

DRAFT
FYE Review
Preliminary Report

THE PROBLEM

The First Year Experience was initiated in September 2003 as a partnership between the Division of Academic Affairs and the Division of Student Services. A cohort of 120 Illinois Centennial Honors College students was identified and utilized as a pilot group for FYE in August 2004. Western's mandatory First Year Experience program for all new incoming freshmen began fall 2005. During 2006-2007, Western Illinois University was selected to participate in a year-long self-study project—Foundations of Excellence® in the First College Year. A Strategic Plan for The First Year Experience at Western Illinois University resulted from this work. It includes a list of action items that the committees determined would help to improve the current FYE program. Participation in FYE became a graduation requirement in fall 2008.

The purpose of the current review was to examine the FYE components overseen by the Division of Academic Affairs and the Division of Student Services to determine their cost-effectiveness and efficiency in meeting the goals of FYE. Additional areas of review included examination of satisfaction with the FYE program among students, FYE faculty, and the university community.

THE METHODS

In the fall of 2011, the Vice Presidents for Academic Affairs and Student Services requested that a comprehensive review of the FYE program be conducted. Under the leadership of Dr. Nancy Parsons, Interim Associate Provost for Undergraduate and Graduate Education, a committee representing a diverse set of constituent groups was created and a timeline was set. The FYE Review Committee consists of 2 FYE faculty associates, 4 members of the Committee on FYE Classes (1 from each college), the FYE graduate assistant, a representative from the College of Arts and Sciences Office of the Dean, 1 chair/director, 3 Division of Student Services representatives, 1 representative from Malpass Library, 1 representative from Faculty Senate Executive Committee, 1 University Advising and Academic Services representative, 1 uTech Web Services, 1 representative from College Student Personnel, 1 resident hall director, and 1 SGA representative (Appendix A, p. 10).

Generally speaking, the Committee was charged with (1) reviewing the data that has been collected about Western's FYE program, and (2) analyzing the current and possible components of a FYE program. To most efficiently and effectively complete these tasks, committee members were divided into seven teams (Appendix B, p. 11). Each of these teams met several times to complete their work and create a report to be shared with the entire committee (Appendices C through K, pp. 12-33).

Data Analysis

The committee reviewed the following data sources:

- *Comparing Academic Outcomes Before and After the Institution of FYE at WIU* (Dr. David Lane & Dr. Russell Morgan);
- surveys administered to FYE faculty, FYE peer mentors, fall 2011 FYE students, and fall 2010/spring 2011 students (Committee on FYE Classes);
- FYE class syllabi review (Committee on FYE Classes);
- the comparison chart of FYE programs among WIU's Benchmark Institutions and the University of South Carolina (Brenley Devlin, 2011-2012 FYE GA); and

Additional data were gathered as needed:

- Faculty focus groups
- Advisors' survey
- Website focus groups
- Residential Life student feedback

FYE Component Options Analysis

The FYE Review Committee analyzed the following components associated with FYE programs:

- a. Common experience
 1. Book
 2. Articles
 3. Movie
 4. Other performances (theater, concert, exhibit)
 5. Combination of above options
 6. None
- b. Course format
 1. College transition seminar
 2. General education course
 3. Special topics course
 4. Discipline-specific course
- c. Number of courses required
 1. 1
 2. 2
- d. Credit hours (s.h.)
 1. 0 s.h.
 2. 1 s.h.
 3. 3 s.h.
- e. Length of course
 1. 6 weeks
 2. 8 weeks
 3. 12 weeks
 4. 16 weeks
- f. Course Instructor
 1. Faculty member
 2. Teaching assistant
 3. Team taught

- g. Co-Curricular Activities
 - 1. University Theme events
 - 2. Class associated activities
 - 3. Other university events
 - 4. None
- h. Peer Mentors
 - 1. Use
 - 2. Don't use
 - 3. Faculty-identified
 - 4. Committee-identified via application
 - 5. Training required
 - 6. No training required
- i. Advising/Tutoring
 - 1. Additional advising sessions provided/required
 - 2. Other monitoring (attendance, etc.)
- j. Faculty Mentors
 - 1. Use
 - 2. Do not use
 - 3. Associated with residence hall floors
- k. Examine FYE budget

CHARGE

The FYE Review Committee was given nine tasks to complete as part of their work. The remainder of this executive summary includes a list of those tasks as well as the recommendations made by the committee related to these tasks.

Charge 1: Clarify and revise as necessary the goals of FYE. (Appendix C, p. 12)

The FYE program has had a series of different goals since it first began in 2005.

The most recent set of goals included: (1) become actively engaged with the campus community; (2) develop relationships with peers, faculty, and staff members; (3) demonstrate high levels of academic performance; and (4) develop appropriate study and time management skills.

After reviewing the previous goal documents as well as reviewing information from other programs, the FYE Goals Team developed a new set of goals for the FYE program. The new goals are presented below.

FYE VISION: The First Year Experience (FYE) is a comprehensive approach to ensure first year students make a successful transition to college.

ASSUMPTIONS: The goals were developed based on the following assumptions:

- Students completing FYE should have a greater understanding of the connection between learning inside and outside of the classroom.
- Students completing FYE should have come to the conclusion that learning can be fun and personally rewarding.
- Students completing FYE will have transitioned into college life.

GUIDING PRINCIPLES: THE FYE PROGRAM SHOULD...

- HAVE A HOLISTIC APPROACH TO STUDENTS' SOCIAL AND ACADEMIC EXPERIENCES
- FOCUS ON GUIDING STUDENTS THROUGH A MASSIVE TRANSITION IN THEIR LIVES
- AVOID CONFLICTING GOALS
- CONNECT GOALS TO LEARNING OBJECTIVES
- GOALS SHOULD HAVE OPERATIONAL DEFINITIONS
- INTENTIONALLY SEQUENCE THE PROGRAM TO FIT STUDENTS' NEEDS/EXPERIENCES DURING THE YEAR
- BE SUPPORTED BY STUDENT FEEDBACK
- REFLECT WIU'S CORE VALUES

AS A RESULT OF PARTICIPATING IN WIU'S FYE PROGRAM, STUDENTS WILL...

GOAL 1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.

GOAL 2: Demonstrate the acquisition of skills for academic achievement.

GOAL 3: Continue building supportive academic, emotional, and social networks.

GOAL 4: Engage in and demonstrate respectful and appropriate interactions within their communities.

GOAL 5: Explore their values, experiences, and beliefs to begin developing a sense of self.

GOAL 6: Demonstrate a desire and interest in continuing their education

Charge 2: Examine and select FYE components to meet the goals of FYE.

The current components of the WIU FYE program are:

- Common Reading – based on the University Theme
- University Theme
- FYE Kick-off Event – an event for new students held the Sunday before classes begin in the fall.
- Residence Hall Seminars – seminars addressing the transition to college held during the first 8 weeks of the fall semester
- FYE courses – 2 general education or pre-professional courses

After reviewing the data, the Committee recommends a new framework for the FYE program (Appendix D, p. 15). The three main components of this framework include: the FYE course(s), Residence Life, and advising. Each component would have unique aspects to address, but there would be some intentional overlap as well. All three components would be well informed about what each is doing so that reference could be made across components. Based upon the discussion of the Committee, the following are a list of the possible topics to be handled by each component of the program.

