating for the online EBenefits registration process was 100% satisfaction. These results exceeded the basic criteria satisfaction rating.	
Were trends evident in the outcomes? Are there gaps?	This process made it easier for staff and faculty to access military/veteran education benefits. This service area had a direct impact on CCC Apply registration process, FAFSA and VONNAP application process. In addition, it saved on faculty and staff man hours and significantly reduced the process time. No noted gaps in this process.	
What content, structure, strategies might improve outcomes?	To sustain our outstanding rating faculty and staff must stay current on the processes and procedural changes in the EBenefits portal.	
Will you change evaluation and/or assessment method and or criteria?	No.	
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 type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO Dialogue focused on: Ensuring that are satisfaction surveys, personal interviews and direct student contact are meeting/exceeding the needs of our students.	
Will you rewrite the SAOs	No.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <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 be used to tailor our training and customer service satisfaction surveys. In addition, we will use this service area outcome process to measure the accessibility and functionality of our entire enrollment process.	