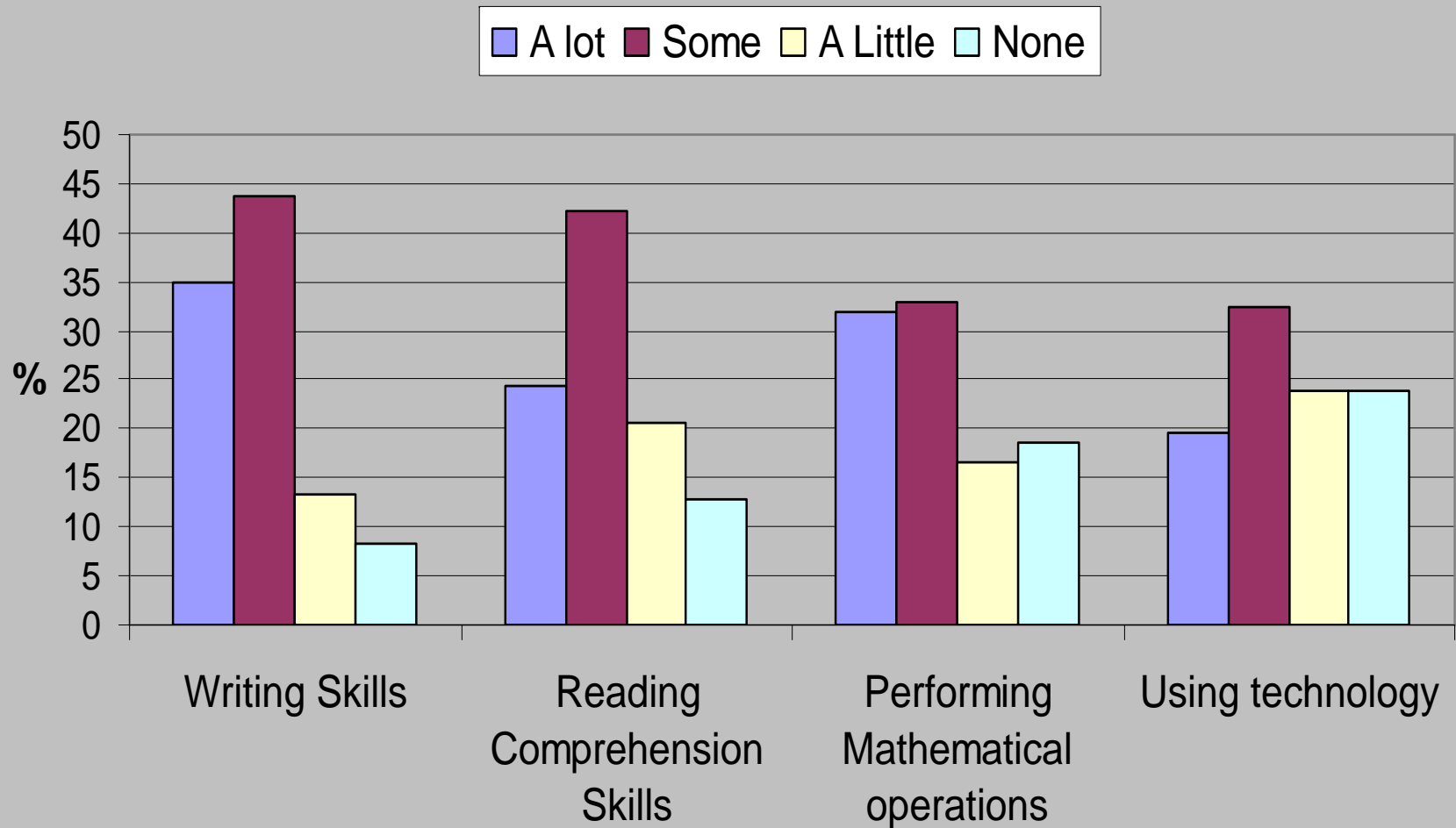


# Results, Part 1: Student Self-Reported Gains

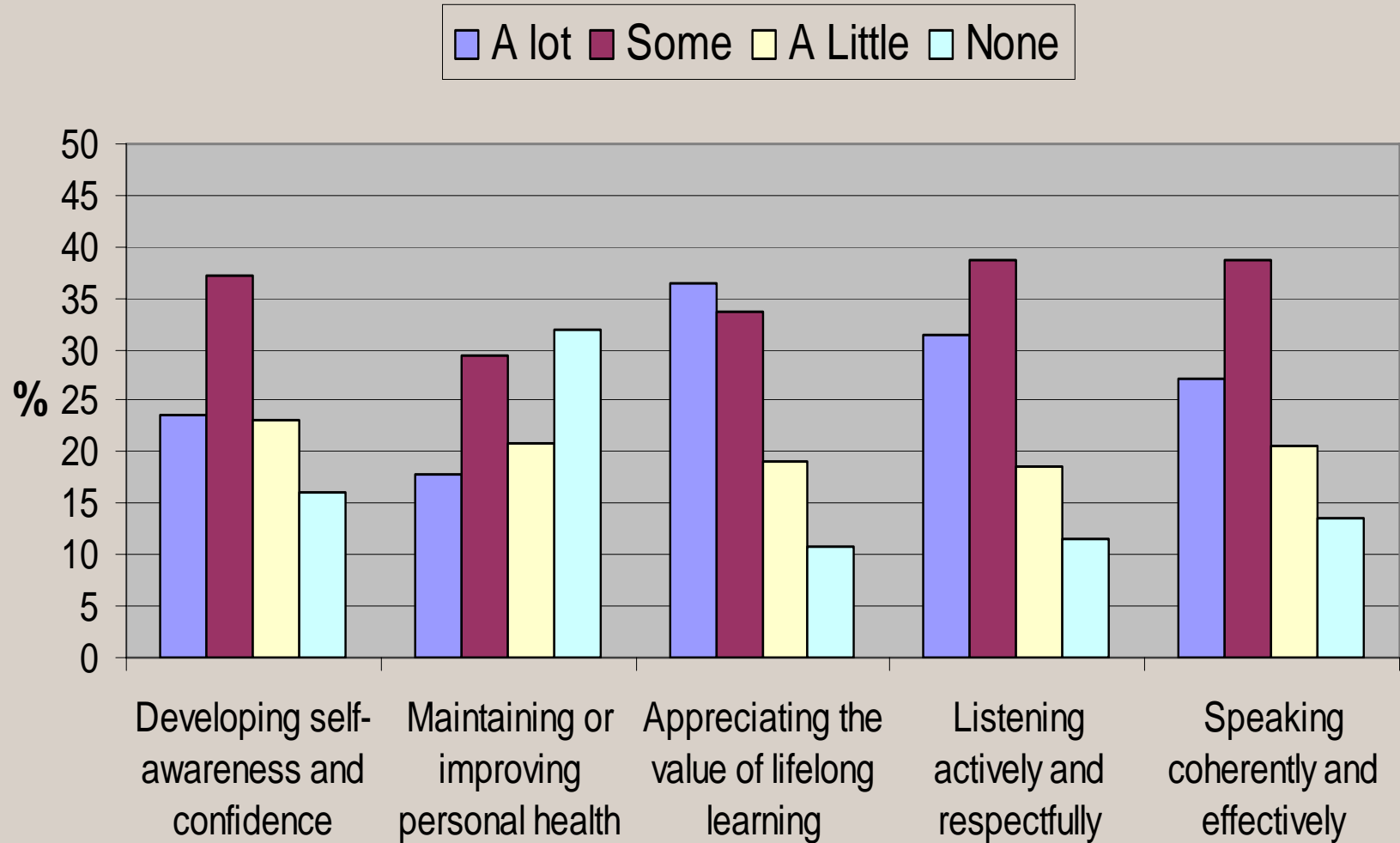
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- 2,729 students (approximately 10% of credit students) completed “SRJC Student Survey” in the classroom, Fall 2007
- In addition to various other questions, students were asked to self-rate their progress in achieving institutional learning outcomes
- The news is good: overall, students report gains in institutional learning outcomes