- Common reading – due to the overwhelming amount of data that does not support the use of a common reading, eliminate common University Theme-based reading (Appendix E, p. 19)

- Number of courses required, course format and credit hours
 - 2 models (both mainly provided fall semester with a smaller number in the spring semester):
 - One course: 1 college transition course (1 s.h.) OR
 - Two courses: 1 college transition course (1 s.h.) and 1 small general education course (2-4 s.h.) (Appendix F, p. 21)
- Length of course:
 - College transition course – meets once a week for 16 weeks
 - General education course – regularly scheduled
- Course instructor:
 - College transition – faculty, staff, or TA with required FYE training
 - General education – faculty with required FYE training
- Co-Curricular Activities – eliminate co-curricular activities (Appendix G, p. 22)
- Peer Mentors – retain use of peer mentors; committee-identified via application; training required (Peer Mentor Manual needs to be revised) (Appendix H, p. 25)
- Faculty Mentors – use faculty mentors perhaps associated with residence halls, courses, and College Student Inventory (CSI) mentoring (Appendix H, p. 25)
- Examine FYE budget – Theme, peer mentors, common reading, and GAs/tutors are the largest budget items (Appendix I, p. 27)

Charge 3: Make recommendations regarding the appropriate content for FYE course(s).

Currently FYE courses have the following requirements associated with course content: (1) at least 25% of the course grade should be based upon writing (with an opportunity for revision); (2) all students must attend at least three co-curricular events; and (3) provide students opportunities for critical thinking and speaking experiences. While the FYE program expects faculty who teach FYE courses to also talk about transitional issues (e.g., how to study, taking notes, developing relationships), there are no explicit requirements and therefore the implementation of this content is inconsistent.

The Committee recommends that for the FYE seminar course, all faculty would be expected to teach the same content in the same sequence so that every faculty and staff member on campus knows what students are discussing and learning. The following is a list of possible topics for this course:

FYE Seminar Course Topic Suggestions (1 s.h.) [*see p. 9 for Timeline] (Appendix D, p. 16)

1. Time Management
2. Listening and Taking Notes
3. Reading for Success
4. How to Study
5. Taking Tests
6. Selecting a Major
7. Critical Thinking and Active Learning
8. Academic Integrity
9. Writing and Speaking Clearly
10. Developing Library, Research, and Information Literacy
11. Money Issues
12. Support Services+
13. Campus Diversity

+Information about Support Services is provided via each of the Core Components

Charge 4: Make recommendations regarding use of advisors/tutors for FYE students. (Appendix J, p. 28)

- Advisors are key providers of information for academic success, and often also help students locate assistance for other needs.
- All students are required to meet with an advisor at least once a semester. Students in University Advising (undeclared) are required to meet 3-4 times the first semester, and 2-3 times in subsequent semesters. Students in OAS are required to meet 8 times per semester. Many advising departments also provide information to students via email, newsletters, social media, visits to introductory classes, etc.

Suggestions to increase effectiveness of academic advising for First Year students:

- Add additional support for advisors with heavy caseloads by adding graduate assistant positions.
- Provide advising information in residence halls (general information, not actual course plans). This could be done by full time advisors or grad assistants.
- Create peer advising system to allow successful upper division students to help mentor first year students
- Create faculty mentor systems in departments in partnership with the full time academic advisors
- Use "Grades First" software (currently in use by athletics) for other student populations (OAS, students on warning or probation)

Other suggestions from the advising team related to academic success:

- Encourage faculty in 100 level classes to give multiple graded assignments and tests early in semester to help students gain a more realistic view of the level of commitment required for academic success
- Encourage all faculty members to give early warning grades
- Change early warning grades to complete midterm grade system
- Change default date of termination student access to Western on line (Desire2Learn) to a week or 10 days after finals so students can go back to review their information after final grades are posted to STARS.

Charge 5: Make recommendations regarding University Theme events. (Appendix G, p. 23)

Currently, the University Theme is part of the FYE budget, and therefore, oversight is provided by the FYE Program.

The Committee believes that because the University Theme events are really meant for all students, faculty, and staff on campus, it did not make sense to have it included as part of the FYE budget. Therefore the Committee recommends that the University Theme Committee be retained, but the oversight and budget should be separated from FYE.

Charge 6: Create a logo and slogan for branding WIU's FYE program. (e.g., Western First) (Appendix K, p. 30)

To be completed fall 2012 once final decisions have been made regarding the FYE components.

Charge 7: Make recommendations regarding the FYE website content. (Appendix K, p. 30)

The FYE program has used technology in a limited way. The FYE website is designed to be a resource for faculty, current students, and prospective students and parents. In addition, the graduate assistant and the Faculty Associate for FYE use e-mail to distribute information about events to peer mentors and faculty.

As much of the work of the Promotion Team depends upon how the revised FYE program will be structured, this team spent much of its time analyzing the current use of technology by the FYE program. To gain some additional information, this group conducted focus groups with current FYE students.

Student feedback from these focus groups included:

Focus groups indicated that responding students in the focus groups:

- participating students generally did not know there was an FYE website
- of the ones who had seen it, found it unhelpful
- most students were unaware of Zimbra calendars, online phone book, the a to z index, and the support site
- most indicated that they were on Facebook
- for information, most relied heavily on the info from SDO, Peer Mentors, RAs, Advisors
- most students indicated they did not know about departmental sites nor faculty sites
- most were unaware of the academic calendars

Based upon these findings as well as a review of other data, the Committee recommends some changes to the website (which are outline below). In addition, the Committee recommends that the FYE Program include more information and training about the website to students, faculty, and staff. In addition, because students are using Facebook as much as or more than they are using the web, the Committee recommends investigating the use of Facebook with FYE students. The Promotion Team has created an FYE Facebook page to begin to gather some data about the use of this resource.

FYE Website Revision Suggestions

- Main Navigational Architecture
 - About FYE
 - Academics
 - Contact Us
 - Advising Info
 - FYE Faculty
 - Peer Mentors
 - Resources
- Sub-Navigation
 - About FYE Page
 - Purpose
 - Structure
 - Sample Events Listing
 - “A Year in the Life”
- Academics
 - Advising Links
 - Academic Calendar (Provost)
 - Best Practices
 - Timeline to Success (by month)

- Contact Us
 - Link to Faculty page
 - Link to Mentors page
 - FYE email, Facebook

- Advising Info
 - Dates & Datelines – Links to calendar feed
 - Find Advisor Info
 - Tutoring – Links to page with tutoring info, calendar RSS feed
 - Help

- FYE Faculty
 - Directory listing (if possible)
 - Brief bios of three faculty

- Peer Mentors
 - Directory listing (if possible)
 - Brief bios of 3

- Resources
 - Curated, annotated listing by topic

Charge 8: Make recommendations regarding the FYE kickoff event. (Appendix G, p. 24)

Since 2005, there has been an FYE Kick-Off Event held the Sunday before classes begin. It has been held in Western Hall as a way to get all first-year students together and prepared for the semester to begin. This event has taken many different forms. In the early years, the event involved showing students clips from television shows and then having faculty from different disciplines comment on how their discipline would interpret the content. One year, the event involved a motivational speaker. In more recent years, the event has been designed to introduce students to Western by showing videos of first-year students created by first-year Western broadcasting students and having current student leaders get new students excited. Last fall, a class picture was added as part of this event. This event has been viewed with mixed feelings by students, faculty, and student services staff.

