

Instructor's Manual

ACA 111

COLLEGE STUDENT SUCCESS

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**CENTRAL PIEDMONT
COMMUNITY COLLEGE**

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This Instructor's Manual for ACA 111, *College Student Success*, has been prepared and produced by Central Piedmont Community College.

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Table of Contents

Using the Instructor’s Manual	4
Acknowledgments	5
About This Course	6-9
Brief Description of ACA 111, College Student Success	7
Course Goals	8
ACA 111 Course Map	9
Technology and Student Success	10-13
Using the CPCC Student Email Account/Emailing the Personal Narrative	11-12
Using Blackboard™ in ACA 111	13
Using the CD Rom “Orienting To Your Future”	13
First-Day Activities	14-17
Suggestions for using the First Day Activities and Icebreakers	14
Additional Activities and Icebreakers.....	15-17
Unit 1: About You	18-39
Additional Information on Learning Styles.....	19-24
Learning Styles In-Class Activity	25-30
Additional Information on Personality Types	31-35
Goals and Objectives Power Point® Presentation	36-39
Unit 2: About CPCC	40-48
Suggestions for Using the Worksheets.....	40-41
Worksheet Answer Keys	42-44
Central Campus Scavenger Hunt / Answer Key.....	46
Levine Campus Scavenger Hunt / Answer Key	47-48
Unit 3: About College	49-55
Using the Academic Strategic Plan.....	49
Quizzes and Final Exams	50-55
Instructor Resources	56-80
S.M.A.R.T. Lesson Planning.....	56
Template for S.M.A.R.T. Lesson Plan	62-63
Sample Lesson Plan for Financial Aid	64-67
ACA 111 Pre/Post Test	68-79
Useful Websites	80
About the Authors	81-82

Using the Instructor's Manual

This manual has been developed to provide information, support and suggestions to instructors teaching *ACA 111 College Student Success*. The eight-week short session course is taught in two different settings: a computer lab and a classroom.

The lab days give students the opportunity to:

- improve their ability to utilize technology in the learning process.
- access college services and resources online.
- complete online assessments, inventories and the pre/post test.
- use Blackboard™ to access course information.

The classroom setting provides an environment for:

- participation in class discussions.
- work in small groups.
- presentations from guest speakers.

An ACA 111 Course Map was developed to provide instructors with a framework for teaching the course themes in the two settings (See Sample Course Map).

Additional resources for instructors include suggestions for introducing the themes and using the worksheets, sample activities, ideas for using the CD-ROM in class, and a copy of the ACA 111 Pre/Post Test.

Acknowledgments

This manual is a collaboration of work done by the ACA 111 Board of Contributors. The Board was established in the fall of 2004 to monitor the progress of the ACA 111 Course and to suggest changes and make improvements as necessary. The idea for an Instructor's Manual was introduced by the board members in order to facilitate the teaching of the course.

Special thanks to the members of the board – Kristin Sherman, Steffanie Widener and Dawn Shaffer, Gary Dodgen, and Marcia Colson, who attended numerous meetings and planning sessions, worked on the development of the manual, and contributed lesson plans, activities and teaching strategies to make the manual an effective tool for instructors.

We thank each of you for your contributions.

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About This Course

College Student Success, or ACA 111, was created to acquaint students to Central Piedmont Community College, its multicampus system and its many resources. With the increasing number of students, faculty, administrators, resource personnel, and support systems at CPCC, we realized that students could benefit from a course that would orient them to this complex environment. The manual is designed to orient instructors to this course.

Systems run nearly everything we do in schools and business. We even have systems in place in our homes that keep track of our spending, tell us when doors and windows are opened, and monitor the temperature levels for our comfort.

It's natural and necessary for systems to operate colleges, but the truth is that the systems are run by *people*. The purpose of this course is to provide a comfortable, safe environment for those people to teach students about the established systems that can help them succeed in college.

This workbook was written with people in mind. ACA 111 is a course that orients students to themselves, to CPCC, and to college in general. You'll answer some very important questions such as:

- What kind of person are you?
- What kind of learner are you?
- Why are you in college?
- What are your academic goals?
- How do you plan to reach your goals?

You'll also interact with technology as you explore the CD ROM that comes with this textbook. With it, you will learn about CPCC's Security, Library, Student Life, Financial Aid, Counseling and Advising, Career Services, and the Academic Learning Center.

Brief Description of ACA 111, College Student Success

ACA 111 is a one-credit-hour course. The following is the official course description:

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

From the North Carolina Common Course Library, effective 03/09/2004

Course Goals

- To introduce the basics of college life and provide students with skills to function effectively in the college environment.
- To provide a general orientation to Central Piedmont Community College and various departments vital to student success.
- To begin the self-assessment process necessary to develop a strategic academic plan for college success.
- To learn the skills involved in setting goals and developing an action plan through objectives.
- To learn basic study skills necessary for academic success.

**ACA 111 College Student Success
Sample Course Map**

Tuesdays Computer Lab	Thursdays Classroom
<u>Day 1</u> Welcome to ACA 111 Access SNAP account/Email Introduction to Blackboard	<u>Day 2</u> Course Syllabus Icebreaker Introduction to CD ROM - <i>Dr. Zeiss</i>
<u>Day 3</u> <i>ACA 111 pre-test</i> Teach email attachment	<u>Day 4</u> <i>"Why are you here?"</i> Personal Narrative
<u>Day 5</u> Registration exercises #1 and #2 (bring schedules and catalogs) CD ROM <i>Counseling and Advising</i>	<u>Day 6</u> Goals and Objectives (power point)
<u>Day 7</u> Learning Styles Assessment Personality Assessment	<u>Day 8</u> Learning Styles activities
<u>Day 9</u> <i>Mid-course Quiz</i> Academic Learning Center Video clip and worksheet	<u>Day 10</u> Scavenger Hunt
<u>Day 11</u> Financial Aid Video clip and worksheet	<u>Day 12</u> Finish Academic Plan Review <i>Academic Plan</i> from session with Academic Advisor.
<u>Day 13</u> Library Video clip and worksheet Optional - Visit to Library	<u>Day 14</u> Career Services Presentation Campus Security Video clip and in-class activity
<u>Day 15</u> FINAL EXAM - IN CLASS <i>ACA 111 post-test</i>	<u>Day 16</u> Last Class Student Presentations (optional)

Technology and Student Success

Using the CPCC Email Account

All CPCC students will need to obtain a user name and password in order to log on to any of the CPCC computers. Instructions for the following procedures are available in the ACA 111 textbook:

- obtaining the username and password
- activating the CPCC student email account
- logging into Blackboard™

It is recommended that students use the CPCC email account to ensure they are receiving all messages from instructors and from the college.

Using the *Personal Narrative Assignment* to Confirm Activation of Student Email Accounts

In order to confirm that all students have activated their CPCC email accounts, instructors may require students to complete the *Personal Narrative* in class, type and save it as a Microsoft Word® document, and send it to the instructor via email. This assignment assesses the students' ability to do the following:

- Compose and save a document
- Attach the document to an email
- Compose and send an email

The instructions for sending an email with an attached document (next page) may be posted for students in Blackboard™.

The ACA 111 PreTest Questions related to technology are:

6
7
8
16
31
40
41

Instructions for sending an email with an attached Word document.

To compose the document:

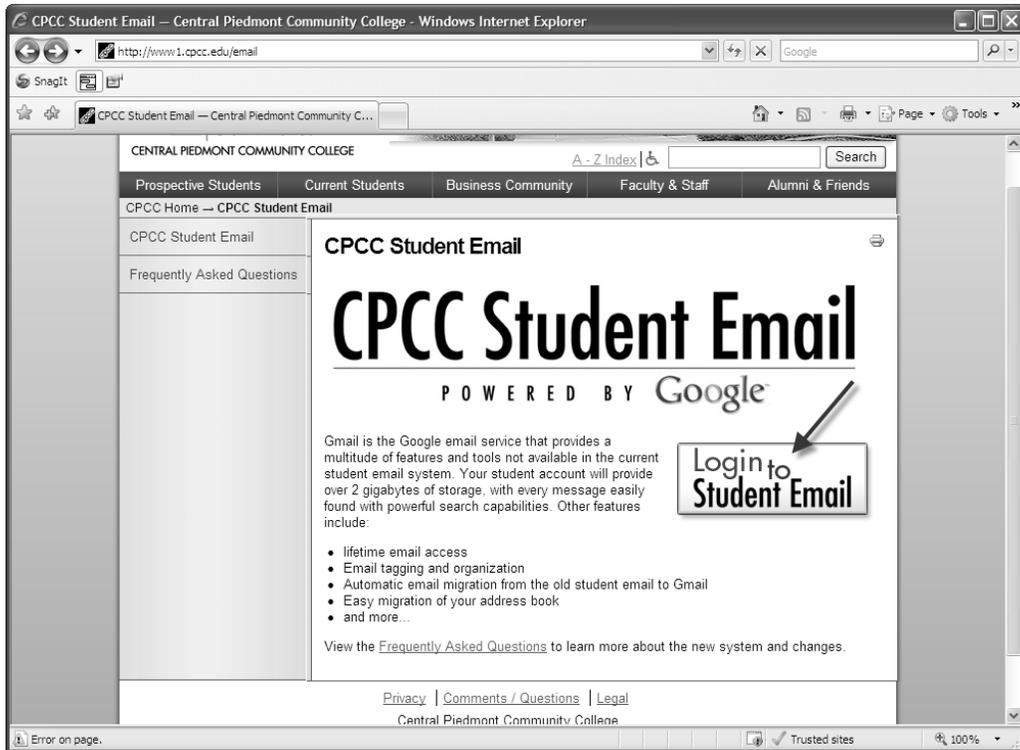
1. Go to “*Start*”.
2. Go to “*Programs*”.
3. Find “*Microsoft Office®*”.
4. Select “*Microsoft Office Word® 2007*”.
5. Use the blank Word document to begin typing the responses to your Personal Narrative (page 18 in ACA 111 textbook)

To Save the document:

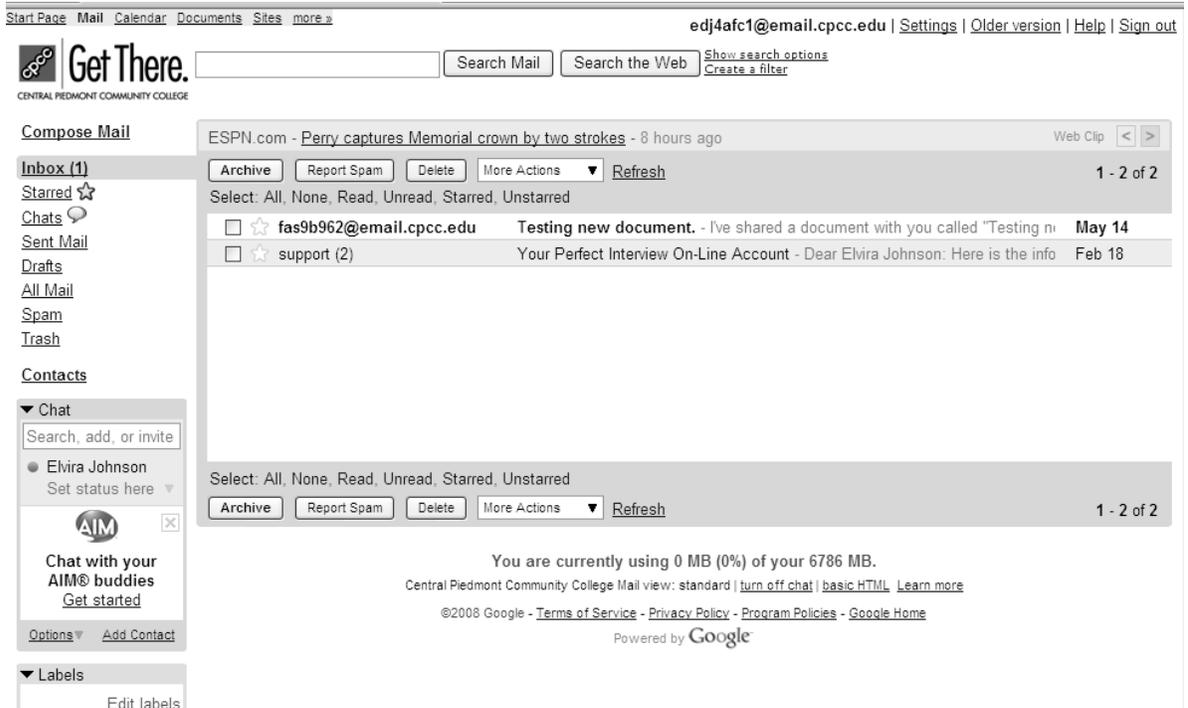
1. In Windows 2007, click on the colored icon in the top left corner of the screen
2. Click *Save As*.
3. Make sure the white box says *My Documents*, not *Desktop*.
4. Give your document a title, such as “*Personal Narrative*”.
5. Click *Save*. Your document has been saved and can be retrieved in *My Documents*.

To compose an email:

1. Go to www.cpcc.edu (CPCC homepage).
2. Go to *My CPCC*.
3. Click on *Student Email* under *My CPCC Personalized Services*.
4. Login to Student email.
5. Enter your SnapID (username) and password.
6. Click *Compose*.
7. Type instructor’s email address in the “*To:*” box.
8. Type your email address in the “*CC*” box (this way, you will receive a copy of the document, as well).
9. Type *ACA 111 Personal Narrative* in the subject box, along with your course name and section (for example: *ACA 111-51*).
10. In the large white box type *Attached is my ACA 111 personal narrative*.
11. Click on *Attach a document*, located next to the paper clip icon.
12. Locate your document in *My Documents* and click on its title. This will attach it to your email.
13. Send the document.



Screen shot of CPCC Student Email Inbox



Using Blackboard™ in ACA 111

Blackboard™ is a computerized learning management system which facilitates teaching and learning. ACA 111 Instructors are strongly encouraged to attend Blackboard™ Training, as much of the course information for ACA 111 can be posted in Blackboard™. Instructors may also post announcements, quizzes, the syllabus and students' grades in Blackboard™.

Blackboard™ Quiz

A Blackboard™ quiz may be administered the first or second week of class to ensure that students know how to access and utilize Blackboard™. A sample quiz is available in the ACA 111 Blackboard™ section shells.

For Instructor information about Blackboard™ training sessions, contact the Faculty E-Learning Support Hotline at (704) 330-6111. Students call (704) 330-5000.

Student E-Printing System

Pay for Print instructions and account viewing information can be found on the SNAP website under *Pay for Print*.

Using the “Orienting to Your Future” CD-ROM

The CD-ROM contains a brief video clip of six different CPCC services for students, as well as a video clip of Dr. Zeiss welcoming the students to ACA 111. In addition, there is a script version of each video and links to the student services websites.

The Learning Style Inventory, Personality Style Inventory and the Online Student Profile (OSP) may be accessed from the links on the CD-ROM.

Suggested uses for the CD-ROM:

- Provide the students with a series of questions prior to playing the video. Have them share responses after viewing.
- Pause during the video clips to allow students to fill in answers to the textbook worksheets.
- Invite students to explore the links provided for each student service. (e.g. – the link to the campus parking map)

Encourage students to write their names on the CD-ROMs.

First-Day Activities

Suggestions for Using the Textbook Activities and Icebreakers

1. *Student Profile Sheet*

- Have students complete this and turn it in for you to read.
- Students complete the sheet and share responses with a partner or in small groups.
- Students complete the sheet, share responses and then introduce a classmate to the rest of the class, using the information from the student profile.

Debriefing:

Students find out that they have many things in common with their classmates and that many students are taking ACA 111 for similar reasons. Instructors learn why students are at CPCC, about students' worst fears of college, etc.

2. *Meet Your Classmates*

This icebreaker is a good one for getting students to learn each other's names and to talk to each other in a non-threatening environment. Offer a prize to the first one who completes the activity.

3. *Evaluating Your Classroom Behavior*

- Ask students to share any new behaviors they are willing to try.
- Ask students to share behaviors that have helped them to be successful students in the past.

Additional Icebreakers for Use with ACA 111 Students

Title: A/B Introductions

Materials Needed: None

Ideal class size: 10 – 30 students

Have students stand up and form two lines facing each other. Instruct students to look across the room at the other students and pick out someone with whom they have a lot in common. Give them 5 minutes to have a conversation, and then ask them to return to their original lines. Now instruct them to look across the room and pick out someone with whom they have very little in common with. Again, give them 5 minutes to have a conversation. (Give them a little more time more than 5 minutes this time.) Next, have the students take their seats and ask these questions: Which conversation was the most interesting? Were you surprised by the second conversation? What did you learn about your fellow students?

Debriefing:

This exercise is designed to help students meet each other. They start out by doing something that they are comfortable doing – talking to someone who they have a lot in common with – and then reach out by doing something that they are less comfortable with – talking to someone who they may not have much in common with. Hopefully the students will find that they have quite a bit in common with anyone that they choose and that it is very easy to talk to a complete stranger (especially in a classroom setting). Finally, encourage your students to venture out and meet new people in their classes this semester. They have just demonstrated how easy and fun it is!

Title: Scavenger Hunt

Materials Needed: Copies of Scavenger Hunt form

Ideal class size: 10 – 30 students

Print a list of 15 -20 items that students can find out about each other. For example: someone who has seen a certain movie, someone who can roller-skate, someone who likes liver, etc. Give students a limited amount of time to find as many fellow students who match these items. Have students introduce themselves to each other and **print** their name on their classmates' forms. You can decide if you will allow them to include their own name of their form.(It would help to give a prize to the winners.)

Debriefing:

Once the students have completed their forms, don't collect them. Instead, tell them to keep their forms since they now have the names of several of their classmates! This is a great way for students to meet each other!

Title: Ego Test**Materials Needed: Your questions****Ideal class size: 10 – 30 students**

Give your students a “test” on the first day of class. Begin this activity with “Take out a sheet of paper and number it from 1 to 10”. Tell your students that they can be completely honest since you are not going to collect their papers. Begin to ask them questions about yourself. For example: How old am I? What type of car do I drive? Do I have any children? Do I own or rent my house? The object is to ask them questions that would require them to make assumptions about you that they could not possibly know (if you get a returning student, tell them to keep quiet). Ask them up to 10 questions, and then give them the answers.

Debriefing:

The object of the activity is to show students how we all make assumptions every day. Point out the fact that they tried to answer the question “How old am I” without asking, “What year were you born” (provided that no one asked that question). Ask your students how they were able to answer the questions without having adequate information. Then point out how we do this all the time. Encourage your students not to make any assumptions about the class or semester that they are just starting, but to get the facts and take it slow. This will put your class in a better position to learn.

Title: Three Little Known Facts**Materials Needed: Index Cards****Ideal class size: 10 – 30 students**

As your students come in to class, give them three blank index cards. Have them write down some unusual facts about themselves that the other students would not suspect; one fact per card. (For example: “I love classic movies”, “I play in a band”, “I am a grandmother”, etc.) You can decide whether or not to include facts about yourself. (Remind your students to keep the facts in good taste.) Collect the little-known facts, read them aloud, and guess who belongs to each fact. The students love this assignment because it satisfies their curiosity about one another's unique talents, experiences, and passions.

Debriefing:

This activity helps students interact with each other and also form some opinions about each other. Encourage the owner of each fact to elaborate on at least one of the facts about them. You will find that several students may write down some of the same facts about themselves. This gives them something to discuss – something that they have in common. You should also have students to share why they matched a certain fact with a certain student. This will also give them the opportunity to get to know you better – if you decide to participate.

Title: Partner Introductions**Materials Needed: Index Cards****Ideal class size: 10 – 30 students**

After you introduce yourself to your students, tell them that you want to know a little bit more about them. Give each one of them an index card and have them write this information: Name, Hometown, Major (if they know it), 2 things that they do well, and their “Dream Job” (if they could have any job in the world that they wanted). Don’t let them write this information about themselves, but have them pick a partner and interview each other. Then have them come up to the front of the room, two at a time, and introduce each other. (Keep these cards – you can use them to start learning the students’ names).

Debriefing:

Congratulate your students for getting up in front of a group of people and talking (the second greatest fear next to DEATH). They also met another person in class – encourage them to do this in *every* class. Finally, they have started to think about *what* they are doing, *why* they are doing it, and what they would REALLY like to do. Point out students who are *focused* (they have the same major, talents, and ‘dream job’), those who are *dreamers* (they want to play a professional sport, but they are out of shape and have never tried out), and those who have no idea what they want (for example: they are good at sleeping or doing nothing). Challenge students to discover their talents and put them to use!

UNIT 1: About You

- Personal Narrative
- Learning Styles
- Personality Type
- Goals and Objectives

In this unit, students will:

- write a personal narrative about their reasons for attending college and CPCC, and what they'd like to accomplish during and after college
- take the Learning Styles Inventory and discover strategies for enhancing each learning style
- take the Personality Type Inventory and discover ways to integrate their personality with student success and selection of a program, major or career
- set S.M.A.R.T. (specific, measurable, attainable, realistic, timely) goals and objectives related to their academic and personal life

ACA 111 PreTest Questions related to Unit 1:

15
21
36
37
48
49

Visual, Auditory, Kinesthetic Learning Styles:

Making them work for you.

