Curriculum Committee Approval on Tuesday, October 22, 2019

MEMORANDUM_____

TO: Faculty Senate

FROM: Susan Ross

DATE: October 31, 2019

SUBJECT: Curriculum Proposal #19-20-03

The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             Carol Tannous

FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Curriculum Committee

FROM: Dr. Richard Harvey

DATE: September 20, 2019

SUBJECT: Curriculum Proposal #19-20-03 – SOAR 1100

The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

I strongly support the approval of this proposal.

cc: Richard Harvey
                Cheri Gonzalez
                Laura Ransom
                Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	
School/Department/Program:	School of Education, Health and Human Performance/NA/NA
Preparer/Contact Person:	Carol Tannous
Telephone Extension:	x4025
Date Originally Submitted:	September 10, 2019
Revision (Indicate date and label it Revision #1, #2, etc.):	Original Request
Implementation Date Requested:	August 2020 Fall Semester 2020

I. **PROPOSAL**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II– V. If any section does not apply to your proposal, reply N/A.

   A. Deletion of course(s) or credit(s) from program(s)

   <div align="center">

   Total hours deleted. **0**
   </div>

   B. Addition of course(s) or credit(s) from program(s)

   SOAR 1100 (1)

   <div align="center">

   Total hours added. **1**
   </div>

   C. Provision for interchangeable use of course(s) with program(s)

   N/A

   D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

   N/A

   E. Other changes to existing courses such as changes to title, course number, and elective or required status.

   N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

   Course is owned by the university. The course title, credit hours, and prerequisites are listed below:

   SOAR 1100 First Year Seminar
   One credit hour (Prerequisites: none; Co-requisite: none) (This course will be required as part of the new Common Core Curriculum and has been approved by that committee.)

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

   See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

   See Appendix C

4. In order to meet the requirements as outlined in Goal 1 of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

   See Appendix D

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

   Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

   Adding SOAR 1100 to the Common Core curriculum will not affect the total 120-hour requirement for graduation.

III. **RATIONALE FOR THE PROPOSAL**.

A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

   According to the National Center for Educational Statistics (NCES), the average national graduation rate is 59 percent. From 2018 institution Integrated Postsecondary Education Data System (IPEDS) data, Fairmont State University's graduation rate is 36 percent. Research done on the correlation between participating in a First-Year Seminar and graduating from college found that first-year seminar participants are more likely to graduate within four years than nonparticipants (Pascarella & Goodman, 2006). Since this course was piloted in fall 2018, we have yet to see the graduation rates from participants of SOAR 1199.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

   It is expected that Fairmont State will join the other 89.7 percent of other institutions that are seeing the positive impact of the First-Year Seminar on their retention and graduation rates (Young, 2018).

A request has been sent to the Provost and President Martin for the following: Instructors will be paid a flat rate of $700 to facilitate a 1-hour first-year seminar. Assuming the target size of the incoming class is 1,000 students, 50 sections will be needed at $35,000.

Classroom space will need to be dedicated to this course. It is proposed that two classrooms be dedicated to SOAR 1100 Monday-Thursday from 8 a.m. to 4 p.m. to ensure 50 sections can be offered.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

N/A

Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this propos (Young, 2018)al.

See Appendix E

V.   ADDITIONAL COMMENTS.

APPENDIX A
B.X. Degree in XXXXXXXX
Current Program

Required Major Courses	HRS
TOTAL Required Major Courses	XX
Major Electives	XX
Minor Requirements/Electives (if minor is required)	XX
TOTAL HOURS FOR MAJOR (and minor if required)	XX

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	X
Major Course - PSYC 3310	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	X
Major Course - PSYC 3310	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
ENGL 1109	
Attribute IG – Oral Communication	3
COMM 2200 or 2201 or 2202	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	3
Any course in IV	
Attribute V - Health	3
PHED 1101 or SCIE 1000	
Attribute VI - Interdisciplinary	3

