Orientation

SDS 3340

Intro to Career Development

Presentation Overview

- Some myths about SDS 3340
- Assignments and your grade
- Behavior expectations
- Past course evaluations
- Summary

Myths about SDS 3340

- I'm going to be *told* what…
  - to major in.
  - kind of job to get.
  - occupation to choose.
- It's an easy A.
- No "real" academic work is required (e.g., reading, quizzes, or papers).

Myths about SDS 3340

I'm going to be *told* what I should do…

Imagine you're starving and trapped on a desert island, which would you prefer?

- a fish, or
- a fishing pole

Myths about SDS 3340

I'm going to be *told* what I should do…

What you get out of this course is really up to *you!*

Myths about SDS 3340

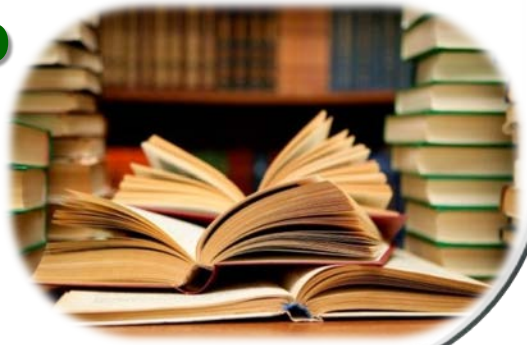
- **It's an easy A**

