1. What is your GENDER? 1 Male 2 Female 3 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. How often do you work for pay? 1 Full-Time 2 Part-Time 3 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning potential attitudes regarding ENTERING COLLEGE** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| 3. I am the first person in my family to ever attend college. | 1 2 3 4 |
| 4. Those close to me don’t understand what it’s like to be a college student. | 1 2 3 4 |
| 5. I am know exactly what I want to major in. | 1 2 3 4 |
| 6. I am concerned about my ability to pay for school. | 1 2 3 4 |
| 7. I am aware of services Morton College offers to help students succeed. | 1 2 3 4 |
| 8. I really do not feel like I belong in college. | 1 2 3 4 |

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning potential attitudes regarding COLLEGE ACADEMICS** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| 9. My High School experience adequately prepared me for success in college. | 1 2 3 4 |
| 10. Tests give me a great deal of anxiety. | 1 2 3 4 |
| 11. My note taking abilities are very strong. | 1 2 3 4 |
| 12. I can manage my time appropriately to complete all course work on time. | 1 2 3 4 |
| 13. I believe that I am capable of learning anything. | 1 2 3 4 |
| 14. The idea of taking an online course in college is scary for me. | 1 2 3 4 |

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning potential attitudes regarding YOUR SOCIAL NETWORK** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| 15. I feel comfortable meeting with my professors during their office hours. | 1 2 3 4 |
| 16. Making new friends at Morton College is very low on my priority list. | 1 2 3 4 |
| 17. Joining student organizations seems like a waste of my time. | 1 2 3 4 |
| 18. Most of my current social network is critical of my decision to attend college. | 1 2 3 4 |
| 19. I am 100% comfortable working with other students on class projects. | 1 2 3 4 |
| 20. I often get nervous when assigned to groups for in-class activities. | 1 2 3 4 |

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning potential attitudes regarding MASTERING KNOWLEDGE** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| 21. If I get an F on my first exam, my first thought is I need to drop the class. | 1 2 3 4 |
| 22. I am comfortable seeking tutoring services to help me master knowledge. | 1 2 3 4 |
| 23. I frequently ask questions during class to ensure I know the material well. | 1 2 3 4 |
| 24. The best way to determine my mastery of knowledge is my Final Grade. | 1 2 3 4 |
| 25. Completing college is definitely possible for me in the next 2 years. | 1 2 3 4 |
| 26. I mostly do the bare minimum necessary to get Cs in my classes. | 1 2 3 4 |

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning potential attitudes regarding BEYOND COLLEGE** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| 27. I know exactly what I want to do after college. | 1 2 3 4 |
| 28. College offers many benefits outside of a career I can use after graduation. | 1 2 3 4 |
| 29. I am afraid I won’t be able to manage my student loan debt after graduation. | 1 2 3 4 |
| 30. I can ask at least TWO faculty for strong work references. | 1 2 3 4 |
| 31. I am concerned about finding work after graduation. | 1 2 3 4 |
| 32. The connections I make at Morton College can help me after graduation. | 1 2 3 4 |

THANK YOU FOR COMPLETING THIS ASSESSMENT – BE SURE TO **NOT** PUT YOUR NAME OR OTHER IDENTIFYING INFORMATION ON IT

**Session name**

**Session date** Tuesday, August 21, 2018

# Instructor name

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 1** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 52 | 80.0% | 1 | A |
| 12  1  0  0  Response Count  Mean Statistic | 18.5%  1.5% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.2 |
| **Question 2** |  |  |  |
| **Count** 7 | **Percentage**  10.8% | **Point Value** 1 | **Response** A |
| 57 | 87.7% | 2 | B |
| 1  0  0  Response Count  Mean Statistic | 1.5% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.9 |
| **Question 3** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 47 | 72.3% | 1 | A |
| 16  2  0  0  Response Count  Mean Statistic | 24.6%  3.1% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.3 |
| **Question 4** |  |  |  |
| **Count** 24 | **Percentage**  36.9% | **Point Value** 1 | **Response** A |
| 41 | 63.1% | 2 | B |
| 0  0  0  Response Count  Mean Statistic | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.6 |
| **Question 5** |  |  |  |

