1. **Describe changes that have been implemented** towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

Assessment results from 2011-2012 academic year were presented at the Fall SAC meeting. Suggestions for curriculum change based on these results (see below) were also shared:

**Professional Competence**
- Make standardized assignment instructions available to instructors in order to obtain more reliable data.
- Encourage use of technology (use of computer, incorporating visuals, website navigation etc.) within oral presentations.
- Incorporate curriculum regarding professional behavior.
- Require students to include research within presentation assignments.

**Cultural Awareness**: this assessment did not garner adequate data appropriate for suggested changes in curriculum. Although recommendations from the assessment team were shared with the CG SAC and are noted below:
- Track campus and course specific data in order to create a cultural awareness map for individual courses and campuses.
- Creating or locating assessments that can be used for pre/post cultural awareness data collection (research within and outside PCC community for a more applicable assessment tool).
- Track individual student demographic data (gender, age, ethnicity, race, etc.) to further understand implications and impact of overall data.

Currently the SAC is in process of increasing participation in the assessment sub-committee. Additional support is necessary for implementation and tracking of curriculum change recommendations. Some of the suggestions from 2011-2012 are core outcome specific and changes will be implemented the next time
the SAC assess for those core outcomes. Specific student demographic data is available as demonstrated in this years assessment results, and will be utilized the next time the SAC assess for Cultural Awareness.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

   • The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student’s perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
   • The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
   • Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
   • How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Self-Reflection
In 2011-2012 the SAC utilized the Self Reflection and Insight Scale (SRIS) for the assessment of Self-Reflection. Self-Reflection has been said to be, “the inspection and evaluation of one’s thoughts, feelings and behavior and insight, the clarity of understanding of one’s thought, feelings and behavior, are metacognitive factors central to the process of purposeful, directed change” (pp. 821-822, Carver & Scheier, 1998 as in Grant, Franklin, and Langford, 2002). Others define Reflection as, “...intentional mental processing, used primarily with complicated or uncertain situations or ideas in order to fulfill a particular purpose in the present or future” (Lowe, Rappolt, Jaglal, and MacDonald, 2007). PCC defines Self-Reflection as, “Use self-appraisal to set well-defined goals, modify personal behavior and as motivation towards goal achievement. Demonstrate ethical awareness and empathy in dealing with differences and resolving conflict” (PCC Core Outcomes: Self Reflection, 2013).

The SRIS is a paper and pencil direct assessment consisting of 20 variables. 95 out of 367 students were given the assessment in CG100 courses during Fall 2011. This represents 26% of students enrolled in CG100 during that term. A pre/post assessment design was utilized to show the possible growth in student abilities and behaviors assessed by this tool. The test retest reliability has been shown at a .77 which supports the design of a pre post assessment (Grant, et al., 2002). The assessment included a variety of questions addressing Self-Awareness abilities and behaviors and Self-Insight with questions ranging in content and topic, such as “Thoughts,” and “Self-Reliance”.

CG 100 was selected for this assessment as the curriculum in the CCOG’s is most aligned with the outcome being assessed (Self-Reflection). CG 100 is also the most utilized course our SAC offers, providing the biggest sample size. The assessment used in self-assessment was a mix of quantitative and qualitative. We chose to focus on the quantitative data due to limited time and resources. We may choose to expand our analysis in future years.
Instructors were given directions on how to give students the assessment (Appendix 1). The selection of the data that were used for the analysis included only surveys that had all items answered and that those students had a pre and post assessment. The SRIS requires reverse scores on variable to ensure reliability and internal consistency. The questions that were required to be reversed score were scored accordingly.

The analysis primarily utilized the mean and standard deviations of each of the twenty variables assessed. Although the standard analysis also included mean, standard error, median, mode, standard deviation, sample variance, Kurtosis, skewness, range, minimum, maximum, sum and count. The analysis primarily focused on the sample as a group rather than each individual.

The variables that were assessed were: Thoughts, Self-Reflection, Feelings, Believe the way I do, Reflect Thoughts, Feel About Things, Analyze Behavior, Evaluate Things I do, Examine what I think about, Understand What Feels Mean, Mind Works, Thoughts Arise, Aware of Thoughts, Feel About Things, Certain Way, Don’t Quite Know, Puzzles Me, Confused, Feel About Things, and Feel the Way I Do.

