



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

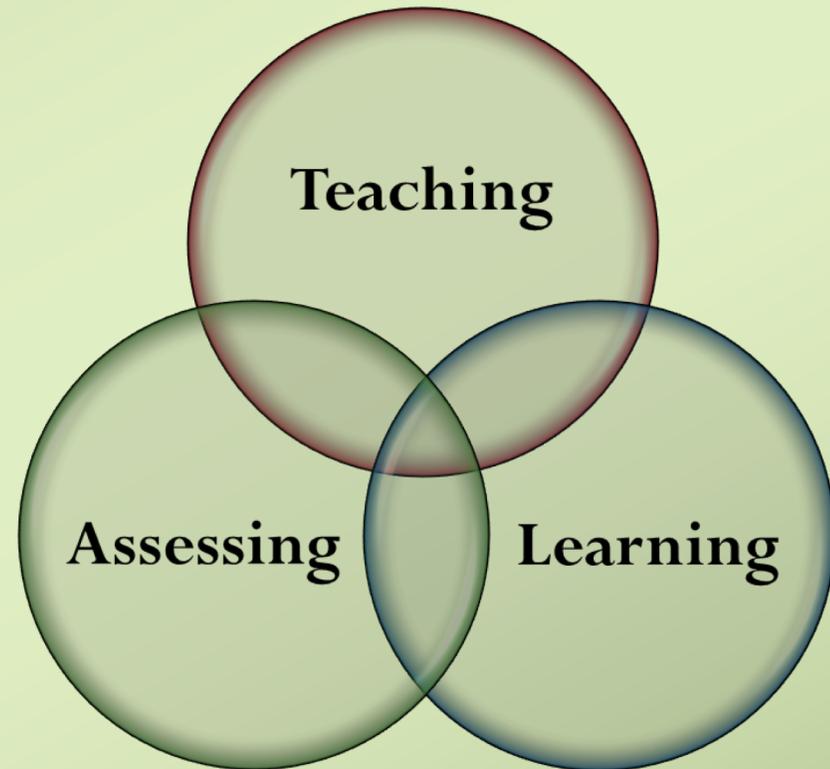
SLOs:

- **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?

