

Think Independently. Lead Creatively.

GC
JOURNEYS



Student Perceptions of Impacts of Transformative Experiences at Georgia College

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INTRODUCTION

The “GC Journeys Program” at Georgia College

The GC Journeys Program has become a defining component of teaching and learning at Georgia College & State University since its inception in 2017. GC Journeys emerged out of the transformative experiences that faculty had been engaging in for several years, practices such as undergraduate research, internships, and dynamic capstone courses. GCSU students engage with this cutting-edge, “thinking-focused curriculum”¹ through a variety of curricular and co-curricular High-Impact Practices, known institutionally as “Transformative Experiences” (TEs),² which comprise GC Journeys—beginning with a First-Year Experience (FYE) and ending with a senior Capstone experience in their major. Initially, a plan for the program was formulated by attendees of the AAC&U Summer Institute, which lead to conversations, focus groups, and research driven by six faculty members in 2015-2016,³ with Dr. Cynthia Alby acting as the first full-time Director of the Program (2018). Since 2019, GC Journeys has been led by the Associate Provost for Transformative Learning Experiences, Dr. Jordan Cofer, with Faculty Director of GC Journeys, Dr. Cynthia Alby, providing faculty leadership and support. This grassroots effort, along with growing commitment by all stakeholders, has resulted in increased visibility and effectiveness of GC Journeys across the university.

The GC Journeys program highlights “experiences that are proven to be transformative learning experiences for students [by] intentionally embedding essential skills into

each degree program”⁴ beyond the typical degree requirements that appear on the academic transcripts of students. Although students have had informal access to many high-quality Transformative Experiences for decades at Georgia College, the GC Journeys program ensures that all students will complete several rigorous, well-defined complements to their academic program by the time they graduate. It provides all undergraduates with the opportunity to pursue rich, high-impact educational experiences designed to “gain authentic experiences, solve problems, become a leader, participate in real-world settings and put ideas into action.”⁵

By asking all undergraduate students to participate in at least five Transformative Experiences before graduation, participants launch into new ways of thinking and seeing the world to “beyond their usual boundaries.”⁶ It also establishes Georgia College as a national leader, since the average college student completes only 1.3 High Impact Practices during their educational career. GC Journeys ensures that students gain a robust, holistic liberal arts experience inside and outside of the classroom equipped to “critically assess the world around them.”⁷ Since 2018, all undergraduates have been asked to participate in three foundational TEs in addition to two “personalizable” TEs. The “built-in,” baseline TEs consist of the following:

- The First-Year Experience (FYE)
- Career Planning Milestones
- Capstone Course in a Major

In addition to these foundational experiences, students are asked to complete their choice of at least two of the following “Personalizable” TEs over the course of their degree-program:

- Intensive Leadership Experience
- Mentored Undergraduate Research (MURACE)
- Community-based Engaged Learning (CbEL)
- Internship
- Study Abroad/Study Away⁸

Through this process of completing at least three “built-in” and two “personalizable” TEs, Georgia College graduates have the skills and experience to be:

- Critical and creative problem solvers
- Ethical, reflective and engaged citizens
- Skilled communicators
- Service-oriented leaders and professionals who are dedicated to excellence⁹

Within these general frameworks of development, students gain competitive, employable essential skills, based on the Association of American Colleges & Universities (AAC&U) VALUE rubrics¹⁰:

- Teamwork/networking
- Analytical reasoning
- Written and oral communication
- Knowledge of global issues
- Creativity and innovation
- Information literacy¹¹

1 “GC Journeys Student Handbook” (5).

2 “Transformative Experiences” are developed out of the AAC&U “High-Impact Practices.” See “High Impact Educational Practices.”

3 “Liberal Arts Renewal Project: Where We Started, Where We Are, and Where We Are Headed” (1).

4 “GC Journeys Student Handbook” (4).

5 “GC Journeys: A Liberal Arts Education Redefined.”

6 “GC Journeys Student Handbook” (5).

7 “GC Journeys: A Liberal Arts Education Redefined.”

8 “GC Journeys: A Liberal Arts Education Redefined.”

9 “GC Journeys: A Liberal Arts Education Redefined.”

10 “VALUE Rubrics.”

11 “GC Journeys: A Liberal Arts Education Redefined.”

These experiences, “when done well, have been shown to have significant impact on learning, grades, graduation, and more.”¹² GCSU works to ensure that these TEs are provided at a consistently high-caliber continuously generating more support for GC Journeys along with evaluating the quality of TE programming and student outcomes. This has generated momentum for the signature program on-campus and increased visibility of it off-campus. In the past year, the increased institutional commitment to GC Journeys as a signature program has resulted in statewide recognition through the University System of Georgia (USG)—including winning the “2021 Regents’ Momentum Year Award for Excellence in Teaching and Curricular Innovation” and hosting multiple USG presentations on GC Journeys for the state of Georgia. Nationally, the program has garnered attention by hosting a 2021 AAC&U webinar, “Building and Scaling an Institutional HIPs Initiative,” winning the Council of Undergraduate Research (CUR) AURA award for 2020, and launching a national journal, *Undergraduate Research*.



12 “GC Journeys Student Handbook” (9).

OUTCOMES: SPRING 2021 CAPSTONE

Methods and Participation

The GC Journeys program was officially rolled-out in Fall 2018 and is becoming increasingly embedded in all areas of the curriculum across the university at GCSU. In order to begin to gauge its quality, Dr. Jordan Cofer, Associate Provost for Transformative Learning Experiences, administered a survey for all students completing a Capstone in Spring 2021. The survey measured student perceptions of the impact of each of the TEs they had completed during their time at GCSU.

It asked outgoing students to rate their perceptions of the extent to which each individual TE they had completed at GC succeeded in “challeng[ing]” them in four key program outcomes. The Learning Outcomes, which were determined by faculty when the program was developed, are as follows: the student was challenged to be a “critical and creative problem solver,” an “ethical, reflective, and engaged citizen,” a “skilled communicator,” and a “service-oriented leader and professional dedicated to excellence.” Responses were scored on a 4-point Likert scale: “very little,” “some,” “quite a bit,” or “very much” and were distributed to students by Capstone advisors. Respondents were also asked to rate their overall experience completing TEs: “to what extent were these experiences transformative?” Finally, they provided qualitative responses describing “the most satisfying thing” and “the least satisfying thing about these experiences.” Responses to the qualitative responses were coded into ten categories.

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.¹³

“Built-In” Transformative Experiences

The three “built-in” Transformative Experiences (TEs) are described below in descending order of overall “challenge” (from highest-scoring to lowest-scoring) measured by student responses: Capstone in Your Major, Career Milestones, and First Year Experiences (FYE). Experiences were rated on a 4-point scale: “very little,” “some,” “quite a bit,” and “very much.” Ranking was determined by the total proportion of responses across all four GC Journeys program outcomes that were scored either “quite a bit” or “very much.”

