



Santa Rosa Junior College

**Results of the  
Institutional Learning  
Outcomes Assessments  
PDA, Fall 2008**

*KC Greaney*

*Director of Institutional Research*

*Welcome!*

# Student Learning Outcomes Defined

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“Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.”

--ACCJC

# The Assessment Loop



– Peggy Maki,  
AAHE

# Overview of SRJC Process

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Project LEARN:  
Learning Enhancement through  
Assessment and Reflection  
[www.santarosa.edu/projectlearn/](http://www.santarosa.edu/projectlearn/)

*i*-LEARN (institutional level)

*c*-LEARN (course level)

*pro*-LEARN (program level)

# SRJC Mission

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*“Santa Rosa Junior College’s mission is to increase the knowledge, to improve the skills, and to enhance the lives of those who participate in our programs and enroll in our courses throughout the District... We recognize that each member of our institution contributes to carrying out our mission.”*

# Assumptions Adopted by *i*-LEARN

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- Outcomes should apply to all SRJC students, regardless of course of study
- In assessing outcomes, we will consider the level of student engagement with SRJC (e.g. total units completed, number of semesters enrolled)
- Use an approach to developing and assessing outcomes that “closes the assessment loop” by reflecting on findings and implementing change for the next assessment cycle

# What are Institutional Learning Outcomes?

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- An indication of our collective educational values
- Skills, knowledge and attitudes/values we wish SRJC students to possess
- The lifelong impact of SRJC on students
- A palette of primary colors SRJC students can use to paint the picture of their future





# The Assessment Loop



– Peggy Maki,  
AAHE

# Overview of i-LEARN's Process

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## Phase I: Developing institutional learning outcomes

- Committee and Community Process
- 13 forums held district-wide to gather input from faculty, staff, students, with over 250 individuals participating
- Input distilled and synthesized by the i-LEARN committee, and then sent out district-wide for feedback
- i-LEARN committee produced final definition and wording of the outcomes
- Challenge for all: Keep institutional perspective (not constituent/disciplinary perspective)

*(see back-up packet for more detail about SRJC's process)*

# Overview of i-LEARN's Process

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Phase II: Assess

Phase III: Interpret and Reflect upon Evidence

Phase IV: Institution-wide dialog regarding improvement

***(Repeat the cycle)***

***Note: Process based on accreditation standards***

# SRJC's Institutional Learning Outcomes

## 1. Foundational Skills

- Perform mathematical operations
- Utilize technology
- Read and write at the college level

## 2. Personal Development and Management

- Develop self-awareness and confidence
- Manage resources, such as time and money, in order to advance personal and career goals
- Maintain or improve health
- Appreciate the value of lifelong learning

## 3. Communication

- Listen actively and respectfully
- Speak coherently and effectively

## 4. Critical Analysis

- Locate, analyze, evaluate and synthesize relevant information
- Draw reasonable conclusions in order to make decisions and solve problems

## 5. Creativity

- Creatively respond to ideas and information

## 6. Intercultural Literacy and Interaction

- Recognize and acknowledge individual and cultural diversity
- Practice respectful interpersonal and intercultural communication
- Recognize and understand the ideas and values expressed in the world's cultural traditions

## 7. Responsibility

- Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen

*(Note: These outcomes are included in your handout)*

# Assessment Options

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Direct Assessment: Direct measure of student skills, abilities, and values

- *Example: math test*
- *Advantage: fairly accurate measurement*
- *Disadvantage: labor and time intensive*

Indirect Assessment: Student self-reported gains in skills, abilities, and values

- *Example: survey questions*
- *Advantage: much less labor and time intensive to conduct*
- *Disadvantage: not as detailed nor specific*

# Assessment Strategy for *i*-SLO's at SRJC

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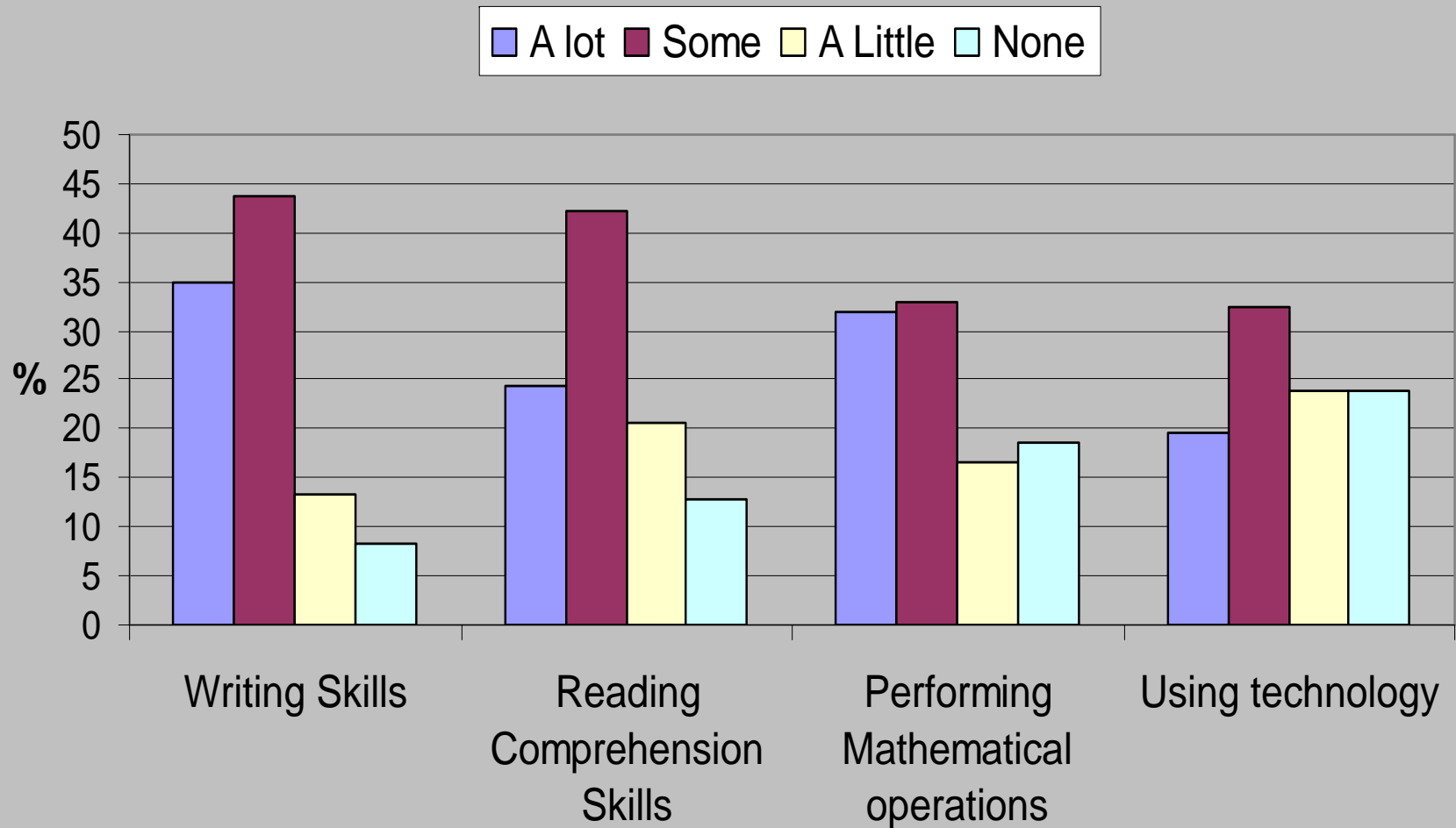
- Indirect Assessment of all 7 *i*-SLO's
  - SRJC Student Survey
  - Inventory Chart included in PRPP
- Direct Assessment of one *i*-SLO:
  - 1. Foundational Skills**
    - Perform mathematical operations
    - Utilize technology
    - Read and write at the college level