Community Engagement
In 2012-2013 the SAC assessed Community Engagement as part of the Community and Environmental Responsibility PCC Core Outcome. This assessment was indirect and created by the Assessment Committee (see Appendix B). The assessment used for Community Engagement was primarily quantitative, with only 3 out of 25 questions being open ended, probing for qualitative data.

Survey Monkey was utilized for dissemination of the survey to students in CG100 Courses during Fall 2012 and Winter 2013. The design was a pre/post assessment. Out of 844 students, 253 participated in the pre-assessment survey, which represents 30% of students enrolled in CG100 during Fall and Winter terms. 131 students participated in the post-assessment survey, which represents 15.5% of students enrolled during those terms. The assessment team used aggregated data for the analysis. Strategies for increasing participation in post data collection are discussed in Question 5.

The assessment included a variety of questions including demographic information, participation in on and off campus activities, and barriers to engagement in community events. CG 100: College Survival & Success was selected for this assessment because this course is often taken during students’ first year at PCC and is an integral part of many students experience of the PCC community. This course was also selected as its CCOG includes information about PCC resources, programs as well as student and campus culture.

This assessment was an indirect assessment of student engagement which according to Tinto (2001) & Braxton (2004) is an important component to student retention and success. This assessment was used to determine if students are learning how to engage in the PCC campus community, which is an integral part of the CG100 CCOG. Questions were also included regarding student participation in community events outside of PCC. These questions were included in order to draw comparisons between participation in on and off activities, as well as to determine potential barriers to engagement specifically in PCC activities. The inclusion of this information will enable the SAC to implement informed curriculum change in the CG100 CCOG based upon the results of this assessment.
Critical Thinking & Problem Solving

In 2012-2013 the SAC assessed problem solving as part of the Critical Thinking and Problem Solving PCC Core Outcome. This assessment was a direct assessment created by the Assessment Committee (see Appendix C). Survey Monkey was utilized for dissemination of the survey to students in the CG111A & CG111B courses during Fall and Winter terms. This was a pre/post assessment. Out of 358 students, 41 students took both the pre and post assessment which represents 11.5% of students enrolled in CG111A & CG111B. 16 students were not included, as they did not fill out post assessment data. Due to the assessment groups unfamiliarity with survey monkey, the surveys couldn’t be separated by pre/post surveys and specific student responses, because of this, the analysis used aggregated data.

This assessment was comprised of one case study, which was created by the assessment team. The case study described a difficult situation that many students may struggle with. Students were asked to provide four specific strategies they would suggest this student use to resolve their problem.

3. **Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?**

**Self Reflection**

Analysis for each of the variables assessed via the Self Reflection and Insight Scale (SRIS) are found below. Each section will show the pre and post for each variable:

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Pre</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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<table>
<thead>
<tr>
<th>Self-Reflection</th>
<th>Pre</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>4.49</td>
</tr>
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<table>
<thead>
<tr>
<th>Feelings</th>
<th>Pre</th>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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</tr>
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<td>1.13</td>
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<table>
<thead>
<tr>
<th>Believe the way I do</th>
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<th>Post</th>
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<tbody>
<tr>
<td>Mean</td>
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<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>Reflect Thoughts</td>
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<td></td>
</tr>
<tr>
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<td>1.25</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Feel About Things</td>
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<td>4.49</td>
</tr>
<tr>
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<td>1.09</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Analyze Behavior</td>
<td>4.42</td>
<td>4.57</td>
</tr>
<tr>
<td>Standard Deviation</td>
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</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Evaluate Things I do</td>
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<td>4.67</td>
</tr>
<tr>
<td>Standard Deviation</td>
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<td>1.05</td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Examine what I think about</td>
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<td>4.67</td>
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<tr>
<td>Standard Deviation</td>
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<td>0.90</td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Understand What Feelings Mean</td>
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</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Mind Works</td>
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<td>4.71</td>
</tr>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Mean 1</td>
<td>Mean 2</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Thoughts Arise</strong></td>
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<td>4.64</td>
</tr>
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<td>1.00</td>
</tr>
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</tr>
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<td><strong>Aware of Thoughts</strong></td>
<td>4.81</td>
<td>4.90</td>
</tr>
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<td>0.91</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.09</td>
<td></td>
</tr>
<tr>
<td><strong>Feel About Things</strong></td>
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<td>4.03</td>
</tr>
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<td>Standard Deviation</td>
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<td>1.29</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Certain Way</strong></td>
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<td>4.67</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.96</td>
<td>0.85</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.16</td>
<td></td>
</tr>
<tr>
<td><strong>Don't Quite Know</strong></td>
<td>4.51</td>
<td>4.67</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.25</td>
<td>1.42</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.16</td>
<td></td>
</tr>
<tr>
<td><strong>Puzzles Me</strong></td>
<td>4.19</td>
<td>4.29</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.29</td>
<td>1.20</td>
</tr>
<tr>
<td>Mean Difference</td>
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<td></td>
</tr>
<tr>
<td><strong>Confused</strong></td>
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<td>4.29</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.21</td>
<td>1.27</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 1</td>
<td>Mean 2</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Mean</td>
<td>4.12</td>
<td>4.10</td>
</tr>
<tr>
<td>Standard Deviation</td>
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<td>1.33</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>-0.02</td>
<td></td>
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</tbody>
</table>

