

ASSESSING THE FIRST YEAR of a First Year Seminar



UNIVERSITY OF
GUAM
UNIBETSEDÂT GUAHAN

Troy McVey
Arline Leon Guerrero

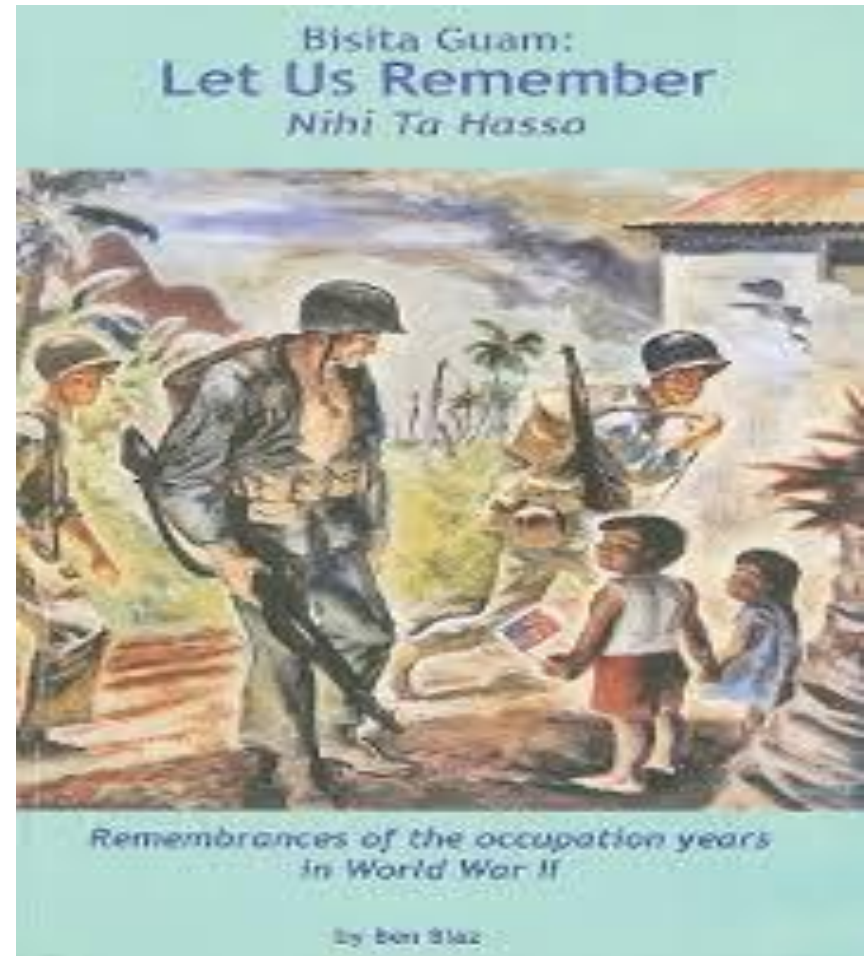
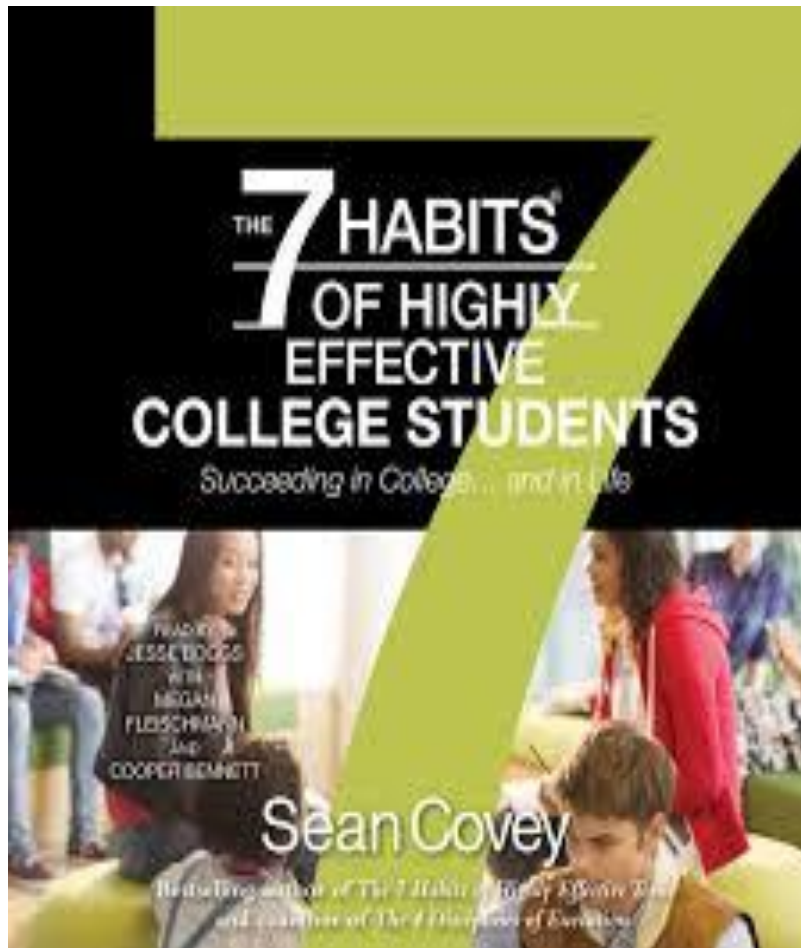
National Assessment Institute
October 23, 2018

HISTORY

- FY101 developed during AY2016-17
- FY101 fully implemented in AY2017-18

- 7 Habits curriculum piloted in Spring 2017
- 7 Habits training provided in January and August 2017

- Nihi curriculum piloted in Summer 2017
- Nihi training provided in Spring 2018



METHODOLOGY

- *7 Habits of Highly Effective College Students*
 - Franklin-Covey Pre/Post-Test
 - Open-ended Questions
- *Nihi Ta Hasso (Let Us Remember): Bisita Guahan*
 - Open-ended Questions
 - Rubric Scored Resiliency Essays

DATA ANALYSIS

- Numerical scores applied to Qualtrics responses
 - (5) for Strongly Agree, (4) for Agree,
 - (3) for Neither Agree Nor Disagree,
 - (2) for Disagree, and (1) for Strongly Disagree
- Mean score comparisons
 - Pre-Test to Post-test in Fall 2017 semester
 - Pre-Test to Post-Test in Spring 2018 Semester
 - Post-Test to Post-Test across Fall and Spring semesters

PARTICIPANTS

- **Fanuchånan (Fall) 2017**
 - 317 students took the Pre-Test
 - 293 took the Post-Test
- **Fañomnåkan (Spring) 2018**
 - 83 students took the Pre-Test
 - 64 took the Post-Test

RESULTS

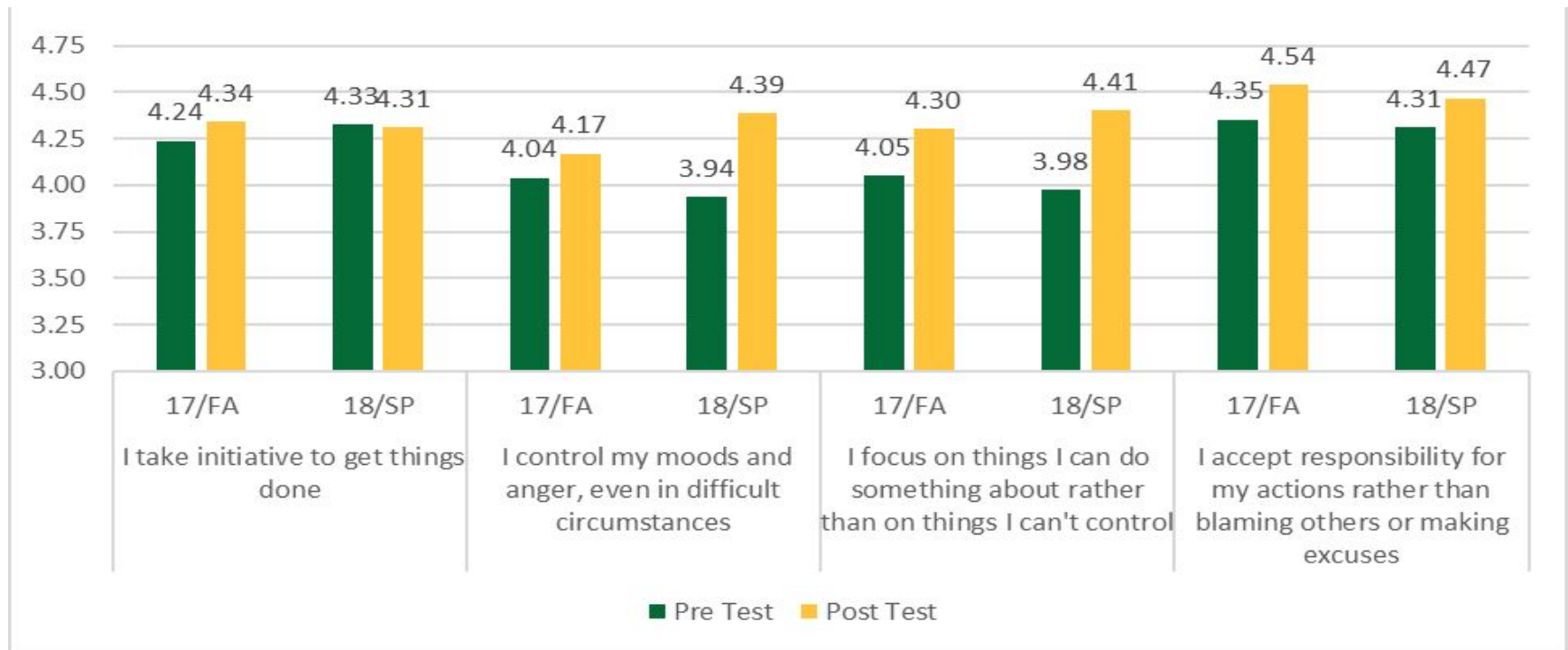
7 HABITS OF HIGHLY EFFECTIVE COLLEGE STUDENTS

PRE TO POST SUMMARY

- Attitudes improved from Pre- to Post-Test
- Most notable improvements found in Habit 6
 - “I am disciplined in carrying out plans; I do not procrastinate”
 - “I balance all aspects of my life to maintain overall effectiveness”
- Most notable declines found in Habit 3
 - “I am creative and resourceful”
 - “I am open-minded in trying new ideas”