After reviewing data and feedback, the Committee has the following recommendations:

- FYE Kick-off video (filmed and produced by first year broadcasting student) be incorporated into New Student Convocation
- Provide an opportunity during the FYE Kick-off for students to begin to experience learning as something that is not limited to the classroom, rather something that is dynamic and ever present during their time at WIU.
 - Implement a campus resource/connections scavenger hunt or resource fair
 - Students would be grouped by residence hall floors with RAs, SOS Leaders and Peer Mentors
 - Students would participate in scavenger hunt or resource fair and end up on Hanson Field where they would get their class t-shirt and take their class picture
 - Faculty and staff from a variety of campus offices would be present for event

Charge 9: Prepare all appropriate documents to implement any changes through the faculty governance system.

This will be a task for the Committee once final decisions have been made regarding the course structure.

TIMELINE

- October 18 Establishment of FYE Review Committee
- November 18 Completion of Committee on FYE Classes faculty, peer mentor, and student survey collection
- December 7 FYE Review Committee Meeting #1
Topics—Charge, expectations, timeline
- January 15 Submission of Committee on FYE Classes report of FYE faculty, peer mentor, and student survey results to Interim Associate Provost for Undergraduate and Graduate Studies
- January 27 FYE Review Committee Meeting #2
Topic—FYE Goals
- February 10 FYE Review Committee Meeting #3
Topics—Common Experience, Co-Curriculars/Theme/Kick-off, Mentors
- February 24 FYE Review Committee Meeting #4
Topic—FYE structure (class, residence hall programming, etc.)
- March 9 FYE Review Committee Meeting #5
Topics—Advising, Promotion, Budget
- March 23 FYE Review Committee Meeting #6
Topic—Recruiting/Retention/CSI, course structure, recommendations
- March 30 Preliminary report to the Provost Ken Hawkinson
- April 10 & 11 Town Hall meetings
- April 24 Faculty Senate
- Fall 2012 *Seminar course (1 s.h.) development and approval
- Spring 2013 Faculty selection/training, peer and faculty mentor selection/training
- Fall 2013 Seminar course implementation

Appendix A: Membership of FYE Review Committee

Nancy Parsons (Chair) – Office of the Provost
Katrina Daytner – Educational and Interdisciplinary Studies
Robert Hironimus-Wendt – Sociology
Craig Tollini - Sociology (CAS)
Mark Hoge – Agriculture (CBT)
Rachael Smith – Recreation, Park and Tourism Administration (COEHS)
Stacey Macchi – Communication (COFAC)
Brenley Devlin – FYE Graduate Assistant
Susan Martinelli-Fernandez – Dean, College of Arts and Sciences
Pete Jorgensen – University Chairs' Council
Andy Borst – Division of Student Services
Jessica Butcher – Division of Student Services
Tera Monroe – Division of Student Services
Jennifer McNabb – Faculty Senate Executive Committee
Sean Cordes – Malpass Library
Jane Coplan – University Advising and Academic Services
Heather McMeekan – uTech Web Services
Sarah Schoper – College Student Personnel (EIS)
Megan Thurston – Thompson Hall Complex Director
Andrea Patten – Student Government Association

Appendix B: FYE Review Committee Teams

Common Experience

Tera Monroe – chair
 Jane Coplan
 Sean Cordes
 Brenley Devlin
 Stacey Macchi
 Sue Martinelli-Fernandez
 Heather McMeekan
 Jennifer McNabb
 Andrea Patten
 Rachel Smith

Co-curriculars/Theme/Kick-off

Jessica Butcher – chair
 Brenley Devlin
 Robert Hironimus-Wendt
 Mark Hoge
 Tera Monroe
 Sarah Schoper
 Rachel Smith
 Megan Thurston
 Craig Tollini

Peer/Faculty Mentors

Brenley Devlin - chair
 Jessica Butcher
 Stacey Macchi
 Andrea Patten

Budget

Sue Martinelli-Fernandez - chair
 Andy Borst
 Katrina Daytner
 Pete Jorgensen

Advising

Jane Coplan - chair
 Sean Cordes
 Katrina Daytner
 Megan Thurston

FYE Goals

Andy Borst - chair
 Sean Cordes
 Mark Hoge
 Robert Hironimus-Wendt
 Pete Jorgensen
 Stacey Macchi
 Sue Martinelli-Fernandez
 Jennifer McNabb
 Tera Monroe
 Sarah Schoper
 Craig Tollini

Promotion (web page, logo, slogan, etc.)

Heather McMeekan - chair
 Brenley Devlin
 Stacey Macchi
 Megan Thurston

Appendix C: Goals Team Report

The following is a list of FYE goals, and then a list of the FYE goals with bullet points. The goals are intended to serve as a framework for the FYE experience. The goals with the bullet points are provided in order to help better understand each of the goals, as well as to provide a starting place for future assessment. This document was developed by the FYE Goals committee chaired by Andy Borst (aj-borst@wiu.edu) during the Spring semester of 2012.

FYE GOALS:

FYE VISION: The First Year Experience (FYE) is a comprehensive approach to ensure first year students make a successful transition to college.

ASSUMPTIONS: The goals were developed based on the following assumptions:

- Students completing FYE should have a greater understanding of the connection between learning inside and outside of the classroom.
- Students completing FYE should have come to the conclusion that learning can be fun and personally rewarding.
- Students completing FYE will have transitioned into college life.

GUIDING PRINCIPLES: THE FYE PROGRAM SHOULD...

- ...HAVE A HOLISTIC APPROACH TO STUDENTS' SOCIAL AND ACADEMIC EXPERIENCES
- ...FOCUS ON GUIDING STUDENTS THROUGH A MASSIVE TRANSITION IN THEIR LIVES
- ...AVOID CONFLICTING GOALS
- ...CONNECT GOALS TO LEARNING OBJECTIVES
- ...GOALS SHOULD HAVE OPERATIONAL DEFINITIONS
- ...INENTIONALLY SEQUENCE THE PROGRAM TO FIT STUDENTS' NEEDS/EXPERIENCES DURING THE YEAR
- ...BE SUPPORTED BY STUDENT FEEDBACK
- ...REFLECT WIU'S CORE VALUES

AS A RESULT OF PARTICIPATING IN WIU'S FYE PROGRAM, STUDENTS WILL...

GOAL 1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.

GOAL 2: Demonstrate the acquisition of skills for academic achievement.

GOAL 3: Continue building supportive academic, emotional, and social networks.

GOAL 4: Engage in and demonstrate respectful and appropriate interactions within their communities.

GOAL 5: Explore their values, experiences, and beliefs to begin developing a sense of self.

