

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

The Margaret Carter Skill Center serves unemployed, underemployed, and underserved students and assists them toward self-sufficiency through basic educational and career training to meet and match labor market opportunities. The MCSC helps students to overcome barriers and transform their lives through foundational academic classes so students can transition to employment, PCC career and technical programs, apprenticeships and trade preparation program, and/or academic degree and transfer programs.

Based on results of the spring 2011 portfolio presentations for oral communication, a presentation skills module was added to the Applied Communication class and Intermediate Computer class. In the computer class, the students were assigned a group power point presentation. They worked in groups, designed a Jeopardy style computer game on computer skills, and presented it to the class. The 2011 oral communication rubric was recalibrated into four categories (see oral communication rubric). The students were evaluated on Mechanics, Organization, Sequencing of Information, and Delivery. The students were trained to use the rubric. Each student rated each Group. The four categories were then averaged for an overall score and the averaged for a Group Score. The students' data ranged from 3.75-3.78(see Computer project attachment). This indicates that the students' averages are meeting the college core outcome of oral communication. The plan was to compare the students' data with the six instructors' data. However, due to a miscommunication, only two instructors evaluated the oral presentation. Their data averaged 3.5, 3, and 3.75 for each Group. This

indicates that the core outcome for oral communication is being met. In fall term we will correct this and make sure all six instructors evaluate oral communication. In addition, The Margaret Carter Skill Center added an experimental new class in winter, 2011 to the curriculum: Thought Patterns for a Successful Career. This class develops positive self-talk that allows individuals to quickly adjust their self-concept: the conditioned, habits, beliefs, and expectations that might otherwise block their ability to change or transition to a future state for their personal, academic, and professional life. By understanding how their mind works, individuals begin to put predictability back into their lives. This class was approved by the Curriculum Committee and is now a permanent Skill Center class.

The Skill Center originally planned on purchasing Workeys in 2011-2012. However, with budget cuts we were no able to do this. Workeys is a “Best Practices” assessment for workforce development programs. The Career Readiness Certificate assesses employment competence in three areas. Reading for Information, Applied Math, and Locating Information. However, with budget cuts we were unable to buy the program .We still plan to move in that direction to use Workeys as a professional competence assessment in 2012-2013 and as further evidence that we helping our students’ attainment of outcomes.

2. Identify the outcomes assessed this year, and describe the methods used.
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

For 2011-2012, the MCSC assessed self-reflection and environmental responsibility.

Previously, students had a self-reflection piece in their e-portfolios and oral

presentations. However, often times this was a one or two slides and a paragraph on their education journey at the Skill Center. In order to better assess Self-Reflection, the students in each class were assigned a written essay on Self-Reflection. The rubric assessing two categories was shared with each class before writing their essay(See rubric 1 attachment).Twenty essays were submitted and evaluated by six instructors. Using the rubric, they ranked two categories: 1: assessment of what was learned/applicability to future practice; and 2: assessment of continuous professional development/continuing education plan. The scores for each student were averaged and then a class average. According to the data, for categories 1 and 2, the average rank of how well the students met the outcome was 3 and 4. The class average was 3 and the average score was a 3 or 4. Only two were a 2.5.(see self-reflection data attachment). However, in a continuing effort to measure communication, the SAC added three more categories to the initial self-reflection rubric for spring term because some of the essays were not clear. The essays addressed the two rubric categories, but sometimes only in two paragraphs. We continued to assess the first two categories as well as Format, Organization, and Style. (See Revised self-reflection Rubric).

All six MCSC faculty scored seventeen student Reflective Essays for Spring Term using the new Self-Reflection Rubric.).All six instructors scored the essays at the same time. We then tabulated the results from each instructor for each student and averaged the results for a final student score for the essay. We then made a class average for all five categories.