# Results, Part 1: Student Self-Reported Gains

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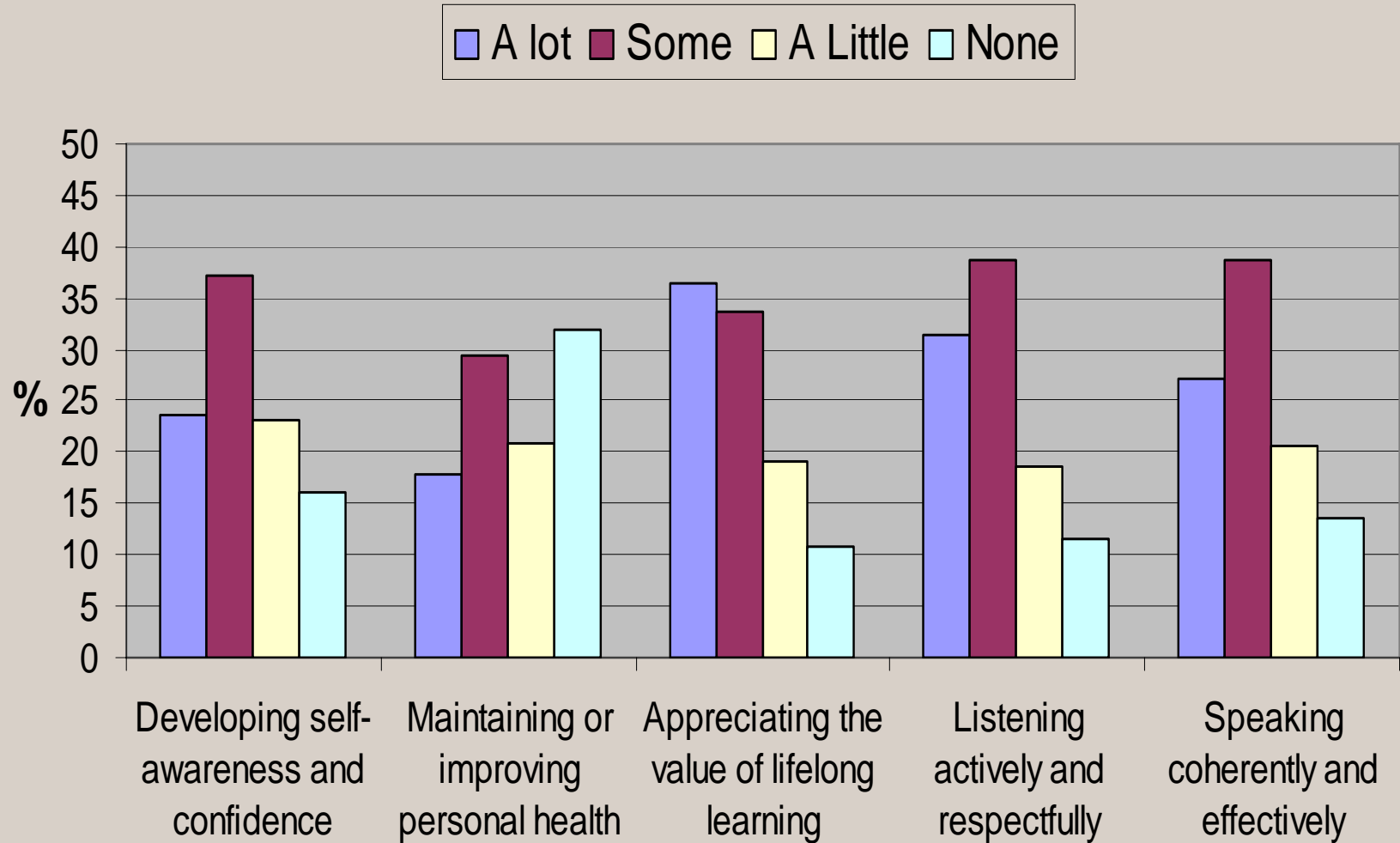
- 2,729 students (approximately 10% of credit students) completed “SRJC Student Survey” in the classroom, Fall 2007
- In addition to various other questions, students were asked to self-rate their progress in achieving institutional learning outcomes
- The news is good: overall, students report gains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