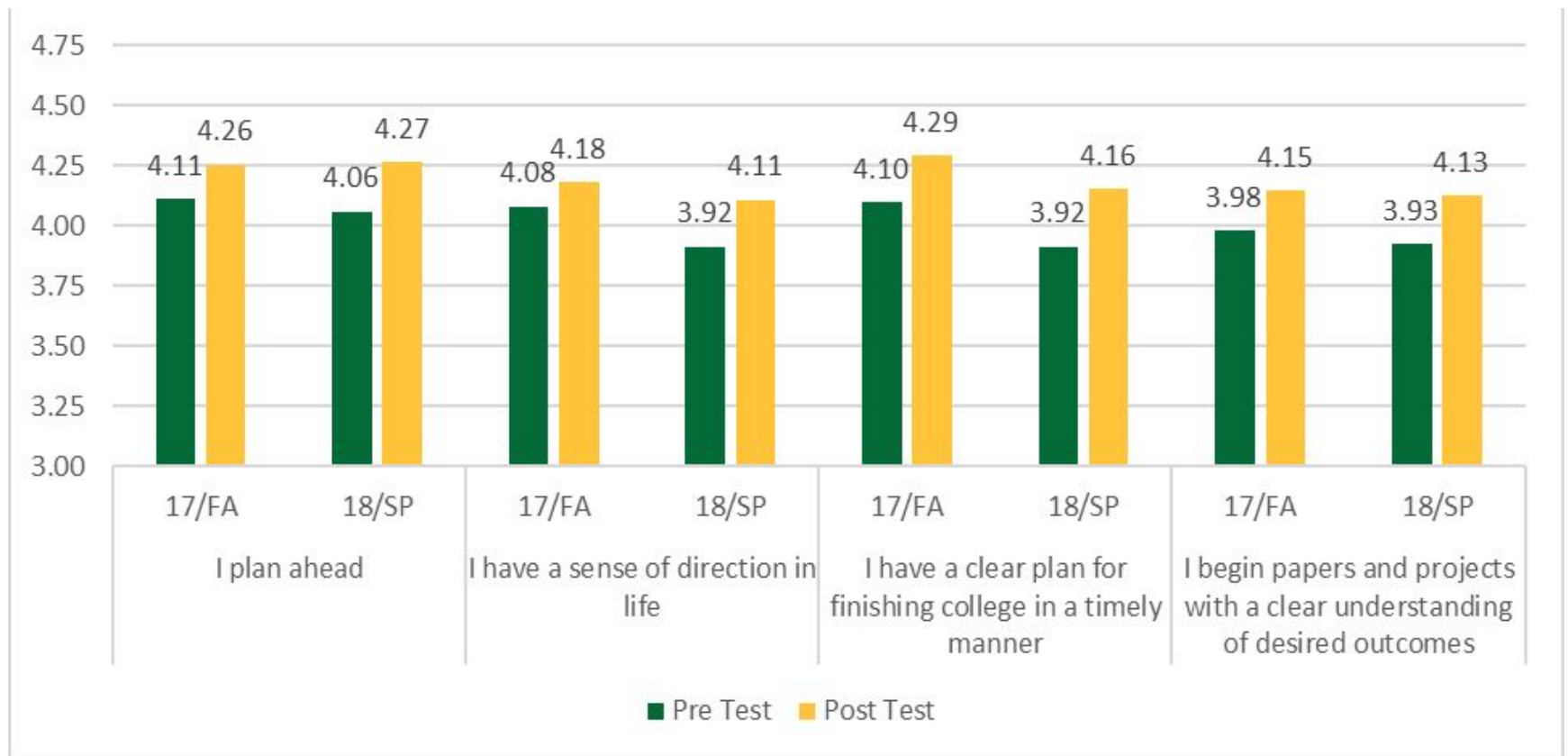
RESULTS

Habit 1: Be Proactive



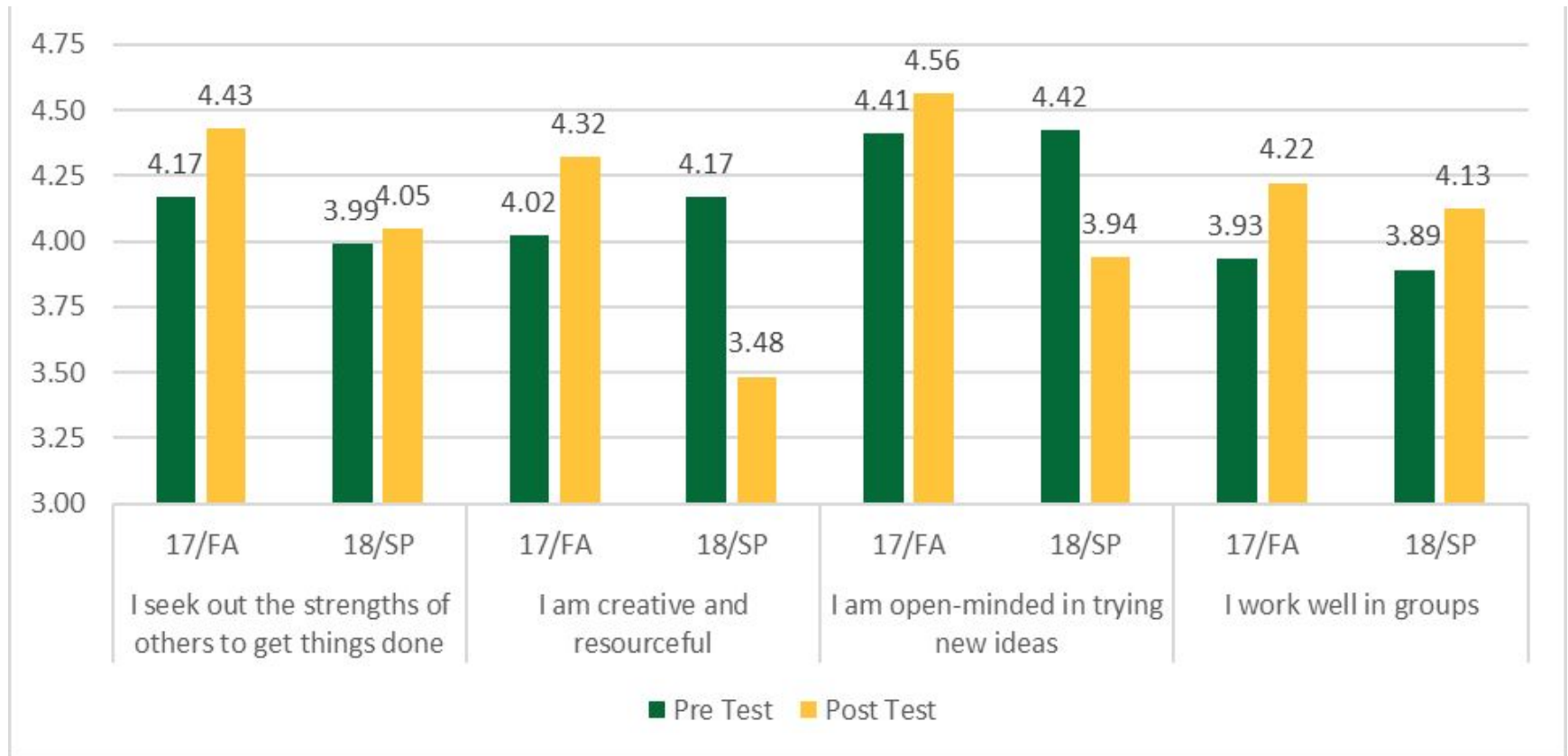
RESULTS

Habit 2: Begin with the End in Mind



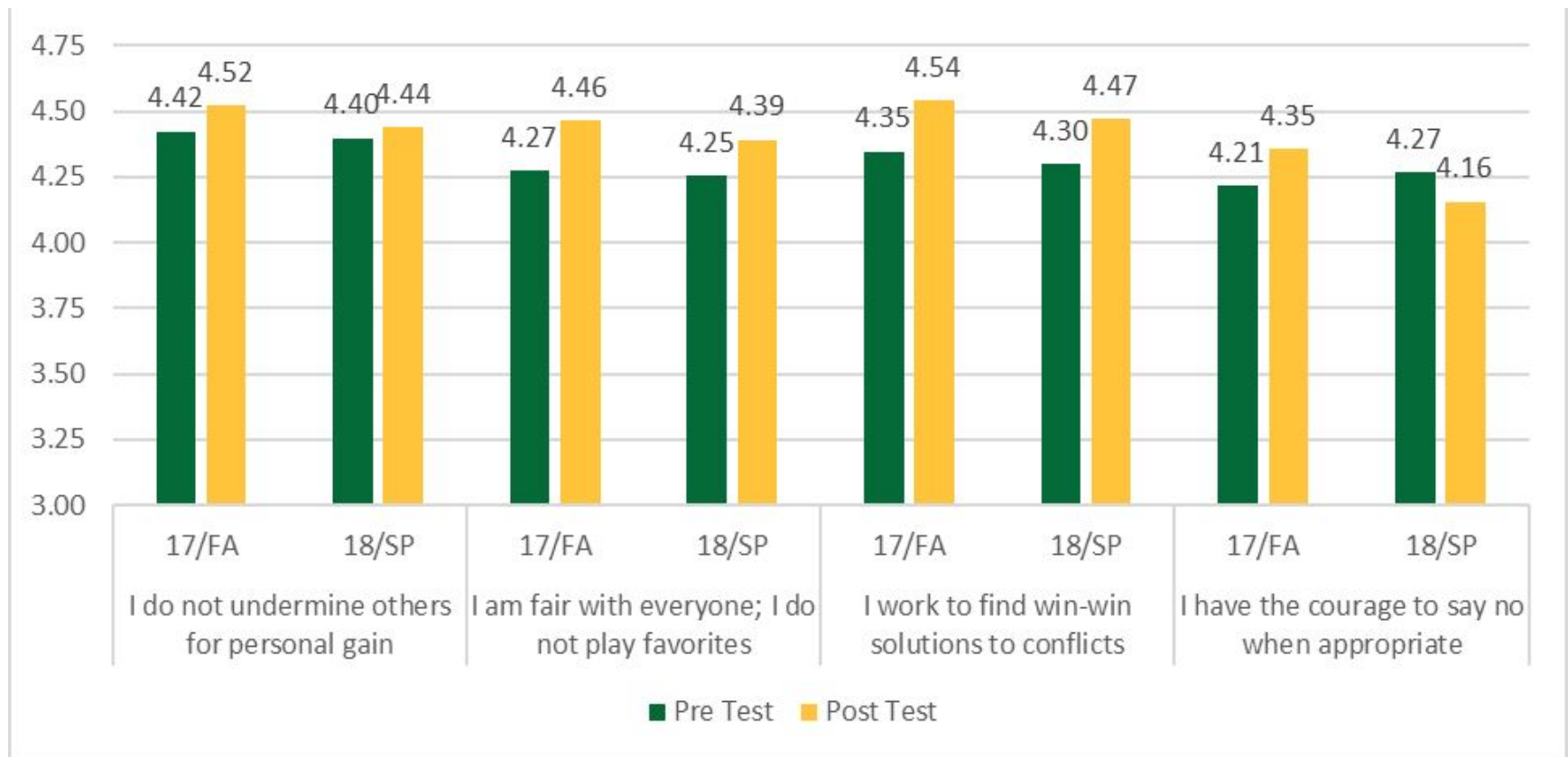
RESULTS

Habit 3: Put First Things First



RESULTS

Habit 4: Think Win-Win



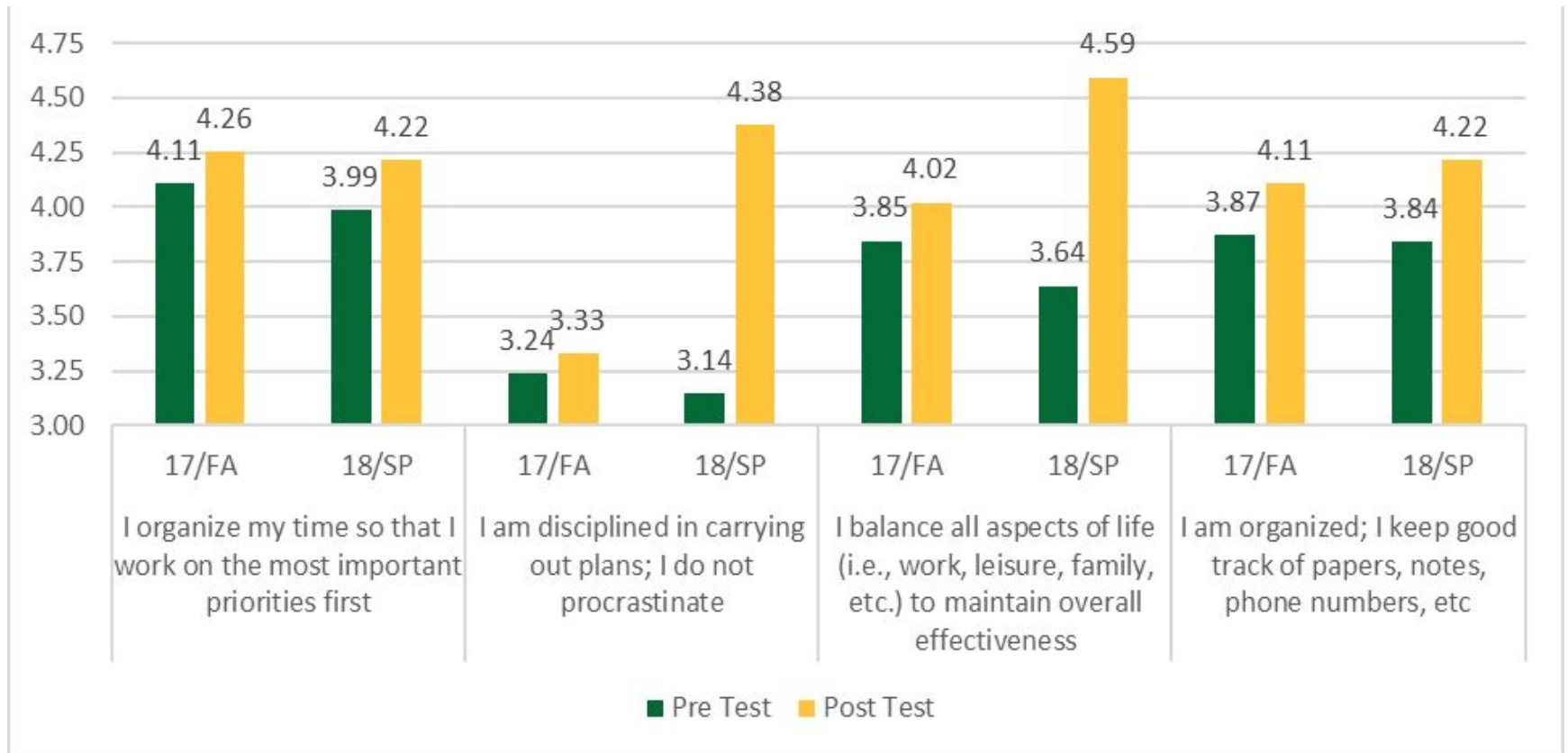
RESULTS

Habit 5: Seek First to Understand, then to be Understood



RESULTS

Habit 6: Synergize



RESULTS

Habit 7: Sharpen the Saw

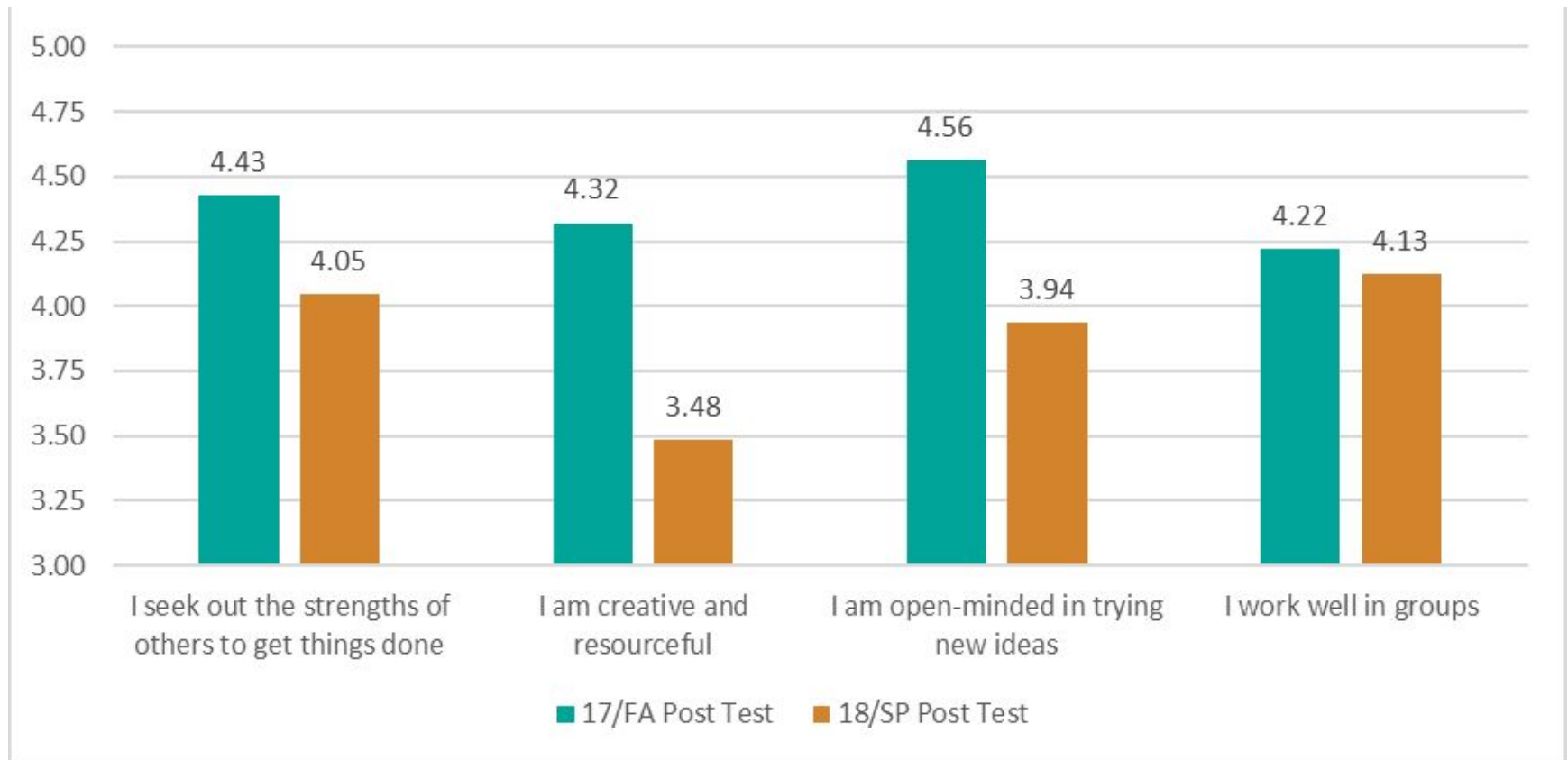


POST-TEST SUMMARY

- Attitudes *slightly* declined from 2017 to 2018 except:
 - Habit 3: Put First Things First (notable decline)
 - Habit 6: Synergize (notable increase)
- Course Quality Feedback Improved
- Students were more likely to Be Proactive, exercise better time management, and plan ahead.

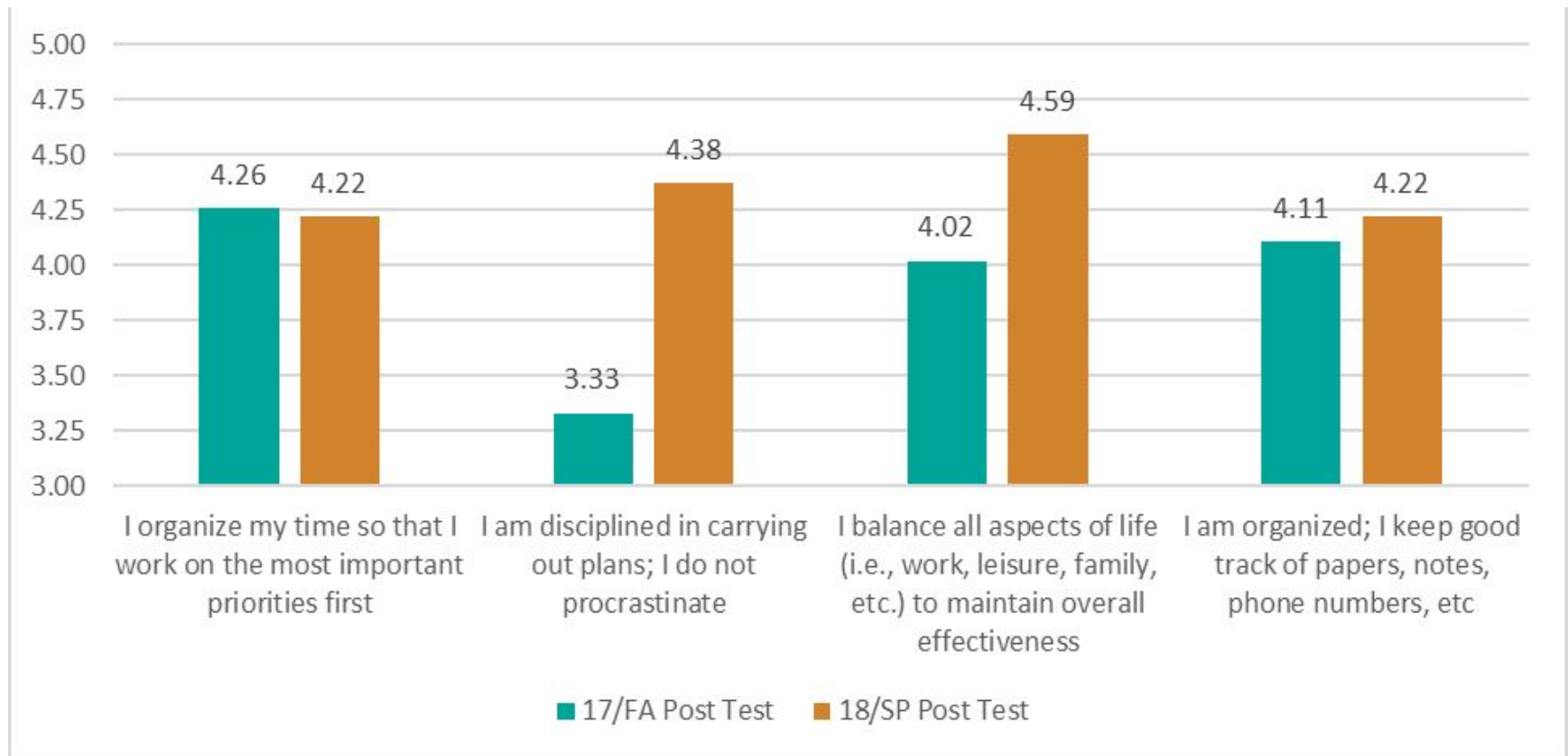
RESULTS

Habit 3: Put First Things First



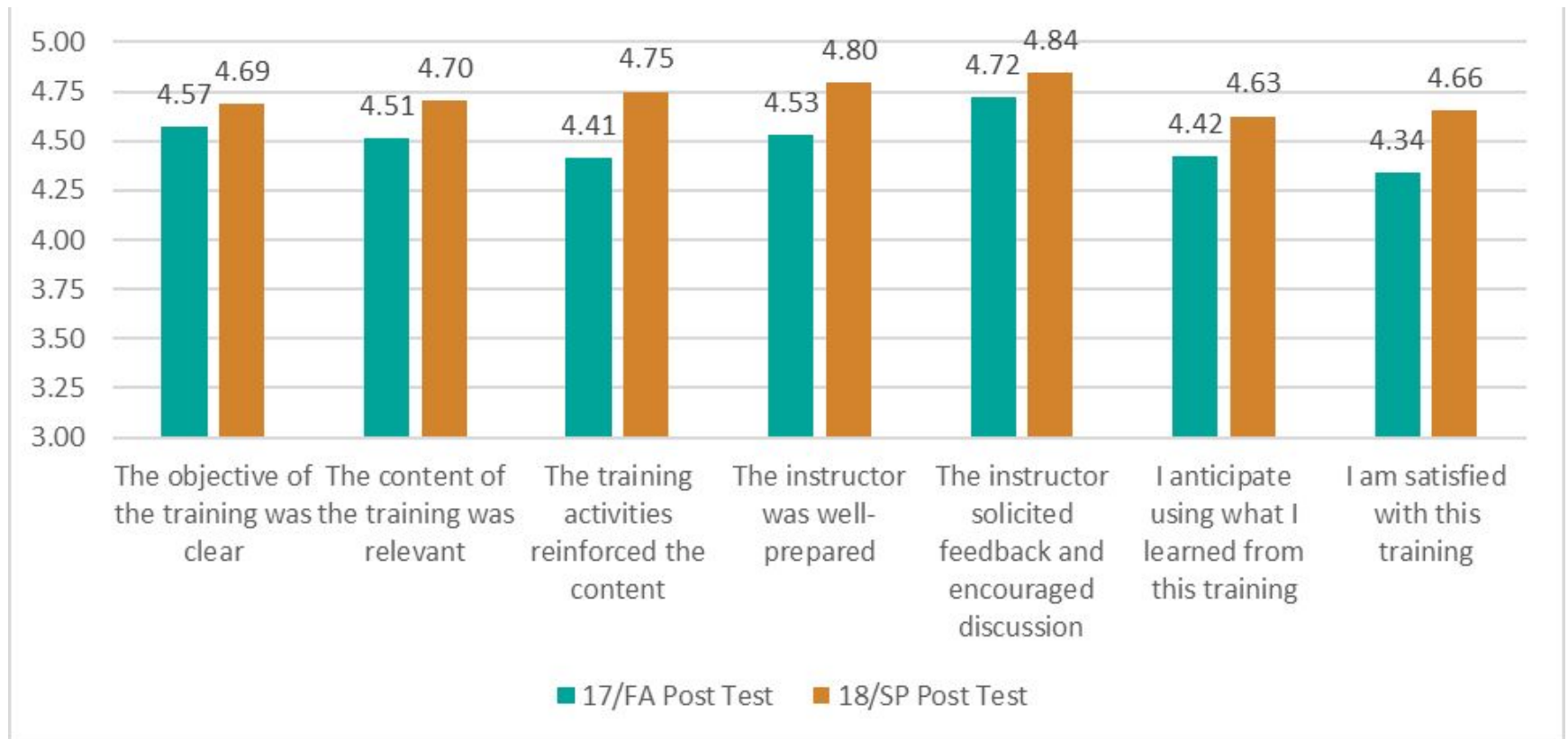
RESULTS

Habit 6: Synergize



RESULTS

Course Feedback



RESULTS

- Be Proactive
- Improve Time Management
- Think Win-Win
- Plan ahead
- Don't procrastinate
- Set Goals
- Better Balance

How would you use these habits throughout your college career?