**Feel the Way I Do**

<table>
<thead>
<tr>
<th></th>
<th>Mean 1</th>
<th>Mean 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.71</td>
<td>4.68</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.79</td>
<td>0.98</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>-0.03</td>
<td></td>
</tr>
</tbody>
</table>

Upon analysis of the 20 variables, 9 variables demonstrated decline in scores. Possible explanations for these results can be found below in Question 5. One variable demonstrated no change, and 10 variables demonstrated positive growth. Benchmarks were not used because the assessment was used with the intention of understanding strengths and weaknesses of our CG 100 courses as they relate to the 20 variables in the SRIS. Based upon the pre/post scores of this assessment, our recommendations will be based upon the weaknesses that were identified: self-reflection, feelings, believe the way I do, reflect thoughts, feel about things, analyze behavior, understand what feelings mean, feel about things and feel the way I do.

Upon examination, questions in the SRIS fall under three main categories of assessment: thoughts, behaviors and feelings. The results from the pre/post assessment indicate that as the term progressed, students tended to focus more on their thoughts and behaviors and less on their feelings. While some students may have rated questions about feelings more highly in the beginning of the term, they demonstrate slight declines in this area between pre and post assessment.

Students may have scored lower on questions regarding feelings as they may experience resistance towards writing, reflecting, and sharing about their personal feelings in an academic environment. Instructors may have varying comfort levels discussing and exploring content related to personal feelings in an educational environment which may result in some students not having the opportunity to express their feelings in an educational environment.

Students may also have scored lower on questions regarding feelings due to topic fatigue. The text the SAC has chosen for CG100 includes multiple Journal Entries, which focus on feelings, personal experiences, and emotions. Some students might grow tired of discussing, experiencing and expressing their feelings over the course of a term.

**Community Engagement**

This survey was disseminated to students who attended sections of CG100. The sample contained 131 students with an average age of 27.8 years. Of students who participated, 4.57% identified themselves as Veterans. 62.84% of students were first term students, 22.3% of students were in their second term and 14.86% were in their third term. 18.9% of students had a diagnosed disability. 62.29% of students were
Assessment results indicate that only 3.45% of the population had participated in a club at PCC. Of the students who said they had participated in a club, the following clubs were listed: billiards, book club, PCC elite gaming club and the international student club. Of the students who responded, they identified having learned of the clubs through the following means: student success class, tour, fliers. 2.99% of the population found out about the club through the Underground (student center).

When asked what kept students from participating in clubs at PCC, responses fell into 20 sub-groups. The assessment team has chosen to focus on the 5 sub-groups with the most results which are: “clubs,” “busy,” “school,” “interest,” and, “homework”. The number of student answers represented in these 5 sub-groups totaled 124, which represents 40% of the total sample size. After analyzing the context of each individual answer in the 5 sub-groups, the following reasons were given by students as to why they could not join a club: too busy with homework and other issues not defined (47%), work schedule outside of school (20.1%), no interest in clubs (19%), no information available about clubs (15%), too new, students wanted to focus on adjusting to school (10.4%), family responsibilities (6.4%), involved in clubs outside of PCC (4%), location of clubs (3%), volunteer work (2.4%), motivation to join clubs (2%), and conflict with class schedule and time of club meetings (2%).

