

GC JOURNEYS



OVERALL:

The overall quality of the TEs is very high across departments and faculty. This confirms that the TEs that comprise GC Journeys are actually producing “transformative” outcomes in students.

MOST SATISFYING THING:

What students find most “transformative” about their experiences are going out into the world to do new things that elicit growth in themselves.

LEAST SATISFYING THING:

Students are quite satisfied with the TEs that comprise the GC Journeys Program. Their experiences are very demanding and require a lot of work. A significant portion of complaints are somewhat isolated and individual (“Other”).

PROGRAM ASSESSMENT

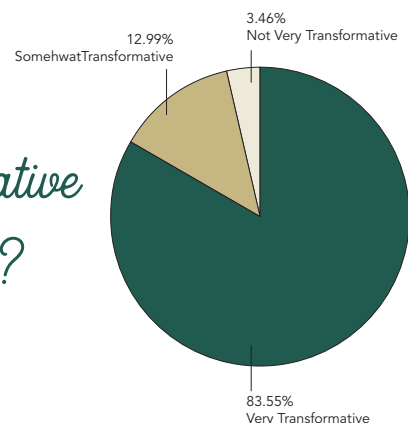
In Spring 2021, GC Journeys administered a program assessment for students completing their capstone courses. A total of 317 of 1021 students (31.0%) responded to the survey. They self-identified as having completed 851 total Transformative Experiences—an average of 2.68 TEs/student.

GC Journeys Program Outcomes:

Georgia College graduates are:

- Critical and creative problem solvers
- Ethical, reflective and engaged citizens
- Skilled communicators
- Service-oriented leaders and professionals who are dedicated to excellence

How Transformative Is GC Journeys?





CHALLENGES:

CHALLENGE 1: RESPONDENT COHORT AND COVID-19

Most of the capstone students likely entered GC in 2017, before GC Journeys was fully established as a distinct, signature entity on campus. This would have an impact on visibility, buy-in, and student understanding of the program. Additionally, this cohort of students completed their Capstone year during the COVID-19 pandemic, which disrupted delivery modalities across the university from March 2020 through Spring 2021.

CHALLENGE 2: TE COURSE CODING AND VISIBILITY

Only 230 Capstone students (of 317 total respondents) self-identified as taking a Capstone course and only 190 identified as taking a First-Year Experience. However, all 317 student respondents of the survey were in the process of completing a Capstone course. Apparently, students completing TEs are not always cognizant of the fact that they are completing these “built-in” components of GC Journeys, so it is difficult to determine to what extent students accurately self-reported completion of these experiences.

CHALLENGE 3: LOWER SELF REPORTED RATES OF PARTICIPATION

Of the 317 students who completed the survey, students self-reported participating in 851 TEs—an average of only 2.68/student. This falls well below the minimum number of 5 TEs laid out in the GC Journeys Program guidelines. Students need to increase participation in TEs by an average of 2.32/student to meet the current benchmark of 5 TEs before graduation. Students need to be reinforced when they are completing TEs.

CHALLENGE 4: INCONSISTENCY IN QUALITY OF “BUILT-IN” TEs:

FYE and Career Milestones Among the 8 TEs, students felt least challenged by all four categories in FYE and Career Milestones. Although the numbers for FYE (54%) and Career Milestones (69.4%) are not alarmingly low, some effort could be made to bring them to the level of the third foundational TE, Capstones (90% feel “very much” or “quite a bit” challenged). This is especially important since all students at Georgia College must complete the three foundational TEs.

CHALLENGE 5: INCONSISTENCY IN “PERSONALIZABLE” TEs: CBEL AND STUDY ABROAD/STUDY AWAY

Among the 5 “personalizable” TEs, students felt least challenged by all four categories in CbEL and Study Abroad/Study Away (Though, these two TEs were both rated consistently higher than FYE and Career Milestones.). It would improve the overall success of the GC Journeys Program to improve the quality of these programs to be consistent with the other three “Personalizable” TEs: Leadership, MURACE, and Internships.

CHALLENGE 6: EXPOSURE TO AND ACCESSIBILITY OF “PERSONALIZABLE” TEs

The five “personalizable” TEs have fairly low levels of participation that could be due, in part, to exposure and accessibility of these experiences. Of the “personalizable” TEs, Internship has the highest rate of participation at 35.5% and students in most departments have access to internships in their majors. The remaining four “personalizable” TEs have rates of participation below 20%: MURACE 18.8%, CbEL 15.8%, Leadership 12.4%, and Study Abroad 5.8%.