

**California State Polytechnic University, Pomona  
 College of Business Administration  
 Undergraduate Expanded Course Outline (ECO)**

<b>Course Subject Area:</b>	<b>BUS</b>
<b>Course Number:</b>	<b>101</b>
<b>Course Title:</b>	<b>Business Freshman Experience</b>
<b>Units:</b>	<b>4</b>
<b>C/S Classification #:</b>	<b>C-2</b>
<b>Component:</b>	<b>Lecture-discussion, activity</b>
<b>Grading Basis:</b> (graded only, CR/NC only, student's choice)	<b>Graded Only</b>
<b>Repeat Basis:</b> (may be taken once, taken multiple times, taken multiple times only with different topics)	<b>N/A</b>
<b>Cross Listed Course:</b> (if offered with another department)	<b>N/A</b>
<b>Dual Listed Course:</b> (if offered as lower/upper division or undergraduate/graduate)	<b>N/A</b>
<b>Major course/Service course/GE Course:</b> (pick all that apply)	<b>GE</b>
<b>General Education Area/Subarea:</b> (as appropriate)	<b>Area E</b>
<b>Date Prepared:</b>	<b>May 6, 2014</b>
<b>Prepared by:</b>	<b>College of Business Administration (CBA) First Year Experience Committee – Pam Adams (College of Business Administration Student Success Center), Anna Carlin (Computer Information Systems), Dr. Ekaterina Chernobai (Finance, Real Estate, and Law), Dr. Kazem Darbandi (Technology and Operations Management), Dr. Kevin Farmer (Management and Human Resources), Dr. Robert Fabrice (International Business and Marketing), Dr. Hong Pak (Accounting), and Dr. Larisa Preiser-Houy (College of Business Administration, Dean's Office)</b>

Date of last revision: 4/17/2015

**I. Catalog Description:**

BUS 101 Business Freshman Experience (4)

Introduction to University life and the development of skills needed to be a successful student and lifelong learner. Students will learn how to maximize personal and academic performance, appreciate their ethical responsibility and gain an understanding of the business environment. 4 Lecture-discussion, activity.

Prerequisites: None

**II. Required Background or Experience:**

None. This course is open to all students regardless of their academic standing.

**III. Expected Outcomes:**

This course is for College of Business Administration (CBA) freshmen and satisfies GE Area E requirements as described in EO 1065:

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

The course also satisfies the requirements for a First Year Experience (FYE) course as evidenced by the table below.

The focus of the course is in developing students as lifelong learners, who understand the impact of the business discipline on society. Students will examine behaviors and skills (including relationships and other social aspects) that will produce a successful outcome. Stress and other health-related factors are also discussed in the context of lifelong success.

The table below details the mapping of the BUS101 Student Learning Outcomes to the GE Area E Student Learning Outcomes (Dated March 4, 2015 in Appendix A) and FYE Outcomes (found in Appendix B).

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
GE Area E SLO Ia: Write effectively for various audiences.	<ul style="list-style-type: none"> <li>• Academic Skills</li> <li>• Faculty Interaction</li> <li>• College Resources</li> </ul>		<ul style="list-style-type: none"> <li>• Student collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Learning integrity</li> <li>• Communication</li> </ul>	
GE AREA E SLO IVa: Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental	<ul style="list-style-type: none"> <li>• Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence and self esteem</li> <li>• Wellness and stress management</li> <li>• Time management</li> <li>• Financial awareness and responsibility</li> <li>• Cyber wellness</li> <li>• University resources</li> </ul>			
GE Area E SLO IVb: Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.			<ul style="list-style-type: none"> <li>• Learning community</li> <li>• Team Building</li> <li>• Ethics and professional integrity</li> <li>• Extra-curricular activities</li> <li>• Professional student organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Learning integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Educational value</li> <li>• Contribution to your field of study</li> </ul>