Capstone in Your Major

A total of 230 students (72.6%) self-identified as having completed a Capstone course in their major even though all 317 respondents were in the process of completing a Capstone.¹⁴ 70% of students felt “very much” challenged to be “critical and creative problem solvers” and “skilled communicators” as a result of their Capstone experience. This was scored very highly, relative to other TEs—particularly the two other “built-in” TEs. Overall, over 85% of respondents felt challenged either “very much” or “quite a bit” in all four program outcomes. Students felt least challenged to be “ethical, reflective, and engaged citizens” as a result of this experience, but this was a variation of only about 5% from the other three areas. *This result suggests that the vast majority of Capstones across the campus are operating at a consistently-high level and students (85%) are adequately challenged in their Capstone experience.*

Career Milestones

A total of 132 students (41.6%) self-identified as having completed the Career Milestones experience.¹⁵ Over 51% of respondents felt challenged “very much” to be a “skilled communicator,” and 48% felt challenged “very much” to be a “service-oriented leader and professional, dedicated to excellence.” Across all four program outcomes, over 69% felt challenged “quite a bit” or “very much” by the experience. Between 3% and 11% of responses across the four program outcomes fell under “very little.” Students feel most challenged to be “skilled communicators” and least challenged to be “ethical, reflective, and engaged citizens” and “critical and creative problem solvers” in their Career Milestone experiences. *While a majority of students feel adequately challenged to be “skilled communicators,” this result suggests that students are having inconsistent experiences feeling consistently challenged in the remaining three of four key program outcomes in their Career Milestones. However, these experiences are more consistently challenging than FYE.*

First-Year Experience (FYE)

A total of 190 students (59.9%) self-identified as having completed a FYE course.¹⁶ Over 54% of respondents felt challenged “quite a bit” or “very much” in all four outcomes measured. The highest rated outcome “very much” was in “skilled communicator” at 35.2% of all responses. Although only between 6.7%-12.29% of responses fell under “very little,” the rest were fairly evenly distributed across “some,” “quite a bit,” and “very much.” This was the most varied set of responses across all of the TEs in the GC Journeys program. Furthermore, “some” received the highest overall proportion of responses across 3 of the 4 outcomes. *This*

13 See Appendix, Figure 1.

14 See Appendix, Figures 6 and 7.

15 See Appendix, Figures 4 and 5.

16 See Appendix, Figures 2 and 3.

result suggests that FYE students' experiences are not uniformly and appropriately challenging in meeting the program outcomes.

"Personalizable" Transformative Experiences

The five "personalizable" Transformative Experiences (TEs) are described below in descending order of overall "challenge" (from highest-scoring to lowest-scoring) measured by student responses: Internship, Mentored Undergraduate Research and Creative Endeavors (MURACE), Intensive Leadership Experience, Study Abroad/Study Away, and Community-based Engaged Learning (CbEL). Experiences were rated on a 4-point scale: "very little," "some," "quite a bit," and "very much." Ranking was determined by the total proportion of responses across all four program outcomes that were scored either "quite a bit" or "very much."

Internship

A total of 117 students (36.9%) self-identified as having completed an Internship experience.¹⁷ Over 73% of respondents felt challenged "very much" in all four program outcomes, with being a "skilled communicator" ranking highest (83.8%). Only one student (0.85% of responses) indicated that they felt challenged "very little" to be a "service-oriented leader and professional, dedicated to excellence." Otherwise, there were no other responses of "very little" in any of the four areas. Over 90% of respondents felt challenged either "very much" or "quite a bit" in all four outcomes. *This suggests that Internship experiences across the campus are operating at a consistently-high level across departments, and faculty are challenging students in the four key program outcomes. Furthermore, the highest number of students reported completing an Internship (117 or 36.9%) out of all five "personalizable" TEs.*

Mentored Undergraduate Research and Creative Endeavors (MURACE)

A total of 62 students (19.6%) self-identified

as having completed a MURACE experience.¹⁸ Over 70% of respondents felt they were challenged "very much" in 3 of the 4 program outcomes with only being "an ethical, reflective, and engaged citizen" receiving a lower proportion (60%) of responses. Over 90% of respondents felt challenged "very much" or "quite a bit" in all 4 of the outcomes. It is noteworthy, that no respondents (similar to Intensive Leadership Experience, below) reported feeling challenged "very little" in any of the four program outcomes. MURACE stands a bit apart from Intensive Leadership Experiences with more respondents. *This result suggests that the MURACE experiences across the campus are operating at a consistently-high level across departments and faculty in terms of challenging students in the four key program outcomes. Although MURACE was the "personalizable" TE with the second-highest participation rate, the self-identified number was lower than expected—below 20% (62 or 19.6%).*

Intensive Leadership Experience

A total of 41 students (12.9%) self-identified as having completed an Intensive Leadership Experience.¹⁹ Over 65% of respondents felt challenged "very much" in all four categories. Over 87% felt challenged "very much" or "quite a bit" in all four categories. It is noteworthy that like MURACE, no respondents evaluated their experience as feeling challenged "very little." *This suggests that the Intensive Leadership Experiences across the campus are operating at a very high level that is consistently-high across departments and faculty in terms of challenging students in the four key program outcomes. However, only 41 or 12.9% of students self-reported completing an Intensive Leadership Experience.*

Study Abroad/Study Away

A total of 19 students (6.0%) self-identified as having completed a Study Abroad/Study Away experience.²⁰ Over 70% of respondents felt challenged "very much" in two outcomes: to be an "ethical, reflective, and engaged citizen" and a "service-oriented leader and professional, dedicated to excel-

lence." The lowest scoring outcome was still very high: being a "critical and creative problem solver" (52.94%). Here, (like CbEL), a total of over 80% of respondents felt challenged either "very much" or "quite a bit" in all four outcomes. There were some students (5.88%-11.76%) who felt challenged only "very little," but the number of responses was only 1-2. *This suggests that Study Abroad/Study Away experiences across campus are operating at a very high level that is mostly consistent across departments and faculty, but there is some variation in quality in terms of challenging students in the four key program outcomes such as being a "critical and creative problem solver."*

Community-based Engaged Learning/Service Learning (CbEL)

A total of 52 students (16.4%) self-identified as having completed a CbEL course.²¹ Over 67% of respondents felt they were challenged "very much" to be an "ethical, reflective, and engaged citizen." A total of over 80% of students felt challenged either "very much" or "quite a bit" in all four program outcomes. There were some students (4.3%-6.5%) who felt challenged only "very little," but the total number of responses was only 2-3. *This suggests that CbEL experiences across campus are operating at a very high level that is mostly consistent across departments and faculty, but there is some variation in quality. In particular, fewer students are responding that they feel challenged "very much" in three of the four outcomes.*

Overall Impressions

Overall

A total of 272 students (85.8%) responded to a question asking them to think about their experiences across all TEs and determine "to what extent were these experiences

17 See Appendix, Figures 16 and 17.

18 See Appendix, Figures 10 and 11.

19 See Appendix, Figures 8 and 9.

20 See Appendix, Figures 14 and 15.

21 See Appendix, Figures 12 and 13.



transformative.”²² Over 81% felt “quite a bit” or “very much” that these experiences were “transformative.” Only 10 respondents (3.7%) felt only “very little” that their experiences were “transformative” while 42.3% felt they were “very much” “transformative.” *This suggests that the overall quality of the TEs that comprise the GC Journeys Program 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

A total of 239 students (75.4%) responded to a question asking them to reflect on “the most satisfying thing” across their experiences with GC Journeys.²³ After review, the qualitative responses were coded into ten categories reflecting the most frequent

groups of responses: “Learning New Things,” “Hands-On Experience,” “Personal Growth,” “Personal Connections,” “Achieving a Goal,” “Communication Skills,” “Leadership Skills,” “Independence,” “Success After College,” “Teamwork,” and “Other.” “Hands-On Experience” received the largest number of responses, 62 (20.2%). This was followed by “Learning New Things” with 46 responses (15%) and “Personal Growth” with 41 responses (13.4%). Together, these three items were central components to about half (48.6%) of all responses. *This suggest that 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

