

Central Connecticut State University

UNIVERSITY SENATE ACTION

Senate Motion Number FS 20.21.026B

TO: President Zulma Toro

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **FYE Task Force report**, is presented to you for your consideration.
2. This motion was adopted by the University Senate on **04/19/2021**.
3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.
4. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.
 - a) By **05/28/2021**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
 - b) By **06/14/2021**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

05/28/2021

Date

Frederic Latour

Frederic Latour, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Zulma Toro

1. Motion Approved : _____
2. Motion Disapproved: _____ (Explanatory statement must be appended).
3. Action "is deferred": _____
4. Resolution Noted: _____
5. Other: _____

**The financial recommendations must go to UPBC and IPC in due time.*

6/25/2021

Date

President Zulma Toro

**First Year Experience Task Force Report
April 1, 2021**

Motion to The Senate:
1) RECEIVES the report of the task force;
2) SUPPORTS the establishment of a position or positions of leadership for FYE;

Introduction:

The FYE Task Force began its work in Fall 2019 with a charge to develop a comprehensive first year experience for our students. We were instructed to “think big.” Clearly no one was predicting the situation we find ourselves in with the pandemic. In this document we describe our recommendations for an FYE initiative for students entering CCSU under “normal” conditions. However, we believe that some of the FYE programming outlined in this report can be adapted to assist in our current situation. The pandemic has prevented the piloting of FYE courses this past year, but the First Year Experience Task Force strongly recommends that departments offer FYE courses in Fall 2021 to meet the needs of our incoming students. Best practice guidelines will be provided to the extent possible. Some FYE instructor training for a small FYE-C pilot is planned for Fall 2021.

3) makes the existing task force into the interim advisory body for FYE;
4) SUPPORTS the pilot of the new FYE course for Fall 2021;

The original name of this task force, “First Year Program,” was selected so as to move away from the narrow perception at CCSU that the FYE is simply a course. After 7 members of the Task Force attended the FYE Conference in February 2020, it was clear that “First Year Experience” is broadly understood in Higher Education to represent the comprehensive experience we wish to create for our students, and that we should return to using FYE and continue to educate the CCSU community as to what a robust FYE entails.

Task Force Structure:

Prior to establishing the task force, Dr. Jan Bishop and Dr. Mark Jackson held a phone conference with Dr. John Gardner, FYE founder, who helped establish an understanding of the process needed to develop a comprehensive first year experience and to identify key stakeholders to include in the process.

with a requirement to report to the Senate within one year.

The FYE task force was established by the President of the Faculty Senate in Fall 2019 with a request that the Vice President of the Faculty Senate head up the initiative. This request was extended in Fall 2020.

The original Task Force consisted of a Steering Committee (chair and 4 members) and three subcommittees, each with a chair or co-chairs. The three subcommittees are 1) Pre-collegiate, 2) First Year Course, and 3) Engagement. In 2020 the structure remained with the exception

that one member of the Steering Committee became a consulting member as new duties would not allow the necessary time commitment.

Full membership of the task force is located in Appendix 1.

All members of the task force are volunteers representing CCSU units that will play pivotal roles in the development and implementation of a comprehensive First Year Experience.

- Steering Committee: Jan Bishop (chair), Scott Hazan, Martha Kruey, Jeremiah Jarrett, and Pamela Whitley (consulting member, 2020)
- Pre-collegiate Subcommittee: Maria Santilli (Chair),
- First Year Course: Kristine Larsen (Chair)
- Engagement*: Kevin Oliva, James Mulrooney & Justine Gamache (Co-Chairs)
- Student Representative: Fernando Costa

*This subcommittee is a result of the merging of two of the original subcommittees: Integration, and Support.

EXECUTIVE SUMMARY

Mission Statement: The First Year Experience at CCSU is a comprehensive, deliberately integrative program that supports the academic and personal growth of all students transitioning to the university.

Vision Statement: First Year students are engaged in a vibrant and supportive CCSU campus community in which they develop the foundational skills necessary to reach their full potential.

Strategic Plan Alignment:

Since FYE programming supports a wide range of activities including but not limited to building a sense of belonging, academic skills, activities, and club involvement and mentorship for students (peer, faculty, professional advisors) and professional development for FYE-C instructors, the program will support the Strategic Plan Goals 1-4. Specifically, the recommended action items in this FYE report fulfill Goal 1.2.A which states, "Develop and implement a comprehensive, multi-faceted First-Year Experience Program."

Summary Points & Action Items:

The following summary points and suggested action items are the result of integrating the information from the three subcommittee reports which are in Appendices 2-4.

- **Leadership:** It is imperative that one or more individuals oversee the FYE program. The Task Force has been able to move forward some initiatives and can continue to do so in a limited fashion, but to create a sustainable FYE program formal leadership with dedicated time and resources is required. We recommend a Director or Dean of FYE, or two individuals with shared responsibilities. A suggested job description can be found in Appendix 5.
 - Action Item:
 - AY 2021/2022 - Hire new leadership or assign responsibilities to existing leaders with an emphasis on ability to collaborate effectively across Academic and Student Affairs perspectives.
 - Spring 2021 – Faculty Senate creates an Advisory Group that will include faculty, staff and students with the purpose of collaborating with and advising the FYE leadership.

- **Coordination through communication:** A complete timeline needs to be established and maintained so that a “high touch” program with frequent interfaces with first year students occurs seamlessly even as it is being delivered by a number of individuals in various campus units.
 - Action Items:
 - Fall 2021 – FYE leadership collects information from all university entities to create a timeline with any known communications/interactions with first year students. This would include date/time of any points of contact starting with pre-admissions.

- **Student Advising:**

First-year student advising should be initiated by the professional advisors during orientation and then through faculty contact before/after convocation.

 - Action Item: (pending decisions on dual-advising)
 - AY 2021/2022 - Determine how to structure the faculty/student meeting and feasibility of meeting before and/or after convocation.

- Information & Resources: The “first touch” for students often occurs through the admissions office, but it may also be through departmental outreach or community engagement projects. Whenever that first contact is made, students should be made aware of the Information Hub as a resource.
 - Action Items FYE Leadership/Advisory Group will:
 - AY 2021/2022 – identify and develop FYE specific modules for students on the information hub.
 - AY 2021/2022 – identify and develop FYE specific modules (resources) for faculty, staff, and peer mentors.
 - AY 2021/2022 – create a family information hub w/FAQs.

- Mental Health: As students transition from high school to college, the adjustment often can be challenging and have a negative impact on students’ social and emotional well-being, as well as their academic success. Ensuring that students are aware of available counseling services on campus and reducing stigma associated with talking about and seeking mental health care will facilitate timely and successful referrals to address first year student mental health needs as they arise.
 - Action Items:
 - Summer 2021 – Student Affairs incorporates information about counseling and other student support during the Orientation Program.
 - Fall 2021 - Incorporate a statement on the syllabi of FYE courses that speaks to the availability of counseling services on campus.
 - Fall 2021 – Student Affairs implements Mental Health First Aid training for faculty and staff across divisions at the University.

