

Course Outcomes Guide

Course/Program Title: SDV 101 Strategies for Academic Success

Date: Spring 2015

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

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.
6. Demonstrate an understanding of personal financial planning and sound money management skills

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, 6	Direct	All SDV 101 students	Embedded in course	Yes
Multiple Choice Exam	1, 3, 4, 5, 6	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 e data to conduct a course level item analysis organized by outcome for comparison across sections and semesters to final course grades.

Results

2014-2015 SDV-101 Pre/Post Outcomes

Outcome	Pre-Assessment (n=67)	Final Exam - Multiple Choice (n=48)
Identify realistic learning strategies that complement personal learning preferences	54.73 %	64.19 %
Develop a student mission statement that includes a short term goal in support of a long term academic goal based on personal values	79.53 %	69.35 %
Demonstrate an understanding of appropriate and effective tone and medium for workplace and academic communication	61.19 %	68.33 %
Develop effective methods of incorporating new information into students' personal body of knowledge via critical thinking skills	56.31 %	60.13 %
Discuss strategies for avoidance of high stress situations and scheduling conflicts as relate to academic progress	75.52 %	69.58 %
Demonstrate an understanding of personal financial planning and sound money management skills	82.99 %	68.33 %

SDV-101 Short Answer Tally

AY	# of Students	Total Value	Synthesis (Outcomes 3,4,5)	Planning (Outcomes 1,2)
2014-2015	46	230	184/80.00%	184/80.00 %

SDV-101 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2014-2015	85	4.71%	25.88%	21.18%	0.00%	45.88%	2.35%	51.76%	53.01 %
Summary		(n=4)	(n=22)	(n=18)	(n=0)	(n=39)	(n=2)	(n=44)	

*Completer success excludes W,I, Other

Follow-up

A. Grade Distribution

- a. Of the 85 students registered for the course, less the 2 W, I, Other students (1 late drop, 1 audit), there were 44 out of 83 successful completers (53.01%). This is an improvement over the 31% and 49% of the previous two academic years. Once again, however, we suffered from a general lack of participation with only 46 of the actual 83 completing all of the course activities and final assessments. Using that number of students as a baseline brings the actual success for those students to a 95.65% (44/46).
- b. Only 4 (4.7%) students of the total 85 did complete the course with an "honest F."

c. Walk Away Fs

- i. 17 (20%) of the registered students did not even take the pre-assessment, but never officially withdrew from the course.
- ii. 18 (21.1%) of registered students took the pre-assessment but little else and also did not officially withdraw from the class.
- iii. This AY's combined 41% is a huge improvement to the previous 2 years. In AY 2013-2014, students were required to meet with the instructor in order to register for the course versus the automatic enrollment we first used to include students in the course and Walk Away Fs dropped from a combined 67% (48% and 19% respective to items c.i. and c.ii above) to 62% (19% and 43%, v.s.¹).
- iv. This year, rather than individual meetings, students were required to attend an in-person orientation which has again improved the initial "buy-in" of students (by 2%), most likely due to the classroom-like atmosphere of an in-person session.
- v. The greatest improvement in this area is clearly at the next step of the process (by 25%), which we owe in no small part to requiring students to spend the same amount of time in the Learning Support Center as they would have spent in class, including adherence to the schedule of the dropped class, again emphasizing a more traditional class structure.
- vi. As positive a sign of improvement as the current results are, they are, still, in no way equal to the results of 2nd semester lecture courses such as ENG-100P (12.3%; 9% and 3.3%, v.s.). Though scheduling prohibits a true lecture format, students could well attend some of the studentship seminars currently scheduled in the Learning Support Center in lieu of weekly LSC hours.

