

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

ACADEMIC AFFAIRS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AA-009-201

First Year Experience (FYE) Catalog Designation

Academic Affairs Committee

Date: April 7, 2021

Executive Committee
Received and Forwarded

Date: April 21, 2021

Academic Senate

Date: May 12, 2021
First Reading

Your Name: Barry Lehrman, Associate Professor, ENV
Nina Abramzon, Ben Dewald, Dora Lee, Susan Siaw, Preeti Wadhwa.

Your Email:

Title of Referral: First Year Course Designation Update

Names and Titles of proponents:

Keywords: first year experience course

Is there a deadline by when this referral needs to be considered by the Academic Senate?:
No

Deadline Date:

Justification for deadline:

Background

Preamble

CPP's FYE course targeting first-time first-year (FTFY) students is designed to provide transitional support from high school to college, along with critical skills to prepare students for the academic rigors of their discipline, and knowledge to successfully navigate the university. The FYE Faculty Committee was developed spring 2019 to explore and reimagine the FYE course. Three new FYE learning outcomes were developed, and they are in alignment with GE Learning Outcomes, the Polytechnic Identity (PI) and Signature Polytechnic Experience (PolyX). The FYE Faculty Committee has continued since to shape and develop FYE.

Studies show a positive impact FYE courses have on student persistence, retention, and academic performance (Goodman & Pascarella, 2006; Porter & Swing, 2006) As of today, CPP has no institutional data on whether FYE works on our campus. It is important to determine whether the FYE course is an effective intervention for promoting student success. **There is a need to determine whether there is a significant difference between students who are enrolled in the FYE course compared to those who are not with respect to their GPA, retention, and graduation. In order to collect FYE data there is a need to create an FYE course identifier to accurately capture all FYE courses.**

Background on FYE Courses at CPP

The current structure of FYE has been at Cal Poly Pomona for over 20 years. The eight colleges were given the autonomy to develop their own FYE course to provide students with transitional support, introduction to their field of study and profession, and an overview of campus programs and services. Over the years, the course structure and curriculum evolved. Some colleges increased the number of course offerings, while other colleges decreased. Some colleges made their FYE course part of their major requirement and others left it to the students to decide whether they wanted to enroll. Although there were FYE learning outcomes, the curriculum across colleges was not standard.

In the last five years, FYE has gone through a reimagining, bringing fresh faces and voices to the table, and a new spirit of collaboration across student affairs and academic affairs. Under new leadership, FYE developed new learning outcomes, restructured the FYE Committee to create a FYE Programing Committee that had representation from student affairs and academic affairs, and a FYE Faculty Committee that had representation from every college and a representative from student affairs, and developed a partnership with Learn Through Discovery (LTD) to incorporate Project Based Learning (PBL) into the FYE courses. The process of reimagining the first year continues, pushing for some uniform outcomes and definitions of first-year success and markers across the university.

As one of two Polytechnics in the Cal State system, Cal Poly Pomona is an HIS institution comprised of first-generation, URM and Pell Eligible students. Recognizably, the transition from high school to college life can be a difficult one for many students as well as for students transferring from community college to university life. Anderson (2009) posits that one of the main reasons why students drop out of college is due to their lack of academic and emotional preparedness. First-Year Experience courses have been one way to mitigate these challenges for students as they provide opportunities for students to develop enhanced study skills, recognize campus resources and improve relations with campus personnel and students alike (University 101 Programs; Young & Hopp, 2014). However, for students from minority backgrounds, a variety of challenges may further impede on student, retention, graduation and success (Carter, Locks & Winkle-Wagner, 2013).

FYE COURSE ENROLLMENT (Fall 2018-Fall 2020 unduplicated) (data updated 12/2020 by IRPA)

Term	Fall Term Enrollment First-Time Freshmen	Total Enrollment in FYE (all levels)	First-Time Freshmen Enrollment in FYE	% of First-Time Freshmen Enrollment in FYE Fall Term	% of First-Time Freshmen Enrollment Fall & Spring
Fall 2018	3863	2287	1527	39.5%	
Spring 2019		870	500		46.3% (1787)
Fall 2019	3694	2202	1554	42.1%	
Spring 2020		656	376		46.7% (1725)
Fall 2020	4323	2167	1495	34.6%	

Goal : FYE Designation

- Course Suffix: E = Experience
- Establishing a Reserve Catalog Number
- FYE Course attribute field in the Catalog with options for designating individual sections or the entire course as FYE.