Results:

In analyzing the data for winter term, the faculty found that the Self-Reflection essay rubric was not adequate because some of the students' essay had only two paragraphs. In addition, even though the first two categories were addressed in the essay, the mechanics, format, and organization were not adequate. Therefore, a new rubric was designed with these three new categories added. In addition, direct instruction was provided in the computer and math classes on, "How to write an essay." We found that the direct instruction and model sample essays were a help to students because some had never written an essay. These students were not in the Applied Communications class where essay instruction is part of the curriculum. The feedback from the students was that this was helpful. In addition, students commented that they enjoyed doing the Reflective Essay as part of their portfolio because it helped them take time and the learning experience became more valuable and important. They saw the essay as putting the pieces together and commented that they saw a commitment to lifelong learning as essential. Six faculty scored 17 essays with the five category rubric (see spring term self-reflection essay data attachment results). Each student's score for each category was then averaged and then an average for all five categories. However, the results from the six faculty scoring the self-reflection essay with the five category rubric from spring term showed that for the organization category, there were 8 2's out of 4, and for the style-introduction/conclusion category there were 8 2's. This indicates that there needs to be

more direct instruction in essay writing especially in the areas of organization and style.

We will continue to do this in the fall. Therefore, direct instruction on essay writing will be included in each class, so that the self-reflection piece of the students' portfolio is a written essay evaluated using the five category rubric. All of these changes will improve students' communication skills.

The first two categories of self-reflection on 1) What was learned and its applicability to Future Practice and 2) Assessment of Continuing Professional Development/Continuing Education Plan averaged 3, so this is evidence that students are meeting the self-reflection outcome.

All of these changes will improve students' communication skills.

3. Identify the outcomes assessed this year, and describe the methods used.

What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

The second core outcome the Margaret Carter Skill Center assessed for 201-2012 was Environmental Responsibility through an indirect assessment of students' reporting in a pre and post survey. Initially, a separate G mail account was set up so that students could electronically take the pre and post survey. However, by the third week of spring term only four students had done this, so we administered a paper pre and post survey on, What is My Carbon Footprint.

Twenty-Five students took the pre-survey and post-survey. A speaker, Gabriel Preston from Energy Trust of Oregon came the fourth week of spring term and did an excellent presentation on simple measure and low cost energy incentives for weatherization, heating, and water heating. Because the

speaker was so dynamic and informative, an Energy Trust Presentation will be included each term. In addition to low cost energy insulation, he explained how to get free Energy Saver Kits for free light bulbs, free energy saving shower heads, free aerators for bathroom showers and faucets, and products that help reduce energy costs right away. In addition, Gabe explained how to recycle LED bulbs because of mercury, how Energy Trust will recycle your refrigerator and how to do an online energy audit.

Results:

Twenty five students took the pre-survey the third week of class. Then we had Gabe speak the fifth week. The same twenty-five took the post-survey at the end of the term. The results were then averaged for each question and gains reported (see attachments). The data indicates that the speaker and education about energy savings and becoming energy stewards impacted the students' behavior and attainment for the Environmental Responsibility outcome. See Pre?Post Survey and descriptive statistics attachment).

- For example, for Question#1, When I leave the room, I remember to: Turn off any and all lights, there was a gain of 11 points-There was a score of 10 ten in the pre-survey and 21 in the post survey.
- For question #2 I know the safest and most-energy efficient light bulbs are: there was a decrease of 7 from 13 using the cheap ordinary but to 6 in the post survey; an increase of 5 using LED-from 10 in the pre to 15 in the post.
- For question #3 When I was my dishes, I stay environmentally conscious by: hand washing every plate-there was a pre of 10 and a post of 13 for a 3 point increase; Using

my dishwasher off the heated mode there was a decrease from 13 in the pre to 6 in the post

- For question #5 Many fragrant beauty products contain chemicals that can damage the environment. Do you use products like these? The pre and post scores stayed the same which suggests people do not want to change when it comes to beauty products.
- For question # 5, Standby mode on electronics drains up to 10 percent of electricity in many homes, there was a 12 point gain from a 10 of True in the pre to a 22 in the post. This was addressed heavily in the presentation on small ways to save electricity.
- For question #6, When I brush my teeth, I am careful to: Turn the water off while brushing, there was an increase of 6 from 12 in the Pre to 18 in the Post.
- For question #7, My main mode of transportation is: there was an increase of 10 in students riding their bikes. This could be impacted by the weather and the ASAP bike rental program, but there was an increase from 1 in the Pre to 10 in the Post. Using an automobile stayed the same.
- For question #8 When I go to the grocery store, I always: there was an increase of 8 points of students bring their own bags.
- For question #9, Most of the water I drink comes from: There was an increase of 4 from 10 in the Pre to 14 in the Post answering The Tap. Store bottled water stayed the same from both Pre and Post. This surprised us because as students we thought they would opt for the tap not only because of price, but for the energy used to recycle plastic.