GOAL 6: Demonstrate a desire and interest in continuing their education

AS A RESULT OF PARTICIPATING IN WIU'S FYE PROGRAM, STUDENTS WILL...

GOAL 1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.

- Aware of and comfortable with WIU Student Services
- Learn what is available (resources) to help them succeed
- Students completing FYE should be familiar with campus resources and how to access them.
- Have knowledge of/comfortable with WIU academic policies and processes (e.g., final exams, withdrawing, checking email regularly)
- An awareness of what they can do to help themselves be successful at WIU.
- Technology competence/resources
- Ability to solve problems
- Financial management/fiscal responsibility
- How to use the library

GOAL 2: Demonstrate the acquisition of skills for academic achievement.

- Learn how to be a good student (successful student)
- Actively participating in the learning process
- Students will appreciate and accept the responsibility to be “a good student”
- Improve critical thinking and active learning skills, studying, test taking, note taking, etc.
- Develop appropriate study and time management skills

GOAL 3: Continue building supportive academic, emotional, and social networks.

- Belong to/identify with/participate in (and have pride in) the campus community or at least feel that they have a place at WIU.
- Students completing FYE should feel they are connected to and a member of a campus community (fellow students, faculty, admin, etc.)
- Feel like they belong somewhere, are valued, and that they matter.
- Feel part of something bigger (having tradition)....
- Pride for WIU

GOAL 4: Engage in and demonstrate respectful and appropriate interactions within their communities:

- Express themselves in a meaningful and constructive way
- Ability to communicate effectively both written and verbal
- How to write for college
- How to speak/present in front of a group
- Learn skills to improve interpersonal relationships
- Students completing FYE should know how to interact with others in an effective respectful fashion.
- Develop relationships and learn how to talk with faculty/admin
- Ability to make decisions along and in groups
- Ability to collaborate
- Been involved in at least one student organization
- How to be a positive ambassador for WIU
- Civic engagement
- Awareness of global and local (e.g., Macomb, Residence Hall community, classroom community, WIU, etc.) issues
- How to live/exist within a diverse community
- Understand and appreciate differences in background and culture

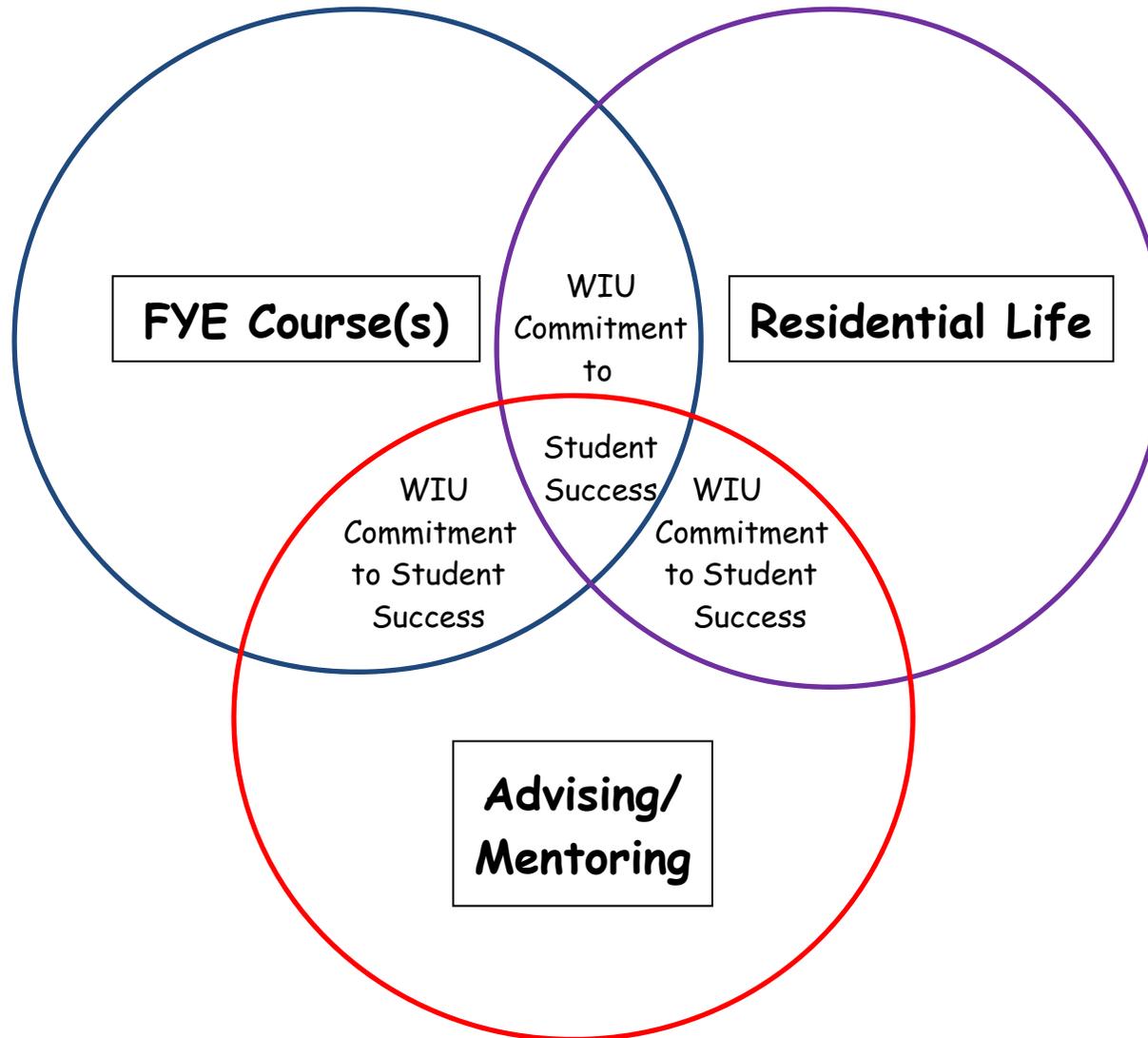
GOAL 5: Explore their values, experiences, and beliefs to begin developing a sense of self.

- Learn to appreciate themselves
- Have confidence in their abilities/self
- Students completing FYE should understand and exhibit the concept of personal responsibility
- How to begin to identify their values/beliefs
- Know their strengths and how to maximize them
- Involve themselves to have an enriching life moment
- Become motivated to attain excellence in future goals/pursuits
- Learn how to help themselves and others

GOAL 6: Demonstrate a desire and interest in continuing their education

Appendix D: FYE Structure Report

Western Illinois University FYE Core Components



Topics for FYE Core Components

FYE Course (1 s.h.)