FYE requirement to remain up to the program and college, not recommending FYE becomes a CPP-wide requirement

Rationale and Benefits of FYE Courses

Studies show a positive impact FYE courses have on student persistence, retention, and academic performance (Goodman & Pascarella, 2006; Hendl, 2006; Porter & Swing, 2006) As of today, **CPP has no institutional data on whether FYE works on our campus. It is important to determine whether the FYE course is an effective intervention for promoting student success.** There is a need to determine

whether there is a significant difference between students who are enrolled in the FYE course compared to those who are not with respect to their GPA, retention, and graduation. **In order to collect FYE data there is a need to create an FYE course identifier to accurately capture all FYE courses**

Currently hard to track impact of FYE courses

- Assessment of students who take an FYE versus no FYE
- Comparison of graduation rates
- Comparison of retention rates
- Comparison of time to graduation
- Comparison of GPA
- Other quantitative analysis metrics?
- Qualitative analysis?

How designation be decided - FYE Course Criteria

All courses (and sections of Courses) receiving FYE designation must provide the following FYE Learning Outcomes:

1. Students will use relevant resources and information literacy concepts to enhance professional and personal success.
2. Students will engage in reflective and collaborative practices to explore their identities and roles within the CPP community.
3. Students will identify various academic and career paths.

Additionally, FYE Instructors are encouraged to provide students opportunities to participate in campus-wide FYE Programming including the Common Read (but this is not a requirement), and departmental/college community building activities and experiential learning (e.g PolyX) Once a course has received FYE designation, Departments and/or Colleges can designate individual sections as FYE or not each semester.

Colleges and departments retain control of their curriculum and program outcomes. This referral is not establishing a mandate to offer FYE Courses nor is it advocating for requiring a FYE course as a graduation requirement.

FYE Course Designation Review Process

ECOs for all new FYE courses shall be reviewed by the FYE Curriculum Sub-Committee in parallel to their review by the UCC and GE Committees. The FYE Curriculum Sub-Committee shall have the authority to approve, approve with revisions, or deny awarding FYE designation to the course.

Modification of existing FYE Courses shall be reviewed by the FYE Curriculum Sub-Committee when the modification impacts the delivery of FYE Learning Outcomes. Course Modification requiring review include: Course Name (to imply being FYE or ____), Catalog Description, Expected Outcomes, Instructional Materials, Course Outline, Instructional Methods, and Evaluation of Outcomes.

Existing FYE Courses

All currently offered FYE courses listed below will be evaluated for FYE Designation(Appendix 2).

FYE Curriculum Sub-Committee

FYE Curriculum Sub-Committee will be composed of a subset of members of the Senate Appointed FYE Committee. Criteria for membership and membership of the FYE Curriculum Sub-Committee shall be determined by the FYE Committee annually. Only one member from each college can be represented

References:

Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70, 324-345

Goodman, K., & Pascarella, E. T. (2006). First-year seminars increase persistence and retention: Evidence from how college affects students. *Peer Review: Emerging Trends and Key Debates in Undergraduate Education. The Association of American Colleges and Universities*, 8(3), 26–28.

Porter, S. R., & Swing, R. (2006). Understanding how first-year seminars affect persistence. *Research in Higher Education*, 47(1), 89–109. Attrition. *Sociology of Education*, 52(4), 197-210. doi:10.2307/2112401

Discussion:

Overall, it does seem like a good idea to make things more transparent for students and to track data, but is using course attributes a better way to do that. Restricted catalog numbers would mean that all courses using that number would need to be FYE.