**Count Percentage Point Value Response**

7 10.8% 1 A

|  |  |  |  |
| --- | --- | --- | --- |
| 55 | 84.6% | 2 | B |
| 3 | 4.6% | 3 | C |
| 0 | 0.0% | 4 | D |
| 0 | 0.0% | 5 | E |
| Response Count  Mean Statistic |  |  | 65  1.9 |
| **Question 6** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 54 | 83.1% | 1 | A |
| 7  4  0  0  Response Count  Mean Statistic | 10.8%  6.2% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.2 |
| **Question 7** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 59 | 90.8% | 1 | A |
| 5  1  0  0  Response Count  Mean Statistic | 7.7% 1.5% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.1 |
| **Question 8** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 32  32 | 50.0%  50.0% | 1  2 | A B |
| 0  0  0  Response Count  Mean Statistic  Invalid Response Count | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  64  1.5 1 |
| **Question 9** |  |  |  |
| **Count** 10 | **Percentage**  15.9% | **Point Value** 1 | **Response** A |
| 53 | 84.1% | 2 | B |

0 0.0% 3 C

0 0.0% 4 D

0 0.0% 5 E

Response Count 63

Mean Statistic 1.8

Invalid Response Count 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 10** |  |  |  |
| **Count** 16 | **Percentage**  25.0% | **Point Value** 1 | **Response** A |
| 48 | 75.0% | 2 | B |
| 0  0  0  Response Count  Mean Statistic  Invalid Response Count | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  64  1.8 1 |
| **Question 11** |  |  |  |
| **Count** 29 | **Percentage**  44.6% | **Point Value** 1 | **Response** A |
| 32 | 49.2% | 2 | B |
| 4  0  0  Response Count  Mean Statistic | 6.2% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.6 |
| **Question 12** |  |  |  |
| **Count** 15 | **Percentage**  23.1% | **Point Value** 1 | **Response** A |
| 50 | 76.9% | 2 | B |
| 0  0  0  Response Count  Mean Statistic | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.8 |
| **Question 13** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 44 | 67.7% | 1 | A |
| 15  5  0  0  Response Count  Mean Statistic  Mean Statistic (excludin | 23.1%  7.7% 0.0%  0.0%  g blanks) | 2  3  4  5 | B  C  D  E  65  1.4  1.4 |
| **Question 14** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 55 | 84.6% | 1 | A |

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 6.2% | 2 | B |
| 6 | 9.2% | 3 | C |
| 0 | 0.0% | 4 | D |
| 0 | 0.0% | 5 | E |
| Response Count  Mean Statistic |  |  | 65  1.2 |
| **Question 15** |  |  |  |
| **Count** 24 | **Percentage**  36.9% | **Point Value** 1 | **Response** A |
| 41 | 63.1% | 2 | B |
| 0  0  0  Response Count  Mean Statistic | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.6 |
| **Question 16** |  |  |  |
| **Count** 29 | **Percentage**  44.6% | **Point Value** 1 | **Response** A |
| 34 | 52.3% | 2 | B |
| 1  0  0  Response Count  Mean Statistic  Mean Statistic (excludin | 1.5% 0.0%  0.0%  g blanks) | 3  4  5 | C  D  E  65  1.5  1.6 |
| **Question 17** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 40 | 61.5% | 1 | A |
| 23  1  0  0  Response Count  Mean Statistic  Mean Statistic (excludin | 35.4%  1.5% 0.0% 0.0%  g blanks) | 2  3  4  5 | B  C  D E  65  1.4  1.4 |
| **Question 18** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 56 | 86.2% | 1 | A |

3 4.6% 2 B

5 7.7% 3 C

0 0.0% 4 D

0 0.0% 5 E

Response Count 65

|  |  |  |  |
| --- | --- | --- | --- |
| Mean Statistic  Mean Statistic (excluding blanks) | |  | 1.2  1.2 |
| **Question 19** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 41 | 63.1% | 1 | A |
| 21  2  0  0  Response Count  Mean Statistic  Mean Statistic (excludin | 32.3%  3.1% 0.0%  0.0%  g blanks) | 2  3  4  5 | B  C  D  E  65  1.4  1.4 |
| **Question 20** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 35 | 53.8% | 1 | A |
| 29  1  0  0  Response Count  Mean Statistic | 44.6%  1.5% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.5 |
| **Question 21** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 43 | 66.2% | 1 | A |
| 20  2  0  0  Response Count  Mean Statistic | 30.8%  3.1% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.4 |
| **Question 22** |  |  |  |
| **Count** 11 | **Percentage**  17.2% | **Point Value** 1 | **Response** A |
| 53 | 82.8% | 2 | B |
| 0  0  0  Response Count  Mean Statistic  Invalid Response Count | 0.0% 0.0%  0.0% | 3  4  5 | C  D  E  64  1.8 1 |
| **Question 23** |  |  |  |

