

**Santiago Canyon College**  
**Student Services**  
**Student Learning Outcomes Annual Report**

1. Program  
Counseling Department
2. 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 demonstrate the ability to develop an appropriate educational plan.
4. Methods
  - a. With criteria for each outcome  
A “Student Survey of Orientation and Advisement” was created to assess the effectiveness of material covered in each “New Student Orientation.”  
The following three questions were asked of the respondents:
    - 1) I was able to develop my fall semester schedule (please check one):  
On my own      With some assistance      With a great deal of assistance
    - 2) What information was most helpful to you today?
    - 3) What other information about SCC should be provided to new students during orientation?
  - 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 Orientations.” 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 began on May 6, 2008 through May 24, 2008.
  - c. Identify who will be evaluated  
Incoming freshmen participating in the college’s Early Decision Registration Program in May 2008 are the individuals being evaluated. These students received priority registration for fall 2008.

- d. Identify other programs who are assisting with the evaluation  
Additional Counseling and Student Support Services Program staff (i.e., Transfer Center, Career Center, Job Placement, Adult Re-Entry, and EOPS) were informed of the evaluation and assisted with the collection of the survey.
- 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 program will aid SCC counseling faculty in future early registration efforts. To date, SCC has successfully enrolled 941 new students during the 2008 Early Decision process. Eleven priority registration sessions were offered between May 6 and May 24, 2008. Each session consisted of 4-5 "New Student Orientations."

"Student Survey of Orientation & Advisement" questionnaires were distributed to each student taking part in the Early Decision process. Questionnaires were gathered at the end of each orientation to allow for further analysis of student self-report data. To date, questionnaires have been collected from 567 students (60% of the population). Student responses to the questionnaires have provided a wealth of data that can be used to derive several significant conclusions. Of the 567 SLO participants, 52 (9%) reported being able to develop a fall semester schedule "On My Own," with no assistance from counselors and support staff. In addition, 326 (58%) reported developing their fall schedule "With Some Assistance." Finally, 189 (33%) reported requiring "A Great Deal of Assistance."

Students were also asked to report what information was most helpful during each Early Decision orientation. Being an open-ended question, students were able to respond freely. A total of 171 students (30% of the population) felt help with choosing courses for fall was most beneficial, and 91 students (16%) found the overall information gained in each orientation to be most helpful. Other notable responses for helpful information included:

86 (15%)	Transfer information
59 (10%)	General Education Plan information
39 (7%)	Help from Counselors and Support Staff
31 (6%)	Information on Units
24 (4%)	Academic Planning Guide

Finally, students were asked to report any additional information that should be provided to further help new students in the future. Of the 567 participants, 297 (52%) felt the orientations were comprehensive and required no additional information; 41 students (7%) requested additional help with developing a fall semester class schedule; and 28 (5%) requested

additional information about the SCC campus, including campus tours, maps, and other student services. (*\*For more response data, see Attachment A*)

Upon further analysis, it was determined that a statistically significant positive relationship existed between students who found General Education Plan information most helpful and those who were able to complete their fall schedule either on their own or with some assistance. This result illustrates the importance of highlighting general education course requirements during each “New Student Orientation.”

b. Summarize the process to verify/validate the results

567 Student Learning Outcome questionnaires were collected from students who participated in the Early Decision program. A statistical analysis was conducted using *SPSS 11.0*, a predictive analytic software tool utilized to illustrate frequency of responses and determine correlation relationships. Similar student response clusters were grouped into categories, coded, and data from each SLO was loaded into SPSS for further analysis. (*\*For data results, please see Attachment A*)

7. Decisions and Recommendations

Decisions and recommendations cannot be made within this report given that the Student Learning Outcome pertains to the Counseling Department and it is imperative that counseling faculty be included in the decision and recommendation process. This report is being generated during summer 2008 while counseling faculty are off duty. The Department Chair of Counseling will address this section with counseling faculty as a Common Flex activity prior to the onset of fall 2008.