In the end it was determined that using the course attribute feature would solve the challenges for the committee and it was not necessary to add a course designation letter to the catalog. The main take away, was that putting people together can lead to finding solutions that work better for everyone.:)

Recommendations:

The committee will use the course attribute feature, and there is no longer a need for a separate course designation for FYE.

Appendix 1

Review of CSU FYE Programs

In developing this referral, we consulted with the following CSU campuses about their FYE practices and policies.

- CSU Chico <https://www.csuchico.edu/fye/>
 - Has four different ways to experience FYE: Public Sphere Pedagogy and Events, University Courses, U-Courses, and Connection Courses.
 - Public Sphere Pedagogy and Events
 - Town Hall Meetings associated with a Political Science course
 - Has Tool-Kit posted with “how to guides” to set up Town Hall Meetings
 - Chico Great Debate associated with a Communication Studies course
 - FYE course includes reading, discussion, and research on contemporary public issues and places; the Spring 2021 topic is Climate Change
 - University Courses
 - Has course titles such as Introduction to University Life; Self, Identity, and Sustainability; Theory and Practice of First-Year Learning and Support
 - U-courses
 - “Project-based courses with embedded peer mentors,”
 - example activities are “creating films, blogs, and interactive exhibits”
 - “go beyond the classroom into the Chico community”
 - “learning and action beyond the classroom”
 - Connection courses
 - FYE specifically for transfer students
 - Upper division courses in different subjects (e.g., English, Political Science, and Psychology with themes such as health and wellness, sustainability, and equity and social justice)
 - Courses have virtual peer “meetups” as part of the class
 - Includes a weekend retreat
- Cal State LA <https://www.calstatela.edu/programs/fye/index.php>
 - FYE page has a one paragraph description with a one paragraph mission statement.
 - Engineering, Computer Science, and Technology have their own four-part FYE program.
 - STEP, a pre-freshman summer bridge program to prepare students to start the calculus sequence in their first year.
 - Introduction to Engineering and Technology, a 3-unit first-year engineering and technology course with hands-on design projects
 - Mathemagics, a discovery-based learning workshop designed to improve critical thinking skills by conducting experiments which help students relate theoretical math and physics concepts to physical reality.
 - Supplemental Instruction workshops, which are peer-facilitated workshops to also enhance our students’ critical thinking in math and physics.

- In February 2015 CSULA had an FYE event in the university theatre advertised as An Evening with Kimberly Dark: "Becoming the Subject of Your Own Story." A spoken word performance using humor and first-person storytelling. There is also an undated event online which was a presentation by La'tonya Rease Miles, Director of FYE at UCLA, titled "Developing a first-gen mind-set on your campus."
- CSU Sacramento <https://www.csus.edu/undergraduate-studies/first-year-experience/>
 - The FYE program has four opportunities: 1) Learning Community Program, 2) First Year Seminar, 3) FYE Space, and 4) One Book Program
 - Learning Community Program: The University Learning Community Program consists of themed clusters of courses designed to satisfy General Education or academic major requirements. A learning community consists of a group of students who are concurrently enrolled in 2 or 3 courses together. Some but not all learning communities contain First Year Seminars. Faculty teaching in a learning community work together to connect course topics and assignments.
 - First Year Seminar: The First Year Seminar is a 3-unit General Education (GE) Area E course where students explore the requirements and responsibilities of becoming a university educated person. Most FYS were paired with another course in the Learning Community, while the rest of FYS were "stand alone" (i.e. not paired with another course). FYS is capped at 25 students, uses One Book (like CPP's Common Read), provides faculty support, and has funding opportunities for co-curricular activities.
 - FYE Space: Designated location for FYE students to study, do group projects, connect with a mentor, attend workshops, get advising help, and meet peer mentors.
 - One Book Program: The Sacramento State University One Book Program selects a book each year to bring together the Sac State community and the Sacramento region. The Program offers many exciting events through the academic year.
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- CSU Channel Islands <https://www.csuci.edu/academics/learningcommunities/university-experience-curriculum.htm>
 - The University Experience Program promotes the success of all CI students through courses that:
 - highlight the four CI mission pillars (multicultural, international, interdisciplinary and civic engagement/service learning);
 - scaffold the learning of critical thinking competencies and multiple literacies;
 - focus on the transition to university studies;
 - embed high-impact learning practices such as learning communities, undergraduate research, and interdisciplinary learning; and,
 - employ faculty- and peer-support strategies.
 - Use embedded peer mentors, learning communities
 - Courses range from 1 unit to 3 units (Note: Some courses on their list are obviously not freshman courses, because it is "University Experience," not "First Year Experience")
 - 1 unit course titles: University Life and College Success; University Life and College Success for Transfer Students; Presenting Your Research;