## Self-Reported Gains in Institutional Learning Outcomes



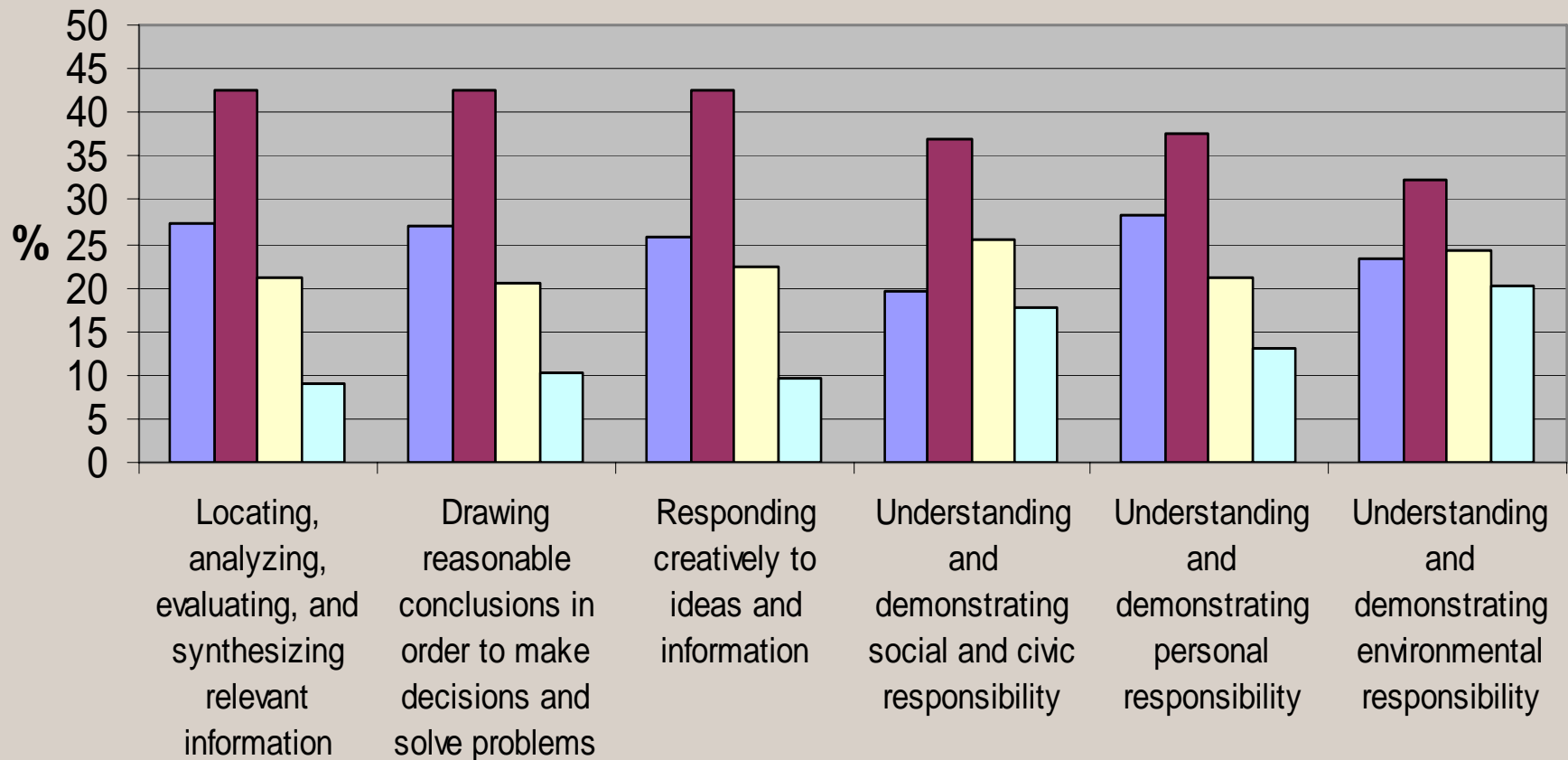


## Self-Reported Gains in Institutional Learning Outcomes

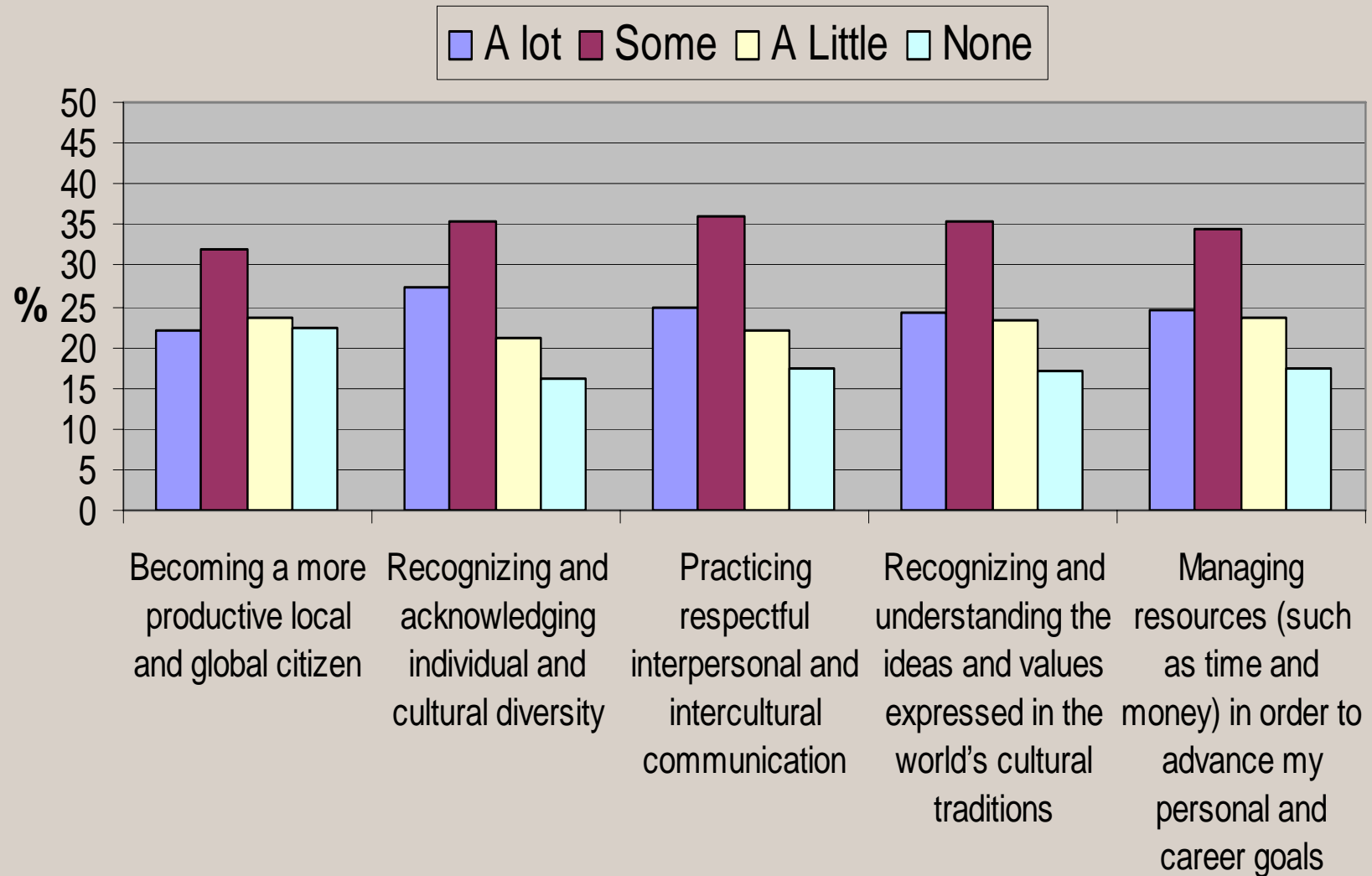


## Self-Reported Gains in Institutional Learning Outcomes

■ 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

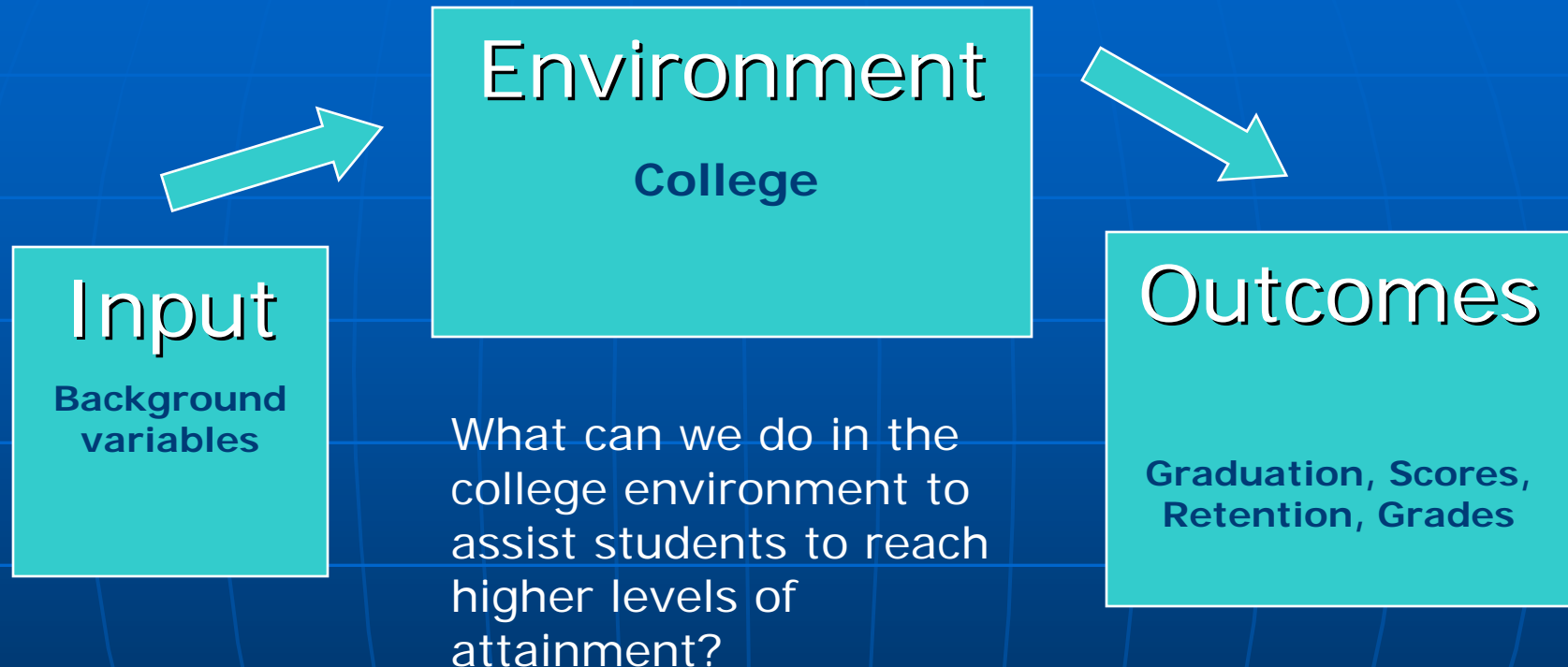
Examples:

Demonstrated  
academic ability

Gender, Ethnicity, Age

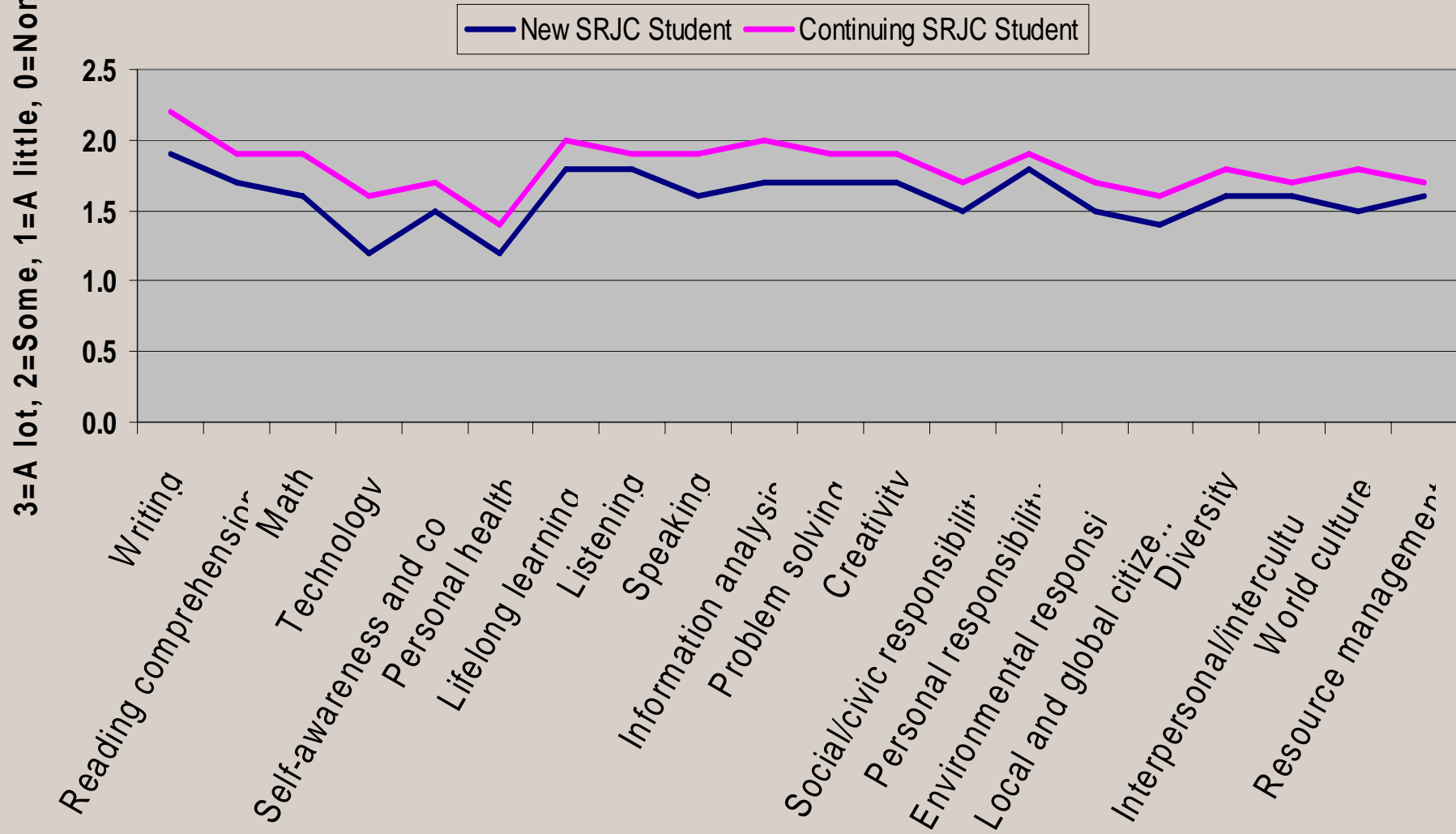
First Generation  
College Status

# I-E-O Model of College Impact

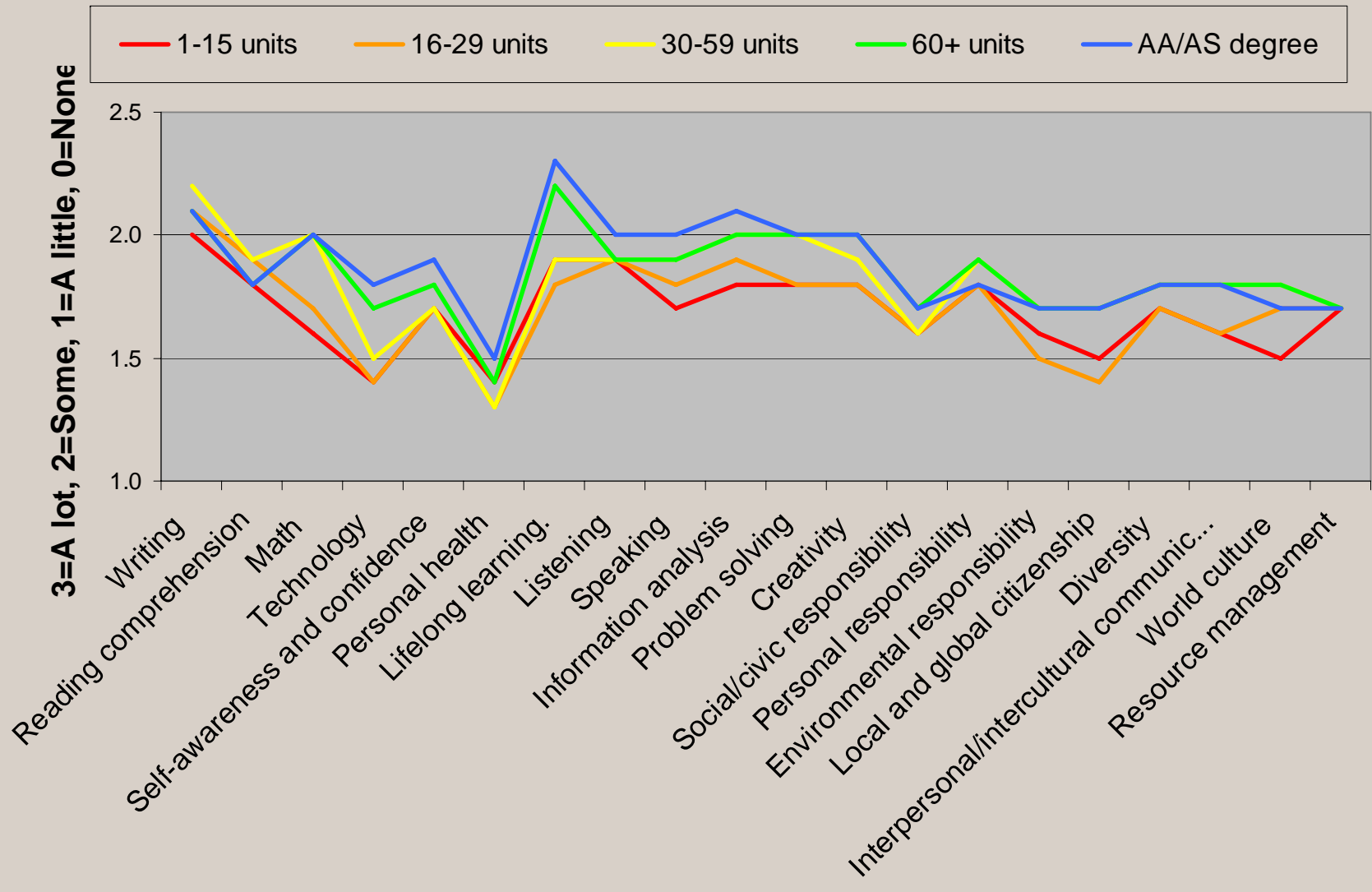


(Alexander Astin, UCLA)

### 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





# Results, Part 2: Survey of Student Tech Skills

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- Over 200 SRJC students surveyed in classrooms in Spring 2007
- Questions around technological proficiency, frequency of use, and motivation for learning technological skills
- Good news: students generally report gains in proficiency in technological skills, such as various aspects of computer usage



