Santa Rosa Junior College

Results of Institutional Learning Outcomes Assessments

Strengthening Student Success Conference, October 2008

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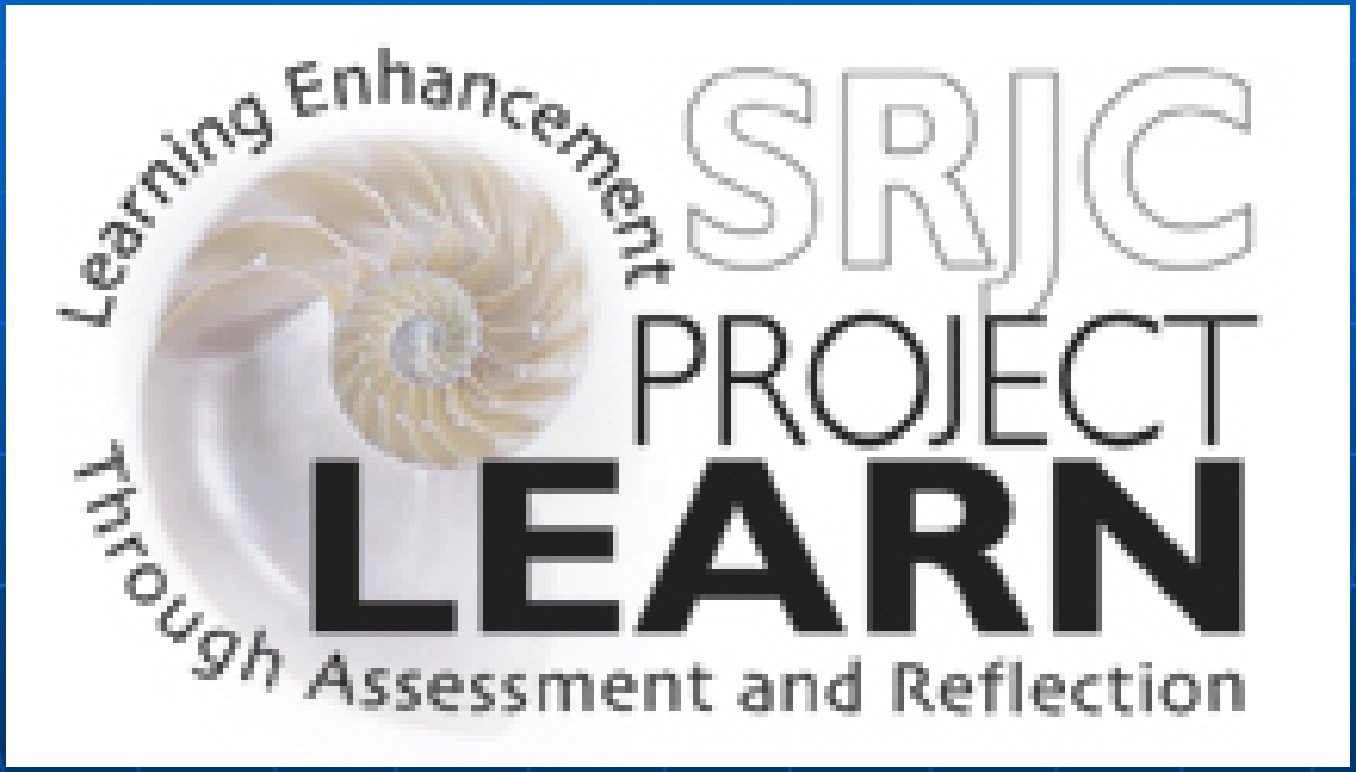
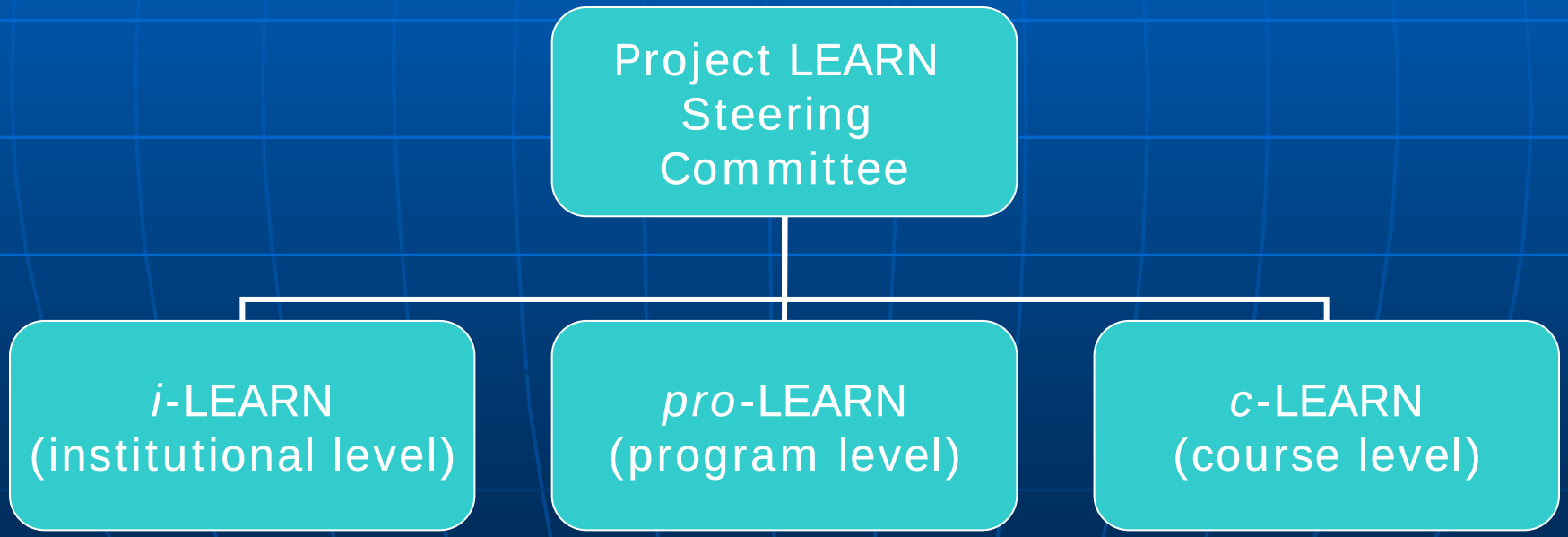
Overview of SRJC Process