- 3 unit course titles: Empowering First Generation Students; First Year Seminar; Introduction to Interdisciplinary Research; Critical Thinking and the University Mission; Second Year Seminar; Further Investigations; Transfer Year Seminar; Advanced Investigations; Peer to Peer Effectiveness Seminar; Sustainability in Campus Infrastructure; Faculty-Student Research Collaboration
- 1 to 3 unit course titles: U.S. Travel Study Experience (1 to 3 units); International Experience (1 to 3 units); Internship (1 to 3 Units)

Summary and Comparison

Chico State has the most well-developed FYE Program of the four CSU campuses that were compared. There are four ways to experience FYE at Chico, and each of the four ways has more than one route “to do” FYE. A unique FYE experience in one of the options at Chico is the opportunity to go on a weekend retreat which is associated with a special FYE program for transfer students. CSULA has the least developed campus-wide FYE program, or possibly CSULA has a program but it is not described clearly on their website. The engineering/computer science/technology majors at CSULA have an FYE program, but it seems to focus on offering remedial or preparatory academic classes. Sacramento State offers learning communities, which are groups of students who take 2 or 3 courses together. Sacramento also offers a First Year Seminar that can stand alone or is one of the 2 or 3 courses that a learning community of students take together. Sacramento also offers a physical space on campus where FYE students can hang out. Sacramento has the “One Book,” which seems identical to Cal Poly Pomona’s “Common Read.” Channel Islands offers multiple courses as part of a “University Experience Program,” so their program is not specifically aimed at first year students.

Appendix 2

FIRST-YEAR EXPERIENCE COURSES AT CAL POLY POMONA

(updated as of Fall 2020)

The following courses are offered as a first-year experience course and/or a course first-year student take in their major/college:

Agriculture:

- AGS 1000, satisfies Major Core Requirement
- AHS 1104, satisfies Major Core Requirement
- AVS 1000, satisfies Major Core Requirement
- AMM 1000, satisfies Major Core Requirement
- FST 1000, satisfies Major Core Requirement
- NTR 1000, satisfies Major Core Requirement
- PLT 1000, satisfies Major Core Requirement

Business Administration:

- BUS 1010, satisfies GE Area E

Collins College of Hospitality Management:

- HRT 1010, satisfies Major Core Requirement

Education and Integrative Studies:

- IGE 1020, satisfies GE Area E
- LS 1020, satisfies GE Area E
- EWS 1020, satisfies GE Area E

Engineering:

- EGR 1000 and 1000L, together satisfy GE Area E

Environmental Design:

- ENV 1010/1010L, together satisfy GE Area E
- ARC 1020/1022A, together satisfy GE Area C2a
- LA 1771, satisfies GE Area E
- RS 1110, satisfies GE Area E
- URP 1040/1040L, together satisfy GE Area D3
- URP 1050, satisfies GE Area D3
- VCD 1321A, satisfies Major Core Requirement

Letters, Arts and Social Sciences:

- CLS 1101/1101A, satisfies GE Area E
- ENG 1000, satisfies Major Core Requirement (added Fall 2021)

Science:

- SCI 1010/1010A and SCI 1020A, together satisfy GE Area E
- SCI 1100/1100A and 1110A, together satisfy GE Area E

Alternative options for students that are not part of a college/major that offers a FYE course:

- LIB 1500 - Information Literacy Skills for Academic Success and Healthy Information Habit
(Satisfies GE Area E)

CPU 1100 – Career & Personal Development