# Count Percentage Point Value Response

|  |  |  |  |
| --- | --- | --- | --- |
| 64 | 98.5% | 1 | A |
| 1 | 1.5% | 2 | B |
| 0 | 0.0% | 3 | C |
| 0 | 0.0% | 4 | D |
| 0 | 0.0% | 5 | E |
| Response Count  Mean Statistic |  |  | 65 1 |
| **Question 24** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 48 | 73.8% | 1 | A |
| 17  0  0  0  Response Count  Mean Statistic | 26.2%  0.0% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.3 |
| **Question 25** |  |  |  |
| **Count** | **Percentage** | **Point Value** | **Response** |
| 54 | 83.1% | 1 | A |
| 10  1  0  0  Response Count  Mean Statistic | 15.4%  1.5% 0.0%  0.0% | 2  3  4  5 | B  C  D  E  65  1.2 |
| **Question 26** |  |  |  |
| **Count** 28 | **Percentage**  43.1% | **Point Value** 1 | **Response** A |
| 37 | 56.9% | 2 | B |
| 0  0  0  Response Count  Mean Statistic | 0.0% 0.0%  0.0% | 3  4  5 | C  D E  65  1.6 |
| **Question 27** |  |  |  |
| **Count** 15 | **Percentage**  23.4% | **Point Value** 1 | **Response** A |
| 43 | 67.2% | 2 | B |

6 9.4% 3 C

0 0.0% 4 D

1. 0.0% 5 E

Response Count 64

Mean Statistic 1.9

Invalid Response Count 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 28** |  |  |  |
| **Count** 24 | **Percentage**  36.9% | **Point Value** 1 | **Response** A |
| 39 | 60.0% | 2 | B |
| 2  0  0  Response Count  Mean Statistic | 3.1% 0.0%  0.0% | 3  4  5 | C  D  E  65  1.7 |
| **Question 29** |  |  |  |
| **Count** 27 | **Percentage**  41.5% | **Point Value** 1 | **Response** A |
| 37 | 56.9% | 2 | B |
| 0  0  0  Response Count  Mean Statistic  Mean Statistic (excludin | 0.0% 0.0%  0.0%  g blanks) | 3  4  5 | C  D  E  65  1.6  1.6 |
| **Question 30** |  |  |  |
| **Count** 8 | **Percentage**  12.3% | **Point Value** 1 | **Response** A |
| 54 | 83.1% | 2 | B |

1. 1.5% 3 C

0 0.0% 4 D

0 0.0% 5 E

Response Count 65

Mean Statistic 1.8

Mean Statistic (excluding blanks) 1.9

Total Mean Statistic 1.5

Total Mean Statistic (excluding blanks) 1.5

**What is your role at your institution?** 1 Faculty 2 Administrator 3Other: \_\_\_\_\_\_\_\_\_\_\_

**Do you understand the various needs of students in transition at your institution?** 1 Yes 2 No 3 Unsure

**Do you currently assess self-efficacy of students in transition at your institution?** 1 Yes 2 No 3 Unsure

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning *THE PRESENTATION* portion of this workshop.** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| This presentation gave me ideas I intend to use on my campus. | 1 2 3 4 |
| Reviewing the data helped me understand how to use it to make decisions. | 1 2 3 4 |
| I am more confident with creating a shared syllabus after seeing this model. | 1 2 3 4 |
| Collecting student input when creating a shared syllabus is too much work. | 1 2 3 4 |
| I intend to use the surveys provided to assess my students in transition. | 1 2 3 4 |

|  |  |
| --- | --- |
| **Please indicate how you feel about the following statements concerning the *GROUP ACTIVITIES* portion of this workshop.** | **Strongly Agree Disagree Strongly   Agree Disagree** |
| Each guiding question helped my group achieve the learning objectives. | 1 2 3 4 |
| My groups found most of the guiding questions too confusing to discuss. | 1 2 3 4 |
| The introductions to the section were helpful in framing our discussion. | 1 2 3 4 |
| Hearing from the other groups gave me new ideas I can use. | 1 2 3 4 |
| I will use this guide to start a conversation about the topic on my campus. | 1 2 3 4 |