www.santarosa.edu/projectlearn/

Project LEARN at SRJC

Project LEARN has joint oversight by the Academic Senate (faculty) and the Office of Academic Affairs (administration)



Project LEARN's Mission

Santa Rosa Junior College is a learning-centered institution. The college, through Project LEARN, provides a foundation for a community of inquiry, where ongoing collegial dialogue, collaborative review of evidence, and deliberate reflection support the improvement of teaching and learning.

The Assessment Loop

– Peggy Maki, AAHE

SRJC Mission

"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

- 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?

- 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

Overview of *i*-LEARN's Process

Phase I: Developing institutional learning outcomes

- 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

Phase II: Assess

Phase III: Interpret and Reflect upon Evidence

Phase IV: Institution-wide dialog re: improvement

(Repeat the cycle)

Note: Process based on accreditation standards
(see back-up packet for more detail about SRJC's process)

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)

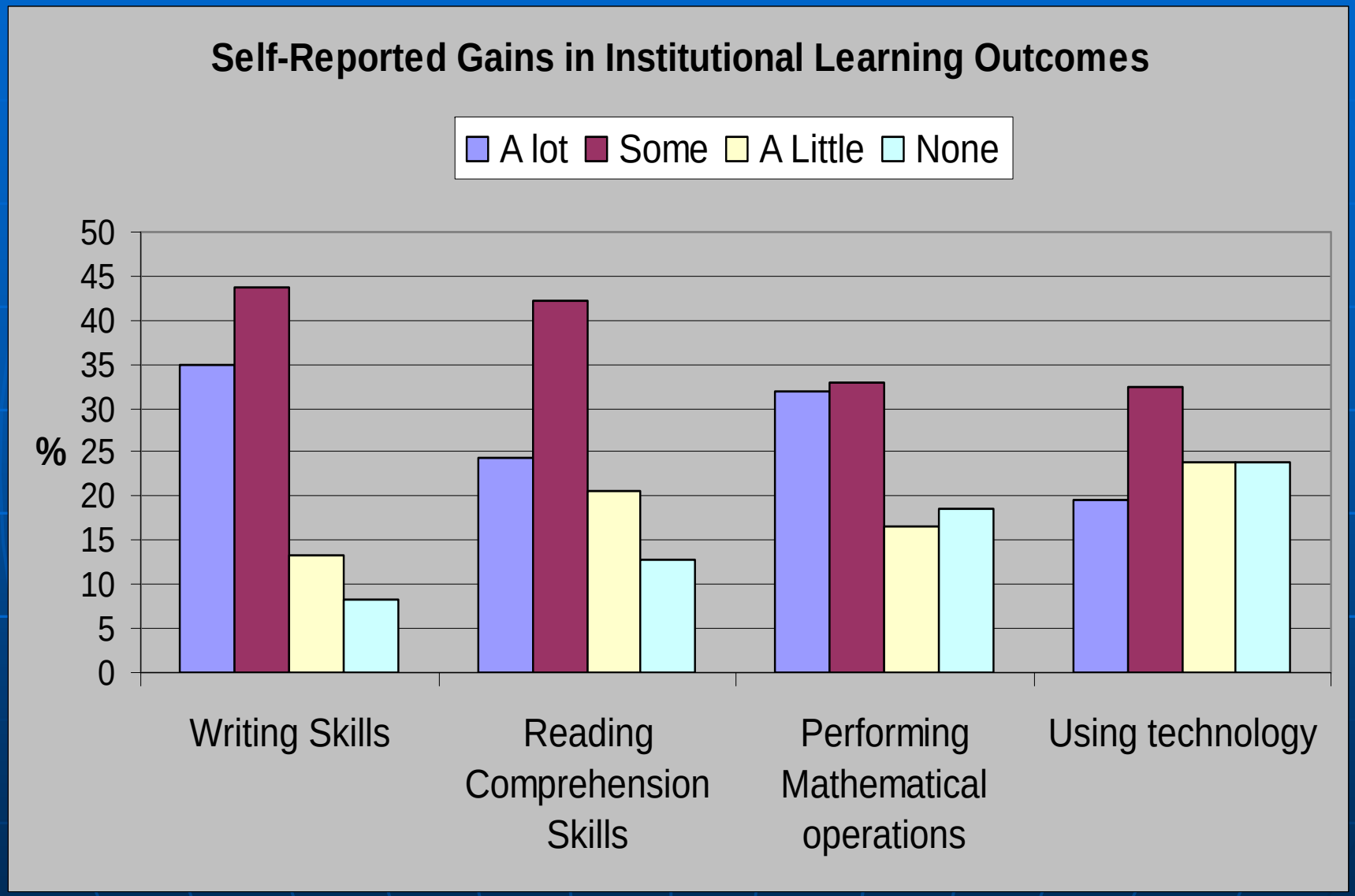
Assessment Strategy for *i*-SLO's at SRJC