A total of 230 (72.6%) students responded to a question asking them to reflect on “the

least satisfying thing” across their experiences with TEs.²⁴ After review, the qualitative responses were coded into ten categories reflecting the most frequent groups of responses: “Nothing was Least Satisfying,” “Too Much Busy Work,” “Too Much Work,” “Too Difficult/Stressful,” “COVID,” “Logistics,” “FYE,” “GC1Y,” “Career Milestones,” “Issues with Specific People,” and “Other.” “Too Much Work” received the largest number of responses, 42 (17.9%). This was followed by “Other” with 37 responses (15.8%) and “Nothing was Least Satisfying” with 33 responses (14.1%). Together, these three items were central components to about half (47.8%) of all responses. *This suggests that 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”).*

22 See Appendix, Figure 18.

23 See Appendix, Figure 19.

24 See Appendix, Figure 20.

CHALLENGES AND FUTURE STRATEGIES

Challenge 1: Respondent Cohort and COVID-19

This sample of respondents provides a valuable starting point for assessing the perceived impact among students of the GC Journeys program, despite the unique challenges for this cohort. 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. This was likely perceived very acutely by the students completing their Capstones in Fall 2020 and Spring 2021—the same group of students responding to this survey.²⁵

Future Strategies

- Perform a similar study at the end of each academic year to compare the perceived impacts on cohorts of students who entered GCSU after the roll-out of GC Journeys in 2018. In Spring 2022 and beyond, the cohorts of Capstone students will have largely entered GC after the 2018 roll-out of GC Journeys. These cohorts will provide a more accurate evaluation of the program.
- The “pandemic year” (March 2020–Spring 2021) will likely impact Capstone survey responses through at least Spring 2025 (students entering in Fall 2021). It is important to keep note of this when evaluating data reported by students impacted by the COVID-19 pandemic.

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. And, it is likely that all or nearly all of the respondents completed a First-Year Experience course in their first-year. 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. Ideally, all students taking a Capstone course in their major should know that they are taking a Capstone course and they should be able to recognize the various TEs they have completed—including FYE.

Future Strategies

- Make course designations for Transformative Experiences more uniform and clearer across the university.
- Increase efforts in advising and in academic departments to help students identify TEs they complete. Encourage the use of consistent vocabulary pertaining to TEs and GC Journeys across all units of the university (e.g. circulating handbooks, posters, etc.).
- Make TEs more visible and comprehensible to students through increased marketing across the university (e.g. student “passport,” posters, pamphlets, social media, prizes).
- Add a “GC Journeys Faculty/Staff Handbook” with a similar purpose as the “GC Journeys Student Handbook.”
- Identify unique ways for various university entities from all units to more formally “buy-in” to the GC Journeys Program by adding a TE to their mission statements (e.g. the Writing Center might align with MURACE for multimodal presentations and portfolios; the Department of World Languages & Cultures might align with the Inter-

national Education Center to increase Study Abroad offerings; the GIVE Center might align with CbEL; etc.)

Challenge 3: Low Rates of TE 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. It is possible that at least part of this deficit can be explained by course coding/visibility issues (see Challenge 2). Improving the issue of course coding and visibility would likely lead to a smaller deficit in completion rate since some of the deficit may be tied to students’ inability to recognize that they are completing TEs.

Future Strategies

- See strategies for Challenge 2 “Course Coding and Visibility.”
- Create a GC Journeys Transcript (perhaps, marketed as a “GC Journeys Passport”) that follows students through their careers. This would allow students, advisors, and faculty to track student progress more easily.
- Do separate marketing for courses that include TEs (e.g. a special webpage, posters each semester, pamphlets going out to advisors, etc.). This would support student and faculty buy-in and increase participation among students and faculty.
- Incentivize faculty creation of TE courses (e.g. through professional development funds for meeting rubric benchmarks for a quality courses, seed money, prizes for best course for each TE, drawings, banquets, etc.)

25 See Appendix, Figure 20. “Least Satisfying Thing.”

- Incentivize completion of TEs (e.g. through drawings, collecting prizes for each completed TE, stamping a “GC Journeys Passport,” an awards ceremony, banquets, etc.) to increase participation in the short-term and to generate enthusiasm among students.
- Eventually, make completion of 5 TEs a graduation requirement.

**Challenge 4:
Inconsistency in Quality
of “Built-In” TEs:
FYE and Career Milestones**

Among the 8 TEs, students felt least challenged (“very little” or “some”) by all four program outcomes in FYE (16%-30.4%) and Career Milestones (8.2%-19.6%). This is consistent with the qualitative responses provided in responses to the “Least Satisfying Thing” prompt. Eleven Students (4.7%) were least satisfied by FYE. Six Students (2.6%) were least satisfied by 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. It will strengthen their commitment to the GC Journeys Program if all three foundational experiences are consistently positive, challenging, and woven into the foundation of all university units.

Future Strategies

- Continue the work of transforming and adapting the FYE Program to make the quality more consistently high. Having faculty-led sections of First-Year Academic Seminar (FYAS) will likely make the experience more challenging and positive for students.
- Extend the FYAS pilot program and incentivize faculty at all career levels to participate to ensure the quality is consistently high.
- Raise the overall quality of the Career Milestones experience. This may include conducting an audit/evaluation or creating a working group to determine what aspects of the experience might be



improved to be more challenging for students. In order for this experience to be truly “transformative” it must look like more than simply “busy work” for students (see Appendix, Table 20 “Least Satisfying Thing”). This could involve enlisting entities like the Writing Center to provide students with skills to compile e-portfolios or multi-modal presentations for professional development.

- Using consistent, rigorous rubrics to evaluate the quality of experiences would be helpful.

- More financial resources might be committed to FYE and Career Milestones since they are 2 of the 3 foundational TEs that are part of the signature GC Journeys Program.
- Other university entities (e.g. Writing Center, Learning Center, Student Life, etc.) might weave collaboration with one TE into their missions.



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%.

Future Strategies

- More resources should be invested to expose all students at GC to the “personalizable” TEs—especially the four below 20% participation: Study Abroad, CbEL, MURACE, and Leadership.
- An attempt should be made to determine why the 4 low-participation TEs appear to be struggling with participation numbers. This could be done partly through assessment of the programs and affiliated courses (e.g. through self-studies or conducted by outside auditors like CTL or the Office for Transformative Learning Experiences, etc.) as well as through faculty and student satisfaction surveys. It is also important to collect accurate data regarding student participation (see strategies for Challenge 2) beyond student self-reporting.
- Lists of course offerings including the 5 “personalizable” TEs should be compiled and encouraged in advisor meetings. It is important to get an accurate sense of which courses include these TEs to encourage greater participation.
- Marketing of the 5 “personalizable” TEs should increase visibility of these experiences across campus (e.g. posters, pamphlets, social media, drawings, etc.)
- Providing faculty/department incentives (e.g. professional development funds, seed money, mini grants, awards, etc.) could increase the number of offerings of each of the 4 TEs with fewer participants. Eventually, each department should offer at least one course in each of the five “personalizable” TEs. Ideally, all five would be embedded in the degree-program for each major.
- Barriers (e.g. cost, language acquisition, major, etc.) should be removed, when possible, that might make the 4 low-participation TEs more accessible. Ideally, costs for students associated with these experiences could be included in the cost of tuition.

