Results, Part 1: Student Self-Reported Gains

- 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

- Developing self-awareness and confidence
- Maintaining or improving personal health
- Appreciating the value of lifelong learning
- Listening actively and respectfully
- Speaking coherently and effectively

Percentage distribution:

- A lot
- Some
- A Little
- None
Self-Reported Gains in Institutional Learning Outcomes

- Locating, analyzing, evaluating, and synthesizing relevant information
- Drawing reasonable conclusions in order to make decisions and solve problems
- Responding creatively to ideas and information
- Understanding and demonstrating social and civic responsibility
- Understanding and demonstrating personal responsibility
- Understanding and demonstrating environmental responsibility
Self-reported Gains in Institutional Learning Outcomes

- Becoming a more productive local and global citizen
- Recognizing and acknowledging individual and cultural diversity
- Practicing respectful interpersonal and intercultural communication
- Recognizing and understanding the ideas and values expressed in the world’s cultural traditions
- Managing resources (such as time and money) in order to advance my personal and career goals

A lot  Some  A Little  None

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

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

**Environment**
- College

**Input**
- Background variables

**Outcomes**
- Graduation, Scores, Retention, Grades

What can we do in the college environment to assist students to reach higher levels of attainment?

(Alexander Astin, UCLA)
Student Self-Reported Gain in Institutional Learning Outcomes, by Student Status

- New SRJC Student
- Continuing SRJC Student

3=A lot, 2=Some, 1=A little, 0=None
Student Self-Reported Gains in Institutional Learning Outcomes, by Units
Completed/Degrees Earned

- 1-15 units
- 16-29 units
- 30-59 units
- 60+ units
- AA/AS degree

Normalized gains for various learning outcomes are shown in the graph. The outcomes include Writing, Reading comprehension, Math, Technology, Personal health, Lifelong learning, Listening, Speaking, Information analysis, Problem solving, Creativity, Social/civic responsibility, Environmental responsibility, Personal responsibility, Environmental responsibility, Local and global citizenship, Diversity, World culture, Resource management, Interpersonal/Intercultural communication, and Lifelong learning.

Gains are reported on a scale from 0 to 3, where:
- 3 = A lot
- 2 = Some
- 1 = A little
- 0 = None

The graph shows the distribution of gains across different unit ranges and academic degrees.
Summary: Student Self-Reported Gains

- 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

- 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.