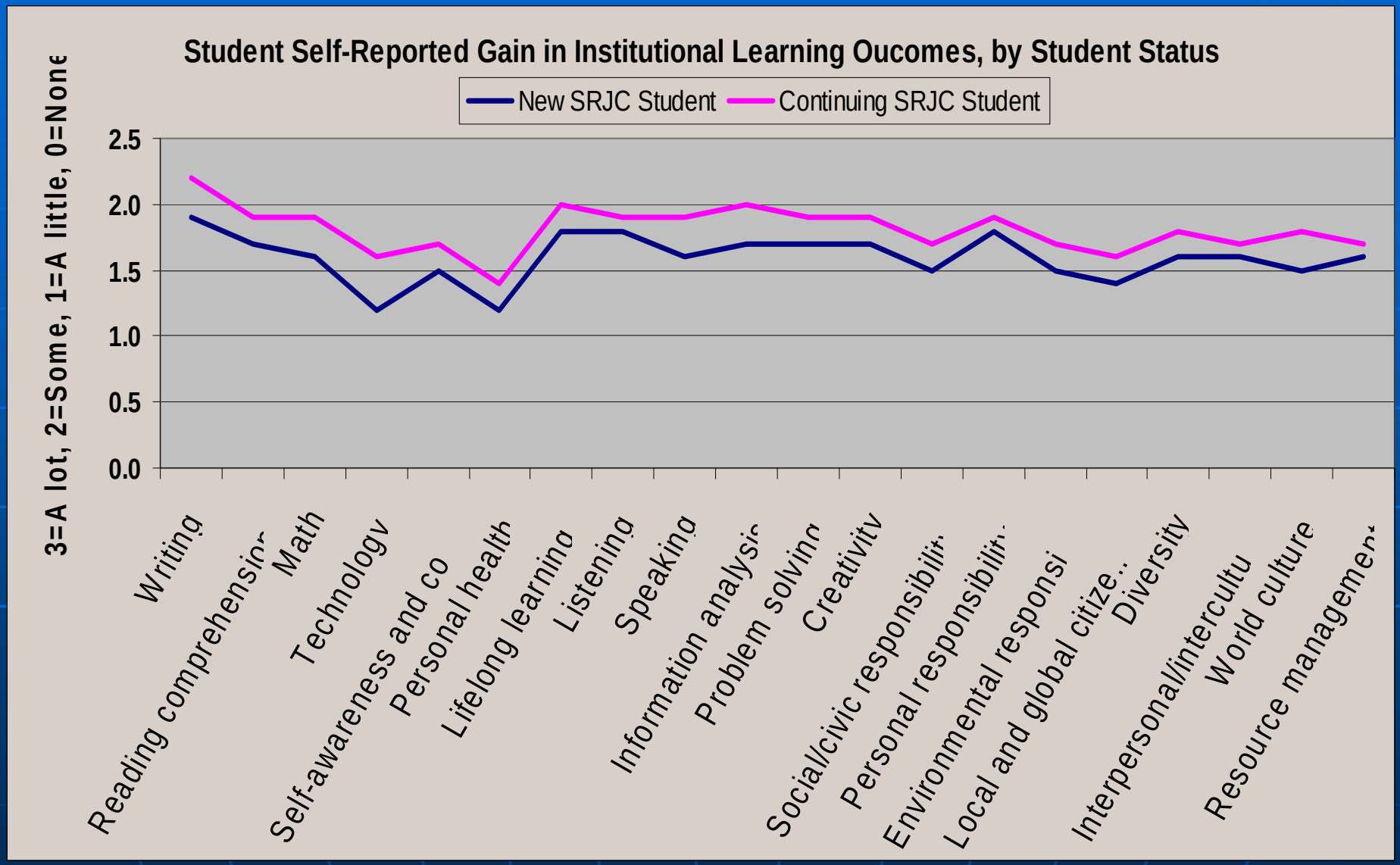
- Indirect Assessment of all 7 *i*-SLO's
  - SRJC Student Survey
  - Inventory Chart included in PRPP
- Direct Assessment of one *i*-SLO:

  1. Foundational Skills
  - Perform mathematical operations
  - Utilize technology
  - Read and write at the college level

Results:
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
A lot
Some
A Little
None
%
50
45
40
35
30
25
20
15
10
5
0
Writing Skills
Reading Comprehension Skills
Performing Mathematical operations
Using technology


Student Self-Reported Gain in Institutional Learning Oucomes, by Student Status
New SRJC Student
Continuing SRJC Student
3=A lot, 2=Some, 1=A little, 0=None
2.5
2.0
1.5
1.0
0.5
0.0
Writing
Reading comprehensio
Math
Technology
Self-awareness and co
Personal health
Lifelong learning
Listening
Speaking
Information analysis
Problem solving
Creativity
Social/civic responsibilit
Personal responsibilit
Environmental responsi
Local and global citize..
Diversity
Interpersonal/intercultu
World culture
Resource manageme

