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**Student Academic Achievement Committee (SAAC) EZ**

Title for this Assessment	CPD 150, College Success, Common Final
Short Description	Assessment and evaluation of CPD 150 student performance on the common final,
Courses or Programs	CPD 150 Common PPT Final
Semester of Assessment	Fall 2010 Fall 2011 Fall 2009
Last Action	Wednesday, June 22, 2011
Start Date	Wednesday, February 16, 2011

**Fall 2011****What outcomes will be assessed?**

CPD 150, Strategies for College Success, focuses on personal growth, study skills development, and educational and career planning for the purposes of increasing student success and achievement. The course competencies are as follows: 1. Identify and describe campus student support resources. 2. Identify and apply time-management strategies. 3. Identify and apply goal-setting strategies. 4. Identify preferred learning style and describe its relationship to teaching and learning strategies. 5. Identify and utilize interpersonal communication skills. 6. Identify and utilize strategies to organize study materials. 7. Identify and utilize note-taking strategies. 8. Identify and utilize textbook, academic, and classroom strategies. 9. Identify and utilize test-taking strategies. 10. Identify and utilize strategies to improve memory. 11. Identify and utilize strategies for critical and creative thinking. 12. Describe the process of educational and career planning. 13. Describe current occupational trends and outlooks. 14. Utilize career-planning resources. 15. Develop an education plan. The common final is a student power point presentation students have created in which they articulate understanding and application of college success strategies (course content) specific to themselves.

**Assessment Tool - What instrument will be used for the assessment?**

The student assignment sheet provides directions about the final. It also includes somewhat of a rubric explaining the distribution of point values and the kinds of content/what needs to be addressed to receive those points.

**Assessment Tool Supplement**

[55-final ppt.doc](#)

**Data****Data Supplement**

[55-common final data in word.doc](#)

**Analysis: How did they do?****Analysis Supplement****Team discussion/Improvement plans (if needed)****Fall 2010****What outcomes will be assessed?**

The course focuses on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. The outcomes being assessed through the common final is address and evidence of course competencies (college success strategies) as applied specifically (identified and articulated) to each student's life by the student. The course competencies for CPD 150 are: 1. Identify and describe campus student support resources. 2. Identify and apply time-management strategies. 3. Identify and apply goal-setting strategies. 4. Identify preferred learning style and describe its relationship to teaching and learning strategies. 5. Identify and utilize interpersonal communication skills. 6. Identify and utilize strategies to organize study materials. 7. Identify and utilize note-taking strategies. 8. Identify and utilize textbook, academic, and classroom strategies. 9. Identify and utilize test-taking strategies. 10. Identify and utilize strategies to improve memory. 11. Identify and utilize strategies for critical and creative thinking. 12. Describe the process of educational and career planning. 13. Describe current occupational trends and outlooks. 14. Utilize career-planning resources. 15. Develop an education plan.

**Assessment Tool - What instrument will be used for the assessment?**

Throughout the course students are completing assignments and exercises specific to each college success strategies and are keeping a folder (portfolio) of all their work. The common final is an assignment where students are asked to create, develop, and present their own powerpoint presentation to the class articulating their journey and what they've learned in CPD and the direct application it has had in their life.

**Assessment Tool Supplement**

[53-Final ppt wRubric.doc](#)

**Data**

All students who attend class (stay continuously enrolled, even if not passing at the time of the final), will complete the final.

**Data Supplement****Analysis: How did they do?**

Students who do the assignment, tend to do it very well as evidenced by the data. It is an assignment students enjoy doing and they enjoy watching their peers. Helps to reinforce the community (instructor objective) of CPD 150.

**Analysis Supplement****Team discussion/Improvement plans (if needed)****Fall 2009****What outcomes will be assessed?**

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#### **Assessment Tool - What instrument will be used for the assessment?**

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#### **Assessment Tool Supplement**

[56-final ppt.doc](#)

#### **Data**

Please see attached.

#### **Data Supplement**

[56-common final data in word.doc](#)

#### **Analysis: How did they do?**

We reviewed student performance on the common ppt final looking at data from our Fall 2009 and Spring 2010. Fall students did better (scored higher grades and a greater percentage completed and passed) than Spring students. This is somewhat consistent with the overall institutional data specific to retention and completion. However, did find some differences (when disaggregated the data) in student completion and grades of the final among classes. In one instructor's classes (F09 & S10) 90% of her students completed the final and did so with a grade of an A, versus another instructor's classes (F09 & S10) where there was more discrepancies.

#### **Analysis Supplement**

[56-common final data in word.doc](#)

#### **Team discussion/Improvement plans (if needed)**

Practice in counseling when reviewing data, we disaggregate it by instructor. This allows a greater depth and analysis in reviewing if/how instructor's facilitation of the assignment/material may have influence. In our review, we discussed why some students elect to do the final and others do not, despite continued attendance. Some of the strategies counselors shared about how included: - Make sure all students know how to use ppt- if not get them to training/mandate/do in class - Show them examples of past really good ones by former CPD students - Articulate specifically EXACTLY what they can talk about (referencing assignments by name) - Increasing the points on the CPD 150 final, so those who may be on the borderline between fail/pass, might actually do it, so can pass. We reviewed data from Fall 2009 & Spring 2010. We have taken these suggestions and are trying them in our F10 & S11 classes. We will assess and see if it results in increased students engagement and higher grades. We hope to review that data and report back in Fall 2011.