FYS Instructor Feedback for Faculty Senate General Education Committee – SP18

Chris Wyant [Instructor: Introduction to Innovation and Design (EN)]

Having gone through it now for two semesters, I believe my working knowledge of the student types coming in is much clearer as well as the amount of material we can reasonably cover in a semester. This will help us improve the course in the coming iterations for students given our better defined parameters. As far outside the faculty member, I believe continued help with the student coaches is important but we as faculty should have a process for engaging with the students as much or more so than the student coaches. After this course, a student will not have a coach to really help them through their remaining time here at WSU, but the relationships they build or learn to build with faculty will be crucial to them moving forward. I feel that the student coaches help by building their own relationships with students, but it would also be beneficial for students to learn to use all the resources at their disposal for academic assistance. The student coaches could lead students to the writing lab for example, where students could get feedback on their first writing assignments. They could learn and visit the different academic support groups we have here on campus, etc. I think this would help students a tremendous amount, especially those who are having trouble coping with the college requirements and environment.

Otherwise, we could also took about student engagement and motivation, and discuss measures which show how these courses impact students in those regards. I think if these FYS courses showed upticks in engagement and motivation for students, we would see increases in a dramatic number of other positive goals as well.

David Hunsicker [Instructor in Music as the Key to My Success – also required enrollment in ensemble course]

I think it is important to develop a solid framework or outline for FYS before additional courses are developed. I found it difficult to incorporate new components after the fact. If 80% of the core is set, followed by an overlay of 20% original content on top, that sets up a manageable expectation. I had 80% of my course content the way I wanted, then had to incorporate 80% of the FY objectives. Things got left on the cutting room floor as a result.

I honestly imagine those bugs are worked out, but that would be my only concern.

Dr. Daniel Bergman, College of Education Associate Professor & Instructor of FYS course "Superheroes Go to School."

Student Comments from Course Evaluations:

- "I went into this class thinking it would be a blow off class but it ended up being fun and knowledgeable."
- "This made the transition to college more fun."
- "Treated us like actual human beings and he cared about us. If we had any kind of problems/sickness he was truly concerned how we were doing."
- "I enjoyed group work and the assignments were relevant to what we learned in class."
- "It's different than what I expected. It's not a regular class. It was interesting. I liked how examples like movie clips were shown."
- "It doesn't feel like a class because I didn't dread going to it. The instructor finds a way to make it very enjoyable."
- "I liked how we connected everything to superheroes. We followed the path of the class by doing this. Everything was intentional."

- "I honestly liked the course. Although it was a more laid back course, it was still very helpful and interesting. Also I liked how there were big projects overall instead of smaller more frequent ones. This was one of my favorite classes to attend."

Strengths/Benefits/Ideas from Faculty Instructor's perspective:

- Immediate connection for <u>new students to WSU community</u> (and each other) through campus events, student services, WSU Reads, Service Learning, Library tutorial, etc.
- Helpful to have a balance between interesting topic of course and exploring this topic through the <u>structured requirements</u> of FYS: Debate Project, Library Tutorial, WSU Reads, etc.
- Ensures that all new WSU students have <u>orientation to library and research tools</u> (tutorials, guest speakers, research projects).
- <u>Earlier and direct contact between faculty member and students</u> with majors/minors in same program/college.

<u>Ashley Estes [Success Coach this semester]</u>

I think this would be a great class to require! It offers so much help for freshman, but I do think there should be some rules, like this should only be for true freshmen and the classes should have a mix of various majors not just all engineering students in the engineering FYS.

<u>Success Coach feedback from fall 2017</u>

- Library presentations/information literacy needs to be better coordinated between instructors and the library.
- Service-Learning component needs better coordination between options and instructors.
- Unsure of financial literacy component in all courses.
- Coaches feel like student success content isn't intentionally made part of each course consistently. Some topics are missing from some classes.
- If multiple sections are offered in one college (Engineering), then the course expectations should be the same. If instructors were doing the same assignments, expectations in individual courses varied greatly.
- Engineering course is stressing students out.
- GREAT example from EN course on how to use service-learning component to influence their design for the Koch Design Challenge Competition.
- Solutions by Design (BSB) has a meaningful service-learning project and had a lot of engaging activities.
- Students are getting along well with each other and developing friendships in many courses.
- A couple of sections seemed advanced for a first-year student course.