FYS Faculty Experience

In my FYS experience, I have been able to provide students the opportunity to

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| Read and analyze for interpretation and comprehension |  |  |  |  |  |
| Find, evaluate, and use credible information |  |  |  |  |  |
| Think innovatively, use evidence and make connections to solve problems |  |  |  |  |  |
| Appropriately select and responsibly use technology, with a particular emphasis on systems at WOU |  |  |  |  |  |
| Use quantitative information/evidence |  |  |  |  |  |
| Practice a variety of types of writing |  |  |  |  |  |
| Put into practice different and varied forms of knowledge, inquiry, and expression |  |  |  |  |  |
| Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems |  |  |  |  |  |
| Writing focused only:  Practice processes, strategies, and conventions that promote the effective development and communication of ideas in writing. |  |  |  |  |  |
| Quantitative focused only:  Learn and practice problem solving, modeling, and quantitative reasoning and the communication of mathematical and logical arguments and concepts. |  |  |  |  |  |

Please check those activities which best describe your approach for helping students to succeed with their FYS experience.

Encouraging attendance.

Assignment of reading assignments.

Have clear structures for completing assignments on time.

Supporting active class participation.

Arranging for collaboration between students.

Other (please specify)

Which one of the following strategies do you find most effective in promoting student engagement, learning (content knowledge?), and skills development as part of the FYS experience?  (choose one for each goal. There is no expectation that all of these strategies will be used)

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy | Engagement | Learning | Skills Development |
| Reflection activities (blogs, journals, online chats) |  |  |  |
| Videos, music, films |  |  |  |
| Working in small groups |  |  |  |
| Lectures |  |  |  |
| Class discussions |  |  |  |
| Other (please specify) |  |  |  |

From the following list, select the one thing that you think is emphasized most effectively in the FYS experience?

o Inclusiveness.

All students are welcome in the FYS experience.

o Transparency.

Students understand what is expected of them.  
o Feedback.

Students get feedback to help them to make changes and improve.  
o Challenge.

Students are challenged by the FYS experience to learn.o Quality of course materials.

The FYS experience offers high quality materials that help students to learn.  
o Support.

The FYS experience is supportive of students.  
o Engagement in out-of-class *activities* assignments or projects.

Students can take part in interesting out-of-class activities, assignments and projects in their FYS experience.  
o Student engagement during FYS activities.

Students are actively engaged in learning during class.  
o Quality of the interactions between students.

Students have opportunities to have high quality and collaborative interactions with other students in their FYS experience.

o Communication.

Communication with students related to their FYS experience is positive and meaningful

o Other (Please describe)

From the following list, select the one thing that you think you would most like to see improved in the FYS experience for students?

o Inclusiveness.

All students are welcome in the FYS experience.

o Transparency.

Students understand what is expected of them.  
o Feedback.

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o Challenge.

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o Other (Please describe)

Please provide A brief reflection on the overall FYS experience:

* 1. How do you think the FYS experience helped students become more familiar with the college experience and expectations?
  2. What do you think students most gained from their experience in the FYS experience with respect to GELO 1 and GELO 4?
  3. How do you think the FYS experience could be improved for students to more effectively address GELO 1 and GELO 4?