These results reflect what is already known of commuter students, that they carry many responsibilities and fulfill multiple roles outside that of a student. Students report being busy as their most frequent barrier to joining clubs. Because students are so busy, making clubs more accessible to students may increase their ability to incorporate clubs into their lives. As noted above, Tinto (1993) & Braxton (2000) indicate that involvement of students within institutions increases student retention and success. There is potential room for including information and access to clubs through CG courses. Further suggestions for curriculum and instructional changes mentioned in Question 4.

Students were asked if they were involved in clubs outside of PCC. Of students that were surveyed, 8.14% indicated they are involved or utilize a club outside of PCC. According to these results, more students are participating in clubs outside of PCC than they are within the school. Further suggested curriculum changes to address this disparity are addressed in Question 4.

Students were asked if they had ever participated in a PCC college event (examples in the question included: career fair, book readings, presentations, library events, national night out...). 12% of students indicated they had participated in a PCC college event. The most attended event listed was the Career Fair (14.81%).

Students listed ways they had heard about the event they attended. After analyzing the text of responses, 4 broad categories emerged: N/A: 47.1%, college news & announcements (e-mails, msg boards, MyPCC, potty press & fliers: 31%, information in-class (instructor and guest speakers): 10%, and friends and family: 4%.
Students were asked if they had been involved in events outside of PCC. 14.53% of students indicated yes. 85.4% of students indicated no. After analyzing the text of the “yes” responses, 5 broad categories emerged: The Arts (theatre, dance, movies & music): 37.5%, Volunteerism & Charity work: 21.4%, Family Events: 11%, Church: 7%, and AA/NA: 7%.

Students were asked what prevented them from attending events at PCC. Responses fell into 20 categories. The assessment team has chosen to focus on the 5 categories with the most results, which were: “interested,” “events,” “busy,” “school,” and “homework”. The number of student answers represented in these 5 sub-groups totaled 95 which represents 33% of the total sample size. After analyzing the context of each individual answer in the 5 sub-groups, the following reasons were given by students as to why they could not join a events: Too busy with homework and other issues not defined (38%), no interest in events (27.3%), no information available about events (15%), work schedule outside of school (11%), too new, students wanted to focus on adjusting to school (5.2%), family responsibilities (3.2%), involved in events outside of PCC (1%), location of events (2.1%), and motivation to attend events (1%).

These results reflect a similar trend to the barriers to club involvement. Students cited being busy in general and with homework as the leading barrier to PCC event attendance and club participation. The second most cited barrier for both club and event participation was a lack of interest. Further analysis of this trend can be found in Question 4.

Critical Thinking & Problem Solving
Results indicated that when students are encountering an educational problem, they are turning towards their instructors (22%) and creating a plan (19%) to address their issues. As a SAC this is encouraging since we would like for students to be communicating with instructors. Planning suggest that students are engaging in critical thinking when faced with an academic problem, which is in alignment with the core outcome of PCC’s Critical Thinking and Problem Solving.

Another trend the assessment team found was when students were struggling academically they would not only reach out to the instructor and plan for success, they would also reach out to PCC’s tutoring services (15%). This trend demonstrates students awareness of and willingness to access this resource. It may be important to continue research on our students’ abilities to ask for help in an independent manner which does not include asking for others to solve the problems but to collaborate in finding solutions.

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).

Self-Reflection
It should be noted that the CCOG for CG100 focuses largely on student thinking and student behaviors. The results from this assessment may indicate that the student learning outcomes in the course align with the
student outcomes in the CCOG. In the future, the SAC may wish to revisit the CCOG in light of this information, to determine if language should be included in the CCOG that reflects the relationship between thoughts, feelings and behaviors. The SAC may also choose to revisit the language of the CCOG for alignment with CG learning outcomes and the PCC core outcomes definition of self-awareness.

Community Engagement
After the analysis of barriers to student involvement in clubs and event participation, a trend was identified. Student responses included they are too busy with homework (47% clubs; 38% events), work and school as well as lacking interest (19% clubs; 27.3% events) in participating.

Based upon the analysis of student engagement regarding event and club participation, the SAC may want to consider changes within the curriculum of CG100. Changes could include providing information of not just clubs and events that are available but how information regarding how participation in college events and clubs can increase commitment, investment and overall enhancement of the student experience.