- Peer Mentorship: There is strong evidence that student learning is enhanced when peer mentorship is incorporated in the first-year experience. We recommend that the peer mentoring that already occurs during new student orientation continue in the first-year experience course (FYE-C).
 - Action Items:
 - AY 2021/2022 – FYE leadership/Advisory Group creates an FYE peer mentorship program including training.
 - Develop FYE training for Residential Assistants (RAs).
 - Create a new FYE mentor program specifically to develop peer mentors for commuter students.

- A Common and Inspiring Identity: First-year students need to learn and experience what it means to be a Blue Devil. This is the beginning of a proud image we hope they carry

with them the rest of their lives. While this exists to an extent, it can be mindfully developed through common experiences, the development and learning of shared traditions for the entire university as well as for the entering class. It is important to recognize and provide for the different needs of students (first gens, residential/commuters, nontraditional, etc.) but it is also important to bring these groups together to form a single first-year class.

- Action Items AY 2021/2022 – FYE leadership/Advisory Group:
 - Identify current traditions occurring at the university level and in subgroups of the university (i.e. program, department, residences, clubs etc.)
 - Develop/identify opportunities for the incoming class to learn university traditions and develop class traditions.
 - Consistent messaging from acceptance through the first-year experience.
 - Determine a secondary identifier (in addition to graduation year) to use to identify the class.
- Color/symbol Branding of FYE: The use of one color and a new logo will help make materials and event promotions more recognizable to first-year students and also help build a sense of identity as a cohort within the CCSU student body.
 - Action Items AY 2021/2022 - FYE leadership/Advisory Group:
 - Create an FYE symbol that appears with all FYE information, etc.
 - Identify and use one color for all things FYE (i.e. communications, t-shirts, brochures, socks etc.)
 - Have students create quality “swag.”
- Outreach to High Schools and Guidance Counselors: This outreach is intended to highlight our FYE program and garner advice from guidance counselors on how best to transition students to college.
 - Action Items AY 2021/2022 – FYE leadership/Advisory Group:
 - Develop FYE multi-media materials (i.e., print material, video, social media, etc.) to accompany and/or supplement admission’s and departmental outreach materials.
 - Create an advisory board of high school guidance counselors, FYE faculty and staff, and representatives from other constituencies to provide input on best-practices for the high school to college transition.

- Diversity, Equity & Inclusion: First-year students will be introduced to important issues and practices which are essential to creating a welcoming and equitable campus climate.
 - Action Items AY 2021/2022 - FYE leadership/Advisory Group/Student Affairs in collaboration with the Office for Equity and Inclusion:
 - Ongoing Title IX training
 - Ongoing Skill-based workshops (i.e., multi-cultural competence, microaggressions, etc.) available to all subsets of first-year students (commuters, residents, etc.)

- First Year Experience Course (FYE-C): The FYE-C will provide all students an introduction to the physical campus, to academic and nonacademic resources, and to practical skills (i.e. time management and study habits) that will help them be successful.
 - Action Items AY 2021/2022 – FYE leadership/Advisory Group and FYE-C Instructors:
 - Finalize the format(s) in which the course will be offered.
 - Determine the Elements of a Philosophical & Practical Framework.
 - Develop Learning Outcomes, Pedagogies, & Assignments.
 - Determine the number of needed sections.
 - Pilot and assess a small number of course sections in the fall 2021 that will implement best practices recommended in the subcommittee report
 - Identify and train FYE-C peer mentors.
 - Determine the role of a “common/uncommon read/film.”
 - Instructor Training.
 - Work with the new LLC Program to best serve our students.

- Programmatic Assessment:
 - It is strongly recommended that assessments be developed for all the elements of the proposed First Year Experience. The Faculty Senate FYE Ad-hoc Committee (Spring 2019) found that very little assessment was done on previous models. The resulting gap is that there is insufficient data to use to make decisions on future models. There are some institutional reports available that can be used. The FYE leadership/Advisory Group will:
 - Apply assessment tools such as Student Climate Survey, National Survey of Student Engagement, and Beginning College Survey of Student Engagement, and CIRP Survey.
 - Develop new tracking/assessment tools for the entire FYE program.

IN SUMMARY:

This report is a collaborative effort to make well-informed recommendations for creating a comprehensive FYE program for the university that will benefit first-year students by building a CCSU identity and promoting student success. We believe first-year student success will also improve overall retention and graduation rates.

LIST OF APPENDICES

1. Members of the FYE Task Force
2. Pre-collegiate Subcommittee Report
3. Engagement Subcommittee Report
4. FYE-C Subcommittee Report
5. FYE Leadership Job Description
6. Task Force Timeline of Activities
7. Assessment Reports

APPENDIX 1: Members of the FYE Task Force

Last Name	First Name	Department
Alicandro	Jean	Residential Life
Bigley	Mary Pat	Dean's Office Rep: SEPS
Bishop	Jan	Physical Education & Human Performance
Cohen	Diana	Honors Program
Conway	James	Psychological Science, Dean's Office Rep CLASS
Costa	Fernando	Student SEPS
Frank	Lisa	Finance Academic
Gamache	Justine	Engineering, Science and Technology
Ginter	Victoria	Student Wellness
Hall	Lawrence	Admissions
Hansen	Joy	Library
Hazan	Scott	Student Activities and Leadership Development
Jarrett	Jeremiah	Biology, Senior Presidential Fellow
Kusaila	Michelle	Accounting Academics
Kruey	John	Student Explore Central
Kruey	Martha	Library/Academic Support
Larsen	Kristine	Geological Sciences
Loughlin	Brigid	Student, CLASS
Lim	Hyoung-Sook	Management and Organization
Marquez	Caroline	Explore Central
Maynard	Jillian	Library
Mulrooney	James	Interim Associate Dean, SEPS
Nicoll-Senft	Joan	Special Education and Interventions
Noto	Avery	Student, CLASS
Oliva	Kevin	Center for Student Athletes
Olson	Elizabeth B.	English
Petterson	Paul	Political Science
Poirier	Kathy	Student Center
Pudlinski	Christopher	Communication
Raajpoot	Nusser	Marketing
Rodriguez	Reymond A.	Student, SEPS
Russo	Michael	Student Wellness
Santilli	Maria	New Student Programs
Santoro	Karen	Math
Smith	Robin	Political Science
Snyder	Jason	Marketing
Tellier	Amanda	Registrar
Thamma	Ravindra	Manufacturing Construction Management
Whitley	Pamela	Office of Equity & Inclusion
Williams	Louise	History
Zukowski	Johanna	Student SGA Officer

APPENDIX 2: Pre-collegiate Subcommittee Report

First Year Experience - Task Force Pre-Collegiate Sub-Committee Submitted 6/22/20 - Revised Spring 2021

Committee Members*: Maria Santilli, New Student Programs; Diana Cohen, Political Science; Victoria Ginter, Student Wellness Services; Kristine Larsen, Geological Sciences; Hyoun-Sook Lim, Management and Organization; Robbin Smith, Political Science; Jason Snyder, Marketing; Scott Hazan, Student Activities/Leadership Development

*A student was part of the committee but failed to attend meetings or participate.

