

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

Off-site Committee's Response

Texas College identified the general education college-level competencies: Communicative Skill Development, Critical Thinking, Social Responsibility, and Productive Citizenry. These general education competencies were derived from the Program Review process and established as the essential and foundational competencies for students because of the impact on their personal and professional growth. Each of the College-level competencies is parallel to the general education curriculum. Moreover, each competency is consistent with the general practices of higher education as well as consistent with the foundation courses of the general education curriculum. Texas College does have some benchmarks for student attainment of these competencies but there are some deficiencies. Communication skills competencies are listed as oral and written, but the evidence presented only includes oral communication. For social responsibility and productive citizenry the measures and benchmarks do not clearly demonstrate that the students are attaining those competencies. Finally, the overall presentation of the evidence makes it difficult to determine the extent to which students have attained these competencies.

Institution's Response

The Off-site Committee acknowledged that the institution has identified college level competencies. The Committee did not have concerns with the institution's response to all the competencies but stated that for the communication competency the data provided was for oral communication and not written communications.

Pursuant to the concerns of the Committee, the written competency is measured with the use of the ASSET assessment; this is an evaluation tool offered by ACT. The College uses the tool as a measure of students' readiness for English Composition (a general core requirement). The ACT is used for both, pre- and post-test measures. As a demonstration of writing proficiency, the ASSET scale assists with setting the score. The score of 36 is the highest attainable score. The scale that is used consists of raw scores and performance outcomes are as follows:

Tiers and Scores	Attainment Level by Year
Tier I = Score of 0-20: The Writing Program is required	Fall 2012 – 54% Fall 2013 – 54% Fall 2014 – 48%
Tier II = Score of 21-25: Placement in the course ENGL 1301 along with the required use of the supplemental Writing Program as a lab	Fall 2012 – 28% Fall 2013 – 25% Fall 2014 – 33%
Tier III = Score of 26 -36: College ready	Fall 2012 – 18%

for English Composition	Fall 2013 – 21% Fall 2014 – 19%
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Each entering class of new and transfer students are administered the ASSET assessment during the New Student Orientation; this is prior to the start of classes and planned as such so that students in need of remediation may be scheduled for such; students who demonstrate a need for remediation (per test scores), are placed into the writing program and provided intervention. Such students are required to stay in the writing program until their post-test results on ASSET demonstrate knowledge of readiness with passing scores. Contrary to this, students who pass the ASSET pre-tests are entered into the college-level English course- Composition I (see Attachment 3.5.1-A: Test Results (sample) for the 2013-2014 period). The data reflects the ASSET writing results of pre- and post-test measures along with the written essay.

As it pertains to measuring the competencies *social responsibility* and *productive citizenry*, the College administers a pre- and post-test survey to determine the knowledge and awareness freshman and sophomore level students' understanding of the importance of the obligations associated with the competencies (see Attachment 3.5.1-B). The competencies address two of the core values of the institution that are considered important in that they undergird the delivery of the mission. With the use of a *Likert* scale instrument, students are expected to demonstrate knowledge of service, community issues and vigilance with addressing service. Subsequently, students are placed in Learning Communities and provided instructional guidance that leads to academic growth experiences through lecture discussions and constructivist approaches with campus-base projects. The *academic address* of social responsibility and productive citizenry are taught in the classes First-Year Seminar and Second-Year Seminar. Students are directed to address research topics associated with the classroom lectures, such as the address of "*Canstruction.*" *Canstruction* teaches, critical thinking, team work, responsibility to others, writing, research, reading and other academic based responsibilities.