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 are mapped to provide an exact improvement comparison by outcome.
 - ii. Pre/post comparison of general outcome data remains misleading due to lack of participation and the walk-away F rate. However, comparison to previous academic years provides some insight.
 1. AY 2013-2014 post-assessment demonstrated improvement in all but one area (outcome 2, goal setting) in comparison to AY 2012-2013's post-assessment. This year's post-assessment demonstrates a regression to AY 2012-2013 results in all but one area (outcome 3, communication). The Grade Distribution report is appropriately reflective of these results.
 2. This suggests that students are not taking advantage of the interactive models and practice activities of the Homework category that prepare them for the tests throughout the course. While these activities are required, currently, students work through them on an honor system basis based on the understanding that test grades will reflect their full participation. These assignments are typically scored as 100% upon

¹ *vide supra*

completion, which can be accomplished by just opening and closing the activity. At 25% of the grade, it is clear that some type of portfolio system will need to be put into place to ensure that students are actually practicing the content-based skills.

- iii. Starting 15/SU, student-level outcome analysis will be available via the division database.
- 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. With a rubric keyed to the outcomes of the course, the grades for questions #7 and #8 remain consistent.
 - ii. For the 46 students who took the short answer exam, the average scores for questions #7 and #8 were 80%.
 - iii. The results of questions 6 and 7, task oriented assignments, also demonstrate a positive correlation to the overall goals of the course.
- C. Financial Literacy- already included in the course (and on multiple choice assessments), the data for this area was not being tracked as its original purpose was not strictly academic. Based on student feedback and declarations of a newfound awareness of the import financial decisions have on college attendance, we have added a financial literacy outcome to the course.
 - a. Outcome 6: Demonstrate an understanding of personal financial planning and sound money management skills
 - b. A question has been added to the Short Answer assessment: List your top two greatest money management strengths and your top two biggest money management weaknesses. Then set one long-term SMART goal that will help you overcome your weaknesses.
 - c. As with other general outcome data, pre/post comparison is misleading due to lack of participation and the walk-away F rate.
 - d. There is also no viable comparison to previous academic years, but again, more effective analysis will be available beginning 15/SU.

Budget Justification: No current resource needs

Appendix A: SDV Pre-assessment (65 Questions)

#	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.

#	Question ID	Objective
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 (65 Questions)

#	Question ID	Objective
1	Skills.17.Q110	Identify effective time management strategies.
2	Skills.17.CPO1	Apply your understanding of planning tools to academic situations.
3	Skills.17.CPO5	Prioritize tasks to improve how you manage your time.
4	Skills.17.CPO4	Plan for different time periods.
5	Skills.1.Post5	Analyze goals to determine if they are "SMART."
6	Skills.1.Q13	Create short-term goals that support a long-term academic goal.
7	Skills.1.Q83	Monitor progress towards goals.
8	Skills.1.Q10	Demonstrate the relationship between your values and goals.
9	Skills.1.CPO8	Create short-term goals that support a long-term academic goal.
10	Skills.8.Q14	Recommend effective learning strategies for your learning preferences.
11	Skills.8.Post10	Assess how teaching styles relate to learning preferences.
12	Skills.8.CPO12	Identify classroom and study tactics for different learning preferences.
13	Skills.8.Q11	Apply your understanding of teaching styles to adjust in any learning situation.
14	Skills.8.CPO11	Assess how teaching styles relate to learning preferences.
15	Skills.9.CPO17	Analyze essential parts of a lecture.
16	Skills.9.Q30	Record lecture notes using active listening techniques.
17	Skills.9.CPO19	Take lecture notes in different formats, including Outline and Cornell.
18	Skills.9.Q110	Identify effective note-taking strategies that improve learning.
19	Skills.9.CPO18	Identify effective note-taking strategies that improve learning.
20	Skills.13.CPO22	Apply highlighting and annotating techniques to improve your learning.
21	Skills.13.Q99	Identify active reading strategies.
22	Skills.13.CPO21	Describe highlighting and annotating techniques.
23	Skills.11.Post20	Identify mnemonic devices that will work effectively for you.
24	Skills.11.Post19	Evaluate and combine class notes and reading annotations/notes.
25	Skills.11.CPO27	Identify mnemonic devices that will work effectively for you.
26	Skills.11.Q98	Use assigned reading to fill in "gaps" in your class notes.
27	Skills.11.Q95	Review notes for missing or unclear information.
28	Skills.12.CPO31	Define problems.
29	Skills.12.CPO30	Identify problems.
30	Skills.12.CPO33	Gather information about your possible solutions.
31	Skills.5.CPO35	Identify the pros and cons of the library versus Internet research.
32	Skills.5.CPO38	Analyze sources to determine if they are suitable for research using factors such as credibility and
33	Skills.5.CPO37	Evaluate lists of results from an Internet search.
34	Skills.5.CPO36	Assess the challenges with Internet research.
35	Skills.5.CPO39	Analyze sources to determine if they are suitable for research using factors such as credibility and
36	Skills.2.CPO43	Identify informal and formal communication styles.
37	Skills.2.Post13	Communicate the same idea to different audiences.
38	Skills.2.CPO40	Revise your communications to suit different audiences.