What are Learning Styles?

- Refer to how we perceive (take in) and process new information
- Refer to an individual's characteristic and preferred ways of gathering, interpreting, organizing and thinking about information.

Visual Learners

- Learn best by watching, observing, reading
- Prefer reading about the lecture
- Need to see it to know it

Auditory Learners

- Prefer to get information by listening
- Prefer listening over reading and writing
- May have trouble following written directions

Kinesthetic Learners

- Learn best by doing
- Can assemble parts without reading
- May have difficulty sitting still
- Learn better with physical activity

Which style is best?

- No one style of learning has been shown to be better than the other styles.
- No single style leads to better learning.
- Students may want to use study methods comparable to their learning style preference (Davis, "Tools for Teaching" 1993)

Which type of learner might prefer to study by...

- Listening to a podcast of a sociology lecture on an ipod?
- Viewing a DVD recording of the Civil War to enhance a history lecture?
- Producing a YouTube video to illustrate a chemistry concept?

Making Learning Styles Work for You

- Be aware of when each learning style is being utilized
- Notice what actions you take to acquire new information and skills.
- Different learning styles may be used in different classroom settings.
- Try a combination of learning styles

Discussion: Ways to Enhance Learning Styles

- How can a student become more:
 - Kinesthetic?
 - Visual?
 - Auditory?

Working in Groups

- Brainstorm a list of five strategies and techniques that might help a student to improve a particular learning style
- Present the strategies, as a group, using your designated learning style.

Learning Styles

Students will take the Learning Style Assessment on the lab day and will participate in a Learning Styles Activity on the classroom day. Additional information about each learning style, as well as suggested activities are included in the pages that follow.

AUDITORY LEARNERS

- Learn by recalling what they hear
- Prefer oral instructions
- Learn by listening and *speaking*
- Enjoy talking and interviewing
- Are phonetic readers who enjoy oral reading, choral reading and listening to recorded books
- Like interviewing, debating
- Enjoy participating on a panel
- Enjoy giving presentations
- Participate in oral discussions of written material
- Can remember more about a subject through listening than reading – often memorize what they hear as they hear it
- Require explanations of graphs, diagrams, or visual directions
- Can tell if sounds match when presented with pairs of sounds
- Do better at academic subjects by listening to tapes and lectures
- Learn to spell better by repeating the letters out loud than by writing the word on paper
- Would rather listen to a good lecture or speech than read about the same material in a book
- Prefer listening to the news on a radio or t.v. than reading about it in the newspaper
- Follow oral instructions better than written ones – need to be *told* what to do
- Are reluctant to take notes in class – feel that it is a distraction to their listening
- Have an inability to read body language and facial expression
- Work well in study groups – enjoys any group interaction

- Do well with test questions or directions read aloud or put on tape
- Search for meaning and interpretation in lectures or speeches by listening to tone of voice, pitch, speech, and other special auditory signals
- Plans by talking
- Listens to music and talks on the phone at the same time
- Needs to sit in front of the class to avoid distractions
- Prefers listening over reading and writing
- Uses tapes when reading and taking class lecture notes
- Recite information that is important to remember
- Should read aloud when studying alone
- Can increase auditory learning by playing games such as Scrabble, listening to stand-up comedians, doing crossword puzzles, and memorizing poems

KINESTHETIC / TACTILE LEARNERS

- Learn best by touching/ manipulating, hands-on learning
- Understand directions that THEY write
- Benefit from whole language approaches to reading
- Like to draw
- Enjoy playing board games, making dioramas, models
- Like to follow instructions to make something
- Like role playing, acting, making videos, making projects
- Are action oriented – always learns better when physical activity is involved
- Enjoy short-range projects
- Are very practical problem solvers – solve it now!
- Like group projects where they can talk and move around, but may be unable to complete the details of the written tasks
- Play with keys, coins, anything in their pockets or on their desks
- Learn by incorporation of fine motor skills – total involvement
- Chew gum, smokes, drinks sodas during studies
- Bear down extremely hard when writing
- Like using varied tools for writing

- Remember best when writing down things several times – will rewrite their notes to recall information
- Do a lot of gesturing – are well coordinated, may have athletic ability
- Are good at working and solving jigsaw puzzles and mazes
- Feel very comfortable touching others, hugging, handshaking
- Can assemble parts without reading instructions
- Have difficulty sitting still
- Like to create an experience
- Relate abstract information to something concrete
- Build things and puts things together
- Take short breaks in between studying
- Chew gum with rhythm
- Trace letters while spelling
- Use a computer to reinforce learning
- Memorize while pacing or exercising
- Bring some type of “grip toy” to class to hold on to
- Trial and error works best for them
- Should sit in front of the class to avoid distraction
- Prefer teachers who use demonstrations and give real life examples

VISUAL LEARNERS

- Learn by observing
- Computer graphics – power point, CD-ROMs, DVDs
- Maps, charts, graphs, lists, illustrations
- Varied text forms – fonts, highlights in reading material, styles, italics, textures
- Cartoons / Posters
- Diagrams and flow charts
- Graphic organizers
- Text with a lot of pictures
- Transparencies
- Videos

- Has a *strong* sense of color – use color coding for note organization, folder use, theme titles, chapter information, topics
- Worksheets – drills
- Written instructions – may have difficulty with spoken directions
- Will often misinterpret spoken directions
- AV support
- Needs to see it to know it – feels the best way to remember is to picture it in his/her head
- May have artistic ability
- May be easily distracted by sounds
- Will have trouble following lectures for more than 10 – 15 minutes
- Needs to visualize spelling of words or facts to be memorized
- Likes to write down things and take notes for visual review
- Grips objects in hands during learning periods
- Will read related material on an interesting subject
- Like a neat work environment
- Looks for facial expressions/body language to determine importance of information
- Likes to read books
- Recopy class notes during study time
- Think in pictures
- Sit close to the front of the classroom for fewer distractions
- Would rather read than be read to
- Recalling pictures in a textbook helps when trying to answer questions
- Study better alone than in groups
- Add pictures or symbols to notes
- Use highlighters and flashcards
- These students are sight readers who enjoy reading silently.

Suggested Activities for Use with Learning Styles:

Activity #1: “What’s Your Style?” Scavenger Hunt

What’s Your Style?

Directions: Students will find classmates who fit the learning style descriptions listed below. Classmates will sign their name next to the description and may sign more than once. After obtaining the signatures, the class will determine which learning style fits each description.

Find someone who:

Name

Learns best by listening.

Enjoys working with their hands.

Uses pictures and diagrams when taking notes.

Remembers information by repeating it aloud.

Color codes their notes.

Enjoys class discussions.

Makes and uses flash cards as a study tool.

Prefers written directions to spoken directions.

Prefers spoken directions to written directions.

Likes to picture things in their head.

Likes to take notes.

Likes to re-write class notes.

Enjoys giving presentations.

Would rather listen to a lecture
than read about it.

Would rather read lecture notes
than listen to the lecture.

Enjoys role playing exercises.

Would rather listen to the news on the radio than read it in the newspaper.

Would rather read the news in the newspaper than listen to it on the radio.

Feels that taking notes in class is distracting to their listening.

Works well in study groups and enjoys group interaction.

Prefers to work alone.

Likes working on projects.

Does a lot of gesturing.

Is good at solving puzzles.

Enjoys building things and putting things back together.

Prefers teachers who use Demonstrations or give real life examples.

Activity #2: Using Learning Styles to Solve Problems

Group students by learning style and give them a puzzle or problem to solve. Students discuss the problem solving process that took place.

Sample Problem:

You have two buckets. One holds exactly five gallons and the other holds exactly three gallons. There is a well nearby with an endless supply of water. How can you extract exactly four gallons of water using only the two buckets and the water supply?

Answer:

Using the well, fill the three gallon bucket and empty it into the five gallon bucket. Refill the three gallon bucket with well water and pour two of the three gallons into the five gallon bucket. This will leave you with one gallon in the three gallon bucket. Empty the five gallon bucket. Pour the one gallon that's in the three gallon bucket into the five gallon bucket. Fill up the three gallon bucket again and add it to the one gallon in the other bucket. This will equal exactly four gallons.

Debriefing:

Ask students if they preferred to discuss the problem (auditory), draw pictures (visual), or try to find actual containers (kinesthetic) to solve the problem. Remind students that although we have a preferred learning style, we use all three styles.

Activity for Auditory Learner

Your mission is to create a rap or song about CPCC. The rap or song must include hints for your classmate to be able to guess what the rap or song is about, but it cannot tell them directly what the subject matter is. Each person in the class must write down 5 things they learned in the song.

The entire group must participate in the assignment in some way. The clues or hints may include, but are not limited to:

76,000 students

6 campuses

Learning College

Workforce Development

Tony Zeiss – president

Scholarships for students

Degree programs

Transfer programs

Certificate programs

Student-centered atmosphere

New Performing Arts building

Awesome library services

CPCC theatre productions – CATS, Annie, Fiddler on the Roof, Harvey

Literary Festival every year

CPCC TV – channel 17

Evening classes

Corporate and Continuing Education

Workplace Basics

Activity for Kinesthetic Learner

Your group's mission is to act out the fairly tale of "Goldilocks". However, the acting must begin in the middle of the tale (sampling porridge) and this group must *change the ending* (Where the bears find Goldilocks in the wee bed).

Clues from the acting must be the only hints the class gets about the title. The class must also be able to recognize the changed ending. They will be asked:

What was the title?

How was the ending changed?

Oh, and your group cannot speak, sing, mumble, grunt, or make any verbal noise at all.

Activity for Visual Learner

Your mission is to draw pictures on the board about the following courses offered at CPCC without using words. You will first draw these out on a separate sheet and then each group member will draw one picture on the board for the class to guess.

The group members cannot participate in guessing or answering while the class is guessing, but they can offer assistance to other group members while they are drawing the clue(s) on the board.

Each member should choose 2 to draw from the list below:

Psychology	Computer Information Systems
Sociology	Criminal Justice
Study Skills	Communication
Orientation	Hotel and Restaurant Technology
Math	Horticulture Technology
Biology	Fire Protection
Yoga	Electronics
History	Drama
Philosophy	Drafting
English	Dental Hygiene
Reading	Art
Astronomy	Accounting
Spanish	French
German	Religion
Political Science	Physics
Paralegal	Nursing
Physical Therapy	Respiratory Therapy

Personality Types

For additional information about Personality Types refer students to the CPCC Career Services Website at www.cpcc.edu/career, or to the following websites:

www.personalitytype.com

<http://www.personalitypage.com/careers.html>

Career Transitions Program

Connecting Personality Types to Careers and Jobs – Provided by CPCC Career Services

The lists below represent careers and jobs people of various types enjoy doing. It is important to remember that these do not list all the jobs possible under each heading. Even more important – people can and do fill jobs dissimilar to their personality, and it sometimes works out quite well. Use these lists as a tool for getting new ideas about careers and jobs you might enjoy.