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
GE Area E SLO IVc: Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.	<ul style="list-style-type: none"> <li>• Campus Engagement</li> </ul>		<ul style="list-style-type: none"> <li>• Learning community</li> <li>• Profession al student organizatio ns</li> </ul>		<ul style="list-style-type: none"> <li>• Contributio n to society</li> </ul>
FYE 1: Students will demonstrate a commitment to and a responsibilit y for their own education	<ul style="list-style-type: none"> <li>• Academic Skills</li> <li>• College resources</li> <li>• Learning style self- assessme nt</li> <li>• Faculty interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Time managemen t</li> </ul>			
FYE 2: Students will understand the relationship of their education to their personal and professional developmen t	<ul style="list-style-type: none"> <li>• Learning style self- assessme nt</li> <li>• Academic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness and stress managemen t</li> <li>• Managemen t of personal life</li> <li>• University resources</li> <li>• Financial awareness and responsibilit y</li> </ul>	<ul style="list-style-type: none"> <li>• Profession al student organizatio ns</li> <li>• Learning community</li> </ul>		<ul style="list-style-type: none"> <li>• Contributio n to society</li> <li>• Contributio n to your field of study</li> </ul>

BUS101 SLO GE and FYE SLO	Commitment to my collegiate success	Commitment to myself	Commitment to society	Commitment to learning	Commitment to knowledge of my discipline
FYE 3: Students will develop the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers	<ul style="list-style-type: none"> <li>• Faculty interaction</li> </ul>		<ul style="list-style-type: none"> <li>• Team building</li> <li>• Learning community</li> <li>• Student collaboration</li> <li>• Extra-curricular activities</li> <li>• Professional student organization</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	
FYE 4: Students will develop information literacy skills to enhance their academic and personal success	<ul style="list-style-type: none"> <li>• College resources</li> </ul>	<ul style="list-style-type: none"> <li>• University resources</li> </ul>		<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Learning integrity</li> </ul>	
FYE 5: Students will develop an appreciation of Intellectual inquiry	<ul style="list-style-type: none"> <li>• Academic skills</li> <li>• Learning style self-assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Learning community</li> <li>• Team building</li> <li>• Ethics and professional integrity</li> <li>• Extra-curricular activities</li> <li>• Professional student organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to society</li> <li>• Contribution to your field of study</li> </ul>

Five main learning outcomes with an overview are provided below. Within each learning outcome, sub outcomes detail how students will achieve the main outcomes.

The student outcomes which will be developed by this course are:

1.) Commitment to my collegiate success

Students will demonstrate a sense of commitment and responsibility to their academic endeavors to achieve a growing understanding of and respect for themselves and their education.

*Academic skills* – Students will identify those skills needed for an enriching college experience and lifelong learning. Class assignments requiring research, writing, and presentations will practice those skills.

*Learning style self-assessment* – Students will explore learning styles (e.g., visual, aural, verbal, physical, logical, social, solitary, or combinations thereof) to identify the most appropriate approaches for their success. They will compare and contrast the learning styles in order to match their learning styles with the teaching style used in a course.

*College resources* – Students will demonstrate the ability to identify and use college resources. Students will visit the advisors in the Student Success Center in the College of Business Administration and construct a roadmap (or success plan) based on their needs and abilities resulting in graduation and a career in the corporate environment.

*Faculty interaction* – Students will be prepared to interact regularly with their instructors during class time and office hours to discuss grades or assignments, receive prompt feedback on their performance, and to explore career plans. Students will be required to interview one of their instructors outside of class and prepare a short essay on why students should attend office hours.

*Campus engagement* – Students will demonstrate awareness of the importance of being immersed in the collegiate environment so that they may take full advantage of the resources available to them. Class assignments will require exploration of a specific university resource and explain its benefit to the campus community.

2.) Commitment to myself

Students will practice positive attitudes and productive behaviors that will result in academic success as the precursor to lifelong success.

*Self-confidence and self-esteem* – Students will develop confidence in their progress and their ability to succeed both academically and throughout their lives by soliciting feedback on goals, sharing experiences, and managing expectations with their team and instructors.

*Wellness and stress management* – Students will define good health and wellness practices and identify stress-reduction methods. Students will identify the university and off-campus support services for physical and mental wellness.

*Time management* - Students will apply time management techniques in order to devote the appropriate amount of time and effort to achieve academic success.

*Management of their personal life* – Students will become effective in managing the various aspects and risks in their personal life, including personal commitments, balancing between work and continuous enrollment through graduation, interaction with family and friends, and unsafe behavior.

*Financial awareness and responsibility* – Students will practice ways to competently manage their lifelong personal finances.