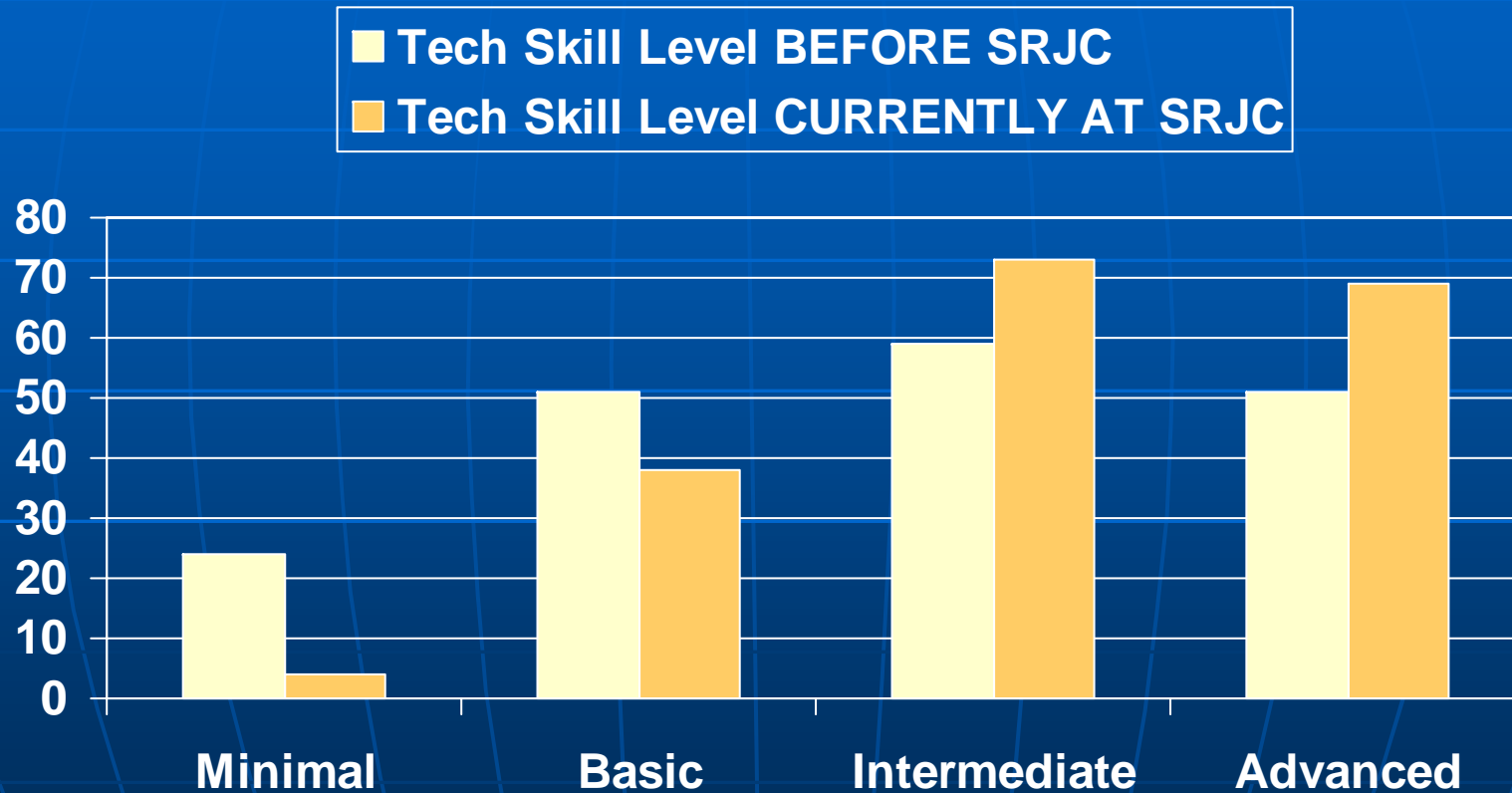
# Results, Part 2:

## Survey of Student Tech Skills

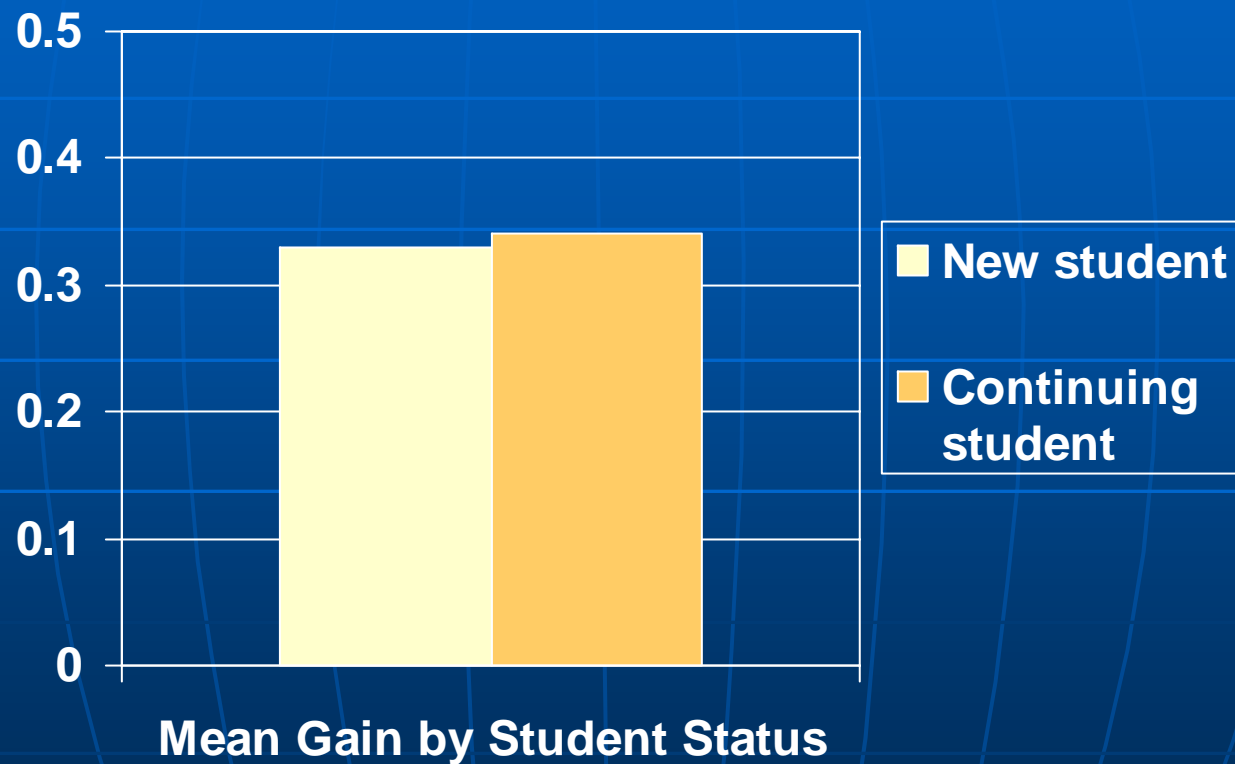
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- Interesting news: the preponderance of students report learning technological skills out of “personal interest”
- Course requirements motivated students more than personal interest in the areas of presentation software, online library, and course management systems

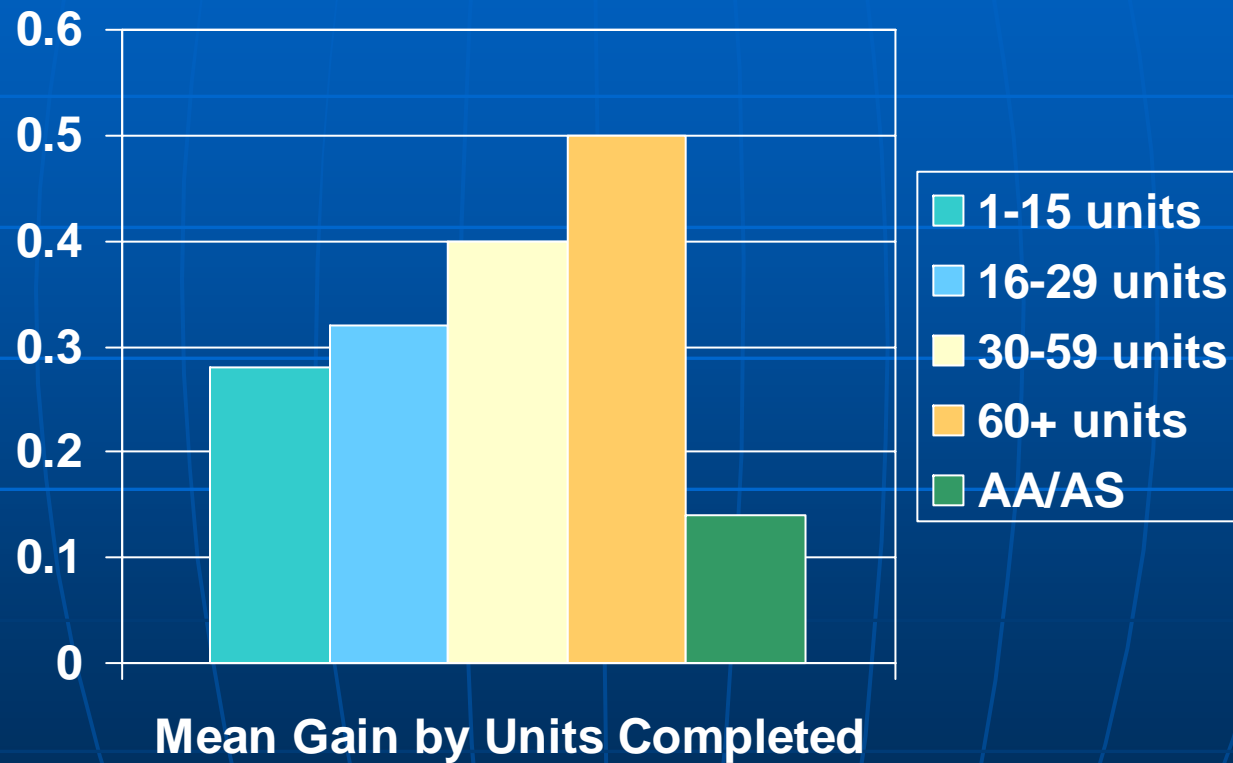
# Self-Reported Technical Skill Level



# Calculated Gain in Techno Skills



# Calculated Gain in Techno Skills





# Other Trends: Gains in Technological Skills

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- Overall, greater gains are reported by:
  - students with an educational goal of “certificate” or “job training”
  - Females
  - African American students
  - Students whose primary language is *not* English

