Department/Program: **First Year Experience (FYE)**
Academic Year of Report: 2011-2012
Date Submitted: November 12th, 2012
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A. Brief Introductory Statement:

The First Year Experience (FYE) program consists of two courses:

**UNIV 1105 “Foundations of College Success”**

This course assists incoming students in making a successful transition to college. Topics include the purpose of higher education, goal setting, time management, study and test taking skills, critical thinking, stress management, academic advisement, career and major exploration, using campus resources, and understanding student responsibilities.

An extensive UNIV 1105 (formerly EDUC 1105) course review was completed by a task force during summer 2009 through which the eleven required course topics were honed to include learning outcomes for each unit (see attachment). For this assessment period, we have chosen to focus on three areas: note taking, goal setting, and textbook reading.

**UNIV 3170 “Peer Mentor Leadership Seminar”**

In this seminar course, FYE Peer Mentors are taught to effectively help Foundations of College Success (UNIV 1105) students in making a successful transition to college. FYE Peer Mentor requirements are available at [www.weber.edu/fye](http://www.weber.edu/fye). Course enrollment limited to FYE Peer Mentors. May be repeated once for two more credits and additionally for zero credits.
B. Mission Statement

This is current on website.
C. Student Learning Outcomes

UNIV 1105 “Foundations of College Success”

Topics & Learning Outcomes
These 11 topics are essential to the course; however, please note that some topics may overlap.

1. Purpose of Education
This unit teaches students the purpose of a college education and emphasizes the responsibilities that come with the college experience, including academic honesty and cultural competence. Specifically, it addresses what it means to be a college student, including why college is important, how college differs from high school, and what behaviors are essential for success in college. Moreover, this unit begins the creation of a community of learners that will grow and develop throughout the semester. At the end of this unit, students will be able to

1. Define the purpose and benefits of a college education
2. Understand their responsibilities as students (the Student Code)
3. Appreciate the value of diverse perspectives in and out of the classroom
4. Identify behaviors, both within and outside the classroom, that affect college success
5. Self-identify personal characteristics that impact their ability to succeed in college
6. Begin to identify college resources that assist them in achieving their academic goals
7. Understand the significance of community building as they participate in a community of learners

2. Goal Setting/Self-Awareness
This unit teaches students the mechanics of goal setting, the importance of attitude and various strategies for getting and staying motivated. Specifically, it teaches them how to set SMART (specific, measurable, action-oriented, realistic, and timely) goals and work toward accomplishing those goals. Students will learn to set and accomplish goals by self-reflection and self-monitoring using the self-regulation model. At the end of the unit/course students will be able to

1. Understand the self-regulation cycle
2. Understand the components of a SMART goal
3. Implement the steps of the self-regulation cycle using the SMART goals model
4. Analyze how attitudes influence positive outcome of goals
5. Implement strategies for getting and staying motivated
6. Weigh the costs/benefits of goals
7. Understand the difference between a short and long-term goal
8. Demonstrate a commitment to goal setting

3. Textbook Reading & Annotation
This unit teaches students how to read various textbooks, engage in active reading (annotation, note-taking, mapping, and summarizing information), establish conducive reading environments, and implement strategies to stay engaged and focused while reading. At the end of this unit/course, students will be able to
1. Prepare to read actively
2. Preview reading material using targeted strategies
3. Read a variety of textbooks effectively and efficiently
4. Implement active reading strategies
5. Develop flexible reading strategies
6. Adjust their reading style to the material
7. Develop a more extensive vocabulary

4. Time Management
This unit teaches students how to manage themselves so that they can use their time effectively. At the end of this unit/course, students will be able to
1. Understand the importance of time management
2. Establish priorities based upon values and goals
3. Demonstrate self-management by setting reasonable boundaries
4. Analyze and evaluate how they spend their time
5. Learn causes of procrastination and discover ways to overcome it
6. Develop and implement a planning system
5. Stress Management

This unit teaches students how to manage themselves so that they can identify and handle stress. At the end of this unit/course, students will be able to

1. Recognize the warning signs of stress (physical, emotional, etc.)
2. Identify personal stressors
3. Learn to decrease stress, which evidence shows is a significant factor in limiting creativity, memory, behavior and learning
4. Demonstrate self-management by setting reasonable boundaries
5. Develop effective techniques for coping with test and other anxieties
6. Learn behavioral strategies that improve wellness and resilience
7. Implement pro-active behaviors

6. Note Taking

This unit teaches students how to preview and prepare for class; how to listen actively and take effective notes in class; and how to review and revise notes after class. At the end of this unit/course, students will be able to

1. Prepare to listen actively (mentally and physically)
2. Listen actively and participate appropriately in class
3. Develop multiple note-taking strategies
4. Review and organize notes for retention