Challenge 5: Inconsistency in “Personalizable” TEs: CbEL and Study Abroad/ Study Away

Among the 5 “personalizable” TEs, students felt least challenged (“very little” or “some”) 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.). For both CbEL and Study Abroad, a total of over 80% of students felt challenged either “very much” or “quite a bit” in all four areas. The discrepancy between CbEL/Study Abroad and Leadership/MURACE/Internships is only 10%, and the *n* of Study Abroad is quite low. So, the situation is less pressing than FYE and Career Milestones with a much larger discrepancy (20-35%). However, 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.

Future Strategies

- Attempt to raise the overall quality of both CbEL and Study Abroad in terms of challenging students in the 4 key program outcomes that are foundational to

GC Journeys. This may include conducting an audit/evaluation or creating a working group to determine what aspects of the experience might be improved to be more challenging for students. Again, working with other university entities on campus to do this work would be most efficient.

- The three consistently challenging “Personalizable” TEs: Leadership, MURACE, and Internships may be able to provide feedback on helping CbEL and Study Abroad improve the quality of their outcomes.
- Using consistent, rigorous rubrics to evaluate the quality of experiences would be helpful
- Other university entities (e.g. Writing Center, Learning Center, Student Life, etc.) might weave collaboration with one TE into their missions.

Challenge 6: Exposure to and Accessibility of “Personalizable” TEs

The five “personalizable” TEs have fairly low levels of participation (5.8%-35.5%) 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

APPENDIX

Figure 1.
 “Number of Participants in Each of the Transformative Experiences at GCSU”
 (Total of 317 Respondents across 851 TEs)

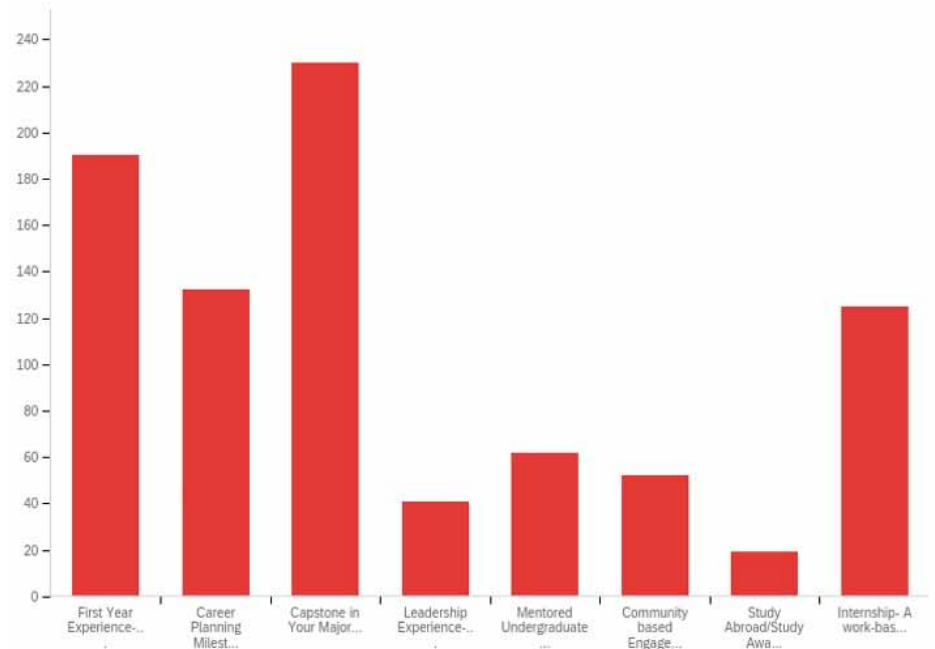
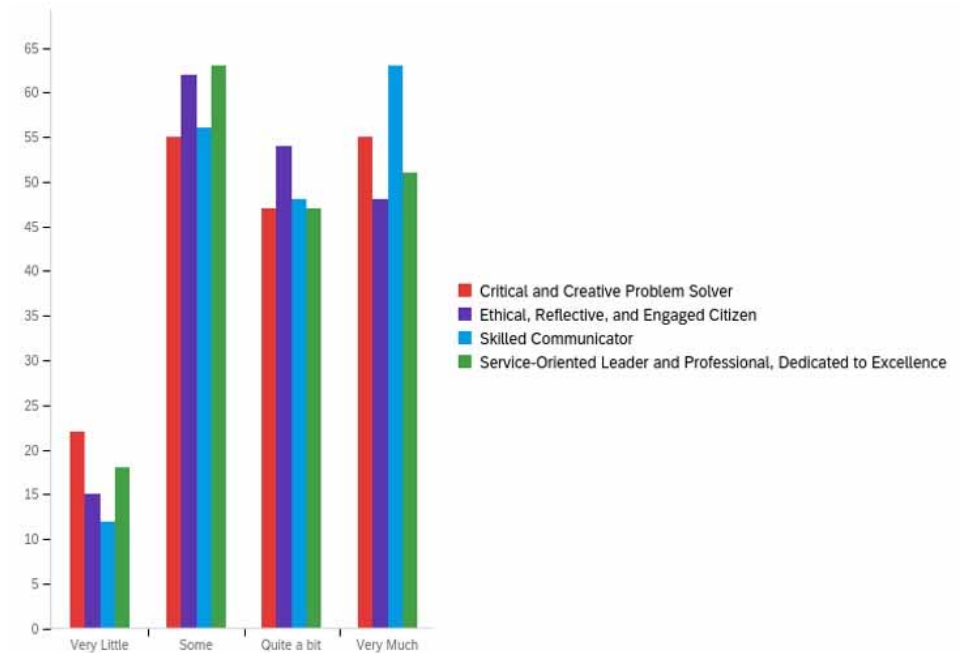


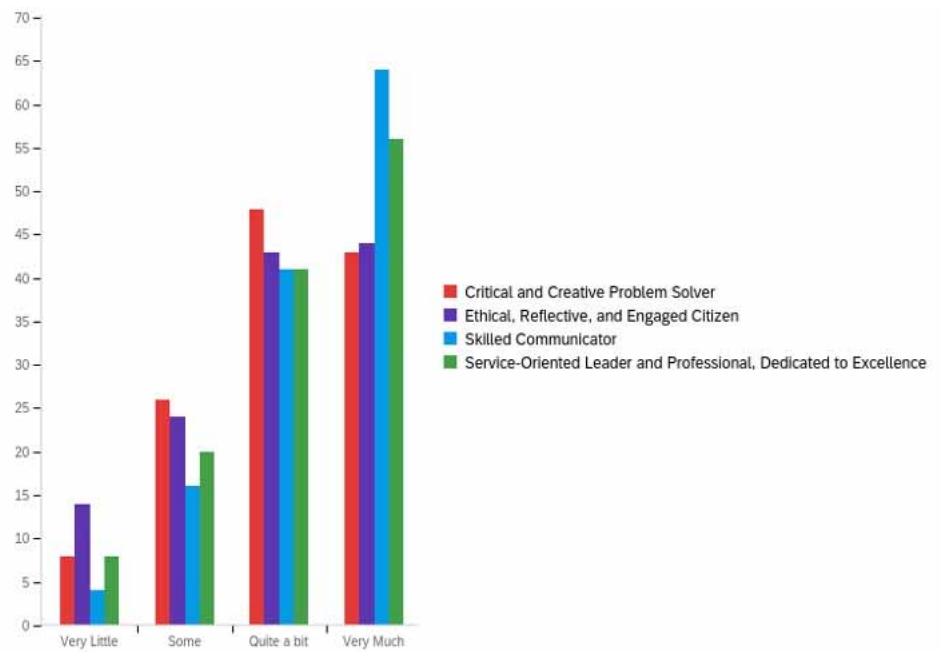
Figure 2.
 “First-Year Experience: To what extent did this experience challenge you to be a...”
 (Total of 190 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	12.29%	22	30.73%	55	26.26%	47	30.73%	55	179
Ethical, Reflective, and Engaged Citizen	8.39%	15	34.64%	62	30.17%	54	26.82%	48	179
Skilled Communicator	6.70%	12	31.28%	56	26.82%	48	35.20%	63	179
Service-Oriented Leader and Professional, Dedicated to Excellence	10.06%	18	35.20%	63	26.26%	47	28.49%	51	179