Overview:

The Pre-Collegiate Sub-Committee met bi-weekly from November 2019, through the campus closure, up until the middle of May 2020. Before exploring recommendations, we agreed upon the following description of what “Pre-Collegiate” encompasses:

- Everything that happens after students have made a deposit and before classes begin.
 - Communication to accepted students.
 - Communication to confirmed students.
 - Communication to registered students.
 - Communication with families of registered students
- Communication/outreach with high schools
- Programming that helps students envision themselves as Blue Devils.
- Summer Orientation programs (Two Day Orientation programs, One Day Orientation programs, Family Orientation programs)
- Opening Weekend programs (Move-In Day, Opening Day, Convocation)
- Peer mentorship received from Orientation student leaders.

Expected Outcomes in terms of Student Benefit:

- Clear, consistent, and coordinated communication to prospective students and their families. Coordinating all efforts made towards new students and clearly communicating information (campus-wide) will make the post-confirmation process easy for new students and their families. Providing a “good first impression” during the “pre-collegiate” period with consistent and coordinated communication should improve the experience of first students and therefore enrollment of new students in the Fall.
- More high school students will take advantage of pre-collegiate programs offered by the university (such as “Blue Devil for the Day”).

- Sense of belonging - Blue Devil identity.
Provide detailed information and engaging experiences for prospective students which will allow them to envision themselves as Blue Devils and be more likely to enroll at CCSU. The orientation experience will connect new students to orientation leaders, staff, and faculty reinforcing that they are part of the CCSU family.

Current Campus Offerings/Activities:

- The Office of New Student Programs plans and runs 6-7, two-day orientation programs for first- year students, during June and part of July.
- The Office of New Student Programs plans 1-2, one day program(s) in August for students who were unable to make the early summer sessions.
- The Office of New Student Programs provided an Online Orientation in 2020 that encompassed all information that would have been shared with new students at a two-day on-campus orientation. This online orientation was continuously shared as a resource throughout the year, with 1400 students currently listed as a user on the platform.
- The new CCSU Chatbot will improve the way new students and their families will access First- Year Student information.

Current Strengths and Weaknesses:

- Strengths:
 - The **two-day orientation** program saw its first full year of implementation in 2019. Ninety nine percent of new students attended Orientation, and overall evaluation results were positive from both students and family members who attended. (Appendix 6) First-year students formed connections with the campus and orientation leaders throughout the summer and felt connected upon beginning their Fall semester. This is evident by seeing the substantial number of first-year students participating in student club and Student Activities and Leadership Development (SALD) events during “Weeks of Welcome”, as well as seeing the number of first-year students who applied to become Orientation leaders for 2020. More than half of the 90 applicants were first-year students.
- Weaknesses:
 - **Staffing:** In order to facilitate more program initiatives and better campus-coordinated programming, additional FYE staff are needed. Currently, the Office of New Student Programs is staffed by one individual; a search for a Program Assistant has begun after being put on hold in October 2020. We do not have a Director/Coordinator of FYE.
 - **Campus-wide Onboarding Plan:** There should be a stronger emphasis at coordinating a campus-wide onboarding process that is communicated and followed across the entire campus. While various departments and divisions may have

“onboarding” plans, this is something that needs to be coordinated campus wide.

Recommendations:

The First Year Experience Pre-Collegiate Sub-Committee recommends the following:

- 1. Comprehensive Campus-wide Onboarding Plan:** CCSU must coordinate among all divisions (Academic Affairs, Enrollment Management, Student Affairs) to develop a comprehensive communication plan for onboarding new students. We recommend a campus wide initiative be taken to develop an onboarding timeline to determine what information gets sent to new students and when, and what methods of outreach are the most effective based on the message. A critical examination of information sharing, and by which office it is sent, for parents and families should also be considered in this plan.
- 2. Online Module:** The resource hub for new student orientation should be expanded for use throughout the first year. The New Student Programs Office has contracted with Advantage Design and is providing new students with this service during orientation. We recommend examining what other benefits this service offers to expand resource offerings beyond the two-day Orientation program.
- 3. Family Outreach:** Information sharing with new students’ families is critical. It is recommended that this outreach go beyond the Parent/Family Facebook that presently exists. Since the original writing of this report, the Director of the New Student Office, in collaboration with IT and Advantage Design, has been working to implement a Family portal. The Parent/Family Facebook is managed by the New Student Office. The recommendation is to continue this development and coordinate it with FYE activities.
- 4. Blue Devil for a Day:** The Admissions Office has a program in which prospective students are invited to spend time on campus, and the School of Business has done something similar in past years. We recommend that CCSU offer one comprehensive “Blue Devil for a Day” program. Robbin Smith, Chair of the Political Science Department, initiated a plan to pilot this type of outreach in Spring 2020, however, this was not executed due to the pandemic and the campus closure.
- 5. Peer Mentor Program:** Research indicates that retention rates among first-year students improve when universities implement a peer mentoring program. Orientation leaders from the pre-collegiate phase could be recruited and trained to serve as peer mentors to maintain continuity and further strengthen connections between new students and the university. We also recommend having a dedicated staff person to recruit, coordinate and train peer mentors.
- 6. A Common Read:** A common read is considered a best practice for first year experience programs, but a decision has not been unanimous on whether a common read would be effective or well received. In addition to a “Common Read,” we recommend exploring a variety of information delivery formats including “Common Ted Talk” and “Common

Documentary/Movie.” Recent discussions with the FYE Steering Committee included the idea of weaving “Common Values” throughout the first-year experience (events, course, etc.) including use of some type of common read/movie. If an experience such as the common read is adopted for FYE, implementation of some aspects of it into pre-collegiate events should be explored.

7. **Activity-Based Common Experience:** This is one or more activities planned to help bring incoming students together through out-of-classroom experiences such as “into-the-woods” type programs, selfcare/meditation, community outreach etc. These programs are intended to impart a shared understanding of the history and traditions of CCSU to create unity and a sense of connection to CCSU.