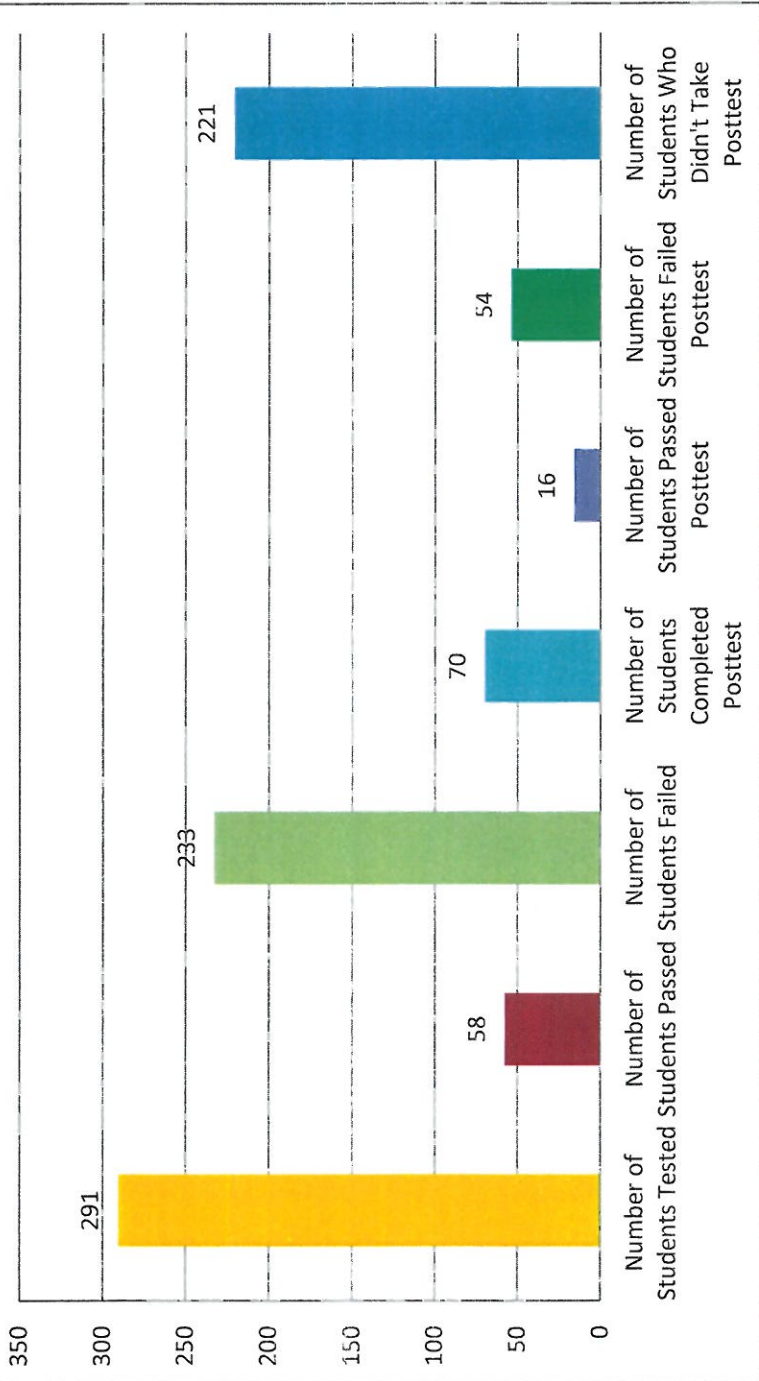
The institution's address of the competencies *social responsibility* and *productive citizenry*, through the First and Second Year Seminar courses suggest that approximately 70 percent students are gaining the academic preparation for showing knowledge gained of the competencies and the ancillaries learning attributes (e.g., critical thinking, team work, responsibility to others, service). The remaining 30 percent are being required to re-enroll in the experience.