**I believe first-year seminar courses have the power to transform students?** 1 Yes 2 No 3Unsure

**I intend to share information from this presentation with my colleagues?** 1 Yes 2 No 3Unsure

**How did you hear about this event?**  1 Colleague 2 Conference App 3Other**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is the MOST/LEAST IMPORTANT piece of information you are taking away from this presentation?**

|  |
| --- |
|  |

**What TEXTBOOK would you recommend using in a first-year seminar course? Please be specific.**

|  |
| --- |
|  |

Thank you for sharing your opinions!

Take your time and honestly respond to the questions below. If you are uncomfortable answering a question…skip it. Only indicate your response on the SCANTRON form and DO NOT put your name on the form.

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Response | | |
| 1. Do you work a job in addition to attending classes? | A= Y | B= N | C= U |
| 2. Are you currently a student athlete? |  |  |  |
| 3. Are you currently a full-time student…taking at least 12 credit hours? |  |  |  |
| 4. Have you ever spoken to a Professor about your professional goals outside of class? |  |  |  |
| 5. Has an educator ever directly discriminated against you because of who you are? |  |  |  |
| 6. Is being a college student the most important part of your life currently? |  |  |  |
| 7. Do you currently see yourself as a college student? |  |  |  |
| 8. Do many of your close friends also attend Morton College? |  |  |  |
| 9. Have you ever came to class hungry because you had no food at home? |  |  |  |
| 10. Do you currently have a significant other who is ***not*** a college student? |  |  |  |
| 11. Do you believe your high school education prepared you for college courses? |  |  |  |
| 12. Do you currently have to take the bus to get to campus? |  |  |  |
| 13. Are you able to determine when it is necessary to cite a source in a research paper? |  |  |  |
| 14. Do you intend to pursue a graduate degree of interest to you? |  |  |  |
| 15. Are you the first person in your family to attend college? |  |  |  |
| 16. Are you currently anxious about transitioning to becoming a college student? |  |  |  |
| 17. Do you feel pressured by anyone other than yourself to succeed in college? |  |  |  |
| 18. Are you willing to sacrifice time with those close to you to succeed in college? |  |  |  |
| 19. Do you ever come to class and are too tired to pay attention? |  |  |  |
| 20. Are you concerned about how you are going to pay for college? |  |  |  |
| 21. Would you consider moving away from home to attend college? |  |  |  |
| 22. Were you ever punished at school (e.g., suspension) before coming to college? |  |  |  |
| 23. Are you interested in challenging yourself to grow academically in college? |  |  |  |
| 24. Do you own a personal computer that you can use to complete assignments? |  |  |  |
| 25. Do you have reliable access to high-speed internet at home to use for class? |  |  |  |
| 26. Do you have your Morton College email synced with your phone? |  |  |  |
| 27. Are you most interested in taking classes that require little effort from students? |  |  |  |
| 28. Are you currently in college just so you can get a job? |  |  |  |
| 29. Have you ever thought about dropping out of college? |  |  |  |
| 30. Is it ever acceptable to cheat on an assignment in order to pass a college class? |  |  |  |

**THANK YOU FOR TELLING ME ABOUT YOU SO THAT I CAN KNOW HOW TO SERVE YOU BEST**

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Sharing the Load

Creating and Assessing a Shared Syllabus

Presenter: Benjamin Drury

Contributors: Marisol Velazquez, Dr. Maura Abrahamson, Dr. Derek Shouba, Rodolfo Yanez, Marlena Avalos-Thompson

Date and Time: Sunday, October 14, 2018 - 10:15 AM - 11:15 AM

Location: Grand Ballroom 1

Session ID: 430

Presentation Abstract

First-year community college students are concerned about many issues including entering college, connecting to their campus, and information about campus resources including financial aid and policy, and life beyond their institution. Our college assembled a group of educators and administrators who instruct, or support, our first-year seminar students to document how the experience of participating in our first-year seminar course assisted them in their transition to college student. This presentation introduces attendees to our students their specific needs, how and why we designed our assessment, and ways we are using the data to improve our first-year seminar course.