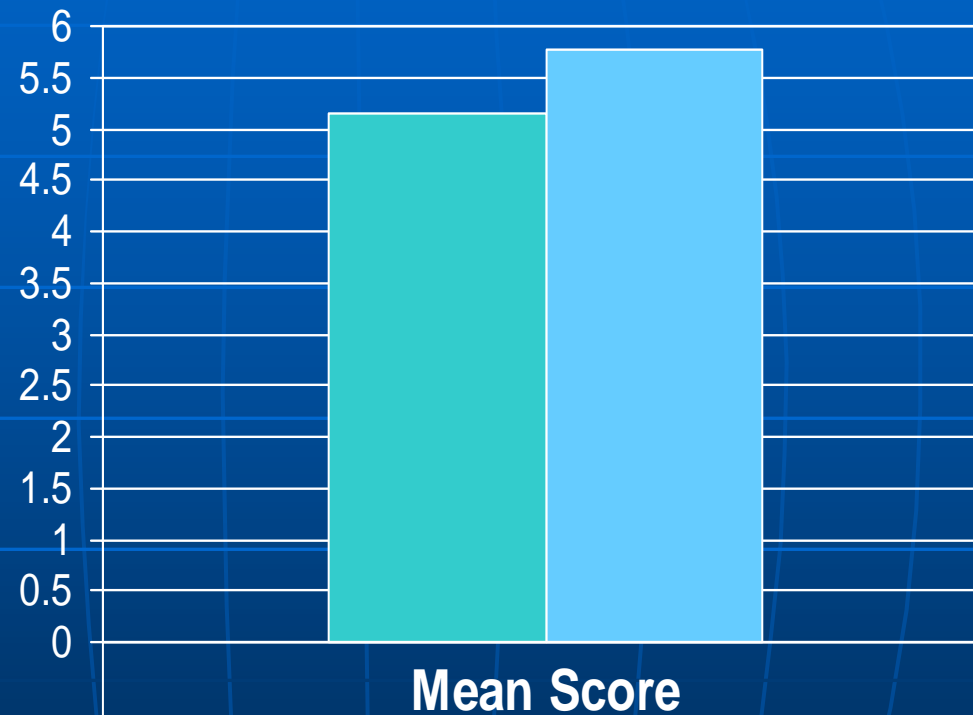


# Results, Part 3: Direct Assessment of Student Computational Skills

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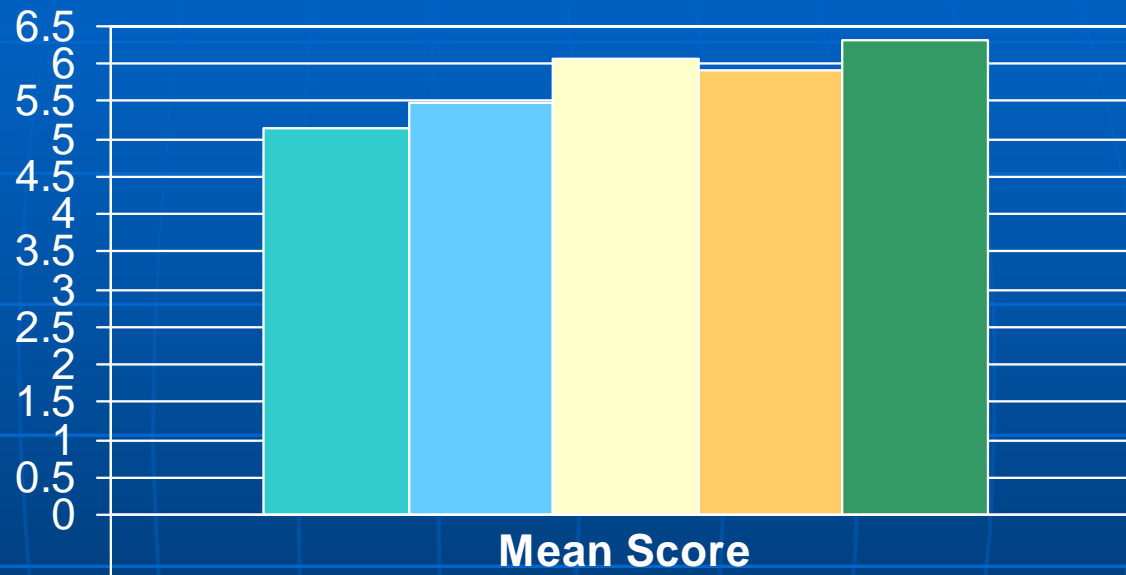
- 1124 SRJC students took the assessment in class in Fall 2007
- Questions focused on basic computational skills, including interpreting a chart, and one algebraic equation
- Average score = 5.67 out of 9, or 63% correct
- Overall, students who have had more exposure to college post higher scores

# Computational Skills Score by Student Status



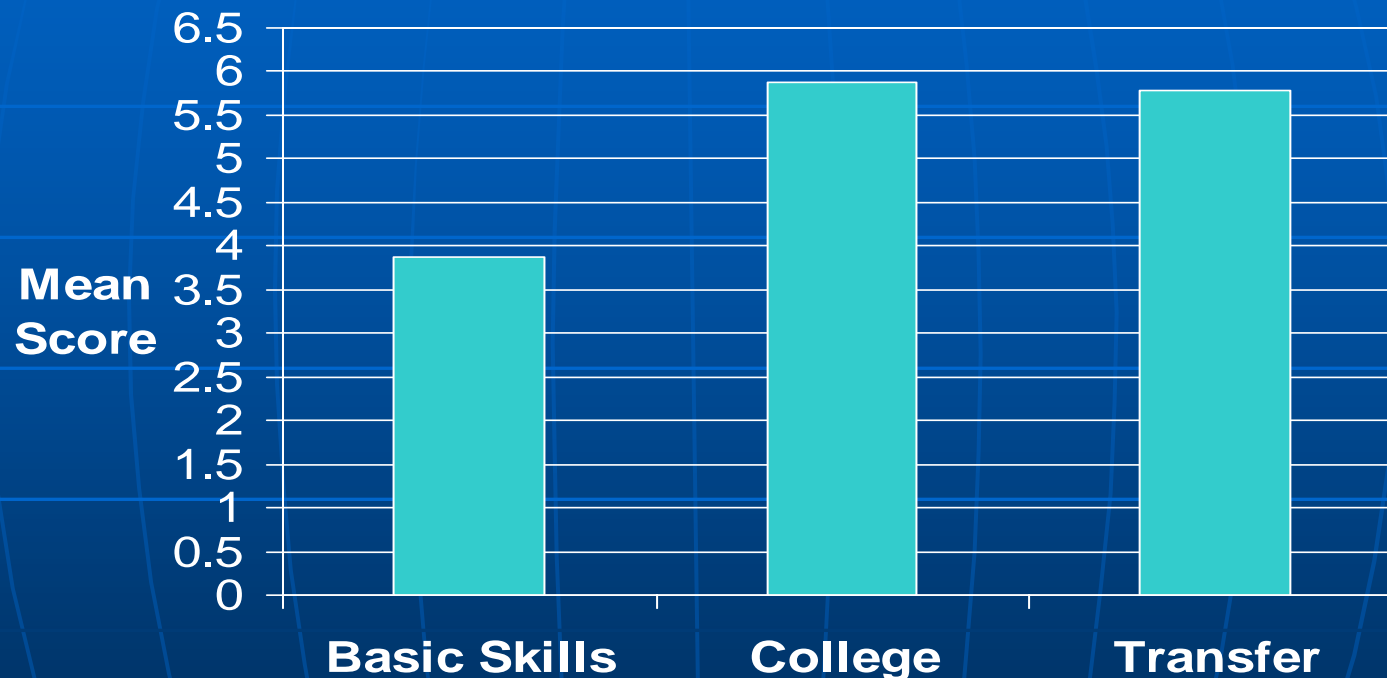
■ New	5.15
■ Continuing	5.76

# Computational Skills Score by Units/Degrees Completed



	Mean Score
■ 1-15 units	5.15
■ 16-29 units	5.49
■ 30-59 units	6.06
■ 60+ units	5.93
■ AA/AS degree	6.33

