

**Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).**

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FYE 100- First Year Experience- Stephen Shwiff- Part A- Winter 2025

**\* Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

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

**\* Outcome #2**

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

**\* Outcome #3**

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

**Have you completed an assessment for this course prior to this term?**

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No

**If yes, are you assessing different outcomes?**

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No

**Comments:**

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(No response)

**2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes**

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Not Sure

**\* Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

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Students will complete a career interest assessment activity and select results they'd like to explore. For each result, the assessment tool offers additional resources about educational results for getting started, projected workforce availability, and wages. Students will use this tool to explore career options and identify which educational programs would help them get started. They will apply these findings to a Moodle activity (formatted using Moodle quiz) which provides guidance for applying the assessment tool results to CGCC. The quiz includes reaction components, including asking students to review CGCC pathway options and their programs/degrees, as well as a gen ed elective from each category (arts & culture, social sciences, math & science) that they think they might be interested in taking. Throughout the term, they will complete an "elective exploration" activity, react on it, and update their academic plan or pathway, as appropriate, based on their findings. Finally, there is a forum that asks students to identify their next step and research accordingly. This includes identifying transfer or direct workforce opportunities.

**\* Outcome #2: Method to assess student understanding**

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Students will use the activity for outcome 1 to choose a pathway to explore. They will meet with advising to talk about their options and will develop a realistic academic plan that is based on their interests and scheduling needs. Throughout the term, they will make revisions to their academic plan based on their elective exploration activities and real world experiences gained through their Community Learning Project.

**\* Outcome #3: Method to assess student understanding**

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Each student will complete a Community Learning Project that will focus on their chosen pathway and will require engagement with one of their communities. They will develop presentations that discuss their project and react on their social and/or environmental responsibility as a professional in their field of study.

**\* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

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Successful completion of this outcome will include completed Moodle activity that includes reactive student responses about the pathway and program options, including a selected pathway and an idea for a program/corresponding degree with a rationale for the next step. My expectation is that 90% of students will complete the Moodle activity.

**\* Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

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Successful mastery of this outcome will include a completed education plan that includes all the courses required to be awarded the degree the student selected. My expectation is that 90% of students will complete an education plan.

**\* Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

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Success includes the completion of a community based project with evidence of reaction on the student's environmental or social responsibility within the pathway of their choosing. (I adapted the ILO rubric into a Pass/No Pass grading system that is suitable for 100-level courses. To pass, students must score 15/20 on criteria that include global self-awareness, perspective taking, understanding global systems, applying knowledge to contemporary global contexts, and personal and social responsibility). My expectation is the 80% of students will be successful.

**5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1**

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What resources would you like discussed that are missing, and/or you would like more information provided

**Question #2**

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(No response)

**Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)**

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Yes

**Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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(No response)