

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

1. Department: The High School & Community Outreach Department

2. Mission Statement: – Our mission is to recruit and prepare a diverse student population to participate in the matriculation process, provide critical information on SCC programs and to act as the liaison to the SCC service area in order to promote growth and learning via outreach efforts that include presentations, information tables, events, and orientations.

3. Student Learning Outcome:

Students will be able to demonstrate the ability to successfully use a mathematics chart with sample questions and a verbal presentation to determine the appropriate level for mathematics placement testing.

4. Methods:

The Mathematics Decision Chart and Presentation

The High School and Community Outreach department and counseling staff developed a “Mathematics Decision Chart” which provides two methods by which students decide what mathematics placement test to take prior to their placement test date: by sample problems or by a listing of math classes and previous grades. The students who received the presentation accompanying the mathematics decision chart will be measured against students who did not receive a presentation.

Early Decision and Early Welcome Students

In an effort to accommodate high school seniors interested in attending SCC in the fall 2010 from outside of OUSD, the **Early Welcome (EW)** program was designed as a collaborative effort between Admissions and Records, Counseling and Outreach. **EW** students must apply online on their own and do not receive an admission application workshop. Unlike **ED** students, **EW** students receive their mathematics decision chart as a handout on their testing date which is administered by the Test Proctor. By comparing **Early Decision** and **Early Welcome** students, outreach will determine if Early Decision students demonstrate more efficiency in their ability to choose their appropriate mathematics levels.

The Admission Application Workshop provided to ED Students

The mathematics decision chart handout is distributed during the admission application workshop provided to all Orange Unified School District seniors who choose to participate in the Early Decision Program, which provides priority registration, placement testing at their respective high schools and registration/orientation during the month of May, prior to their graduation date.

During the workshop, a presentation is provided by outreach staff which focuses on the importance of choosing the appropriate mathematics test level along with an assisted application completion session, and an overview of the student services

available to SCC students. Each student completes a paper version of the admission application for Santiago Canyon College and completes a check off sheet with a list of student services they may be interested in learning more about, a mathematics placement test level indicator, and whether the student has ever taken English as a Second Language classes or been enrolled in the English Language Development (ELD) program at their high school.

The outreach staff then collects the data and uses it to inform student services offices of the names of prospective students; students determine their mathematics test level prior to their placement test date, which is scheduled a few weeks after the placement test date. As students check in for their placement test, their level along with their student ID number is provided to them in order to ensure a smooth running of the check in process, which eliminates having to spend time outside of the regular classroom meeting time and ensures accurate placement testing levels. Students who take the incorrect test level, must return to the college and retest on different dates. There are currently four levels: Level I (Pre-algebra) Level II (Intermediate algebra) Level III (Geometry) Level IV (Pre-calculus).

Criterion for the outcome – The criterion is that an *explanation* of the math testing levels and how to choose the appropriate mathematics level helps to educate students on the importance of taking the correct mathematics for their level based on their ability to solve problems and by reflecting on their previous grade, which intern lessens the percentage of mathematics re-testers.

The **Early Decision** students who participate in the OUSD Application Workshop will demonstrate lower percentage mathematics re-testers, compared to **Early Welcome** students who receive the mathematics decision chart on the testing day and do not receive a presentation.

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

Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process). (1) The evaluation and assessment of the data was conducted by the High School and Community Outreach Specialists. The Director of Admissions & Records also contributed to the evaluation of the data collected by the Outreach Staff. (2) The preparation of the handouts for the Admission Application Workshop and the presentation were all prepared by Outreach staff. (3) The Outreach staff conducted an oral presentation with handouts with which students could follow the information being presented to them. During the presentation, the Outreach Staff discussed **(a)** the importance of the mathematics placement test and the possible ramifications that testing into developmental math would have on the timeframe for transferring and/or in Associate Degree completion; **(b)** using the mathematics decision chart, the staff instructed students to look over both the sample mathematics questions and determine where he or she felt comfortable by using prior knowledge to assess themselves; **(c)** after a few minutes, students filled out a form with their name and high school and provided Outreach Staff with their appropriate math levels. Outreach collected this data and entered it into the database in order to create

rosters with student name, math level and high school. The database is also used to track test scores and whether students have to come back to SCC to retest. The test scores are provided to the Outreach department by Testing, and a campus database called ASAPLOOK, which Outreach staff can also access.

- (3) A short evaluation consisting of five questions was also administered by Outreach staff to a random selection of students who participated in the final step of the Early Decision Program: registration/orientation. These quizzes were given to a total of 50 students in order to obtain attitudinal outcomes of students who participated in all three steps of the Early Decision Program: Application Workshop, Placement Testing, and Registration/Orientation. The questions provided a short study on how student attitudes towards mathematics in general and if they were able to reflect on why they may have had to retake the placement test, their personal attitudes about the Administration of the program, and/or if they could provide suggestions for improving current programming methods.