1. Time Management
2. Listening and Taking Notes
3. Reading for Success
4. How to Study
5. Taking Tests
6. Selecting a Major
7. Critical Thinking and Active Learning
8. Academic Integrity
9. Writing and Speaking Clearly
10. Developing Library, Research, and Information Literacy
11. Money Issues
12. Support Services*
13. Campus Diversity

FYE Seminar

- 1 s.h. student success course focused on transition to WIU
- Meets once a week for 16 weeks
- Student takes 1 course in first semester

FYE General Education/Pre-Professional Course

- 2-4 s.h. course with 22 freshmen students
- Counts toward WIU general education or major requirement
- Student takes 1 course in first semester

Residential Life

1. Residence Life
2. Personal Wellness
3. Student Safety
4. Family Adjustments
5. Support Services*
6. Campus Activities

Advising/Mentoring

1. Academic Planning
2. Registration
3. Support Services*
4. Counselors' Advise on College Adjustments

*Information about Support Services is provided via each of the Core Components

Campus Partners

Admissions

Beu Health Center

Campus Recreation

Centennial Honors College

Colleges: Arts & Sciences, Business and Technology, Education and Human Services, Fine Arts and Communication

Counseling Center

Disability Resource Center

Financial Aid

Malpass Library

Office of Public Safety

Office of Student Activities

Registrar

Possible Texts+

Arndt, T., & Coleman, K. (2011). *Life during college: Your guide to success* (3rd ed). Bainbridge Island, WA: Life After Graduation, LLC.

Gardner, J. N., & Barefoot, B O. (2011). *Step by step to college and career success* (4th ed). Boston: Bedford/St. Martin's.

Gardner, J. N., & Barefoot, B O. (2012). *Your college experience: Strategies for success* (10th ed.). Boston: Bedford/St. Martin's.

Gardner, J. N., Jewler, A. J., & Barefoot, B. O. (2011). *Your college experience: Strategies for success* (concise 9th ed.). Boston: Bedford/St. Martin's.

Harrington, C. (2013). *Students success in college: Doing what works!* Boston: Wadsworth Cengage Learning.

International Organization for Student Success. (2012). *College portfolio for success: A textbook for first0year seminars*. Lexington, KY: Author.

Staley, C. (2010). *Focus on college success* (concise 2nd ed.). Boston: Wadsworth Cengage Learning.

Sufka, K. J. (2011). *The A game: Nine steps to better grades*. Taylor, MS: Nautilus.

Toft, D. (Ed). (2010). *The essential guide to becoming a master student* (2nd ed). Boston: Wadsworth Cengage Learning.

+ One text would be chosen for use in each of the FYE Core Components

Course Description Examples

2011-2012 WIU Catalog

UNIV 100 Personal Growth in Higher Education. (1) Exploration of the role of higher education in personal growth. Consideration of critical thinking, problem solving, and information gathering skills. Credit cannot be given for both UNIV 100 and CSP 110. Prerequisite: permission of instructor.

University of South Carolina

UNIV 101: Introduction to College. Knowledge, skills and attitudes necessary for college success, and lifelong learning and development. Significant reading, writing and co-curricular learning opportunities. Designed for first-time college students.

Eastern Illinois University

University Foundations is an inquiry into the academic expectations, resources, policies, and traditions of university life. Students are challenged to enhance their intellectual potential, understand their academic and moral responsibilities, and appreciate diversity in a framework that develops the critical thinking, learning, and communication skills necessary to contribute successfully to the university's intellectual life. An experiential learning component engages students in the scholarly and co-curricular community.

Sam Houston State University

SAM 136 is designed to increase student success at college. The overall goal of the course is to facilitate a smooth transition to college life by engaging the student in a structured curriculum of academic and life skills enhancement. To accomplish this goal, the content of the class includes: locating and utilizing campus resources, goal setting and time management skills, writing skills, test preparation and taking skills, critical thinking skills, career and major/minor exploration, cultural diversity issues, personal health and well-being strategies, money management, and leadership/civic service training.

Appendix E: Common Experience Report

Assertion:

- **The “Common Experience” should be the main objective of the FYE program.**
 - The different components (including but not limited to: FYE class, FYE residence halls, SOAR, convocation, FYE peer mentors, academic advising, fall orientation and FYE faculty) of the FYE Program should strive to create a common experience for students.

Using the aforementioned vision and goals of the FYE program, the Common Experience team examined current and future experiences of new students at WIU. The following is a combined list of identified common experiences:

Current:

- SOAR
- Move-In
- Convocation
- Fall Orientation
- FYE Kick-Off
- First Floor Dinners
- Class (FYE classes)
- FYE Residence Hall(s) (*commuter students are the exception)
- Peer Mentors
- Advising

Future:

- Spring Semester Class Service Project

Based on applying examining how each of these allowed us to meet our goals the following are the recommendations of the CE Team:

1. The Book be eliminated as a component to the FYE program
2. The Kick-Off event become an opportunity for students to begin to experience learning as something that is not limited to the classroom, rather something that is dynamic and ever present during their time at WIU.
 - a. Implement a campus resource/connections photo scavenger hunt
 - b. Students would be grouped by residence hall floors with RAs, SOS Leaders and Peer Mentors
 - c. Students would go through campus looking for resources, etc. and end up on Hanson Field where they would get their class t-shirt and take their class picture
 - d. Faculty and staff from a variety of campus offices would be present for event
3. Faculty would be invited to attend the First Floor Dinners with all FYE Halls on the Sunday of opening weekend. At random, faculty would be paired with an FYE floor and come into the halls and eat dinner.
4. Students are connected with faculty and staff in a way that promotes learning and assists with the transition into the WIU community both in and out of the classroom. Potential ways to achieve this could include a University 101 course, inviting faculty into the residence halls for programs, having courses taught in the residence halls, co-curricular events, faculty mentors, living learning communities and/or theme housing, etc.

5. Create opportunity for students to participate in a service project/service learning experience. *(could be Spring semester event) The FYE Hall Governments could serve as the venue for students to plan their service project.
 - a. We Care on Campus
 - b. Macomb Beautiful
 - c. National Day of Service

