

Assessment of College Core Outcomes 2011

Career Guidance SAC

The College Core Outcome of Critical Thinking was not assessed last year; therefore the SAC has assessed it this year.

The College Core Outcomes assessed in CG courses this year included critical thinking, communication, and self-reflection. Both direct and indirect assessment methods were used. (Due to miscommunication the SAC assessed self-reflection this year instead of professional competence. Therefore, the SAC will assess professional competence and will further assess self-reflection next year.)

This report addresses the design and results of three different assessments: direct assessment of critical thinking and communication, indirect assessment of critical thinking and communication and indirect assessment of self-reflection. This is followed by instructional and assessment suggestions for improvement.

Assessment of Critical Thinking and Communication

Direct Assessment

Students take CG140A to help them make an informed career decision. The CG140A curriculum includes research assignments that require students to gather information about themselves such as their values, interests, skills and lifestyle preferences. Students are also required to research careers and to gather information including but not limited to career descriptions, job outlook, and education and skill requirements. This information must then be analyzed and synthesized in order to draw conclusions and make informed career decisions. The term paper assignment from this course was chosen for critical thinking and communication assessment because it requires an analysis and interpretation of evidence, an informed decision, and clear communication that explains and defends the career choice.

The SAC developed a rubric that was used to assess the term papers (see appendix). The rubric included three separate components of critical thinking: information gathering, interpretation and implication. The SAC felt that these characteristics of critical thinking best fit both the college core outcome of critical thinking as well and CG curriculum outcomes. The rubric also included a separate section to assess the core outcome of communication. The college core outcome for communication was used to inform this section of the rubric.

A team of four CG SAC members evaluated 61 Career and Life Planning term papers as a group during one work session. The rubric was normed by having all four scorers use the rubric to review sample term papers until they arrived at consensus regarding scoring. This process helped ensure that all papers would be reliably assessed. The 61 papers were then distributed

among the four team members and rated on critical thinking and communication criterion. The sample size of 61 represented 28% of all Spring 2011 CG140A students.

Findings:

Critical Thinking

Disaggregated Data analysis of 61 respondents:

Levels of Critical Thinking achieved:

Accomplished	Competent	Developing
21%	53%	26%

Aggregated Data analysis of 61 respondents:

Respondents Rated as Competent (includes both Accomplished & Competent)

% of Sample	Critical Thinking Category
67%	Information
49%	Interpretation
34%	Implication

A competent score in the information category is defined as, “(the student) gathers sufficient, credible, relevant information; (the student) includes some information from opposing views and distinguishes between information and inferences drawn from it.”

A competent score in the interpretation category of critical thinking is defined as, “(the student) follows where evidence and reason lead to obtain justifiable, logical conclusions. (The student) makes valid inferences, but not with the same depth as a 3.”

A competent score in the implication category of critical thinking is defined as, “(the student) identifies significant implications consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a 3.”

The SAC defined students who rated as either competent or accomplished as meeting the college core outcome of critical thinking which totals 45 respondents or 74% of the total population.

Communication

In order for students to write the term paper, they must be able to develop and organize their personal profile and career research using details, examples and relevant data. The SAC saw these communication skills evidenced by the term paper. The process of gathering the personal and career information, organizing and synthesizing that information requires that students be able to communicate their conclusions in writing.

The communication rubric was created by including criteria that best fit the college core outcome for communication specific to writing, as well as the term paper assignment requirements of CG140A.

Disaggregated Data analysis of 61 respondents:
Levels of Communication achieved:

Accomplished	Competent	Developing
21%	46%	33%

Competent communication is defined as, “(the student) includes evident main idea. (The student) includes a mix of appropriate and inappropriate supporting details. (The paper) suits purpose and audience. (The student) uses some details, examples data and metaphors.”

The SAC defined students who rated as either competent or accomplished as meeting the college core outcome of communication. A total of 67% of the students met the college core outcome of communication.

The assessment results from the term papers are encouraging. The evidence suggests that students are meeting “competent,” standards for information gathering and interpretation portion of critical thinking. The results suggest that roughly 3/4 of CG140A students are able to gather and accurately interpret career research and personal inventories.

