

STUDENT SUCCESS CENTER

ABSTRACT

Gauging Effectiveness of Counselor Classroom Visitations

- Overview:** The Learning Outcome assessment for the Student Success Center was intended to measure the effectiveness of Counselor and Advisor classroom visits. Specifically, the assessment aimed to demonstrate that Title III students' knowledge and use of campus resources increased as a result of these classroom interactions.
- Methods:** The Student Success Center staff utilized a six-item questionnaire which asked students to indicate the specific campus resources of which they had heard or had accessed previously. Twelve campus resources were represented on the questionnaire, and there were also a few items aimed at gathering demographic data about those students who were responding. The questionnaire was administered in a pre-test/post-test fashion, with the pre-test occurring within the first month of classes during the Spring, 2006 semester. After the pre-test was administered, a Counselor or Advisor spoke to the students on at least two separate days. The purpose of these presentations was to inform the students of available resources and the potential benefits they may experience by accessing these resources. The post-test was then administered within the last month of the Spring, 2006 semester.
- Results:** Based on the responses of the forty students who responded to both the pre- and post-test, it was evident that students are aware of some resources more than they are of other resources, and therefore accessed those resources more readily. Students were most aware of Counseling and Advisement Services, Student Success Center, Transfer Resource Center, Academic Learning Center, and Financial Aid Office. Students most commonly reported use of Counseling and Advisement Services, Academic Learning Center, and Financial Aid Office. Overall, the assessment demonstrated an increase in the students' knowledge and use of all resources addressed. This increase was seen as a difference in responses between the pre- and post-assessment.

Conclusions: Based on the assessment results, one can conclude that there exists a positive correlation between Counselors' and Advisors' classroom presentations and the students' knowledge and use of campus resources. Such classroom interaction is an effective method for communicating important information, and Title III students seem to be responsive to this improved access to knowledge about available resources. An additional conclusion for further exploration is that students' knowledge and use of some campus resources was discouragingly low, possibly indicating the need for some departments to improve their advertising to students regarding available services. Finally, it may be beneficial to further explore possible methods for encouraging increased student interaction with all departments on campus. There exist great opportunities to positively impact college student success through continued interaction in classroom settings.

STUDENT SUCCESS CENTER ASSESSMENT

Action Strategy

To provide information about the availability, function, and location of various campus resources via classroom presentations.

Learning Outcome

Students will demonstrate increased awareness and use of campus resources.

Methodology

Assessment Instrument used:

- Campus Resource Questionnaire
- Assessment goal -- A minimum of 50% of students who complete the pre-assessment will demonstrate an awareness of at least one additional resource in the post assessment.

Administration of Assessment

The Student Success Center staff administered their Learning Outcome assessment to six sections of developmental level English and Reading classes. These courses were taught by Title III trained faculty. The pre-assessment questionnaire was administered in the classroom setting during the first month of the Spring 2006 semester.

Students were asked to respond to a series of questions which were aimed at measuring their awareness and use of campus resources. Following the pre-assessment, SSC staff made two separate classroom presentations to the students who had been assessed. The intent of the presentations was to provide information about the availability, function, and location of various campus resources.

During the final month of the Spring 2006 semester, SSC staff reentered the same developmental level English and Reading classrooms to administer the post-assessment questionnaire. The post-assessment asked the same questions

as the pre-assessment, and was aimed at measuring the students' awareness and use of the same campus resources.

Outcomes/Analysis

Frequency of Student Responses to *Campus Resources Questionnaire* Items

(Only for students responding to both the Pre - and Post-Assessments)

Pre-Test Administered in January, 2006/Post-Test Administered in April, 2006

N = 40

1. Please place a check next to each campus resource of which you are aware (Check all that apply).

Response	Frequency		
	Pre-Test	Post - Test	Difference
Counseling & Advisement Services	38	36	-2
Transfer Resource Center	15	33	18
Student Success Center	24	31	7
Family Resource Center	2	7	5
Student Support Services	9	15	6
Service Learning Office	11	17	6
Academic Learning Center	32	31	-1
Career Services	21	9	-12
Services for students with disAbilities	9	8	-1
International Students Office	7	11	4
Student Life	15	17	2
Financial Aid Office	34	32	-2

2. Which of the following campus resources have you used before? (Check all that apply)

Response	Frequency		
	Pre-Test	Post- Test	Difference
Counseling & Advisement Services	28	29	1
Transfer Resource Center	4	6	2
Student Success Center	9	15	6
Family Resource Center	0	0	0
Student Support Services	2	5	3
Service Learning Office	9	10	1
Academic Learning Center	17	26	9
Career Services	6	12	6