Figure 3. “First-Year Experience: To what extent did this experience challenge you to be a...” Percentages (Total of 190 Respondents)

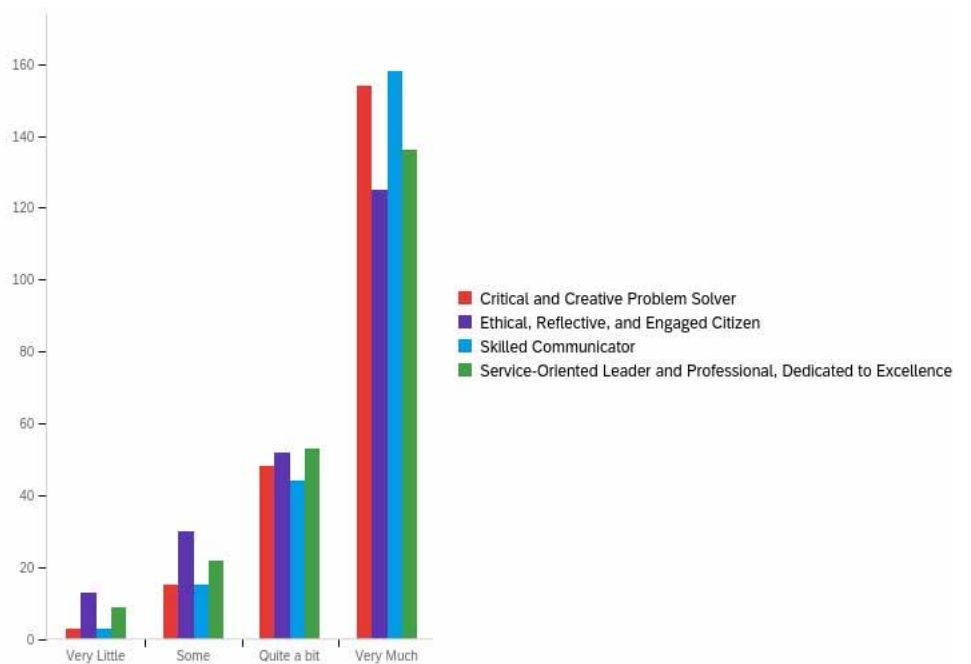
Figure 4. “Career Milestones: To what extent did this experience challenge you to be a...” (Total of 132 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	6.40%	8	20.80%	26	38.40%	48	34.40%	43	125
Ethical, Reflective, and Engaged Citizen	11.20%	14	19.20%	24	34.40%	43	35.20%	44	125
Skilled Communicator	3.20%	4	12.80%	16	32.80%	41	51.20%	64	125
Service-Oriented Leader and Professional, Dedicated to Excellence	6.40%	8	16%	20	32.80%	41	44.80%	56	125

Figure 5. “Career Milestones: To what extent did this experience challenge you to be a...” Percentages (Total of 132 Respondents)

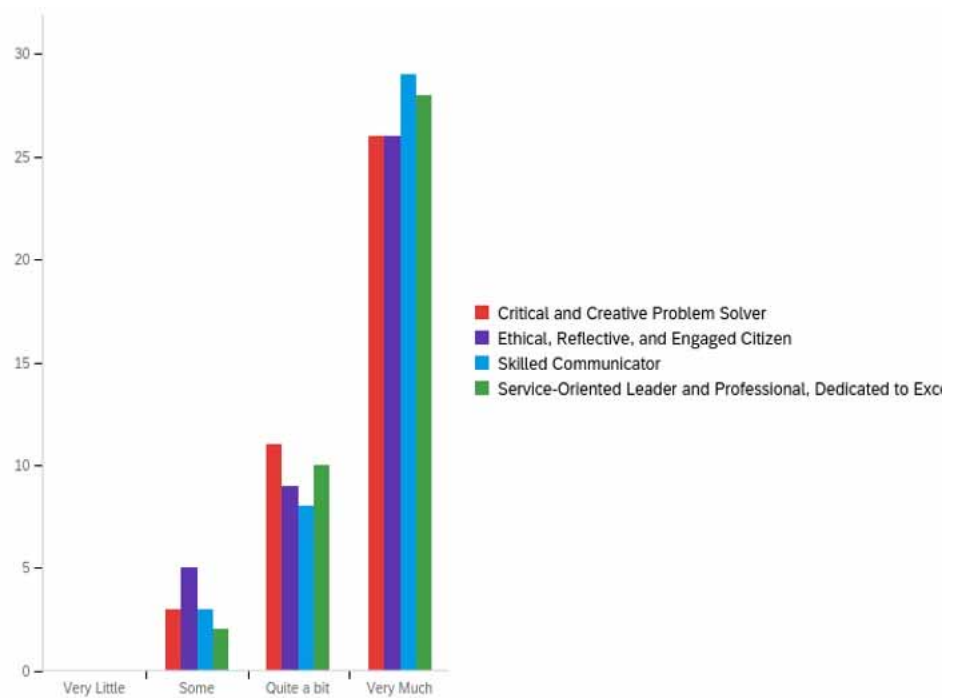
Figure 6. “Capstone: To what extent did this experience challenge you to be a...” (Total of 230 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	1.36%	3	6.82%	15	21.82%	48	70.00%	154	220
Ethical, Reflective, and Engaged Citizen	5.91%	13	13.64%	30	23.64%	52	56.82%	125	220
Skilled Communicator	1.36%	3	6.82%	15	20.00%	44	71.82%	158	220
Service-Oriented Leader and Professional, Dedicated to Excellence	4.09%	9	10.00%	22	24.09%	53	61.82%	136	220

Figure 7. “Capstone: To what extent did this experience challenge you to be a...” Percentages (Total of 230 Respondents)