- For question #10, What is a carbon footprint, there was an increase of 7 from 13 in the Pre to 20 in the Post in answering that it is a measure of one's impact on the environment.

The gain in the answers in the Pre and Post survey indicate as students' self-reported that they are trying to reduce their carbon footprint and become more environmentally responsible. We will continue to have a speaker from Energy Trust make an educational presentation each term. However, we may redesign the Pre and Post surveys to better reflect his presentation on weatherization and sustainable energy use. In addition, the survey answers show that there needs to be more education on beauty products and their damage to the environment.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

From the data results of the reflective essay, we agreed as a SAC that the revised assessment rubric for spring term was an effective assessment tool and a written self-reflection essay should be added to the portfolios. In addition, the essay continues to help us improve students' attainment of the communication outcome. Consequently, we will continue to have the Writing Instructor present a lesson on essay writing in the computer and math classes and instruct students on the rubric scoring. The oral presentation piece will continue to be added to the Applied Communication and computer class. Most skill

center students attend as a cohort and take six classes as a program. However, some students just take a math class or a computer class. We, as a SAC, and the instructors need to make a more concerted effort to have these student write a reflective essay so that we can have better data. The Environmental Responsibility pre and post survey could be redesigned, so that it more accurately reflects the information on weatherization and sustainability that the Energy Trust speaker is presenting. We will work on this for fall term.

The Skill Center originally planned on purchasing Workeys in 2011-2012. However, with budget cuts we were no able to do this. Workeys is a “Best Practices” assessment for workforce development programs. The Career Readiness Certificate assesses employment competence in three areas. Reading for Information, Applied Math, and Locating Information. However, with budget cuts we were unable to buy the program .We still plan to move in that direction to use Workeys as a professional competence assessment in 2012-2013 and as further evidence that we helping our students’ attainment of outcomes.

- 5 Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

From the data results of the reflective essay, we agreed as a SAC that the revised assessment rubric for spring term was an effective assessment tool and a written self-reflection essay should be added to the portfolios each term. Each instructor's scores using the revised self-reflective rubric were similar, so we agreed that it was an effective tool and should be continued. Having all six instructors rank the essays was a good process. We need to make sure in fall term that we also evaluate oral presentation skills when students present their portfolio. We will do this fall term and continue to use the oral presentation rubric. The initial process for the Environmental Responsibility survey was to have students take the pre and post survey electronically so that we could have more responses. This was a good process; however, we as a SAC and instructors didn't emphasize it enough because only three students had responded electronically to the pre-survey by the third week, so we reverted to paper and pencil. I think if the SAC chair comes into each class by the end of the first week and instructs the students and have them take the pre survey there would be a better response. Also, the same could be done by the end of the tenth week to do the survey. The Energy Trust Speaker was educational and informative. The students enjoyed it, and we will continue to have this speaker each term.

WHAT IS MY CARBON FOOTPRINT?

Term: Spring 2012

As I leave the room, I always remember to:

- Turn off any and all lights 21
- Shut the door carefully 4
- Dim the lights 0

I know that the safest and most energy-efficient light bulbs are:

- The cheap, ordinary bulb 6
- LEDs 15
- CFLs 4

When I wash my dishes, I stay environmentally conscious by:

- Hand washing every plate and cup 13
- Using my dishwasher off the heated dry mode 6
- Using my dishwasher on the heated dry mode 6

Many fragrant beauty and personal products contain chemicals that can damage the environment. Do you use products like these?

- Well, I'm a guy, but I know many women who use them. 8
- Guilty as charged. I'm a woman who loves her perfumed body powder. 7
- As a man, I'm glad to say I'm free of all fragrant lotions. 5
- I'm a lady without a scent - who would want to smell that flowery? 5

Standby mode on electronics drains up to 10 percent of electricity in many homes.

- True 22
- False 3

When I brush my teeth, I am careful to:

- Turn off the water while brushing 18
- Brush for less than 45 seconds 4
- Use a safe-bristled toothbrush 3

My main transportation mode is:

- My automobile 7
- My bike 11
- Public Transportation 8

When I go to the grocery store, I always:

- Choose the paper bags 10
- Buy all the available fruits 1
- Purchase my food in bulk 3
- Bring my own bags 11

Most of the water I drink comes from:

- The tap 13
- Store-brand bottled water 10
- Fiji and Arrowhead 2

What is a carbon footprint?