<p>ISTJ</p> <ul style="list-style-type: none"> Management Accounting Auditing Efficiency Expert Geologist Bank Examiner Organizational Development Electrician Dentist Pharmacist School Principal School bus Driver File Clerk Stock Broker Legal Secretary Computer Operator Computer Programmer Technical Writer Chief Information Officer Police Officer Real Estate Agent 	<p>ISFJ</p> <ul style="list-style-type: none"> Counseling Ministry Library Work Nursing Secretary Curator Bookkeeper Dental Hygienist Computer Operator Personnel Administrator Paralegal Real Estate Agent Artist Interior Decorator Retail Owner Musician Teacher: Elementary Physical Therapist Nurse Social Worker Personnel Counselor Alcohol/Drug Counselor
<p>ISTP</p> <ul style="list-style-type: none"> Surveyor Fire Fighter Private Investigator Pilot or Police Officer Purchasing Agent Chiropractor Medical Technician Securities Analyst Computer Repair Person Race Car Driver Computer Programmer Electrical Engineer Legal Secretary Coach/Trainer Commercial Artist Carpenter Paralegal Dental Assistant Radiological Technician Marine Biologist Software Developer 	<p>ISFP</p> <ul style="list-style-type: none"> Bookkeeper Clerical Dental Assistant Physical Therapist Mechanic Radiology Technologist Surveyor Chef Forester Geologist Landscaper/Designer Crisis Hotline Operator Teacher: Elementary Beautician Typist Jeweler Gardener Potter or Painter Botanist Marine Biologist Social Worker

<p>INFJ</p> <p>Career Counselor Psychologist Educational Consultant Teacher: Special Education Librarian Artist Playwright Novelist/Poet Editor/Art Director Graphic Designer HR Manager Merchandise Planner Environmental Lawyer Marketer Job Analyst Mental Health Counselor Dietician/Nutritionist Research Educational Consultant Architect Interpreter/Translator</p>	<p>INTJ</p> <p>Management Consultant Economist Scientist Computer Programmer Environmental Planner New Business Developer Curriculum Designer Administrator Mathematician Psychologist Neurologist Biomedical Researcher Strategic Planner Civil Engineer Intellectual Properties Attorney Designer Editor/Art Director Inventor Graphic Designer Financial Planner Judge</p>
<p>INFP</p> <p>Information-Graphic Designer College Professor Researcher Legal Mediator Social Worker Holistic Health Practitioner Occupational Therapist Diversity Manager Human Resources Employment Development Specialist Minister/Priest/Rabbi Missionary Psychologist Writer: Poet/Novelist Journalist Editor/Art Director Organization Development Specialist</p>	<p>INTP</p> <p>Strategic Planner Writer Staff Development Lawyer Architect Software Designer Financial Analyst College Professor Photographer Logician Artist Systems Analyst Neurologist Physicist Psychologist Research/Development Computer Programmer Data Base Manager Chemist Biologist Investigator</p>

<p>ESTP</p> <p>Real Estate Broker Chef Land Developer Physical Therapist Stock Broker News Reporter Fire Fighter Promoter Entrepreneur Pilot Budget Analyst Insurance Agent Management Consultant Franchise Owner Electrical Engineer Aircraft Mechanic Technical Trainer EEG Technician Radiological Technician Emergency Medical Technician Corrections Officer Flight Attendant</p>	<p>ESFP</p> <p>Veterinarian Flight Attendant Floral Designer Real Estate Agent Child Care Provider Social Worker Fundraiser Athletic Coach Musician Secretary Receptionist Special Events Producer Teacher: Preschool Teacher: Elementary Emergency Room Nurse Occupational Therapist Exercise Physiologist Team Trainer Travel Sales Public Relations Specialist Waiter/Waitress Labor Relations Mediator</p>
<p>ESTJ</p> <p>Government Employee Pharmaceutical Sales Auditor Computer Analyst Technical Trainer Project Manager Office Manager Factory Supervisor Credit Analyst Electrical Engineer Stockbroker Regulatory Compliance Officer Chief Information Officer Construction Worker General Contractor Paralegal Industrial Engineer Budget Analyst Database Manager Funeral Director Cook Security Guard Dentist</p>	<p>ESFJ</p> <p>Nurse Social Worker Caterer Flight Attendant Bookkeeper Medical/Dental Assistant Exercise Physiologist Teacher: Elementary Minister/Priest/Rabbi Retail Owner Office Manager Telemarketer Counselor Teacher: Special Education Merchandise Planner Credit Counselor Athletic Coach Insurance Agent Sales Representative Massage Therapist Medical Secretary Child Care Provider Teacher ESL</p>

<p>ENFP</p> <p>Conference Planner Speech Pathologist HR Development/Trainer Ombudsman Clergy Journalist Newscaster Career Counselor Housing Director Character Actor Marketing Consultant Musician/Composer Artist Information-Graphic Designer HR Manager Merchandise Planner Advertising Manager Dietician/Nutritionist Speech Pathologist Massage Therapist Editor/Art Director</p>	<p>ENTP</p> <p>Venture Capitalist Actor Journalist Investment Broker Real Estate Agent Real Estate Developer Strategic Planner Political Manager Politician Special Projects Developer Literary Agent Restaurant/Bar Owner Technical Trainer Diversity Manager Art Director Personnel Systems Developer Computer Analyst Logistics Consultant Advertising Creative Director Radio/TV Talk Show Host</p>
<p>ENFJ</p> <p>Entertainer Recruiter Artist Newscaster Writer/Journalist Recreation Director Librarian Facilitator Politician Psychologist Housing Director Career Counselor Sales Trainer Travel Agent Program Designer Corporate Trainer Child Welfare Worker Social Worker (Elderly Services) Interpreter/Translator Occupational Therapist Executive: Small Business Alcohol/Drug Counselor Sales Manager</p>	<p>ENTJ</p> <p>Program Designer Attorney Administrator Officer Manager Chemical Engineer Sales Manager Logistics Consultant Franchise Owner New Business Developer Personnel Manager Investment Banker Labor Relations Management Trainer Credit Investigator Mortgage Broker Corporate Trainer Environmental Engineer Biomedical Engineer Business Consultant Educational Consultant Personal Finance Planner Network Integration Specialist Media/Buyer Planner</p>

Goals and Objectives Power Point® Presentation

This PowerPoint is available on the Master Blackboard™ Shell for ACA 111. It can be used in conjunction with the Goals and Objectives unit on pages 25-29 in the student workbook. You may want to prepare your own examples for slides six and seven prior to class.

GOALS AND OBJECTIVES

*“If you want to be successful,
do what successful people do.”*

Bazán, Johnson, Bazán

What is a goal?

A goal is something you want to accomplish.

- Physical *"I want to walk more."*
- Social *"I want to make more friends."*
- Spiritual *"I want to pray/meditate daily."*
- Mental *"I want to be mentally healthy."*
- Family *"I want to spend more time with my family."*
- Financial *"I want to be able to pay my bills."*
- Health *"I want to lose/gain 10lbs."*
- Career *"I want to decide on a career."*

S.M.A.R.T.

An effective way to set meaningful goals is to follow the S.M.A.R.T. process.

- Specific: Say exactly what you want.
- Measurable: How will you know if you did/did not achieve the goal?
- Attainable: The goal must be within your ability to achieve
- Realistic: The goal must be realistic in terms of the other aspects of your abilities.
- Timely: The goal must have a reasonable time by which it is realized.

Objectives

Objectives are steps that you plan to take in order to reach your goals.

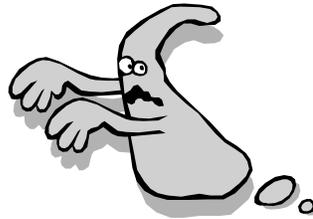
“I would like to complete all my required developmental courses in English and Reading by the end of the semester with no less than a ‘B’ in any class.”

- Step 1: What are the courses I need to complete? Make a list.
- Step 2: What will my timeline be? Plan out semesters.
- Step 3: What do I need to do to make a ‘B’ or better in every class? Make changes to my study habits.

Uh oh, step 3 looks like a new goal. It is entirely possible... indeed *probable* that every goal will lead to a new goal.

That’s good. Without goals, our lives are _____. You fill in the blank.

Barriers to Goal Setting



Goal:

“I would like to complete all my required developmental courses in English and Reading by the end of the semester with no less than a ‘B’ in any class.”

Potential Barrier(s)

1.

2.

3.

4.

5.

What will I do to overcome the barriers? (Strategies)

1.

2.

3.

4.

5.

Unit 2: About CPCC

In this unit students will use the CPCC websites and the ACA 111 CD-ROM to learn about the following resources and to complete textbook assignments related to each resource.

1. CPCC : history, vision, enrollment, campuses, president

Location: Classroom

Covers ACA 111 Pretest Questions: 2, 23, 29, 32, 38

2. Campus Security

Location: Classroom

Covers ACA 111 Pretest Questions: 4, 28

Suggested Activity:

- Students watch the CD-ROM.
- Small groups complete the worksheet on page 34.
- Role-play responses to the scenarios.
- Offer students an opportunity to sign up for the **CPCC Critical Alert** Emergency Notification text messaging and direct phone call system. Sign up instructions can be accessed by visiting the following link:

<http://www1.cpcc.edu/emergency-services/critical-alert>

3. Financial Aid

Location: Classroom or Computer Lab

Covers ACA 111 Pretest Questions: 3, 12, 13, 27, 50

Suggested Activity:

- Use Sample S.M.A.R.T. Lesson Plan in manual.
- Ask students to find one or more scholarships for which they may qualify.

4. Counseling and Advising Services

Location: Classroom and Computer Lab

Covers ACA 111 Pretest Questions: 5, 10, 14, 19, 20, 24, 33, 34, 35, 44, 45, 46,

Materials needed: CPCC Catalog and current CPCC Semester Schedule

5. Career Services

Location: Classroom or Computer Lab

Covers ACA 111 Pretest Questions: 18, 26,

Suggested Activity:

- Invite a Career Counselor to present an overview of Career Services at CPCC.
- Offer extra credit to students who set up an appointment to meet with a Career Counselor.

6. Student Life

Location: Computer Lab

Covers ACA 111 Pretest Questions: 1, 9, 43

Suggested Activity:

- Offer extra credit for attendance at a college event.

