Transforming the First Year in the College of Arts and Science
First Year Review
Steering Committee

Mandate:

- Discuss possible approaches for implementation of a new year first year experience
- Identify impact on current programs and upper year courses.
- Identify working groups and timelines.
- Oversee working group decisions and undertake appropriate consultation.
- Request appropriate funding for implementation
These goals align with key priorities in the College’s Second Integrated Plan.

- Enhance the student experience in a student-centered environment
- Support innovation in teaching and programming at the undergraduate and graduate levels
- Enhance the College profile and increase public recognition.
Activities of FYRSC

- Data Collection
- Speaker Series
- Survey of First and Fourth Year Students
- Town Hall with International Students
- Development of Program Goals
- Curriculum Structure
Findings

- In October 2010, there were 7574 students registered in the College of Arts and Science.

- Of that group, 1854 were registered as new first time students.

- Head count enrolments have decreased only marginally.
Arts & Science
On-Campus 100-Level Core Courses and 3CUE Sections
October Census Data 2010

<table>
<thead>
<tr>
<th>Academic Year-Regular Session</th>
<th>Number of Courses</th>
<th>Number of 3CUE Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>120,423</td>
<td>423</td>
</tr>
<tr>
<td>2006/07</td>
<td>116,408</td>
<td>408</td>
</tr>
<tr>
<td>2007/08</td>
<td>118,412</td>
<td>412</td>
</tr>
<tr>
<td>2008/09</td>
<td>121,406</td>
<td>406</td>
</tr>
<tr>
<td>2009/10</td>
<td>117,377</td>
<td>377</td>
</tr>
<tr>
<td>2010/11</td>
<td>108,361</td>
<td>361</td>
</tr>
</tbody>
</table>
Fine Arts
On-Campus 100 Level Core Courses and 3CUE Sections
October Census Data 2010

Number of Courses
Number of 3CUE Sections

Academic Year--Regular Session

2005/06: 35, 91
2006/07: 31, 82
2007/08: 32, 96
2008/09: 31, 85
2009/10: 30, 86
2010/11: 22, 81
Humanities
100-Level Courses and Sections
October Census Data
Sciences
100-Level Courses and Sections
October Census Data

Academic Year--Regular Session

Count

Number of Courses
Number of 3CUE Sections
Social Sciences

100-Level Courses and Sections

October Census Data

<table>
<thead>
<tr>
<th>Academic Year--Regular Session</th>
<th>Number of Courses</th>
<th>Number of 3CUE Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>2006/07</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>2007/08</td>
<td>59</td>
<td>14</td>
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<tr>
<td>2008/09</td>
<td>63</td>
<td>16</td>
</tr>
<tr>
<td>2009/10</td>
<td>63</td>
<td>15</td>
</tr>
<tr>
<td>2010/11</td>
<td>56</td>
<td>14</td>
</tr>
</tbody>
</table>
Arts and Science 100-Level 3CUE Enrolments
Total (On and Off Campus Courses)
October Campus Data

<table>
<thead>
<tr>
<th>Academic Year--Regular Session</th>
<th>3CUE Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>30600</td>
</tr>
<tr>
<td>2006/07</td>
<td>31500</td>
</tr>
<tr>
<td>2007/08</td>
<td>32000</td>
</tr>
<tr>
<td>2008/09</td>
<td>31500</td>
</tr>
<tr>
<td>2009/10</td>
<td>30000</td>
</tr>
<tr>
<td>2010/11</td>
<td>31000</td>
</tr>
</tbody>
</table>
## College of Arts and Science
### Ratio of Part-Time to Full-Time Students

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Undergraduates</strong></td>
<td>19%</td>
<td>23%</td>
<td>26%</td>
<td>31%</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>New First Time Undergraduates</strong></td>
<td>9%</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Findings

- There is a trend toward fewer full-time and more part-time students—until 2010/11.

- The number of college age students in Saskatchewan is declining.
  - Therefore, the College/University will have to recruit from outside of the province.
The College of Arts and Sciences lost 37% of its own new students in 2008-2009.