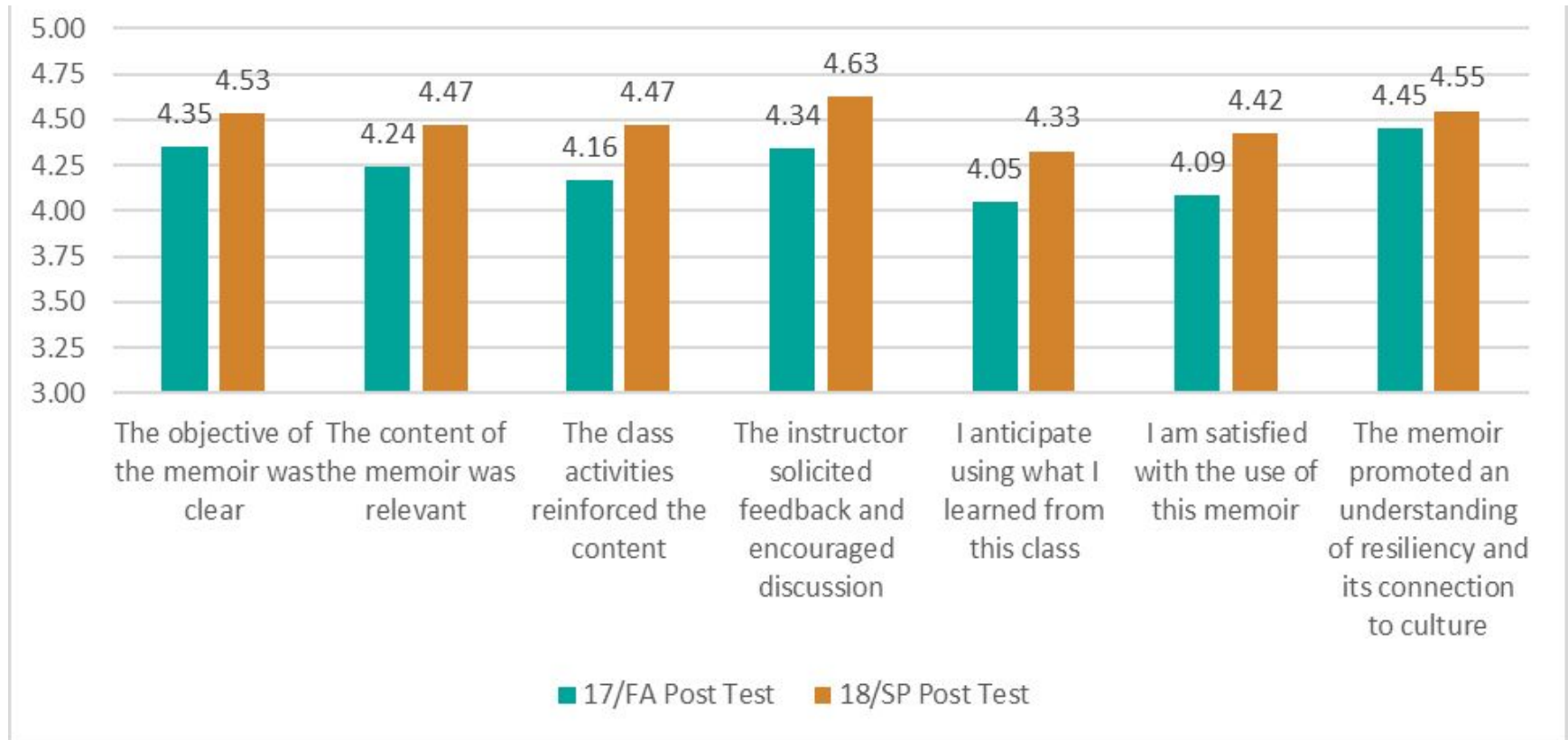
RESULTS

RESILIENCY ESSAY

**NIHI TA HASO:
BISITA GUAHAN**

RESULTS

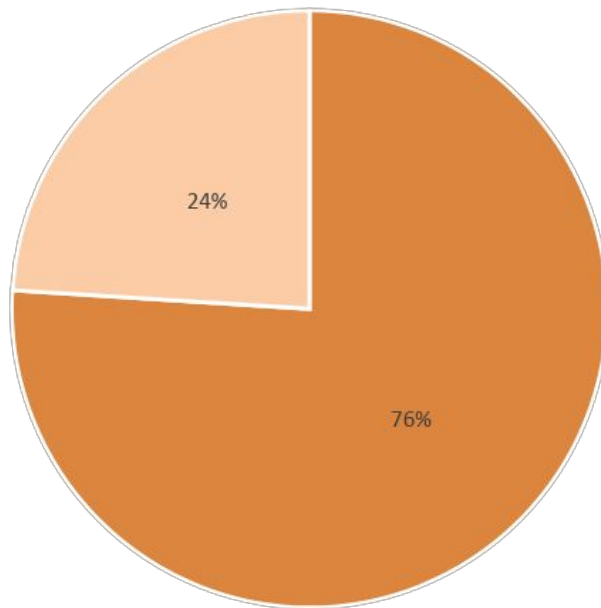
Course Feedback



RESULTS

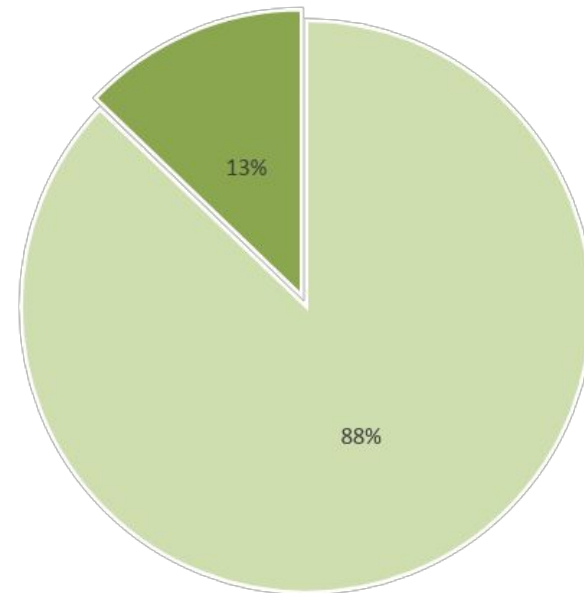
Was the Memoir Beneficial?

17/FA Post



Yes No

18/SP Post



Yes No

RESULTS

- Good example of resiliency
- Good example of the habits
- Provide Cultural and Historical Perspective

The Memoir WAS Beneficial

While I think it is a good book, some people do not really feel interested in reading a book about a person's experience in a way. I personally did not see the reason why at first, however, I realize now why the book was integrated into this course. Resiliency and perseverance are key to succeeding in college.

RESULTS

- Not relevant to the habits
- More relatable book should be chosen
- Culturally insensitive

Memoir WAS **NOT** Beneficial

Although the Memoir is a very good read, and should be read by anyone residing in Guam with an interest in the history of it written by a Chamorro, I do feel like there could have been more appropriate books that teach resiliency. I understand why we had to read Nihi Ta Hasso, but it kind of felt unnecessary.

RESILIENCY ESSAY

The semester will culminate with a common intellectual experience where students will read a resiliency memoir and develop their own narrative of resilience.

LEARNING OBJECTIVES

- Identify three resiliency characteristics that Ben Blaz displayed to help him survive the war.
- Use of at least two examples of how he displayed the characteristics (citing page numbers).
- Explain how the writer can apply each of the identified three characteristics to getting through the challenges of attaining a college degree.
- Use writing to analyze complex events and foster intellectual development.
- Use academically acceptable written English including basic syntax and usage.
- Apply a writing process and appropriate discourse moves, including developing a focused topic, articulating a thesis statement, and revising and editing as necessary.

RUBRIC CALIBRATION

During 2nd week of August a calibration session for scoring rubric used with Resiliency Essay that was part of Instructor's Guide for the resiliency novel was held. Prior to session, an email sent to instructors was used as a guide to revise the scoring rubric for the essay. This revised rubric was then emailed to the instructors before calibration session.

At calibration session, instructors made the following suggestions:

- a) Adding a column for grammar/syntax and organization
- b) Adding SLOs from Course content Alignment Matrix for English Composition
- c) Descriptions of the expectations from the Placement Test Scoring Rubric were added.

Teaching strategies tips for working with the resiliency novel such as vocabulary development and tying experience to the lessons were offered.

QUESTIONS OR COMMENTS?

Troy McVey tmcvey@triton.uog.edu

Arline Leon Guerrero arline1g@triton.uog.edu

Acknowledgements

Trini Macduff

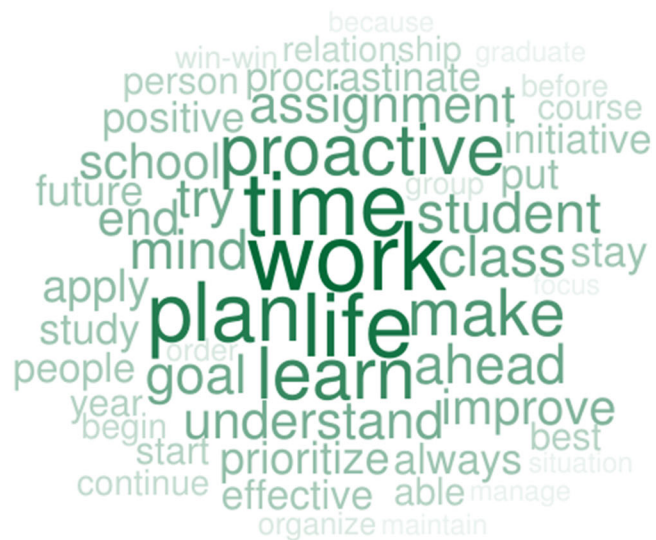
Anne Gorby

First Year Seminar 2017 Fall to 2018 Spring Survey Results

7 Habits of Highly Effective College Students &
Nihi Ta Hasso (Let Us Remember): Bisita Guam Review

Enrollment Management and Student Success
Student Counseling and Advising Services

Academic and Student Affairs
Office of Academic Excellence
Office of Institutional Effectiveness



Purpose

The purpose of this study is to measure the impact of the new materials in the First Year Seminar (FY101) course during its first full year of implementation, AY2017-18. Of particular interest is examining the efficacy of the two new textbooks in the course, Stephen Covey's *7 Habits of Highly Effective College Students* and the Ben Blaz memoir, *Nihi Ta Hasso (Let Us Remember): Bisita Guahan*.

Methodology

Data was collected on a Qualtrics survey. Students are given a mandatory assignment to complete the online survey as a pre-test at the beginning and as a post-test at the end of each semester. Much of the survey instrument was developed by the Franklin-Covey corporation, using Likert-style questions measuring student dispositions and attitudes related to the *7 Habits*. Additional questions ask about the objective, content, course activities, and class activities related to both the *7 Habits* text and the Ben Blaz memoir. Open-ended questions ask about student perceptions of the utility and applicability of the material and for suggestions for improvement in the course.

Data Analysis

Data is compiled into a report each semester and shared with the FY101 faculty, EMSS administration. These reports are submitted to the University Assessment Committee for the Annual Assessment Inventory. For the purposes of this report, numerical scores were applied to the responses, (5) for Strongly Agree, (4) for Agree, (3) for Neither Agree Nor Disagree, (2) for Disagree, and (1) for Strongly Disagree.