**SCC "Student Survey of Orientation & Advisement" Spring 2008:**  
**Student Learning Outcome Statistics**

**Frequencies**

## Statistics

		DEVELOP MY FALL SEMESTER SCHEDULE	WHAT INFO WAS MOST HELPFUL?	What other info should be provided to new students?
N	Valid	567	567	567
	Missing	0	0	0

**Frequency Table****DEVELOP MY FALL SEMESTER SCHEDULE**

		Frequency	Valid Percent	Cumulative Percent
Valid	ON MY OWN	52	9.2	9.2
	WITH SOME ASSISTANCE	326	57.5	66.7
	WITH A GREAT DEAL OF ASSISTANCE	189	33.3	100.0
	Total	567	100.0	

**WHAT INFO WAS MOST HELPFUL?**

		Frequency	Valid Percent	Cumulative Percent
Valid	The Orientation/ Everything	91	16.0	16.0
	Transfer Info/Classes needed to transfer	86	15.2	31.2
	Info on Teaching	6	1.1	32.3
	Picking a Class Schedule	171	30.2	62.4
	Counselors/ Support Staff	39	6.9	69.3
	Nursing Info	3	.5	69.8
	General Ed Plans	59	10.4	80.2
	Math & English Sequence/ Placement	10	1.8	82.0
	AP course credit	1	.2	82.2
	Units info/Time commitment	31	5.5	87.7
	Choosing a Major	3	.5	88.2
	Planning Guide	24	4.2	92.4
	Campus info	8	1.4	93.8
	Info on Teachers/Classes	15	2.6	96.5
	Summer info	3	.5	97.0
	Degree Requirements	7	1.2	98.2
	Classes at SAC	1	.2	98.4
	Application	1	.2	98.6

	process			
	Common struggles for new students	3	.5	99.1
	Drop/Withdrawal	1	.2	99.3
	BLANK	4	.7	100.0
	Total	567	100.0	

**What other info should be provided to new students?**

		Frequency	Valid Percent	Cumulative Percent
Valid	Nothing/ Everything was covered	297	52.4	52.4
	Academic Planning/ Picking a Class Schedule	41	7.2	59.6
	Obtaining HS Diploma	1	.2	59.8
	Info on Teachers	8	1.4	61.2
	Major info/ requirements	17	3.0	64.2
	Honors Info	2	.4	64.6
	Summer Classes	3	.5	65.1
	Where to go on 1st Day	1	.2	65.3
	Campus Info	28	4.9	70.2
	Financial Aid info	9	1.6	71.8
	Scholarship Info	3	.5	72.3
	Units info	4	.7	73.0
	Lunch Hour, etc.	1	.2	73.2
	Classes for different learning abilities	1	.2	73.4
	Classes at SAC	6	1.1	74.4
	AA and Certificate info	1	.2	74.6
	Personal info shared by presenter	1	.2	74.8
	Interession info	1	.2	75.0
	Transfer info	17	3.0	78.0
	More individual help	6	1.1	79.0
	College class info/ Prerequisites	15	2.6	81.7
	Athletics	7	1.2	82.9
	Child care	1	.2	83.1
	Time Management	1	.2	83.2
	Care & Control Program	1	.2	83.4
	Classes w/ Labs	1	.2	83.6
	AP Credit	2	.4	84.0
	Online Classes	1	.2	84.1
	Counselor Appointments	1	.2	84.3
	Costs - general info	6	1.1	85.4
	BLANK	83	14.6	100.0
	Total	567	100.0	

## Correlations

		"On My Own" or "Some Assistance"	Found General Education Plans most helpful
"On My Own" or "Some Assistance"	Pearson Correlation	1	.094
	Sig. (2-tailed)	.	.025
	N	567	567
Found General Education Plans most helpful	Pearson Correlation	.094	1
	Sig. (2-tailed)	.025	.
	N	567	567

\* Correlation is significant at the 0.05 level (2-tailed).

...In conclusion, there is a statistically significant positive relationship between students who found the General Education Plans most helpful and were also able to develop their fall schedules either on their own or with some assistance. This illustrates the significant positive effect that covering general ed plans will have on successful schedule planning.