*Cyber wellness* – Students will demonstrate how to become a positive online presence by creating meaningful and responsible relationships online. Networking techniques, including the use of LinkedIn, will be applied to create a professional network.

*Digital persona* – Students will use the tools to identify their own online content and develop an online strategy to manage their online reputation. During the course, students will prepare an online portfolio of classwork products to share with prospective employers as they seek internships and those first career opportunities.

*University resources* – Students will locate those university resources providing critical support and guidance to students such as the university library, the disability resource center, learning resource center, tutor centers within different departments, children's center, international center, university writing center, student health center, wellness center, and counseling services.

### 3.) Commitment to society

Students will develop a sense of their place in a global environment and the mutual support they have with each other. They will gain an understanding of their chosen profession and their responsibility to society. Students will be able to demonstrate awareness of the ethical aspects of the business environment.

*Learning community* – They will develop relationships among peers and professionals to create or expand their learning opportunities. Careers of interest will be explored to understand how these fit in a global business environment and presented to the class.

*Team building* – Students will develop skills for effective team building capabilities in interdependent teams with diverse cultures, ethnicities, and genders.

*Student collaboration* – Students will practice supporting one another and encouraging academic collaboration by engaging with their peers. By regularly and effectively communicating in group study and collaborative learning, students will develop effective oral and written communication skills and support one another in academic engagement.

*Ethics and professional integrity* – Students will demonstrate awareness of the ethical responsibilities of positions in both academic and business environments.

*Extra-curricular activities* – Students will actively explore and review a variety of extracurricular activities to broaden their experience beyond the classroom (e.g., taking part in internships, study abroad, national competitions, alumni networks,

attendance of guest lectures by industry professionals, and service learning opportunities). These activities will foster a meaningful connection with the community.

*Professional student organizations* – Students will identify the benefits of active participation in student organizations and alumni networks, particularly those related to their chosen profession and identify leadership opportunities in those organizations.

#### 4.) Commitment to learning

Students will develop a commitment and responsibility for their own education and learning. They will identify those informational literacy skills that will contribute to future growth in their interests, abilities, and goals. Students will develop critical reading, speaking, and reasoning skills using a variety of disciplinary perspectives.

*Information literacy* – Students will describe the information literary resources available to find accurate and credible information from experts. Students will develop strategies to effectively locate, evaluate, and use information as the basis for lifelong learning that is common to all disciplines.

*Learning integrity* – Students will define what plagiarism is, how to avoid it, and describe Cal Poly's policies on academic dishonesty.

*Communication* – Students will build a foundation of oral and written communication skills necessary for academic success and future careers.

#### 5.) Commitment to knowledge of my discipline

Students will discuss the business world from an international, national, regional, and local perspective. Students will identify their place in the professional world and explore their role as a member of the global community. Students will also recognize the impact of globalization and diversity on the business environment and the implications of current global issues.

*Contribution to society* – Students will give examples of global impacts and the role of technology as it continues to expand within organizations and society, making the world smaller and more competitive. Students will explore the field's or discipline's connection to society and its impact on society.

*Educational value* – Students will describe the rewards and opportunities that professional success will bring to their lives through the history of their discipline and its value to a student's career path.

*Contribution to your field of study* – Students will explore and describe trends and developments in their chosen discipline as appropriate to their interests, abilities, and goals.

## IV. **Instructional Materials:**

Open source resources will be researched for topics covered in this course



Becoming A Master Student (current edition) by Dave Ellis (or comparable text)

New Perspectives: Portfolio Projects for Soft Skills (current edition) by Beverly Amer (or comparable text)

Oral Communication: Skills, Choices, and Consequences (current edition) by Kathryn Young and Howard Travis (or comparable text)

FYE Common Read Requirement: Updated annually (In 2014-15, this text is *Where am I Wearing: A Global Tour to the Countries, Factories, and People that Make Our Clothes* by Kelsey Timmerman).

Campus Resources:

University library, the disability resource center, learning resource center, tutor centers within different departments, children's center, international center, university writing center, student health center, wellness center, and counseling services. University FYE Teaching Partners and Faculty from various Business and related disciplines will be invited to give class presentations and/or suggest assignments.