The mean of each question was compared among three data sets, Pre-Test to Post-test in the Fall semester, Pre-Test to Post-Test in the Spring Semester, and Post-Test to Post-Test across the Fall to Spring semesters.

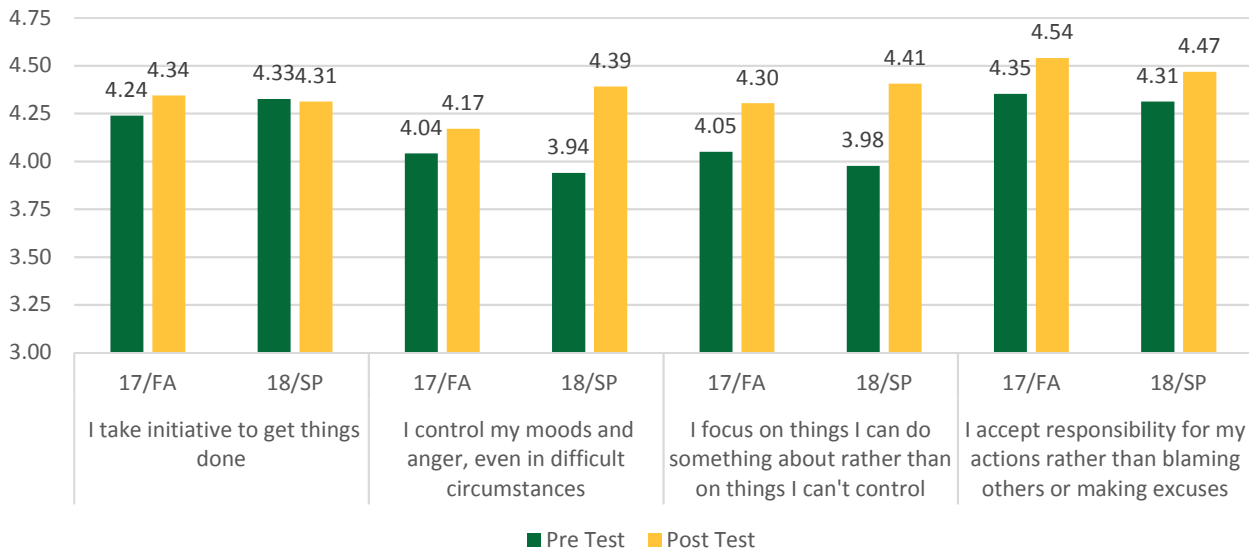
Summary of Survey Results

Students were asked to examine their personal behaviors and rate how strongly each of Covey's habits applied to themselves. Each habit contained four statements or sub-categories which they were asked to rate. 317 students took the Pre-Test in 2017 Fall, 293 took the Post-Test the same semester. 83 students took the Pre-Test in 2018 Spring, 64 took the Post-Test.

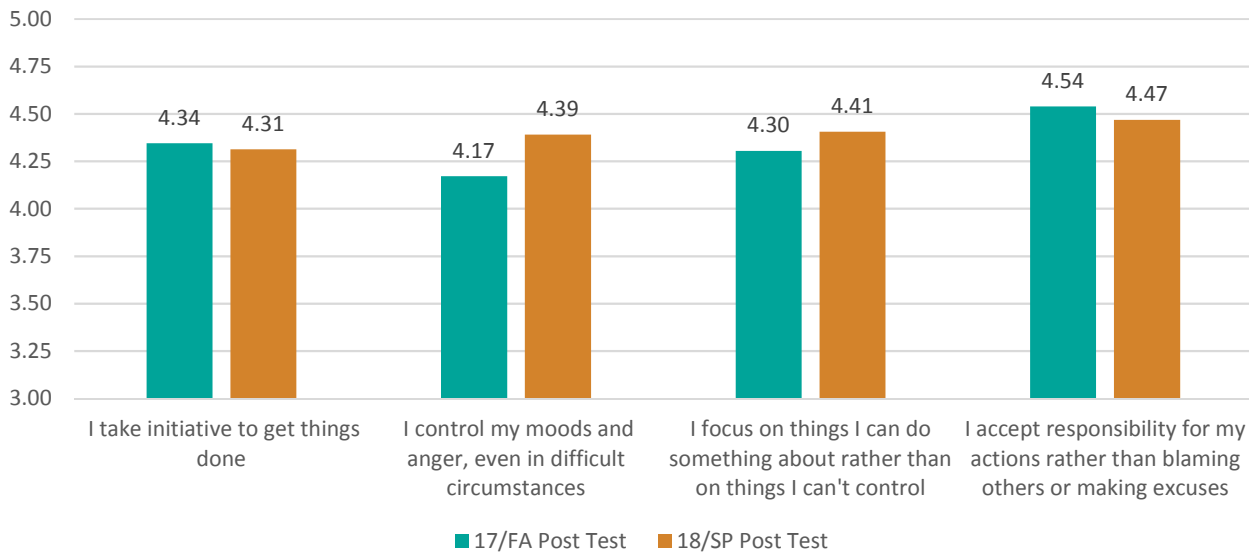
With a few exceptions, students' attitudes in each category improved from Pre to Post-Test for both the 2017 Fall and 2018 Spring Semesters. The most notable Pre to Post-Test improvements include: "I am disciplined in carrying out plans; I do not procrastinate," and "I balance all aspects of my life to maintain overall effectiveness" (Habit 6: Synergize). Most notable declines in student attitudes include: "I am creative and resourceful," and "I am open-minded in trying new ideas" (Habit 3: Put First Things First).

When looking at the averages for Post-Test to Post-Test from the Fall to Spring Semesters, attitude results *slightly* declined for all habits except for Habit 3: Put First Things First (notable decline) and Habit 6: Synergize (notable increase). Post-Test questions regarding the teaching of the *7 Habits* and the Ben Blaz memoir were optimistic during the 2018 Spring Semester.