A	XXX
A-	XXXX
B+	XXX
B	XXXXX X
B-	XXX
C+	XXX
C	
C-	
D+	
D	X
D-	
F	XX

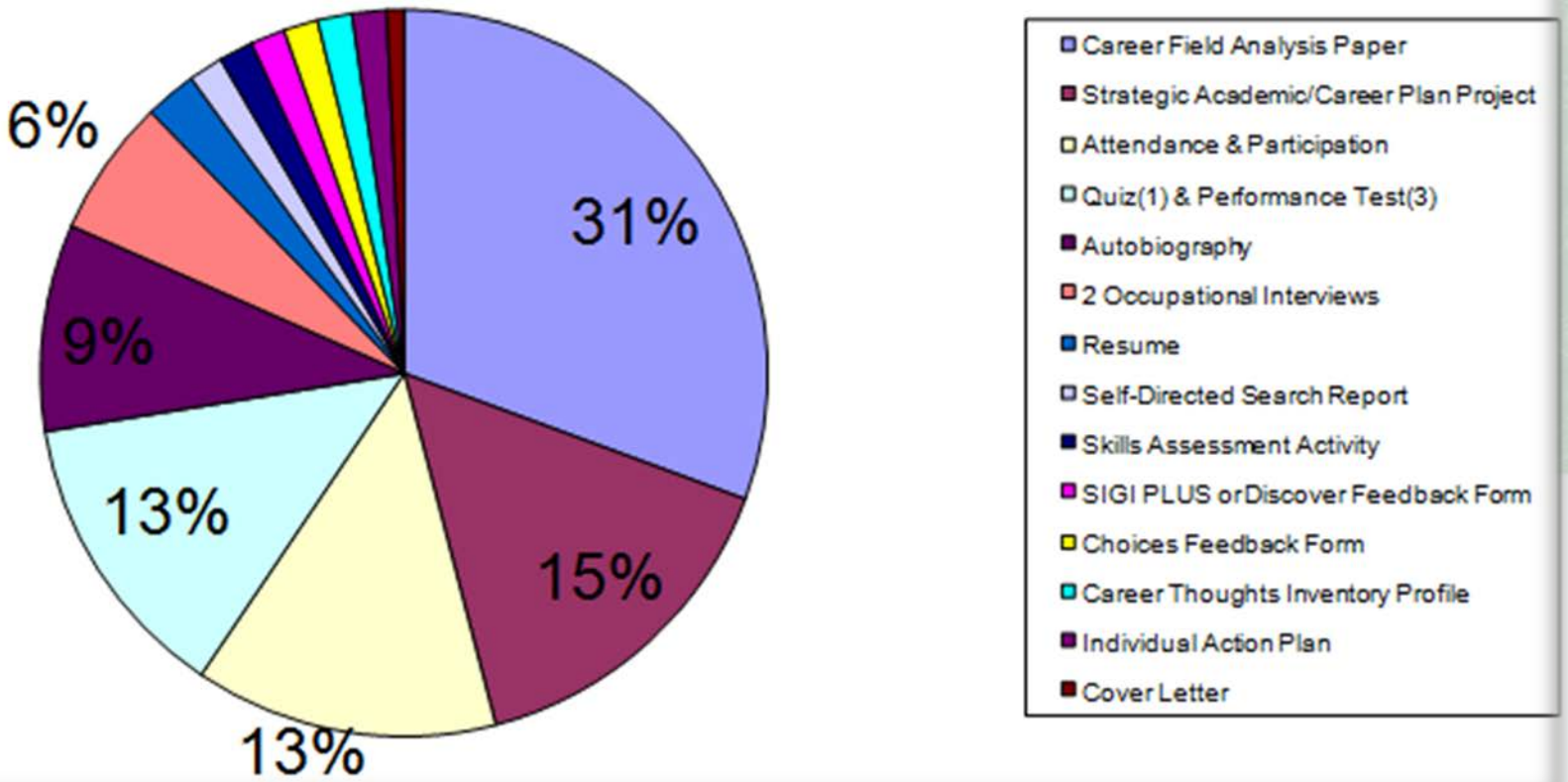
Myths about SDS 3340

No "real" academic work is required (e.g., reading, quizzes, or papers)?

- ☑ There are papers to write
- ☑ Quizzes to take
- ☑ Chapters to <u>read</u>
- ☑ Practical assignments to do



Assignments and Your Grade



Behavior Expectations

- Attendance is required and tracked
- Late assignments: –5% per class after due date
- Participation subjectively judged by group leader
- Academic dishonesty and plagiarism means 0 points and possible report to Dean of Students

Behavior Expectations

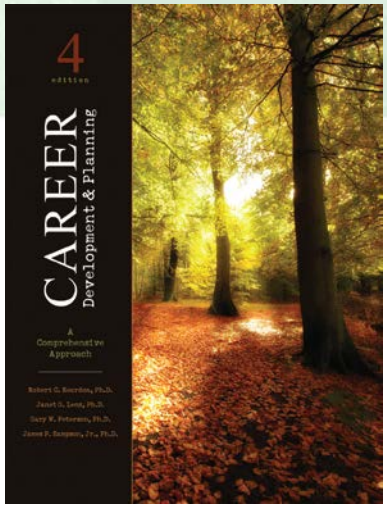
Please ensure <u>all</u> cell phones, beepers, etc. are in the OFF position during class meetings.

