

**Status of First Year Experience Pilot
as of August 9, 2019**

Unit	Fall 2019 FTIC	Served by Certified FYE's in Unit	% Served	Registered for Certified FYE's	% Full	Students Not Served
AGLS	915	200	22%	111	56%	715
ARCH	269	100	37%	59	59%	169
BUAD	1078	0	0%	NA		1078
EAHD	699	145	21%	103	71%	554
ENGR	3947	0	0%	NA		3947
GEOS	150	145	97%	109	75%	5
LBAR	943	0	0%	NA		943
PHLT	209	20	10%	18	90%	180
SCIE	958	958	100%	958	100%	0
TAP	640	25	4%	19	76%	615
VTMD	884	50	6%	49	98%	834
Total	10692	1643	15%	1426	87%	9266
Self Selected Interdisciplinary		1131	NA	769	68%	
Open Interdisciplinary		1215	NA	465	38%	
Total		2346		1234	53%	6920 (65%)



Course title and number:	Hullabaloo U: First Year Experience I, Section #
Term:	Fall 2019
Meeting times and location:	Day of week for class meeting, time of class meeting
Location of Class:	Building, Room Number

Course Description and Prerequisites

The purpose of Hullabaloo U is to create a welcoming and affirming environment for each new student. Students will develop self-efficacy, self-awareness, and a sense of purpose; become actively engaged in the learning environment inside and outside of the classroom; and become socially integrated within the university community.

- Self-efficacy – Your belief in your ability to achieve your goals
- Self-awareness – Your understanding of your personal strengths, learning styles, learning habits, and thinking patterns
- Sense of purpose – Development or strengthening of long-term goals and understanding of how to get there; ability to make connections between what you’re learning and your future goals.
- Actively engaged – active involvement of *time* and *energy* invested in your college experience—both *inside* and *outside* the classroom.
- Socially integrated – formation of *personal connections* between other members of the Texas A&M community including peers, faculty, staff, and administrators

Prerequisites: None

Course Goals & Learning Outcomes

I. Discover and Connect with Texas A&M University

As a result of this course, students will...

- a) Develop positive relationships and a sense of community with peers, staff, and faculty.
- b) Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
- c) Explore and articulate the Aggie Core Values.

II. Develop the skills to achieve personal and academic goals

As a result of this course, students will...

- d) Apply appropriate academic success strategies to their courses and learning experiences.
- e) Identify and apply strategies to effectively manage time and priorities.
- f) Identify academic resources to support their academic success and timely progress towards a degree.
- g) Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic, financial and personal success.
- h) Discover and analyze their personal strengths and articulate how they can be applied for success at Texas A&M and beyond.

III. Contribute to a diverse and inclusive environment

As a result of this course, students will...

- i) Be able to describe the community expectations and their responsibility to ensuring a safe and supportive learning environment for all members.
- j) Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.

Instructor Information

Instructor

Name:

Phone number:

Email address:

Office hours:

Office location:

Peer Mentor

Name:

Phone number:

Email address:

COURSE READINGS & MATERIALS

1. Readings/articles provided to you via email or through eCampus.

Grading Policies & Scale

COURSE REQUIREMENTS & GRADING

1. Attendance & Participation - 35% (70 points)
2. Life Map & Goals - 15% (30 points)
3. Time Management Plan- 15% each (30 points)
4. "Do you Know?" Presentation – 15% (30 points)
5. Dear Aggie Graduate Letter 20% (40 points)

Points Grading Scale:

Out of 200 assignable points

Satisfactory/Passing: 160-200 points

Unsatisfactory/Failing: 0-159 points

Late Work: All assignments must be turned in either before class begins (through eCampus) or during class on the dates listed below. Late work may not be accepted unless you have contacted me before the due date (either by phone or email) and made prior arrangements. Please note: Missing a class session does not excuse you from turning in assignments (or completing any future assignments) on time.

Course Assignments

Attendance & Participation

This is a course that is dependent on active student participation and engagement. You are expected to attend all class meetings and participate fully. **Five points will be deducted from your attendance grade for each unexcused absence. A student will automatically fail upon receiving the 3rd unexcused absence.** Excused absences, as defined in Rule 7 <http://student-rules.tamu.edu/rule07> of the Texas A&M University Student Rules will not result in any point deduction, however written documentation will be required to receive an excused absence. As a component of your attendance and participation grade, you will also be required to schedule a one-on-one meeting with your peer mentor (by October 7) as a way to check in about your progress this semester. More information will be provided about this later. Active participation will be assessed through discussions, participation in class activities, completion of in-class assignments and positive attitude. Your participation grade for each class period will be evaluated on the following scale:

5 points	2-4 Points	0-1 Point
Arrived on time and prepared and actively participated in class discussion and activities. Contributed positively to the class community.	Participated in class discussions and activities but may have required prompting; did not detract from class community.	Did not participate in class discussions or activities, and/or detracted from the class community.

Life Map & Goals

Draw a life map, like those shared in class, which charts your life from birth to being a student at Texas A&M University. Include significant people, places, experiences, goals, values, and/or beliefs. On a separate page or on the back, list 3-4 academic, social, personal wellbeing or career goals for your semester and your time at Texas A&M. You will share a few highlights from your life map and goals in a 1-2 minute informal presentation to your classmates.

"Do You Know" Presentation

Each student (individually or in a team) will be responsible for preparing a brief "Do You Know" Presentation which will be shared with classmates at the beginning of each class period starting with the third week of class. For this activity, you will research a University office, program, resource or opportunity and educate your classmates on this topic or area (2 minutes). This will be a way we can learn about all the University has to offer students. More details will be provided in class.

Time Management Plan

During the semester you will complete a time management plan. More details will be provided in class.