# Computational Skills Score by Level of Course in Which Student is Enrolled



Notes: Transfer = 0-99 (n=952), College = 100-299 (n=98), Basic Skills = 300+ (n=74)

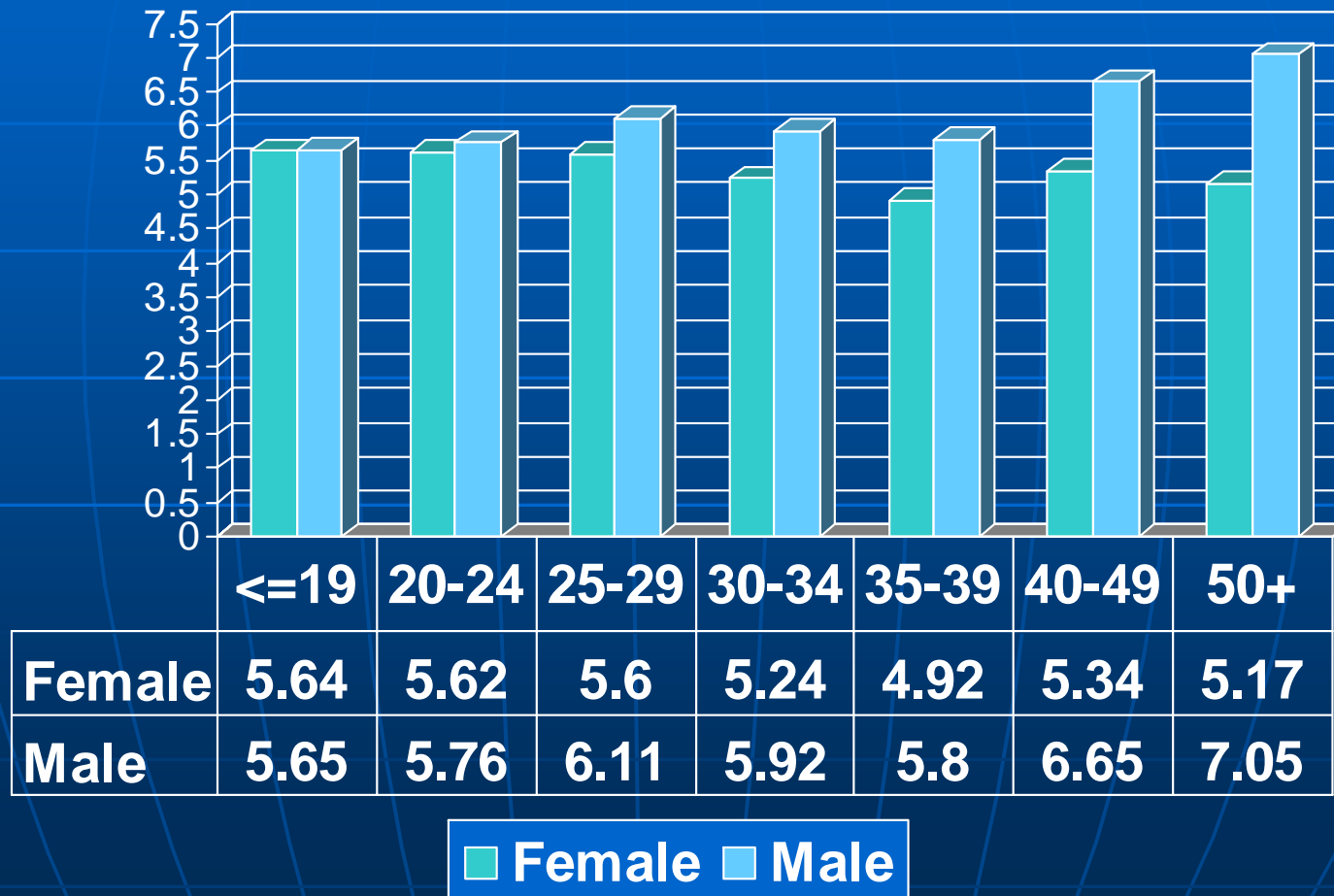
# Other Trends:

## Computational Skills Assessment

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- Overall, higher scores are posted by:
  - Men
  - Native English Speakers
  - Younger students (aged 29 or younger)
  - Older students (aged 40 or older)
  - Students who have completed high level math courses

# Interesting Trend: The Interaction of Age and Gender





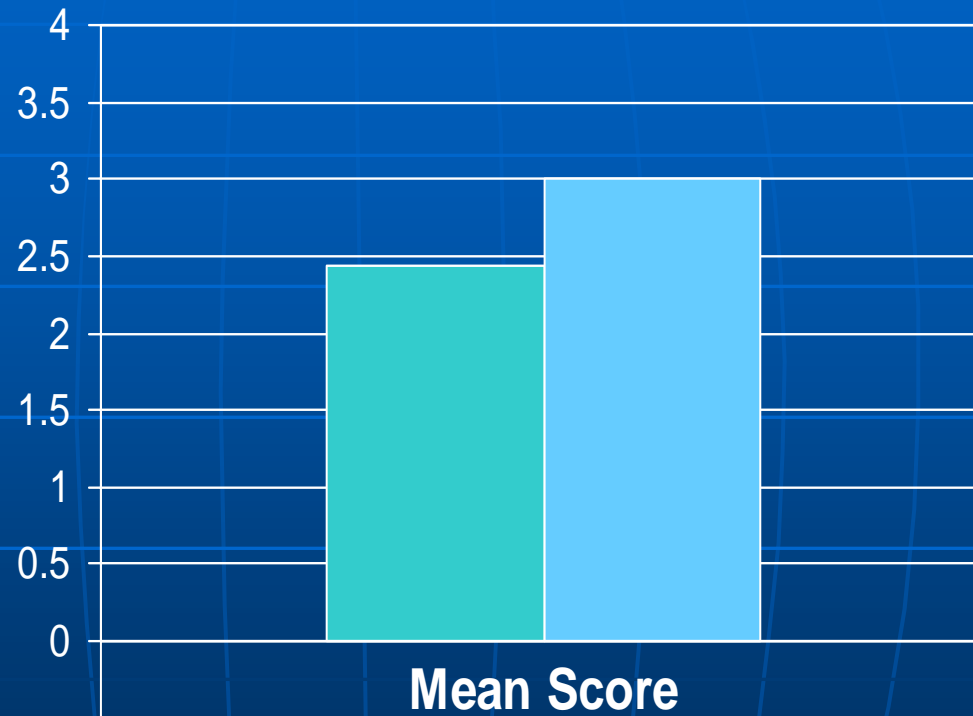


# Results, Part 4: Direct Assessment of Student Reading and Writing Skills

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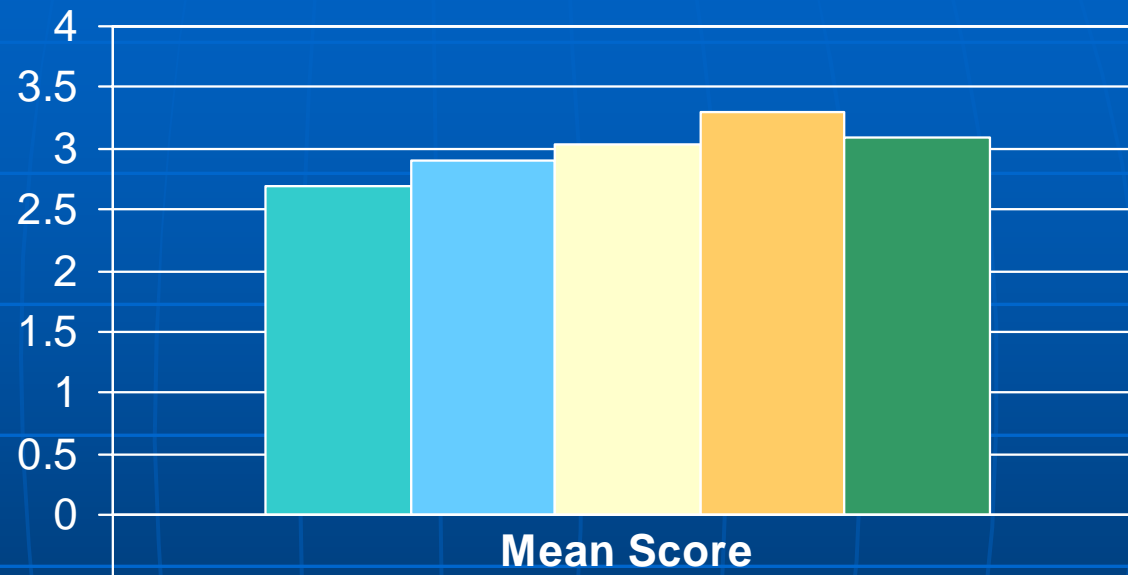
- 1035 SRJC students took the assessment in class in Fall 2007
- Students read a one-page passage, and were asked to write a response
- Average score = 2.97 out of 6
- Overall, students who have had more exposure to college post higher scores