Resources currently available to meet the recommendations:

- Online Module
 - In April of 2020, access to the online orientation platform was purchased from the savings of not having two-day orientation programs due to the pandemic at the cost of \$17,500. This was a one-time fee. Yearly renewal costs of \$5,000 will be paid by New Student Programs.
- Blue Devil for a Day
 - There are individual programs that offer college classroom experiences. These include Journalism, Vocational –Technical Education (VTE), Dance and programs in the School of Business. When an individual reaches out to admissions requesting to sit in on a class, admissions works with their student workers to provide this opportunity. Athletics also brings students in for an all-day and overnight experience as part of their recruitment process. These are all potential components for a broader “Blue Devil for a Day” experience.
- Peer Mentor Program
 - There are currently various mentoring programs on campus aimed at first year students.
- A Common Read
 - The library has resources and methods for acquiring literature.
 - Multiple books were collected at the FYE Conference, that could be considered if the University goes in the direction of a Common Read.
- Activity-based Common Experience
 - none

Resources needed to meet the recommendations:

- Comprehensive Campus-wide Onboarding Plan
 - a. This will require a decision to be made regarding the method for communication. There has been discussion that a Customer Relationship Management (CRM) would work for this. Currently Enrollment Management is implementing a new CRM, which will be able to support this.
- Blue Devil for a Day
 - a. This will require a person to coordinate and work across divisions.
- Peer Mentor Program
 - a. This will require a person to lead and coordinate the recruitment, selection, training, and supervision of peer mentors.
 - b. This will also require a budget to compensate peer mentors, or a plan for academic credit.
 - c. Evaluation of current peer mentor training needs to be assessed (or shared if currently being assessed) and used to guide the development of orientation leaders who may continue to be trained to become FYE course peer mentors.
- A Common Read
 - a. There will need to be a unified conversation across what theme CCSU deems appropriate for incoming students, and research to be done on which resources would work best (book, movie, Ted talk, common values)
 - b. A cost analysis and allocation of funds would be required.
- Activity-based Common Experience
 - a. Someone to coordinate planning and implementation.
 - b. Community partners
 - c. Faculty & Staff group mentors
 - d. Peer mentors
 - e. Funding

APPENDIX 3: Engagement Subcommittee Report

First Year Experience - Task Force

Engagement Subcommittee Report

Submitted Fall 2020/Revised Spring 2021

Committee Members: Kevin Oliva, Athletic Academic Director; James Mulrooney, Bio Molecular Sciences; Justine Gamache, Academic Advising; Jillian Maynard, Library; Lisa Frank, Finance; Amanda Tellier, Registrar; Maria Santilli, New Student Programs; Caroline Marquez, Academic Advising (Explore Central); Jean Alicandro, Residential Life; Chris Pudlinski, Communication (Sabbatical F20); Larry Hall, Enrollment Management; Paul Petterson, Political Sciences.

Overview:

The Student Engagement Sub-Committee met bi-weekly from November 2019 through the campus closure in mid-March 2020. Before exploring recommendations, we agreed upon the following description of what “Student Engagement” encompasses:

- Everything that happens after first-year (FY) students have arrived on campus.
 - Engaging students and their families within the campus community:
 - Student activities and clubs
 - Athletic events
 - Campus communications
 - Campus events designed to create a sense of unity among FY students.
 - Events that socialize FY students across all student populations
 - Peer mentoring
 - Advising

Expected Outcomes in terms of Student Benefits:

- Peer mentoring of FY students will help FY students build a connection to the campus community and develop greater self-confidence through peer interaction.
- FY students will gain a clear understanding of the advising process and be introduced to career and academic advising resources at CCSU.
- FY Students and faculty will have easy access to all advising and academic support information in one location - the Resource Hub.
- FY students will have easy access to information about student activities and lifestyle resources through the Resource Hub.
- There will be an increase in FYE student participation in on-campus activities during the week through targeted events and as a result of new/improved forms of communication.

- FY Students will receive diversity, equity and inclusion programming and education outside of coursework through on-campus events, residence hall events and virtual events. The latter adds accessibility for commuters.
- FY students will have more support from their families and support members as a result of greater involvement of FY students' families and support members in targeted event offerings, a new Parents/Support Members Association and new and improved forms of communication.

Current Campus Offerings/Activities:

- Peer mentoring is offered on campus through:
 - Success Central
 - Departmental programs
 - EOP
 - Transfer and Articulation
 - Academic Center for Student Athletes.
- FY students receive advising and support from the University Advising Center. The FYE instructor may be providing additional support and advising information during class. Athletes also receive advising through the Athletic Advising Center.
- The Resource Hub, currently managed by the Office of New Student Programs, provides information to incoming students during the orientation process.
- CCSU has adopted a Chatbot for facilitating rapid access to website content.
- Homecoming and Family Day exist and pose an opportunity to highlight the value and many benefits of participating in the FYE program, to encourage participation, and to better connect families and support members to the institution.
- Limited FYE courses. Most are two days a week with online and hybrid class offerings.
- Diversity, equity and inclusion is being addressed by multiple constituents on campus including the President's Commission, OEI, Centers and Clubs. An EJI (equity, justice and inclusion) course graduation requirement will go into effect Fall 2022.

Current Strengths and Weaknesses:

- Strengths
 - The university has a variety of peer mentoring programs that can be reviewed as examples to support and develop FYE peer mentoring programs. These include Success Central, Orientation Leaders, President's Initiative, EOP, Academic Center for Student Athletes, and Department-Based Programs.
 - Until recently, school-based advising centers provided support and advising during a student's first year. As the dual-advising roles out this should strengthen advising with roles for both professional and faculty advisors during the FYE.
 - The orientation resource hub has been designed for orientation and has been utilized as a resource for all new students throughout their first year. New

Student Programs has begun a YFY (Your First Year) campaign where social media videos are posted each week, sharing information and resources with new students. The orientation modules house all of this information throughout their modules and will continue to expand, with the addition of a family portal.

- The orientation resource hub has been designed for orientation and has not yet encompassed the whole First Year Experience.
- CCSU's Chatbot has been rolling out with good reviews by all constituents. This can be used to address FYE FAQ.
- There is expertise on campus concerning diversity, equity and inclusion that can be tapped to form collaborations to develop programming for FY students.
- A First-Year family link/gathering event can leverage current resources by embedding into a current event such as Homecoming.
- Weaknesses
 - The current peer mentoring programs successfully focus on specific groups of students while the FYE mentoring program needs to be part of a larger, unifying program focused on first-year student success leading to increased retention and graduation rates.
 - CCSU currently does not offer a coordinated first-year student mentorship program that builds on the orientation experience and follows students into the classroom and campus life.
 - The Chatbot is a general tool for the university and specifics for FYE have not been considered.
 - Students leave campus on the weekends rather than attending events.
 - The FYE-C is still being revised and plans to pilot changes were postponed due to the pandemic. Inadequate numbers of FYE-C are being offered and there is no coordination on the curriculum.
 - There are no Family/Support Members Association or specialized events.