Documentation:

- Attachment 3.5.1-A: Test Results (sample)
- Attachment 3.5.1-B: Student Surveys

Attachment 3.5.1-A: Test Results (sample)

Fall 2013 Writing Results



Number of Students Tested
 Number of Students Who Passed
 Number of Students Who Failed
 Number of Students Who Completed Posttest
 Number of Students Who Didn't Take Posttest

PLACEMENT TEST
 PRE-TEST SCORES
 PLACEMENT TEST RESULTS
 FALL 2013

LAST NAME	FIRST NAME	ID	WRITING PRE-TEST SCORE	WRITING RECOMMENDATION	WRITING POST-TEST SCORE	COLLEGE READY
Abosia	Coral		4	Writing Program		
Aparnis	Colleen		5	Writing Program		
Atman	Frederic		5	Writing Program		
Alcala	Socia	416319	5	Writing Program		
Amethal	Destiny		5	Writing Program		
Amelio	Shantrek		7	Writing Program		
Aries	Shelby		7	Writing Program		
Avila	Zaneen		7	Writing Program		
Ballard	Tracy		8	Writing Program		
Banks	Debra		8	Writing Program		
Baziel	Dominique		8	Writing Program		
Beauvais	Trishan	41118	8	Writing Program		
Benedict	Carolina		8	Writing Program	YES	YES
Beausoleil	Paloma	41044	9	Writing Program		
Bethel	Ingon		9	Writing Program		
Bethune	Wilson	41030	9	Writing Program		
Biggs	Kejatta	42082	10	Writing Program		
Blair	Tyressa		10	Writing Program		
Blaylock	Justine		10	Writing Program		
Blair	Shanasha		10	Writing Program		
Blake	Jameka		10	Writing Program		
Booker	Daje		10	Writing Program		
Boone	Jessidy		11	Writing Program		
Branford	Shirleydel	40924	11	Writing Program		
Brookins	Lubine		11	Writing Program		
Brooks	Duan	42132	11	Writing Program		
Brooks	Isaac	42270	11	Writing Program		
Brown	Jasrajir		11	Writing Program		

PLACEMENT TEST PRE-TEST SCORES
 PLACEMENT TEST RESULTS
 FALL 2013

PLACEMENT TEST PRE-TEST SCORES	PLACEMENT TEST RESULTS	YES	YES
Brown Mikel	11	Writing Program	
Brown Martins	41842	11	Writing Program
Brown Truong		11	Writing Program
Brown Truong		11	Writing Program
Brown Warens	41842	12	Writing Program
Burns Jaisudhan		12	Writing Program
Burns Prithan	41006	12	Writing Program
Burns Sarwa		12	Writing Program
Burns Tamara		12	Writing Program
Cabrera David		12	Writing Program
Canfield English		12	Writing Program
Canfield Prithan		13	Writing Program
Cannada Smit	41708	13	Writing Program
Capistrano Nereida	41511	13	Writing Program
Carrero Jacquelene		13	Writing Program
Cassell Nicole	42221	13	Writing Program
Castro Dalia	41715	13	Writing Program
Chaney Rodolfo		13	Writing Program
Chavez Crystal	41728	13	Writing Program
Clayborne Nicosha		13	Writing Program
Collins Leann	39965	13	Writing Program
Collins Zaehery	41242	14	Writing Program
Cortley Triston	40906	14	Writing Program
Cortley-Harris KeAtreon		14	Writing Program
Conway Jacobee	41616	14	Writing Program
Coyle D. Yairo	40397	14	Writing Program
Cook Tamara		14	Writing Program
Cook Leighton		14	Writing Program
Coyne Jeff	41001	14	Writing Program
Davis Johnny		14	Writing Program
Davis Bethany		14	Writing Program