APPENDIX F: Advantages and Disadvantages of the 1-Course and 2-Course Models

1-Class Model Transition Course (1 s.h.)	2-Class Model GenEd (2-4 s.h.) + Transition Course (1 s.h.)
<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Intentional curriculum, uniformed content, goals are clearer • We know the students are getting the information, consistency • Mandatory therefore we know all students will get it • Part of their schedule already, rather than students saying “Tuesday Night residence hall seminars don’t work for me • Advising - not burdensome to add a 1-credit to students’ degree plans • We know this works from research; frequently used model by other institutions • No loss of course content from adding transitional issues to GenEd courses • If it is consistent it becomes part of the common experience of all students • Provides a model to use things we’d like to make mandatory (ex. IVPI, AlcoholWise) • We can be intentional about <i>what</i> we put in the course • Allows the UHDS staff to focus on being RAs rather than taking on the First 8 Weeks programming → could focus on building relationships with students rather than transition sessions • Allows for application of content learned to all courses, and not just one. 	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Many negatives from the 1-course model translate to positives for 2-class • Students are getting the skills in the transition course, and then the application of the skills in that FYE GenEd • Recruitment tool for majors (immersive experience in that major) • Allows the possibility of creating an intentional ability for students to apply the skills they learn from the transition course into a discipline course • More likely for faculty to incorporate the skills into their FYE GenEd course • Students thinking about Psyc as a major, so recommend that they take Psyc as FYE course to “try it on” as their major • Committed instructor to FYE • First-year students will then be in 2 smaller classes rather than only 1 • More accountability in both classes rather than only the 1 class (and then each faculty/college would complement the transition course in different ways)
<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Might be seen as a "generic" way to "fix" the FYE program. • Could lose interaction with faculty – we know faculty are important for retention (this depends on who would teach the class) • Students might not take FYE in their discipline anymore – implications of this? • Giving students skills but not where/how to use them (ex. study skills, etc.) – taking the “academic skills” out of the “academic classrooms” • Getting the skill, but not the application of the skill • Going from 200 current “Y” courses of 3-credit courses to 1-credit courses – implications for faculty time and A.C.E. loads • Some departments this may be a loss of majors (students “test out” majors in FYE) • Could potentially lose instructor positions (Unit B) • All GenEds will increase in size • Time constraints to prepare this all for Fall 2013 implementation • Using the course for IVPI, AlcoholWise could upset students if they feel they are being used for research (or if others start to use the course for easy access to large groups of first year students (“dumping ground of surveys”) • Worry about faculty buy-in on WIU’s campus – are there enough to teach this campus? Backlash from faculty on the changes for various reasons regarding course loads, # of students in classes, curriculum, etc. 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Could this take away from the faculty who want to teach the GenEd section, but not the Transition course? (or vice versa) • The attraction for the faculty is having a smaller class size for a general education course, which allows for more experiential learning that is not necessarily connected to FYE issues specifically, but rather afforded through the class size. It is noted, however, that experiential learning is not a requirement of the faculty teaching the three credit general education course, as there is not a structure in place that can hold faculty accountable to such pedagogy • Could perpetuate the divide between faculty and staff by drawing faculty to the general education course, staff to the transition course • Could create a repeat of information being taught, as those teaching the 3 credit course would not be the same as those teaching the 1 credit course • Departments would lose the opportunity to recruit students to their major through the FYE general education course • Giving students skills specific to one general education course that might not be transferable to other courses • Getting the skill, but not the application of the skill (after all, we can't require and enforce a common engaged pedagogy of the FYE general education instructors) • Allows for faculty loads to stay the same in relation to the three hour course • Allows for faculty to continue to teach the same three hour course they have currently developed • There might not be enough instructors for both courses.

APPENDIX G: Co-Curriculars/Theme/Kickoff Team Report

CO-CURRICULARS

Goals	Current Aspects to Keep	Current Aspects to Remove /Change	Aspects to Add	Recommendations
1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.		The expectation that co-curriculars should be a major source for this.	A way for students to become familiar with campus resources. At least for some resources directly (i.e. writing center and others indirectly/as needed (i.e. referrals to Counseling Center).	Collaboration (e.g., committee) of common FYE culture between UHDS and FYE for the purposes of creating a seamless experience between the classroom and the residence hall experiences.
2: Demonstrate the acquisition of skills for academic achievement.	At least some co-curriculars should expressly do this, and the others are likely to do so.	Indicate that some co-curriculars should expressly do this.		Minimum of 2 co-curricular activities: Academic enrichment (discipline specific) Personal enrichment (study skills for class)
3: Continue building supportive academic, emotional, and social networks.	These demonstrate what an academic network is and help students join one. The co-curriculars that can be ties to course material can also help faculty express their "inner nerd"/love for their discipline.			
4: Engage in and demonstrate respectful and appropriate interactions within their communities.		This could be emphasized more, and is tied with the previous item.		Faculty member should be present at the academic sessions.
5: Explore their values, experiences, and beliefs to begin developing a sense of self.	Process the activity/event when completed.		Give faculty options for their events.	
6: Stimulate students' desire and interest in continuing their education.		This could be emphasized more, and is tied with being in an academic community.		

THEME

Goals	Current Aspects to Keep	Current Aspects to Remove /Change	Aspects to Add	Recommendations
<p>1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.</p>				<p>Theme should not be FYE driven and FYE should not be theme driven. Therefore the recommendations are:</p> <ul style="list-style-type: none"> • That the entire campus should embrace the theme. • Create a budget line for Theme separate from FYE.
<p>2: Demonstrate the acquisition of skills for academic achievement.</p>				
<p>3: Continue building supportive academic, emotional, and social networks.</p>				
<p>4: Engage in and demonstrate respectful and appropriate interactions within their communities.</p>				
<p>5: Explore their values, experiences, and beliefs to begin developing a sense of self.</p>				
<p>6: Stimulate students' desire and interest in continuing their education.</p>				

KICK-OFF EVENT

Goals	Current Aspects to Keep	Current Aspects to Remove /Change	Aspects to Add	Recommendations
1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.		The expectation that all students receive all information at the same time and/or be able to process it well/quickly.	See Common Experience Sub-committee	We support the Common Experience sub-committee ideas for the kick-off.
2: Demonstrate the acquisition of skills for academic achievement.		Address during small groups/dinner with faculty.		Collaboration (e.g., committee) of common FYE culture with all parties that may be involved-SDO, UHDS, FYE-(synthesize the message) that we give to parents and students during SOAR, Opening Weekend and the training of the Orientation Leaders and RAs.
3: Continue building supportive academic, emotional, and social networks.	Connects students to the class. Tshirts. Class picture.		Interactive event w/peers.	FYE Kick-off Video (Filmed and produced by 1 st year broadcasting student) be incorporate into Convocation.
4: Engage in and demonstrate respectful and appropriate interactions within their communities.	Communities here would be peers/social.		Include briefly in Convocation.	Acknowledge the student that produced the video at Convocation in some way, as well as the FYE Experience.
5: Explore their values, experiences, and beliefs to begin developing a sense of self.			Small group experience. Working with faculty.	
6: Stimulate students' desire and interest in continuing their education.		Current focus on theme and book.	All of kick-off is part of this goal in terms of welcoming students and helping them transition.	