7. Academic Learning Center

Location: Computer Lab

Covers ACA 111 Pretest Questions: 17, 22, 42

Suggested Activity:

- Offer extra credit for attendance at a tutoring session in the Academic Learning Center.

8. Library

Location: Computer Lab

Covers ACA 111 Pretest Questions: 11, 25, 30, 47

Suggested Activity:

- Students tour the library website and complete the online Library Tutorial Quiz.
- Students visit the library for a presentation on library services and an online or in-class activity. (Must be scheduled in advance with the campus library.)

Worksheet Answer Keys

The Financial Aid Worksheet is on page 36 in the student handbook. Go to the Financial Aid website (http://www.cpcc.edu/financial_aid/) and find the answers to the following questions about financial aid at CPCC.

1. What is the name of the application all students in the United States must fill out in order to be considered for free federal student aid?
A: *FAFSA (Free Application for Federal Student Aid)*
2. If you want to apply for financial aid, when is the earliest you can apply for the upcoming fall semester?
A: *January 31 (once you get your W-2 form for tax filing)*
3. What do you need to have completed before you can fill out the free federal aid form?
A: *Tax returns*
4. Where is the financial aid office on your campus?
A: *Room 206 Central High Building; Other campuses - varies*
5. What is the telephone number of the financial aid office?
A: *704-330-6942*
6. What is the SAR and why is it important?
A: *The student will receive a Student Aid Report (SAR) which has all the information that was reported on the FAFSA. The SAR will notify the student if they are eligible for the Pell Grant and what the family is expected to contribute to the cost of education*
7. Students can receive financial aid to study abroad. Which expenses are covered?
A: *Students are eligible for academic credit (tuition)*
8. What is a Federal Pell Grant?
A: *A Federal Pell Grant is based upon financial need as determined by the processing agency designated by the U.S. Department of Education. This Federal grant ranges from \$400 to \$4,050 for full-time undergraduate students.*
9. What is the difference between a merit-based scholarship and a need-based scholarship?
A: *Merit is based on grades; need is based on financial situation.*
10. Name three types of loans available at CPCC.
A: *Loan availability at CPCC has changed. Refer to financial aid website for details.*

Registration Exercise # 1 – Page 39 in student workbook

Using your CPCC catalog, answer the following questions:

1. What is CPCC's Vision Statement?

A: Central Piedmont Community College intends to become the national leader in workforce development.

2. How many CPCC campuses are there and what is the closest to your home?

A: 6 campuses – North, Harper, Harris (formerly West), Central, Levine, Cato

3. When is the final exam period for the current semester?

A: Answers may vary

4. In a given term, what must your grade-point average be to make the Dean's List?

A: 3.5

5. What percentage of your tuition will be reimbursed if you withdraw from a class you never attended within the first week the class meets?

A: 75% refunded (100% refunded if you drop before the first day of class)

6. What is the first step of a grade appeals procedure?

A: Students wishing to appeal any decision affecting their status at Central Piedmont Community College should first appeal to the instructor or staff member making the decision

7. In addition to all of the schools in the University of North Carolina system, how many private institutions have agreed to participate in the Comprehensive Articulation Agreement with CPCC?

A: 15

8. What are the three degrees designed for College transfer?

A: Associate in Arts, Associate in Science, Associate in Fine Arts

9. What are the definitions of "prerequisite" and "co-requisite"?

A: A prerequisite is a course that must be completed before a subsequent course can be taken. A co-requisite is a course that must be taken along with another course.

10. According to the catalog, what is the program grade-point average necessary to receive a degree, diploma, or certificate?

A: 2.0

Academic Learning Center Scavenger Hunt – Page 47 in student workbook

Go to the Academic Learning Center website to find answers to the following questions:

1. What are the hours of operation of the ALC for this semester?
A: *Check ALC website for current semester hours*
2. Where is the ALC located on your campus?
A: *Central Campus – Central High Building, Room 103*
Levine Campus – New building ALC
3. On which campuses can you get tutoring for writing?
A: *Central, Levine, Cato*
4. Name the five labs of the ALC.
A: *Supplemental instruction, Math, Computer, English, Academic Success*
5. Look at the Study Skills handouts. Name three ways to beat procrastination from the “Beating Procrastination” handout.
A: *Answers will vary – refer students to Math or English handouts.*
6. What are the three types of handouts that you can get from this site?
A: *Study Skills, English and Math handouts*
7. For what subject can you get on-line tutoring?
A: *Math and Writing*
8. Name three non-Microsoft programs that you can access in the Computer Lab.
A: *Study Skills Behavior, MyMathLab Plug-ins, Glencoe Keyboarding, Sage Microlab*
9. Which kinds of calculators can you learn how to use in the Math Lab?
A: *Ti-83, Ti-85, Ti-86 graphing calculators*
10. Find the “Placement Test Prep” under “Related Links.” For which subjects are practice problems given?
A: *Sentence skills, Reading comprehension and Math*

Campus Scavenger Hunts

Instructors have the option of sending students on a campus scavenger hunt. It is important that instructors advise the participating departments and services that students will be visiting their offices.

Included in the manual are Scavenger Hunts for Central and Levine campuses

OPTIONS:

- 1) Provide a treat in your mailbox for students
- 2) In the event of inclement weather, students may find answers online.

ACA 111 Central Campus Scavenger Hunt

1. Locate the offices of Counseling and Advising in the Central High building. Get the names of four of the Counselors.
A: Answers vary
2. Go to the Academic Learning Center. Find out the hours of operation and bring back one brochure or handout per group member.
*A: Hours of operation: M-W 8:00a – 6:30p
TH 8:00a – 8:00p, F 8:00 – 2:00p*
3. Find the Security base. Get a copy of the campus map (one per group). What is the non-emergency phone number for Security on campus?
A: Phone number: 704-330-6632
4. Locate the Fitness Centre and find out this semester's operating hours.
*A: Fitness center location: Taylor Hall 101
A: Hours of operation: M-Th 8:00a – 2:15p, F 8:00a – 12 noon*
5. Go to the Bookstore. Find the book for MATH 161.
*A: Title: College Algebra in Context with Applications
A: Author: Harshbarger Price: \$125.75*
6. Go to the Math Department. Which Math course should you take if you scored a 70 on both the arithmetic and algebra sections of the placement test?
A: I should take: Math 070
7. Find the Overcash Academic and Performing Arts Center – Halton Theatre. What is the title of the current or next theatre production? What is being displayed in the art gallery?
*A: Theatre Production: Answers vary
A: Art Gallery: Answers vary*
8. Go to the Student Life Center. What is one of the upcoming Service Learning events?
A: Event: Answers vary Date: Answers vary
9. Write the names four other people in this course.
A: Answers vary
10. Go to the third floor of the Professional Development Building and sign the attendance sheet that is in my mailbox. This will serve as attendance for today.

ACA 111 Levine Campus Scavenger Hunt

1. Find the security office.
A: *Where is it? First floor across from registration*
A: *What is the phone number for security? (704)330-6911*
A: *What services do they provide? Safety issues on campus, escort to parking lot, lost and found, first aid*
2. Go to the Student Life Center and find out the job title of Barry Gilmore.
A: *Room Number: 1400 Title: Check current directory*
3. Find out the names of the President of Central Piedmont Community College and the Dean of Levine Campus.
A: *President: Dr. Tony Zeiss*
A: *Dean: Dr. Augustine Martinez*
4. What types of classes are held in Classroom #1412?
A: *Art*
5. Find my office / mailbox and leave a note for me. Have a treat.
A: *Check for note/or candy*
6. Locate the offices of the college counselors at Levine. What are their titles and names?
A: *Refer to directory for names of current counselors*
7. Locate the Auditorium. What room number is it and what is the seating capacity?
A: *Room 2150; Seats: 90*
8. Go to the Weight Room. What is the room #? List three types of equipment.
A: *Room: 2310 Equipment: Treadmill, Elliptical, Weights, Cycle, Stair Climber*
9. Locate the Testing Center. Where is it and who is in charge?
A: *Room: 2310; Answers will vary*
10. Go to the Computer Lab in Building II. What are the hours of operation?
A: *Hours: Mon-Thurs 7:30a - 9:45p, Fri 7:30a - 3p, Sat 8a - 12p*
11. In the Computer Lab, how many stations are there? What are the room #s to the surrounding computer classrooms?
A: *Number of stations: 48; Rooms: 1301-1306*
12. From the main entrance of the college, give directions to Subway
A: *Turn right, go downstairs, Subway on lower level*
13. What are the hours of the Bookstore?
A: *Mon-Thurs, 9a-6:30p; Fri, 9a-2p*

14. Are the Lance crackers cheaper in the Vending Machine or the Bookstore?
A: Bookstore
15. What is the function of the Reception Desk?
A: To provide information about class and office locations
16. Find the Campus Lake. Where is it?
A: In the back of the campus buildings
17. Locate the Academic Learning Center. What is its function?
A: Room 2310; Tutoring and Testing Center
18. What are the names of the Librarians and what are the hours of operation?
A: Names will vary; Hours: Mon-Thurs, 8a-8p, Fri, 8a-1p
19. What events and activities are coming up in the next 6 months?
A: Answers will vary

Unit 3: About College

Academic Strategic Plan

Academic Advising Session

All ACA 111 students are required to attend a session with an Academic Advisor. Instructors are advised early in the semester of the dates available for the sessions. Students are responsible for scheduling their own appointments. Upon completion of the session the student will receive an *Academic Plan Worksheet* which lists the courses he/she will need to take the following semester.

Online Scheduling System

Central campus students will have access to an Online Schedule System to assist them in setting up appointments with the Academic Advisor. The link for this website is <http://www.appointmentquest.com/provider/2070055328>

Grading the Academic Strategic Plan

The Academic Strategic Plan consists of the following:

- Declaration of Major / Listing of Skills
- Skills and Barriers
- Courses the student plans to take the following semester
- *Academic Plan Worksheet* from the Academic Advising Session

Although the grading system for this assignment is left to the discretion of the instructor, it is recommended that the plan count for approximately 25% of the final course grade.

Online Students will send a designated counselor their:

- Full Student Name
- Student Identification Number
- Instructor's Name
- Class Number and Section
- Current List of Courses

Quizzes and Exams

ACA 111 Pre and Post Tests

Outcome assessment is an essential component of ACA 111. We measure this outcome in part through pre and post tests. The pre-test should be completed within the first two weeks. The post-test should be given on the last day the class meets in the computer lab.

Blackboard™ Quiz

A Blackboard™ quiz may be administered the first or second week of class to ensure that students know how to access and utilize Blackboard™. A sample quiz is available in the ACA 111 Blackboard™ section shells.

