

## FYE Town Hall Meeting #4 (Students)

**Date:** Wednesday, April 11, 2012

Capitol Rooms 4:00-5:00 p.m. (Adjourned at 5:01 p.m.)

**Individuals Present:** 25 participants, see Appendix A

### MINUTES

Introductions of FYE Team (Nancy Parsons)

Thank You to FYE Review Committee Members

FYE Overview (Katrina Daytner)

### FYE Goal #2 – Examine and select FYE components to meet the goals of FYE

- Common Reading
  - No, most did not read it
  - Want something more relatable
  - Don't want to feel like they are reading a textbook in the summer
  - Smashed from a few years ago was relatable, last few have been on the dryer side, less relatable
  - Some read it because they were scared they had to read it and didn't know what to expect
  - Some others read it because they felt the FYE program was cool and were excited for it, but felt that it was not relatable
  - 1 person in the room raised their hand for "who wants to keep the reading?"

### General Concerns and Questions

- Would this be college credit that all students have to take?
  - Yes, still 2 courses but the second one would not be a GenEd course
- Would it still be the small number?
  - Yes.
- Will that be like an extra class in the fall semester?
  - Yes, an extra 1-credit hour
- Will it be mandatory?
  - Yes, just like it is now
- I think it would be easier to put it with a class so that you can manage things easier
- Just because we're freshmen doesn't mean we have an easier schedule, so taking another credit hour can still be a lot extra
- Some concerns are not directly addressed in first year, so the transition course will help to address these issues during their first semester on campus (ex how to talk to a professor)
- My previous FYE class did not help and had nothing to do with my experience and I was only there because I had to go to it
- Concern for Veterans attending classes
  - Learned socialization skills and how to handle college from the military
  - Concern that the FYE program is a waste of time for veterans
  - What about a Veteran's-only FYE section? Sounds good to them.

- If we go with seminar plus GenEd, how will that course change from what we have currently?
  - It would still be a small class, only freshmen
  - Talk about getting rid of the co-curricular aspect to incorporate that into the Transition Course
  - (Katrina Daytner) People were teaching in different ways, so we want to provide a more common experience for all students
  - (Nancy Parsons) More of a collaborative effort between departments on campus
- Concern that the professors currently don't have time to teach the transitional issues because they have more discipline-specific concerns to cover all material → strong concern that this is not useful as a FYE GenEd, but would rather see the transitional course to focus on those issues
- Academic standards were different in FYE courses, they seemed easier than non-FYE classes
- How rigorous will the Peer Mentor process be next year?
  - These changes will be happening for Fall 2013
  - Potentially will use an application process for Peer Mentors in the future
  - Being more specific in terms of expectations
  - Focus on leadership
  - Potentially still have contact with the first year students in the spring semester when there is no FYE class b/c it is only Fall
- Inconsistency between what Peer Mentors are doing in the classes right now
  - How many of you have Peer Mentors who were involved? **6**
  - How many of you have Peer Mentors who were not involved? **9**
- What is the purpose of Peer Mentors?
  - Someone in class that has been through the process already, can provide assistance, help with co-curriculars, assist professors, be a role model, get to know students individually
- Concern for Peer Mentors not as involved as others currently
- Peer Mentors should be more involved in the actual teaching of the class
  - This can be utilized in the Transition Course
- Maybe Peer Mentors can hold study groups or give some type of extra incentive for these
  - Programs to just get students to hang out, get to know each other
- Faculty Involvement
  - This will allow students to have resources to look up to along the line when they need
- Veterans Club is already teaching those things, they don't feel like they need this type of course
  - Option would be to have all Veteran's FYE course section so they feel more connected to those students
- What topics will the Transition Course cover?
  - Still covering this, but might be: writing, diversity, social interactions, critical thinking skills, etc.
  - Will be looking for student feedback in the future to create this course
- Can you apply the Transition Course to GenEd requirements?
  - Not specifically to GenEd, but maybe in your major, depending on the major