**V. Minimal Student Materials:**

Course textbooks, writing materials, Internet access, calculator, and file storage device (e.g., USB drive or university provided online storage)

**VI. Minimal College Facilities:**

Email, Blackboard, white boards, overhead screen, computer projector, Smart classroom, microphone, laser pointer, and markers

**VII. Course Outline**

Week #	Theme/Topic
1	<p>Introduction</p> <ul style="list-style-type: none"><li>• Course Purpose and Content</li><li>• Grasping How Academic Skills lead to Lifelong Learning and Success</li><li>• Developing Learning skills (e.g., note taking, reading, studying, math)</li></ul> <p>Commitment to my Collegiate Success: Learning About Me</p> <ul style="list-style-type: none"><li>• Discovering my Learning Style</li><li>• Student Self-assessment</li><li>• Strengths and Weaknesses</li><li>• Motivation (e.g., being self-motivated, understanding rewards,</li></ul>

	benefitting from feedback)
2	<p>Commitment to my Collegiate Success: Exploring the University</p> <ul style="list-style-type: none"> <li>• College and University Resources (e.g., University Library, Campus experts, FYE Teaching Partners)</li> <li>• Effective Student/Faculty Interactions</li> <li>• Collegiate Environment beyond the classroom</li> <li>• Business Disciplines and Career Management (e.g., effectively managing the college career for professional success)</li> </ul>
3	<p>Time Management</p> <p>Personal Management</p> <ul style="list-style-type: none"> <li>• Valuing Commitments</li> <li>• Balancing Commitments</li> <li>• Avoiding Dangerous Commitments</li> </ul> <p>Team Building</p> <ul style="list-style-type: none"> <li>• Participating as a member of a team</li> <li>• Interaction/communication among team members of different ethnicities, gender, cultures, and abilities</li> <li>• Group decision skills</li> <li>• Accountability to team</li> </ul>
4	<p>Ethics and Professionalism</p> <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Becoming Familiar With The Academic Integrity Policy (including but not limited to avoiding plagiarism)</li> <li>• Professionalism (e.g., integrity, etiquette, professional responsibility)</li> </ul> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>• Locating scholarly resources</li> <li>• Credibility of information sources (e.g., web sites, books, people, articles, and other media)</li> <li>• Copyright issues (plagiarism)</li> </ul>
5	<p>Communicating for Lifelong Success</p> <ul style="list-style-type: none"> <li>• Developing Written Communication Skills <ul style="list-style-type: none"> <li>- Overview of effective writing of professional documents (e.g., resume, cover letter, business writing)</li> <li>- Online communication (e.g., professional netiquette, email, social media, blogging, wikis, and Twitter)</li> </ul> </li> <li>• Developing Oral Communication Skills <ul style="list-style-type: none"> <li>- What makes for an effective/persuasive speaker?</li> <li>- Importance of "visuals" using tools such as Excel</li> <li>- Presentation tools (e.g., PowerPoint and Prezi)</li> </ul> </li> </ul>
6	<p>Self-Esteem</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Development</li> </ul> <p>Wellness Practices</p> <ul style="list-style-type: none"> <li>• Stress Reduction</li> </ul>

	<ul style="list-style-type: none"> <li>• Health Monitoring</li> <li>• University and outside support services</li> </ul> <p>Identifying University Support Services</p>
7	<p>Financial Awareness and Responsibility</p> <ul style="list-style-type: none"> <li>• Stress of financial difficulty</li> <li>• Managing finances (e.g., budgeting, checking account, loans, credit cards, credit scores, credit reporting)</li> <li>• Student scholarship opportunities</li> <li>• Beginning philanthropy and charity</li> </ul>
8	<p>Cyber Wellness &amp; Digital Persona</p> <ul style="list-style-type: none"> <li>• Assess your cyber wellness</li> <li>• Responsible usage (e.g., social engineering, preventing cyber attacks, and proper media disposal)</li> <li>• University resources for safe computing</li> <li>• Developing safe and effective online strategies</li> <li>• Evaluate existing online persona, intended online persona, and gap analysis</li> </ul>
9	<p>From College to the Business World</p> <ul style="list-style-type: none"> <li>• Developing a living portfolio of work and class products</li> <li>• Building your professional network (e.g., invite alumni, guest speakers)</li> <li>• Finding a mentor</li> </ul>
10	<p>Social Value of Extra-curricular Activities</p> <ul style="list-style-type: none"> <li>• Domestic and international internship programs</li> <li>• Service learning opportunities</li> <li>• Professional student organizations</li> </ul>

### VIII. Instructional Methods:

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Guest presentations from FYE Teaching Partners, Faculty, Subject matter experts, Alumni, upper division students, and representatives of student clubs
3. Writing assignments
4. Small and whole group discussion of assigned readings
5. Small group activities
6. Experiential learning
7. In class presentations
8. Student feedback on presentations

Faculty will be provided with training before teaching this course.