	SOCY 2200 or any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course - PSYC 1101	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Any GEOG course in VIII	
Additional General Studies hours		X
	Major Course - PSYC 3390 writing intensive course	

TOTAL GENERAL STUDIES HOURS	**39**

TOTAL FREE ELECTIVES	**XX**

TOTAL HOURS	**120**

NOTE:

The text highlighted in yellow is to serve as an example. Please replace the text with your current program requirements using the format indicated. When an Attribute is satisfied by a major course, simply place an "X" in the hour's column, since the hours have already been counted in the major. Otherwise, indicate how the Attribute will be satisfied and insert the hours to be counted in General Studies. Before submitting your proposal, please remove the highlighting and this paragraph.

Required Major Courses	HRS
TOTAL Required Major Courses	**XX**
Major Electives	XX
Minor Requirements/Electives (if minor is required)	XX
TOTAL HOURS FOR MAJOR (and minor if required)	**XX**

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	X
Major Course - PSYC 3310	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	X
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Attribute IG – Oral Communication	3
COMM 2200 or 2201 or 2202	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	3
Any course in IV	
Attribute V - Health	3
PHED 1101 or SCIE 1000	
Attribute VI - Interdisciplinary	3

	SOCY 2200 or any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course - PSYC 1101	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Any GEOG course in VIII	
Additional General Studies hours		X
	Major Course - PSYC 3390 writing intensive course	

TOTAL GENERAL STUDIES HOURS	**39**

TOTAL FREE ELECTIVES	**XX**

TOTAL HOURS	**120**

NOTE:

The text highlighted in yellow is to serve as an example. Please replace the text with your proposed program requirements using the format indicated. When an Attribute is satisfied by a major course, simply place an "X" in the hour's column, since the hours have already been counted in the major. Otherwise, indicate how the Attribute will be satisfied and insert the hours to be counted in General Studies. Please remember that the General Studies component of your program must have at least 30 hours outside the major prefix. Before submitting your proposal, please remove the highlighting and this paragraph.

SOAR 1100—First-Year Seminar (1 credit hour)
SOAR students will gain the knowledge and tools needed to achieve academic success and participate in personal growth activities that help them to develop the qualities of a college-educated person. Additionally, students will develop strong connections with faculty, staff, and other students who will walk with them throughout their college career.

Course Outline for SOAR 1000 First Year Seminar

Lesson Plan: Welcome, Introduction, & Community Building
- Assignment— Students to create Trail Names
- Assignment – My Story

Lesson Plan: Interactive Syllabus, Creating Course Goals
- Handout - Course Syllabus
- Handout - Group Activity: Syllabus Search
- Syllabus Search Key
- Assignment: Creating Course Goals

Lesson Plan: Campus Resources
- Activity/Handout – Finding Your Way to Campus Resources (Support Services Scavenger Hunt)
- Assignment – Go and Grow

Lesson Plan: Mastering Time
- Assignment: Fixed Commitment Calendar
- Assignment: Office 365 Semester Calendar
- Activity – To Do List

Lesson Plan: Academic Values, Behaviors and Dispositions
- Values/attitudes/behaviors students should expect from each other in a class
- Review Common Academic/Classroom Etiquette Behavior

Lesson Plan: Writing and Reading to Learn
- Note taking practice from Library Instruction Video
- Reading to learn practice from academic article
- Assignment: Turning Your Notes into Study Guides

Lesson Plan: Navigating Your Academic Path
- Open Study Guide Quiz: Library Instruction
- Handout– Finding Your Model Schedule and Graduation Requirements
- General overview of the course registration process
- Assignment: Navigating Your Academic Path

Lesson Plan: Academic Policies
- Handout- Academic Policies
- Activity: Identify the correct Academic Policy
- Assignment: 16 Personalities Assessment

Lesson Plan: 16 Personalities & Group Selection
- 16 Personalities Review Activity
- Group Project Group Selection
- Activity Handout – We Are Team
- Assignment: Common Interest

