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FYE 100- First Year Experience- Tori Stanek- Part B- Fall 2024

**\* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

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All students who completed this class earned at least a C. Outcome 2 (create career and academic plans) was the outcome with the most variance, because I had a couple students complete one plan or the other, but not both. I plan to address this for future iterations of the course!

**\* Outcome #1**

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Evaluate CGCC Pathways and degree options to determine their potential for employment or further study.

**\* % of students who successfully achieved the outcome (C or above)**

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100

**\* Outcome #2**

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Create education/career and financial plans that help meet academic, workforce, and personal goals.

**\* % of students who successfully achieved the outcome (C or above)**

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86% completed both plans - 100% passed the class

**\* Outcome #3**

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Explore social and environmental responsibility as part of one's chosen Pathway.

**\* % of students who successfully achieved the outcome (C or above)**

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100

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**\* ANALYSIS 3. What contributed to student success and/or lack of success?**

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Staying engaged in discussion forums and providing feedback/giving students opportunities to make adjustment to their academic and financial plans and community learning project was helpful. Multiple students reported feeling comfortable asking instructors for help as a result of taking this class. The community project was also distributed throughout the course, which helped students break it into steps and be reflective about their community and social responsibility as well as their pathway choices. Every student I had a chance to chat with about the class (either mine or Kristen Booth's F2F) gave really positive feedback and said they'd recommend it to everyone who attends CGCC).

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**\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

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I think the growth students reported in their abilities was accurate. It was so interesting to see how each students ability to create and adjust an academic plan grew over the term. Almost all of the students began the term without knowing what they wanted to pursue. As the term progressed, they were able to make decisions based on studying the outcomes of each program and build academic plans that ensure they meet all the degree requirements. It was especially cool to see how they were able to make adjustments to their plans that still met the requirements but reflected new interests. I was even more excited about the community learning project, because students participated in preliminary discussions about social and environmental responsibility. By the time they completed their projects and reflected on them, their understanding was much deeper and had specific, practical observations. I also think it's pretty great that many reported growth from none/beginning to beginning/developing, because this is a high level concept for a 100-level course. So understanding that there is so much more to learn to master that ILO shows evidence of scholarly thinking!

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**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Almost! This course used contract grading, so 2 students passed without having a completed academic plan (they received enough credits toward other outcomes). So technically, of the 14 students who completed the term, 86% met that specific outcome.

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**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

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I need to revisit the grading contract to make sure the outcomes line up with the grading schema. Admittedly, students who don't end up with a completed academic plan shouldn't earn an A, because they have multiple times to get it in there (placeholders for gen ed electives are totally fine there as long as it's clear the student knows what counts in terms of meeting all the requirements). I would say that almost every student met almost every outcome aside from that, so that's really cool. I also want to explore using instructional videos and other engagement techniques to ensure online students get the most out of a fully asynchronous class. I found there were several instances where students stopped participating in an activity partway through, so their forum responses were pretty surface level. I had REALLY phenomenal community learning projects come from this class, so I am excited to start building a repository of examples to give future students even more ideas!

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**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

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I'd love love love for all FYE instructors to have the opportunity to attend the annual conference on First Year Experience (February 16-19) and/or NCORE (May 27-31). That comes with conference fees, but would continue building a community of practice

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**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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N/A-I'd call this a strong pilot, but we can always improve!

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**9. Describe how you explain information about course outcomes and their relevance to your students.**

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There's a lesson on outcomes (CLOs, PLOs, ILOs). We frame them as what students will be able to do as they successfully complete each step. This was really effective, because it not only helped students pick a path, but also paired nicely with student rights information. We talked about it like an agreement--if they put the work in, the college has a responsibility to make sure they teach to the outcomes.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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This course was re-developed as a general education elective, so the curriculum was updated to emphasize communication (conducting culturally responsive interviews, forum posts, sending and responding to email communications), critical thinking/problem solving (case studies, resource navigation, preliminary research and advocacy around current issues), cultural awareness (identity wheel, intercultural communication, sample electives from disciplines that featured cultural awareness and reflection, reflection on multicultural interactions through the community learning project), community and environmental responsibility (community learning project that required students to collaborate with their community within a pathway of their choice and reflect on their social, environmental, and cultural responsibilities)