

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report 2008-2009

1. Program Name:

Pathways to Teaching Program

2. Program-Department Mission Statement:

The Pathways to Teaching Program (PTTP) at Santiago Canyon College is designed to promote education to high school and community college students interested in teaching. The program is dedicated to motivating SCC students to successfully transfer to a university in preparation of obtaining a teaching credential.

A variety of services and opportunities are provided by the program, including academic counseling, appointments with university representatives, teacher workshops, outreach activities, courses geared towards the teaching field, fieldwork experience, transfer programs, and the Teachers for Tomorrow Club. Through fostering educational partnerships at the K-12 and university level, the PTTP is able to provide a program that encourages and supports students in their pursuit of a career in teaching.

3. Student Learning Outcomes

SLO #1

After attending a university presentation, students will be able to demonstrate knowledge of the services and academic requirements needed for admission to the university's teacher preparation program.

SLO #2

As a result of participating in the Teachers for Tomorrow Club and Student California Teachers Association, PTTP students will be able to demonstrate leadership skills through the implementation of club activities.

SLO #3

After attending a *Pathways to Teaching – New Student Orientation*, students will demonstrate knowledge of the requirements to become a teacher and the many services provided by the Pathways to Teaching Program & Transfer Center.

4. Methods for SLO #1

Students were given an assessment to be completed prior to the presentation from the university representative. After the presentation, students were given a post assessment to gauge what new information they learned.

5. Implementation of Assessment Process for SLO #1:

The transfer specialist for the PTTP & Transfer Center staff was responsible for each step in the evaluation process. The PTTP transfer specialist coordinated with the university representative and the instructor of the *Counseling 118 - Self Exploration and the Teaching Profession* class, to schedule the date and time of the presentation to be conducted in class. The specialist worked with the university representative to create the assessment and to ensure that the presentation aligned with the questionnaire. The presentation was conducted by a representative from CSU Long Beach. The expectation was that through listening to the presentation, participants would learn about the opportunities available to students at CSULB and the specific requirements needed to earn a teaching credential from their university. After the pre- and post-assessments were completed by students in the class, the information was gathered to be evaluated by the PTTP transfer specialist.

6. Results for SLO #1

For the presentation there were a total of **17 students** who participated in the assessment that included 10 questions, making the assessment worth a total of **170 points**. Through the implementation of the pre and post assessment, the following results were calculated:

Pre-assessment

- Students scored a total of 69 out of 170 points possible receiving a score of **40.5%**

Post-assessment

- Students scored a total of 135 out of 170 points possible receiving a score of **79.4%**

The pre and post assessment saw an increase of **38.9%** in accurate responses.

Analysis of the pre and post assessment concludes that students have successfully demonstrated knowledge of university teacher preparation program requirements and services.

7. Decisions and Recommendations for SLO #1

The Transfer Center will continually implement the learning outcome using the pre and post assessment model. To improve the assessment process, members of the Transfer Center will review all questions to ensure that they are pertinent toward achieving the learning outcome. The Pathways Specialist will continue to work with university representatives to verify accuracy of information and to ensure that the pre- and post-questionnaires align with the information presented during the university teacher preparation presentation.

The outcome will once again be implemented during the fall semester 2009 by the Pathways to Teaching Program.

4. Methods for SLO #2

During club meetings and club events, students were observed by the PTTP transfer specialist to evaluate their ability to plan and implement fundraising and community service events. Under his advisement, the student-run organization coordinated and conducted fundraising and community service projects, demonstrating their leadership skills and abilities.

5. Implementation of Assessment Process for SLO #2

The PTTP transfer specialist (club advisor) was responsible for every step in the evaluation process. Students were observed throughout the 2008-2009 school year. At the conclusion of the semester, the data was evaluated for results.

6. Results for SLO #2

Through guidance and assistance in club activities, the following results were observed by the club advisor:

Fundraising Activities

- Conducted fall fest on campus and **raised \$30.**
- Received **\$50** from the Student California Teachers Association (SCTA) for recruiting members into the SCC chapter.
- Raised **\$30** in revenue from a spring semester bake sale.
- Awarded **\$176** from the SCTA for conducting a successful community outreach event raising awareness about Pink Friday.

CLUB RAISED A TOTAL OF \$286 during the 2008-2009 SCHOOL YEAR

Community Service Projects

- Volunteered and participated in the *CHOC Walk* sponsored by the Children's Hospital of Orange County.
- Participated in the *Light the Night* event sponsored by the Leukemia & Lymphoma Society.
- Planned, sponsored and implemented the *TFTC – A Bit of Home Project* in which the club gathered over 17 boxes of supplies, including toiletries, DVDs, and food, that were shipped to troops stationed in Iraq and Afghanistan.
- Bought, prepared, and served dinner to over 30 people staying at the Ronald McDonald House in Orange County. The house provides nearby housing for families with children needing treatment at hospitals. It allows families to be close to their loved ones while they receive medical care.

- Implemented the *Teacher Aide for a Day* event in which members assisted a teacher in helping kindergarten students complete their reading and art projects in class.

Due to the above mentioned activities conducted by the TFTC it is determined that the SLO have been successfully achieved.

7. Decisions and Recommendations for SLO #2

This learning outcome will be repeated during the next school year. At the beginning of the 2009-2010 school year, a template detailing the proposed student learning outcome will be handed out and explained to members of the club. This will allow all TFTC members to be fully aware of their goals and expectations. It will be the charge of the club advisor and club president to be responsible for the implementation of the SLO.

4. Methods for SLO #3

Students were given an assessment to be completed prior to the presentation from the transfer specialist. After the presentation, students were given a post assessment to gauge what new information they had learned.

5. Implementation of Assessment Process for SLO #3

Through recruitment efforts including flyers/posters, high school outreach, emails, and classroom presentations, the PTTP received new students to the program. The Pathways Specialist contacted these new students, signing them up to attend a *Pathways to Teaching - New Student Orientation (NSO)* to receive valuable information on teacher education and the services and opportunities available to Pathways students. With the assistance of the Transfer Center staff, the Pathways Specialist created a questionnaire to align with the NSO presentation. After the pre- and post-assessments were completed by students in the class, the information was gathered to be evaluated by the PTTP transfer specialist.

6. Results for SLO #3

For the presentation, there were a total of **16 students** who participated in the assessment, which included 8 questions, making the assessment worth a total of **128 points**. Through the implementation of the pre and post assessment the following results were calculated:

Pre-assessment

- Students scored a total of 16 out of 128 points possible receiving a score of **12.5%**

Post-assessment

- Students scored a total of 83 out of 128 points possible receiving a score of **64.8%**

The pre and post assessment saw an increase of **52.3%** in accurate responses, more than five times the percentage of correct answers.

Through the analysis of the data obtained through the pre and post assessment, we have concluded that students have successfully demonstrated knowledge of services provided by the Pathways to Teaching Program & Transfer Center and the requirements needed to become a K-12 teacher.

7. Decisions and Recommendations for SLO #3

The Pathways to Teaching Program and Transfer Center will continually implement the learning outcome using the pre- and post-assessment model. To improve the assessment process, the Transfer Center staff will re-evaluate all questions to ensure that they are pertinent toward achieving the learning outcome. The Pathways transfer specialist will continue to take the lead in the organization of the NSO and the implementation of the assessment during the fall 2009 semester.