PLACEMENT TEST RESULTS
 PRE-TEST SCORES
 FALL 2013

NAME	SCORE	AGE	PROGRAM	YES/NO
Davis, Gary		14	Writing Program	
Dillard, Lonnie		14	Writing Program	
Dobayou, Katie	10360	15	Writing Program	NO
Douglas, Shirley	42229	15	Writing Program	
Dumas, Kenneth		15	Writing Program	
Dunbar, Emily	42134	15	Writing Program	
Espinosa, Victor	37920	15	Writing Program	
Eddet, Kimberly		15	Writing Program	
Faircloth, Kristin	33024	15	Writing Program	
Ferguson, Chelsea		15	Writing Program	
Fleming, Jesus		15	Writing Program	
Fowler, Eric	4737	15	Writing Program	
Fowler, Eric		15	Writing Program	
Frazier, Vaughn	40612	15	Writing Program	YES
Fletcher, Scott		15	Writing Program	
Fowler, John		16	Writing Program	
Franklin, Nicholas	40723	16	Writing Program	NO
Garcia, Demetrius	41565	16	Writing Program	NO
Garvan, Ronald		16	Writing Program	
Garza, Eric		16	Writing Program	
Gill, Ariel	40782	16	Writing Program	YES
Ginsburg, David		16	Writing Program	
Givens, Jayvon		16	Writing Program	
Glover, Jewel		16	Writing Program	
Gomez, Jesus		16	Writing Program	
Gonzales, Jyrlis	41504	16	Writing Program	
Gonzalez, Gabriel	420155	16	Writing Program	YES
Gonzalez, Michael	37017	16	Writing Program	
Gonzalez, Corbin	410824	16	Writing Program	
Granger, Jimmy	40718	16	Writing Program	NO
Graves, Jonathan		17	Writing Program	NO

UPDATED 9.3.2013

DIVISION OF THE LOWER COLLEGE

PLACEMENT TEST RESULTS
FALL 2013

PLACEMENT TEST
PRE-TEST SCORES

Name	Score	Date	Program	Notes
James		19	Writing Program	
James		19	Writing Program	
James		19	Writing Program	
James		19	Writing Program	
James	40957	19	Writing Program	21 NO
James		19	Writing Program	
James		19	Writing Program	
James	41324	19	Writing Program	24 NO
James		19	Writing Program	YES YES
James		19	Writing Program	
James	38180	19	Writing Program	
James		19	Writing Program	
James		20	Writing Program	
James		20	Writing Program	
James	40177	20	Writing Program	
James		20	Writing Program	
James		20	Writing Program	
James		20	Writing Program	
James		20	Writing Program	
James	40629	20	Writing Program	23 NO
James		20	Writing Program	
James	41427	20	Writing Program	28 YES
James		20	Writing Program	
James		20	Writing Program	
James	40930	20	Writing Program	
James		20	Writing Program	
James	40224	20	Writing Program	
James		20	Writing Program	
James		20	Writing Program	
James	38558	21	Writing Program	
James		21	Writing Program	
James	42259	21	Writing Program	

PLACEMENT TEST
 PRE-TEST SCORES
 PLACEMENT TEST RESULTS
 FALL 2013

Name	Score	Program	Score	Program
Nellie	23	Writing Program		
Maecenia	23	Writing Program		
Elis	23	Writing Program		
Keyara	23	Writing Program		
Cherilyn	23	Writing Program		
Shirley	23	Writing Program		
Leah	23	Writing Program		
John	23	Writing Program		
Justin	23	Writing Program		
41638	23	Writing Program		
40854	24	Writing Program		
41920	24	Writing Program		
40621	24	Writing Program	19	NO
41501	24	Writing Program	20	NO
41915	24	Writing Program		
41142	24	Writing Program		
41385	24	Writing Program		
41893	24	Writing Program		
42197	24	Writing Program		
40879	24	Writing Program		
40630	25	Writing Program		
41890	25	Writing Program	30	YES

PLACEMENT TEST RESULTS

FALL 2013

PRE-TEST SCORES	Writing Program	YES	YES
41290	Writing Program		
25	Writing Program		
25	Writing Program	28	YES
41615	Writing Program	YES	YES
25	Dept. of Ed. Exam		
26	English Comp 1		
26	English Comp 1		
41935	English Comp 1		
26	Writing Program		
40689	English Comp 1		
26	English Comp 1		
26	English Comp 1		
41322	English Comp 1	27	YES
26	English Comp 1		
41704	English Comp 1		
26	English Comp 1		
37861	English Comp 1		
41878	English Comp 1		
40428	English Comp 1		
27	English Comp 1		
41339	English Comp 1		
27	English Comp 1		
27	English Comp 1		
27	Writing Program	YES	YES
41837	English Comp 1		
27	English Comp 1	YES	YES
27	English Comp 1		
41983	English Comp 1		
41954	English Comp 1		
39359	English Comp 1	20	NO