Services for students with disAbilities
 International Students Office
 Student Life
 Financial Aid Office

2	0	-2
2	1	-1
6	6	0
15	31	16

3. If you have ever needed help with school, but chose not to access available resources, which of the following describe your reasons? (Check all that apply)

Response	Frequency		
	Pre-Test	Post-Test	Difference
I did not know the resources existed	10	8	-2
I did not understand what they had to offer	15	7	-8
I did not know where to go to access these resources	13	5	-8
I did not have time to seek out these resources	10	11	1
I do not like asking for help	7	4	-3
I did not believe these resources could help me	2	2	0
I was worried someone would find out I asked for help (such as teacher, friend, family, etc.)	0	1	1
This question does not apply to me - I have usually accessed resources when I needed help	12	15	3
Other *	0	0	0
No answer	10	2	-8

4. What is your current program of study? (Please check only one)

Response	Frequency		
	Pre-Test	Post-Test	Difference
A.A.S. Technical Degree (2 year Associate's Degree)	16	12	-4
Diploma or Certificate Program	2	1	-1
College Transfer Degree (A.A., A.S., A.F.A. Transfer Degree)	16	21	5
I am still undecided about my degree program.	5	5	0
I am just taking a few classes, but I'm not pursuing a specific program.	1	1	0
No Answer	0	0	0

5. Which areas do you believe you need to improve to be a better student? (Check all that apply)

Response	Frequency		
	Pre-Test	Post-Test	Difference
Study Skills	26	26	0
Class Attendance	7	13	6
Class Note-Taking Skills	7	9	2
Asking for Help	12	5	-7
Time Management	20	18	-2
Course Completion (finishing what you started)	7	7	0
Paying Attention in Class	5	9	4
Overall Commitment to School	10	10	0
Other **	1	2	1

6. How are you paying for school? (Check all that apply) [Pre-Test Only]

Response	Frequency		
	Pre-Test	Post-Test	Difference
I am paying for my own education with my own money.	12	N/A	N/A
My parents, guardians, or other family member(s) are paying for my education with their own money.	7	N/A	N/A
I am on a Pell Grant.	10	N/A	N/A
I am participating in Federal Work Study.	2	N/A	N/A
I am on a scholarship.	1	N/A	N/A
I have taken out an education loan.	0	N/A	N/A
I am a Sponsored Student.	3	N/A	N/A
Other ***	3	N/A	N/A

No answer.

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N/A

N/A

6. Please use this space to tell me what you think you have gotten better at as a student this semester. [Post-Test Only]

Please see below for a list of responses students gave to this item.

* Specific responses given to "Other" in question #3:

N/A

** Specific responses given to "Other" in question #5.

Math classes

Just studying more, but I'm doing real good in class.

Being prepared

*** Specific responses given to "Other" in question #6 (pre-test only)

No specification given.

Students' Responses to Item #6 on Post-Test

Getting good test and quiz scores.

I have gotten better at getting my work completed and turned in on time.

People skills & communicating w/ others and I'm so much more focused on school.

I am trying my best to finish college and move on.

I am a really good student, but I could always be better.

Studying and understanding materials.

It is a lot I want to talk to you face-to-face. My phone # is ...

I attend class on time more than last semester.

Taking test

This semester I have gotten all it takes to be a better student.

My organization & capability of keeping up w/ school work.

I've gotten better at asking my teacher for help when needed.

This semester I have actually placed myself in study groups and accessed the library more frequently.

I have gotten better w/ my study skills & my reading,

I stay committed to going to class.

Nothing

Getting better overall. Improving my English skills.

In taking test and overviewing myself.

More attention for every class.

I think that I have gotten better at understanding how to help myself.

My participation in class activities and homework a little.

I've improved in my general knowledge about things, worldwide.

I think I have gotten better in my time management.

I've gotten better at using tutoring to help me.

Better at being in class every day.

Study skills.

I think I've worked a lot harder this semester. I believe I need to try a little better. Maybe study harder.

Nothing

I have become more dedicated to my school work. I finish my work on time and I'm more disciplined in my class studies.

Increases in confidence

I have gotten better this semester because the teachers are better and more understanding and can really teach.

Study skills

I think that I have really stayed the same.

locating campus resources

Using available resources and taking advantage of applying for scholarship.

