

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2012 – 2013

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=396) 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 and August of 2013. 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 of pre-post assessment occurred July 15, 2013 through August 21, 2013.

c. Identify who will be evaluated

Incoming college matriculants attending a “New Student Orientation” during the months of June, July and August 2013 are the intended target group. SLO data was gathered during the months of July and August, 2013.

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

Encouraging 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 the months of June, July and August of 2013, 39 “New Student Orientation” sessions were conducted and a total of 721 students participated in the orientations – a 10% increase in students served compared to 2012 (N=656 students).

Pre- and Post-Assessments were distributed to each student attending “New Student Orientation” during the months of July and August 2013. 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 396 students (55% of the population attending).

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 11% to 46% increase in correct responses. Question #1 saw a 39% increase in correct responses, while Question #2 saw a 29% increase in correct responses (*see Response Chart*). Question #4 saw a 27% in correct responses (*see Response Chart*). Question #5 saw a 46% increase in correct responses, while Question #6 saw a 34% increase in correct responses (*see Response Chart*). Finally, question #7 saw a 11% increase in correct responses (*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. This is evidenced by double-digit increases in correct responses from pre- to post-assessment across four of the eight assessment questions.

Question #3 saw statistically no change from pre to post in correct responses (-1% change). 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 (95% Pre ~ 92% Post = 3%-). 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 slight decline in correct responses for this question.

b. Summarize the process to verify/validate the results

396 Student Learning Outcome questionnaires were collected from students who participated in “New Student Orientation” in the months of July and August, 2013. Survey data was analyzed by conducting a tally of correct responses on pre- and post-assessments for comparative purposes. The results clearly indicated a significant increase in correct responses across all major components of New Student Orientation, thereby supporting the orientation’s continued effectiveness (*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 each 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*). It may also be prudent to consider revising phrasing and/or answer options for Question #4. Currently, students wishing to transfer into the CSU system may complete general education courses on SCC’s Plan B or Plan C. By offering both as potential answer options, the true results this question is seeking to determine (students’ knowledge of CSU general education plans) may be confounded. 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 again during summer 2014.

e. Identify those responsible for implementing recommended changes

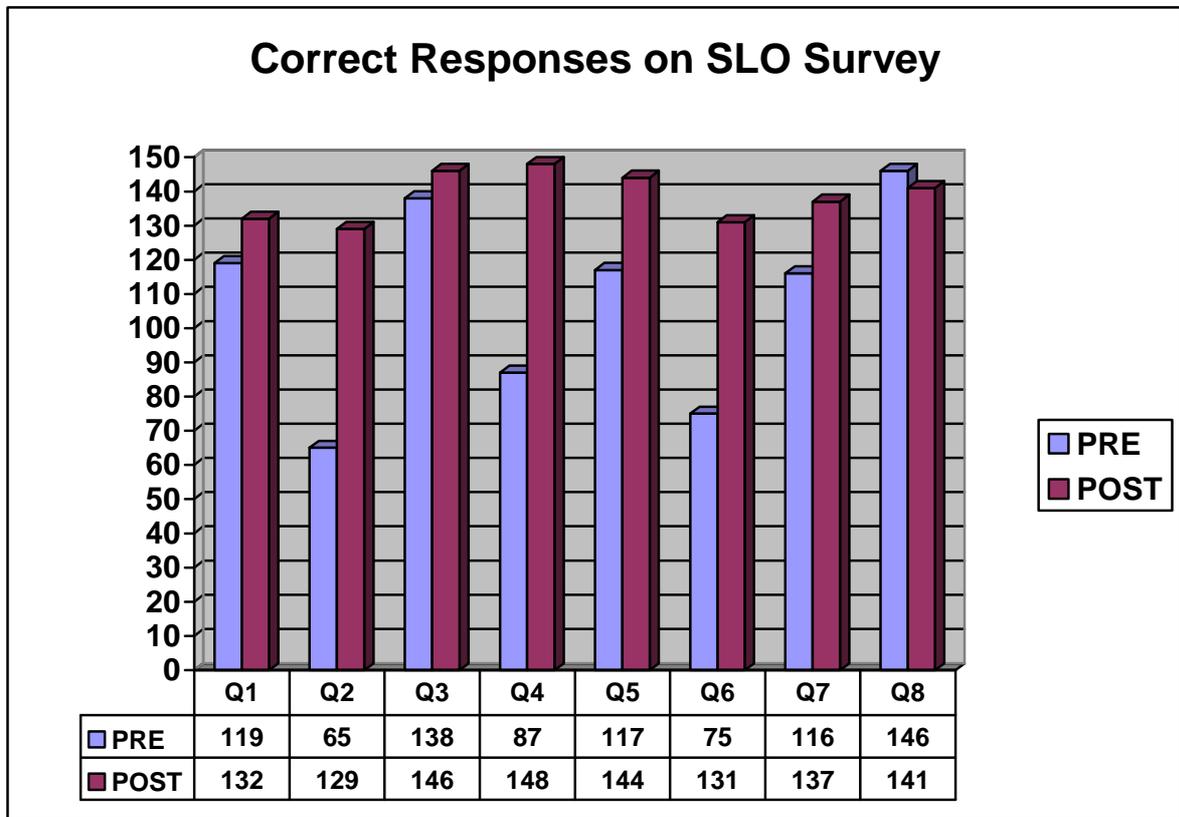
Counseling faculty, Department Chair of Counseling and Dean of Counseling and Student Support Services.



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	53%	48%	95%	54%	45%	45%	74%	95%
POST	92%	77%	95%	81%	91%	79%	85%	92%
% Change	39%+	29%+	No Change	27%+	46%+	34%+	11%+	3%-