

CR-103 “Life So Far” - Student Voice as an Assessment Tool @ The College of Charleston

FYE Program Objectives

- Transition to our Campus Socially and Academically; Student Support Services Use and Awareness
- Introduction to College-Level Information Literacy in the Discipline
- "Going Farther, Faster" by facilitating a connection to a future discipline or major



Student Reflection

Students were prompted to write a 2 page reflection essay about their “life so far” at the College.

Grounded Theory Analysis

300 essays were analyzed using grounded theory to determine how students experienced their first year and if this matched our curricular approach.

Presenters:

Chris Korey, Ph.D.
Professor of Biology, FYE Director

Liza Wood, M.S.
FYE Assistant Director

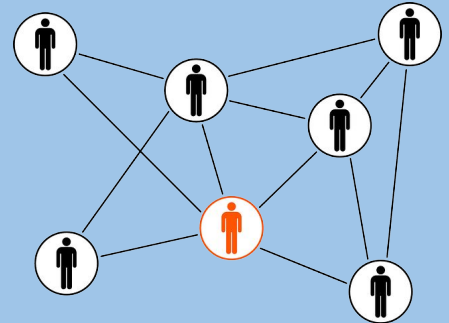
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Library Research & Instruction Services

Implications

Prioritization of the Social

85% of seniors report they are still friends with students from their FYE course, but...

- Primary locus of networking is outside of FYE
- Focus more distinctly on developing their social networking approach in our transitional seminars
- Not enough space to house all FY students, create social spaces for non-residential students



Challenge of Managing Time



- This transition is trial and error based - "I've had to reinvent my way of studying to keep up."
- Stand alone modules on time management/studying divorced from academic courses are insufficient to support the transition on our campus
- Faculty professional development - build in project management in course/discipline specific way.

Developing Disciplinarity

- Student understanding of their FY academic life and program's objectives do not match
- Evidence for multiple, non-synchronous transitions (Palmer, O'Kane, and Owens, 2009)
- Social first, then Academic at the transition to the sophomore year.