Because 42.86% of students had not declared a major at the time of this assessment, the SAC may want to consider encouraging instructors in CG100 to offer additional information and resources regarding Career Counseling, Career Services and CG140.

Critical Thinking & Problem Solving
Changes based on the results of assessment of Critical Thinking & Problem Solving will focus on Assessment tool & process improvement rather than curriculum change. This is due to challenges in analysis (especially sample size), and limited meaning from results. We need to further assess problem solving with improved tools and process before suggesting curriculum change.

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.

Self-Reflection
Analysis of the data was difficult due to not having adequate information related to scoring the assessment. At this time the Assessment Team is requiring that any assessments used must include a scoring guide/rubric before the use of the tool.

Community Engagement
Effectiveness: The survey utilized for data collection both at the beginning and end of the term was effective in capturing student demographics, level of current engagement in PCC & Community Activities as well as identifying barriers to access of these activities.
Changes to Assessment Methods: One suggestion for future use of this assessment tool would be to create a pencil and paper version of the assessment that can be taken during class. Our data collection relied on students visiting the web-link outside of class, and may be one reason we had a smaller sample size. The assessment team has also considered scheduling CG100 courses in a computer lab for two sessions during the term where students could access the on-line survey in class. This may result in higher sample size.

Suggestions for Tools to Use in the Future: In order to create a direct assessment of Community Engagement, the Assessment Team could consider using a Pre & Post test, asking students to create a list of PCC activities and resources they are aware of, and how they became aware of these opportunities. This would give us a clear idea of what resources they had discovered over the course of their first term, and which resources and activities they learned about directly as a result of their CG100 instruction.

Another suggestion would be to assess clubs or events separately in order to make more meaning from fewer questions. Questions could be included asking students what they had gained as a result of their participation in clubs and or events, this would demonstrate how students felt they have benefitted from their participation.

Critical Thinking & Problem Solving
Effectiveness & Changes to Assessment Methods: The survey utilized for the data collection of critical thinking and problem solving was effective in determining how student ideas had changed over the course of the term in regards to how to solve a common student issue/problem. A limitation is that we did not create at the start of this process, a rubric of ideal answers that we were looking for. In the future, it may be helpful to create a grading rubric before data collection that would rank the quality and strength of answers on a numerical scale. E.g., Asking Instructor for help = 3, Dropping classes = 0.

One significant issue in this assessment was a decrease in student participation from pre to post test. We may want to consider utilizing a paper-pencil method that an Assessment Committee member implements in a pre and post class visit pre-arranged with instructors.

Suggestion for tools to use in the future: For future assessment in problem solving, the assessment committee might consider the inclusion of an additional question that asks the rationale behind each solution given by the student. This additional information may lend towards more data around critical thinking as well as problem solving. A rubric would be necessary to assess quality of answers, the committee may consider using the Critical Thinking Rubric created from the 2011-2012 assessment material.
References


Appendix – A: SRIS Self Reflection Survey

CG: Career Guidance and College Success
SRIS Directions for Instructors
The CG department, charged by the PCC Learning Assessment Council, is working on assessing how CG courses affect the development of self-reflection skills in our students. All fall CG100A on-ground courses have been chosen to gather this data. We appreciate your help in assessing this very important information.

Week 1: Administer Pre-test (p. 2 and 3 of this packet) CG100A Students.
Explain to students that we’ll be using their responses for an in-class activity and to get a sense of whether we are effective in meeting our goals for the class.

Week 9 or 10: Administer Post-test (p. 2 and 3 of this packet) to the students.
Ask the students to fill out the assessment again, explaining that things may (or may not) have changed since they were first given the assessment.

Week 9 or 10: Self-Reflection Activity (p. 4 of this packet) to the students.
After administering the post-test, provide each student with his/her week 1 results. Ask students to complete the written reflection activity (p. 4) after comparing their week 1 and week 9/10 results. Debrief this activity with students.

Collect the pre-test, post-test, and reflection activity and return to the Sylvania Counseling Office (CC216).

If you have any questions, please contact Sonya Bedient (sonya.bedient@pcc.edu), Karen Paez (karen.paez@pcc.edu), or Hal Lee (hlee@pcc.edu).
Thanks so much for your participation in this project!