Student achievement could improve in the implication category of critical thinking. Based on the data, it was unclear whether students were unable to make connections and implications because the assignment did not directly ask them to employ that skill, or because many of them are “beginning” students. Beginning students may not have learned or practiced their reading and writing skills to the point that they are able to convey their message clearly and concisely. It is also possible that students may not have a grasp of how to use evidence to make meaningful implications or conclusions.

Indirect Assessment

One indirect method used was a pre/post self-assessment that assessed critical thinking and communication outcomes from CG111, College Learning and Study Skills. The sample size from the CG111 was 61. The second indirect method used was a pre/post self-assessment that assessed professional competence from CG100A/B, College Survival. The sample size from CG100 was 101. Several classes from both CG111 and CG100A/B courses were used to assess the core outcomes.

CG111 Indirect Assessment

A 30 question survey using a Likert scale (see Appendix) asked students to respond to how often they employed various study skill behaviors that related to critical thinking and communication. The survey questions that most directly related to the CG curriculum were selected from multiple academic surveys of critical thinking, problem solving, and communication skills.

Students responded to the survey during the ninth week of the term. They were asked to think back, and assess their behaviors before the class began. They were then asked to think of their current behavior, and assess themselves again. Students marked beginning of the term behaviors with an "X" and end of the term behaviors with an "O". The Likert scale ranged from 1, indicating a frequency of "never" to 5, indicating a frequency of "always" employing those behaviors. Our sample size was 61 which represented 33% of all Spring 2011 CG111A students.

Of the 30 questions in the survey, 15 were critical thinking questions, and 13 were communication questions. Two questions (#11 and #15) were created to assess both the core outcome of critical thinking and communication, however upon further analysis, there was no evidence that answers to those questions could be applied to both outcomes. Therefore, those two questions were excluded in this analysis.

Descriptive statistics for each of the questions are as follows:

<i>Critical Thinking Outcome</i>			
Question #	Pre	Post	Gain
1	2.35	3.57	1.22
4	2.45	3.58	1.13
5	3.35	4.52	1.17
7	2.63	4.09	1.46
10	2.14	3.59	1.45
12	3.14	4.17	1.03
13	2.92	4.02	1.10
14	3.27	4.03	.76
16	3.05	4.05	1.00
17	3.66	4.28	.62
18	3.06	4.14	1.08
19	2.16	3.25	1.09
20	2.57	3.87	1.30
21	2.77	3.89	1.12
30	3.34	4.45	1.11
<i>Communication Outcome</i>			
Question #	Pre	Post	Gain
2	2.89	3.42	.55
3	2.28	3.42	1.14
6	3.41	4.32	.91
8	3.39	4.17	.78
9	3.20	3.97	.77
22	2.84	3.84	1.00
23	2.87	3.90	1.03
24	3.23	4.38	1.15
25	2.37	3.26	.89
26	2.77	3.81	1.04
27	3.85	4.47	.62
28	2.97	3.91	.94
29	3.79	4.45	.66

Findings:

In order to understand our assessments results it is important to first take a look at the student population that takes CG courses. CG140 & CG111 students have either taken Writing and Reading 90, or have tested into Writing 115. This means that many students are just learning their basic reading and writing skills and are beginning to practice these skills in their academic coursework. CG100B has no writing and reading prerequisite requirements, and is taken by students with a range of reading and writing skills.

Many students taking CG courses are new to the college environment and are entering classes without previous knowledge of study skills necessary for academic success. The SAC evaluated the surveys completed by students enrolled in CG111 and found that overall, students rated an increase in use of study skills across all questions and categories after completion of the course.

The students' perception of their skills during week 1 of the term averaged at ratings of 2 (rarely) and 3 (sometimes). Student perceptions of their skills during week 9 of the term averaged at ratings of 3 (sometimes) and 4 (often).

It should be noted that the questions which students rated showing the lowest amount of change pre/post in both critical thinking and communication skills were also skills that students rated the highest in their pre-test. This indicates that students were entering the course with a rating of, "sometimes" employing these skills (e.g., Communication Question # 27 had a mean pre score of 3.85; Critical Thinking Question #17 had a mean pre score of 3.66).

From the survey the SAC found that students' perception of critical thinking and communication behaviors increased from the first week to the ninth week of the term. The average gains between pre and post assessments were 1.11 points for critical thinking and .9 points for communication.

