

## Assessment of Student Learning – FY Syllabus

Frequent advising appointments with first-year students mean multiple opportunities to assess, indirectly or directly, their understanding and progress related to the important First-Year Experiences and Requirements. We know that we want our first-year students to:

- **Enroll in required FY Skills course and complete them by the time they have reached 45 earned (OSU) credits.**
- **Learn and use the OSU online and institutional resources aimed at supporting degree progress and academic and personal success.**
- **Explore academic options available at OSU and reflect on their exploration.**
- **Consider what experiential /co-curricular activities they want to pursue to enhance their undergraduate experience.**

It is good to embed some of these assessment measures into interactions with first year students throughout the year to check in on their learning.

For a basic overview of assessment of student learning related to academic advising, consider consulting this chapter:

Schuh, J.H. (2008). Assessing student learning. In V.N. Gordon, W.R. Habley, T.J. Grites & associates. (Eds.) Academic advising: A comprehensive handbook (2<sup>nd</sup> Ed.) (pp 356-368). San Francisco, CA: Jossey Bass.

Many advisors on campus have this book, but you can also access the [E-book version](#) of it through the Valley Library.

Here are some examples of measurements of the Important First-Year Experiences and Requirements:

- Use intake sheets or pre-advising appointment Qualtrics surveys to gauge students' basic understanding of key content to be covered in the upcoming appointment.
- During the first term, walk students through accessing relevant **online tools** like [MyDegrees](#), and then measure competency with the tool by
  - ❖ asking students to demonstrate their ability to log into MyDegrees and explain the components of their degree checklist or show that they know how to run a "What If" scenarios for majors, minors, or options they are considering.
  - ❖ adding key information like a term PIN and proposed class list in the Plans area and requiring that students access this information on their own in order to register.
- During the second and third term appointments, include both a progress audit of completion of the **First-Year Skills requirement** as well as targeted conversation during the appointment that measures the student's understanding of how the First-Year Skills classes apply to their chosen major or areas of interest.
- Since students often take introductory coursework relative to their chosen major or interests in their first few terms (major orientation courses, required math or science coursework, etc.), embed **reflective questioning** into the first, second, and third term appointments and/or on appointment intake sheets to gauge how well the realities of the major coursework area fitting with the student's interests and abilities. This can help the advisor and the student identify whether or not the current pathway is the right one, or if a change in direction is warranted.
- Prompt **exploration** by requesting that advisees complete exploration assignments contained with the Career Development Center's [Career Trail](#) modules and bring them to the next appointment for review.
- During any appointment during the first year, initiate an "involvement plan," which outlines the individual student's plan for engaging with the university outside of the classroom. This could be revisited and amended in subsequent appointments based on how the student's interests evolve.