

General Education Requirements for First Year Seminar Students

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning Objective	Program or Activity targeted	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps to Integrate Results
Provide information to First Year Seminar students on the University's general education curriculum requirements.	Career Development and Advisement Center Mission Statement. Divisional Mission Statement: Encourage, challenge, and support students to become responsible decision makers.	Teach First Year Seminar students about the University's general education curriculum requirements.	First Year Seminar	Students will have an increased knowledge of appropriate general education classes they must take. Students will have an increased ability to apply information to their intended course of study.	Administer Pre- and Post-tests (four weeks following presentation) of 12 First Year Seminar classes. Data was entered into Student Voice and viewed as a benchmark study.	<p>There were 131 respondents for the post-test and 193 respondents for the pre-test.</p> <p>88% of the questions showed an increase of correct answers.</p> <p>44% of the questions showed a significant change in the correct answers.</p> <p>The greatest difference represented by</p>	<p>Students seem to retain the information shared by the Advisement Center during FYS classes.</p> <p>Prior to teaching the course, the students knew the least about which GE Math course to take.</p> <p>Next Steps: Continue attending FYS courses and teaching students about the GE requirements.</p> <p>Clarify how many Art</p>

						the pre- and post-test was the question about which Math course to take.	courses students can take; how many social sciences; and what Math course to take.
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This fall was the second time this survey was conducted with much more favorable results. As a result, more time is dedicated to preparing and training six staff members in presenting, more uniformly, the information on the General Education requirements as well as information on registration to the First Year Seminar classes.

Description of Participants:

Twelve First Year Seminar classes were visited by five of the professional staff of the Career Development and Advisement Center. A pre-test was administered at the beginning of the class to determine the students' understanding of General Education requirements at the University. A presentation was then made to each class on the General Education requirements. Approximately one week later, a post-test was administered to each of these classes. It is important to note that prior to these class presentations, the staff met to discuss what will be covered during these presentations in order to maintain consistency.

Findings:

One hundred ninety three students participated in the pre-test and 131 students took the post-test. Of the nine questions asked on the pre-post-tests, 7 of the questions showed an increase in correct responses with the post-test. Four of the nine questions showed a significant increase in the percentage of correct answers with the post-test. And one question in particular, regarding which math course students should take had an increase of 34% in correct answers with the post-test.

Conclusion and Next Steps:

This is the second time this assessment goal was administered with much more favorable results. (The first time it was administered, there were insufficient pre and post test results. The manner in which the General Education information was presented was not consistent.) Once the staff met to discuss the information to be covered in the seminar classes we were able to offer consistent information. As a result, more time is dedicated to preparing and training six staff members in presenting, more uniformly, the information on the General Education requirements as well as information on registration to the First Year Seminar classes. We will continue to address as many First Year Seminar classes as possible to provide information on advisement and general education requirements.

Majors/Minors Day 2008/2009

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning Objective	Program or Activity targeted	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps
<p>Encourage, challenge and support students to actively engage in their academic and career exploration.</p> <p>Assist students in their academic and career decision making.</p>	<p>University: personal growth in preparation for careers.</p> <p>Division: Plan, develop and assess student services. Help student achieve their goals and help them fill gaps where they are missing something.</p> <p>Department: Collaborate with the University...to provide students with essential tools needed to achieve academic and career success.</p>	<p>Display knowledge of program</p> <p>Acknowledge enhancement of major/career decision</p>	<p>Majors/Minors Day, October 16, 2008</p> <p>Students interested in either a major in Public Health or Kinesiology spoke with faculty from these majors to gather career information. Students were surveyed following their interaction with faculty. Interest in these two majors was small with only 16 students participating in the survey</p>	<p>Acknowledge career and academic exploration.</p> <p>Demonstrate knowledge of the program.</p> <p>Express further enhancement of decision making concerning a major/career.</p>	<p>Thirteen question objective survey administered through PDA</p>	<ul style="list-style-type: none"> • 25% of respondents heard about the event through a referral from a friend or student; 25% referred by staff or faculty • 60% of respondents agreed they gained knowledge • 66% of respondents agreed they were able to clarify future goals 	<p>As a result, public relations for this event has been extensively enhanced. Students received information and handouts at all First Year Seminar classes and all classes where Career Development and Advisement staff do presentations prior to the event. In addition, advertisements were placed in the Beacon, the College of Business's Enrichment Brochure and in their departmental workshop schedule.</p> <p>Continue marketing the event through personal referrals.</p> <p>Expand the survey to include demographic information and additional respondents.</p>

Advisor Satisfaction

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning Objective	Program or Activity targeted	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps
Guide and motivate students through the advisement process with high student satisfaction	<p><u>University:</u> "...promote student success"</p> <p><u>Division:</u> "Facilitate students' educational growth"; "Help students achieve their goals and help them fill gaps where they are missing something"</p> <p><u>Department:</u> "Committed to actively engaging students in academic and career exploration and decision making,</p>	<p>Express satisfaction with the location of the center</p> <p>Express satisfaction with the professionalism of the advisor</p> <p>Express satisfaction with the information</p>	<p>Individual departmental academic advisor sessions during the first two registration windows</p>	<p>The inquiring advisement students will display satisfaction of advisement from the advisors within the Career Development and Gloria S. Williams Advisement Center.</p>	<p>A 19 question objective survey administered via Student Voice PDAs</p>	<ul style="list-style-type: none"> • 30% between majors, 70% undeclared • Over 70% of respondents had were meeting with advisor for the second or more time • 100% satisfaction with the office location • 93.71 % reported friendly advisor • 99.43% overall satisfaction with advisor and session 	<p>Survey administered in fall 2008 to 175 students. Overall satisfaction rate was 99.43% with advisor and advisement session. Results reported to Student Affairs Subcommittee of the Board of Trustees. In order to expand this and gain greater understanding of students' awareness and usage of Center's services, a Student Engagement Survey will be administered during 2009-2010 academic year.</p>

	resulting in a comprehensive educational and career plan that contributes to student success”	received from the advisor					
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Freshman Seminar Pilot Program/Career Decision Making

