

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2009 - 2010

1. Program Department Name

Counseling Department

2. Program Department Mission Statement

The Counseling Department assists students with decisions that affect their educational, vocational and personal goals, and provides appropriate support and instruction to enable students to make realistic decisions and incorporate planning strategies to achieve their goals.

3. Student Learning Outcome(s)

As a result of attending “New Student Orientation,” students will be able to comprehend assessment results and correlate placement with course selection, define “general education,” and identify an educational pattern to follow to attain academic goal.

4. Methods

a. With criteria for each outcome

A Pre & Post Assessment (*see Pre/Post attachment*) was designed to assess the effectiveness of material covered in each “New Student Orientation.” Students (N=328) responded to a set of eight questions which were devised to ascertain students knowledge base in regards to critical information needed in order to achieve their intended educational goal. The assessments were distributed to new student matriculants in July of 2010. These students were required to attend New Student Orientation where they received placement test results and were introduced to the college at large.

b. Add limitation, if applicable

Counselors at SCC have a wide variety of professional experience and expertise. Each counselor has a unique delivery of instruction and covers a vast amount of material in “New Student Orientation.” As such, it is difficult to create a single questionnaire that can accurately gauge the information presented to each group of students.

5. Implementation of Assessment Process: Who? How? When?

a. Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process).

The lead counselor in charge of conducting “New Student Orientation” served as the primary individual responsible for distributing the survey to students.

b. Outline the timeline for implementation

Timeline for implementation occurred July 06, 2010 through August 02, 2010.

c. Identify who will be evaluated

Incoming college matriculants attending a “New Student Orientation” during the months of July and August 2010 are the intended target group. SLO data was gathered during the month of July 2010.

d. Identify other programs who are assisting with the evaluation

Not applicable

e. Identify who is the intended user of the data that will be collected

The Counseling Department is the intended user of the collected data.

6. Results

a. Summarize the results for each outcome

Tracking student enrollment success is an important component of SCC’s “New Student Orientation.” The valuable information provided firsthand by students who took part in this process will aid SCC counseling faculty in realizing what critical information new students need to know and/or be able to do as a direct result of the services provided by the Counseling Department. The information also serves as an instrument in order to improve effectiveness of these services. Throughout July and August of 2010, 29 “New Student Orientations” were conducted and a total of 556 students participated in the orientations – an 11% increase in students served compared to 2009 (N=494 students).

Pre and Post Assessments were distributed to each student attending “New Student Orientation” during the month of July 2010. Assessments were gathered at the end of each orientation to allow for further analysis of student self-report data. Questionnaires have been collected from 328 students (59% of the population). Student responses to the questionnaires have provided a wealth of data that can be used to derive several significant conclusions. By participating in “New Student Orientation,” students clearly benefited as demonstrated by post test results. Across questions 1, 2, 4, 5, 6, and 7, there was a 19 to 47% increase in correct responses. Question #2 saw a significant increase in correct responses, from 36% in pre to just over 83% in the post test (*see Response Chart*). Question #4 saw a significant increase in correct responses, from 54% in pre to 94% in the post test (*see Response Chart*). Question #5 saw a 34% increase in correct responses from pre to post test (*see Response Chart*). In general, students saw a marked increase in their knowledge and understanding of essential information needed in order to achieve success in their academic goal, demonstrating higher-order critical thinking skills.

Question #8 saw a minimal change from pre to post in correct responses (5% increase). This indicates that students have a basic understanding of the need to include general education coursework to earn a college degree. Question #3 saw moderate change (14% increase). This indicates that a majority of incoming students are aware that an associate degree can be obtained at the community college level.

b. Summarize the process to verify/validate the results

328 Student Learning Outcome questionnaires were collected from students who participated in “New Student Orientation” in the month of July 2010. A statistical analysis was conducted using *SPSS 18*, a predictive analytic software tool. Descriptive analysis of frequency data was performed to assess student’s knowledge base from pre to post tests. The results clearly indicated a significant increase in correct responses across all major components of New Student Orientation (*For data results, please see Frequencies attachment*).

7. Decisions and Recommendations

a. Summarize the decisions/recommendations made for each outcome

“New Student Orientation” is the opportune time to administer the pre and post assessment. As the counseling faculty continuously refines the orientation process, Student Learning Outcomes may need to be modified in order to adequately measure and assess student’s knowledge base.

b. Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions

Counseling faculty and the Dean of Counseling and Student Support Services.

c. Summarize the suggestions for improving the assessment process (including improvement of outcome, evaluation methods, criteria, etc.)

Given that all questions on the Student Learning Outcome questionnaire showed an increase in correct responses during the post test, there is no immediate need to alter the questions at this time. However, the counseling faculty will continue to remain knowledgeable of best research practices for measuring student learning outcomes.

d. Identify when each outcome will be evaluated again (if the outcome is to be retained)

Outcome will be evaluated during summer 2011.

e. Identify those responsible for implementing recommended changes

Counseling faculty, Department Chair of Counseling and Dean of Counseling and Student Support Services.