Of that group, 29% leave the university and 8% go to other colleges.

The College of Arts and Sciences loses 50% of its Aboriginal students after the first year.

Source: U of S Retention Report (May 2009)
Varying the Change in Retention

<table>
<thead>
<tr>
<th>Resulting Change in Head Count</th>
<th>+1%</th>
<th>+2%</th>
<th>+3%</th>
<th>+4%</th>
<th>+5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91</td>
<td>182</td>
<td>272</td>
<td>363</td>
<td>454</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resulting Change in Tuition Revenue</th>
<th>+1%</th>
<th>+2%</th>
<th>+3%</th>
<th>+4%</th>
<th>+5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$308,698</td>
<td>$617,397</td>
<td>$926,095</td>
<td>$1,234,794</td>
<td>$1,543,492</td>
</tr>
</tbody>
</table>

Based on Total UG Head Count 7574 (2010/11)
Assumption 1: 3cu course load of 24cu
Assumption 2: tuition rate of $425 per 3cu course
Assumption 3: 63% New Time Arts and Science student
Assumption 4: “New First Time” students adequately represent first year student cohort.
Q1. How important were the following reasons in your choosing the College of Arts and Science?  
- The College of Arts and Science has a good reputation
Q2. How important were the following reasons in your choosing the College of Arts and Science?
- Quality of academic programs

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>32.37%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>7.8%</td>
</tr>
<tr>
<td>Important</td>
<td>25.58%</td>
</tr>
<tr>
<td>Not at all</td>
<td>5.53%</td>
</tr>
</tbody>
</table>
Q3. How important were the following reasons in your choosing the College of Arts and Science?
- Specific career-related program

8.31% Not at all important
8.66% Somewhat important
18.24% Important
24.48% Very important
40.3% Very important
Q145. Please indicate your level of agreement with the following statements about teaching in the College of Arts and Science:

- Generally, I am satisfied with the quality of teaching I have received.
Q146. Please indicate your level of agreement with the following statements about teaching in the College of Arts and Science: - I am satisfied with my decision to attend the College of Arts and Science.
Results are Consistent with Other Surveys

- **Globe and Mail**
  - Arts and Humanities: B+
  - Sciences and Maths: A-
  - Fine and Performing Arts: B+

- **National Survey of Student Engagement**
  (2006 and 2008)
Gateways to Your Future

Q40. Have you decided on a major?

- Yes: 36.01%
- No: 63.99%
Gateways To Your Future

Q38. Are you pursuing a pre-professional program (e.g., pre-medicine, pre-education, pre-law)?

- Yes: 40.49%
- No: 27.61%
- Undecided: 31.9%
Gateways to Your Future

Q39. Which pre-professional program are you pursuing?

- Pre-medical: 37.28%
- Pre-nursing: 5.49%
- Pre-education: 17.63%
- Pre-nutrition: 5.78%
- Pre-law: 6.07%
- Other (please specify): 27.75%
Learning Outcomes Model

- “What should students know and understand by the end of the first year?”
Program Goals

- Promote Personal Development and Growth.
- Engage Students In Inquiry-based Learning, Critical Thinking, And Creative Processes.
- Develop A Wide Range Of Effective Communication Skills.
- Prepare Thoughtful, World-minded, Educated, Engaged Citizens.
- Each program goal is accompanied by a set of student attributes, and evidence and outcomes.
Educational Goal of Students
(Indices: Important and Very Important)

- Gain a broad education (62.02%)
- Understand the nature of science and the scientific method (45.8%)
- Understanding of literature (38.2%)
- Become aware of different cultures and ways of life (43.5%)
- Develop a global or international perspective (39.7%)
- Understand Aboriginal cultures (17.8%)
Criteria of the FYRSC

- The majors should be continued.
- The new courses should be interdisciplinary.
- The program needs to be flexible enough for students to be able to transfer from one program to another without having to make up an additional year.
- Advising is a critical component of intellectual/academic development.
- The distribution requirements should be taken within the first 60cu.
Best Practices
Association of American Colleges and Universities