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning Objective	Program or Activity targeted	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps to integrate results (close the loop)
Provide information and guidance to Undeclared First Year Seminar Pilot Program with a focus on Career Decision Making.	<p>Career Development and Advisement Center Mission Statement.</p> <p>Division Mission Statement:</p> <p>Facilitate students' personal development (empowerment).</p> <p>Help students achieve their goals and help them fill gaps where they are missing something.</p> <p>Help students as</p>	<p>Teach students to set short- and long- term goals at the conclusion of this course.</p> <p>Teach students to use the information they gathered and self-exploration to decide on a major or career. Teach students to identify their interests, skills, values and abilities.</p>	<p>Section 61 of WPU 101 of First Year Seminar class will have a syllabus with a greater focus on career decision making.</p>	<p>Students will be able to set short- and long- term goals.</p> <p>Students will be able to decide on a major or career.</p> <p>Students will learn to identify their interests, skills, values and abilities.</p>	<p>Pre-and Post-test administered to student class participants.</p> <p>Pre-and Post-test with control group not following this enhanced syllabus.</p>	<p>The control group with career development component found the greatest comfort in setting long-term goals (an increase)from 45%-63%, in selecting a career from 47% -57% and in knowing their values, skills, interests and abilities from 42%-62%. The other class found the</p>	<p>Both classes seemed to have comfort with knowing their values, interests, skills and abilities with an 18% vs. 20% increase by the end of the class. Both classes felt they had gained different knowledge by the end of the classes. The class with the career development</p>

	<p>unique individuals, respect and develop their special talents and gifts.</p> <p>Student Success Plan: Obj. S3- help students make a successful transition into the academic community.</p>					<p>greatest comfort in setting short-term goals (an increase from 45%-78%, comfort in setting long-term goals 54%-63% and comfort with knowing values, interests, skills and abilities from 45%-63%.</p>	<p>component did not show much interest in the career enhanced syllabus. They appeared to be in information overload throughout the semester</p> <p>We plan to offer this course again during Fall '09.</p>
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Description of Participants:

Two different groups were assessed in this study. The control group included 19 undeclared students taking freshman seminar class with an enhanced career development component. The other group of 24 students was taught by Dr. Kim Daniel-Robinson and included a mix of students with majors. A pre- and post- test was given to both groups. It is important to point out that the groups were not only a different population (declared versus undeclared) but were also following a different syllabus and, of course, were taught by different instructors.

Findings:

When asked what the two groups felt they gained from their first year seminar class, the class with the career development component felt they gained the ability to set long term goals (pre-test 84% vs. post-test 100%). They also felt they were better equipped to decide on a major. (pre-

test 52% vs. post-test 62%) The other class felt they were better able to decide on an academic major (pre-test 16% vs. post-test 57%) and to decide on a career (pre-test 33% vs. post-test 47%)

When asked if they had a major in mind at this time, the class with the career development component had no significant change from pre- to post-test, 68%-75%. The other class had a similar response from pre- to post-test, 95%-100%.

When asked if they had a career in mind at this time, the class with the career development component had no change at all from pre-to post-test, 68%. The other class had a similar response from pre-to post-test, 84%-84%.

They were asked how comfortable they were with selecting a career at this time. The class with the career development component had some increase from pre-to post-test when looking at very comfortable and comfortable responses, 47%-57%. The other class had virtually no change for pre-test to post-test, 50%-47%.

They were also asked how comfortable they were in setting short-term goals. The class with the career development component had no significant change from pre-to post-test when looking at very comfortable and comfortable responses, 57%-56%. With the other class the change was much more significant; When looking at very comfortable and comfortable responses the change from pre-test to post-test was 45% to 78%.

They were also asked how comfortable they were in setting long-term goals. The class with the career development component had the most significant changes when looking at very comfortable and comfortable responses, 45%-63%. The other class had less of a change from pre-to post-test, 54%-62%.

Finally, they were asked how comfortable they were in knowing their values, interests, skills and abilities. The class with the career development component had virtually the same response as the other class when looking at very comfortable and comfortable responses. The career development class pre-test vs. post-test was 42%-62% and the other class was 45% -63%.

Conclusions and Next Steps:

Two classes were used for this assessment, one with the enhanced career development component and one without this component. Students in both classes were administered a pre-and post-test regarding what they hope to/gained from this course. The pre-and post-tests showed that both classes seemed to have comfort with knowing their interests, skills and abilities. The class with the career development component showed little interest in the career development enhanced syllabus. This may be due to information overload during their first semester as well as their adjustment to college in general. Students seemed to be in information overload throughout the semester. Due to registration issues

related to the seminar classes and a planned change in the curriculum for future First Year Seminar classes this course was not repeated. Our plan is to teach this class again during the fall 2009 semester. We will look at the syllabus and make adjustments as needed. One consideration might be to offer a career development course for students during their second semester freshman year or at the sophomore level. Discussions have been in progress with several Deans to possibly offer a Career Development elective course for upper classmen.