

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report

1. Program-Department Name

Adult Re-Entry Services

2. Program Department Mission Statement

Adult Re-Entry Services provides specialized support to students returning to school after significant break in their education, or those who are attending college for the first time. We address common concerns students have about achieving a balance between the demands and responsibilities of school, work, and home.

3. Student Learning Outcome

As a result, of attending the Adult Re-Entry Orientation students will be able to demonstrate the ability to develop a first semester course plan.

4. Methods- With Criteria for Each Outcome

The adult re-entry counselor and specialist observed re-entry students ability to develop their first semester course plan at the conclusion of the Adult Re-Entry Orientation. Students' ability to construct a course plan (semester schedule) was assessed on the following three categories: 1) **Constructed Semester Schedule Independently**; 2) **Constructed Semester Schedule With Minor Assistance**; or 3) **Constructed Semester Schedule With Significant Assistance**.

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

- a) The individuals involved in the assessment process include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.
- b) The observation was made and recorded on the Record of Student Learning Outcomes form while students were in the process of developing their first semester course plan. These observations took place at the Adult Re-entry Orientation sessions in July and August of 2007 and in January 2008.
- c) Each adult re-entry that attended the Adult Re-entry Orientation was evaluated.
- d) The adult re-entry counselor and the adult re-entry specialist are the intended users of the data collected. The data collected is important so that they can improve the effectiveness of the Adult Re-Entry Orientations if needed.

6. Results

- a) Out of a total of 41 student participants in the Adult Re-Entry Orientations, **27** were able to construct a semester schedules independently **10** were able to construct a semester schedule with minor assistance from the counselor or specialist, and **4** students needed significantly more assistance with developing a semester schedule.
- b) To verify and validate the results of the students' plans, the re-entry counselor reviews each student's semester's plans to ensure that all of the elements of an appropriate plan based on the student's individual goals are in place.

7. Decisions and Recommendations

- a) After, closer review of our Adult Re-Entry Orientations our recommendation to improve the assessment process would be to incorporate a student generated evaluation. We feel this would create a better depiction on if and how accurate we truly are in regards to meeting our students' needs during orientation.
- b) The individuals involved in discussion of the evidence include: Sheryl Christensen academic counselor for the Adult Re-Entry program, and Trevor Walker, student services specialist for the Adult Re-Entry Program.