Materials

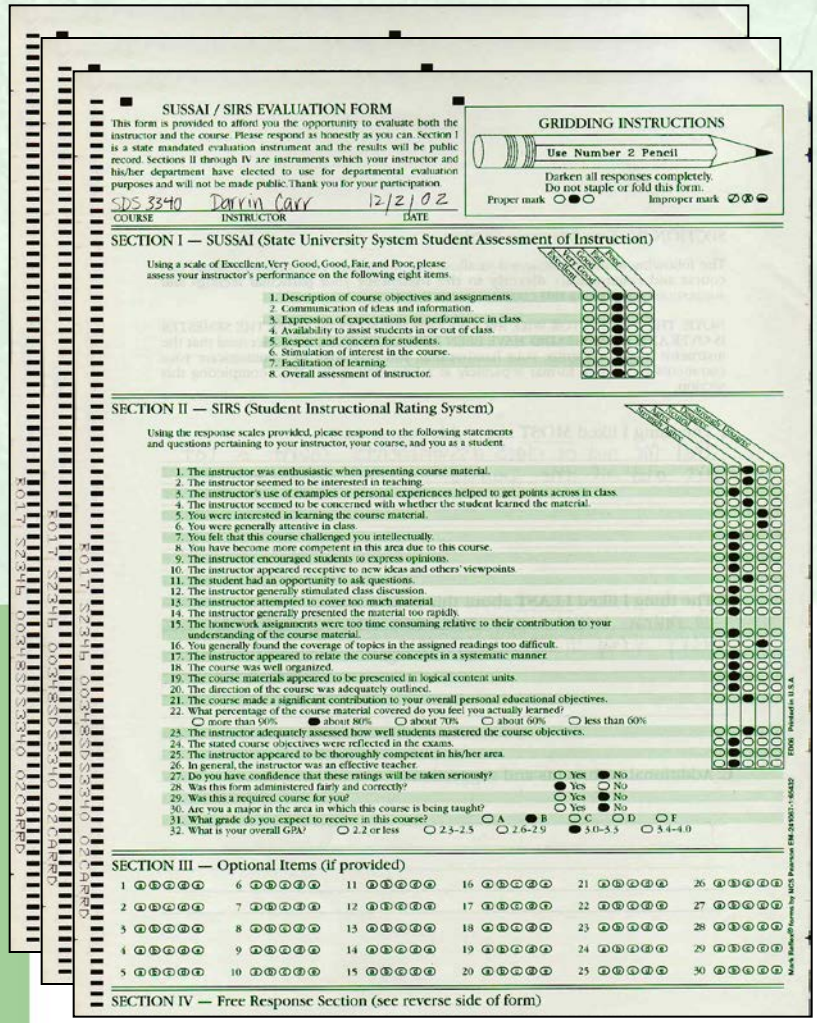
- ***Career Development and Planning: A Comprehensive Approach, (4th ed.)***

  (Reardon, Lenz, Sampson, & Peterson, 2012)

- **Must buy text for use in class**
- **Bills and FSU Bookstores**
- **50% of author royalties go to scholarships**



Past Course Evaluations



SUSSAI / SIRS EVALUATION FORM

This form is provided to afford you the opportunity to evaluate both the instructor and the course. Please respond as honestly as you can. Section I is a state mandated evaluation instrument and the results will be public record. Sections II through IV are instruments which your instructor and his/her department have elected to use for departmental evaluation purposes and will not be made public. Thank you for your participation.

SDS 3340 | Darrin Carr | 12/2/02
COURSE | INSTRUCTOR | DATE

GRIDDING INSTRUCTIONS

Use Number 2 Pencil

Darken all responses completely.
Do not staple or fold this form.

Proper mark ○●○ Improper mark ⊘⊘⊘

SECTION I — SUSSAI (State University System Student Assessment of Instruction)

Using a scale of Excellent, Very Good, Good, Fair, and Poor, please assess your instructor's performance on the following eight items.

	Excellent	Very Good	Good	Fair	Poor
1. Description of course objectives and assignments.	○	○	○	●	○
2. Communication of ideas and information.	○	○	○	●	○
3. Expression of expectations for performance in class.	○	○	○	●	○
4. Availability to assist students in or out of class.	○	○	○	●	○
5. Respect and concern for students.	○	○	○	●	○
6. Stimulation of interest in the course.	○	○	○	●	○
7. Facilitation of learning.	○	○	○	●	○
8. Overall assessment of instructor.	○	○	○	●	○

SECTION II — SIRS (Student Instructional Rating System)