The following questions from the survey demonstrate the most and least gain in critical thinking and communication skills. The increase in a pre/post score reflects the students' perception that they either acquired a specific skill or used that skill more effectively and frequently due to the completion of CG111.

Communication

The communication question with the highest amount change (1.28) pre/post was question #2: "I listen for cues during class lectures that indicate when a certain point is of high importance and I mark the importance in my notes."

The communication question with the second highest change (1.14) pre/post was question #24: "I feel comfortable asking the instructor a question about something I don't understand."

The communication question with the least amount of change (.61) pre/post was question #27: "When working in groups, I make sure other people have a chance to talk."

Critical Thinking

The critical thinking question with the highest amount of change (1.47) pre/post was question #7: "I know how to use library resources including scholarly work published on-line."

The critical thinking question with the second highest amount of change (1.45) pre/post was Question #10: "I review my textbooks at the beginning of the semester to get a "big picture," understanding of how the texts are organized."

The critical thinking question with the least amount of change (.76) pre/post was question #14: "I solve a problem by focusing in its main point." It should be noted, that this question contained a typing error (in rather than on) which could be part of the reason students rated it lowest to begin with, and the reason it had the lowest increase of frequency using the skill.

The critical thinking question with the second least amount of change (.91) pre/post was question #17: "I learn with the intention of remembering." While it had the least amount of gain, it was rated the highest in the pre-test with an original mean score of 3.37(sometimes).

The lowest scores overall were in two separate areas. Synthesizing and organizing information e.g., Question 19: "I generate study questions in order to test my understanding," and oral communication skills e.g., Question 25: "I feel comfortable giving a presentation during class on a topic related to the course."

Student achievement could be improved for critical thinking in the areas of organizing and synthesizing information and problem solving. Student achievement could be improved for communication in the area of oral communication skills.

Assessment of Self Reflection

Indirect pre/post assessment

To assess the college core outcome of self-reflection, the SAC chose to use a self-assessment from the On Course textbook (see appendix). On Course is used by the majority of the instructors for the CG100, College Survival and Success courses. The assessment is comprised of 64 statements, which require true/false responses on a scale of 0 "totally false" to 10 "totally true." Eight broad areas of self-reflection were assessed that include:

1. Accepting personal responsibility; seeing themselves as the primary cause of their outcomes and experiences.

2. Discover self-motivation; finding purpose in their lives by discovering personally meaningful goals and dreams.
3. Mastering self-management; consistently planning and taking purposeful actions in pursuit of their goals and dreams.
4. Employ interdependence; building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).
5. Gain self-awareness; consciously employing behaviors, beliefs, and attitudes that keep them on course.
6. Adopt lifelong learning; finding valuable lessons and wisdom in nearly every experience they have.
7. Develop emotional intelligence; effectively managing their emotions in support of their goals and dreams.
8. Believe in themselves; seeing themselves as capable, lovable, and unconditionally worthy human beings.

The assessments were given pre/post to CG100 students during Spring, 2011 term. The SAC received a total of 101 pre/responses and 81 post/responses which represented 25.77% of the total number of CG100 students that term. The majority of the assessments were returned without student names so our data is an average of the scores for each of the eight broad self-reflection areas. This report also includes correlated data from 30 (8%) students whose names were included and whose pre and post data could be matched directly.

Sample Size: 101

1		2		3		4		5		6		7		8	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
60.99	64.05	64.08	66.68	51.45	54.36	46.82	47.52	54.42	56.90	52.72	56.38	51.43	55.35	56.22	60.69
Diff 3.06		Diff 2.60		Diff 2.91		Diff .70		Diff 2.48		Diff 3.66		Diff 3.92		Diff 4.47	

Correlated Sample Size: 30

1		2		3		4		5		6		7		8	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
60.23	67.03	61.40	70.13	47.33	56.0	44.90	47.87	51.67	59.03	52.4	58.7	51.43	57.33	53.87	62.47
Diff 6.80		Diff 8.73		Diff 8.67		Diff 2.97		Diff 7.36		Diff 6.30		Diff 5.90		Diff 8.60	

Score 1: Accepting Personal Responsibility

Score 5: Gaining Self-Awareness

Score 2: Discovering Self-Motivation

Score 6: Adopting Lifelong Learning

Score 3: Mastering Self-Management

Score 7: Developing Emotional Intelligence

Score 4: Employing Interdependence

Score 8: Believing in Myself

Findings:

Overall, each self-reflection category score increased from pre-assessment to post-assessment. In our larger sample size, the category with the most gain was “Believing in Myself,” with an average increase of 4.47. In the smaller correlated sample, there were three categories with similar large gains, “Discovering Self-Motivation,” (8.73) “Mastering Self-Management,” (8.67) and “Believing in Myself” (8.60). The highest score both pre and post from both samples was in the category of, “Discovering Self-Motivation.” N=101; 66.68. N=30; 70.13.