The Midcourse Quiz

Instructors have the option of administering a midcourse quiz. Quizzes may be posted in Blackboard™ and administered during class in the computer lab. They are automatically graded and students are able to see their scores upon completion of the quiz. A sample midcourse quiz for use in Blackboard™ is provided in this Instructor's Manual.

The Final Exam

The ACA post-test may be used as a final exam in ACA 111, as it is a cumulative review of the course material. If instructors opt to use the post-test as the final exam it must be administered on the last day that the class meets in the computer lab.

Other options for final exams include a take-home exam or an end-of-course project.

Midcourse Sample Quiz

Instructions This is a Midcourse Quiz for ACA 111. This quiz is password protected. The instructor will provide you the password. You will be presented with one question at a time and will only have one attempt to complete this quiz. Be sure to hit the submit button when you have completed all the questions.

Multiple Attempts Not Allowed. This test can only be taken once.
Force Completion This test must be completed now.

Question 1 In which publication would you find the Comprehensive Articulation Agreement?

- The fall schedule of classes
- The online Student Handbook of Policies and Procedures
- The CCCC Catalog
- The Spark

Question 2 CCCC has an agreement to transfer classes to which colleges?

- UNCC and NCCU
- Any UNC system college (UNC, NC State, UNC Asheville, etc...)
- Any private college in North Carolina
- Any college

Question 3 An example of a measurable goal is:

- Study more
- Make the Dean's List by spring semester
- Get better grades
- Have a decent G.P.A.

Question 4 What does P-CAP provide?

- Academic Counseling
- Personal Counseling
- Group Counseling
- Career Counseling

Question 5 **Which of the following is NOT a strategy for a visual learner?**

- Take notes in class
- Get your body involved in as much movement as possible while you study
- Create mental pictures that illustrate analytical of logical concepts
- Use color coding to organize notes and possessions

Question 6 **According to the CPCC Catalog, what is the program grade point average (GPA) necessary to receive a degree, diploma or certificate?**

- 2.0
- 2.5
- 3.5
- 4.0

Question 7 **In which CPCC publication would you find a listing of course offerings, days and times?**

- The CPCC Course Schedule
- The CPCC Catalog
- The Student Handbook
- The Policies and Procedures Manual

Question 8 **Which of the following are CPCC Campuses?**

- Central, Levine, Cato
- Central, Levine, Northwest
- Levine, West, Southeast
- North, Central, Southeast

Question 9 **A goal must be:**

- Specific, measurable, active, realistic, and trendy
- Smart, measurable, attainable, reachable and traditional
- Smart, marketable, attainable, realistic and timely
- Specific, measurable, attainable, realistic and timely

Question 10 **Student Life programs are available on which campuses?**

- Central and Levine
- Central Only
- All six campuses
- Levine, Central and North

Question 11 **If you miss a class you should:**

- Contact the instructor
- Check blackboard for announcements and updates
- Complete any missed assignments
- All of the above

Question 12 **How can students register for classes?**

- In person
- On-line
- By phone
- All of the above

Question 13 **If you need clarification of a policy or procedure governing students at CPCC, you should consult:**

- An academic advisor
- The course schedule
- The online student handbook
- The ITS helpdesk

Question 14 **A kinesthetic learner prefers to:**

- Learn by listening to lectures
- Learn by reading instructions
- Learn by participating in study groups
- Learn by doing hands-on activities

Question 15 **Your SNAP account refers to:**

- Your tuition at CPCC
- Your computer access code for CPCC computer labs
- Parking access
- The registration process

Question 16 **If you have a problem with a grade that an instructor gave you, what should you do?**

- Make an appointment with the division director
- Make an appointment with the college president
- Go through the grade appeals process
- Demand that the instructor change the grade

Question 17 **What are the three degrees designed for college transfer?**

- Associate of Arts, Associate of Academics, Associates of Fine Arts
- Associate of Arts, Associate of Fine Arts, Associate of Mathematics
- Associate of Science, Associate of Mathematics, Associates of Technology
- Associate of Arts, Associate of Fine Arts, Associate of Science

Question 18 **At CPCC the term “Blackboard” refers to**

- A website about teaching tools
- A search engine
- An online teaching tool of posting course information
- A laptop computer

Question 19 **An example of a prerequisite is**

- A course that must be taken at the same time as another course
- A course that is needed in order of transfer
- A course that must be completed before another one is taken
- A course that you will be reimbursed for

Question 20 **An auditory learner may benefit from**

- Participating in a small group discussion
- Tape recording a lecture
- Reading aloud
- All of the above

Question 21 **The Student Life Program at CPCC provides:**

- An opportunity for students to join a club or an organization on campus
- Career counseling
- Student counseling
- All of the above

Question 22 **The way you naturally taken in and process information is your**

- Learning style
- Cognitive style
- Personality style
- Classroom style

Question 23 **Under which circumstance are students assigned a course grade of “W”?**

- The student stops attending class
- The student completes 90% of the work, but cannot finish the course
- The student initiates a formal withdrawal procedure before the semester withdrawal date
- The student fails to complete the necessary classwork

Question 24 **Which of the following is not affiliated with the CPCC Student Life Program?**

- Student Government
- Student Clubs and Organizations
- Student records
- Student publications

Question 25 **In a given term, what must your grade point average (GPA) be to make the Dean’s List?**

- 3.5
- Between 3.0 and 4.0
- 2.5
- 3.75

S.M.A.R.T. LESSON PLANNING SYSTEM™

ACA 111 instructors will be expected to participate in the S.M.A.R.T. Lesson Planning System™. The SLPS is explained in the following pages.

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

Learning Styles

Auditory – Auditory Learners learn best through listening. People who are auditory learners usually prefer to get information by listening. They need to hear it to know it and remember what was discussed rather than what was seen.

Visual – Visual Learners learn best through seeing things. Visual Learners think in pictures, have a strong sense of color and remember what they have seen rather than what they have heard. They need to create clear images in their minds so that they can remember information.

Kinesthetic – Kinesthetic Learners like to be active in their learning experience. People who are kinesthetic learners prefer to be actively involved in what they are learning. They need to physically move to do their best.

Theme or Topic

From instructional curriculum – These are found in the “Course Description” of online departmental course syllabi.

(From English 080 online syllabi) **“Correct, coherent sentences”**

Long-Term Objective(s)

What will today’s assignment add to students’ knowledge by the end of the semester? How does this assignment add to what students know by the end of the semester?

How does this assignment tie into the Course Objectives? The work students do on a daily/weekly/semester basis must tie into overall course objectives.

How does this assignment help students meet the Course Objectives?

Example: (From English 080 course objectives)

“Students will be able to write correct sentences and a unified, coherent paragraph.”

Short-Term Objective(s)

Remember to incorporate learning styles (visual, auditory, kinesthetic) into your short-term objectives.

What do you want the students to know *by the end of this class session* about this assignment? These objectives are created with measurable outcomes: Students produce tangible evidence of outcomes of class engagement. “I learned this: _____.” Using learning styles to demonstrate the learning that took place can make this unique and individual to students.

Example:

1. Students will be able to write three sentences with 100% accuracy by the end of the class. Students will edit (again, remember learning styles) and correct three given sentences with 100% accuracy by the end of class.
2. Students will list three out of five concepts from class that they learned today. List concepts taught:
 - a.
 - b.
 - c.
 - d.
 - e.

Materials Required

May include:

- Physical materials required for demonstrations – props and art materials
- Technology requirements – computer, internet, projection equipment, etc.
- Environmental features necessary for demonstration
- Guest speakers or key speakers from class
- Textbooks
- Websites

Required Activity

The instructor describes what will happen, how it will happen and who will participate. The tone is less prescriptive (more casual), but the class activity must lead to the desired outcome described in the long-term and short-term objectives. Connect the required activity into the course objectives for the semester. Incorporate learning styles into this phase and vary the instructional/facilitative mode.

This activity emphasized the following learning styles:

- Visual
- Auditory
- Kinesthetic

Ideally, any instructor should be able to read the description of the activity and figure out how to facilitate this lesson from the steps outlined. To be certain, ask someone who has never taught this before to read it and see if they could teach this lesson based on what is described.

Instructor's role:

How will the instructor facilitate the student's learning?

How can the theme/principle of this lesson apply to other academic areas? What application does this lesson have to social interactions and real-life situations?

Students' role:

What are students expected to do during this lesson?

How will students participate?

Auditorially

Visually

Kinesthetically

Assessment

Assessment is the tool used to measure the outcome of the Short-Term Objective(s) outlined at the beginning of the lesson.

Once you know what it is you want students to know, the *method* used to determine what they've learned from this lesson can take on many different forms. Here are some suggestions:

1. **5 Minute Student Self-Report**

Students individually record what they have learned from today's lesson. This can be done on 2-part forms where they keep one copy and turn in the second copy. The likelihood that they will remember important points later on is enhanced by writing it and keeping a record. A copy of everything they have learned on every day they have attended will give them a place to begin studying come test time.

2. **5 Minute Recorded Discussion**

Students discuss in pairs or small groups what they have learned from the lesson. This information is recorded by each individual and then pairs/groups share briefly with the class. This allows for optimum sharing and interpretation of the lesson. Instructors can evaluate the collective knowledge of the class as a result of the lesson by collecting the information and comparing it to the short term objectives.

3. **Quiz**

Quiz is not a bad word. Quizzes can tell us a lot about what is going on with students' auditory, visual, and kinesthetic classroom perception. The secret is not to use this method exclusively. As with salt – use sparingly. Quizzes also do not have to be done on paper with individuals sitting in agonizing silence. Use learning, critical thinking, and problem-solving strategies for the day's lesson.

4. **Sign-Out Sheet**

Instructor provides a daily sign-out sheet for students. The last 5-10 minutes of class, they have the opportunity to sign out for attendance credit and check off the concepts they did/did not understand from a grid. See below:

Code	Date	Ch. 7 – Thinking (I read the chapter)	Tolerance	Judgment	Creative Serendipity	6 errors in logic	Uncovering Assumptions
4659	11/16	√	√	√			
1117	11/16					√	√

Students use code identifiers to protect their anonymity from other students.

Code identifiers are determined by the student and provided to the instructor at the beginning of the semester. The code system is an excellent way for students to gain insight into their work and the work of their classmates without passing judgment about ability.

This grid would indicate that student 4659 has read the chapter, understands “Tolerance” and “Judgment”, but is not so clear about the last 3 areas.

Why *might* student 1117 have missed the first 3 concepts?

For more information on S.M.A.R.T. Lesson Plans TM contact Laura.Bazan@cpcc.edu.