UPDATED 9.3.2013

DIVISION OF THE LOWER COLLEGE

23 - COLLEGE ALGEBRA
26 - ENGLISH COMP
17 - COLLEGE READY READING

PLACEMENT TEST RESULTS
FALL 2013

PLACEMENT TEST
PRE-TEST SCORES

41502	English Comp 1	28		
28439	English Comp 1	28		
41931	English Comp 1	28		
41908	English Comp 1	28		
40374	English Comp 1	29	14	NO
41416	English Comp 1	29	YES	YES
41880	English Comp 1	29		
42128	English Comp 1	29		
41717	English Comp 1	29		
41025	English Comp 1	29		
41678	English Comp 1	30		
41678	English Comp 1	30		
41082	English Comp 1	30		
40873	English Comp 1	30		
42331	English Comp 1	30		
42331	English Comp 1	30		
41689	English Comp 1	31		
41689	English Comp 1	31		
41443	Writing Program	31		
41050	English Comp 1	31		
41050	English Comp 1	31		
41050	English Comp 1	32		
41050	English Comp 1	32		
41050	English Comp 1	33		
42126	English Comp 1	34		
41076	English Comp 1	35	28	YES

PLACEMENT TEST PRE-TEST SCORES
FALL 2013

PRE-TEST SCORES	English Comp 1	Writing Program	YES	YES
Jalen	35			
Daryel	n/a		YES	YES
Chasly				
Jayon				
Kanebig				
Wrenbig				
Stacy				
Stacy		Writing Program		
Williams				
38416	*Passed English at previous College			
40973			21	NO
42244	*Passed English at previous College			

WRITING SKILLS

POST-TEST SCORES

PLACEMENT TEST RESULTS

Fall 2013

Monday December 9 - 12, 2013	POST-TEST	WRITING RECOMMENDATION	RETAKE	WRITING RECOMMENDATION	NOTES
[REDACTED]	26	ENGLISH COMP 1			
[REDACTED]	9	WRITING PROGRAM	20	WRITING PROGRAM	was finished in 12 minutes on the first
[REDACTED]	27	ENGLISH COMP 1			
[REDACTED]	19	WRITING PROGRAM	23	WRITING PROGRAM	
[REDACTED]	25	WRITING PROGRAM			
[REDACTED]	20	WRITING PROGRAM	34	ENGLISH COMP 1	
[REDACTED]	22	WRITING PROGRAM			
[REDACTED]	25	WRITING PROGRAM			
[REDACTED]	28	ENGLISH COMP 1			
[REDACTED]	36	ENGLISH COMP 1			
[REDACTED]	36	ENGLISH COMP 1			
[REDACTED]	16	WRITING PROGRAM			
[REDACTED]	17	WRITING PROGRAM			
[REDACTED]	11	WRITING PROGRAM			
[REDACTED]	23	WRITING PROGRAM			
[REDACTED]	25	WRITING PROGRAM	33	ENGLISH COMP 1	
[REDACTED]	18	WRITING PROGRAM			
[REDACTED]	6	WRITING PROGRAM			
[REDACTED]	27	ENGLISH COMP 1			
[REDACTED]	15	WRITING PROGRAM			
[REDACTED]	18	WRITING PROGRAM	21	WRITING PROGRAM	
[REDACTED]	20	WRITING PROGRAM			
[REDACTED]	25	WRITING PROGRAM	29	ENGLISH COMP 1	
[REDACTED]	22	WRITING PROGRAM	32	ENGLISH COMP 1	
[REDACTED]	19	WRITING PROGRAM			
[REDACTED]	15	WRITING PROGRAM	27	ENGLISH COMP 1	
[REDACTED]	24	WRITING PROGRAM	28	ENGLISH COMP 1	
[REDACTED]	22	WRITING PROGRAM	27	ENGLISH COMP 1	