The definition of the college core outcome for self-reflection includes, “...being accountable for actions and their impact on others, to appraise own skills and abilities, set well defined goals, monitor progress, and motivate self...” which align closely with the 8 categories used in the On Course self-assessment. The positive pre/post change that occurred across all categories from both sample sizes reflects the students’ perception of an increase in self-reflection and awareness that occurred as a result of their learning during the CG 100 course. This was especially impressive because students did not have access to their pre-answer data when they retook the assessment at the end of the class.

The large differences in pre/post scores for the correlated data were much higher than for the larger sample size. This should be taken into consideration for future assessments when assessing self-reflection using pre/post measurements.

Results from the assessments are encouraging in that there was a positive pre/post gain across categories. All eight categories not only align with the college core outcome of self-reflection but also describe behaviors and attitudes that promote college success which is the primary outcome and goals of the CG100 course. The students’ perception of their improvement and/or learning in each of these categories is especially promising because students’ perceptions can translate to an increase in their motivation to become academically successful.

Student achievement could be improved in the areas of “Employing Interdependence,” and “Mastering Self-Management.” Both of those categories had the lowest post scores at 47.52 and 54.36 respectively. Results from the assessment also indicate that the lowest gain pre/post was for “Employing Interdependence,” with a .70 gain.

Suggested changes for curriculum and instruction

- CG 140A. Emphasize decision making skills as they relate to a career decision. This area was lacking as the CG140A term papers were assessed for critical thinking. Students gathered research data but often were not competent in drawing conclusions that matched that data.

- CG140A. Require career research from several sources. This requirement relates to the critical thinking skill of organizing and synthesizing information. The SAC found the student research from the term papers were often from a single source.
- CG140A. Require that students explore the implications (pro/con) of their career choices. The SAC found the best term papers described the advantages and disadvantages of the students decision which the SAC believe develops their critical thinking and leads to the most satisfying choices.
- CG111: Students expressed a low frequency of using effective group work skills. College learning and study skill curriculum should be changed to further emphasize working in groups.
- CG100: The lowest gain was in the area of employing interdependence, specifically asking others for help. While this topic is currently built into the course, it is useful to know that students need more help with this skill. It is important that students feel confident accessing resources. Therefore, changes to the curriculum could include more emphasis in this area.
- CG100. One of the lowest post scores was in the category of, “Mastering Self-Management.” While this area is a large part of the CG curriculum, these results indicate a potential need for more emphasis on mastering self-management.
- The SAC may want to reevaluate the reading and writing pre-requisites for CG courses.

Suggested changes for assessment procedures

- Next time the SAC assesses critical thinking it should develop a definition of critical thinking that more closely aligns with CG curriculum.
- Future assessments of critical thinking must more clearly demonstrate that changes in student skills are due to CG instruction.
- Once the definition is clear, the SAC can determine how critical thinking can be best assessed. The instrument used may not be the written term papers.
- Instruments used for direct assessment must be consistent for entire population. The term papers used for current assessment were slightly different assignments.
- On Course assessment for personal reflection should be replicated next year using correlated data. The correlated sample size of 30 had a greater increase in skill than the larger sample size of 101.
- Direct research should be employed to assess personal reflection in order to determine whether results are similar to the positive results that were demonstrated through the indirect research.

- During Summer 2011 a pilot is being conducted in one section of CG111A. This pilot has been designed to directly assess communication skills and to demonstrate that improvement in those skills is due to the CG course.
- Reading and writing placement scores should be added to pre-test versions of direct assessment criteria to help determine whether there are different results based on student reading and writing ability.

The suggested changes for assessment and curriculum were written by the sub-committee that compiled this report. These suggestions must be brought forward to the larger CG SAC.