- A measure of one's individual impact on the environment 20
- How many greenhouse gases one emits in daily activities 4
- The newest brand of Nike sneaker 1

For additional information, please visit www.quizrocket.com/carbon-footprint-calculator

Total surveys: 25

*Some chose more than one choice

Group Presentation Rubric Group # _____

	4	3	2	1	Total
	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.	
n	Group presents game categories in logical, interesting sequence	Group presents game categories in logical sequence.	Questions in categories seemed to jump around.	There did not seem to be a clear sequence in the questions	
of n	Questions are worded in a clear, logical easy to understand way.	Most questions are worded in a clear and easy to understand. .	An occasional question seemed unclear.	Questions seemed unclear.	
	Members spoke at a good rate, volume. They maintained eye-contact.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They maintained eye-contact.	Members spoke at a good rate and volume. They did not maintain eye-contact	Members spoke a little faster or slower than necessary, or too quietly or loudly. They did not maintained eye-contact.	

Oral Presentation Peer Assessment for Research Project for Intermediate Computer Class I

Group #	Group 1	Group 2	Group 3
	3	4	3.25
	3	3.5	4
	4	3.5	4
	3.5	3	3.75
	2.5	3.75	3.75
	3	3.5	4
	3.5	4	3.75
	2.75	2.75	3.75
	4		
	2.5		
Average	3.175	3.5	3.78125

Group #	Group 1	Group 2	Group 3
	3	4	3.25
	3	3.5	4
	4	3.5	4
	3.5	3	3.75
	2.5	3.75	3.75
	3	3.5	4
	3.5	4	3.75
	2.75	2.75	3.75
	4		
	2.5		
Average	3.175	3.5	3.78125

Environmental Responsibility Data

Descriptive Statistics for Each of the Questions on the Pre/Post Survey:

Average of 25 respondents

QUESTION #	PRE	POST	GAIN
1)a	10	21	11
1)b	9	4	-5
1)c	6	0	6
2)a	13	6	-7
2)b	10	15	5
2)c	2	4	2
3)a	10	13	3
3)b	13	10	-3
3)c	2	2	0
4)a	8	8	0
4)b	5	7	-2
4)c	5	5	0
4)d	5	5	0
5)a	10	22	12
5)b	15	3	12
6)a	12	18	6
6)b	10	4	6
6)c	3	3	0
7)a	7	7	0
7)b	2	11	9
7)c	14	8	-6
8)a	14	11	4
8)b	1	1	0
8)c	3	3	0
8)d	7	11	4
9)a	10	13	3
9)b	10	10	0
9)c	3	2	1
10)a	13	20	7
10)b	11	4	7
10)	1	1	0

Margaret Carter Skill Center

WinterTerm 2012 STUDENTS' REFLECTIVE ESSAY

NAME	AVERAGE SCORE
Student 1	3
Student 2	4
Student 3	4
Student 4	3
Student 5	3
Student 6	3
Student 7	2
Student 8	3
Student 9	3
Student 10	4
Student 11	3
Student 12	2.5
Student 13	3
Student 14	2
Student 15	3
Student 16	3
Student 17	2.5
Student 18	3
Student 19	3
Student 20	3
AVERAGE	3

WHAT IS MY CARBON FOOTPRINT?

Term: Beginning of spring 2012

As I leave the room, I always remember to:

- Turn off any and all lights 10
- Shut the door carefully 9
- Dim the lights 6

I know that the safest and most energy-efficient light bulbs are:

- The cheap, ordinary bulb 13
- LEDs 10
- CFLs 2

When I wash my dishes, I stay environmentally conscious by:

- Hand washing every plate and cup 10
- Using my dishwasher off the heated dry mode 13
- Using my dishwasher on the heated dry mode 2

Many fragrant beauty and personal products contain chemicals that can damage the environment. Do you use products like these?

- Well, I'm a guy, but I know many women who use them. 8
- Guilty as charged. I'm a woman who loves her perfumed body powder. 5
- As a man, I'm glad to say I'm free of all fragrant lotions. 5
- I'm a lady without a scent - who would want to smell that flowery? 5

Standby mode on electronics drains up to 10 percent of electricity in many homes.