## **IX. Methods of Evaluating Outcomes:**

Student evaluation will be based on the following:

1. Multiple short individual assignments involving oral and written components.
2. Assessment of personality, interests, values and learning styles.
3. Students will form into teams to develop presentations on careers/topics of interest to the group.
4. Written exercises or journal entries in which students assess their current behavior and make plans for improvement.
5. Completion of an educational plan roadmap to match career goals.
6. Development of a personal wellness plan based on assessment of personal behavior in the areas of nutrition, exercise, avoiding addictions, stress management, and time management.
7. They will collaborate to develop networking skills (both online and in person), beginning with each other and then providing connections to others in the team. Students will write reflection papers in which they compare their networks at the beginning of the term with the networks they have formed by the end of the term.
8. Students will watch the series of Judicial Affairs videos on Academic Integrity. A reflection paper on the videos will be written to include an ethical dilemma they confronted and their response to that dilemma.
9. Students will include in their group presentations a discussion of ethics and professional integrity issues and challenges about the careers they explore from articles, cases, and/or videos.
10. Students will be asked to select a variety of activities on campus to participate in, which may include: A CPP student club meeting, meeting with a professor during office hours, attending a renowned speaker presentation occurring on the campus, participating in a CPP sponsored community service event, or joining a professional student organization. Students will be asked to write a brief summary on the value of those activities to them. This reflection is a critical part of processing for an individual.
11. Exam(s) on assigned subject areas.
12. Compiling a portfolio documenting the student's understanding of effective college and life-long learning techniques and the myriad of student success services offered on campus. Sample items in the portfolio may include:
  - a. A reflective paper on "Why I want to be in business" or "My understanding of the impact of the business discipline on society"
  - b. A multi-year academic plan that leads to graduation
  - c. Two reports, each recording their observations at the meeting of different student clubs, at least one in their major
  - d. A brief summary of a meeting with a business professor (other than the instructor or advisor) or a business professional or entrepreneur
  - e. Resume
13. Class Attendance and Participation

### Matrix of Methods for Evaluating Outcomes

Outcomes \ Methods	Research Paper, Research Questions	Experiential Exercises, Class Reports	Individual, Group Presentations	Exams (E), Quizzes (Q)	Class Participation	Individual Writing Assignments
<b>Commitment to my collegiate success:</b>						
Academic skills	X			X	X	X
Learning style self-assessment	X					X
College resources		X	X		X	
Faculty interaction		X	X		X	
Campus engagement				X		X
<b>Commitment to myself:</b>						
Self-confidence and self-esteem		X			X	
Wellness and stress management				X		
Time management		X				X
Management of their personal life		X				X
Financial awareness and responsibility				X		X
Cyber wellness		X	X	X		X
Digital persona	X	X				X
University resources		X		X		X
<b>Commitment to society:</b>						
Learning community		X			X	X
Team building	X	X	X		X	
Student collaboration		X				X
Ethics and professional integrity		X	X	X	X	X
Extra-curricular activities		X				X
Professional student organizations		X		X		X
<b>Commitment to learning:</b>						
Information literacy		X	X	X	X	
Learning integrity		X	X	X	X	X
Communication	X		X	X	X	X
<b>Commitment to knowledge of my discipline:</b>						
Contribution to society	X		X	X		
Educational value	X			X		X
Contribution to your field of study	X		X			X