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone courses or projects
SOLO Taxonomy

- Structure of
- Observed
- Learning
- Outcomes

- SOLO draws attention to the level of cognitive skills required to perform intellectual tasks.
Proposed New 3cu Courses

- Program Based Courses
  - Fine Arts in the World
  - Social Sciences in the World
  - Humanities in the World
  - Sciences in the World
- College Wide Courses
  - Knowing the World: Modes of Inquiry
  - A Feast for the Mind (1cu sampler courses)
Structure of New Courses

- Intradivisional and Interdivisional Courses
  - Interdisciplinary
  - Team taught for a three year commitment
  - Thematic or issue oriented
  - The focus of the courses could be, but not limited to:
    - Research (Office of the VP Research)
    - Experiential learning
    - Community service learning
    - Problem-based Learning
A Feast for the Mind

- 1cu sampler courses
- An introduction to a discipline
- Guiding question: How do faculty members think about a particular topic?
- Based on experiential learning
- Can be offered during all sessions
- A faculty member could offer 3 x 1cu.
## Current Distribution Requirements in the College of Arts and Science

<table>
<thead>
<tr>
<th>Program Type</th>
<th>A Humanities</th>
<th>B Social Sciences</th>
<th>C Natural Sciences</th>
<th>D Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12cu Humanities</td>
<td>12cu Social Sciences</td>
<td>15 cu Natural Sciences</td>
<td>12cu Fine Arts</td>
</tr>
<tr>
<td>2</td>
<td>6cu Languages</td>
<td>6cu Humanities</td>
<td>6cu Humanities (Writing)</td>
<td>6cu Humanities</td>
</tr>
<tr>
<td>3</td>
<td>6cu Natural Sciences</td>
<td>6cu Natural Sciences</td>
<td>6cu Social Sciences</td>
<td>6cu Natural Sciences</td>
</tr>
<tr>
<td>4</td>
<td>6cu Social Sciences</td>
<td>6cu Languages</td>
<td>6cu Math/Statistics</td>
<td>6cu Languages</td>
</tr>
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### Proposed Distribution Requirements in the College of Arts and Science

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</tr>
<tr>
<td><strong>2</strong></td>
<td>6cu Languages</td>
<td>6cu Languages</td>
<td>6cu Math/Statistics</td>
<td>6cu Languages</td>
</tr>
<tr>
<td><strong>3a</strong></td>
<td>3cu Science in the World</td>
<td>3cu Science in the World</td>
<td>3cu Humanities in the World (Writing)</td>
<td>3cu Science in the World</td>
</tr>
<tr>
<td><strong>3b</strong></td>
<td>3cu Fine Arts in the World; or Social Sciences in the World</td>
<td>3cu Humanities in the World; or Fine Arts in the World</td>
<td>3cu Social Sciences in the World; or Fine Arts in the World</td>
<td>3cu Humanities in the World; or Social Sciences in the World</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>2 x 3cu Knowing The World: Modes of Inquiry; or 1 x 3cu Knowing the World + 3cu Sampler courses; or 1 x 6cu Sampler courses</td>
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<td>2 x 3cu Knowing The World: Modes of Inquiry or 1 x 3cu Knowing the World + 3cu Sampler courses; or 1 x 6cu Sampler courses</td>
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</tr>
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Next Steps

- Town Halls with International Students (January 19, 2011)
- Submission of the Report to Dean Dillon (end of January)
- Approval in Principle by the Divisions
- Development of PCIP Budget
- Call for faculty participation (March)
- Application to the Fulbright Specialists’ Program
- Faculty Development (May or June)
- Course Development (September →)
For More Information

- [https://wiki.usask.ca/display/FYCR/home](https://wiki.usask.ca/display/FYCR/home)

- [http://fycr.proboards.com](http://fycr.proboards.com)

- Lesley Biggs  (lesley.biggs@usask.ca)
  966-1645.