

## Course Outcomes Guide

**Course/Program Title:** SDV 101 Strategies for Academic Success

**Date:** Spring 2013

**Course/Program Team:** R. Kendrick, S. Cross

### Expected Learning Outcomes

Upon successful completion of this course students will be able to:

1. Identify realistic learning strategies that complement personal learning preferences.
2. Develop a student mission statement that includes a short term goal in support of a long term academic goal based on personal values.
3. Demonstrate an understanding of appropriate and effective tone and medium for workplace and academic communication.
4. Develop effective methods of incorporating new information into students' personal body of knowledge via critical thinking skills.
5. Discuss strategies for avoidance of high stress situations and scheduling conflicts as relate to academic progress.

### Assessment

Throughout the semester, all SDV 101 Strategies for Academic Success students complete the same homework, quizzes, and tests using the MyStudentSuccessLab course management system.

Additionally, each student completes common pre-assessment and final exams to demonstrate final achievement of student learning outcomes.

Measurement	Outcome being measured	Direct or Indirection	Data Collection		
			Who	Where/When	Collected?
Pre-assessment	1, 3, 4, 5	Direct	All SDV 101 students	Embedded in course	Yes
Multiple Choice Exam	1, 3, 4, 5	Direct	All SDV 101 students	Embedded in course	Yes
Short Answer Exam	1, 2, 3, 4, 5	Direct	All SDV 101 students	Embedded in course	No

### Validation

We specifically mapped and or designed each of the individual questions on the pre assessment and common exams to serve as a measure of one or more of the course outcomes. We then collected the performance data to conduct a course level item analysis organized by outcome for comparison across sections and semesters to final course grades.

## Results

13/SP Pre - Assessment				
Outcome	# of Questions	Total Value	Total Score	% Correct
1	13	286	58	20%
2	5	110	48	44%
3	9	198	54	27%
4	24	528	148	28%
5	14	308	114	37%

13/SP Final Exam – Multiple Choice				
Outcome	# of Questions	Total Value	Total Score	% Correct
1	10	140	95	68%
2	6	84	67	80%
3	11	154	84	55%
4	25	350	207	59%
5	15	210	148	70%

13/SP Final Exam – Short Answer					
Assessment	Assessment Description	Outcomes	Total Value	Total Score	% Correct
Question 6	Synthesis	3, 4, 5	70	65	93%
Question 7	Planning.	1, 2	70	60	86%

## Follow-up

### A. Grade Distribution

- Of the 46 students registered for the course, less the 4 withdrawn students, There were 13 out of 42 successful completers (31%). Considering that only 14 students actively participated of the 42 students who remained registered throughout the semester, that brings the success rate of the course to 93%.
- Only 1 (2%) student of the total 46 did complete the course with an “honest F.”
- Walk Away Fs
  - 20 (48%) of the registered students less withdrawals failed to take even the pre-assessment at the beginning of the course, but never officially withdrew from the class.
  - 8 (19%) of registered students less withdrawals took the pre-assessment but little else and also did not officially withdraw from the class.
  - Clearly, automatically enrolling students who did not pass the A semester MAT-099 course did not work. The alienation of the student from the registration process seems to have also eliminated any sense of responsibility the students may have potentially taken for completion of the course requirements.

### B. Assessment Results

- a. Pre - Assessment / Final Exam – Multiple Choice- this is an objective abstract assessment focusing more on evaluation than application.
  - i. The questions on the Final Exam – Multiple Choice need to be remapped for an exact versus comparable improvement comparison by student.
  - ii. That said, the results indicate that the course is clearly addressing its goals and outcomes. However, in spite of the increase in correct answers, the overall averages for the multiple-choice exam are dismal. Only 4 (29%) of the 14 students who took the final exam actually passed with a score >69% while 9 (64%) of these students failed the exam and still passed the course. This tells me that the final score on this assessment is not as representative of our goals for the course as improvement in the individual skills areas.
  - iii. Thus it behooves us to track improvement in the skill areas by individual students versus at the class level to begin 13/FA.
- b. Short Answer- this assessment involves subjective practical application of outcome related skills based on individualized results of the Academic Competence Evaluation Scales (ACES) survey.
  - i. 13 (93%) of the 14 students who took the short answer exam passed with a score >70%. Of these 13, 12 (86%) also passed the course.
  - ii. The results of questions 6 and 7, task oriented assignments, also demonstrate a positive correlation to the overall outcome of the course.
  - iii. The results of this assessment are much more representative of the overall success of the course; however, the grading of these exams, specifically questions #6 and #7, was completed holistically at the discretion of the instructor.
  - iv. To ensure consistency across sections and from one semester to the next, a rubric keyed to the outcomes of the course will have to be devised for questions #6 and #7.

