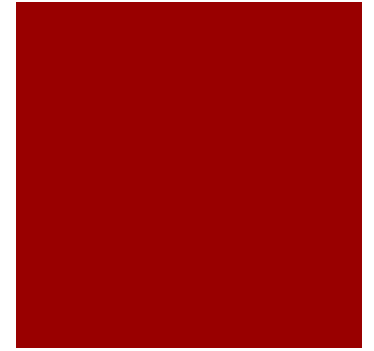


# The College of New Jersey

## Career & Community Studies (CCS)

Program Outcomes and Measuring Student Progress



# Three focus areas

- Student assessment, progress & satisfaction
- Inclusive faculty involvement
- CCS program outcomes



# Student Assessment, Progress and Satisfaction

- Transition Skills Inventory (Next Step Curriculum)
- Person Center Plan
- \*Student Evaluation and Summary Reports
- Internship Assessment/Employer Feedback/Student Evaluations
- Portfolio development
- \*Course satisfaction





# Student Evaluation

Completed by the CCS course professor at the end of each course. Reviewed with student.

The College of New Jersey  
School of Education  
**Career and Community Studies**  
*Student Evaluation & Summary Report*

Student:

Date:

Course:

Evaluation Key:

4.0 = Excellent

3.0 = Exceeds Expectations

2.0 = Meets Expectations

1.0= Needs Attention

0= Not Observed



<b>Scholarship</b>	Possible	Earned
1. Demonstrates thoughtfulness, reflection and productivity.	4.0	
2. Demonstrates growth and development in relation to overall learning	4.0	
3. Demonstrates understanding and application of methods and tools.	4.0	
4. Quality of products: completeness, correctness, and appropriateness.	4.0	
5. Demonstrates critical approaches to problem solving	4.0	

<b>Performance &amp; Dispositions</b>		
6. Demonstrates effective written communication	4.0	
7. Participated in class discussions and group activities.	4.0	
8. Completes assignments, duties and tasks on time	4.0	
9. Uses appropriate technology ( equipment, programs, media ) to support and augment college work	4.0	
10. Uses campus resources (library, mentors, faculty) appropriately	4.0	
11. Demonstrates responsible class behavior ( is punctual and regularly attends class and associated experiences)	4.0	
12. Displays respect for others, trustworthiness, dependability, honesty, integrity, caring and fairness	4.0	
13. Demonstrates effective self advocacy and handles situations with appropriate autonomy	4.0	
14. Reacts positively to suggestions and opportunities for improvement	4.0	
15. Demonstrates composure and/or flexibility when under stressful conditions and or unexpected events occur	4.0	



<b>Course Objectives: Career Exploration 101</b>		
1. Students will identify their employment interests, preferences and abilities.	4.0	
2. Students will develop a personal employment profile that will help them to conduct a job search, think about future careers and identify the supports they will need to be successful	4.0	
3. Using traditional research methods, students will identify employment resources and opportunities on campus and in the community.	4.0	
4. Students will conduct a job shadow exercise with a student employee on campus.	4.0	
5. Students will complete a job skills inventory	4.0	
6. Students will complete a resume of all prior work and work related experiences (school activities, volunteer positions, internships etc.)	4.0	
Course Assignments	Possible Points	Earned Points <sup>6</sup>
<b>1. General Student Expectations (10%)</b>	10	
<b>2. Community (Campus) Assessment Map (20%)</b>	20	
<b>3. True Colors: UNIT Completion (15%)</b>	15	
<b>4. Portfolio Assignment (20%):</b>	20	
<b>5. Task Analysis (20%)</b>	20	
<b>6. Person-Centered Plan Power point Slide: Career Goal (10%)</b>	10	
<b>7. Evaluation (5%)</b>	5	



Comments:

Final Grade\_\_\_\_\_



# Course Satisfaction

Students complete at the end of each CCS course



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

**Course Questions**

**Directions:**

Please rate your responses on a scale of 1 to 3 where 3 means that you agree, and 1 means that you disagree, rate your level of agreement with each of the following statements:

		Agree	Somewhat Agree	Disagree
1.	The instructor encouraged me to do my best in this course.	3	2	1
2.	The instructor's teaching style helped me to learn in this course.	3	2	1
3.	The instructor clearly explained the goals and requirements for the course.	3	2	1
4.	The instructor provided useful feedback to my work.	3	2	1
5.	The instructor provided opportunities for students to share and learn from each other.	3	2	1
6.	The instructor asked questions that helped students understand the materials.	3	2	1
7.	The instructor was enthusiastic about the subject.	3	2	1
8.	The instructor was respectful of student ideas and opinions.	3	2	1
9.	The instructor challenged me to think.	3	2	1
10.	Overall, I enjoyed this class.	3	2	1



# CCS Course Student Evaluation Continued...



**Directions:**

Please rate your responses on a scale of 1 to 3 where 3 means that you agree, and 1 means that you disagree, rate your level of agreement with each of the following statements:

11.	The course materials were well prepared and carefully explained.	3	2	1
12.	Assignments added to my understanding of the subject matter.	3	2	1
13.	I acquired valuable skills and knowledge in this course.	3	2	1
14.	Support was available to help me succeed in this course.	3	2	1

What I liked best about this course was:

I think the course could be improved by doing the following things:

# Inclusive Faculty Involvement

- \*Inclusive Course Evaluation /TCNJ Faculty
- Student's audit one or more TCNJ courses per semester
- Faculty submit a Pass/Unsatisfactory grade
- Students have a TCNJ transcript



# Career & Community Studies CCS

## CCS /TCNJ Inclusive Course Student Evaluation

Thank you for taking your time to complete this evaluation. This will greatly assist us as we develop further inclusive opportunities on campus for our Career & Community Studies (CCS) students.



Student Name \_\_\_\_\_

Professor \_\_\_\_\_

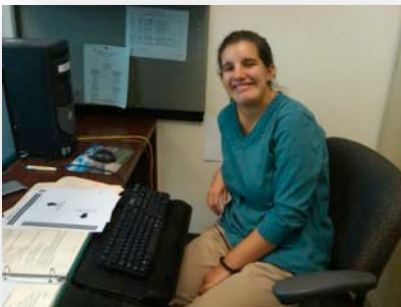
Course Title \_\_\_\_\_

<b>CCS Student Responsibilities</b>	<b>Rating</b>				
	<b>1---needs improvement</b>				
	<b>5--Outstanding</b>				
<b>Arrived to class on time</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Participated in class or in group activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Maintained a positive attitude with professor and peers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Completed all assignments (modified version) in accordance with course syllabus.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Requested assistance when needed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Demonstrated initiative and motivation to learn new things</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Maintained appropriate social skills with professor and peers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- Were there any problems having a CCS student in your class?
- Were there any benefits to having a CCS student in your class?
- If a CCS mentor was provided, did the mentor provide sufficient support to the CCS student?
- Did you receive sufficient information and support to include a CCS student in your course?
- Would you consider having another CCS student in this course or another one of your courses?
- Please provide us with any suggestions for improvement (use the back side as needed)

# CCS Program Outcomes

- Employment /Electronic Portfolio
- Independent Living
  - Task analyzed instruction in home & community settings
- Social Engagement
  - Clubs, student org. civic org, campus
- \*Mentor survey
- Parent Satisfaction survey
- Seniors: Future Planning Questionnaire



# CCS MENTOR SURVEY



- Which CCS student have you worked most closely with since the beginning of the semester?
- What is the most significant change you have seen with this student ?
- What do you think accounts for this change?
- What has remained the same about this CCS student over the course of the semester?
- How has working with CCS the students impacted you?
- In what ways do you think the program has impacted the student's life?
- What part of the program did you find most beneficial to the students?
- How has this experience impacted your career path?

# Follow along activities

- Employment
- Alumni Events
- Facilitate bridges to state and local services
  - Dept. of Development Disabilities
  - Dept. of Vocational Rehabilitation
  - Division of Disabilities Services
  - Social Security
  - Progressive Center for Independent Living



Thank You