Recommendations:

1. **Peer Mentoring:** The peer mentoring program should establish a strong connection between current students/faculty/staff with an outcome of increased student success including increased retention and graduation rates. CCSU should leverage current programs on campus to provide support, including but not limited to, offices currently engaged in mentoring - Success Central, EOP, Orientation Leaders, Transfer and Articulation, and the Academic Center for Student Athletes.
 - a. FYE Dean/Director to select, train and supervise the program of 40 peer mentors x 5 hours per week x 30 weeks x \$12.00 an hour = \$72,000.00.
 - b. Peer mentors in FYE classes to mentor students. The peer leaders in each class to receive credit and experience for mentoring first-year students. The ratio of

1:24 (Average total assigned per student). For courses with more than 24 students, an additional peer mentor to be assigned.

2. Advising

- a. Professional advisors do presentations in the FYE classes to promote advising and registration information during the Fall and Spring semesters.
- b. Develop 5-day schedules for first-year students.
 - i. The integration committee discussed the potential for the FYE courses to be taught on Monday / Wednesday / Friday. The M/W/F class schedule will help connect first-year students and acclimate them to a five day a week course schedule. This is an opportunity to change the culture of first-year students and faculty, increase student and faculty engagement throughout the week and to increase the retention and graduation rates.
 - ii. In lieu of, or in addition to, a M/W/F schedule, the committee encourages Friday on campus events once or twice a month specifically for first-year students, faculty and staff. A five-day a week schedule is consistent with what a first-year student, transitioning from high school would be accustomed to.

3. FYE Resource Hub Modules

- a. Use the software purchased for the online orientation and coordinated by the Office of New Student Programs to support the FYE program, the Learning Center, Writing Center, and other support services as well as clubs and student organizations by creating additional modules.
 - i. Have the New Student Program Director work in coordination with FYE leadership to expand the online resource modules that are currently offered to first-year students.
- b. Expand FYE modules for the Resource Hub with the purpose of providing student support and academic resources to first-year students that they will need following orientation.
- c. Develop Instructional resources for FYE faculty to be posted on the Resource Hub.

4. Chatbot Recommendations:

- a. The Resource Hub and its FYE content should be integrated with the new CCSU Chatbot. The goal of the program is to balance the human interaction with technology so all questions can be answered timely to alleviate confusion and frustration of students and family members.
- b. The FYE Director/Coordinators will assist in providing information for the Chatbot, including distribution of information templates and other procedural

information.

5. Student Engagement

- a. Increase FY student participation in club/campus activities through better awareness by what we do in orientation and faculty support of and engagement with clubs.

6. Diversity, Equity, & Inclusion Programming and Education

- a. Offer special events in a variety of formats and locations including in residence halls, online, and through clubs and organizations.

7. First-Year Family Link Gathering

- a. A fall semester event for family and support members to come together and understand their roles in assisting first-year students including encouraging students to participate in the FYE. The program will be on Family Day / Homecoming and advertised during the summer academic orientation programs. Students and family members will be encouraged to participate in the University events on that day including but not limited to the Homecoming brunch and football game.

8. Parents/Support Members Association

- a. To better connect with Parents and Support Members, the subcommittee recommends creating a Parents / Support Members Association. The Coordinator/Director of the FYE would develop and oversee this program.
- b. In addition to supporting FYE events, this association can promote regular campus event activities to parents and support members including, but not limited to, homecoming, sporting events, theatre productions, plays, and lecture series.
- c. In order to achieve a successful participation level of parents/families, an intentional approach to collecting parent contact information will need to be implemented.

Resources Currently Available to Meet the Recommendations:

- Current peer mentoring programs offered on campus.
- Advising center staff support advising and registration information.
- All academic and student support services information currently on the CCSU website is being linked to the online orientation resource hub.
- IT office expertise to support the live chat and Chatbot.
- Homecoming and Family Day Program to support the First-Year Family Link/Gathering program.

- FYE classes being taught.
 - The current FYE schedule to be reviewed to evaluate the number of classes being taught on M/W/F.
- There is expertise on campus concerning diversity, equity and inclusion that can be tapped to form collaborations to develop programming for FY students.
- Homecoming and Family Day Programming can be linked to initiatives involving parents and support members.

Resources Needed to Meet the Recommendations:

- Advising staff to take on a more active role in the FYE.
- FYE Dean/Director of the program to select, train and supervise the program.
- Financial support (I.e., 40 peer mentors x 5 hours per week x 30 weeks x \$12.00 an hour = \$72,000.00)
- A team put in place to identify FYE relevant materials currently available and integrate them with the current information on the Resource Hub. This may involve putting together materials such as FAQ, short instructional videos, and modules specific to the needs of first-year students.
- Existing Chatbot should be sufficient but would need a point person to represent FYE needs.
- First-Year Family Link/Gathering
 - Leadership needed to develop the First-Year Family Link/Gathering event (FYE Dean/Director in collaboration with the Academic & Student Affairs.
 - Funding for advertising, promotional items, entrance to the game and food for participants.
 - Volunteer faculty, staff, and students to manage the event and present to family/support members and students on our FYE program and strategies for supporting a college student.
- The necessary funding to support an FYE class for all first-year students.
- Faculty, students and staff providing educational programming.
- Parents/Support Members Association - Facebook Page for Parents/Families/Guardians, Section on the Resource Hub, Supervision (Facebook etc.)

Following are links to websites of other institutions that provide outreach to FY Student families and support individuals. These could be helpful when building our own events and association.

UCONN	https://students.uconn.edu/
Eastern Connecticut State University	https://www.easternct.edu/counseling-services/guide-for-parents.html https://www.easternct.edu/pride-center/resources/resourcesparents.html https://www.easternct.edu/admissions/parents.html
Southern Connecticut State University	https://inside.southernct.edu/careers/parents https://inside.southernct.edu/parent-family https://inside.southernct.edu/parent-family/helpful-links
Western Connecticut State University	https://www.wcsu.edu/parents/ https://www.wcsu.edu/parents/ https://www.wcsu.edu/parents/parents-family-weekend-2018/
University of Hartford	https://www.hartford.edu/parents/ https://www.hartford.edu/admission/undergraduate/first-year/parent-page.aspx
Sacred Heart University	https://www.sacredheart.edu/parents/
Fairfield University	https://www.fairfield.edu/parents-and-families/index.html
UMASS – Amherst	https://www.umass.edu/parents/
Stony Brook University	https://www.stonybrook.edu/undergraduate-admissions/parents/
UMASS – Lowell	https://www.uml.edu/thesolutioncenter/Family/

APPENDIX 4: FYE-C Subcommittee Report

First Year Experience - Task Force

First Year Course (FYE-C) Subcommittee Report

Date: Fall 2020/Revised Spring 2021

Full Report of Activities of the First Year Course (FYE-C) Subcommittee of the First Year Experience (FYE) Task Force

Members: Jean Alicandro, Mary Pat Bigley, James Conway, Joy Hansen, Jeremiah Jarrett, Joan Nicoll-Senft, Paul Petterson, Kathy Poirier, Amanda Teller, Louise Williams, Kris Larsen (Chair)

Overview

The Committee engaged in the following main activities from early November 2019 through early March 2020 and agreed on the following processes for the foundation of a pilot first year course program.