WRITING SKILLS

POST TEST SCORES

PLACEMENT TEST RESULTS

Fall 2013

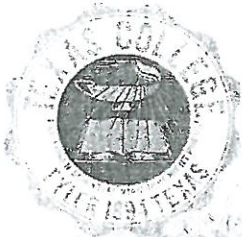
29	Jahnes	Patricia	41572	20	WRITING PROGRAM	27	ENGLISH COMP 1
30	Leakin	Karen	41869	23	WRITING PROGRAM		
31	Johnson	Samantha	41986	22	WRITING PROGRAM		
32	Johnson	Calvin	38180	18	WRITING PROGRAM		
33	Johnson	Eric	40363	22	WRITING PROGRAM		
34	John	Michael	41387	26	ENGLISH COMP 1		
35	Keefe	Aubrey		29	ENGLISH COMP 1		
36	King	Brevante	42110	22	WRITING PROGRAM	22	WRITING PROGRAM
37	Lindsley	Zachary	41701	22	WRITING PROGRAM	23	WRITING PROGRAM
38	Lindsay	James	41909	22	WRITING PROGRAM		
39	Lovett	Kevin	41384	22	WRITING PROGRAM		
40	Lovely	Michelle	41807	22	WRITING PROGRAM		
41	MacArthur	James		9	WRITING PROGRAM		
42	Manriquez	Kevin	41447	17	WRITING PROGRAM		
43	Marshall	Michael	42137	15	WRITING PROGRAM	28	ENGLISH COMP 1
44	Marshall	Michael	40338	19	WRITING PROGRAM		
45	Medford	Shirley	40736	21	WRITING PROGRAM	28	ENGLISH COMP 1
46	Mendez	Michael	42277	27	ENGLISH COMP 1		
47	Moore	Shane	40614	20	WRITING PROGRAM		
70	Moore	Anthony	39611	23	WRITING PROGRAM	26	ENGLISH COMP 1
48	Najjar	Marwa	41704	27	ENGLISH COMP 1		
49	Neftci	John	41881	34	ENGLISH COMP 1		
50	Nieves	Erin	42051	9	WRITING PROGRAM	27	ENGLISH COMP 1
51	Nguyen	Joseph	40911	26	ENGLISH COMP 1		1st time incomplete
52	Penar	Dillon	39193	21	WRITING PROGRAM		
53	Persec	John		16	WRITING PROGRAM		
54	Phung	Emily	41820	26	ENGLISH COMP 1		
55	Phung	Joseph	41747	27	ENGLISH COMP 1		
56	Quinn	Thomas	41915	9	WRITING PROGRAM	24	WRITING PROGRAM
57	Richardson	Shanel	41725	9	WRITING PROGRAM	24	WRITING PROGRAM
58	Robertson	Sheldon	41248	15	WRITING PROGRAM	28	ENGLISH COMP 1

WRITINGSkills
POST TEST SCORES

Fall 2013

Student Name	Score	Program	Score	Program	Score	Program
59 Sales Trent	42113	17	WRITING PROGRAM	28	ENGLISH COMP 1	
60 Cook Paul	41933	13	WRITING PROGRAM	24	WRITING PROGRAM	
61 Savitt Ryan	41581	23	WRITING PROGRAM	24	WRITING PROGRAM	
62 Smith David	37861	23	WRITING PROGRAM	21	WRITING PROGRAM	
63 Smith Shannon	40428	11	WRITING PROGRAM	27	ENGLISH COMP 1	
64 Cummings Michael	41563	20	WRITING PROGRAM	25	WRITING PROGRAM	
65 Cummings Ashra	41485	22	WRITING PROGRAM	27	ENGLISH COMP 1	
66 Sunell Merrilee	41485	24	WRITING PROGRAM	25	WRITING PROGRAM	
67 Smith David	41423	16	WRITING PROGRAM	13	WRITING PROGRAM	
68 Smith David	41908	23	WRITING PROGRAM	25	WRITING PROGRAM	
69 Smith Alexander	42133	33	ENGLISH COMP 1			
70 Smith Alexander	42027	26	ENGLISH COMP 1			
71 Smith Alexander	41397	22	WRITING PROGRAM			
72 Smith Alexander						
73 Smith Alexander						
74 Smith Alexander						
75 Smith Alexander						
76 Smith Alexander						
77 Smith Alexander						
78 Smith Alexander						
79 Smith Alexander						
80 Smith Alexander						
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87 Smith Alexander						
88 Smith Alexander						
89 Smith Alexander						
90 Smith Alexander						
91 Smith Alexander						
92 Smith Alexander						
93 Smith Alexander						
94 Smith Alexander						
95 Smith Alexander						
96 Smith Alexander						
97 Smith Alexander						
98 Smith Alexander						
99 Smith Alexander						
100 Smith Alexander						
Number Students Enrolled in Writing Program						
Number Students Scored above 70%						
Number Students Scored below 70%						
Number Students Re-tested	26					