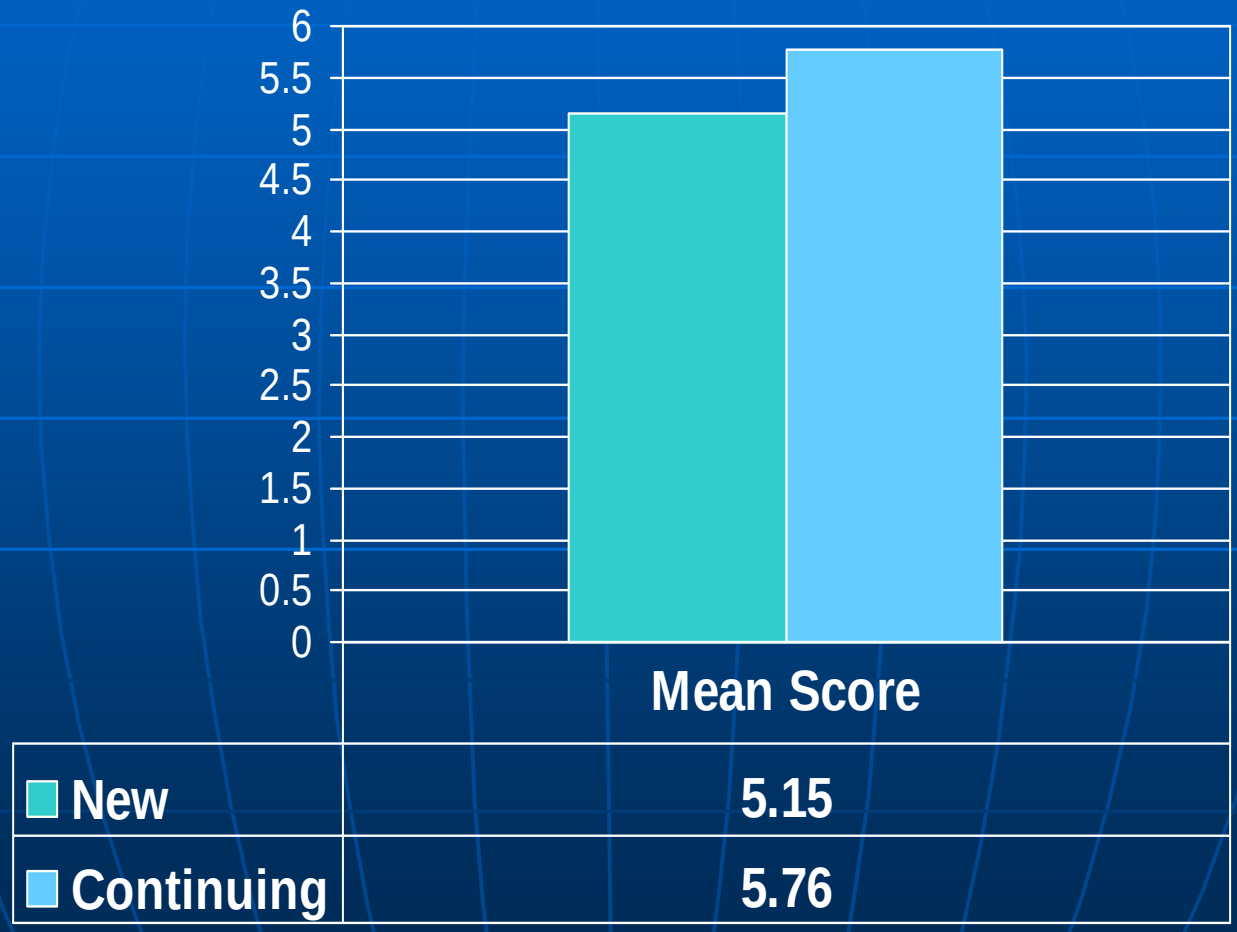
Trends: Student Self-Reported Gains

- 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