Appendix

Directions: Please rate the following statements on a scale of 1-5, where 1 means, "I never do this," and 5 means, "I always do this."

- 1)** I develop and write down short term and long-term academic goals and then work towards those goals.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- 2)** I listen for cues during class lectures that indicate when a certain point is of high importance and I mark the importance in my notes.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- 3)** I read over my notes after a lecture and fill in missing words, phrases and facts that I may have missed.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- 4)** I am able to effectively predict what items will be on an exam and study accordingly.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- 5)** I research a topic before I begin writing a paper so that I know what I want to say in the paper.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

- 6)** I support my arguments with solid evidence obtained from my own research.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

7) I know how to use library resources including scholarly work published on-line.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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8) I regularly research the meaning of words (ie; I use a dictionary).

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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9) I am confident of my word choices in my writing.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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10) I review my textbooks at the beginning of the semester to get a “big picture,” understanding of how the texts are organized.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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11) I relate and compare new information or ideas to similar concepts with which I am already familiar.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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12) I maintain a critical attitude during my study, thinking before accepting or rejecting.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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13) I try to organize facts in a systematic way.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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14) I solve a problem by focusing in it's main point.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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15) When reading I can distinguish readily between important and unimportant points.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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16) I relate material learned in one course to material learned in other courses.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
------------	-------------	----------------	------------	-------------

17) I learn with the intention of remembering.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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18) I work problems until I understand them, not just until I get the right answer for the homework.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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19) I generate study questions in order to test my understanding.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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20) I develop systems for remembering important information.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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21) When I am taking notes I think about how to use them later.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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22) I effectively organize my thoughts on paper in a way that makes sense to my readers.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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23) I feel comfortable responding to a question in class.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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24) I feel comfortable asking the instructor a question about something I don't understand.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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25) I feel comfortable giving a presentation during class on a topic related to the course.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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26) I feel comfortable sharing my insight and observations regarding a reading or lecture.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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27) When working in groups, I make sure other people have a chance to talk.

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
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28) While listening to a class lecture, I look for meaning and ask questions.

1
Never

2
Rarely

3
Sometimes

4
Often

5
Always

29) When working in groups, I give my full attention to others when they talk to me.

1
Never

2
Rarely

3
Sometimes

4
Often

5
Always

30) When taking a test, I take time to understand the exam questions before starting to answer.

1
Never

2
Rarely

3
Sometimes

4
Often

5
Always

Self-Assessment

Read the following statements and score each one according to how true or false you believe it is about you. To get an accurate picture of yourself, consider what **IS** true about you (not what you want to be true). Remember, there are no right or wrong answers. Assign each statement a number from 0 to 10, as follows:

Totally false 0 1 2 3 4 5 6 7 8 9 10 Totally true

1. ____ I control how successful I will be.
2. ____ I'm not sure why I'm in college.
3. ____ I spend most of my time doing important things.
4. ____ When I encounter a challenging problem, I try to solve it by myself.
5. ____ When I get off course from my goals and dreams, I realize it right away.
6. ____ I'm not sure how I learn best.
7. ____ Whether I'm happy or not depends mostly on me.
8. ____ I'll truly accept myself only after I eliminate my faults and weaknesses.
9. ____ Forces out of my control (such as poor teaching) are the cause of low grades I receive in school.
10. ____ I place great value on getting my college degree.
11. ____ I don't need to write things down because I can remember what I need to do.
12. ____ I have a network of people in my life that I can count on for help.
13. ____ If I have habits that hinder my success, I'm not sure what they are.
14. ____ When I don't like the way an instructor teaches, I know how to learn the subject anyway.
15. ____ When I get very angry, sad, or afraid, I do or say things that create a problem for me.
16. ____ When I think about performing an upcoming challenge (such as taking a test), I usually see myself doing well.
17. ____ When I have a problem, I take positive actions to find a solution.
18. ____ I don't know how to set effective short-term and long-term goals.
19. ____ I am organized.
20. ____ When I take a difficult course in school, I study alone.
21. ____ I'm aware of beliefs I have that hinder my success.
22. ____ I'm not sure how to think critically and analytically about complex topics.
23. ____ When choosing between doing an important school assignment or something really fun, I do the school assignment.
24. ____ I break promises that I make to myself or to others.
25. ____ I make poor choices that keep me from getting what I really want in life.
26. ____ I expect to do well in my college classes.
27. ____ I lack self-discipline.
28. ____ I listen carefully when other people are talking.
29. ____ I'm stuck with any habits of mine that hinder my success.