Attachment 3.5.1-B: Student Surveys



Community Service Project

CS 3.5.1-B – Student Surveys

Student Pre Survey

STUDENT SURVEY

Pre-Service

This survey is a tool to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: Full Major: Computer Science

Student ID#: 40879

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
If everyone works together, many of society's problems can be solved.	4	3	2	1
I have a responsibility to serve my community.	4	3	2	1
I will gain valuable knowledge by participating in this community project	4	3	2	1
My leadership skills will be enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
I believe I will be comfortable working with people of other cultures and socioeconomic status	4	3	2	1
I probably won't volunteer or participate in the community after this course ends.	4	3	2	1



Community Service Project

Student Pre Survey

Katya

STUDENT SURVEY Pre-Service

This survey is designed to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: Fall Major: _____

Student ID#: 40360

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
If everyone works together, many of society's problems can be solved.	4	3	2	1
I have a responsibility to serve my community.	4	3	2	1
I will gain valuable knowledge by participating in this community project	4	3	2	1
My leadership skills will be enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
I believe I will be comfortable working with people of other cultures and socioeconomic status	4	3	2	1
I probably won't volunteer or participate in the community after this course ends.	4	3	2	1



Community Service Project

Student Pre Survey

STUDENT SURVEY

Pre-Service

This survey is designed to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: Fall Major: Undecided

Student ID#: 40612

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
If everyone works together, many of society's problems can be solved.	4	3	2	1
I have a responsibility to serve my community.	4	3	2	1
I will gain valuable knowledge by participating in this community project	4	3	2	1
My leadership skills will be enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
I believe I will be comfortable working with people of other cultures and socioeconomic status	4	3	2	1
I probably won't volunteer or participate in the community after this course ends.	4	3	2	1

STUDENT SURVEY

Post-Service

This survey is designed to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: 70 Major: _____

Student ID#: 47360

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
2. If everyone works together, many of society's problems can be solved.	4	3	2	1
3. I have a responsibility to serve my community.	4	3	2	1
4. I gained valuable knowledge by participating in this community project	4	3	2	1
5. My leadership skills was enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
6. I was comfortable working with people of other cultures and socioeconomic status	4	3	2	1
7. I probably won't volunteer or participate in the community after this course ends.	4	3	2	1
8. The service aspect made me aware of some of my own biases or prejudices.	4	3	2	1

STUDENT SURVEY

Post-Service

This survey is designed to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: Full Major: Computer Science

Student ID#: 40879

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
2. If everyone works together, many of society's problems can be solved.	4	3	2	1
3. I have a responsibility to serve my community.	4	3	2	1
4. I gained valuable knowledge by participating in this community project	4	3	2	1
5. My leadership skills was enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
6. I was comfortable working with people of other cultures and socioeconomic status	4	3	2	1
7. I probably won't volunteer or participate in the community after this course ends.	4	3	2	1
8. The service aspect made me aware of some of my own biases or prejudices.	4	3	2	1

STUDENT SURVEY

Post-Service

This survey is designed to measure general attitudes and perceptions of community service. This information will be used to improve and enhance the College's Community Involvement Project program.