#	Question ID	Objective
39	Skills.2.CPO44	Analyze the tone and content of your communication.
40	Skills.2.Post4	Evaluate the most effective medium for a message, given the audience.
41	Skills.16.CPO45	Create an effective test preparation plan.
42	Skills.16.CPO47	Identify different types of test questions.
43	Skills.16.CPO46	Assess objective test questions for qualifiers (such as negatives and absolutes).
44	Skills.16.Q102	Assess objective test questions for qualifiers (such as negatives and absolutes).
45	Skills.16.CPO48	Apply subjective test-taking strategies, such as focusing on the action verbs.
46	Skills.14.CPO51	Analyze and recognize causes of stress.
47	Skills.14.CPO54	Identify side effects of stress.
48	Skills.14.Q90	Identify high stress levels.
49	Skills.14.CPO50	Evaluate moderate stress levels and appropriate stress management strategies.
50	Skills.14.Q105	Develop a stress management plan.
51	Skills.4.CPO55	Identify necessary and unnecessary spending.
52	Skills.4.Post12	Develop and apply strategies for reducing spending.
53	Skills.4.CPO57	Recommend strategies for using credit and other borrowing.
54	Skills.4.Post6	Build awareness of spending, borrowing, earning, and saving patterns.
55	Skills.4.Post5	Develop a budget.
56	Skills.10.Q73	Identify interests and how they relate to coursework and potential careers.
57	Skills.3.Post2	Describe critical thinking.
58	Skills.3.Q88	Explain the value of critical thinking.
59	Skills.3.CPO66	Evaluate information using critical-thinking skills.
60	Skills.18.Q80	Explain how to adjust your communication to suit different workplace audiences.
61	Skills.18.Q101	Apply effective strategies to improve written workplace communication.
62	Skills.18.Q41	Apply effective verbal communication practices in the workplace.
63	Skills.18.CPO78	Determine the best medium to communicate in different work situations.
64	Skills.19.Q145	Analyze how to behave courteously and professionally with people in your workplace.

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. Fin.Lit Weak

List your top two greatest money management strengths and your top two biggest money management weaknesses. Then set one long-term SMART goal that will help you overcome your weaknesses.

7. 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.

8. 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: Short Answer Rubrics

Question 6 Grading Rubric (Outcomes 1, 2, “Planning,” **divide score by 4 for MSSL gradebook)**

Specific- expressed as a task using an action verb

Measurable- indicates a quantity that can be used to measure progress

Achievable and Realistic- possible to attain with given resources, challenging but not overwhelming

Time Frame- has a clear time frame

___A work (4 points): Correctly states one long-term academic goal, at least 2 SMART short-term goals, and interim check-in dates, recognizes and states the connection between values and goals

___B work (3 points): Correctly states one long-term academic goal, at least 2 SMART short-term goals, and interim check-in dates, and the values the goal(s) support; SMART short-term goals may be somewhat vague, not completely stated in SMART terms, but are nonetheless appropriate supporting short-term goals

___C work (2 points): States one long-term goal, perhaps not completely academic in nature, 2 SMART short-term goals, and interim check-in dates; shows limited understanding of stating short-term goals in SMART terms

___D work (1 points): Incomplete work and/or understanding of stating academic long-term goals and appropriate supporting short-term goals, stating them in SMART terms