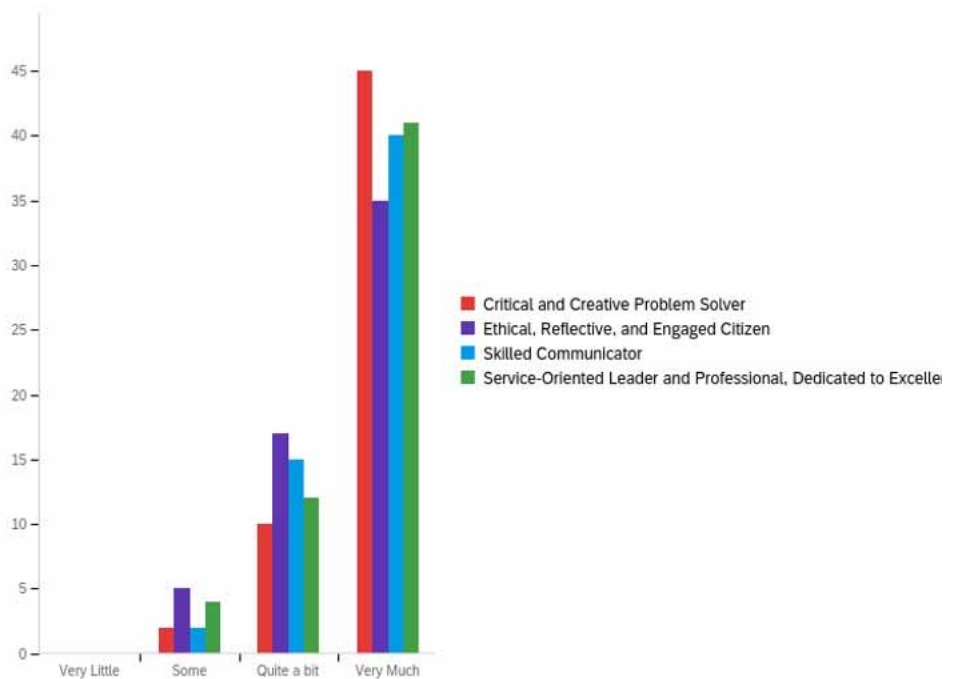
Figure 8. “Intensive Leadership Experience: To what extent did this experience challenge you to be a...” (Total of 41 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	0.00%	0	7.50%	3	27.50%	11	65.00%	26	40
Ethical, Reflective, and Engaged Citizen	0.00%	0	12.50%	5	22.50%	9	65.00%	26	40
Skilled Communicator	0.00%	0	7.50%	3	20.00%	8	72.50%	29	40
Service-Oriented Leader and Professional, Dedicated to Excellence	0.00%	0	5.00%	2	25.00%	10	70.00%	28	40

Figure 9. “Intensive Leadership Experience: To what extent did this experience challenge you to be a…” Percentages (Total of 41 Respondents)

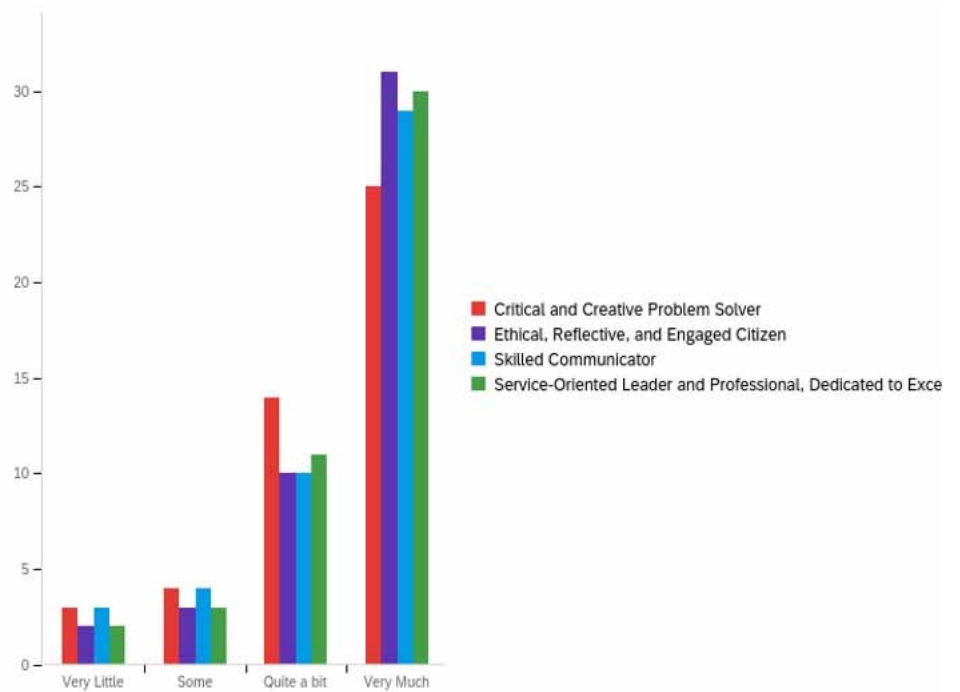
Figure 10. “Mentored Undergraduate Research and Creative Endeavors: To what extent did this experience challenge you to be a…” (Total of 62 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	0.00%	0	3.51%	2	17.54%	10	78.95%	45	57
Ethical, Reflective, and Engaged Citizen	0.00%	0	8.77%	5	29.82%	17	61.40%	35	57
Skilled Communicator	0.00%	0	3.51%	2	26.32%	15	70.18%	40	57
Service-Oriented Leader and Professional, Dedicated to Excellence	0.00%	0	7.02%	4	21.05%	12	71.93%	41	57

Figure 11. “Mentored Undergraduate Research and Creative Endeavors: To what extent did this experience challenge you to be a...” Percentages (Total of 62 Respondents)

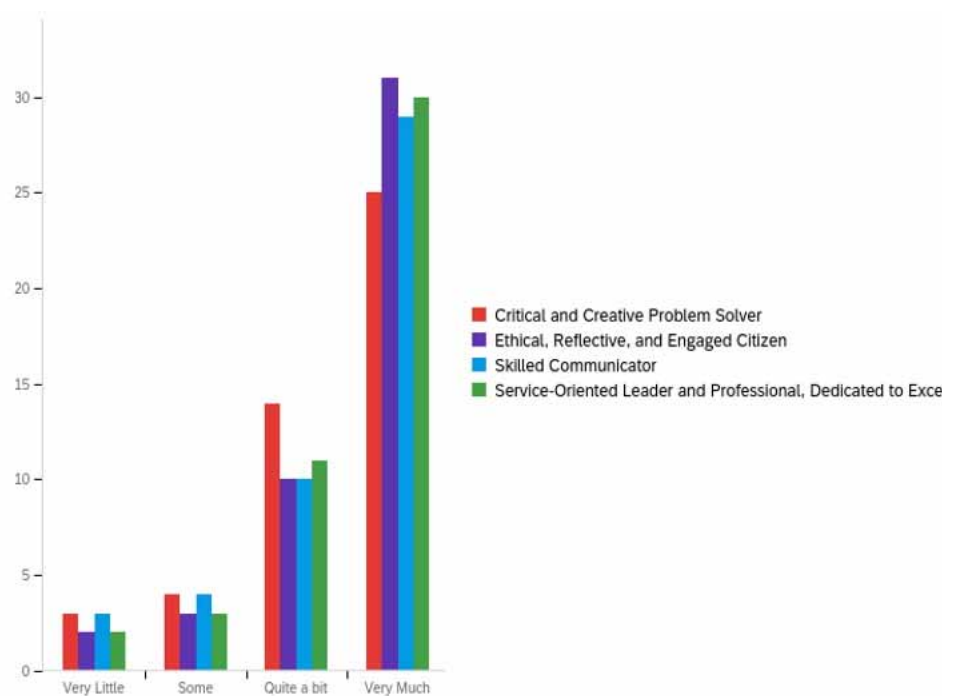
Figure 12. “Community-based Engaged Learning: To what extent did this experience challenge you to be a...” (Total of 52 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	6.52%	3	8.70%	4	30.43%	14	54.35%	25	46
Ethical, Reflective, and Engaged Citizen	4.35%	2	6.52%	3	21.74%	10	67.39%	31	46
Skilled Communicator	6.52%	3	8.70%	4	21.74%	10	63.04%	29	46
Service-Oriented Leader and Professional, Dedicated to Excellence	4.35%	3	6.52%	3	23.91%	11	65.22%	30	46