Pre- and Post-test Measure: SRIS (Grant, Franklin, & Langford, 2002)

Section 1: Engagement in Self-Reflection

I don’t often think about my thoughts.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

I rarely spend time in self-reflection.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
I frequently examine my feelings.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

I don’t really think about why I believe in the way that I do.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

I frequently take time to reflect on my thoughts.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

I often think about the way I feel about things.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

Section 2: Need for Self-Reflection

I am not really interested in analyzing my behavior.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

It is important for me to evaluate the things that I do.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

I am very interested in examining what I think about.
It is important to me to try to understand what my feelings mean.

I have a definite need to understand the way that my mind works.

It is important to me to be able to understand how my thoughts arise.

Section 3: Insight

I am usually aware of my thoughts.

I’m often confused about the way that I really feel about things.

I usually have a very clear idea about why I’ve behaved in a certain way.

I’m often aware that I’m having a feeling, but I often don’t’ quite know what it is.

My behavior often puzzles me.
Thinking about my thoughts makes me more confused.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

Often I find it difficult to make sense of the way I feel about things.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree

I usually know why I feel the way I do.

Strongly Agree  Agree  Somewhat Agree  Somewhat Disagree  Disagree  Strongly Disagree
Student Self-Reflection after Post-test Administration

Directions: Review your responses from week 1 and compare these responses to the questions you answered today. Respond to the questions below with a minimum of 3 sentences.

1. After comparing your results from week 1 to today, what changes do you see in your personal self-reflection? [Please answer with a minimum of 3 sentences]

2. How did this class encourage self-reflection? [Please answer with a minimum of 3 sentences]

The CG department would like to use your responses as part of an evaluation of our courses. It's important to the CG department that we are providing students with the best possible experience. Your responses to these questions will help us to improve our courses. Your responses will be
anonymous (your name will be removed from your questions). Do we have your permission to use your responses?

Please check one: Yes No

Appendix – B: Community Engagement Survey

Community Engagement Survey: Pre & Post

1. Please give name and PCC email address and your instructors name. The information provided is for analysis of the answers and will not be shared.

Name:
Instructors Name:
Email Address:

2. How old are you?

3. Are you a Veteran?

Yes
No

4. Do you have any diagnosed disability of any kind?

Yes
No

5. Are you a first-generation college student?

(Meaning that when you were growing up, the parent(s) you lived with had not graduate from a four-year college or university.)

Yes
No
6. How many terms have you attended PCC?

First term
Second term
Third term
Other (please specify how long you have been a student at PCC)

7. Do you have a declared major?

Yes
No

8. If you have a declared major, what is it?

9. If you have participated in a club(s), which one(s)?

Yes
No
If so (please specify)

10. How did you find out about the club(s)?

11. What keeps you from participating in more PCC clubs?

12. Is there a club that you have not been able to find and/or would like to see created at PCC?

Yes
No
If yes (please specify)

13. Are you involved in or utilize club(s) outside of PCC?

Yes
14. Have you ever participated in a PCC College event? (ex. career fair, book readings, presentations, library events, national night out, volunteer opportunity, club events)
Yes

15. How did you find out about the college event(s) you participated in?

16. What keeps you from attending more PCC events?

17. Are you involved in, or have you utilized event(s) outside of PCC?
Yes

18. How did you find out about the college event(s) you participated in? In the space provided please specify the way(s) that you found out about the event(s).

19. Is there an event(s) that you have not been able to find and/or would like to see created at PCC?
Yes

20. Have you ever utilized a PCC college resource? (ex. Counseling, advising, registration, Women’s Resources, Student Success Center, etc.)
21. How did you find out about the college resource(s) you participated in? In the space provided please specify the way(s) that you found out about the resource(s).

22. What keeps you from accessing (more) PCC resources?

23. Are you involved in or have utilized resources outside of PCC?
   Yes
   No
   If yes (please specify)

24. Do you think that it is important to be involved in the PCC Community?
   Yes
   No

25. Describe why you feel it is important or unimportant to be involved in the PCC Community.
Robert is a student at PCC. He is in his second term of college, and is taking 13 credits; Math 60, Writing 115, Study Skills CG 111, and a 1 credit PE class. It is the fifth week of the term and Robert is feeling overwhelmed. He has multiple math assignments he hasn’t turned in, and he’s behind on his reading in both Writing and Study Skills. Robert is afraid that he may not pass his classes this term, and is thinking of dropping out.

What 4 suggestions would you have for Robert to help him turn his situation around and still be successful this term?