

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2017 – 2018

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 “Academic Planning & Registration Workshop” (previously known as the in-person 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 their academic goal.

4. Methods a. With criteria for each outcome

An “Academic Planning & Registration Workshop” is designed to allow each student to visit campus for one afternoon and complete all steps to matriculate at SCC, from placement testing through academic planning and registration in classes for their first term, helping to increase retention through the matriculation process.

A Pre & Post Assessment (*see Pre/Post attachment*) was designed to assess the effectiveness of material covered in each Academic Planning & Registration Workshops. Students (**N=146**) completed the assessment by responding to a set of eight questions both before (Pre) and after (Post) the orientation. The 8 Pre/Post questions 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, 2017. These students were required to attend an Academic Planning & Registration Workshop led by a Counseling faculty member, where they received placement test results, developed an Abbreviated Student Education Plan, and were introduced to the college at large.

The department expects post-assessment results to indicate at least 70% correct responses across all 8 questions in this questionnaire.

b. Add limitation, if applicable

Counseling faculty 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 an Academic Planning & Registration Workshop.

While the orientations are guided by a shared PowerPoint presentation, it is difficult to create a single questionnaire that can accurately gauge the information stressed by each faculty member during their orientation.

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 the Academic Planning & Registration Workshop serve 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 01 through August 17, 2017.

c. Identify who will be evaluated

Incoming college students attending an Academic Planning & Registration Workshop during the months of July and August 2017 are the intended target group. SLO data was gathered during the months of July and August, 2017.

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 in-person Academic Planning & Registration Workshops. The valuable data 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.

In preparation for Fall 2017, a total of **30** in-person Academic Planning & Registration workshops were conducted, and a total of **249** students participated. In addition to in-person Academic Planning & Registration workshops, new students had the option to complete the "Online New Student Orientation" prior to registration for the fall 2017 semester. SCC's Online New Student Orientation allows the college to reach a broader array of students and distance learners, and was designed to meet compliance standards with the ACCJC. In preparation for the fall 2017 semester, a total of **523** incoming students completed SCC's Online New Student Orientation.

Pre- and Post-Assessments were distributed to each student attending *in-person* Academic Planning & Registration workshops during the months of July and August, 2017. Assessments were gathered at the

end of each orientation to allow for further analysis of student self-report data. Questionnaires were collected from 146 students.

Student responses to the questionnaire have provided a wealth of data used to derive several significant conclusions. By participating in Academic Planning & Registration workshops, students clearly benefited as demonstrated by post-test results. Across questions # 1, 2, 4, 5, 6, 7 and 8 there was an increase in correct responses on post-test assessments. Question # 3 saw no change in Pre-to-Post response rates:

- Question #1: Out of 142 total responses, 123 students (86.6%) correctly answered this question on post-assessment; a 28 point increase (+29%) in correct responses from Pre-to-Post, illustrating an increase in the number of students who successfully identified English 101 as the composition course required for an Associate's Degree from SCC, as well as transfer to a university (*see Response Chart*).
- Question #2: Out of 140 total responses, 100 students (71.4%) correctly answered this question on post-assessment; a 45 point increase (+82%) in correct responses, yielding an incredible increase in the number of students who developed an understanding that course unit value is related to hours devoted to lecture each week (*see Response Chart*).
- Question #3: Out of 142 responses received, a total of 132 students (93%) correctly answered this question. This question saw no change in Pre-to-Post correct response rates. This suggests that most students enter with the knowledge that an Associate's Degree can be granted by the community college (*see Response Chart*).
- Question #4: Out of 139 total responses, 118 students (84.9%) correctly answered this question on post-assessment; an increase of 38 correct response from Pre-to-Post (+47.5%), suggesting students gained valuable knowledge pertaining to which general education plans allow for transfer into the CSU system (*see Response Chart*).
- Question #5: Out of 140 responses received, a total of 126 students (90%) correctly answered this question on post-assessment; a 27 point increase (+27.3%) in correct responses from Pre-to-Post assessment, again showing that students grasped the minimum number of units needed to transfer to a CSU/UC after reviewing material presented by the Counselor in the NSO (*see Response Chart*).
- Question #6: Out of 135 total responses, 104 students (77%) correctly answered this question on post-assessment; a 59 point increase (+131%) in correct responses from Pre-to-Post assessment, another huge gain in the number of students who were able to successfully identify which general education plan will lead to transfer into the UC system (*see Response Chart*).