Figure 13. “Community-based Engaged Learning: To what extent did this experience challenge you to be a…” Percentages (Total of 52 Respondents)

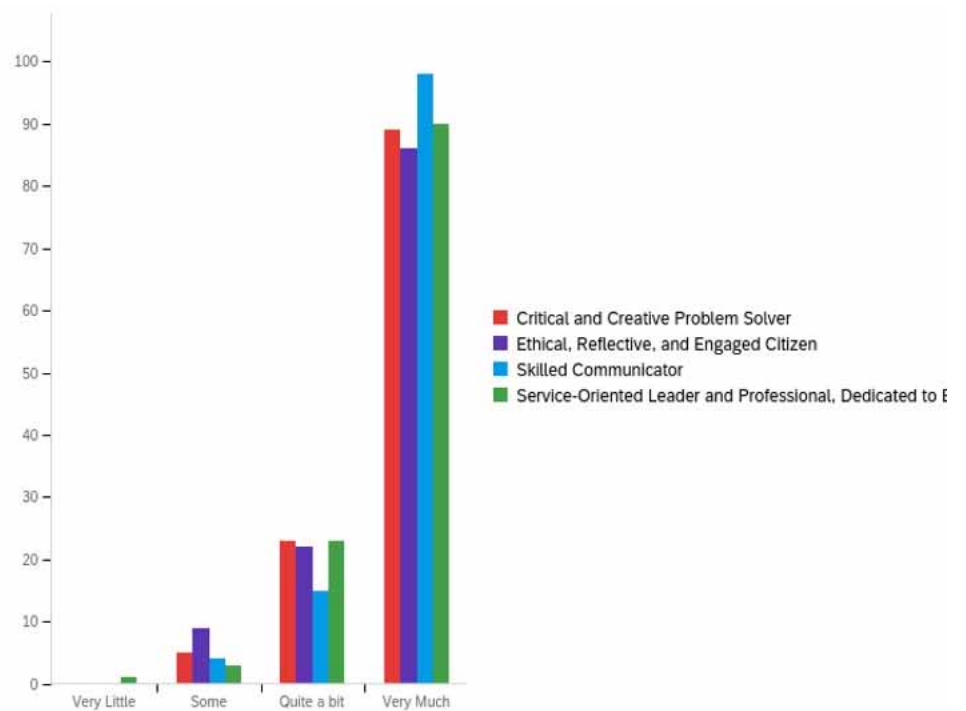
Figure 14. “Study Abroad/Study Away: To what extent did this experience challenge you to be a…” (Total of 19 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	5.88%	1	11.76%	2	29.41%	5	52.94%	9	17
Ethical, Reflective, and Engaged Citizen	5.88%	1	5.88%	1	17.65%	3	70.59%	12	17
Skilled Communicator	5.88%	1	0.00%	0	29.41%	5	64.71%	11	17
Service-Oriented Leader and Professional, Dedicated to Excellence	11.76%	2	5.88%	1	11.76%	2	70.59%	12	17

Figure 15. “Study Abroad/Study Away: To what extent did this experience challenge you to be a...” Percentages (Total of 19 Respondents)

Figure 15. “Internship: To what extent did this experience challenge you to be a...” (Total of 117 Respondents)



	Very Little		Some		Quite a bit		Very Much		Total
Critical and Creative Problem Solver	0.00%	0	4.27%	5	19.66%	23	76.07%	89	117
Ethical, Reflective, and Engaged Citizen	0.00%	0	7.69%	9	18.80%	22	73.50%	86	117
Skilled Communicator	0.00%	0	3.42%	4	12.82%	15	83.76%	98	117
Service-Oriented Leader and Professional, Dedicated to Excellence	0.85%	1	2.56%	3	19.66%	23	76.92%	90	117

Figure 16. “Internship: To what extent did this experience challenge you to be a...” (Total of 117 Respondents)

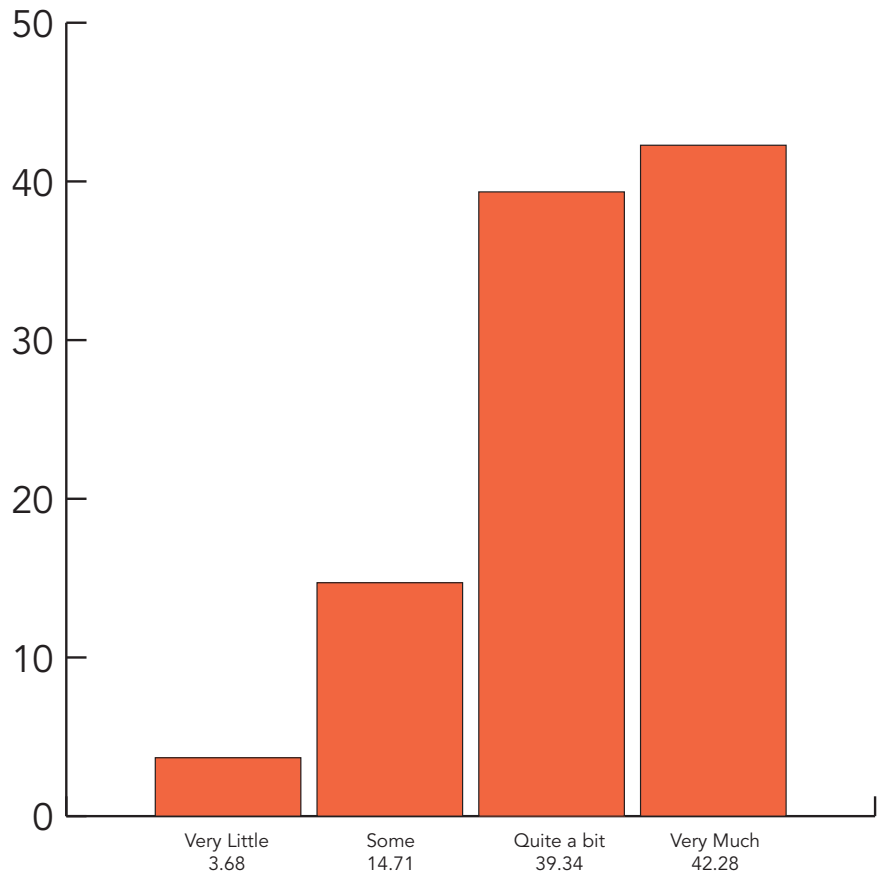


Figure 17. “Overall: Thinking about these experiences together, to what extent were these experiences transformative?” (Total of 272 Respondents)

How Transformative Together?