1. Reviewed and analyzed the number, structure, and trends of FYE-C offerings at CCSU in recent years [See Appendix A]. Used these to develop and evaluate four potential structural models of an FYE-C [See Appendix B];
2. Developed a process and ambitious timeline for the development and implementation of a new FYE-C;
3. Gathered and evaluated literature on current research and best practices in First Year Courses (FYE-C) and I-Gen (Gen Z). Used these to develop a preliminary draft framework of both philosophical and practical components of an FYE-C [See Appendix C];

4. Gathered input from faculty and students through a) a call for materials and written comments from FYE-C instructors and other interested faculty; b) student focus groups (sponsored by the FYE Committee); c) faculty open meeting (sponsored by the FYE Committee).
 - a. Input from faculty (through the open meeting and individual communications) suggested four major faculty concerns:
 - i. Academic freedom in terms of curriculum (beyond adherence to set learning outcomes for an FYE-C);
 - ii. The fit of the FYE-C within a student's program/major. *Several departments would not support an FYE-C that involved additional required credits;*
 - iii. Availability of instructor/faculty training specifically in teaching FYE-C curriculum;
 - iv. The ability of departments/programs to continue offering first-year student-only sections of majors course in addition to any general education FYE-C. *Some departments would not support a general education FYE-C if it would not allow them to offer a major-specific FYE-C.*
 - b. Input from student focus groups (fewer than 10 student attendees) suggested that a successful FYE-C should incorporate/address the following:
 - i. Establish a sense of community, especially among commuters;
 - ii. Provide structure, advice, and support for students (scaffolding) on how to navigate the university and be successful in the classroom without handholding.
 - iii. Strongly recommending first-year students to become involved in co-curricular activities and to seek out help (self-advocate);
 - iv. Create a culture of open and clear communication between faculty and students;
 - v. Help students identify the pitfalls of the transition between high school and college so they can use the resources available.

The next step was to use all the above information to draft learning outcomes, suggested pedagogies, and sample assignments to present to the faculty for their input. After revisions, these were to be the foundation of a pilot program in the Fall 2020 semester using ten scheduled FYE sections, five courses of two sections each with both sections of each course taught by the same faculty member in order to increase experimental validity. One section of each course was to be assigned a student peer mentor (in order to test the impact of peer mentors on student satisfaction, success, and retention).

The closure of the campus in early March 2020, along with the time required to transition all courses and student services to online, forced a pause in the Subcommittee's work for the Spring 2020 semester. The remaining timeline and a new suggested timeline are in Appendix D.

Expected (desired) outcomes in terms of student benefit:

- Increased student satisfaction as measured through national surveys administered through the Office of Institutional Research and Assessment (OIRA)
- Increased student retention from first to second semester and first year to second year
- Improved graduation rates

Current campus offerings/activities

- In Fall 2020, 15 FYE course sections were offered. This number is down from 27 FYE course sections in 2015. (See Appendix A).

Current strengths & weaknesses

Strengths:

- There is a dedicated core of faculty who continue to offer FYE courses;
- There is currently a great deal of academic freedom, with the ability to offer a variety of courses as FYE sections and as an imbedded course or with the 1-credit add on;
- FYE sections are small (under 25 students and sometimes much smaller), allowing for individual attention and relationship-building between students and faculty.

Weaknesses:

- Most students do not take an FYE course as there are far too few offered (especially for students in some majors);
- There has been no organized coordination of the program for some years and active recruitment and training of new faculty to teach an FYE course has been inconsistent;
- Stated FYE learning outcomes are not assessed universally;
- Formal faculty training on FYE best practices (i.e. needs of I-Gen students) has not been provided in an organized manner;
- There is no cohesive branding across FYE courses;

Challenges:

- Revision of the disparate FYE sections into a cohesive FYE-C has been difficult due to concerns about cost, academic freedom, and “fitting” the course into professional programs with highly encumbered curricula/numbers of credits.

Recommendations in priority order

1. Support the FYE-C Subcommittee in their continued work over the next academic year to craft and pilot a draft FYE-C program (including the creation of an FYE Dean/Director position);
2. Set aside sufficient resources to offer enough FYE-C sections (approximately 55 @ 25 students each) for the Fall 2022 semester to ensure that every First-Year Student is registered for an FYE-C;
3. Provide sufficient training for faculty teaching FYE-C sections in the Fall 2022 semester and ongoing training after that.

Resources currently available to meet the recommendations

i) The Faculty Senate charged the Taskforce with continuing their work;

ii) An unknown number of faculty from each department willing to teach an FYE-C, which impacts the number of potential sections that can be offered.

iii) Center for Teaching & Innovation (CTI) can facilitate training, in concert with the proposed FYE Dean/Director. This includes training in FYE best practices, student-centered pedagogy, and the use of technology to facilitate student success.

Resources needed to meet the recommendations

i) The university will need to provide resources and training for peer mentors per the following schedule:

- a. Providing training in the summer of 2021 for the pilot FYE course in Fall 2021 semester
- b. Providing training and stipend and/or credits for the larger program roll-out in Fall 2022 semester

ii) Given the number of FYE-C sections needed to meet demand, PT faculty may need to be hired to cover some of the FYE-C instructors' previously scheduled non-FYE courses. Note: there will not be additional load hours associated with teaching an FYE-C.

iii) The CTI will need additional resources to provide quality training to FYE-C faculty in best-practices involving technology as well as specific pedagogical strategies. This may include teaching materials (books, etc.) and additional professional development for those doing the training. An option could be having an outside expert aid in the training.

Appendix A: What we know historically about FYE-C at CCSU (looking at Fall sections only)

	2015	2016	2017	2018	2019	2020
# courses overall (not FYE 101, FYS, FYI)	27	24	21	19	16	15
# courses in CLASS (not FYE 101, FYS, FYI)	15	13	11	9	8	8
# courses in SOB (not FYE 101, FYS, FYI)	3	1	1	0	0	0
# courses in SEPS (not FYE 101, FYS, FYI)	1	3	2	2	2	2
# courses in SEST (not FYE 101, FYS, FYI)	8	7	7	8	6	5
# FYS and FYI sections overall	2	3	6	1	0	2
# FYS and FYI sections in CLASS	0	0	0	0	0	2
# FYS and FYI sections in SOB	0	0	0	0	0	0
# FYS and FYI sections in SEPS (for ed majors)	1	2	5	1	0	0
# FYS and FYI sections in SEST	1	1	1	0	0	0
# sections taught overall (not FYS, FYI, IDS)	50	40	33	29	24	26
# FYE 101 sections	19	8	11	8	4	3
# FYE 100 (FITW)	0	0	0	3	4	0
# ID 151 (FITW)	0	0	4	0	0	0

FYE 100 and ID 151 were not associated with a particular class in the same way that FYE 101 is.