**Budget Justification:** No current resource needs

## Appendix A: SDV Pre-assessment

Total Questions: 65

#	Question ID	Objective
1	Skills.17.CPR1	Identify effective time management strategies.
2	Skills.17.CPR2	Apply your understanding of planning tools to academic situations.
3	Skills.17.CPR3	Prioritize tasks to improve how you manage your time.
4	Skills.17.CPR4	Plan for different time periods.
5	Skills.1.CPR5	Analyze goals to determine if they are "SMART."
6	Skills.1.CPR6	Create short-term goals that support a long-term academic goal.
7	Skills.1.CPR7	Monitor progress towards goals.
8	Skills.1.CPR8	Demonstrate the relationship between your values and goals.
9	Skills.1.CPR9	Create short-term goals that support a long-term academic goal.
10	Skills.8.CPR10	Recommend effective learning strategies for your learning preferences.
11	Skills.8.CPR11	Assess how teaching styles relate to learning preferences.
12	Skills.8.CPR12	Identify classroom and study tactics for different learning preferences.
13	Skills.8.CPR13	Apply your understanding of teaching styles to adjust in any learning situation.
14	Skills.8.CPR14	Assess how teaching styles relate to learning preferences.
15	Skills.9.CPR15	Analyze essential parts of a lecture.
16	Skills.9.CPR16	Record lecture notes using active listening techniques.
17	Skills.9.CPR17	Take lecture notes in different formats, including Outline and Cornell.
18	Skills.9.CPR18	Identify effective note-taking strategies that improve learning.
19	Skills.9.CPR19	Identify effective note-taking strategies that improve learning.
20	Skills.13.CPR20	Apply highlighting and annotating techniques to improve your learning.
21	Skills.13.CPR21	Identify active reading strategies.
22	Skills.13.CPR22	Describe highlighting and annotating techniques.
23	Skills.11.CPR23	Identify mnemonic devices that will work effectively for you.
24	Skills.11.CPR24	Evaluate and combine class notes and reading annotations/notes.
25	Skills.11.CPR25	Identify mnemonic devices that will work effectively for you.
26	Skills.11.CPR26	Use assigned reading to fill in "gaps" in your class notes.
27	Skills.11.CPR27	Review notes for missing or unclear information.
28	Skills.12.CPR28	Define problems.
29	Skills.12.CPR29	Identify problems.
30	Skills.12.CPR30	Gather information about your possible solutions.
31	Skills.5.CPR31	Identify the pros and cons of the library versus Internet research.
32	Skills.5.CPR32	Analyze sources to determine if they are suitable for research using factors such as credibility and
33	Skills.5.CPR33	Evaluate lists of results from an Internet search.
34	Skills.5.CPR34	Assess the challenges with Internet research.
35	Skills.5.CPR35	Analyze sources to determine if they are suitable for research using factors such as credibility and
36	Skills.2.CPR36	Identify informal and formal communication styles.
37	Skills.2.CPR37	Communicate the same idea to different audiences.
38	Skills.2.CPR38	Revise your communications to suit different audiences.

39	Skills.2.CPR39	Analyze the tone and content of your communication.
40	Skills.2.CPR40	Evaluate the most effective medium for a message, given the audience.
41	Skills.16.CPR41	Create an effective test preparation plan.
42	Skills.16.CPR42	Identify different types of test questions.
43	Skills.16.CPR43	Assess objective test questions for qualifiers (such as negatives and absolutes).
44	Skills.16.CPR44	Assess objective test questions for qualifiers (such as negatives and absolutes).
45	Skills.16.CPR45	Apply subjective test-taking strategies, such as focusing on the action verbs.
46	Skills.14.CPR46	Analyze and recognize causes of stress.
47	Skills.14.CPR47	Identify side effects of stress.
48	Skills.14.CPR48	Identify high stress levels.
49	Skills.14.CPR49	Evaluate moderate stress levels and appropriate stress management strategies.
50	Skills.14.CPR50	Develop a stress management plan.
51	Skills.4.CPR51	Identify necessary and unnecessary spending.
52	Skills.4.CPR52	Develop and apply strategies for reducing spending.
53	Skills.4.CPR53	Recommend strategies for using credit and other borrowing.
54	Skills.4.CPR54	Build awareness of spending, borrowing, earning, and saving patterns.
55	Skills.4.CPR55	Develop a budget.
56	Skills.10.CPR56	Identify interests and how they relate to coursework and potential careers.
57	Skills.3.CPR64	Describe critical thinking.
58	Skills.3.CPR65	Explain the value of critical thinking.
59	Skills.3.CPR66	Evaluate information using critical-thinking skills.
60	Skills.18.CPR76	Explain how to adjust your communication to suit different workplace audiences.
61	Skills.18.CPR77	Apply effective strategies to improve written workplace communication.
62	Skills.18.CPR78	Apply effective verbal communication practices in the workplace.
63	Skills.18.CPR79	Determine the best medium to communicate in different work situations.
64	Skills.19.CPR80	Analyze how to behave courteously and professionally with people in your workplace.
65	Skills.19.CPR82	Evaluate attire that is appropriate for different work situations.