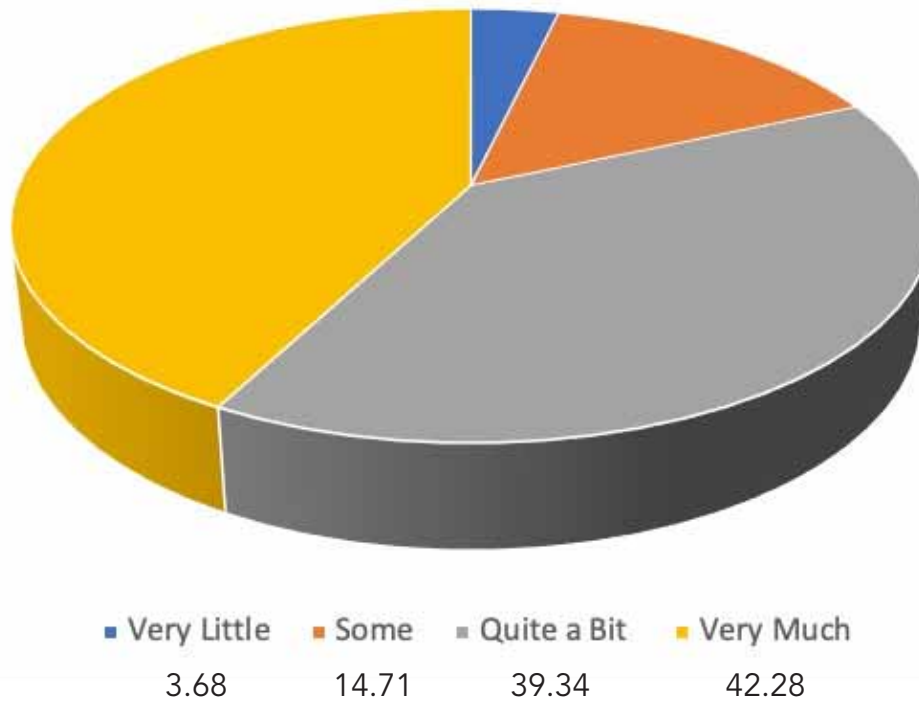


Figure 18. “Overall: Thinking about these experiences together, to what extent were these experiences transformative?” (Total of 272 Respondents)

Most Satisfying Thing

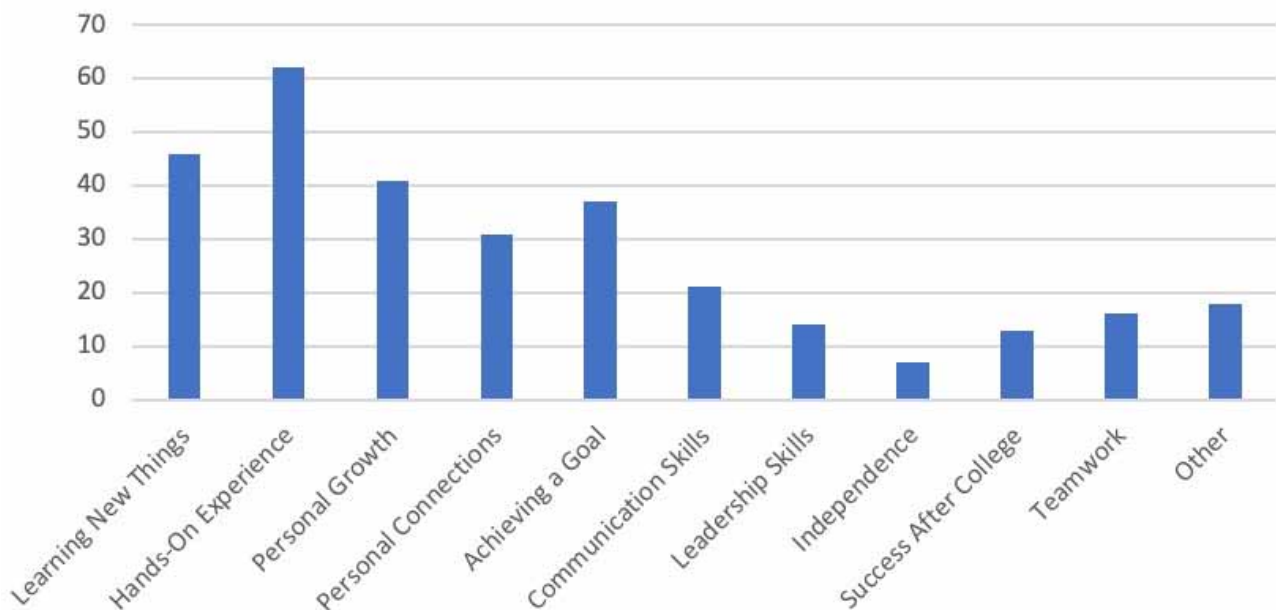


Figure 19. “Most Satisfying Thing” (Total of 239 Respondents)

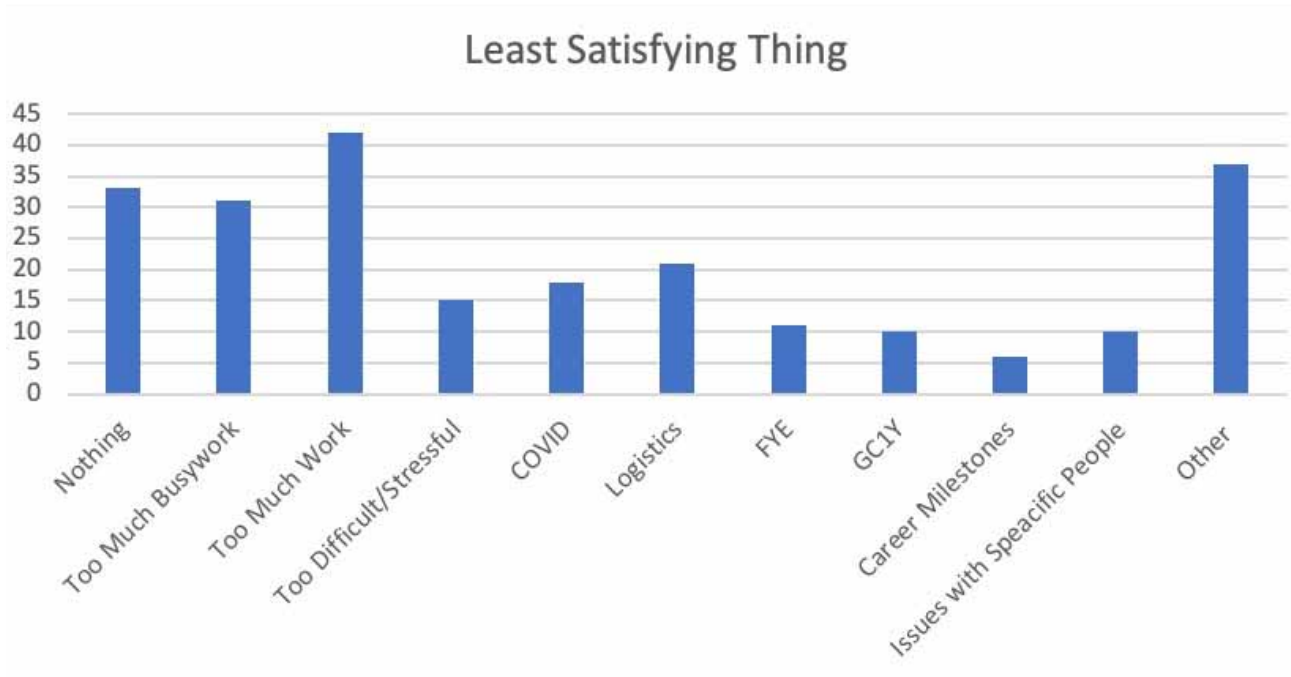


Figure 20. “Least Satisfying Thing” (Total of 230 Respondents)

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Student Perceptions of Impacts
of Transformative Experiences
at Georgia College