Our Students

Morton College is a commuter community college comprised of students who are mostly female, Latino, under the age of 21, and part-time…according to the administration. As educators, however, we understand our students and their needs in a more intimate way. According to our CSS pre-test, many of them are first-generation college students who believe those close to them do not understand what it is like being a college student and are not confident they even belong in college to begin with. Using data from our first-day survey, many of them are facing issues with food scarcity and lack of sleep related to working outside of school.

How would you describe your students?

What are some resources you provide for transition to college?

Would you say they see themselves as college students? Why or why not?

What would you say is the biggest obstacle facing your students in transition? Why?

Are most of your faculty aware of all the resources available to these students? Why or why not?

Designing a Shared Syllabus

As we collected more nuanced data on our students, we began to recognize a need for a shared structure for the College Study Seminar course – our version of the first-year seminar – at Morton College. All faculty who teach the course and interested administrators joined us to review the information collected from the pre/post-test and the material we presented in class in an effort to agree on a specific course structure that all instructors would share and be able to adapt to their own specific teaching style.

What topics are most necessary to a student in transition? Why?

What assignments do you think are most beneficial to students in transition?

How should class meetings be structured in order to engage students in transition?

Who are the stakeholders at your University/College motivated to serve students in transition?

What textbook best introduce students in transition to college and prepare them for their future?

Designing an Assessment for the Course

Once we agreed on a structure for the course, we needed to develop an assessment in order to document change in our students so we can make data-driven decisions to improve the course for future semesters. As a group, we decided to implement a pre/post-test assessment model to capture evidence of growth in our students in certain areas that we deemed significant factors related to our student’s success in the course. We then met to discuss the results and how to use them to improve our courses. Decisions we made include: (1) implementing a shared assignment where students are required to attend three on campus events; (2) requiring a novel of the instructor’s choice to include in the curriculum; (3) designing active-learning assignments; (4) implementing a section on college student identity; (5) aligning the course with a specific academic advisor; and (6) including a section in the course on literacy and library use.

What is the role of the faculty member in supporting students in transition?

What is the role of the academic advisor and Library in supporting students in transition?

What does “active-learning” assignments mean to you? Do you use them? Why or why not?

How might the construction of a student identity influence experiences of students in transition?

After collecting your data, how can you use it? Which campus stakeholders need this data most?

Moving Forward

By no means is a shared syllabus a “magic bullet” intended to exist in perpetuity. This iterative process requires a great deal of iterative and reflexive thinking and inclusion of student input. As a group, we meet regularly to discuss ways to continue to improve our model and share anecdotal information and assessment data collected from our students.. Presently, there are 5 faculty on our campus who teach the course and we are all including the core ideas from the shared syllabus in interesting ways. As a group we decided on these core ideas…what do you think about them?

Below, please find a list of the core ideas we include in our syllabus:

1. Establish a learning community within this classroom and time that is comfortable to all students.
2. Preparing for the rigors of academic life through training in test taking, note taking, communicating with faculty, asking questions in class, organizing main ideas from lectures, etc.
3. Building the necessary social skills required for successful college experiences. Even for the most introverted of you, and I know you are out there, it is critical to establish a baseline for comfort in social interaction. This class will help you do that. In addition, for the more seasoned social butterfly, we can help you determine how to best use that energy in the professional realm.
4. Gaining the skills necessary for locating internships, applying for transfer degrees, finding work, or other goal for after college.
5. Strengthening existing abilities to maintain a healthy lifestyle in order to maximize opportunities in personal and professional spheres of life.

Who is most responsible for the success of a student in transition?

How can you accurately assess whether or not students have achieved these ideas, or not?

What are the most important things a student in transition needs to know when they graduate?

What happens when a student in transition reaches midterm and is not approaching these ideas?

What ideas are not present in this list that you think should be included for students in transition?