Semester: Fall Major: Undecided

Student ID#: 40612

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
2. If everyone works together, many of society's problems can be solved.	4	3	2	1
3. I have a responsibility to serve my community.	4	3	2	1
4. I gained valuable knowledge by participating in this community project	4	3	2	1
5. My leadership skills was enhanced by my involvement with this project and will be valuable in my future career	4	3	2	1
6. I was comfortable working with people of other cultures and socioeconomic status	4	3	2	1
7. I probably won't volunteer or participate in the community after this course ends.	4	3	2	1
8. The service aspect made me aware of some of my own biases or prejudices.	4	3	2	1

Service Learning Project

Develop a service-learning project that can be completed in one day. Use the questions below to help guide your project.

What are the goals for your service-learning project? How can you relate your project to an academic course?

Our goals will be to give guidance to underprivileged children so that we can give more structure in their life. This can be relatable to an Education Major, it is all "teaching."

What type of project will you be doing?

Peer mediation

What organization can you work with to complete your service learning project?

We could work with the "National Mediation Center" "Big Brothers & Sisters"

Reflection: What type of reflection should be done at the end of your project. Come up with a list of 4-5 questions that you might want answered.

- 1) What did the children think?
- 2) What could we do different?
- 3) How could we get more people involved?

Assessment: How will you assess the service-learning project (presentations, writing assignments, etc.)?

Give a presentation on how the day went.

How can you celebrate the success of your project after completion?

Have a dinner somewhere with everyone that participated.

Service Learning Project

Develop a service-learning project that can be completed in one day. Use the questions below to help guide your project.

What are the goals for your service-learning project? How can you relate your project to an academic course?
to give Guidance to underprivileged children
it relates to education & teaching

What type of project will you be doing?
Peer Mediation

What organization can you work with to complete your service learning project?
"National Mediation Center"
"Big Brothers & Sisters"

Reflection: What type of reflection should be done at the end of your project. Come up with a list of 4-5 questions that you might want answered.
1. What did the kids think
2. What could have been done differently
3. How could we get more people involved
4.

Assessment: How will you assess the service-learning project (presentations, writing assignments, etc.)?
a "power point" over the day

How can you celebrate the success of your project after completion?
see how you affected a kids life, after your time together in the community

Student Name: Diana Thompson ID: 28431

HANDOUT #7

Section Leader: U. Davis / Layette Davis March 6, 2014

Service Learning Project

Develop a service-learning project that can be completed in one day. Use the questions below to help guide your project.

What are the goals for your service-learning project? How can you relate your project to an academic course?

To feed those who don't have, to give back and be a blessing.

What type of project will you be doing?

Bring personal items and food to less fortunate

What organization can you work with to complete your service learning project?

PATH

Reflection: What type of reflection should be done at the end of your project. Come up with a list of 4-5 questions that you might want answered.

How often do you help each family what are the qualifications to get help?
How much supplies are need on a monthly basis?

Assessment: How will you assess the service-learning project (presentations, writing assignments, etc.)?

How can you celebrate the success of your project after completion?

Plan to have drive to help again next year and trip.

Service Learning Project

Develop a service-learning project that can be completed in one day. Use the questions below to help guide your project.

What are the goals for your service-learning project? How can you relate your project to an academic course?

Learning how to support and give back to the ~~school~~ community
Sociology - it relates to any major

What type of project will you be doing?

~~MEMORIAL SERVICE FOR THE DECEASED~~

What organization can you work with to complete your service learning project?

~~ARMY~~ Donate clothing/shoes to the Salvation Army or have them come to the school to collect clothing.

Homeless shelters

Reflection: What type of reflection should be done at the end of your project. Come up with a list of 4-5 questions that you might want answered.

How did it affect the community?
What outcome did you get from the community?
- What did you learn?
- How can it be improved?

Assessment: How will you assess the service-learning project (presentations, writing assignments, etc.)?

Focus group, class discussion, appoint group leaders, collect volunteers for the activity

How can you celebrate the success of your project after completion?

Have a raffle, A day off with
NO CLASS!!