## Self-Reported Gains in Institutional Learning Outcomes

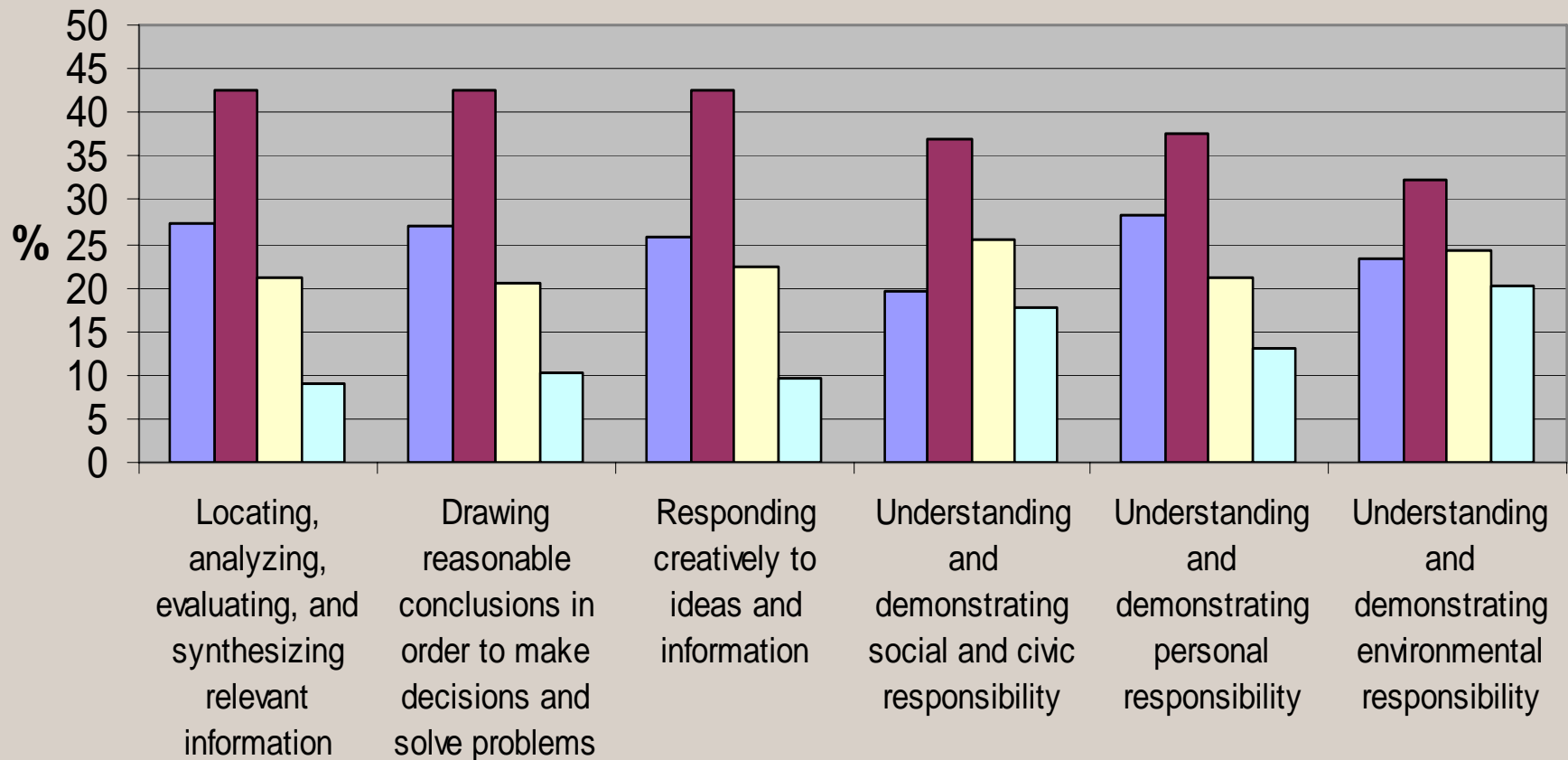


## Self-Reported Gains in Institutional Learning Outcomes

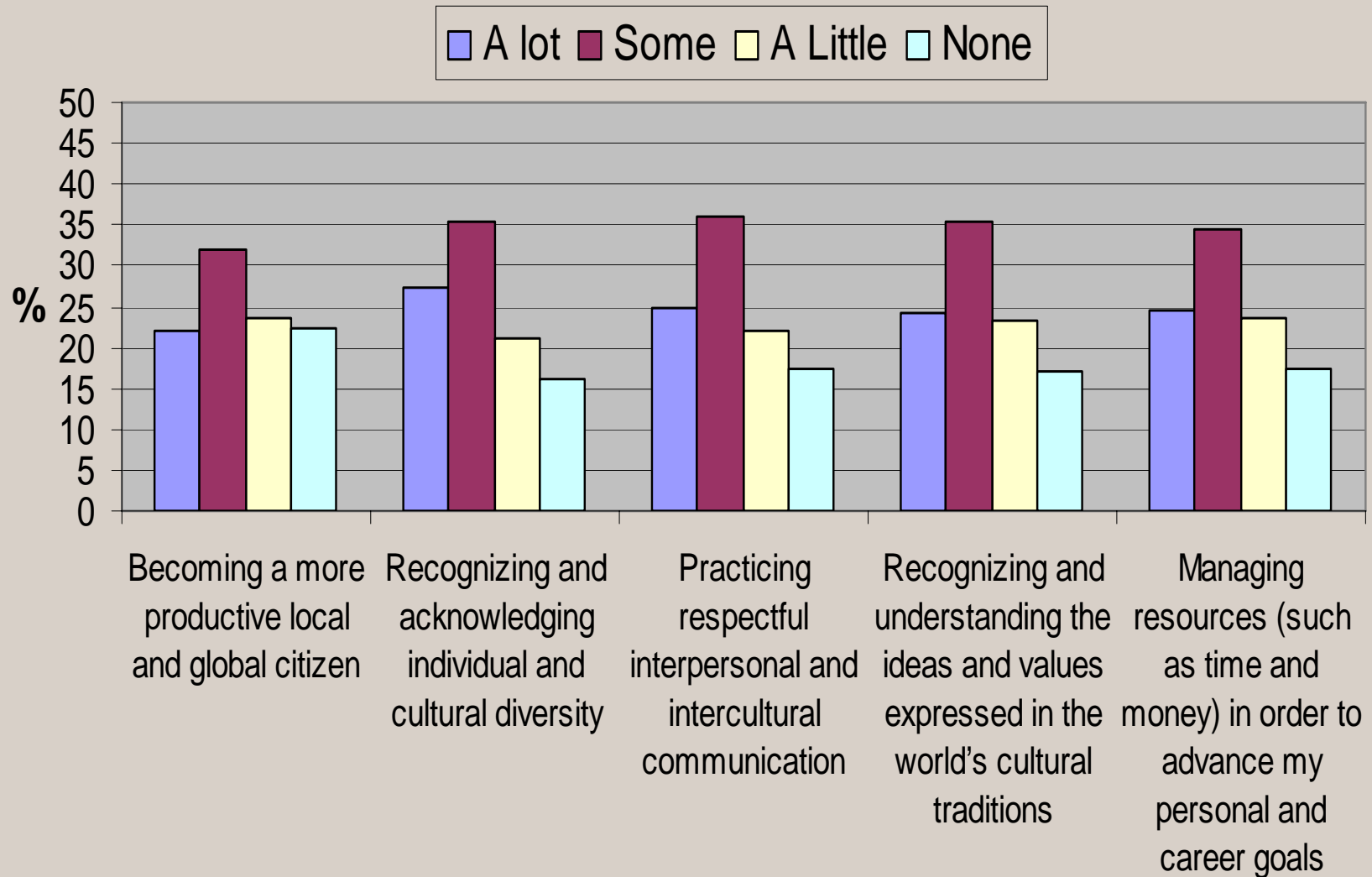


## Self-Reported Gains in Institutional Learning Outcomes

■ A lot ■ Some ■ A Little ■ None



## Self-reported Gains in Institutional Learning Outcomes



# Assessing Outcomes: I-E-O Model of College Impact

Outcomes

Examples:

Grades

Retention Rates

Graduation Rates

Test Scores

Learning Outcomes

# Assessing Outcomes: I-E-O Model of College Impact

Input



Outcomes

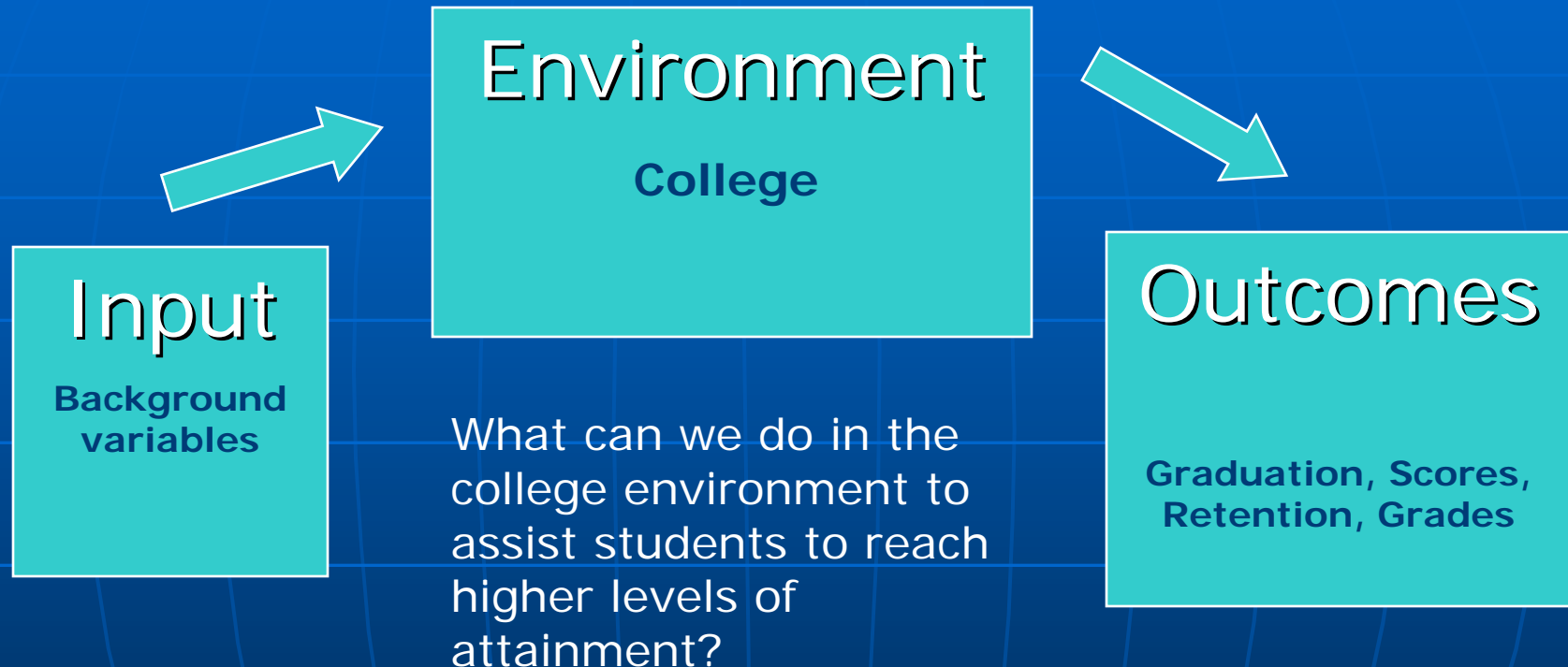
Examples:

Demonstrated  
academic ability

Gender, Ethnicity, Age

First Generation  
College Status

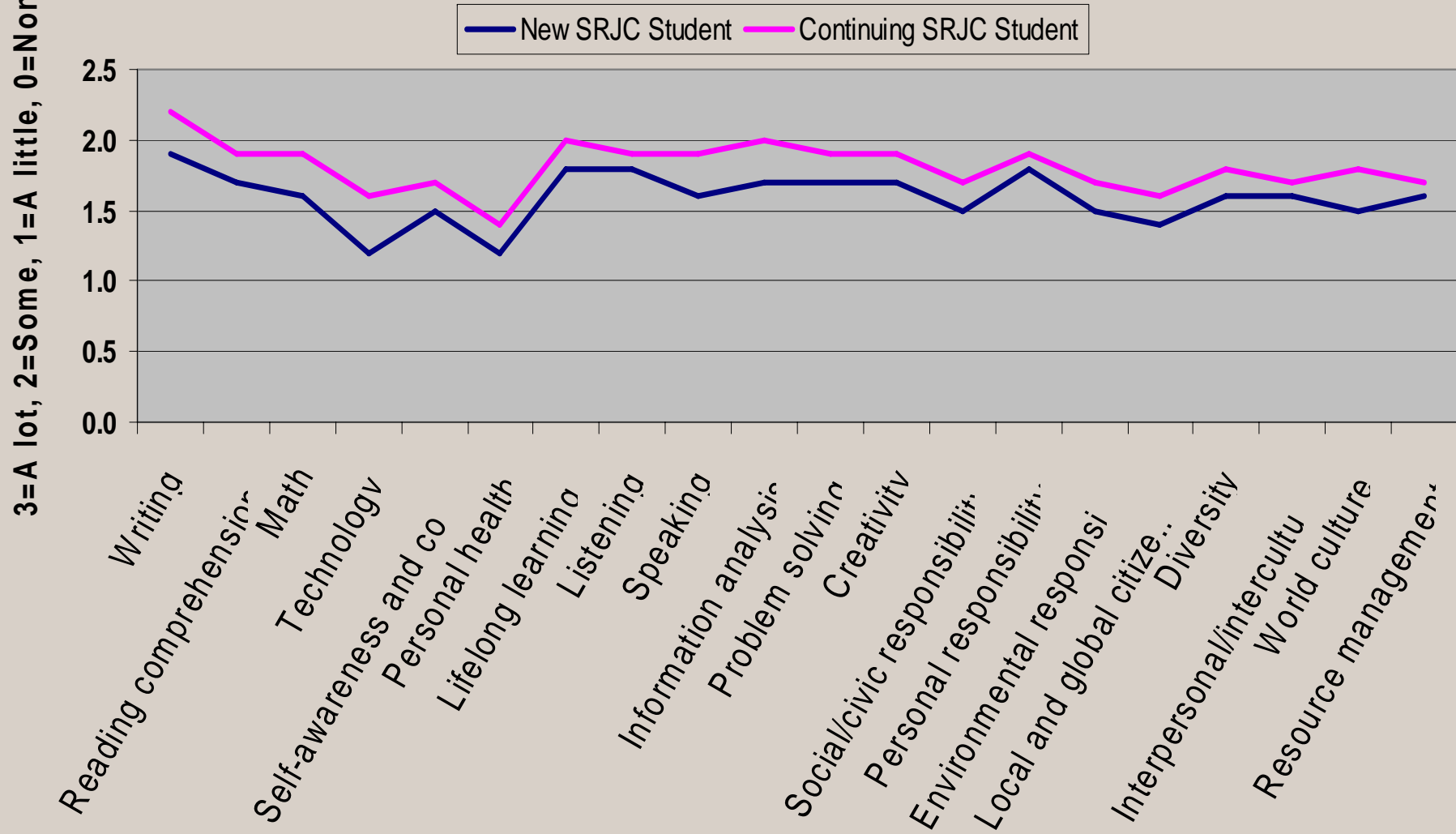
# I-E-O Model of College Impact



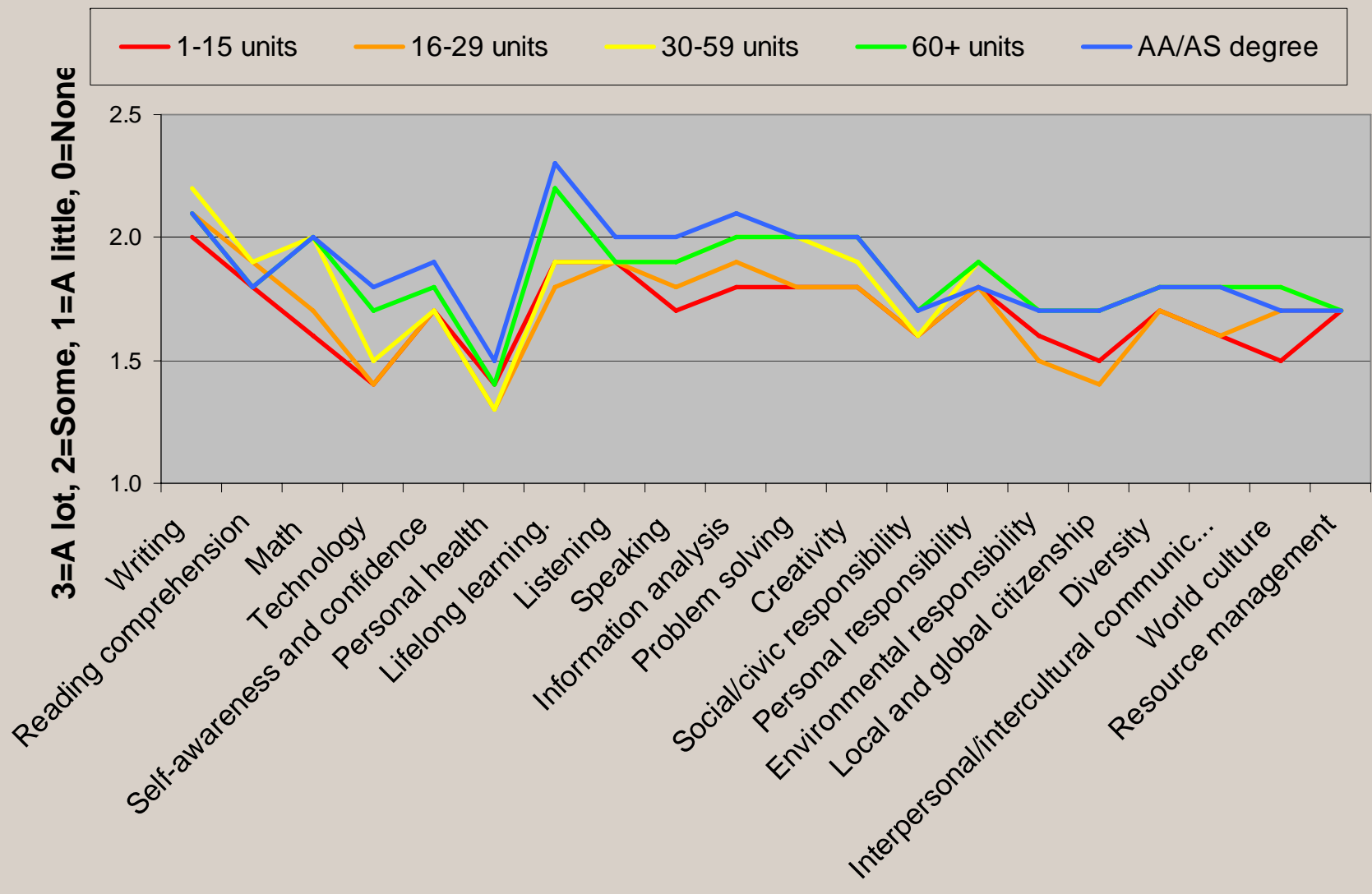
(Alexander Astin, UCLA)



### Student Self-Reported Gain in Institutional Learning Outcomes, by Student Status



## Student Self-Reported Gains in Institutional Learning Outcomes, by Units Completed/Degrees Earned



# Summary:

## Student Self-Reported Gains

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- Overall, students reported fairly high gains; for all outcomes, the range of students indicating “a lot” or “some” gain varied from a high of 78.4% for “Writing Skills” to a low of 47.3% for “Maintaining or improving personal health.”
- Of those students who reported *no gain at all* on outcomes as a result of being a student at SRJC, the most frequently cited outcomes were Maintaining or Improving Personal Health (31.9%), Using Technology (23.9%), Becoming a More Productive Local and Global Citizen (22.4%), and Understanding and Demonstrating Environmental Responsibility (20.1%).

# Other Trends:

## Student Self-Reported Gains

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- In general, current and past Basic Skills/ESL students report greater gains than non-Basic Skills/ESL students
- First Generation college students, non-native speakers of English, students born outside of the USA, and financial aid recipients report higher gains than their counterparts
- The oldest and youngest age groups (19 or younger, 50+) report lower gains
- No significant differences by work status, gender
- Ethnicity has varying results, and is likely confounded with first generation status, nativity, basic skills/ESL status, and financial aid status