___F work (0 points): Little or no response; little or no understanding of goal-setting, SMART terms.

Question 7 Grading Rubric (Outcomes 3, 4, 5, “Synthesis”)

Content Area	2	1	0	Score
Does the message include an appropriate subject line, salutation, and closing?	Yes	Is missing an appropriate salutation or closing	No	
Does it specifically identify the time management issue?	Yes	Yes but needs more clarification	No	
Does the email offer a possible solution for review?	Yes	Yes but needs more details	No	
Does message use the appropriate tone and vocabulary?	Yes	Yes with minor lapses into the non-formal/academic	No	
Are the proper rules of grammar and spelling followed?	Yes	Yes with some errors, shows a lack of proofreading	No	
Total:				

divide score by 2 for MSSL gradebook

Appendix E: Grade Distribution

SDV-101 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2014-2015 Summary	85	4.71% <i>(n=4)</i>	25.88% <i>(n=22)</i>	21.18% <i>(n=18)</i>	0.00% <i>(n=0)</i>	45.88% <i>(n=39)</i>	2.35% <i>(n=2)</i>	51.76% <i>(n=44)</i>	53.01%
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14/SU	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
WEB, 3rd 5 wk	7	0.00% <i>(n=0)</i>	14.29% <i>(n=1)</i>	14.29% <i>(n=1)</i>	0.00% <i>(n=0)</i>	71.43% <i>(n=5)</i>	0.00% <i>(n=0)</i>	28.57% <i>(n=2)</i>	28.57%
<i>WEB Subtotal</i>	7	0.00% <i>(n=0)</i>	14.29% <i>(n=1)</i>	14.29% <i>(n=1)</i>	0.00% <i>(n=0)</i>	71.43% <i>(n=5)</i>	0.00% <i>(n=0)</i>	28.57% <i>(n=2)</i>	28.57%
14/SU Subtotal	7	0.00% <i>(n=0)</i>	14.29% <i>(n=1)</i>	14.29% <i>(n=1)</i>	0.00% <i>(n=0)</i>	71.43% <i>(n=5)</i>	0.00% <i>(n=0)</i>	28.57% <i>(n=2)</i>	28.57%
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14/FA	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
WEB, 12 wk	10	0.00% <i>(n=0)</i>	40.00% <i>(n=4)</i>	10.00% <i>(n=1)</i>	0.00% <i>(n=0)</i>	50.00% <i>(n=5)</i>	0.00% <i>(n=0)</i>	50.00% <i>(n=5)</i>	50.00%
WEB, 3rd 5 wk	34	2.94% <i>(n=1)</i>	23.53% <i>(n=8)</i>	29.41% <i>(n=10)</i>	0.00% <i>(n=0)</i>	41.18% <i>(n=14)</i>	2.94% <i>(n=1)</i>	55.88% <i>(n=19)</i>	57.58%
<i>WEB Subtotal</i>	44	2.27% <i>(n=1)</i>	27.27% <i>(n=12)</i>	25.00% <i>(n=11)</i>	0.00% <i>(n=0)</i>	43.18% <i>(n=19)</i>	2.27% <i>(n=1)</i>	54.55% <i>(n=24)</i>	55.81%
14/FA Subtotal	44	2.27% <i>(n=1)</i>	27.27% <i>(n=12)</i>	25.00% <i>(n=11)</i>	0.00% <i>(n=0)</i>	43.18% <i>(n=19)</i>	2.27% <i>(n=1)</i>	54.55% <i>(n=24)</i>	55.81%
<hr/>									
15/SP	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
WEB, 12 wk	12	0.00% <i>(n=0)</i>	33.33% <i>(n=4)</i>	25.00% <i>(n=3)</i>	0.00% <i>(n=0)</i>	33.33% <i>(n=4)</i>	8.33% <i>(n=1)</i>	58.33% <i>(n=7)</i>	63.64%
WEB, 3rd 5 wk	22	13.64% <i>(n=3)</i>	22.73% <i>(n=5)</i>	13.64% <i>(n=3)</i>	0.00% <i>(n=0)</i>	50.00% <i>(n=11)</i>	0.00% <i>(n=0)</i>	50.00% <i>(n=11)</i>	50.00%
<i>WEB Subtotal</i>	34	8.82% <i>(n=3)</i>	26.47% <i>(n=9)</i>	17.65% <i>(n=6)</i>	0.00% <i>(n=0)</i>	44.12% <i>(n=15)</i>	2.94% <i>(n=1)</i>	52.94% <i>(n=18)</i>	54.55%
15/SP Subtotal	34	8.82% <i>(n=3)</i>	26.47% <i>(n=9)</i>	17.65% <i>(n=6)</i>	0.00% <i>(n=0)</i>	44.12% <i>(n=15)</i>	2.94% <i>(n=1)</i>	52.94% <i>(n=18)</i>	54.55%