Percentage of Imbedded courses: 62%, 80%, 67%, 72%, 83%, 88% & the current trend is for embedded courses (the "X" model above)

Appendix B: Potential models for FYE-C

- a) X + 1 model (a standard course plus a one credit add on FYC 101)

Pros: extra time to do the FYE-C content; faculty get extra load and students get extra credit

Cons: faculty have voiced discontent with teaching it; students do not understand what it is and do not take it seriously (seems disconnected from the content); in some majors this is not possible because of encumbered credits (e.g., Engineering, Nursing, Education). Difficulties with scheduling the extra hour. Extra faculty load to university. Recent data shows that this model is far less popular at CCSU (see appendix A)

→ Was deemed not a good fit with CCSU.

- b) A universal three-hour FYE-C (think a three-hour FYE 101) completely based on skills and strategies that carries no credit.

Pros: does not add to encumbered credits for those majors.

Cons: Students will rebel because it does not carry credit. Will cost university load credit; how will this impact Financial Aid? How do you make part-time students take a non-credit course?

→ Was deemed not a good fit with CCSU.

- c) X model (like current imbedded classes – special sections of standard courses or FYS courses or the new CLASS FYI course are examples)

Pros: This is the currently most popular model at CCSU (see Appendix A). Works well with highly encumbered majors. Minimizes faculty load impact. Easier to schedule. Integrating FYE-C content with course content shows students how to apply skills to actual content.

Cons: Some faculty cannot include the FYE content because they have a certain amount of disciplinary content they must cover (course is foundational to a later course).

→ Was deemed a model we will consider.

- d) X + “extra hour but no extra credit for students” - special sections of standard courses or FYS courses or the new CLASS FYI course are examples and will have an additional 50 minutes of classroom time per week (based on the model of the recitation sections for PHYS 125 or 126 and science labs – students do not get the same amount of credit as faculty and the amount of credit is not the same as the amount of in-class hours).

Pros: Will allow for extra time to cover FYE-C content. Will give faculty more load.

Cons: Students may balk, but there is precedence for this already; scheduling difficulties; additional faculty load for university to cover.

- ➔ Model was initially kept (it was discussed that some faculty might want to have the additional load so it might need to be given to another instructor; some faculty/courses might be able to cover the material in the “X” model (for example some FYS courses that have no standardized content). After focus groups and further discussions at various meetings, evidence was mounting to suggest that this model is probably untenable.

An additional model was mentioned during various meetings and focus groups but was never discussed by the entire subcommittee:

- e) Remove PE 144 as a requirement for graduation and use those 2 credits to create a dedicated FYE-C (similar to option b above but credit-bearing).

Pros: No additional credit means it would fit into all programs/majors.

Cons: Not all programs/majors have room in their schedules for PE 144 during the first semester due to course cycling and prerequisites.

Appendix C: Possible Elements of a Philosophical and Practical Framework (The Future Basis for Learning Outcomes, Pedagogies, and Assignments)

A successful FYE-C should:

- Help to connect students to other students, to faculty, and to the greater campus community, as well as available resources (and provide pathways to accomplish this)
- Work well for all schools/programs and include school-specific options.
- Have common learning outcomes for all sections.
- Introduce academic expectations and enhance academic excellence; this includes setting clear, high expectations early.
- Engage students with their advisors.
- Aid the student in successfully transitioning from high school to college.

A successful FYE-C should include:

- High impact practices in the classroom
(<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:44e8f48b-7bae-409a-9fb5-da9ec10335b2>)
- Delivering instruction as well as practice in honing academic skills (study skills, time management, note taking, citing, evaluating sources of information, reading the syllabus, etc.)
- An introduction to available services and resources on campus
- A graded activity within the first two weeks of the semester
- Taking attendance
- Giving frequent constructive/actionable feedback to students
- Teaching critical thinking
- Enhancing writing and oral communication skills
- The incorporation of Universal Design for Learning (UDL)
- Teaching students how to read and process information and have them practice applying these skills to assignments.

The following were recommended depending on the course content and discipline (and faculty choice):

- Wherever possible, make instruction and assignments engaging and focused on developing higher order thinking skills.
- Wherever possible, involve civic engagement, connecting to CCSU's focus on community engagement.
- Wherever possible, include an introduction to majors/careers/liberal arts.

Appendix D:

The remaining planned steps were:

- Gather information from a pilot during Fall 2020 (and adjust if possible); create draft proposal for Curriculum Committee;
- Share results of pilot with campus in January 2021; make changes to curriculum proposal as needed;
- Go through Curriculum Committee process in February 2021;
- Transition to new model in Fall 2021 (all "FYE" sections offered in "FYE-C" format). Provide faculty development over the summer. Put in place a new FYE administrative structure to take over official coordination of the FYE and oversee implementation of the FYE-C.
- Offer an FYE-C for all students in Fall 2022. Standardize faculty development.

The resulting shift in course delivery for Fall 2020 -due to COVID-19 (and the preparation time required) and the cancellation of several sections of FYE courses that would have been included in the pilot resulted in a postponement of the pilot program.

A suggested revised timeline is as follows:

- Summer 2021: Reconvene FYE-C subcommittee. Discuss lessons learned from Spring 2020-21 and curriculum development for Fall 2021 semester (various surveys, reports, etc.) to see what is relevant to our charge;
- Summer 2021: Create draft learning outcomes, suggested pedagogies, create sample assignments, and develop an assessment plan for FYE-C; Identify faculty and course sections for Fall 2021 mini-pilot program [approximately six scheduled FYE sections. Each section will be assigned a student peer mentor (in order to test the impact of peer mentors on student satisfaction, success, and retention)];
- January-February 2022: Present results of mini-pilot to the FYE leadership/Advisory Group;
- March 2022: Revise as needed;

- April-May 2022: Provide training for all FYE-C faculty participating in the full pilot. This training will be coordinated with the FYE Leadership, if in place, the CTI, the Advisory Group, and may include an outside consultant.
- Fall 2022: Full Pilot program in the Fall 2022 semester; gather information (and make adjustments if possible); Advisory Group creates draft proposal for Curriculum Committee;
- January 2023: Share results of pilot with campus; make changes to curriculum proposal as needed;
- February 2023: Go through Curriculum Committee process;
- Fall 2023: Transition to new FYE-C model. Offer revised faculty development over summer based on feedback from pilot program faculty.
- Fall 2024: Offer an FYE-C for all first-year students; offer revised faculty development based on feedback from previous year's faculty;
- Future goal: potentially offering spring sections for mid-year admits and students who need to repeat the course.