(continued)

30. ____ When I face a disappointment (such as failing a test), I ask myself, "What lesson can I learn here?"
31. ____ I often feel bored, anxious, or depressed.
32. ____ I feel just as worthwhile as any other person.
33. ____ Forces outside of me (such as luck or other people) control how successful I will be.
34. ____ College is an important step on the way to accomplishing my goals and dreams.
35. ____ I spend most of my time doing unimportant things.
36. ____ When I encounter a challenging problem, I ask for help.
37. ____ I can be off course from my goals and dreams for quite a while without realizing it.
38. ____ I know how I learn best.
39. ____ My happiness depends mostly on what's happened to me lately.
40. ____ I accept myself just as I am, even with my faults and weaknesses.
41. ____ I am the cause of low grades I receive in school.
42. ____ If I lose my motivation in college, I don't know how I'll get it back.
43. ____ I have a written self-management system that helps me get important things done on time.
44. ____ I know very few people whom I can count on for help.
45. ____ I'm aware of the habits I have that hinder my success.
46. ____ If I don't like the way an instructor teaches, I'll probably do poorly in the course.
47. ____ When I'm very angry, sad, or afraid, I know how to manage my emotions so I don't do anything I'll regret later.
48. ____ When I think about performing an upcoming challenge (such as taking a test), I usually see myself doing poorly.
49. ____ When I have a problem, I complain, blame others, or make excuses.
50. ____ I know how to set effective short-term and long-term goals.
51. ____ I am disorganized.
52. ____ When I take a difficult course in school, I find a study partner or join a study group.
53. ____ I'm unaware of beliefs I have that hinder my success.
54. ____ I know how to think critically and analytically about complex topics.
55. ____ I often feel happy and fully alive.
56. ____ I keep promises that I make to myself or to others.
57. ____ When I have an important choice to make, I use a decision-making process that analyzes possible options and their likely outcomes.
58. ____ I don't expect to do well in my college classes.
59. ____ I am a self-disciplined person.
60. ____ I get distracted easily when other people are talking.
61. ____ I know how to change habits of mine that hinder my success.
62. ____ When I face a disappointment (such as failing a test), I feel pretty helpless.
63. ____ When choosing between doing an important school assignment or something really fun, I usually do something fun.
64. ____ I feel less worthy than other people.

Transfer your scores to the scoring sheets on the next page. For each of the eight areas, total your scores in columns A and B. Then total your final scores as shown in the sample on the next page.

SELF-ASSESSMENT SCORING SHEET

Sample		SCORE #1: Accepting Personal Responsibility		SCORE #2: Discovering Self-Motivation	
A	B	A	B	A	B
6. <u>8</u>	29. <u>3</u>	1. <u> </u>	9. <u> </u>	10. <u> </u>	2. <u> </u>
14. <u>5</u>	35. <u>3</u>	17. <u> </u>	25. <u> </u>	26. <u> </u>	18. <u> </u>
21. <u>6</u>	50. <u>6</u>	41. <u> </u>	33. <u> </u>	34. <u> </u>	42. <u> </u>
73. <u>9</u>	56. <u>2</u>	57. <u> </u>	49. <u> </u>	50. <u> </u>	58. <u> </u>
$28 + 40 - 14 = 54$		$ + 40 - = $		$ + 40 - = $	
SCORE #3: Mastering Self-Management		SCORE #4: Employing Interdependence		SCORE #5: Gaining Self-Awareness	
A	B	A	B	A	B
3. <u> </u>	11. <u> </u>	12. <u> </u>	4. <u> </u>	5. <u> </u>	13. <u> </u>
19. <u> </u>	27. <u> </u>	28. <u> </u>	20. <u> </u>	21. <u> </u>	29. <u> </u>
43. <u> </u>	35. <u> </u>	36. <u> </u>	44. <u> </u>	45. <u> </u>	37. <u> </u>
59. <u> </u>	51. <u> </u>	52. <u> </u>	60. <u> </u>	61. <u> </u>	53. <u> </u>
$ + 40 - = $		$ + 40 - = $		$ + 40 - = $	
SCORE #6: Adopting Lifelong Learning		SCORE #7: Developing Emotional Intelligence		SCORE #8: Believing in Myself	
A	B	A	B	A	B
14. <u> </u>	6. <u> </u>	7. <u> </u>	15. <u> </u>	16. <u> </u>	8. <u> </u>
30. <u> </u>	22. <u> </u>	23. <u> </u>	31. <u> </u>	32. <u> </u>	24. <u> </u>
38. <u> </u>	46. <u> </u>	47. <u> </u>	39. <u> </u>	40. <u> </u>	48. <u> </u>
54. <u> </u>	62. <u> </u>	55. <u> </u>	63. <u> </u>	56. <u> </u>	64. <u> </u>
$ + 40 - = $		$ + 40 - = $		$ + 40 - = $	