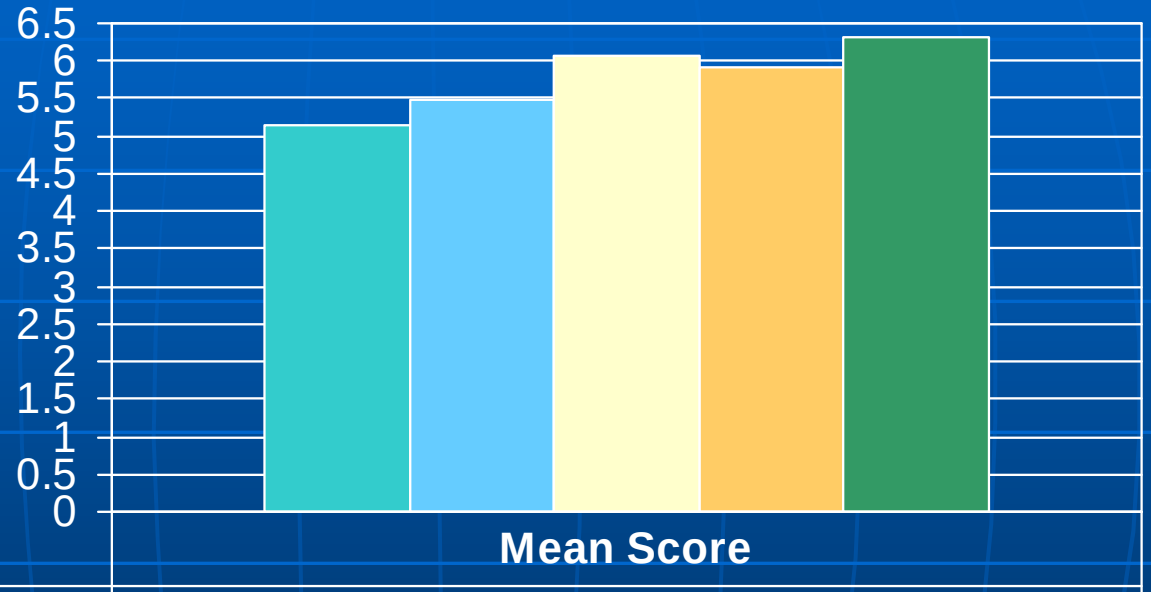
Results: Direct Assessment of Student Computational Skills