**Appendix B: SDV Final Exam – Multiple Choice**  
Total Questions: 67

#	Question ID	Objective
1	Skills.17.CPO1	Apply your understanding of planning tools to academic situations.
2	Skills.17.CPO2	Evaluate how your time management plan compares with how you actually managed your time.
3	Skills.17.CPO3	Apply your understanding of planning tools to academic situations.
4	Skills.17.CPO4	Plan for different time periods.
5	Skills.17.CPO5	Prioritize tasks to improve how you manage your time.
6	Skills.1.CPO6	Identify and prioritize your values.
7	Skills.1.CPO7	Revise poorly written goals.
8	Skills.1.CPO8	Create short-term goals that support a long-term academic goal.
9	Skills.1.CPO9	Adjust goals as needed.
10	Skills.1.CPO10	Analyze goals to determine if they are "SMART."
11	Skills.8.CPO11	Assess how teaching styles relate to learning preferences.
12	Skills.8.CPO12	Identify classroom and study tactics for different learning preferences.
13	Skills.8.CPO13	Apply your understanding of teaching styles to adjust in any learning situation.
14	Skills.8.CPO14	Apply your understanding of teaching styles to adjust in any learning situation.
15	Skills.8.CPO15	Apply your understanding of teaching styles to adjust in any learning situation.
16	Skills.9.CPO16	Listen actively for meaning.
17	Skills.9.CPO17	Analyze essential parts of a lecture.
18	Skills.9.CPO18	Identify effective note-taking strategies that improve learning.
19	Skills.9.CPO19	Take lecture notes in different formats, including Outline and Cornell.
20	Skills.9.CPO20	Reflect on the note-taking style(s) that work best for you.
21	Skills.13.CPO21	Describe highlighting and annotating techniques.
22	Skills.13.CPO22	Apply highlighting and annotating techniques to improve your learning.
23	Skills.13.CPO23	Combine class and text notes.
24	Skills.13.CPO24	Create text notes based on your highlighting and annotating.
25	Skills.11.CPO25	Assess effective memory techniques (such as chunking information).
26	Skills.11.CPO26	Create a mnemonic to recall information from assigned reading.
27	Skills.11.CPO27	Identify mnemonic devices that will work effectively for you.
28	Skills.11.CPO28	Set goals to strengthen your studying strategies.
29	Skills.11.CPO29	Evaluate and combine class notes and reading annotations/notes.
30	Skills.12.CPO30	Identify problems.
31	Skills.12.CPO31	Define problems.
32	Skills.12.CPO32	Evaluate the pros and cons of possible solutions.
33	Skills.12.CPO33	Gather information about your possible solutions.
34	Skills.12.CPO34	Brainstorm possible solutions.
35	Skills.5.CPO35	Identify the pros and cons of the library versus Internet research.
36	Skills.5.CPO36	Assess the challenges with Internet research.
37	Skills.5.CPO37	Evaluate lists of results from an Internet search.

38	Skills.5.CPO38	Analyze sources to determine if they are suitable for research using factors such as credibility and
39	Skills.5.CPO39	Analyze sources to determine if they are suitable for research using factors such as credibility and
40	Skills.2.CPO40	Revise your communications to suit different audiences.
41	Skills.2.CPO41	Create messages so they that are appropriate for different audiences.
42	Skills.2.CPO43	Identify informal and formal communication styles.
43	Skills.2.CPO44	Analyze the tone and content of your communication.
44	Skills.16.CPO45	Create an effective test preparation plan.
45	Skills.16.CPO46	Assess objective test questions for qualifiers (such as negatives and absolutes).
46	Skills.16.CPO47	Identify different types of test questions.
47	Skills.16.CPO48	Apply subjective test-taking strategies, such as focusing on the action verbs.
48	Skills.16.CPO49	Evaluate sample test questions.
49	Skills.14.CPO50	Evaluate moderate stress levels and appropriate stress management strategies.
50	Skills.14.CPO51	Analyze and recognize causes of stress.
51	Skills.14.CPO52	Gather information about academic and other resources to help with stress.
52	Skills.14.CPO53	Build awareness of your stress management abilities.
53	Skills.14.CPO54	Identify side effects of stress.
54	Skills.4.CPO55	Identify necessary and unnecessary spending.
55	Skills.4.CPO56	Explain the pros and cons of credit.
56	Skills.4.CPO57	Recommend strategies for using credit and other borrowing.
57	Skills.10.CPO58	Analyze transferable skills from past educational, work, and life experiences.
58	Skills.3.CPO65	Identify and develop the skills of critical thinking.
59	Skills.3.CPO66	Evaluate information using critical-thinking skills.
60	Skills.3.CPO67	Analyze assumptions and bias in information.
61	Skills.18.CPO76	Apply the use of "I" messages in workplace communication.
62	Skills.18.CPO77	Display professionalism when communicating using workplace technology.
63	Skills.18.CPO78	Determine the best medium to communicate in different work situations.
64	Skills.18.CPO79	Demonstrate your understanding of workplace communication etiquette.
65	Skills.19.CPO80	Evaluate attire that is appropriate for different work situations.
66	Skills.19.CPO81	Describe workplace etiquette basics.
67	Skills.19.CPO83	Explain the definition and purpose of workplace etiquette.