- University of Iowa friend took a similar course that was really beneficial
- How does this affect the program in the residence halls, FYE Nights?
  - This program would take the place of those events
  - Instead, we would be in partnership with FYE and UHDS so that RAs can help program and support around those ideas (ex. Hall programs, bulletin boards, etc.)
  - Incentive for attendance in the halls
- Course Type
  - 1-class, 1-credit hour would be beneficial, 50 minutes is a nice amount of time an easy to incorporate into their workload
  - Agreement from others, but concern for being "told what to do"
  - 1-hour only seems fine
  - If you put it with a class, it will need to be a requirement that the teacher teaches that topic during the GenEd class
  - Will all this be in their syllabus?
    - Mandatory training for the faculty, same syllabus for Transition Course, training for the faculty of the GenEd as well
    - Their syllabus will support the Transition Course
- Can there be an emphasis on getting involved on campus through the Transition Course?
  - Yes, this is definitely something we are looking at as part of the goals
- Are they tied together?
  - No, they are totally separate, different students and different professors, so it is up to your schedule what you can fit in
- Advantage to the 1-hour class will free up their schedule to look into other courses instead of having to take a specific Y course
  - We can look at having a wider diversity in which FYE GenEds we offer
- What about Spring?
  - They will take the Transition course, as well as that smaller
- Co-curriculars
  - Watched a movie, answered questions and went home – how was this FYE?
  - Felt it was a waste of time
  - Go only for a grade or extra credit
  - Takes people away from doing homework or work nights (had to miss a work shift to make it to a co-curricular just to get the extra points)
  - Don't want to attend things that are irrelevant
  - Some are not required to write a paper after the co-curriculars so they just lie about going, not consistent
  - Thought that they would be more related to the course content
  - Professors are not explaining the reasoning behind the co-curriculars
  - Give students the option to select their own events that are related to their major if they already know, or students who are undecided, make a co-curricular to go see their advisor
  - Go to an event that you are interested in exploring as a graduate student, etc.
- FYE Kick-Off Event
  - Picture was cool
  - Carnival was cool (but that wasn't part of the kick-off)

- Video was cool
- Maybe bring in a concert instead for the first weekend, some other schools do this in a park near campus
- Want to meet people and get involved rather than sit through something
- Movie was cool to see what broadcasting major was
- The common reading thing was boring because we didn't read the book
- The flash mob was related to the book so that was cool
- We've had high attendance at first night fun, so can we connect kick-off to that?
- Want more interactive events
- Don't make it so boring.
- Find a way to engage students to keep students going and excited
- Can the kick-off happen before first night fun, but then have convocation on Sunday? (probably not because they want it to be part of parent's experience and then have dinner with their students and talk about the importance of education on that day rather than the "fun" stuff right away)
- If we don't eliminate it, make it different from convocation
- How did you learn about FYE when you first came to Western?
  - Discover Western
  - Registration
  - SOAR
  - Advisor
  - Camp Leatherneck
  - Advisor told student to just pick one with a "Y" at the end of it
  - It might be really cool to get FYE involved as part of SOAR program so students know what the program is and are excited for when they get to campus – use the SOS leaders, O Team to get excited
- (Tera Monroe) Idea to advertise for FYE at SOAR in the residence halls – make bulletin boards or table tents
- Can freshmen move in a day or two earlier to get to know people and make connections before school starts?

Adjourned at 5:01pm

## Appendix A

### STUDENTS AND STAFF PRESENT

<b>Name</b>	<b>Department/Year in School/FYE Professor</b>
Nancy Parsons	Provost's Office
Katrina Daytner	FYE Faculty Associate
Brenley Devlin	FYE Graduate Assistant
Tera Monroe	University Housing & Dining Services
Tenisia Adams	Senior
Jenna Decker	Sophomore
Alex Campbell	Freshman - LaFrance
Megan Crooms	Freshman - Hironymous-Wendt
Esmerelda Moreno	Freshman
Jamelsha	Freshman - Rita Kaul
Teri Covington	Freshman - Rita Kaul
Terez Haskins	Freshman - Rita Kaul
James Needham	Sophomore
Hannah Burdell	Freshman - Rita Kaul
Ellen Bowen	Freshman - Rita Kaul
Jill Morano	Freshman - Rita Kaul
Courtney Hanke	Freshman - Rita Kaul
Kylee Barnes	Freshman - Betsy Perabo
Ryan Keifer	Freshman - Betsy Perabo
Katie Taubeuschmidt	Freshman
Drew Lattuca	Freshman
Mary Betsworth	Freshman
Robin Bannister	Freshman - Betsy Perabo
Alexander Thompson	Freshman - Powell
Antonio Marshall	Sophomore - Adamski