APPENDIX 5: FYE Leadership Job Description

Central Connecticut State University New Britain, CT 06050

Position Title: Dean/Director of the First Year Experience Program
Rank: Administrator VII/VI- rank
Department: Provost Office
Supervisor: TBA

Position Summary:

Under the Supervision of the Provost office and in collaboration with the Director of New Student Programs, the Dean/Director of the First Year Experience Program will develop and support a program that exemplifies best practices in supporting students as they navigate their first year at CCSU. This person will also support faculty and staff in the creation and implementation of a first-year program that supports students academically and emotionally. The Dean/Director will work with both Student Affairs and Academic Affairs to ensure that the first-year experience program meets both the curricular and co-curricular needs of the students to ensure a successful transition from high school and sets students on track to graduate from CCSU.

Position Responsibilities:

- Coordinate with each academic school to ensure an appropriate number of FYE course sections are available to meet incoming first-year class numbers.
- Provide support for professional development and training for faculty and staff teaching, advising, and mentoring in the FYE Program.
- Work closely with the Director of New Student Programs in developing, recruiting, training, and supporting a Peer Mentor Program for FYE that helps facilitate communication between peer mentors, FYE instructors, and students.
- Work with the Director of New Student Programs to ensure new student programs are incorporated into FYE program.
- Develop and assess, in coordination with student affairs and academic affairs, learning outcomes for the FYE course to ensure learning outcomes are being met.
- Develop assessment tools to evaluate FYE program as it relates to student success. Continually evaluate assessment results to ensure FYE program is meeting intended goals.
- Collaborate with the University Curriculum Committee, FYE Advisory Group and FYE Instructors to ensure FYE courses meet stated curriculum goals.

- Work with the Director of New Student Programs to develop, plan, and execute an extended orientation program beyond the already scheduled summer orientation, a bridging experience for new students and the FYE program.
- Assist in the coordination of University Early Alert program to ensure that faculty teaching first- year classes are properly trained.
- Create a digital FYE guidebook highlighting all aspects of the program that can be used for training and marketing.
- Develop and supervise the maintenance of a family/support member association and related events.
- Coordinate with all peer-mentoring programs on campus, providing a clear vision and coordination for CCSU on peer mentoring initiatives.
- Coordinate the assessment of all aspects of the First Year Exercise.

QUALIFICATIONS

Required qualifications:

Master's degree. Minimum of 5 -7 years of experience in higher education or related field. Experience working with a first-year experience program. Demonstrated skill and ability to work collaboratively and harmoniously with students, faculty, and University personnel. Strong interpersonal, organization, and writing skills required, as well as demonstrated ability to work independently.

Preferred qualifications:

Experience teaching a first-year seminar course is a plus. Demonstrated ability to grasp knowledge of and communicate information about academic programs offered by the University and demonstrated commitment to student success are preferred. Previous experience supporting student success, providing educational and personal support of students, responding to student concerns and behaviors, academic advising and working with faculty advisors is a plus. Previous experience working with a peer mentor program. These qualifications may be waived for individuals with appropriate alternate experience.

Note: An alternate plan would be to have two individuals assume these responsibilities. One to represent the administration and one to represent the faculty.

APPENDIX 6: Task Force Timeline of Activities

Fall 2019

- Developed a Steering Committee of 5 members and selected a Chair.
- Identified key players (faculty, administrators, staff, students) to be members of the CCSU FYP Taskforce and sent invitations.
- Created an Excel Sheet of confirmed members and their choice of subcommittee(s).
- Established a OneDrive Folder with access to all Taskforce members.
- Steering Committee planned and held two full meetings of the Task Force. To maximize attendance the meeting was held on two days with identical content. Task Force members self-selected a day to attend.
 - Task Force Meeting 1 (10/24, 10/25)
 - Charge and Structure of the Task Force
 - Task - identify 3 top ideas to bring forward at the next meeting.
 - Task Force Meeting 2 (11/25, 11/26)
 - Discussed 3 priorities in each area
 - Probed student representatives' ideas
- Faculty/Staff Open Forum was held to share and collect information.
- Subcommittees met on their own schedule.

Spring 2020

- Two student Focus Groups were held to gather student input.
- Eight individuals (5 steering committee and 3 subcommittee representatives) attended the First Year Experience Conference in Washington D.C.
- The FYE Conference attendees led by Joan Nicoll-Senft mapped out an FYE vision using Planning Alternative Tomorrows with Hope (PATH).
- The FYE Conference attendees attended and reported out their major findings to the Student Success Team.
- Subcommittees were charged to create a report outlining recommendations and identifying resources available and needed.
- Subcommittees met on their own schedule (work slowed down w/pandemic.)

Fall 2020

- Faculty Senate continued the charge of the FYE Task Force.
- Steering Committee collected reports from the 3 Subcommittees and met throughout the fall semester editing and revising the subcommittee reports, writing an executive summary and a job description. These items represent the draft of the "Final Report".

Spring 2021

- Steering Committee continued to meet to complete the draft of the final report.
- Six members of the FYE Task Force attended the 2021 FYE Conference (virtual) and subsequently met to discuss possible additions or adjustments to the draft Final Report.
- The draft Final Report was shared with the FYE Task Force subcommittee Chairs and then the full Task Force for feedback.
- The Final Report was edited and submitted to the Faculty Senate.

APPENDIX 7: Assessments

Full-Time, First-Time Metrics 2010-2019

2019 - 2020	Students (N)	Completion/Retention Rate
Initial Cohort	1359	NA
First Semester Completion	1335	98%
Returned Following Spring	1216	89%
Second Semester Completion	1195	88%
Returned Following Fall	1060	78%

2019 - 2020	Students (N)	2nd Semester Completion Rate	Returned in the Following Fall
Non-Resident Alien	14	79%	57%
Black or African	169	88%	82%
American Indian	1	100%	100%
Asian	34	82%	85%
Hispanic/Latino	265	85%	70%
White	784	90%	80%
Unknown	48	81%	67%
Native Hawaiian/Other Pacific	1	100%	100%
Two or More Races	43	88%	79%

For Full Report:

https://docs.ccsu.edu/oira/institutionalData/reports/Full-Time_First-Time_Metrics.pdf

Summer Orientation Online Module Student Completion Rate Fall 2021

Orientation Overview Report

STARTED 1470 INCOMPLETE 313 COMPLETED 1157