Lesson Plan: Intro to Group Project
- Introduce Common Interest topic and expectations for Group Project
- Group Presentation Overview
- Assignment – Research Group Presentation Subtopic

Lesson Plan: Group Project Team Time
- Groups are given time to work together
- Assignment –Presentation Subtopic Selection
- Handout –Group Presentation Checklist

Lesson Plan: Group Project Presentations
- Group project grading rubric
- Assignment —Dynamics of Working in a Team Reflection

Lesson Plan: Diversity
- Inclusion Video
- Roundtable Discussion about Inclusion Video

Lesson Plan: Developing Grit & Positive Mindset
- Handout - Grit Test, Mindset Test
- Assignment – Grit, Mindset & Future Students

Finals Week– Culminating Event: SOAR Games

Outcome Competencies and Methods of Assessment
SOAR 1101 First Year Seminar

Outcome Competencies

Students should demonstrate a successful transition into and through the first year of college by learning about and applying academic tools and through responsible and active participation in the FSU community.

Outcome	Assessment
Establish connections with other students, faculty and staff	70% of students will have established a connection with other students, faculty and staff
Evaluate, select, and apply appropriate strategies and tools that promote academic success	70% of students will earn a 80% or better on the academic success assignments
Demonstrate a sense of identity	70% of students will earn a 80% or better on the sense of identity assignments

Methods of Assessment

Establish connections with other students, faculty, and staff

1. Attend class.

2. Engage in daily class discussions, roundtables, and structured in-class activities.

3. Articulate *My Story* Assignment to create connection between individual student and faculty.

4. Utilize a Team Scavenger Hunt to learn about campus resources and support services.

5. Research and determine a common-interest topic for a group project.

Evaluate, select, and apply appropriate strategies and tools that promote academic success

1. Apply the following academic strategies and learning experiences to individual courses:
   - Creating course goals
   - Utilizing fixed commitment & Outlook calendars
   - Transforming notes into study guides
   - Identifying grit & establishing positive mindset

2. Plan and present a group project.

3. Navigate an academic path.

Demonstrate a Sense of Identity

1. Explore opportunities for academic, social, and cultural interactions and identify areas of interest.
   - *Go & Grow* assignment
2. Discuss what it means to be a part of a global community, promote inclusion, and affirm differences among people.
   - Video and roundtable discussion
3. Analyze how personality type relates to interacting with others socially and academically.
   - *16 Personalities* assessment
4. Assess level of connections with others, academic and personal growth.
   - SOAR Final Culminating Activity

APPENDIX D
Outcome Competencies and Methods of Assessment
SOAR 1101 First Year Seminar

Methods of Assessment

GRADING	% of TOTAL	VALUE	POSSIBLE POINTS
Attendance	30%	15 classes x 20 points	300
Participation	15%	15 classes x 10 points	150
Assignments	22.5%	9 assignments x 25 points	225
Group Project	12.5%		125
Final Exam	20.0%		200
TOTAL PERCENTAGE	**100%**	**TOTAL POINTS**	**1000**

MEMO

To: FSU Curriculum Committee
From: Jim Matthews, Chair of General Studies Committee
Re: SOAR Freshman Seminar Course
Date: 9/5/2019

In spring of 2018, the General Studies committee approved the SOAR 1199 course for inclusion in the new Core Curriculum as an option to meet the Freshman Seminar requirement. At Carol Tannous' request, I have verified that the outcomes and assessment measures included in her SOAR curriculum proposal remain the same as those that the committee approved so it would remain in the Core without additional action from us.

Works Citied

Pascarella, E. T., & Goodman, K. (2006). First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from How College Affects Students. *Association of American Colleges & University Peer Review* .

Young, D. (2018). Data from the 2017 National Survey on The First Year Experience: Creating Connections to Go Beyond Traditional Thinking. *Midwest First Year Experience Conference.* National Resource Center for the First Year Experience.