

First-Year SeminaProposal

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Supporting document(s) provided below)

- FYS Structure and Learning Outcomes
- History of the Project
- Literature on First Year Seminars

Appendix (attached):

- FYS courses already approved by Gen Ed committee
- Qualtrics Student survey results
- FYS Student statements
- Office of Data Analysis reports on persistence rates
- Office of Data Analysis report on writing evaluation outcomes
- 2015 faculty survey on interest in FYS
- FYS Instructor Guide
- FYS course development checklist
- Cuseo, J. (2015) "The Empirical Case for the First Year Seminar: Evidence of Course Impact on Student Retention, Persistence to Graduation, and Academic Achievement"

FYS Structure and Learning Outcomes

General Education Basic Skills Learning Outcomes for FYS Courses³

Upon completion of this course, based on the four “~~ac~~”

History of Pilot Project:

WSU faculty have been developing FYS courses since the pilot program was approved by the Faculty Senate in December 2015, with the first courses approved in Spring 2016 by the general education committee, and taught in Fall 2016. A total of 19 different courses have been developed by 22 different instructors, with 45 sections being offered in the last three years. [See Appendix] These courses have been assessed with a survey of the participating students, well as with a rubric evaluating pre/post writing samples from each class. There are positive results in terms of 2019 (9)

Fidler, P., & Godwin, M. (1994). Retaining African American students through the freshman seminar. *Journal of Developmental Education*, 17(4), 34

Glass, J., & Garrett, M. (1995). Student participation in a college orientation course: retention, and grade point average. *Community College Journal of Research and Practice*, 19, 117-132.

Grunder, P., & Hellmich, D. (1996). Academic persistence and achievement of remedial students in a community college's success program. *Community College Review*, 24, 21

National Survey of Student Engagement (2005). Exploring