Follow-Up Evaluation of Lesson/Activity

As instructors, we must evaluate our classroom assessments to provide us with feedback about the way we are teaching, what we are teaching, and most importantly, what is being learned.

What are we looking for in terms of student success? What will be the benchmark for a “successful” lesson?

How do we know if the assessment is really uncovering strides and gaps in learning?

Should we use this lesson again or not?

Some suggestions:

1. Use “Learning Squares”* to help get another set of professional eyes on your lesson. This is an excellent way to work through a difficult lesson/concept with another instructor.
2. Take anecdotal notes. Jot down notes during class or immediately after about the day’s lesson. We tend to lose important perceptions the longer we wait to evaluate.
3. Conduct individual student interviews. Ask them. They’ll be more than happy to let you know what they think. This might not be the most accurate evaluation of what’s going on, but it creates rapport and lets them know that you are truly interested in their learning.
4. Trust your gut. Sometimes intuition is stronger than numbers. If the numbers say that everything is great, but you get the strong inclination that they are not “getting it”, refer back to #s 1,2, and 3.

*Learning Squares is a non-evaluative peer-observation system created by James Bazán for CPCC instructors. For more information, contact James Bazán at 704-330-6154.

Sample of S.M.A.R.T. Lesson Planning System

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

Theme or Topic:

Long-Term Objective(s):

Short-Term Objective(s):

Remember to incorporate learning styles (visual, auditory, kinesthetic) into your short-term objectives.

Materials Required:

Required Activity:

Instructor's Role:

Student's Role:

Assessment:

Follow-Up Evaluation of Lesson/Activity:

Sample Lesson Plan

Financial Aid Unit

Goal: Complete an outline of presentation on financial aid, listing steps, eligibility requirements and types of aid

Learning Styles: auditory, visual, kinesthetic

Materials: *ACA 111 College Student Success* book and CD, copies of *Outline of Financial Aid Presentation*

Activities:

Preview/Icebreaker: Agree/disagree [learning styles: kinesthetic, auditory]

- Write Agree on one side of the board and Disagree on the other.
- Tell students to move to the side of the room that indicates their opinion as you read the following statements (or create your own).
 - *Money is the biggest problem I face in continuing my education.*
 - *I understand the process of getting financial aid fairly well.*
 - *Education is the most important financial investment you can make.*
 - *It's difficult to find out about financial resources.*
- After each statement, call on students to explain their position.

Lesson: Video [learning styles: auditory, visual, kinesthetic?]

- Distribute *Outline of Financial Aid Presentation* handout. Preview the information that students are listening for.
- Play the video clip for the Financial Aid segment. Have students complete the outline.
- Have students compare their outlines with a partner.
- Go over the answers with the class.

Review/Assessment [learning styles: kinesthetic, auditory, visual]

- Photocopy and cut up the sections of the following outline on pages 63 and 64.
- Give each student a phrase. Have them get up and walk around the room to recreate the outline. Once they are standing in the correct order, call on students to read their phrase to the class.

Assessment: completion of outline, both paper and kinesthetic

OUTLINE OF FINANCIAL AID PRESENTATION

FINANCIAL AID PROCESS	ELIGIBILITY REQUIREMENTS	TYPES OF FINANCIAL AID
<p>1. First step: _____</p> <p>2. _____</p> <p>3. Set up a visit to the financial aid office.</p>	<p>1. financial need</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>1. Federal</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>2. State</p> <p>a. _____</p> <p>b. _____</p> <p>3. Institutional</p> <p>_____</p>

Directions: Cut in strips.

Steps in the Financial Aid Process

Types of Aid

Complete and submit the FAFSA

Federal

Receive the Student Aid Report

Pell Grants

Visit the office of Financial Aid

Supplemental Education Opportunity Grant

Eligibility Requirements

Demonstrate financial need

Work-study

Have a H.S. diploma or GED

Alternative and plus loans

Be a U. S. citizen

Institutional Scholarships

Have a valid social security number

State grants

Register with selective service

NC Student Incentive Grant

Maintain satisfactory academic progress

NC Community College Grant

Audioscript for Financial Aid Segment

Scott M. Byrd, Financial Aid and Veterans Affairs Specialist

Education beyond high school is a big investment of time, energy and money. And you need to know how to pay for this education. Here at Central Piedmont community college we have a number of financial aid opportunities available for qualifying students. Come on in, let's get started.

FINANCIAL AID PROCESS

The first step in the application process is the completion of the FAFSA, or free application for federal student aid. There are two methods in which you can do this: one is to manually complete the paper application and submit it to the U.S. Department of Education. Your other option is to go online at www.fafsa.ed.gov.

Shane Jeter, Financial Aid and Veterans Affairs Specialist

ELIGIBILITY REQUIREMENTS

At this point you may be asking, what are some of the eligibility requirements for financial aid. The first is to demonstrate financial need. You'll also need a high school diploma or GED. You'll also need to be a U.S. citizen and have a valid social security number, or be an eligible non-citizen. If you're a male, you're required to register with selective service. And all students are required to maintain satisfactory academic progress, which is a 2.0 grade point average and a 67% completion rate. These are just some of the basic requirements for financial aid.

Now that we have discussed some of the basic requirements for financial aid, let's talk about some of the different types of funding that are available to students here at Central Piedmont.

The aforementioned sources of aid fall into three categories, and they are federal, state and institutional funds. The largest such federal program is the Pell Grant program, which is a need-based grant program that you are not required to repay. Also there's the Supplemental Education Opportunity grant to help offset educational costs. Federal work-study is a part-time on-campus employment funded through federal funds. This position is need-based. We also offer alternative loans and plus loans which are parental loans for undergraduate students. These are money borrowed from a lender and are required to be repaid.

Institutional scholarships are offered through the CPCC Foundation. We also offer state grants which are the North Carolina Student Incentive Grant and the North Carolina Community College Grant. These help offset the cost of education.

Scott M. Byrd, Financial Aid and Veterans Affairs Specialist

Once you have submitted your application, it will take about three or four weeks if you submitted a paper application to process, and one to two weeks if you submitted online. Once your application has processed, you will receive a student aid report or SAR in the mail, or by email if an address is provided. Once you've received your student aid report, you'll want to set up a time and come and visit us in the office of Financial Aid and Veteran's Affairs. And we look forward to assisting you in all your endeavors at Central Piedmont Community College.

ACA 111 Pre/Post Test

The Learning College today is focused on if learning is sustained long enough to help students succeed in classes the following semester. Anecdotal information in the form of an occasional positive reference about the course by instructors outside of the discipline, and students' grades alone are not adequate indicators of student success.

There is no uniform way to measure the learning from section to section within an entire college. This is true for all courses, not just orientation and study skills courses. While many assignments are uniform, course delivery, requirements, and grading systems are, in keeping with CPCC's emphasis on academic freedom, unique to individual instructors. Active learning (and teaching) strategies, journaling, group interaction, instructor interviews, service learning, learning communities, and visitation to campus resources represents the work of the course, but doesn't provide the outcome assessments needed.

What are students learning? How can we find out what information students retain? What, if anything, are they NOT learning?

At CPCC, we devised a pre-post test for ACA 111, College Student Success to begin measuring what students learn in class. The Pre-test is given online, at the beginning of the semester after the schedule adjustment period. Students log-in after they have become familiar with their SNAP log-in and e-mail accounts. At a pre-determined time, approximately 2 weeks after the class has begun, the pre-test becomes inaccessible to students and instructors. Results are compiled by researchers at CPCC.

Approximately one week before the end of the semester, the same test is re-opened at the same website address and students are directed in classroom labs to access and take the ACA 111 post-test. Results are again compiled and instructors receive those scores which can be used as a final exam in the class.

The website address for the ACA 111 pre-post test is:

<http://surveys.cpcc.edu/45898/45898.asp>

The pre-post test information is one way for instructors to evaluate the efficacy of their section of ACA 111. ACA 111 has had great retention rates for developmental students as well.

According to a recent report, in-term retention for a randomly selected sample (N=283) of entering developmental students enrolled in ACA111 shows a total of 84.1% retention within the term – this represents a 25.1% improvement in retention over the 59% baseline.

Please select your section number for ACA 111: _____

Please select your demographic information:

Are you Hispanic/Latino?

- Yes
- No

What race are you?

- White/Caucasian
- African American/Black
- Asian or Pacific Islander
- Native American or Alaskan Native
- Other

Are you a first year student?

- Yes
- No

Enter your student ID # (7 digit number located on your student ID card): _____

Last Name _____ First Name _____

List your Instructor's Name: _____

Do not click the submit button (at the bottom) or press enter until you are finished. Verify section and instructor name with your instructor. Select the best response below.

Question 1 Multiple Choice 1 point

How many student clubs and organizations are there at CPCC?

- 1-10
- 11-20
- 21-30
- Over 30

Question 2 True/False 1 point

CPCC only has campuses in Mecklenburg County.

- True
- False

Question 3 True/False 1 point

You must be a North Carolina resident to receive financial aid.

- True
- False

Question 4 True/False 1 point

Police officers on CPCC's campus have full arrest powers.

- True
- False

Question 5 True/False 1 point

Copying someone else's homework is considered cheating.

- True
- False

Question 6 Multiple Choice 1 point

If I exceed my free quota of printed pages from CPCC labs, I may pay for additional prints by

- Giving my instructor funds to apply to my account
- Visiting <https://payforprint.cpcc.edu> and paying for additional prints by debit or credit card or paying for them at the cashier's office
- Paying the lab facilitator
- Paying my buddy to print pages for me.

Question 7 True/False 1 point

Every student at CPCC has a SNAP account.

- True
- False

Question 8 Multiple Choice 1 point

CPCC email may be accessed from

- A CPCC campus computer lab only
- A CPCC classroom or library computer only
- Any on-campus computer or from a remote location via the web
- Blackboard only

Question 9 True/False 1 point

Since CPCC is a community college, there is no student government association.

- True
- False

Question 10 True/False 1 point

Counselors are for academic issues only. They won't discuss your personal problems with you.

- True
- False

Question 11 True/False 1 point

You can access CPCC's Library catalog via the internet from your home computer.

- True
- False

Question 12 True/False 1 point

Financial Aid is only for students whose income falls below the poverty level.

- True
- False

Question 13 True/False 1 point

Financial Aid money cannot be used to purchase textbooks.

- True
- False

Question 14 True/False 1 point

If you stop coming to class, your instructor will automatically give you an "I" incomplete grade.

- True
- False

Question 15 True/False 1 point

Generally speaking, the first day of class is pretty uneventful. It is really not necessary to attend all of your classes on the first day.

- True
- False

Question 16 True/False 1 point

All CPCC computers will automatically log you off within ten minutes if you forget to log off after a session.