CHOICES OF SUCCESSFUL STUDENTS

Successful Students . . .	Struggling Students . . .
accept personal responsibility , seeing themselves as the primary cause of their outcomes and experiences.	see themselves as victims , believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
discover self-motivation , finding purpose in their lives by discovering personally meaningful goals and dreams.	have difficulty sustaining motivation , often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
master self-management , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	seldom identify specific actions needed to accomplish a desired outcome , and when they do, they tend to procrastinate.
employ interdependence , building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	are solitary , seldom requesting, even rejecting, offers of assistance from those who could help.
gain self-awareness , consciously employing behaviors, beliefs, and attitudes that keep them on course.	make important choices unconsciously , being directed by self-sabotaging habits and outdated life scripts.
adopt lifelong learning , finding valuable lessons and wisdom in nearly every experience they have.	resist learning new ideas and skills , viewing learning as fearful or boring rather than as mental play.
develop emotional intelligence , effectively managing their emotions in support of their goals and dreams.	live at the mercy of strong emotions such as anger , depression, anxiety, or a need for instant gratification.
believe in themselves , seeing themselves as capable, lovable, and unconditionally worthy human beings.	doubt their competence and personal value , feeling inadequate to create their desired outcomes and experiences.



INTERPRETING YOUR SCORES

A score of . . .

0-39

40-63

64-80

Indicates an area where your choices will **seldom** keep you on course.

Indicates an area where your choices will **sometimes** keep you on course.

Indicates an area where your choices will **usually** keep you on course.

Critical Thinking Rubric

	3 - Accomplished If applicable, consistently does all or almost all of the following	2 - Competent If applicable, consistently does most or many of the following	1- Developing If applicable, consistently does most or many of the following
Information	--Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information	--Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it	--Gathers some credible information, but not enough; some information may be irrelevant --Omits significant information, including some strong counter-arguments --Sometimes confuses information and the inferences drawn from it
Interpretations, Inferences	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another	--Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences, but not with the same depth and as a "3"	--Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial
Implications, Consequences	--Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) --Distinguishes probable from improbable implications	--Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a "3"	--Has trouble identifying significant implications and consequences; identifies improbable implications

Definition: Analytical / critical thinking skills include the ability to identify a concept or problem, to dissect or isolate its components, to organize information for decision making, to establish criteria for evaluation, and to draw appropriate conclusions.

3 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness

2 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 3

1 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

Adapted from Original document from: Foundation for Critical Thinking, www.criticalthinking.org

Definition from: University of Arkansas. (January, 2006). University of Arkansas, Fort Smith General Education Rubrics Analytical Skills. In University of Arkansas, Fort Smith General Education Rubrics Analytical Skills.. Retrieved March, 22, 2011, from <http://www.uafortsmith.edu/Learning/AnalyticalSkills>.

Communication Rubric

Communication Skills			
	--Develops a clear main idea. --Includes appropriate supporting details --Suits purpose and audience. --Uses many details, examples, data and metaphors	--Includes evident main idea --Includes mix of appropriate and inappropriate supporting details --Suits purpose --Uses some details, examples and metaphors	--Has main idea that is too broad or too narrow --Lacks supporting details --Is not adapted to suit purpose --Lacks organization and development

<http://www.pearsoned.ca/school/careers/notes.html>; Accessed 4/6/11. Unit 1 BLM. Foundation for Critical Thinking, www.criticalthinking.org