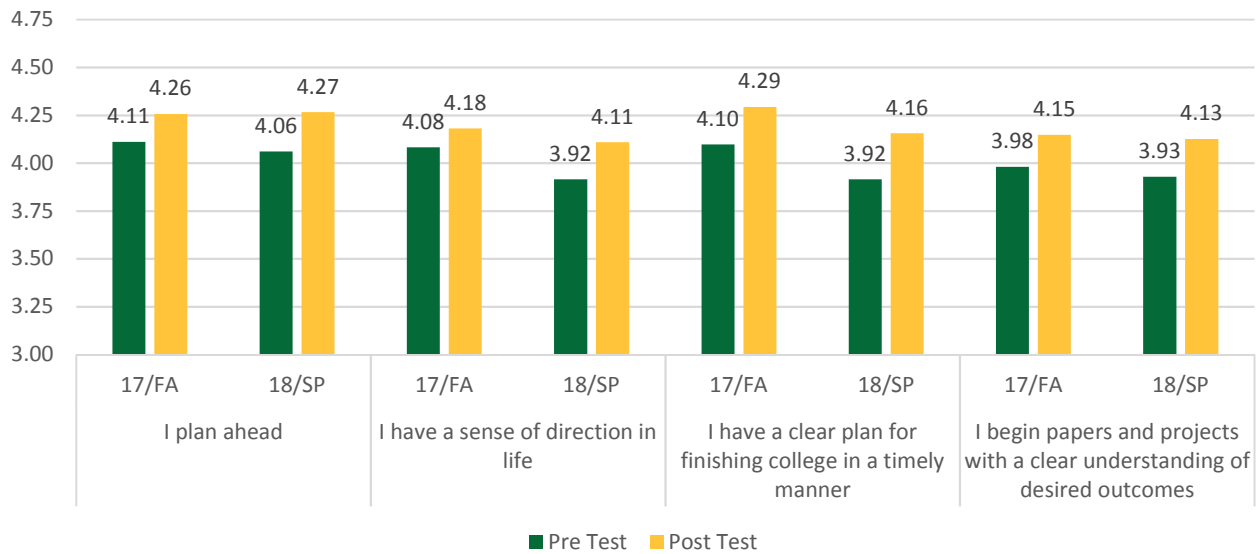
Habit 1: Be Proactive



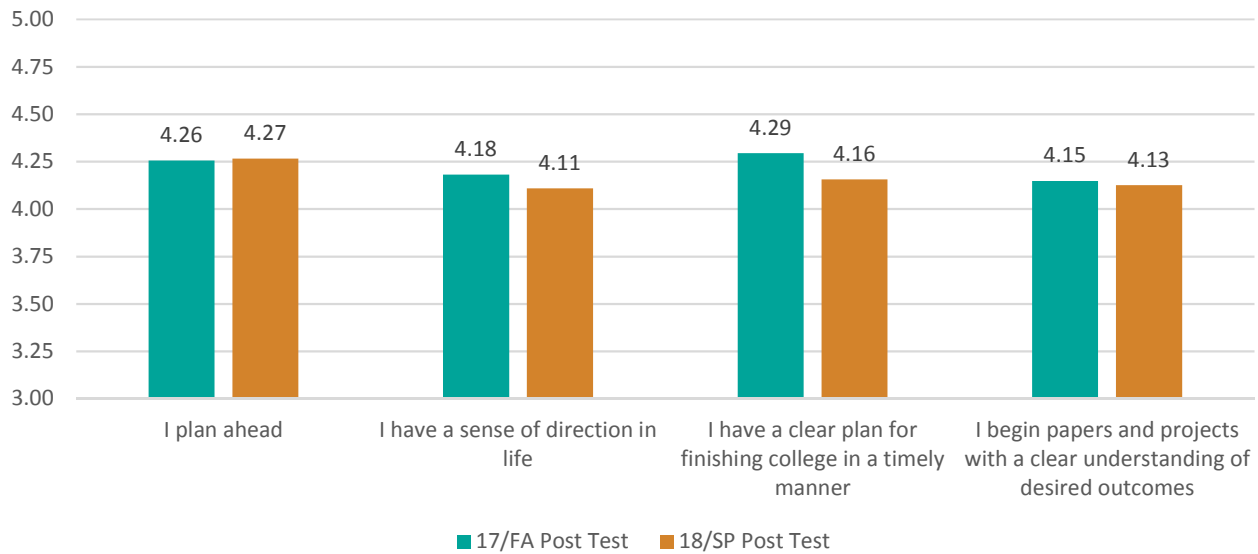
Habit 1: Be Proactive



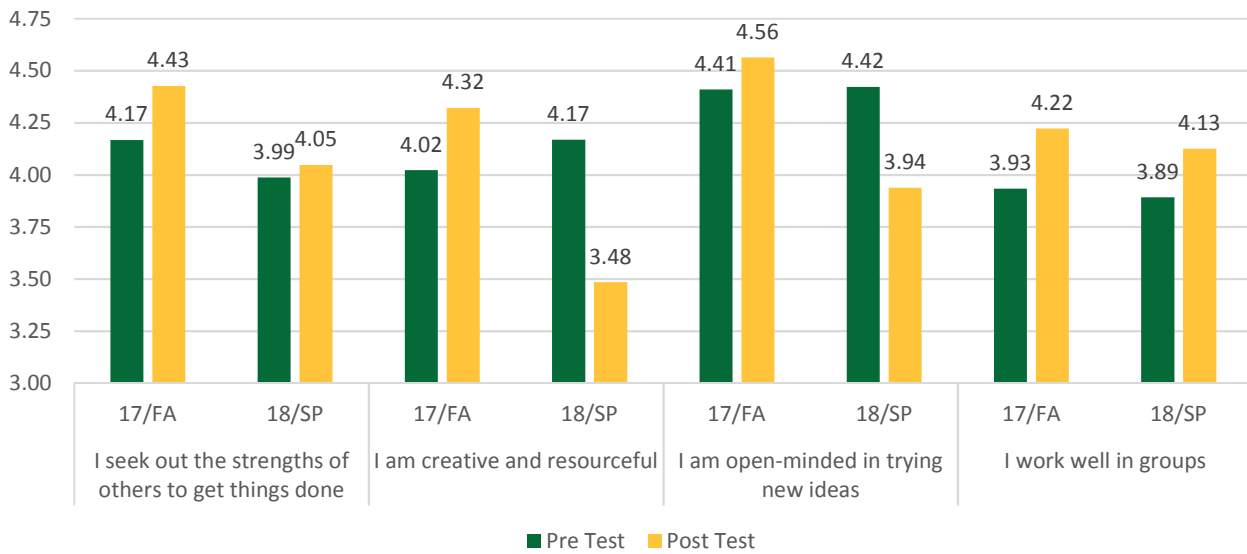
Habit 2: Begin with the End in Mind



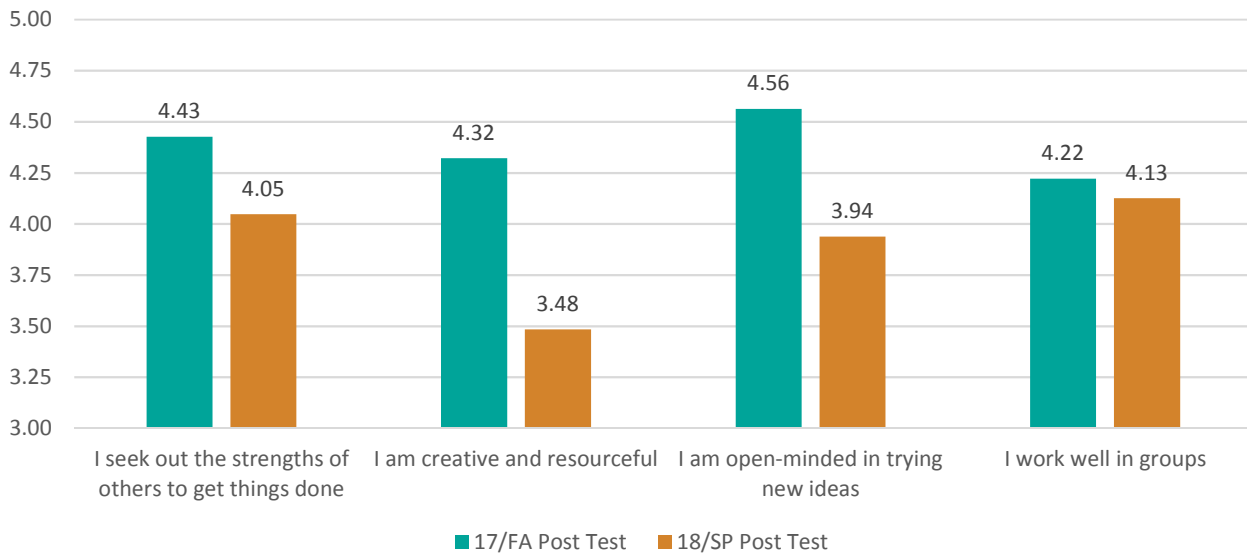
Habit 2: Begin with the End in Mind



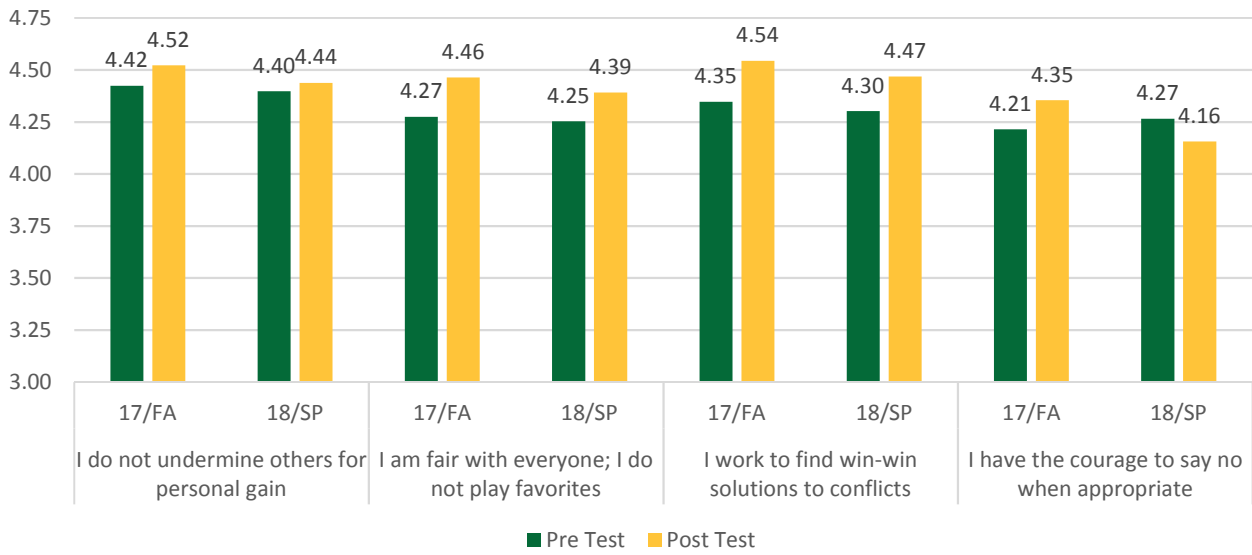
Habit 3: Put First Things First



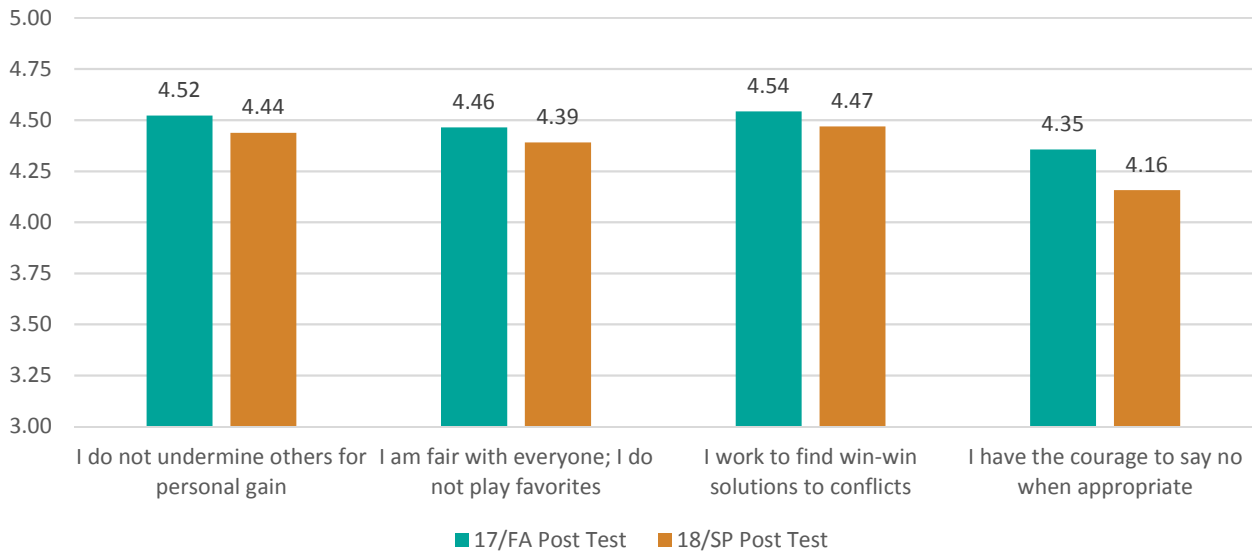
Habit 3: Put First Things First



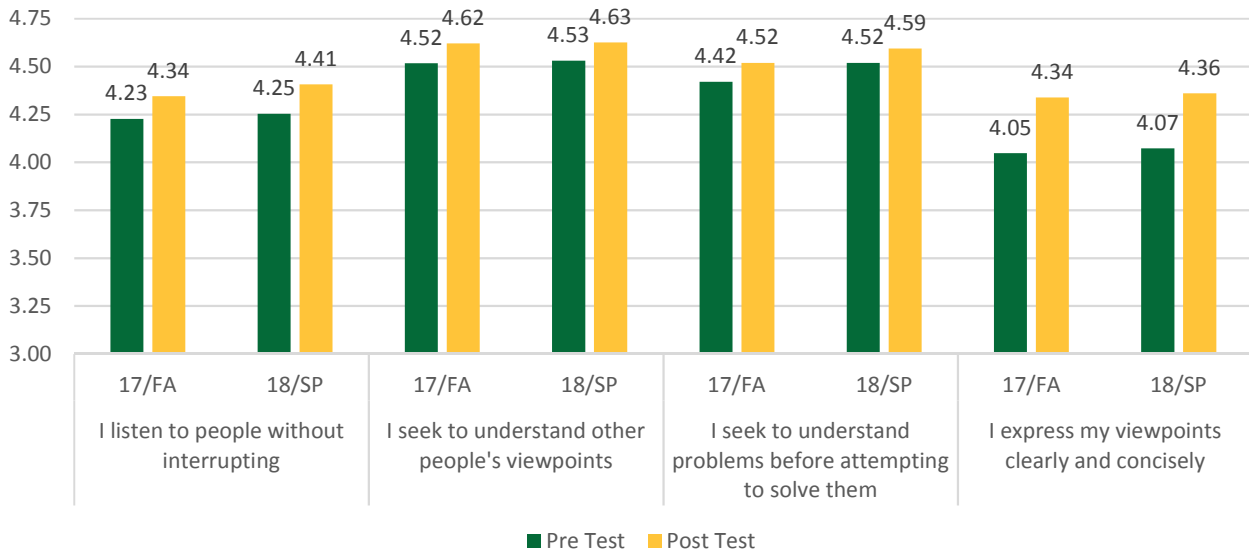
Habit 4: Think Win-Win



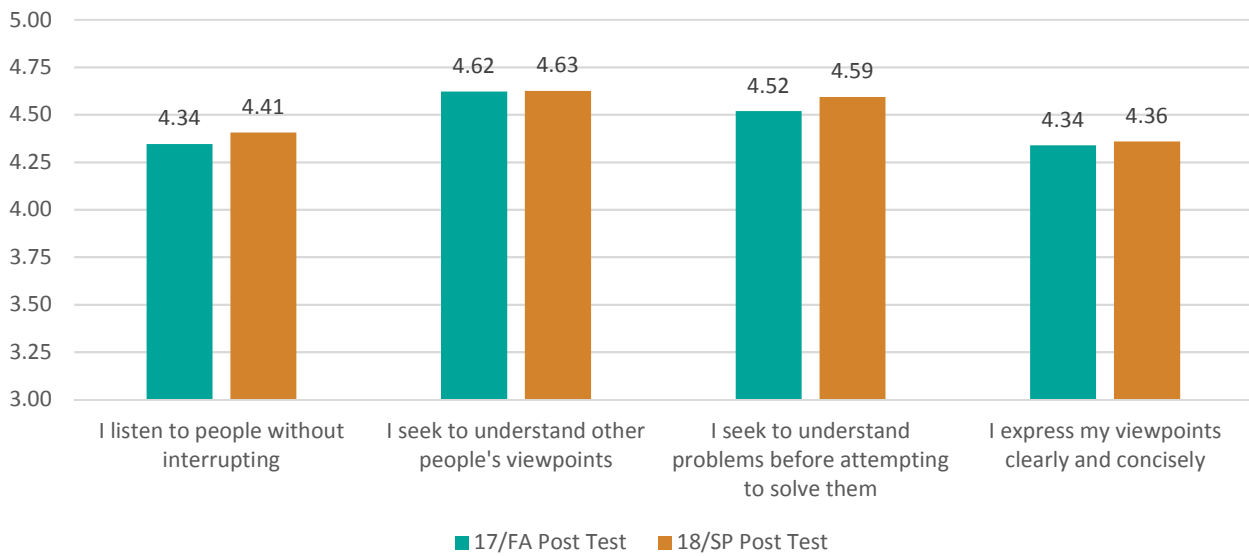
Habit 4: Think Win-Win



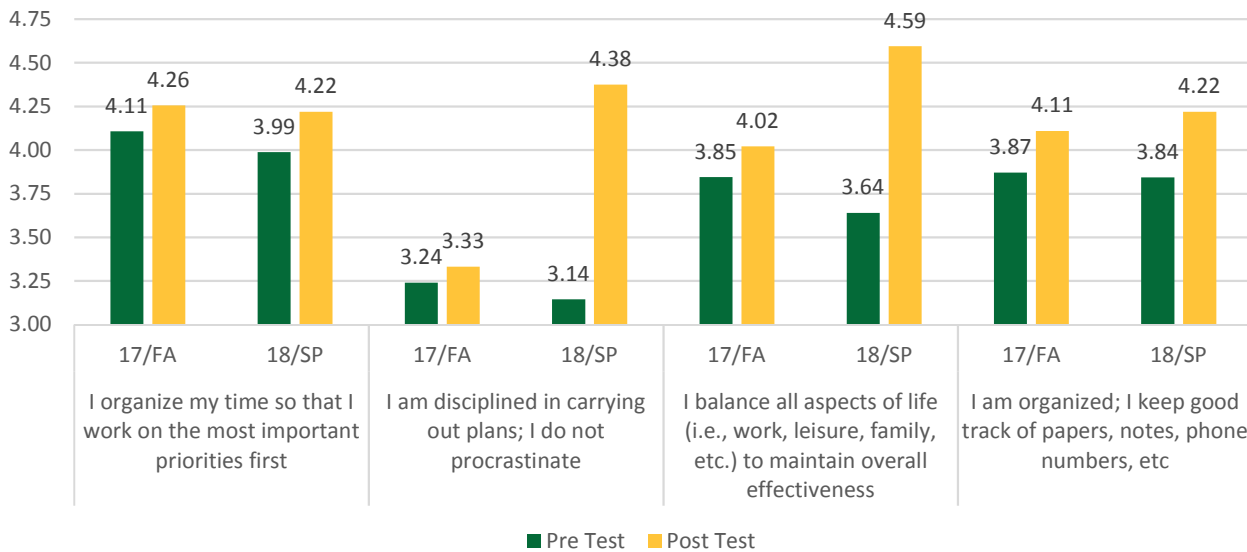
Habit 5: Seek First to Understand, then to be Understood