Santiago Canyon College

Assessment of Student Learning Outcomes

1. The English course needed for an Associate Degree and transfer to a university is:
 - a. English N50
 - b. English 101
 - c. English N60
 - d. English 061

2. The number of units in a course is generally the number of hours per week that a class meets.
 - a. True
 - b. False

3. What degree can you receive at a community college?
 - a. Bachelors Degree
 - b. Masters Degree
 - c. Associate Degree

4. If you want to transfer to a California State University (CSU), which general education plan would you follow?
 - a. Plan A
 - b. Plan B
 - c. Plan C - IGETC

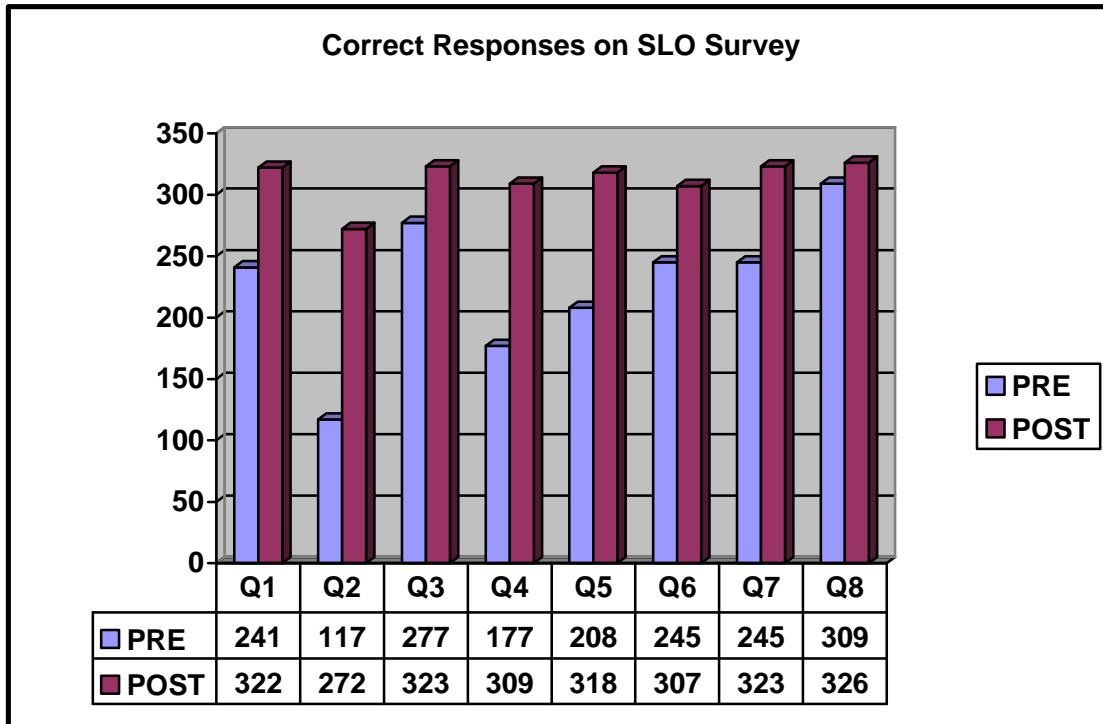
5. What is the minimum number of units required for an Associate Degree and/or transfer to a California State or University of California?
 - a. 30
 - b. 45
 - c. 60
 - d. 70

6. If you want to transfer to a University of California (UC), which general education plan would you follow?
 - a. Plan A
 - b. Plan B
 - c. Plan C - IGETC

7. To be a full-time student, you must be enrolled in how many units per semester:
 - a. 15 units
 - b. 10 units
 - c. 12 units

8. To earn a college degree, students need courses in English, math, history, communications, science...these types of classes are called:
 - a. Preparation for life
 - b. Major preparation classes
 - c. General Education

Response Chart



Frequency Tables

Q1pre: English course needed for AA and transfer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	241	73.5	73.5	73.5
	Incorrect	87	26.5	26.5	100.0
Total		328	100.0	100.0	

Q1post: English course needed for AA and transfer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	322	98.2	98.2	98.2
	Incorrect	6	1.8	1.8	100.0
Total		328	100.0	100.0	

Q2pre: # of units = # of hours per wk in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	117	35.7	35.7	35.7
	Incorrect	211	64.3	64.3	100.0
Total		328	100.0	100.0	

Q2post: # of units = # of hours per wk in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	272	82.9	82.9	82.9
	Incorrect	56	17.1	17.1	100.0
Total		328	100.0	100.0	

Q3pre: What degree can you earn at a CC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	277	84.5	84.5	84.5
	Incorrect	51	15.5	15.5	100.0
Total		328	100.0	100.0	

Q3post: What degree can you earn at a CC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	323	98.5	98.5	98.5
	Incorrect	5	1.5	1.5	100.0
Total		328	100.0	100.0	

Q4pre: Transfer plan to CSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	177	54.0	54.0	54.0
	Incorrect	151	46.0	46.0	100.0
	Total	328	100.0	100.0	

Q4post: Transfer plan to CSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	309	94.2	94.2	94.2
	Incorrect	19	5.8	5.8	100.0
	Total	328	100.0	100.0	

Q5pre: Minimum # of units needed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	208	63.4	63.4	63.4
	Incorrect	120	36.6	36.6	100.0
	Total	328	100.0	100.0	

Q5post: Minimum # of units needed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	318	97.0	97.0	97.0
	Incorrect	10	3.0	3.0	100.0
	Total	328	100.0	100.0	

Q6pre: Transfer plan to UC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	245	74.7	74.7	74.7
	Incorrect	83	25.3	25.3	100.0
	Total	328	100.0	100.0	

Q6post: Transfer plan to UC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	307	93.6	93.6	93.6
	Incorrect	21	6.4	6.4	100.0
	Total	328	100.0	100.0	

Q7pre: Full-time student units per semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	245	74.7	74.7	74.7
	Incorrect	83	25.3	25.3	100.0
	Total	328	100.0	100.0	

Q7post: Full-time student units per semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	323	98.5	98.5	98.5
	Incorrect	5	1.5	1.5	100.0
	Total	328	100.0	100.0	

Q8pre: English, math, history, comm... ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	309	94.2	94.2	94.2
	Incorrect	19	5.8	5.8	100.0
	Total	328	100.0	100.0	

Q8post: English, math, history, comm... ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	326	99.4	99.4	99.4
	Incorrect	2	.6	.6	100.0
	Total	328	100.0	100.0	