# Writing Score by Student Status



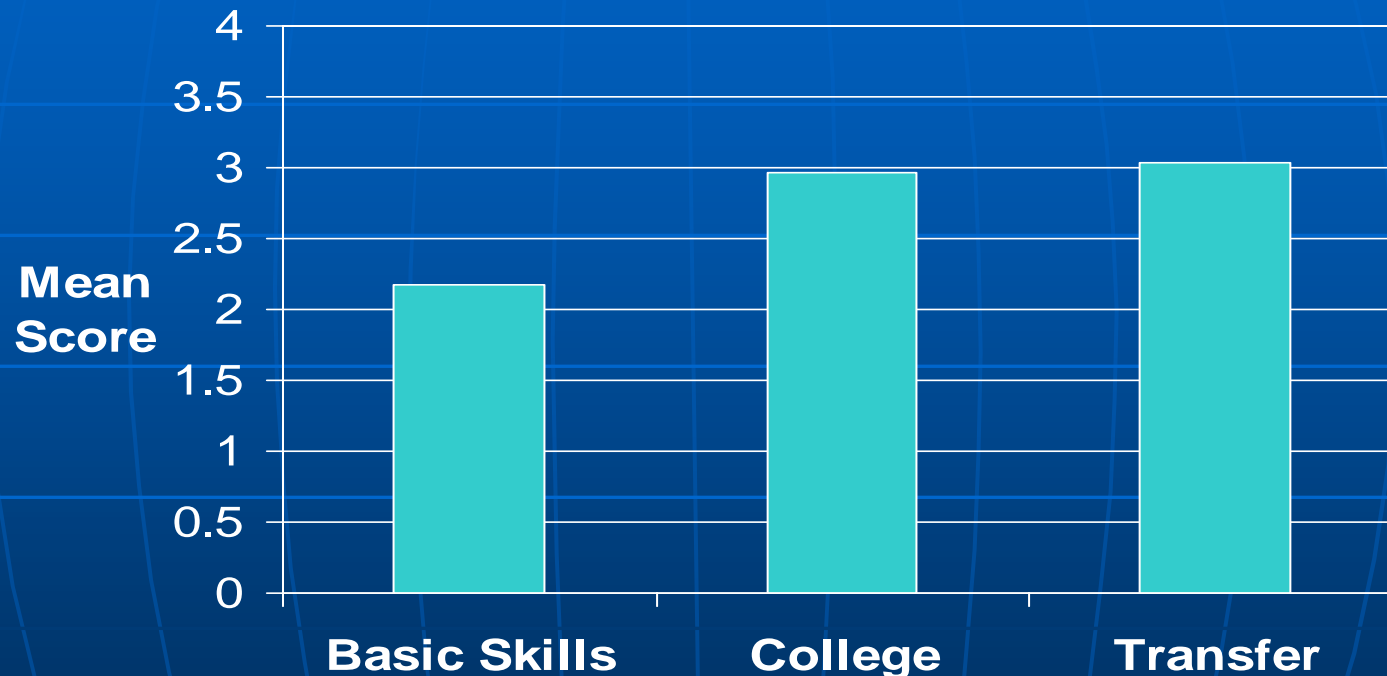
■ New	2.44
■ Continuing	3.01

# Writing Score by Units/Degrees Completed



■ 1-15 units	2.7
■ 16-29 units	2.9
■ 30-59 units	3.03
■ 60+ units	3.3
■ AA/AS degree	3.09

# Writing Score by Level of Course in Which Student is Enrolled



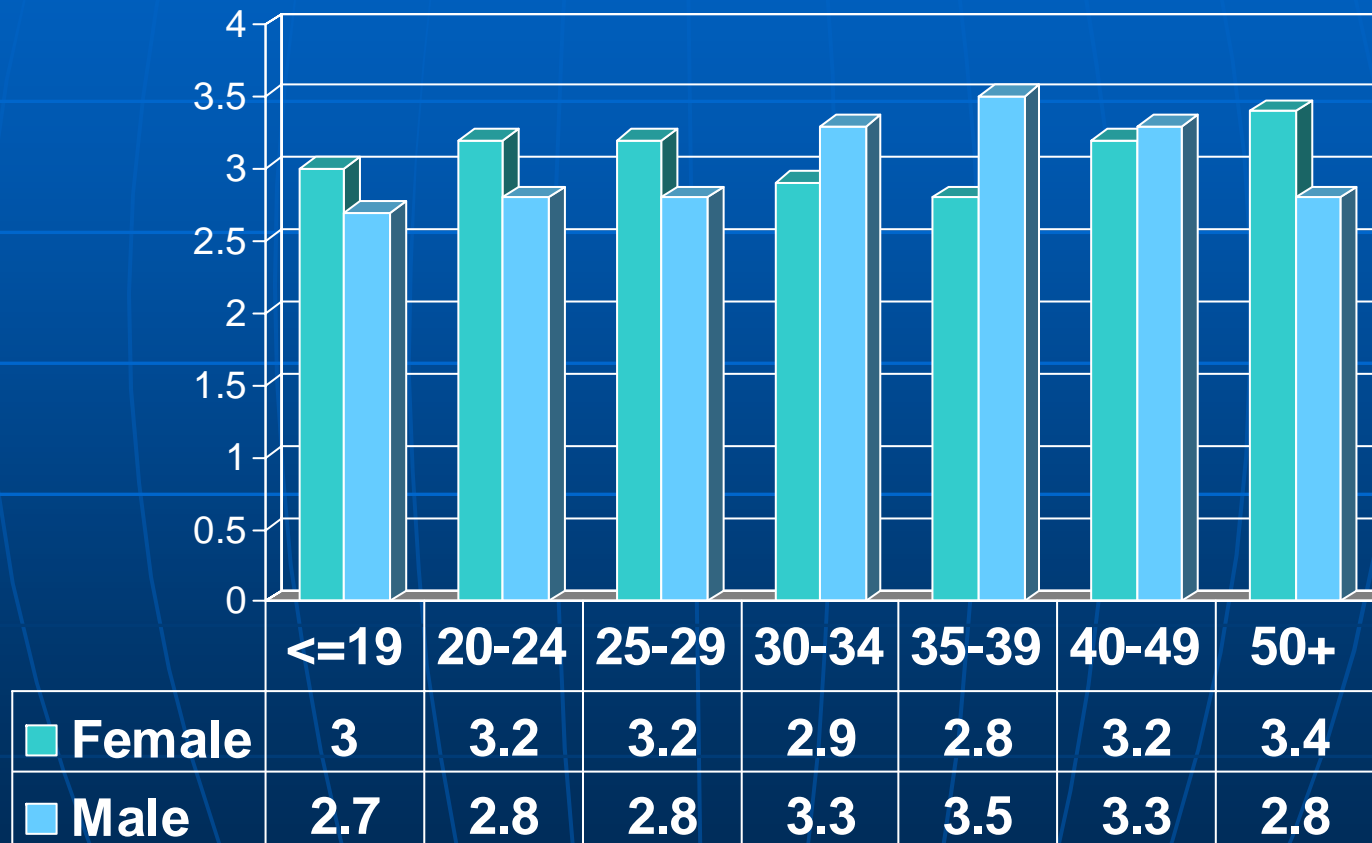
Notes: Transfer = 0-99 (n=888), College = 100-299 (n=81), Basic Skills = 300+ (n=68)

# Other Trends: Writing Skills Assessment

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- Overall, higher scores are posted by:
  - Women
  - Native English Speakers
  - Older students
  - Students who have completed high level English courses

# Not-So-Interesting Trend: The non-Interaction of Age and Gender



# The Assessment Loop



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AAHE