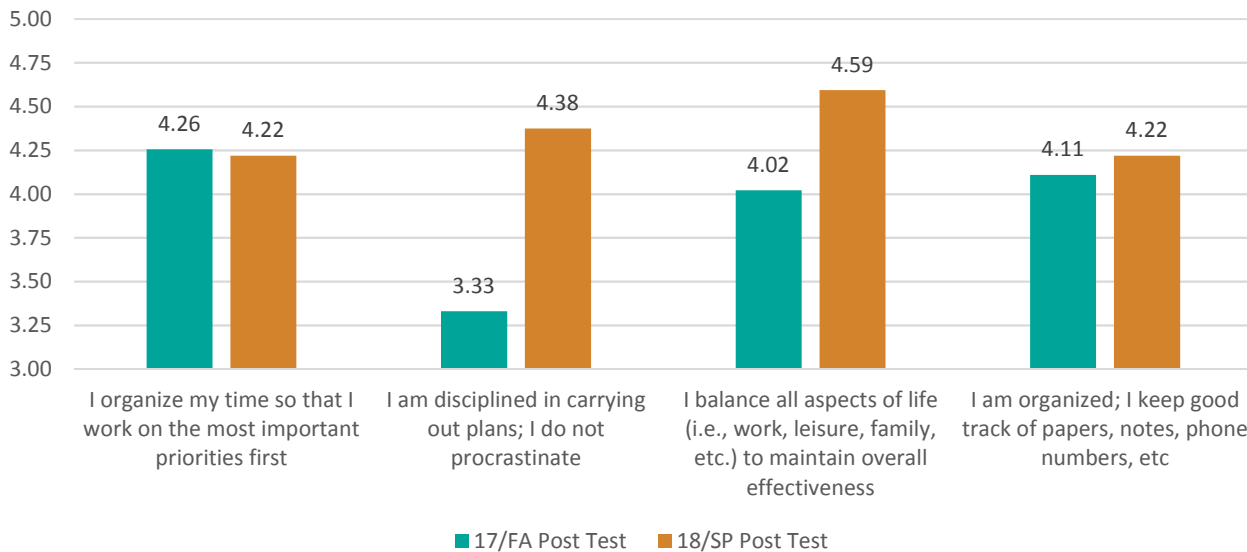
Habit 5: Seek First to Understand, then to be Understood



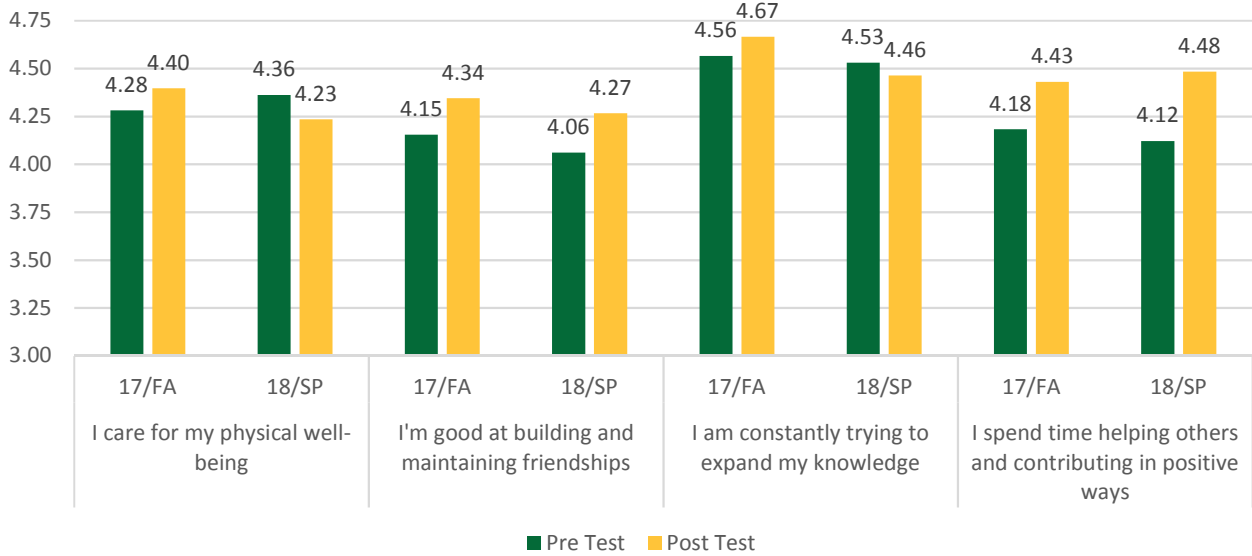
Habit 6: Synergize



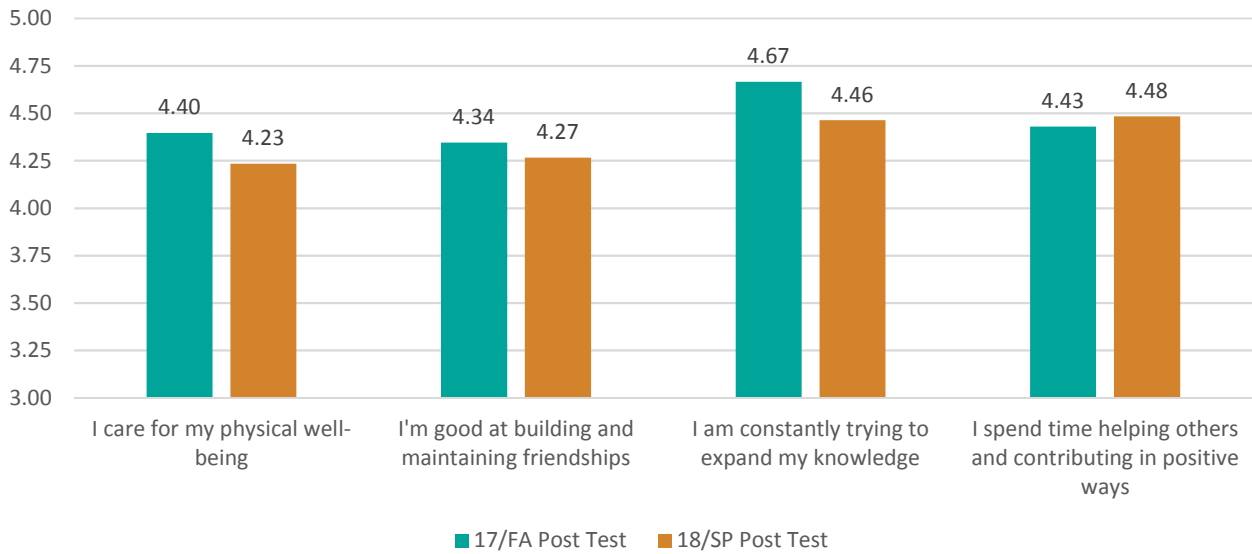
Habit 6: Synergize



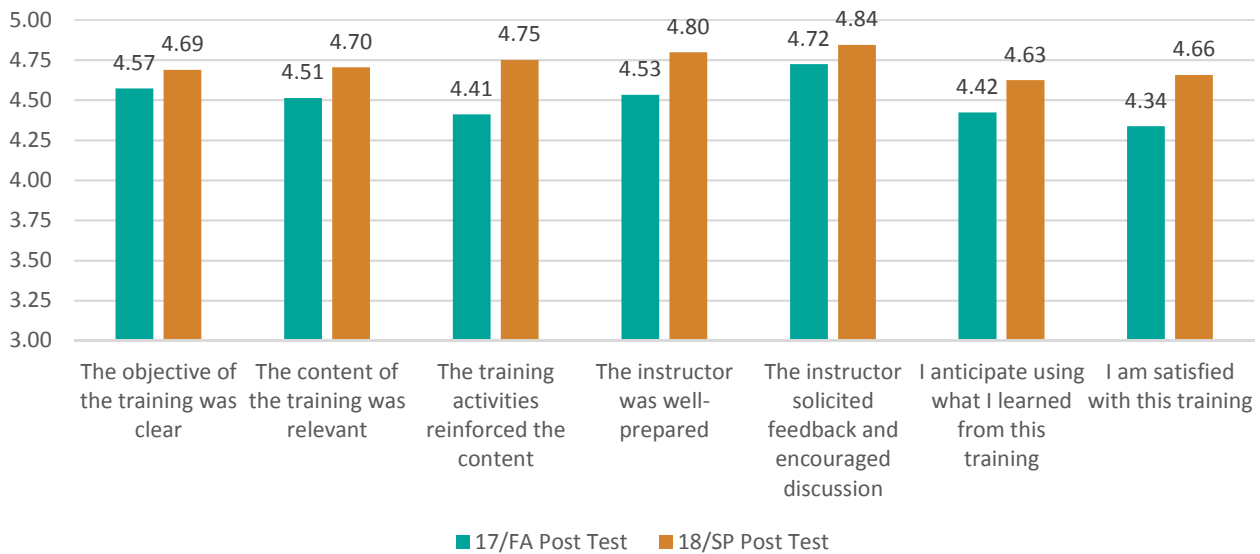
Habit 7: Sharpen the Saw



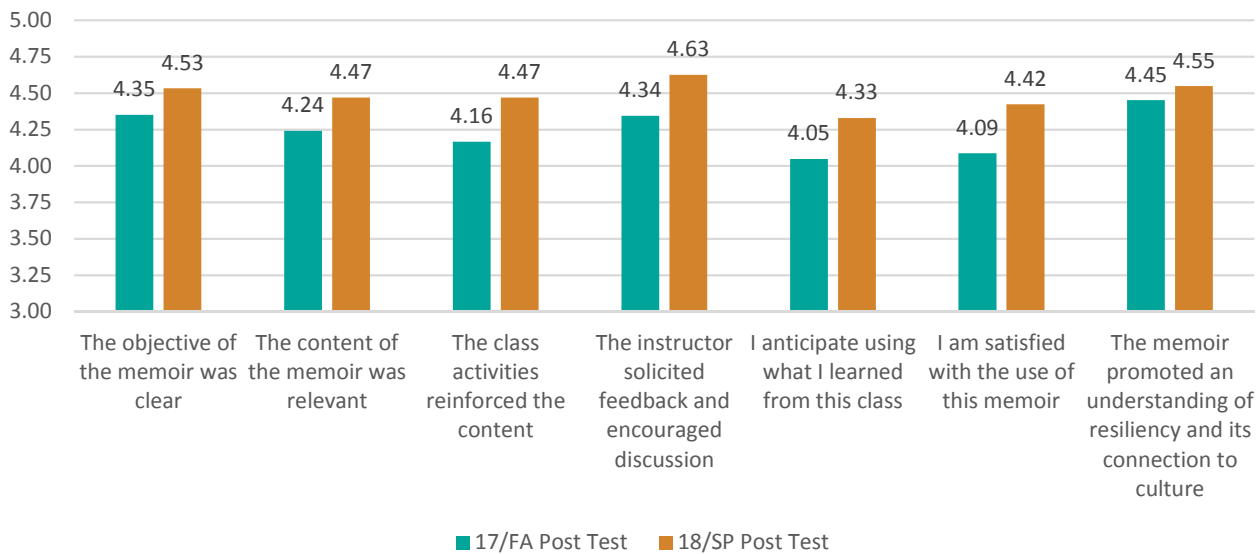
Habit 7: Sharpen the Saw



7 Habits Training-Course Feedback



Let Us Remember: Nihi Ta Hasso



Open-ended responses to question 13:

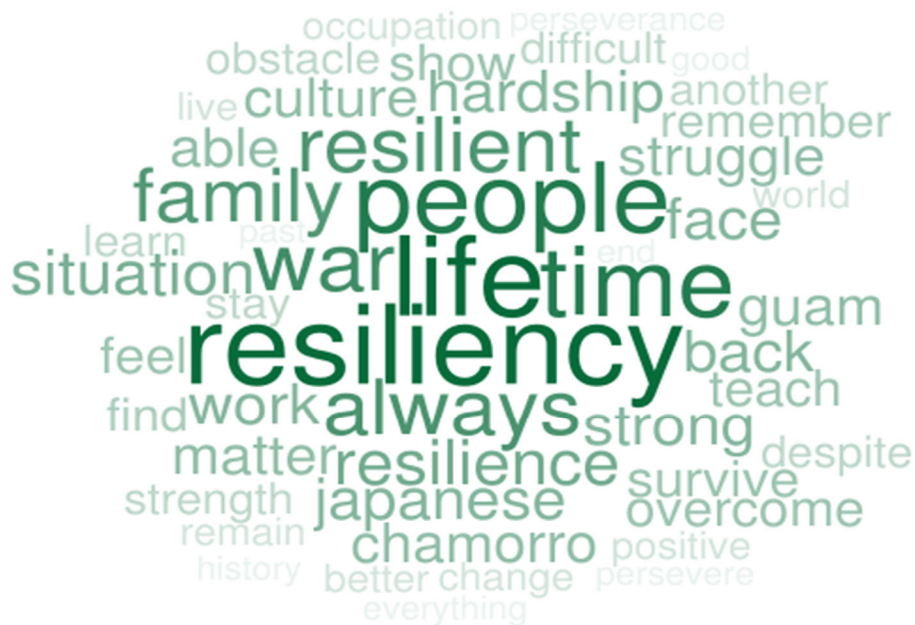
What was the memoir's most important theme or idea for you?

There were 234 total recorded responses to this question in the Fall and 57 recorded responses in the Spring.

Three themes emerged from student responses to this question: resiliency, cultural pride, and the importance of family. Below is a simple table comparing the number of times a response was given in the Fall and Spring semesters.

<u>Theme</u>	<u>Fall</u>	<u>Spring</u>
Resiliency/perseverance	29	42
Cultural/Historical Pride	17	20
Importance of Family	8	18

What is interesting to notice is that these themes resonated even more strongly with students in the Spring semester, in spite of a smaller pool of responses.



Size of text indicates frequency of word found in student responses for question 13.

Open-ended responses to question 15:

Why was (or was not) the memoir beneficial?

A majority of the comments were positive affirmations that the book reinforced the theme of resiliency, provided a good lived example of the habits, or added a sense of cultural and historical perspective.

One comment exemplifies why students thought it was beneficial:

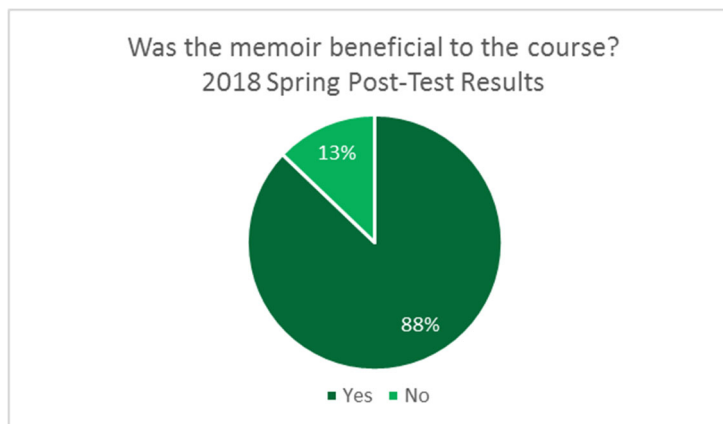
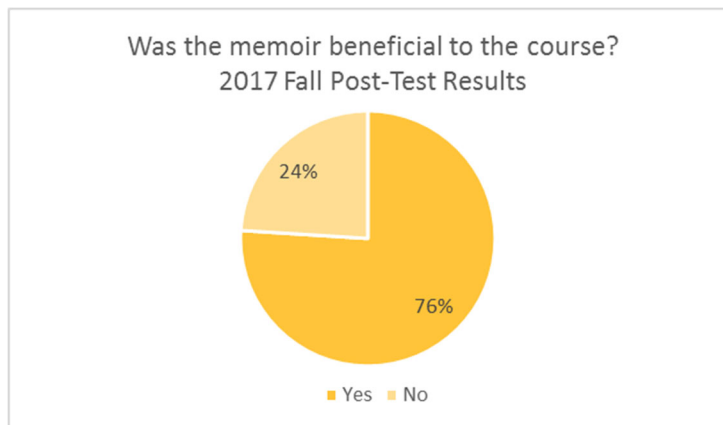
While I think it is a good book, some people do not really feel interested in reading a book about a person's experience in a way. I personally did not see the reason why at first, however, I realize now why the book was integrated into this course. Resiliency and perseverance are key to succeeding in college.

The negative comments did not find the book relatable or relevant to the habits. There were also a couple of comments that the text was disenfranchising to non-CHamoru students.

A comment that exemplifies why the book was not beneficial:

Although the Memoir is a very good read, and should be read by anyone residing in Guam with an interest in the history of it written by a Chamorro, I do feel like there could have been more appropriate books that teach resiliency. I understand why we had to read Nihitasso, but it kind of felt unnecessary.

A small number of people commented that they had not read the book or that it was not required in some sections of the course.



Average Scores by Habit

HABIT 1: BE PROACTIVE	Term	Pre Test	Post Test
I take initiative to get things done	17/FA	4.24	4.34
	18/SP	4.33	4.31
I control my moods and anger, even in difficult circumstances	17/FA	4.04	4.17
	18/SP	3.94	4.39
I focus on things I can do something about rather than on things I can't control	17/FA	4.05	4.30
	18/SP	3.98	4.41
I accept responsibility for my actions rather than blaming others or making excuses	17/FA	4.35	4.54
	18/SP	4.31	4.47

HABIT 2: BEGIN WITH THE END IN MIND	Term	Pre Test	Post Test
I plan ahead	17/FA	4.11	4.26
	18/SP	4.06	4.27
I have a sense of direction in life	17/FA	4.08	4.18
	18/SP	3.92	4.11
I have a clear plan for finishing college in a timely manner	17/FA	4.10	4.29
	18/SP	3.92	4.16
I begin papers and projects with a clear understanding of desired outcomes	17/FA	3.98	4.15
	18/SP	3.93	4.13

HABIT 3: PUT FIRST THINGS FIRST	Term	Pre Test	Post Test
I seek out the strengths of others to get things done	17/FA	4.17	4.43
	18/SP	3.99	4.05
I am creative and resourceful	17/FA	4.02	4.32
	18/SP	4.17	3.48
I am open-minded in trying new ideas	17/FA	4.41	4.56
	18/SP	4.42	3.94
I work well in groups	17/FA	3.93	4.22
	18/SP	3.89	4.13

HABIT 4: THINK WIN-WIN	Term	Pre Test	Post Test
I do not undermine others for personal gain	17/FA	4.42	4.52
	18/SP	4.40	4.44
I am fair with everyone; I do not play favorites	17/FA	4.27	4.46
	18/SP	4.25	4.39
I work to find win-win solutions to conflicts	17/FA	4.35	4.54
	18/SP	4.30	4.47
I have the courage to say no when appropriate	17/FA	4.21	4.35
	18/SP	4.27	4.16

HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD	Term	Pre Test	Post Test
I listen to people without interrupting	17/FA	4.23	4.34
	18/SP	4.25	4.41
I seek to understand other people's viewpoints	17/FA	4.52	4.62
	18/SP	4.53	4.63
I seek to understand problems before attempting to solve them	17/FA	4.42	4.52
	18/SP	4.52	4.59
I express my viewpoints clearly and concisely	17/FA	4.05	4.34
	18/SP	4.07	4.36

HABIT 6: SYNERGIZE	Term	Pre Test	Post Test
I organize my time so that I work on the most important priorities first	17/FA	4.11	4.26
	18/SP	3.99	4.22
I am disciplined in carrying out plans; I do not procrastinate	17/FA	3.24	3.33
	18/SP	3.14	4.38
I balance all aspects of life (i.e., work, leisure, family, etc.) to maintain overall	17/FA	3.85	4.02
	18/SP	3.64	4.59
I am organized; I keep good track of papers, notes, phone numbers, etc	17/FA	3.87	4.11
	18/SP	3.84	4.22

HABIT 7: SHARPEN THE SAW	Term	Pre Test	Post Test
I care for my physical well-being	17/FA	4.28	4.40
	18/SP	4.36	4.23
I'm good at building and maintaining friendships	17/FA	4.15	4.34
	18/SP	4.06	4.27
I am constantly trying to expand my knowledge	17/FA	4.56	4.67
	18/SP	4.53	4.46
I spend time helping others and contributing in positive ways	17/FA	4.18	4.43
	18/SP	4.12	4.48

Rubric for Resiliency Essay

Criterion (Score 0 if element is absent)	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Identify three resiliency characteristics that Ben Blaz displayed to help him survive the war.	Less than three characteristics identified, or one or more characteristic is not applicable.	Three characteristics identified.	Three concrete characteristics identified and clearly defined.	
Use of at least two examples of how he displayed the characteristics (citing page numbers).	Less than two examples. Examples are based on empty citations: citation information is given as support for an example, but no information is provided about the content of the cited work. Factual errors: the cited work does not actually support the example used in the assignment and/or is described inaccurately.	At least two examples are supported with appropriate evidence. Appropriate evidence is accurately cited using page numbers.	Two or more examples are supported with appropriate evidence. Appropriate evidence is accurately cited using page numbers. Synthesizes evidence to draw new, relevant, logical inferences.	
Explanation of how the writer can apply each of the identified three characteristics to getting through the challenges of attaining a college degree.	Less than three explanations of how the three identified characteristics can apply to the writer's getting through the challenges of attaining a college degree.	At least three explanations of how the three identified characteristics can apply to the writer's getting through the challenges of attaining a college degree.	Three or more explanations of how the three or more identified characteristics can apply to the writer's getting through the challenges of attaining a college degree. Synthesizes evidence to draw new, relevant, logical inferences.	
GE WC LO5 Using writing to analyze complex events and foster intellectual development.	May respond to assignment, but not developed; ideas repeated frequently/randomly. Assertions not supported; no concrete, specific details/examples.	Expository paragraphs contain some specific examples or references; Descriptive/narrative paragraphs contain some concrete, specific details; some assertions unsupported.	Varied support of main ideas; expository paragraphs contain specific examples or references; Descriptive/narrative paragraphs contain concrete, specific details.	
EN 109 SLO 6 Use academically acceptable written English including basic syntax and usage , in their written essay. EN 109 SLO 5 Apply a writing process and appropriate discourse moves, including developing a focused topic, articulating a thesis statement and revising and editing as necessary.	Rudimentary syntax; recurrent grammatical errors. Inadequately organized & developed; lacks focus; repeated or underdeveloped ideas.	Understandable grammatical constructions; reasonable clarity of expression, though errors may occasionally obscure meaning. Adequately organized & developed, though with some digressions in focus.	Grammar almost always correct; command of syntax within ordinary range of standard English. Well organized & developed; central focus maintained.	
			TOTAL	