## Appendix C: Final Exam – Short Answer

### 1. ACES Exam Prep

#### **Academic Competence Evaluation Scales (ACES)**

Step 1: Complete the Academic Competence Evaluation Scales (ACES) survey and print the results for your instructor.

For this exam, you will write six short paragraphs

Make sure that you have the results of your ACES survey printed out and in front of you so that you may refer to it while writing your paragraphs.

You must also turn in your ACES results to your instructor once you have completed this exam.

Step 2: When you have taken the ACES survey and have the results with you, please choose "True" as the correct answer below

### 2. ACES Acad.Skills Strength

**Academic Skills: Reading/Writing, Mathematics/Science, Critical Thinking** After reviewing the results of your ACES survey, write one paragraph that identifies your strength(s) in the Academic Skills area and discusses how you will continue to maintain the skill(s) as a strength. If you have no skills identified as "Strength," please write a paragraph discussing the area in which you feel you are the strongest and why.

### 3. ACES Acad.Skills Weak

**Academic Skills: Reading/Writing, Mathematics/Science, Critical Thinking** Then write one paragraph that identifies the area(s) in which you scored either "On Track" or "Develop" and discuss specific strategies for improving these skill areas. If you have no areas identified as "On Track" or "Develop," please discuss which of the three areas you feel is your weakest and why.

### 4. ACES Acad.Enable Strength

#### **Academic Enablers: Interpersonal Skills, Engagement, Motivation, Study Skills**

After reviewing the results of your ACES survey, write one paragraph that identifies your strength(s) in the Academic Enablers area and discusses how you will continue to maintain the skill(s) as a strength. If you have no skills identified as "Strength," please write a paragraph discussing the area in which you feel you are the strongest and why.

### 5. ACES Acad.Enable Weak

#### **Academic Enablers: Interpersonal Skills, Engagement, Motivation, Study Skills**

Then write one paragraph that identifies the area(s) in which you scored either "On Track" or "Develop" and discuss specific strategies for improving these skill areas. If you have no areas identified as "On Track" or "Develop," please discuss which of the three areas you feel is your weakest and why.

### 6. Outcomes 3, 4, 5

**Synthesis:** Write an email to your instructor expressing your concern about a time management issue. In the email, you should provide details of the exact issue and a possible solution for her review.

### 7. Outcomes 1, 2

**Planning:** Now that you have completed this course, explain your long-term academic goal for the upcoming semester. In doing so, make sure that you also identify smaller, short term goals based on your learning preferences that will lead to your success.



## Appendix D: Assessments Summary



### 13/SP SDV-101 Assessments Summary

	<b>Multiple Choice</b> <i>n/% success</i>	<b>Short Answer</b> <i>n/% success</i>
<i>Summary</i>	14/28.57%	14/92.86%
B01	8/12.5%	8/87.5%
B02	6/50%	6/100%

	Multiple Choice	
	Passed	Failed
Passed	4	9
Failed	0	1

	Short Answer	
	Passed	Failed
Passed	12	1
Failed	1	0

## Appendix E: Grade Distribution

Page 1 of 2

### SDV-101 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2012-2013 Summary	46	4.35% (n=2)	23.91% (n=11)	0.00% (n=0)	0.00% (n=0)	63.04% (n=29)	8.70% (n=4)	28.26% (n=13)	30.95%

		Full-time Faculty:Adjunct Faculty Breakout							Completer Success
		Total	A	B	C	D	F	W, I, Other	
13/SP	Adjunct	46	4.35% (n=2)	23.91% (n=11)	0.00% (n=0)	0.00% (n=0)	63.04% (n=29)	8.70% (n=4)	28.26% (n=13)

\*Completer success excludes W,I, Other