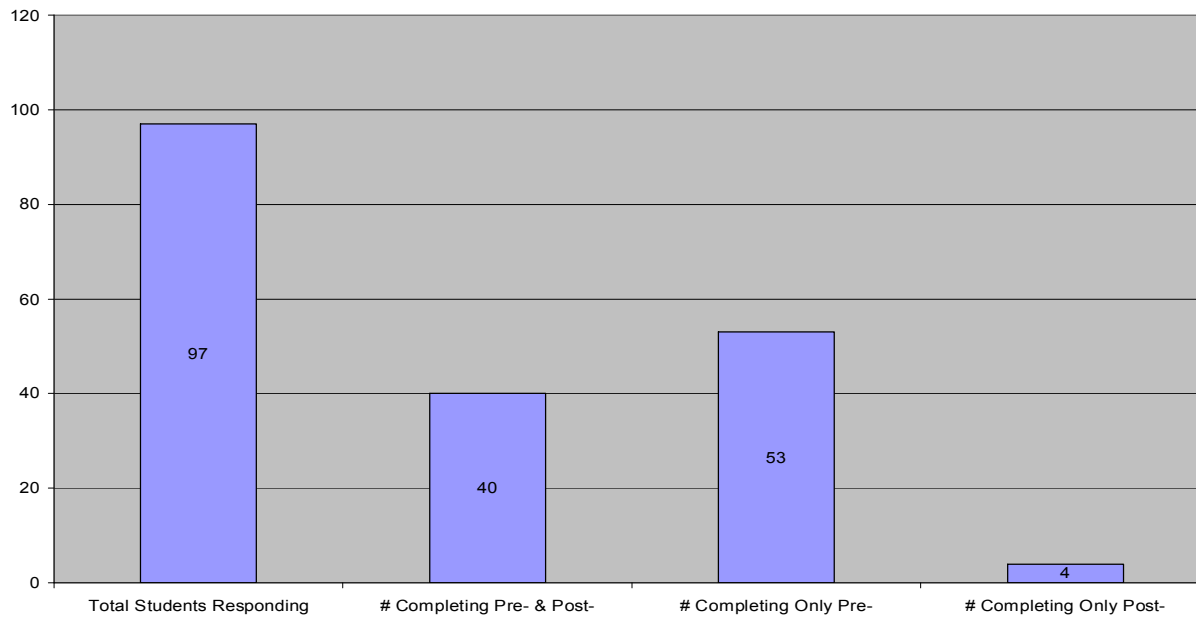
I have brought up all of my grades and I have tried to stay focused.

I have gotten better with writing my paper. I'm understanding how to write a better paper.

My reading and writing skills.

Same old nothing. I didn't have a problem.

**Breakdown of Students Participating in Student Success Center
Learning Outcome Assessment**



Analysis of Data:

Student Profile

Results were received for forty students. Over fifty percent of those surveyed were on financial aid, paying for college on their own, or were awarded the federal Pell grant.

Most of the students were pursuing an AAS or a College transfer degree. At post-test time, there was a slight decrease in those choosing an AAS degree and an increase in those students pursuing a college transfer degree. That seems to indicate that as students learn more about the college transfer degree option they realize this program may better suit their educational goals.

Student Needs

Question five was an assessment of student needs. In the pre-test responses, a large group of students wanted to improve in the following areas: study skills, asking for help, time management, and understanding the responsibility of being a student. Post test results yielded a shift in students needing to improve in: attending and paying attention in class. Study skills, time management and overall commitment to school remained significant needs. A decreased need was identified in the category “asking for help”.

Knowledge and Utilization of Resources

Of those students surveyed a significant number were aware of the: Counseling & Advisement Services, Transfer Resource Center, Student Success Center, Academic Learning Center and Financial Aid. However the resources that were used most frequently were: Counseling & Advisement, Academic Learning and the Financial Aid Office. This slight difference can suggest that the class visits made by the counselors had an impact in the students’ knowledge of these services. However if a student is a first semester or undecided student they may not need such resources as the Transfer Resource Center.

Conclusions

Overall students increased their knowledge (i.e. resources available and how to access them) and use of campus resources. It was interesting to see that students identified needs (class attendance and paying attention in class) changed. This could be due to the realities of the course requirements versus their initial perception at the beginning of the semester.

Decisions

Counselors found it extremely beneficial to visit classes. This provided an opportunity to share information concerning resources and to answer student questions. The instructors who participated were very supportive. Many students came to see counselors for individual assistance after the class visits.

The number of post test results should have been higher but an instructor failed to return the completed forms to the counselor. In the future, staff would like to administer the assessments instead of asking faculty to do so. This would keep from giving faculty any additional tasks.

Overall, the staff found information to be helpful in assessing the needs and thoughts of students. We found that some students choose not to access services even though the need exists. It was concluded that early alert would assist in identifying students who are in need in a more timely manner.

Follow-up 2006-2007

- Offer a series of workshops to assist students in the development of effective skills
- Continue to collaborate with faculty
- Enhance and expand the use of the early alert process