- True
- False

Question 17 True/False 1 point

The Academic Learning Center website has links to practice problems for the placement tests.

- True
- False

Question 18 True/False 1 point

The staff in Career Services will find a job for you.

- True
- False

Question 19 True/False 1 point

The CPCC catalog and schedule book basically have the same information and can be used interchangeably.

- True
- False

Question 20 True/False 1 point

If you have a problem with a CPCC action or procedure, there is a grievance procedure that you can follow.

- True
- False

Question 21 Multiple Choice 1 point

A S.M.A.R.T. goal is one that is:

- Specific, Measurable, Active, Realistic, Trendy
- Smart, Measurable, Attainable, Realistic and Timely
- Smart, Marketable, Attainable, Realistic, and Timely
- Specific, Measurable, Attainable, Realistic and Timely

Question 22 Multiple Choice 1 point

Which of these can you NOT do in the Academic Learning Center?

- Learn how to use your TI calculator
- Get assistance with study skills
- Get someone to proofread your Sociology paper
- None – you can do all of these in the ALC.

Question 23 Multiple Choice 1 point

The President of CPCC is:

- Tony Zeigler
- Tony Zeiss
- Tony Orlando
- Tony the Tiger

Question 24 Multiple Choice 1 point

Which of the following ways can you register for classes at CPCC?

- Online through the internet
- Telephone
- In-person
- All of the above

Question 25 Multiple Choice 1 point

When using the CPCC library website, which is the *best* option for finding an article for research?

- CLICK, the Library Catalog
- Databases
- Dr. Cite Right
- Google

Question 26 Multiple Choice 1 point

Which of the following is a service NOT usually offered by Career Services?

- A 'sample' or mock interview
- Helping you write your resume
- Assessing your personality to see what kind of career would be best for you
- None – Career Services can assist you with all of these

Question 27 Multiple Choice 1 point

What are three of the things that you will need to apply for Financial Aid at CPCC?

- Tax returns, FAFSA form, social security number
- FAFSA form, bank statement, high school diploma
- Driver's license, high school diploma, a demonstrated financial need
- A demonstrated financial need, birth certificate, FAFSA form

Question 28 Multiple Choice 1 point

Which of the following services does Campus Security NOT provide?

- Escorts to your car after dark
- Helping you find a parking spot
- Giving directions to your class
- None – Campus Security provides all of these

Question 29 Multiple Choice 1 point

The number of students that CPCC serves annually is:

- 40,000 – 50,000
- 50,000 – 60,000
- 60,000 - 70,000
- Over 70,000

Question 30 Multiple Choice 1 point

What is the primary job of a reference librarian?

- To do research on CPCC and North Carolina
- To do research for faculty members at CPCC
- To do research for administrators at CPCC
- To assist students with gathering information for assignments

Question 31 Multiple Choice 1 point

To activate my SNAP account I must have my

- CPCC student identification number and birth date
- CPCC pin number
- Address and home phone number
- Last four digits of my social security number

Question 32 Multiple Choice 1 point

The names of three of the CPCC Campuses are

- Central, West, East
- Levine, Cato, Central
- West, North, South
- Northeast, Southwest, South Central

Question 33 Multiple Choice 1 point

What are the three degrees designed for College Transfer?

- Associates of Arts, Bachelors of Arts, Bachelors of Science
- Associates of Arts, Associates of Fine Arts, Associates of Science
- Accounting, Business, Engineering
- Math, English, Biology

Question 34 Multiple Choice 1 point

If you have a problem with a grade that an instructor gave you, what should you do?

- Call Action 9 News
- Make an appointment with the college president
- Go through the grade appeals process
- Demand that the instructor change the grade

Question 35 Multiple Choice 1 point

CPCC has an agreement to transfer classes to which colleges?

- Any college in Charlotte (UNCC, Johnson C. Smith, Queens, etc...)
- Any UNC system college (UNC, NC State, UNC Asheville, etc...)
- Any college in North and South Carolina
- Any college

Question 36 Multiple Choice 1 point

Which of these is the most important day of class?

- The first day of class
- The last day of class
- The day of the test
- The second day of class – they really don't do anything on the first day.

Question 37 Multiple Choice 1 point

The way that you naturally take in and process information is called your

- Classroom Style
- Cognitive Style
- Personality Style
- Learning Style

Question 38 Multiple Choice 1 point

CPCC started as a Community College in

- 1962
- 1963
- 1964
- 1965

Question 39 Multiple Choice 1 point

If you need clarification of a policy or procedure at CPCC, you should consult

- Your instructor
- The Student Handbook
- The course schedule
- Your fellow classmates

Question 40 Multiple Choice 1 point

Your SNAP account refers to

- Your tuition at CPCC
- Your computer access code for CPCC computer labs
- Parking access
- The registration process

Question 41 Multiple Choice 1 point

At CPCC the term “Blackboard” refers to

- A computerized learning management system
- A part of the registration process
- The grading system of certain academic departments
- The chalkboard that instructors write on in class

Question 42 Multiple Choice 1 point

Which of the following labs are available in the central campus Academic Learning Center?

- Writing, Math, Computer
- Reading, Math, Business
- Business, Computer, Math
- Math, Peer tutoring, Chemistry

Question 43 True/False 1 point

Student Life sponsors at least one activity on every campus every fall and spring semester.

- True
- False

Question 44 True/False 1 point

Every student at CPCC is assigned a Faculty Advisor.

- True
- False

Question 45 Multiple Choice 1 point

What is the definition of a prerequisite?

- It is a fee that you have to pay before you can take a class.
- It is a class that you have to take before you can take another class.
- It is a class you have to take immediately following another class.
- It refers to course materials that you must have before coming to the first day of class.

Question 46 Multiple Choice 1 point

What is the Dean's List? A List of Students:

- That have gotten into disciplinary trouble while at CPCC
- Who have a grade point average lower than 1.0 for a given semester
- Who achieve a 3.5 or greater grade-point average in a given semester
- Who have been suspended from Financial Aid for the semester.

Question 47 True/False 1 point

As far as reliability, there are no real differences between internet domains (i.e., .com, .edu, .org, etc...).

- True
- False

Question 48 True/False 1 point

Knowing your learning style can help you perform better in your classes.

- True
- False

Question 49 True/False 1 point

An example of a S.M.A.R.T. goal is:

- Study more
- Make the Dean's List by Spring Semester
- Get better grades
- Have a decent G.P.A.

Question 50 Multiple Choice 1 point

The earliest you can apply for Financial Aid for the upcoming fall semester is

- January
- March
- April
- July

Answer Key: ACA 111 Pre and Post Test

Revised 1/2008

- | | |
|-----------|-----------|
| 1. D | 26. D |
| 2. True | 27. A |
| 3. False | 28. B |
| 4. True | 29. D |
| 5. True | 30. D |
| 6. B | 31. A |
| 7. True | 32. B |
| 8. C | 33. B |
| 9. False | 34. C |
| 10. False | 35. B |
| 11. True | 36. A |
| 12. False | 37. D |
| 13. False | 38. B |
| 14. False | 39. B |
| 15. False | 40. B |
| 16. False | 41. A |
| 17. True | 42. A |
| 18. False | 43. True |
| 19. False | 44. False |
| 20. True | 45. B |
| 21. D | 46. C |
| 22. D | 47. False |
| 23. B | 48. True |
| 24. D | 49. B |
| 25. B | 50. A |

Links to Websites

Link to the Pre/Post Test

<http://surveys.cpcc.edu/45898/45898.asp>

Link to the Online Scheduling System for Academic Advising Sessions

<http://www.appointmentquest.com/provider/2070055328>

ACA 111 Website

The website is designed to give instructors resources and instruction on how to teach the ACA 111 course. This course, College Student Success, is very fast-paced and action-packed. Most of the students who take this course are first-time college students and are taking some type of developmental course. Only instructors who are resourceful, prepared and knowledgeable about CPCC and the college experience will be able to effectively teach this course. The purpose of the ACA 111 website is to support instructors to that end.

Areas of the website will include:

Updated pages of the Instructor's Manual of the ACA 111 textbooks

Questions and answer keys for Midterm and Final exam test banks

A "best practices" forum for course management challenges such as attendance, extra credit assignments, and guest speakers.

Articles and external links to college success "hot topics"

Many other very useful items

A web administrator will be responsible for keeping the website updated with useful information. All ACA instructors are encouraged to submit items to the administrator to be posted on the site. All instructors are welcome to use, copy, or modify any information on the site in their courses.

Refer to the ACA 111 Faculty Resource Site for additional assistance and information.

About the Authors



Linda Dunham has been a member of the faculty at Central Piedmont Community College for over ten years, teaching in the Human Services department, the Corporate and Continuing Education Language Department, and most recently, the Instructional Development Department, where she teaches courses in College Student Success and College Study Skills. She received her undergraduate degree in Spanish from Oswego State University in New York, and her Master's in Public Health from the University of North Carolina at Chapel Hill. She currently chairs a Board of Contributors whose project was the development of this Instructor's Manual. A former Peace Corps volunteer and a mother of three daughters, Dunham has enjoyed the privilege of helping people achieve their educational goals.



Laura Bazán is the Director of Special Projects/ACA at Central Piedmont Community College and the mother of three children. As a graduate of Kent State University, Bazán began her career teaching deaf students in Ohio. After completing her master's degree in education from Queens College (now Queens University at Charlotte), Bazán became an instructor at CPCC. She is currently the Component 2 director of a Title III Federal Grant, developing faculty workshops to incorporate learning styles and active learning strategies in English, reading, math and orientation classes at CPCC.



Elvira Johnson is a member of the faculty in the Division of Behavioral and Social Sciences at Central Piedmont Community College. She is a graduate of Georgia Institute of Technology and has a master's degree in adult education from North Carolina Agricultural and Technological State University. She teaches several developmental math courses and ACA courses such as College Study Skills, Career Assessment, and Managing a Team, and she tutors at the college. A longtime advocate of college orientation programs, Johnson developed this course and piloted it during the summer of 2003. This workbook, written in conjunction with the other authors, is a continuation of this course development.



James A. Bazan was a 32-year-old carpenter when he began college as a developmental math student at Indian River Community College in Florida. He graduated from IRCC with highest honors and went on to a bachelor's degree in journalism and a master's degree in sociology at the University of Florida. He was the 2002 Instructor of the Year at Central Piedmont Community College, where he is currently the director of the Behavioral and Social Sciences Division. He serves as a member of the board of directors for the Hispanic Cultural Center of Charlotte, and works on numerous volunteer projects as advisor to Phi Lambda, CPCC's chapter of the Phi Theta Kappa International Honor Society.