Using the response scales provided, please respond to the following statements and questions pertaining to your instructor, your course, and you as a student.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor was enthusiastic when presenting course material.	○	○	○	●	○
2. The instructor seemed to be interested in teaching.	○	○	○	●	○
3. The instructor's use of examples or personal experiences helped to get points across in class.	○	○	○	●	○
4. The instructor seemed to be concerned with whether the student learned the material.	○	○	○	●	○
5. You were interested in learning the course material.	○	○	○	●	○
6. You were generally attentive in class.	○	○	○	●	○
7. You felt that this course challenged you intellectually.	○	○	●	○	○
8. You have become more competent in this area due to this course.	○	○	●	○	○
9. The instructor encouraged students to express opinions.	○	○	●	○	○
10. The instructor appeared receptive to new ideas and others' viewpoints.	○	○	●	○	○
11. The student had an opportunity to ask questions.	○	○	●	○	○
12. The instructor generally stimulated class discussion.	○	○	●	○	○
13. The instructor attempted to cover too much material.	○	○	●	○	○
14. The instructor generally presented the material too rapidly.	○	○	●	○	○
15. The homework assignments were too time consuming relative to their contribution to your understanding of the course material.	○	○	○	●	○
16. You generally found the coverage of topics in the assigned readings too difficult.	○	○	○	●	○
17. The instructor appeared to relate the course concepts in a systematic manner.	○	○	●	○	○
18. The course was well organized.	○	○	●	○	○
19. The course materials appeared to be presented in logical content units.	○	○	●	○	○
20. The direction of the course was adequately outlined.	○	○	●	○	○
21. The course made a significant contribution to your overall personal educational objectives.	○	○	●	○	○
22. What percentage of the course material covered do you feel you actually learned? ○ more than 90% ● about 80% ○ about 70% ○ about 60% ○ less than 60%					
23. The instructor adequately assessed how well students mastered the course objectives.	○	○	●	○	○
24. The stated course objectives were reflected in the exams.	○	○	●	○	○
25. The instructor appeared to be thoroughly competent in his/her area.	○	○	●	○	○
26. In general, the instructor was an effective teacher.	●	○	○	○	○

27. Do you have confidence that these ratings will be taken seriously? ○ Yes ● No
28. Was this form administered fairly and correctly? ● Yes ○ No
29. Was this a required course for you? ○ Yes ● No
30. Are you a major in the area in which this course is being taught? ○ Yes ● No
31. What grade do you expect to receive in this course? ○ A ● B ○ C ○ D ○ F
32. What is your overall GPA? ○ 2.2 or less ○ 2.3–2.5 ○ 2.6–2.9 ● 3.0–3.3 ○ 3.4–4.0

SECTION III — Optional Items (if provided)

1	①	②	③	④	⑤	6	①	②	③	④	⑤	11	①	②	③	④	⑤	16	①	②	③	④	⑤	21	①	②	③	④	⑤	26	①	②	③	④	⑤
2	①	②	③	④	⑤	7	①	②	③	④	⑤	12	①	②	③	④	⑤	17	①	②	③	④	⑤	22	①	②	③	④	⑤	27	①	②	③	④	⑤
3	①	②	③	④	⑤	8	①	②	③	④	⑤	13	①	②	③	④	⑤	18	①	②	③	④	⑤	23	①	②	③	④	⑤	28	①	②	③	④	⑤
4	①	②	③	④	⑤	9	①	②	③	④	⑤	14	①	②	③	④	⑤	19	①	②	③	④	⑤	24	①	②	③	④	⑤	29	①	②	③	④	⑤
5	①	②	③	④	⑤	10	①	②	③	④	⑤	15	①	②	③	④	⑤	20	①	②	③	④	⑤	25	①	②	③	④	⑤	30	①	②	③	④	⑤

SECTION IV — Free Response Section (see reverse side of form)

Overall Assessment of Instructor*

Excellent	48%
Very Good	34%
Good	17%
Fair	1%
Poor	0%
Total	100%

*average percents from 10 random SPOT returns in past 6 years

Past Student Likes

I liked the individual groups. It made the class seem more bonded & it helped me to learn & understand what was going on better.

The teacher wanted everyone to participate.

The fact that it was very well organized & structured. The checklist on the syllabus was extremely helpful.

Past Student Dislikes

B. The thing I liked **LEAST** about this course was:
A great deal of outside work that was time consuming

The chapter readings - too long & tedious.

I had to actually examine the state of my life and really contemplate my future... it was not the most pleasant experience, but necessary.

Additional Comments

A. The thing I liked MOST about this course was:

It gave me the opportunity to really concintrate on what I want to do carerwise. Also, gave me resources that helped me make the decision.

B. The thing I liked LEAST about this course was:

It was drawn out & boring. It taught more about careers than I ever wanted to know

Additional Comments

C. Additional comments and suggestions:

Excellent class – I will recommend it to all my friends who are undecided or unsure about their future occupation

Summary

- *Effort* determines the earned grade
- Expectations in this class are like those in standard academic courses at FSU and in the world of work
- Instructors will teach and support your educational and career decision making