- 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

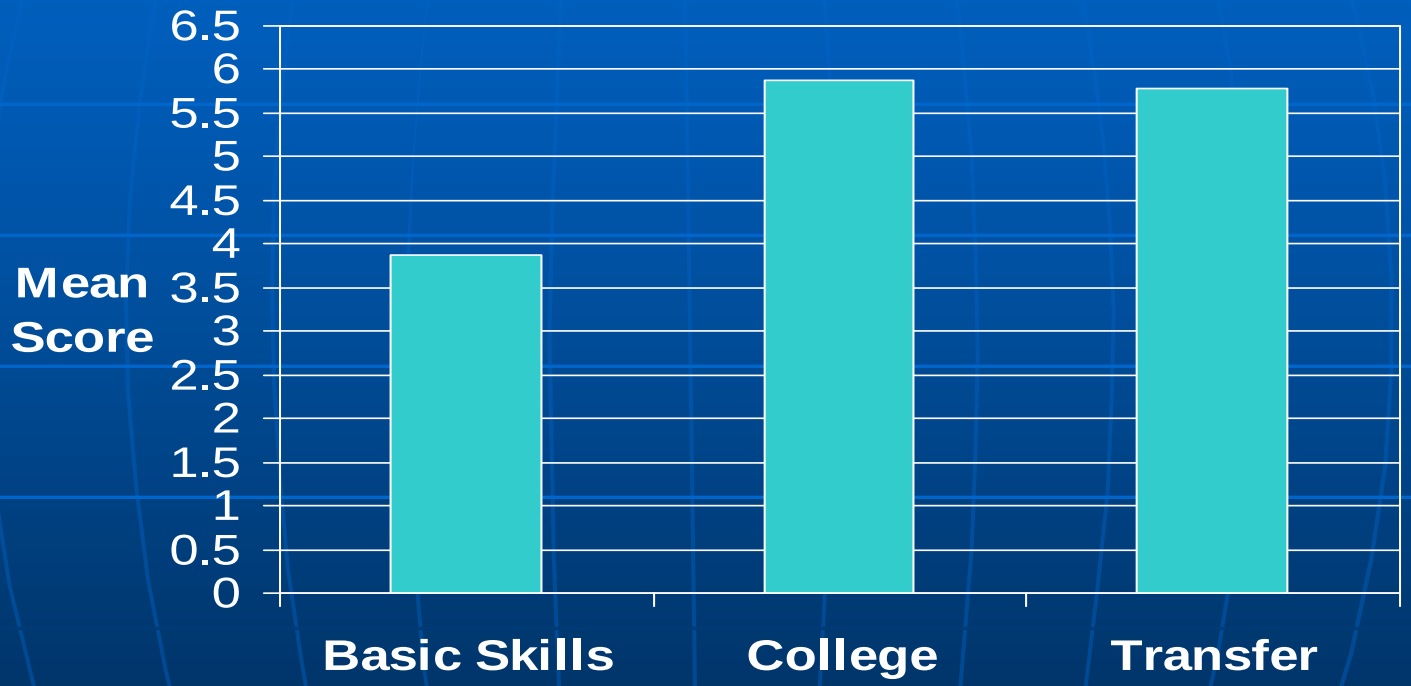


Computational Skills Score by Units/Degrees Completed



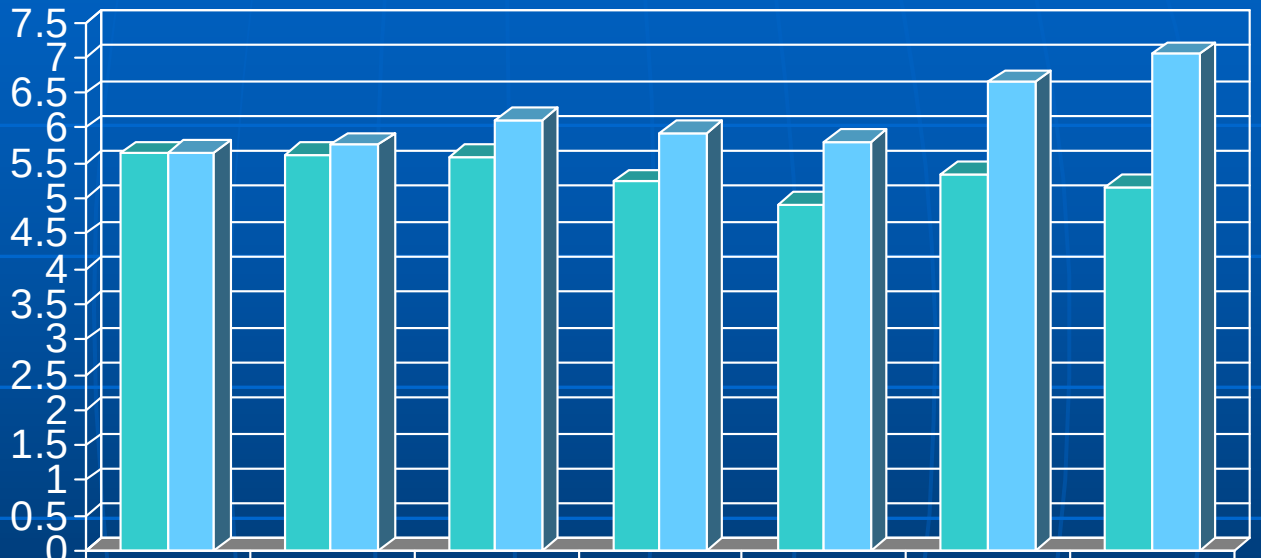
	Mean Score
1-15 units	5.15
16-29 units	5.49
30-59 units	6.06
60+ units	5.93
AA/AS degree	6.33

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)

Interesting Trend: The Interaction of Age and Gender



	<=19	20-24	25-29	30-34	35-39	40-49	50+
Female	5.64	5.62	5.6	5.24	4.92	5.34	5.17
Male	5.65	5.76	6.11	5.92	5.8	6.65	7.05

Female Male

Other Trends: Computational Skills Assessment

- 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

The Assessment Loop

– Peggy Maki, AAHE