7. Test Preparation & Test Taking

This unit teaches students how to effectively prepare for and take a variety of exams. At the end of this unit/course, students will be able to

1. Understand the mechanics of learning, memory, and retention
2. Learn various study skills to prepare for exams
3. Study effectively for multiple exam types
4. Prepare physically and mentally for an exam, i.e. test anxiety
5. Apply test-taking strategies
6. Develop better test preparation skills for the future
8. **Learning Strategies**

The focus of this unit is to define learning strategies and become aware of innate responses to the learning environment. An understanding of the variety of learning styles can be used to increase one’s self-awareness about strengths and weaknesses as a learner. At the end of this unit, students will be able to

1. Identify learning strategies and realize there is not a “one size fits all” approach
2. Learn and apply the theories of personality type
3. Discover practical application for personality types in career/major guidance, interpersonal relationships, and educational goals
4. Identify strengths and areas for improvement associated with each type
5. Understand that regardless of preferences, we are all capable of learning under almost any style
6. Understand how our brain works in the context of education

9. **Critical Thinking**

This unit teaches students how to evaluate written, oral, and/or visual media using critical thinking skills. Specifically, it develops reflective and analytical thinking approaches that lead to higher-level learning and are essential for academic and lifelong success. At the end of this unit, students will be able to

1. Distinguish between arguments based on emotion and arguments based on fact
2. Understand the validity of various perspectives
3. Learn how to develop an objective point of view
4. Appreciate the value of active reflection

10. **Academic Advisement**

This unit teaches students where to obtain credible WSU advising-related information and services. At the end of this unit, students will be able to

1. Understand the value of obtaining effective academic advisement
2. Understand the basics of a WSU program of study (e.g., University, degree, major, minor, general education requirements and elective courses)
3. Know how to obtain credible advising related to a major
4. Understand key WSU policies and procedures and know where to go for more information about them
5. Develop an academic plan

11. Career and Major Exploration

This unit teaches students how to create a career plan, which includes potential career and major options that are likely to help them achieve their personal, professional and academic goals. At the end of this unit, students will be able to

1. Understand the connection between effective career/major exploration and the achievement of their personal, professional, and academic goals
2. Identify potential career areas and WSU majors that reflect their values and interests
3. Find resources for researching majors, careers, internships, and employment
4. Develop a preliminary career plan

12. OPTIONAL – Service Learning

13. OPTIONAL – Diversity

14. OPTIONAL – Health & Wellness

15. OPTIONAL – Library

16. OPTIONAL – Money Management
D. Curriculum

**Curriculum Map**

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 1105 “Foundations of College Success”</td>
<td>Understand and effectively utilize a variety of note taking strategies.</td>
<td>Understand and effectively utilize the mechanics of goal setting.</td>
<td>Understand and effectively apply active reading strategies (e.g., annotation).</td>
</tr>
<tr>
<td>UNIV 3170 “Peer Mentor Leadership Seminar”</td>
<td>To be included in next report</td>
<td>To be included in next report</td>
<td>To be included in next report</td>
</tr>
</tbody>
</table>

Additional Information (if needed):

The First Year Experience UNIV 1105 “Foundations of College Success” instructors cover a total of eleven primary topic areas and five optional topics (see attachment). For this assessment period, we have chosen to focus on three areas: note taking, goal setting, and textbook reading.

The content of UNIV 3170 “Peer Mentor Leadership Seminar” is currently under review for possible restructuring. Once the future content of the course is determined, we will proceed with assessing the learning outcomes for this course.
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

The FYE assessment plan is to gather artifacts from each UNIV 110S “Foundations of College Success” section for three of the department's learning objectives (see attachment) for a minimum of two years and then compare data. If it is determined that one or more areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each course section by using a random sample selection process. Artifact samples come from test results (Chitest and hardcopy), individual assignments, and end-of-semester student portfolios.
F. Report of assessment results for the most previous academic year:

**Evidence of Learning**

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
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<tbody>
<tr>
<td>Students will...</td>
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<tr>
<td><strong>Learning Outcome 1.A:</strong></td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
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<td>Measure 1: (Direct)</td>
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<tr>
<td>Understand and effectively utilize a variety of note taking strategies.</td>
<td>Examples of in-class notes prior to being taught note-taking strategies compared to post-lesson notes and any additional note taking assignments or exam questions.</td>
<td>A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>36% exceeded expectations, 50% met expectations, and 14% did not meet expectations.</td>
<td>86% successfully demonstrated understanding and/or ability to utilize a variety of note taking strategies.</td>
<td>Based on the findings, the department plans to hold additional trainings and make some minor curricular and pedagogical changes to have more consistency among student work.</td>
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<td><strong>Measure 2: (Indirect)</strong></td>
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<td>Measure 2: (Indirect)</td>
<td>Measure 2: (Indirect)</td>
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<tr>
<td>As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of note taking has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree”</td>
<td>The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Results indicated that the standard of excellence was met for both semesters evaluated during this assessment period (4.40 for Spring 12 and 4.25 for Summer 12).</td>
<td>Students agreed that their understanding of note taking has increased as a result of their experience in the UNIV 1105 course.</td>
<td>Although the results from the student evaluations were positive, the direct measure results indicate that the changes listed above need to be made.</td>
<td></td>
</tr>
<tr>
<td>Measurable Learning Outcome</td>
<td>Method of Measurement</td>
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<tr>
<td>Learning Outcome 2.A:</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
</tr>
<tr>
<td>Understand and effectively utilize the mechanics of goal setting.</td>
<td>Assignment and/or exam question.</td>
<td>A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>83% exceeded expectations by demonstrating knowledge and effective use of multiple goal setting strategies. The remaining 17% met expectations by demonstrating knowledge of how to utilize the mechanics of goal setting (e.g., SMART goals).</td>
<td>100% indicated clear understanding and/or successful demonstration of how to set and achieve an attainable goal by effectively utilizing the mechanics of goal setting.</td>
<td>No curricular or pedagogical changes needed at this time. The department plans to continue to track and report on this outcome for an additional year to evaluate consistency among student work.</td>
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<tr>
<td>Measure 2: (Indirect)</td>
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<tr>
<td>As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of goal setting/self-awareness has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree”</td>
<td>The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Results indicated that the standard of excellence was met for both semesters that could be evaluated during this assessment period (4.57 for Spring 12 and 4.65 for Summer 12).</td>
<td>Students agreed that their understanding of goal setting/self-awareness has increased as a result of their experience in the UNIV 1105 course.</td>
<td>No curricular or pedagogical changes needed at this time. The department plans to continue to track and report on this outcome for an additional year to evaluate consistency among student opinion.</td>
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</tr>
<tr>
<td>Measurable Learning Outcome</td>
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<tr>
<td><strong>Learning Outcome 3.A:</strong></td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
<td>Measure 1: (Direct)</td>
</tr>
<tr>
<td>Understand and effectively apply active reading strategies (e.g., annotation).</td>
<td>Assignment and/or exam question.</td>
<td>A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>60% exceeded expectations by demonstrating understanding and effective use of reading strategies. 27% met expectations with an understanding of reading strategies and 13% did not meet expectations.</td>
<td>87% successfully demonstrated clear understanding and/or successful demonstration of reading strategies (e.g., annotation).</td>
<td>Based on the findings, the department plans to hold additional trainings and make some minor curricular and pedagogical changes to have more consistency among student work.</td>
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<tr>
<td><strong>Measure 2:</strong> (Indirect)</td>
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<td>As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of textbook reading and annotation has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree”</td>
<td>The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Results indicated that the standard of excellence was met for both semesters evaluated during this assessment period (4.40 for Spring 12 and 4.50 for Summer 12).</td>
<td>Students agreed that their understanding of textbook reading and annotation has increased has a result of their experience in the UNIV 1105 course.</td>
<td>Although the results from the student evaluations were positive, the direct measure results indicate that the changes listed above need to be made.</td>
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</tbody>
</table>
Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/post-lesson notes provided by student in end-of-semester portfolio</td>
<td>Understand and effectively utilize a variety of <strong>note taking</strong> strategies.</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
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<tr>
<td>Goal setting assignment.</td>
<td>Understand and effectively utilize the mechanics of <strong>goal setting</strong>.</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
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<tr>
<td>Reading strategies assignment.</td>
<td>Understand and effectively apply active <strong>reading strategies</strong> (e.g., annotation).</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
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</tbody>
</table>

**Additional notes:**

Artifacts will be collected by taking a random sample each semester.
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

Being that this assessment report was completed for our baseline year, we look forward to comparing this evidence with data from next year’s assessment results.

2) With whom did you share the results of the year’s assessment efforts?

Results will be shared with FYE faculty, FYE peer mentors, and higher-level management.

3) Based on your program’s assessment findings, what subsequent action will your program take?

Overall, the FYE department is pleased with the results of our UNIV 1105 “Foundations of College Success” assessment findings. Direct measures indicated that the departmental standard of excellence (80%) was met in all three areas (note taking, goal setting, and reading strategies) and indirect measures showed that the majority of students agree or strongly agree that their knowledge level has increased in each area. Although we are pleased with these results, we also feel that some minor curricular and pedagogical changes could be made for the note taking and reading strategies learning objectives. Based on these findings, the department plans to hold additional instructor trainings and workshops to encourage more consistency among student work.