Appendix H: Peer and Faculty Mentor Team Report

Goals	Current Aspects to Keep	Current Aspects to Remove / Change	New Aspects: Peer Mentors	New Aspects: Faculty Mentors
1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.	-Peer Mentor Manual (see: new aspects). -Peer Mentors attend class, therefore can answer questions as they arise, or offer suggestions to students who appear to be struggling.	<u>From Student Survey:</u> “Less than 1/2 agreed that having a PM helped them become more aware of where they can go on campus for help with personal or academic problems.” (see: New Aspects)	-Peer Mentor Manual: needs to be updated with resources available to students and how to teach first year students about these resources on campus. -College "How-To" programs for FYE students, run by Peer Mentors -PMs need more adequate training (or a course while PMing?)	-Create Manual for Faculty (teaching FYE or FYE Faculty Mentors). -Faculty training (in conjunction with PM training?)
2: Demonstrate the acquisition of skills for academic achievement.	-Peer Mentors currently are encouraged to provide study sessions, help with time management/study skills, and provide information about resources on campus.		-Peer Mentors need to be more adequately trained on the resources available for students, as well as how to provide study skills/time management sessions.	-Train FYE Faculty on how to teach FYE students study skills, time management, note-taking, etc. -Faculty become role models and encourage educational attainment
3: Continue building supportive academic, emotional, and social networks.	-Peer Mentors currently assist with planning Co-Curricular events. Keep this aspect, but have more guidelines. <u>-From Student Survey:</u> “About 1/2 agreed that having a PM helped them become more aware of and more active in campus events and organizations.”		-Peer Mentors engage in semester 1-on-1 meetings with FYE students in their class to create support network.	-Faculty Mentors involved in FYE residence halls will help build supportive networks between professors and students, and students with each other.
4: Engage in and demonstrate respectful and appropriate interactions within their communities.	-Peer Mentors are role models for acceptable and encouraged behaviour within FYE classes, and during co-curricular events.		-Assist with Move-In Day to engage with students in their residence communities	-Faculty Mentors would provide added role modeling within FYE residence halls and the FYE community.
5: Explore their values, experiences, and beliefs to begin developing a sense of self.	-Peer Mentors are encouraged to facilitate discussion among students after co-curricular events.		-Peer Mentors learn more about themselves through the PM course/practicum course, as well as how to encourage first year students to explore their values as well.	-Faculty Mentors could assist in this process by interacting with students 1-on-1 in more informal settings to talk about and validate the students' experiences.
6: Stimulate students' desire and interest in continuing their education.	-Keep Peer Mentors: “Peers play the most significant role in an undergraduate's growth and development during college.” (Pascarella & Terenzini, 2005).		-If the Peer Mentor program is promoted as a leadership opportunity to strive to become involved with, hopefully PMs will be more engaged and therefore more willing to engage first year students in FYE classes.	“Student contact with faculty members outside the classroom appears consistently to promote student persistence, educational aspirations, and degree completion.” (Pascarella & Terenzini, 2005).

Ideas for Peer Mentors (PM):

- Update PM Manual with increased resources
 - Create Faculty Manual (for Faculty currently teaching FYE)
- Standardize PM selection process across campus
 - PMs: required for each FYE class, or optional based on faculty preference
- Monthly series of events run by PMs for FYE students
 - College “How-To” programs, FYE faculty assist with creation and implementation
- PMs meet with FYE students in their class 1-on-1 once a semester
 - Have PMs set learning goals with FYE students during 1-on-1 sessions
- Assist with move-in day in FYE halls
 - Help with a specific floor, or somehow meet their FYE class of students at the picnic
 - Give them a ‘PM t-shirt’ to create buy-in and have them stand out as leaders
- PM Training
 - Make it more intentional and learning-focused
 - Partner with UHDS to get information on resources that the RAs are trained in
 - Larger group training day with FYE faculty, PMs, and FMs – sessions run by different stakeholders on campus to provide expertise in their area
- Compensation
 - Increased if they are involved in more training, more programs in the semester, etc.
 - Or they get credit for it from a course
- PM academic/practicum course
 - 1 or 3 credit?
 - Take before or during semester Peer Mentoring?
 - Who would teach/design curriculum?

Ideas for Faculty Mentors (FM):

- Faculty selected to become Faculty Mentors/Faculty Fellows
 - Volunteer, or paid \$\$, or receive PAA points?
- How to advertise to find FMs:
 - Department meetings
 - Get peer mentors to talk to current FYE professors
 - Talk to Chairs’ Council and then get those chairs to invite us to their meetings to reach more faculty to advertise/invite personally
- Help with move-in day in the residence halls
 - Meet with parents during move-in day at informal social event
 - Meet with students on their selected floor or section of residence
- FMs assigned to a floor or section in each FYE building
 - Meet with students informally outside of class (ex. Dining halls, sporting events, etc.)
 - Potential meal plan stipend to compensate for faculty eating in dining halls
 - Run educational/social programs in their residence community
 - Work with the RA to plan events
- Training for FMs
 - Informal session with other FMs to brainstorm ideas, or full day event in August
 - Part of Peer Mentor training?
 - Create resources binder (online or paper form)

Appendix I: Budget Team Report

FYE Budget Review FY 2010, FY 2011, FY 2012

	Theme	Book	Course	Other*	Peer Mentors	GAs/Tutors	Total
FY 10	67,768.00	35,208.00**	17,029.59	17,428.29	47,500.00	52,284.00	202,009.88
FY 11	25,566.78	2,196.00	2,947.18	459.01	42,500.00	29,120.00	102,788.97
FY 12***	44,217.35	14,490.00	4,013.50	6,572.21	45,250.00	TBD	114,543.06

* Other includes FYE conference travel, hotel, and registration; peer mentor training, manuals, and supplies; etc.

** \$15804 was paid out FY10 for FY11 book

*** As of March 29, 2012

Appendix J: Advising Team Report

Goal 1: Be aware of resources and policies, including how to access them and what they are, in order to succeed and use them when appropriate for success.

- Keep Advisors routinely teach students about resources and policies
Advisors are “go to” people for first year students
- Remove: Nothing
- Add More time with advisors in first semester to learn about resources
Advising reps in Res Halls to share info about resources & policies
Possible additional advising GAs to meet with first year students to explain policies
Add “major meetings” time back into fall orientation schedule

Goal 2: Demonstrate the acquisition of skills for academic achievement

- Keep Advisors are resources about where/how to gain skills
Advisors in some programs discuss study habits and give specific help
Advisors in OAS & Athletics receive early progress reports
All advisors receive early warning grades
Advisors help students learn how to get most from advising appointments, come prepared, understand WARD reports, know options for gen ed classes.
- Remove Nothing
- Add More time for advisors or GAs to discuss study habits and give specific help
Increase faculty use of early warning grades
Alert advisors of students missing multiple classes
Extend “Grades First” software from Athletic dept to OAS & other at risk students

Goal 3: Continue building supportive academic, emotional and social networks

- Keep Students build relationship with advisor for academic support
Advisors help students learn appropriate communication with professors & encourage them to build relationships with faculty.
Advisors refer students to counseling/ hall staff to resolve social conflict
Advisors refer students to counseling to help with emotional issues
- Remove Nothing
- Add Faculty mentors in addition to academic advisor as mentor
Peer mentors from successful upperclassmen in majors
Teach students to track their own grades and set goals for each class
More time for advisors to ask students specific questions about classes
Desire2Learn (Western on Line)—can the courses default to a date after grades are posted so students still have access to see their information after they receive a final class grade?

Goal 4: Engage in and demonstrate respectful and appropriate interactions in their communities

- Keep Advisors help students learn appropriate communication with faculty
 Advisors may help students learn appropriate classroom behavior
 Advisors teach about academic integrity when questions arise
 In appropriate majors, advisors warn about consequences of illegal behavior on future employment
- Remove Nothing
- Add: More time to teach about appropriate communication and all above

Goal 5: Explore their values, experiences, and beliefs to begin developing a sense of self

- Keep Advisors teach about the value of Gen Ed, encourage exploration of new subjects
 Advisors encourage students to explore majors, career goals
 Advisors encourage students to participate in campus activities for major or for resume building as well as personal enrichment
 Advisors provide a “safe space” for students to express concerns and questions
- Remove Nothing
- Add: More time to discuss above, including lifelong learning, moving out of comfort zone, finding value in challenging experiences, etc.