- True 10
- False 15

When I brush my teeth, I am careful to:

- Turn off the water while brushing 12
- Brush for less than 45 seconds 10
- Use a safe-bristled toothbrush 3

My main transportation mode is:

- My automobile 7
- My bike 1
- Public Transportation 14

When I go to the grocery store, I always:

- Choose the paper bags 14
- Buy all the available fruits 1
- Purchase my food in bulk 3
- Bring my own bags 7

Most of the water I drink comes from:

- The tap 10
- Store-brand bottled water 10
- Fiji and Arrowhead 3

What is a carbon footprint?

- A measure of one's individual impact on the environment 13
- How many greenhouse gases one emits in daily activities 11
- The newest brand of Nike sneaker 1

For additional information, please visit www.quizrocket.com/carbon-footprint-calculator

Total surveys: 25

*Some chose more than one choice

Revised Rubric for Evaluating Students' Self-Assessments

Assessment of What Was Learned

4 – Exemplary

Includes a statement of what was learned, and how it would impact future practice with specific connections to educational experience and/or specific statements of skills learned or competencies acquired

3 – Proficient

Includes a statement of skills learned or competencies acquired with a broad connection or plan to use what was learned in future practice

Assessment of Continuing Professional Development

4 – Exemplary

Includes specific activities/goals and specific plan to achieve

3 – Proficient

Includes a broad statement of plan

4 – Exemplary

Essay is consistently double spaced, 12 pt. Times New Roman font with standard Microsoft Word margins (1"-1.25")

3 – Proficient

Essay is lacking one of the format requirements, although the length of the paper appears not to have been manipulated (well within length requirement)

**Style and
Organization**

4 – Exemplary

Essay is exceptionally well organized, broken into appropriate and manageable paragraphs, and is clear and focused throughout

3 – Proficient

Essay is relatively well organized, most paragraphs are of an appropriate length, and the essay is relatively clear and focused throughout

**Style and Structure
Conclusion**

4 – Exemplary

Introduction and conclusion are exceptionally clear, organized, well-written and on-target

3 – Proficient

Introduction establishes what this individual's student teaching experience and licensure program was, while the conclusion provides an adequate recap of the author's main points

Assessment Reflective Essay in Electronic Portfolios

and Its Applicability to Future Practice

2 – Partially Proficient

Includes a broad statement of what was learned without a connection to future practice

1 – Not Proficient

Includes only a recitation of what was done.

al Development/Continuing Education Plan

2 – Partially Proficient

Includes mention that CPD should be addressed

1 – Not Proficient

Not addressed

Formatting

2 – Partially Proficient

Paper is lacking two or more of the required typed elements and/or the length of the paper has been deliberately manipulated (well under or over 250-500 words)

1 – Not Proficient

**nd Structure
anization**

2 – Partially Proficient

1 – Not Proficient

Essay lacks organization, has multiple paragraphs that are too lengthy or too brief, rendering the essay too difficult to understand.

**re INTRODUCTION and
CLUSION**

2 – Partially Proficient

1 – Not Proficient

Introduction or conclusion is missing, or is so unclear that it serves no purpose within the essay

Self-Assessment Reflective Essay Term: Spring 2012

Student's Name	1	2	3	4	5	6	7	8
	3.6	3.2	2.8	2.2	3.2	3.7	2.6	3.2
	3.8	3.2	3.8	2.2	2.8	3.6	2.6	3.3
	3.6	2.6	3.4	2.4	3.3	3	3	3.6
	3.2	3.5	3.6	2.2	3.6	3.8	2	3
	3	2.5	3	2	3	3	2	2.5
Average	3.4	3.0	3.3	2.2	3.2	3.4	2.4	3.1

Rubric for Evaluating Students:

- What was learned and its applicability to future practice
- Continuing professional developmen/ continuing eduaiton plan
- Format
- Organization
- Style

Score:

4: Exemplary

3: Proficient

2: Partly Proficient

1: Not Proficient

9	10	11	12	13	14	15	16	17	18
2.7	3.4	3.7	3.4	3.6	3	3	2	2	3
2.6	3	3.6	3.4	3.1	3	2.5	2	2	4
2.4	3.3	3.4	2.8	2.8	2.5	3	2	1	3
2.8	3.6	3.6	2.8	3	3	3	2.5	1	3
2.5	2	3	2.5	2.5	3	3	2	1	3
2.6	3.1	3.5	3.0	3.0	2.9	2.9	2.1	1.4	3.2

19

4

4

3

3

4

3.6

Spring Self-Relection Essay Results