Early Decision Mathematics Placement Test Short Quiz

50 total students

1. Did you attend an Admission Application Workshop at your High School?
Yes or No (Circle one)
Yes: 38
No: 12

2. How did you determine what mathematics placement test to take? (Circle one)
 - a. Based on the last math class I completed and grade **(32)**
 - b. I looked at a math problems to determine my level **(17)**
 - c. I guessed **(1)**
 - d. I am not sure

3. How do you feel about mathematics? (Circle one)
 - a. Very Confident **(8)**
 - b. Somewhat Confident **(19)**
 - c. Okay (16)**
 - d. Math is difficult for me **(7)**

4. Did you have to retake the math placement test?
Yes or No (Circle one)
If yes, explain why you believe you scored low on your math placement test.
Yes: 6
I believe I took a test to high of a math
I haven't had math in 3 years
Didn't understand most first time
I scored too low on the first math placement test
It has been a year since I have taken a math class

5. How can we help Early Decision students choose the correct mathematics placement test in the future?

Do the same, it was helpful

Just base on what they have taken before

Same way as now

Look at the problems and see if you understand them

Look at the problems provided and check if you understand

Go based on what they feel comfortable with

Put harder questions to choice them

Based on how well I do on the test

How well they are grouping concepts

I'm not sure

Don't change anything. Everything is self explanatory

Make the practice problems more broad and related to the placement test

Not sure I think they way you do it now is fine

Look at the back for sample questions

Look at the problems and see which ones you know how to do

SCC should provide a pre-test to let students figure out what test to take

You did great

By letting them know what classes to take

Based on the confidence they have with the level of test they are taking

Have them look at sample questions

Sample questions

By showing examples of math problems

I guess show more examples of each test

You did fine

By sample problems that are better

Same as this time

Base the math choices off of the last math class they completed

I think the current method works well

Chose the right one

To put in the right class so I can pass it

Based off what we've taken before

Base it on the grade they got in the class

It's perfect

I thought the process was already simple enough

Showing example of tests

So the same thing

Sample problems to see before test

Everything was fine

Give them more practice problems so they know which math is right for them

Make the test more specific

were provided to high school seniors from El Modena, Orange, Canyon, Villa Park and Richland. A total of 500 students participated in the Admission Application Workshops held in January.

Identify who were evaluated – All students who participated in the Admission Application Workshop and took the placement test were the target population for this evaluation.

Identify who is the intended user of the data that will be collected The data collected will be used by the High School and Community Outreach Department, Counseling and Testing center to measure the effectiveness of both the mathematics decision chart and whether the methods by which the Outreach Staff is using during the classroom presentation should be redesigned to a student-centered approach rather than a standard lecture format.

6. Results

The following results indicate that the students from the **Early Decision Program** who attended the application workshop and then took the placement test had a higher percentage 15% of students had to retake the mathematics placement test, as opposed to only 8% of **Early Welcome** students who did not have to retest. This result illustrates that the Student Learning Outcome was not successful and that the Outreach Staff will have to reconsider programming changes and restructure the way in which information is presented to students during the Admission Application Workshop. **Early Welcome** students, however, demonstrated the ability to successfully use a mathematics chart with sample questions, without a presentation, in order to determine their appropriate mathematics level, which proves that the mathematics decision chart used is effective and does not need to be changed. More information such as handouts with more sample questions, however, may be added, which will be discussed in the following section on decisions and recommendations.

	# of students who attended the application & then took the SCC placement test	# of students who had to go through a math re-test	% of students who had to retest
ED students	419	61	15%

	# of students who took the placement test at SCC and therefore didn't receive an application workshop	# of students who had to go through a math re-test	% of students who had to retest
EW students	303	25	8%

7. Decisions and Recommendations

a. Summarize the decisions/recommendations made for each outcome

The Outreach staff discussed the methods used during the Admission Application workshop and how much time is typically spent on the actual completion of the admission application and the amount of time spent on discussing the mathematics decision chart.

We discovered that due to the limited amount of time we are allowed at the high schools, we need to have students submit their admission applications online.

If students are provided with instructions on how to apply online, more time would be spent on explaining the math decision chart. Then we can provide students with more detailed information on the consequences of taking the incorrect mathematics level. As a result, more time would also be spent on the workshop facilitator using visuals to educate students on the length of time it would take a student who tested into remedial math levels to complete the transferrable mathematics courses; using visuals, spending more time on one area rather than rushing through the information would allow us to obtain instant feedback from students and ensure enough time for us to elicit questions from students and teachers.

Another possibility we discussed was to provide **Early Decision** students, who may be less prepared in mathematics (which we found in our study when we looked at the actual levels students placed into) with handouts with packets of sample questions they can work on as they are deciding. We can then allow students time to solve problems in order to demonstrate the ability to choose the correct mathematics level. The Testing Center has agreed to provide the Outreach staff with packets of information on the mathematics placement test., which we will incorporate into our presentations for next year (2011).

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

The Outreach Department staff along with the Director of Admissions & Records discussed the changes for the upcoming year.

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

The overall structure of the admission application workshop will be changed in order to focus on the mathematics decision chart. By providing students with general instructions on how to apply online, the Outreach Staff will be able to focus on the mathematics decision chart along with the sample questions that Outreach will collect from the Testing Center.

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

The Outreach Staff will make changes to the application workshop and perform an assessment of the same Student Learning Outcome next year with the new group of Early Decision and Early Welcome students.

e. Identify those responsible for implementing recommended changes

The Outreach Staff will be responsible for implementing the programming changes during the application workshop and will collect and assess the data at the end of the early registration programs in 2011.