## Appendix A – GE Area E Learning Outcomes Dated March 4, 2015

Mapping of GE SLO's to GE SubAreas

Area	Program Student Learning Outcomes														Total	
	1a	1b	1c	1d	1e	2a	2b	2c	2d	3a	3b	4a	4b	4c		
A1	1	1	1									1			4	Oral Communication
A2	1		1									1			3	Written Communication
A3	1		1	1									1		4	Critical Thinking
B1	1				1	1	1								4	Physical Sciences
B2	1				1	1	1								4	Life Sciences
B3	1	1			1	1	1								5	Laboratory Activity
B4	1				1	1	1						1		4	Quantitative Reasoning
B5	1	1	1	1	1	1			1						7	Science and Technology Synthesis
C1	1						1						1		3	Visual and Performing Arts
C2	1		1	1							1				3	Philosophy and Civilization
C3	1			0			1			1			1		4	Literature and Foreign Languages
C4	1	1	1	1				1	1						7	Arts and Humanities Synthesis
D1	1	1	1				1	1			0				6	US History and American Ideals
D2	1	1	1				0	1			0	1		1	6	US Constitution and California Government
D3	1	1	1				0	1		1	1	1	1		6	The Social Sciences
D4	1	1	1	1			0	0	1	1	1			0	7	Social Sciences Synthesis
E	0											0	0	0	4	Lifelong Understanding and Self Development
Total	17	7	10	8	5	5	5	3	3	5	4	4	5	2		

1 Mapping Added  
0 Mapping Removed

## Cal Poly Pomona General Education

### Mission

CPP's General Education Program is designed to help students to succeed in their chosen field, adapt to a changing workplace, be engaged citizens in their communities, and become lifelong learners. It provides essential skills and knowledge through a framework which enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

### Goals and Measurable Outcomes

- I. **Acquire foundational skills and capacities.**
  - a. Write effectively for various audiences.
  - b. Speak effectively to various audiences.
  - c. Find, evaluate, use, and share information effectively and ethically.
  - d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
  - e. Apply and communicate quantitative arguments using equations and graphical representations of data.
- II. **Develop an understanding of various branches of knowledge and their interrelationships.**
  - a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
  - b. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
  - c. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.
  - d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
- III. **Develop social and global knowledge.**

- a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
- b. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

**IV. Develop capacities for continued development and lifelong learning.**

- a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
- b. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
- c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

GE Assessment Committee  
GE Committee and GE Assessment Committee

Approved by President May 20, 2013  
Revised March 4, 2015

## Appendix B – First Year Experience Outcomes

Source URL: <http://www.cpp.edu/~academic-programs/fye/fye-outcomes.shtml> on April 15, 2015:

### **First Year Experience Outcomes**

Home » Academic Programs » First Year Experience » First Year Experience Outcomes

#### First Year Experience Mission

To support the university's efforts to increase undergraduate retention and academic success by providing programs that facilitate the students' transition to the university through experiences that outline the university's academic expectations, support services, social resources and opportunities.

#### First Year Experience Outcomes

##### **Students will demonstrate a commitment to and a responsibility for their own education.**

Students will:

1. establish a personal roadmap to attain graduation based on their needs, interests, abilities, and goals.
2. explain how continuous enrollment and maintenance of GPAs of 2.2 or higher contribute positively to progress to completing degree requirements.
3. determine the most appropriate active learning strategies and time management techniques for their success.
4. summarize the expectations of their college, department, and instructors.

##### **Students will understand the relationship of their education to their personal and professional development.**

Students will:

1. engage in self-assessment to explore their interests, abilities, and goals.
2. explore careers in their major and the paths to those careers.
3. demonstrate the importance of wellness and stress management.
4. relate the importance of financial management to completing degree requirements.

##### **Students will develop the skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers.**

Students will:

1. interact with faculty and students in class and during office hours.
2. participate in curricular and co-curricular activities with faculty, staff, and students.
3. participate in service learning and other civic engagement opportunities
4. explain the importance of pluralism, civility, and effective interpersonal skills in a diverse community.

##### **Students will develop information literacy skills to enhance their academic and personal success.**



Students will:

1. locate scholarly resources.
2. locate and demonstrate their understanding of Cal Poly Pomona academic policies, procedures, and deadlines.
3. locate information about programs, resources, and services at Cal Poly Pomona.

**Students will develop an appreciation of intellectual inquiry.**

Students will:

1. engage in intellectually challenging discussions.
2. engage in exercises that develop the tools of academic study.
3. develop communication, critical thinking, and problem-solving skills