First-Year Seminar Planning:
Assessing Your FYS Course and Program

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Agenda

• GGC 1000 First-Year Seminar Course Description & Learning Outcomes
• Signature Assignments
• Program Assessment Plan
• Sharing Assessment Best Practices and Challenges
Course Description

GGC 1000 – First-Year Seminar (1 credit)

A course designed to promote first-year students' success by providing the knowledge and practical skills necessary to reach their educational and personal objectives. GGC 1000 supports first-year students in developing academic goals, fostering a greater sense of personal responsibility, engaging in intentional learning, and participating in campus culture.

For students with under 30 credits, GGC 1000 may count for 1 credit in the “Additional Requirements” section of program plans.
Student Learning Outcomes

Upon successful completion of GGC 1000, students will be able to:

• **Demonstrate** awareness of campus resources that address various academic, psychological, and social needs.

• **Describe** expectations of their degree programs and develop a realistic plan for achieving academic success.

• **Examine** challenges to achieving their goals and develop a plan to navigate individual circumstances.

• **Identify** relevant and reputable sources of information for academic and personal success.
Signature Assignments—History

• Originally included 4:
  – Campus Resource Quiz
  – DegreeWorks Activity
  – Career Research Assignment
  – End of Semester Reflection

• Starting FA18, streamlined and revised to 2:
  – Campus Resource Quiz
  – Career Research Assignment
Signature Assignments

• All instructors include both signature assignments to ensure course SLOs are assessed and sections have core content consistency.

• Samples of student work is collected at the end of term; electronic storage in D2L is encouraged to assist with this process.

• The Assignments:
  – Campus Resources Quiz
  – Career Research Assignment
Campus Resource Quiz

**Description:**
- Consists of 20-question, scenario-based quiz (hardcopy or online in D2L)
- Answers found by researching campus services on the GGC website
- Helps increase resource awareness and information literacy
- Follow-up assignment of an in-person team-based scavenger hunt

**SLOs:**
- **SLO 1:** Demonstrate awareness of campus resources that address various academic, psychological, and social needs.
- **SLO 4:** Identify relevant and reputable sources of information for your academic and personal success.
Career Research Assignment

• **Description:**
  – Helps students get a concrete sense of the preparation, lifestyle, marketability, and financial feasibility of at least one potential career
  – Utilizes research from the Bureau of Labor Statistics’ *Occupational Outlook Handbook* and other reputable, relevant sites
  – Requires students consult DegreeWorks and their degree program plans to ascertain relevant courses and next steps towards pursuit of this career path

**SLOs:**

– **SLO2:** Describe expectations of your degree program and develop a realistic plan for achieving academic success.
– **SLO3:** Examine challenges (time management, financial literacy, health & wellness, etc.) to achieving your goals and develop a plan to navigate your individual circumstances.
– **SLO4:** Identify relevant and reputable sources of information for your academic and personal success.
Assessment

PART 1: Signature Assignments

• Collect signature assignments from students (D2L dropbox or other electronic platform encouraged)

• Submit section samples as directed to the STS Assessment D2L site at semester’s close

• GGC 1000 instructors volunteer to assess samples against established rubrics the following semester

• Data is aggregated and reported; course changes are made as needed.
Assessment

Part 2: End of Semester Survey

• Survey cross-checks SLO achievements with the signature assignments

• Students complete a 12 question attitudinal survey via Class Climate sometime during the last few weeks of class.

• Students complete Informed Consent forms (in-class), which instructors return to Dr. Catherine Thomas, cthomas30@ggc.edu.

• Data is aggregated and reported; course changes are made as needed.
Resources

• GGC 1000 Instructional Community D2L site

• NACADA Resource Clearinghouse: https://www.nacada.ksu.edu/Resources/Clearinghouse/Clearinghouse-Index.aspx

• National Resource Center FYE resource pages: http://sc.edu/fye/resources/fyr/index.html and http://sc.edu/fye/resources/fyl/freeresources.html

• School of Transitional Studies Dean’s office, W-1203
  – Main line: 678/407-5879
  – GGC 1000 Coordinator, Dr. Catherine Thomas: 678/407-5992, cthomas30@ggc.edu

• Each other!
Share-in!

What are your campus’s FYS assessment best practices and challenges?