*Completer success excludes W,I, Other

Appendix F: Assessments Summary



14/SU SDV-101 GD: Assessments Summary

	Multiple Choice <i>n% success</i>	Short Answer <i>n% success</i>
<i>Summary</i>	4/25%	4/25%
E01	4/25%	4/25%

		Multiple Choice		Short Answer		
		Passed	Failed	Passed	Failed	Failed
Course	Passed	1	1	Passed	1	1
	Failed	0	2	Failed	0	2



14/FA SDV-101 GD:Assessments Summary

	Multiple Choice <i>n% success</i>	Short Answer <i>n% success</i>
<i>Summary</i>	38/18.42%	38/55.26%
E01	29/20.69%	29/58.62%
W01	9/11.11%	9/44.44%

Course	Multiple Choice		Short Answer	
	Passed	Failed	Passed	Failed
Passed	6	18	19	5
Failed	1	13	2	12



15/SP SDV-101 GD:Assessments Summary

	Multiple Choice <i>n% success</i>	Short Answer <i>n% success</i>
<i>Summary</i>	23/52.17%	23/73.91%
E01	14/50%	14/78.57%
W01	9/55.56%	9/66.67%

Course	Multiple Choice		Short Answer	
	Passed	Failed	Passed	Failed
Passed	12	6	17	1
Failed	0	5	0	5

Appendix G: Outcomes Summary

2014-2015 SDV-101 Outcomes

Pre-Assessment <i>(n=67)</i>				
Outcome	# Questions	Total Value	Points Earned	% Correct
Demonstrate an understanding of personal financial planning and sound money management skills	5	335	278	82.99%
Identify realistic learning strategies that complement personal learning preferences	21	1407	770	54.73%
Discuss strategies for avoidance of high stress situations and scheduling conflicts as relate to academic progress	10	670	506	75.52%
Develop effective methods of incorporating new information into students' personal body of knowledge via critical thinking skills	22	1474	830	56.31%
Develop a student mission statement that includes a short term goal in support of a long term academic goal based on personal values	7	469	373	79.53%
Demonstrate an understanding of appropriate and effective tone and medium for workplace and academic communication	11	737	451	61.19%

Final Exam - Multiple Choice <i>(n=48)</i>				
Outcome	# Questions	Total Value	Points Earned	% Correct
Demonstrate an understanding of personal financial planning and sound money management skills	5	240	164	68.33%
Identify realistic learning strategies that complement personal learning preferences	21	1008	647	64.19%
Discuss strategies for avoidance of high stress situations and scheduling conflicts as relate to academic progress	10	480	334	69.58%
Develop effective methods of incorporating new information into students' personal body of knowledge via critical thinking skills	22	1056	635	60.13%
Develop a student mission statement that includes a short term goal in support of a long term academic goal based on personal values	7	336	233	69.35%
Demonstrate an understanding of appropriate and effective tone and medium for workplace and academic communication	11	528	402	76.14%

SDV-101 Short Answer Tally				
AY	# of Students	Total Value	Synthesis (Outcomes 3,4,5)	Planning (Outcomes 1,2)
2014-2015	46	230	184/80.00%	184/80.00%