- Question #7: Out of 146 total responses, 118 students (80%) correctly answered this question on post-assessment; a 21 point increase (+21.7%) in correct responses from Pre-to-Post assessment, illustrating an increase in the number of students who understood that it takes 12 units to reach “full time” enrollment status at SCC (*see Response Chart*).
- Question #8: A new question in this year’s SLO assessment; out of 111 total responses received, 79 students (71.2%) correctly answered this question on the post-assessment; a 25 point increase from Pre-to-Post assessment in correct responses (+46.3%), suggesting that a majority of students were able to correctly identify that a comprehensive student education plan must be on file after completion of 15 units. (*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 both single, double, and triple-digit percentage increases in correct responses from pre- to post-assessment across seven of the eight assessment questions. Overall, the correct response rates attained during post-assessment analysis ranged from 71.2% - 93% across all 8 questions, indicating our criteria for success on this SLO assessment (70%) was met.

b. Summarize the process to verify/validate the results

A total of 146 Student Learning Outcome questionnaires were collected from students who participated in in-person Academic Planning & Registration workshops during the months of July and August, 2017. 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 the New Student Orientation, thereby supporting the orientation’s continued effectiveness (*For data results, please see the Correct Response Chart attached below*).

7. Decisions and Recommendations

a. Summarize the decisions/recommendations made for each outcome

The Academic Planning & Registration workshop is the opportune time to administer the pre- and post-orientation assessment. As the Counseling faculty continuously refines the orientation process, the Pre/Post SLO assessment 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, Department Chairs, 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.)

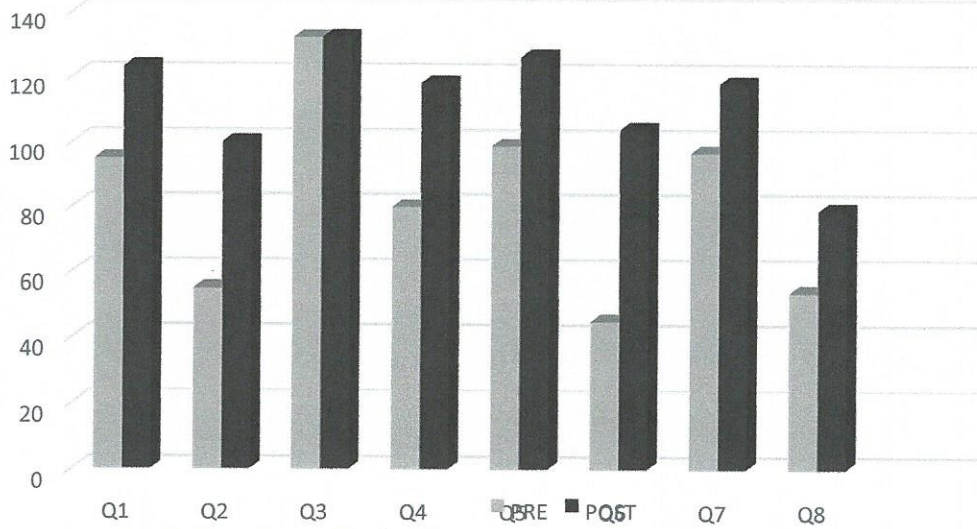
Because there was no change in Pre-to-Post correct response rates on Question #3, the Counseling faculty discussed possible revisions to this question and other potential changes to the SLO assessment device during department meetings in the fall of 2017, but ultimately decided against changes at this time. Faculty will continue to remain knowledgeable of best research practices for measuring student learning outcomes, making 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 2018.

e. Identify those responsible for implementing recommended changes Counseling faculty, Department Chairs of Counseling, and the Dean of Counseling and Student Support Services.

New Student Orientations - 2017 SLO Results



Correct Response Chart

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
PRE	95	55	132	80	99	45	97	54
POST	123	100	132	118	126	104	118	79
Post-Assessment % Correct	86.6%	71.4%	93%	84.9%	90%	77%	80.0%	71.2%
% Change from Preto- Post	+29%	+82%	N/C	+47.5%	+27.3%	+131%	+21.7%	+46.3%



Santiago Canyon College
Assessment of
Student Learning Outcomes
2017

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 and/or Plan C - IGETC
 - c. Plan D
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), or if you are not sure where you want to transfer, 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. All students must have a comprehensive student education plan on file after the completion of _____ units.
 - a. 10 units
 - b. 15 units
 - c. 20 units
 - d. 30 units