Goal 6: Stimulate students’ desire and interest in continuing their education

- Keep Advisors encourage students to explore career options and consider majors and minors
 Advisors coach students on alternative routes to specific goals when needed (which may include consideration of institutions other than Western).
 Advisors provide information regarding graduate programs, internships, etc
- Remove Nothing
- Add Help students find motivation to continue
 Additional training resources for advisors to help students identify career paths

General information about Academic Advising at Western:

All students are required to meet with an advisor at least once a semester. Students in University Advising (undeclared) are required to meet 3-4 times the first semester, and 2-3 times in subsequent semesters. Students in OAS are required to meet 8 times per semester.

Many advising departments also provide information to students via email, newsletters, social media, visits to introductory classes, etc. Some advising centers have graduate assistants and some do not.

Appendix K: Promotion Team Report

Categorizing /Nomenclature Needs Identified:

Obtain basic “categories” by which experiences can be identified and use of targeted promotion strategies to increase awareness & participation of appropriate audiences.

- Identify FYE “gatekeepers” – those persons who should receive notification for all events (regardless of category/source) to have a centralized notification/reporting of possible events in need of promotion

Logo – Fall, 2012

- Designer/Office – If through university relations, specs (per Darcie Shinberger)
 - Specs if students design: Must use the name Western Illinois University, if doing color(s), the logo should adhere to "official" U colors (2607 and 116). No use of Rocky or Belltower without prior approval from UR/Marketing and Athletics (Rocky). The design must be submitted to UR/Marketing for approval before it is finalized.
- Contest: Could possibly make create a 4 week long contest with challenge between 3 way challenge to students in Art, ITT, Engineering Technology in Fall, 2012

Prize(s) – Short bio of winner, pic on “spotlight” on home page (approved by web services); News release about student & logo.

Needs Identified:

- Identification of existing print publications (& contact persons, deadlines) to submit logo, marketing blurb to increase awareness.
- Create logo design which will remain timeless & unlikely to need revision for several years. Logo should be vector-based line art.
- Be identifiable small (web) and large (print) formats.

Possible Slogan – Based Upon Program Decisions, Fall, 2012

Needs Identified:

- Having short, memorable catch-phrases that can be used to succinctly describe goals of program in terms students can apply to their own experience (suggested 6 words or less as a beginning)
 - Examples: “*WIU FYE – Define Yourself*” or “*WIU First Year – Find Your Meaning*”
- *Need input from students, mentors, faculty*
- Could have “working slogans” to describe categories
 - Slogans would become titles of web pages in FYE website, each with goals, past examples of learning opportunities, testimonials (where possible)

Identify key words for marketing target populations – In progress

- Potential Students (should also address family members concerns)
- FYE Students – (key words which FYE students would likely use in search engines to find info)
- Institutional Awareness – (key words which could be used throughout campaign to raise awareness of FYE goals, events within the entire WIU community)
- Other – Key words which would help market news, calendar entries

Needs Identified:

- Should describe goals or have clear identifiable relationship to goals
- Should be likely search engine terms
- Get key words used in all digital communications about FYE (emails, facebook posts, newsletters, new releases, existing print publications) to begin seeding search engines
- Need to come from greater committee

Begin building baseline promotional statement (keyword rich statement to appear on all web-based promotions) – [IDENTIFIED AS HIGH PRIORITY FOR SUMMER, 2012]

- “WIU’s First Year Experience (FYE) is a **[active, positive phrase]** to **[goal]** by providing **[population]** with **[brief categories of experiences]**. For questions, please contact **[Contact person’s name, title, office, phone, email,]** or visit FYE on the web at <http://www.wiu.edu/FYE>”

Needs Identified:

- Need statement to come from greater committee. Can be working definition but should begin being used immediately in all FYE related material in digital format.

Plan Website Upgrades – (In Progress)**Needs Identified:**

- Contact info for:
 - Mentors
 - Advisors
 - FYE Faculty

Next Steps:

- **Establish and soft-launch working promotional statement within existing documents**
- Identify gatekeepers of info
- Identify slogans to match curriculum
- Obtain names & testimonials from FYE mentors, students (Housing & Academics) [completed]

Solutions

- Need to identify gatekeepers of information & provide training of existing tools for entering events, info, and resources.
- Identify “common” (keyword) terms which students would use in searches for info [in progress]
- Incorporate these into the text content on pages containing the information students are seeking [in progress]
- Provide tech-savvy teams to FYE students in the 1-2 weeks to show;
 - how to use an ecom account
 - how to use STARS
 - finding people, departments, and resources on the web
- Outreach for FYE related topics on “Class of” pages, WIU calendar, and in existing print publications
 - Tweet-ups/chats/social media engagement
- Create an FYE Facebook Page, with a multi-disciplinary admin team. [In progress]

- Create a calendar for Tutoring opportunities on campus. Possibly also create a Zimbra calendar.
 - Curate the WIU A to Z index with FYE terms (need working group)
 - Add frequent questions/answers to Knowledgebase, A - Z index (where appropriate) support page, and majors links
 - Identify FYE events that apply to all FYE students & identify gatekeeper of info to add to WIU calendar
 - Identify possible repository of digital info for FYE events with class credit (i.e., “This event is Approved for FYE credit for [list of classes]”)

FYE Promotion Committee Team Goals Assessment

Goal 1 – Be aware of resources and policies, including how to access them and what they are, in order to success and use them when appropriate for success.

Keep: Content in existing print publications, web site

Remove: Outdated content on site; old ‘FYE’ approval tab in calendar

Add: FYE specific content in top existing sites where appropriate; Facebook page & social media team; adding Major FYE Events in events calendar; RSS feed to FYE page; Zimbra FYE calendar for opt-in (with admin team); Add FYE category in Knowledgebase & seed Facebook comments from FAQs

Goal 2 - Demonstrate acquisition of skills for academic achievement.

Keep: Existing print

Remove:

Add: FYE ‘suggested timeline’ events to webcal & zimbra cal; weekly checklist reminder statements on FB comments; Suggest courseware option & Syllabus for ‘FYE Tips’ be explored. Example- ‘An average student should expect to study for [hours] to acquire the learning necessary to get an ‘A’ on this [assignment/test/project]’; 3 brief web profiles of students

Goal 3 - Continue building supportive academic, emotional and social networks.

Keep: Support page at <http://www.wiu.edu/support/> (evaluate & update)

Remove: Nothing

Add: Web site ‘run-ins’ of tips from successful upperclassmen;
Resource listing on web site for how to track grades; info put into knowledgebase

Goal 4 - Engage in and demonstrate respectful and appropriate interactions in their communities.

Keep:

Remove: Nothing

Add: FYE Facebook page & admin team regularly interact with threads on WIU Facebook walls;

Goal 5 - Explore their values, experiences, and beliefs to begin developing a sense of self.

Keep:

Remove:

Add: Category terms to be used in PR for events which support this goal.

Goal 6 - Stimulate students' desire and interest in continuing their education.

Keep:

Remove:

Add: Short run-in statement/pic of successful student in each major page on <http://www.wiu.edu/majors/>