

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2010 – 2011

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=250) 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 2011. 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, 2011 through July 28, 2011.

c. Identify who will be evaluated

Incoming college matriculants attending a “New Student Orientation” during the months of July and August 2011 are the intended target group. SLO data was gathered during the month of July 2011.

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 2011, 27 “New Student Orientation” sessions were conducted and a total of 577 students participated in the orientations – a 2% increase in students served compared to 2010 (N=566 students).

Pre and Post Assessments were distributed to each student attending “New Student Orientation” during the month of July 2011. Assessments were gathered at the end of each orientation to allow for further analysis of student self-report data. Completed questionnaires have been collected from 250 students (63% of the population attending in July 2011). 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 14% to 37% increase in correct responses. Question #1 saw a 14% increase in correct responses, while Question #5 saw a 21% increase in correct responses (*see Response Chart*). Questions #2 and #7 each saw a 24% increases in correct responses (*see Response Chart*). Question #6 saw a significant increase in correct responses, from 52% in pre to 80% in post test (28% overall increase; *see Response Chart*). Finally, question #4 saw a significant increase in correct responses, from 46% in pre to 84% in post test (38% overall increase; *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 #3 saw only minimal change from pre to post in correct responses (91% Pre ~ 95% Post = 4% increase). This indicates that students were successfully able to identify which degree may be earned in the community college setting at the onset. Question #8 saw a slight decline from pre to post in correct responses (97% Pre ~ 95% Post = 2%-). This suggests that new students enter with a basic understanding of the types of classes that constitute general

education coursework at Santiago Canyon College, but are also being presented with additional information on Major requirements during New Student Orientations, which may or may not explain the drop in correct responses for this question.

b. Summarize the process to verify/validate the results

250 Student Learning Outcome questionnaires were collected from students who participated in “New Student Orientation” in the month of July 2011. Survey data was analyzed by conducting a tally of correct responses on pre- and post-surveys for comparative purposes. The results clearly indicated a significant increase in correct responses across all major components of New Student Orientation (*For data results, please see the Correct Response Frequency Table attached below*).

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.)

While the decline in correct responses on Question #8 was negligible and not a statistically relevant concern, it may be necessary to revise Question #8 prior to future use of the New Student Orientation Pre-Post Survey (*Attachment*). The counseling faculty will continue to remain knowledgeable of best research practices for measuring student learning outcomes, and will make necessary revisions accordingly.

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

Outcome will be evaluated during summer 2012.

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

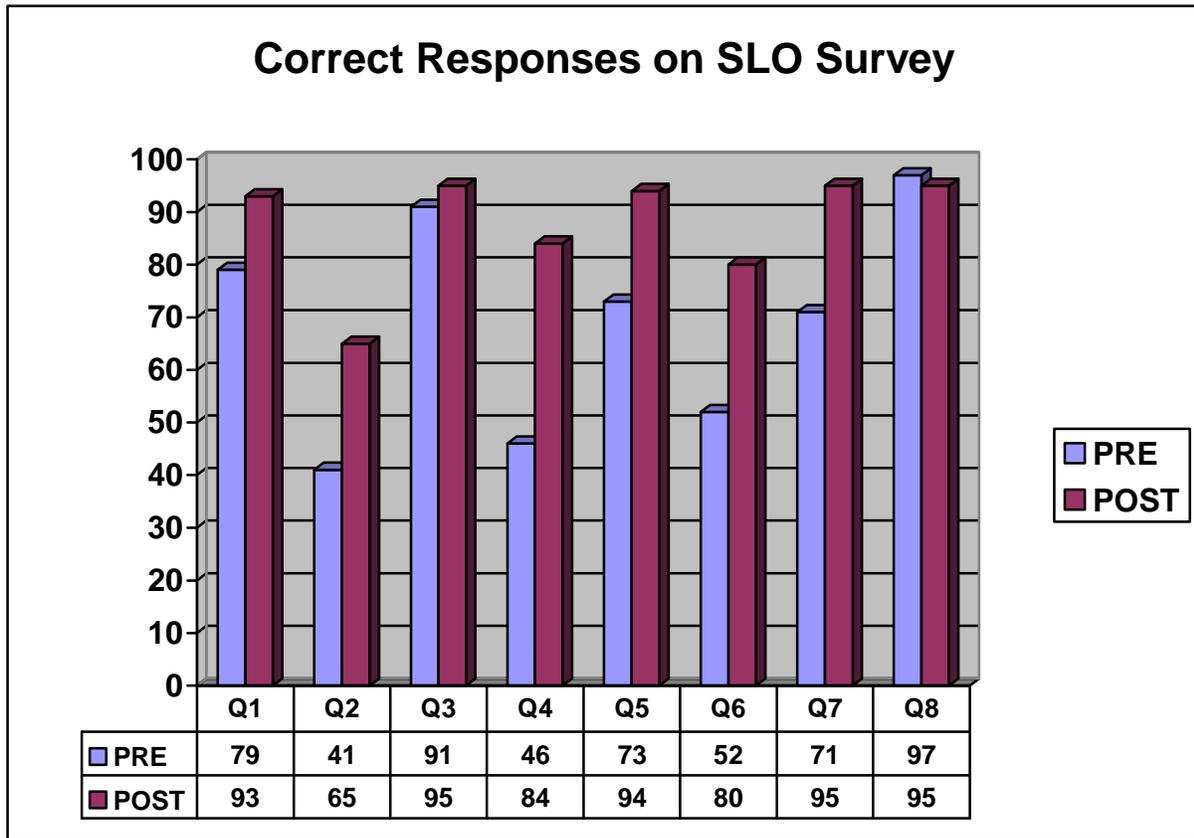
5. What is the minimum number of units required for an Associate Degree and/or transfer to a California State or University of California?
 - a. 30
 - b. 45
 - c. 60
 - d. 70

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 Table

Correct Response Frequency Table

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PRE	79%	41%	91%	46%	73%	52%	71%	97%
POST	93%	65%	95%	84%	94%	80%	95%	95%
% Change	14%+	24%+	4%+	38%+	21%+	28%+	24%+	2%-