Dear Aggie Graduate Letter

Write a letter to your future self, that synthesizes your first semester of college. Describe what you've learned, how you've grown, and what you want to remember about your first semester so you can see how far you've come when you have your diploma in hand. Minimum Length: 1 full page.

Course Topics, Calendar of Activities, Major Assignment Dates

Week	Topic	Assignment Due	Important Dates
Week 1 August 26	Welcome to Hullabaloo U!		<ul style="list-style-type: none">• Last day to drop/add classes: Fri. 8/30• MSC Open House: Sun 9/1
Week 2 September 2	<ul style="list-style-type: none">• Share Life Maps	<ul style="list-style-type: none">• Life Map due in class	
Week 3 September 9	<ul style="list-style-type: none">• Transitioning to Texas A&M• "Do You Know" Presentations begin	<ul style="list-style-type: none">• Do You Know? Campus Resource Presentations Begin• Schedule 1:1 Meeting with Peer Mentor by 10/7	<ul style="list-style-type: none">• Volunteer Opportunities Fair: Wednesday, September 11
Week 4 September 16	<ul style="list-style-type: none">• Well-Being: Physical & Mental		
Week 5 September 23	<ul style="list-style-type: none">• Alcohol & Other Drugs		
Week 6 September 30	<ul style="list-style-type: none">• Time Management	<ul style="list-style-type: none">• Time Management log due	
Week 7 October 7	<ul style="list-style-type: none">• Mid-term Check-In	<ul style="list-style-type: none">• Have had 1:1 meeting with Peer Mentor	
Week 8 October 14	<ul style="list-style-type: none">• Academic Success Strategies & Resources		
Week 9 October 21	<ul style="list-style-type: none">• Mindset & Resilience		
Week 10 October 28	<ul style="list-style-type: none">• Healthy Relationships & Bystander Intervention		
Week 11 November 4	<ul style="list-style-type: none">• Looking towards Spring – Pre-Registration		<ul style="list-style-type: none">• Pre-Registration for Spring 2020 begins: Thurs, 11/7

Week 12 November 11	<ul style="list-style-type: none"> • Finding your Purpose 		<ul style="list-style-type: none"> • Q-Drop Deadline: Fri, 11/15
Week 13 November 18	<ul style="list-style-type: none"> • Preparing for Final Exams • Going Home • Course Wrap Up 	<ul style="list-style-type: none"> • Dear Aggie Graduate Letter due through eCampus by 12/6 	<ul style="list-style-type: none"> • Bonfire Remembrance 20 Year Anniversary: Mon, 11/18
Thanksgiving Break November 27-29			

Classroom Expectations

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity

"An Aggie does not lie, cheat, or steal, or tolerate those who do." For additional information please visit: <http://aggiehonor.tamu.edu>

Aggie Core Values

Six core values are at the heart of what Texas A&M is all about:

- **Excellence:** An unwavering desire and commitment to greatness
- **Integrity:** doing the right things regardless of the circumstances or personal consequences
- **Leadership:** Inspiring others to follow through the strength of one's character
- **Loyalty:** Dedication to our nation, our state, our university, our families and those institutions and values which we individually hold dearest
- **Respect:** Earned through the consistency of character
- **Selfless Service:** Giving of one's self for the greater good, without regard to personal gain or recognition

Draft Common Curriculum

Fall
<ul style="list-style-type: none">• Mental & Physical Wellbeing• Alcohol & Other Drugs• Success Strategies & Resources• Healthy Relationships & Bystander Intervention

Spring
<ul style="list-style-type: none">• Respect & Cultural Competence• Financial & Social Wellbeing• Goal Setting, Resilience and Self-Awareness• Major & Career Exploration

PROPOSED End-of-Term Course Evaluation¹ Items² for FYE Sections

1. **What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?**
 1. *less than 25%*
 2. *25% to 50%*
 3. *51% - 75%*
 4. *Over 75%*

2. **I understood what was expected of me in the course.**
 1. *Expectations were not at all understood³*
 2. *Expectations were somewhat understood*
 3. *Expectations were moderately understood*
 4. *Expectations were understood*
 5. *Expectations were extremely well understood*

3. **Please rate the organization of this course.**
 1. *Not at all organized*
 2. *Somewhat organized*
 3. *Moderately organized*
 4. *Organized*
 5. *Extremely organized*

4. **In this course, I encountered diverse views, debates, or controversies, which contributed to my learning.**
 1. *Not at all*
 2. *Sometimes*
 3. *Frequently*

5. **The instructor fostered an effective learning environment.**
 1. *Not at all effective*
 2. *Somewhat effective*
 3. *Moderately effective*
 4. *Effective*
 5. *Extremely effective*

6. **The information provided during this course helped my transition to TAMU.**
 1. *Extremely helpful*
 2. *Helpful*
 3. *Somewhat helpful*
 4. *Not at all helpful*

¹ For faculty members, the items would not replace any departmental or college-level standardized items but would be in addition to any other required items.

² The first 5 items are currently under consideration as standardized items to be used across all courses offered at TAMU

³ For each item, students will be prompted to provide additional information/explanation or suggestions that would have made the learning experience more positive (e.g., made expectations clearer, improved the organization of the course, fostered learning, etc.) in the event they respond on the "lower" end of the scale (irrespective of the order of the item options provided)

7. The peer mentors supporting this course helped my transition to TAMU.

1. *Extremely helpful*
2. *Helpful*
3. *Moderately helpful*
4. *Somewhat helpful*
5. *Not at all helpful*

8. This course contributed to my familiarity with campus resources designed to help me succeed as a student at TAMU.

1. *Not at all*
2. *Somewhat*
3. *Moderately*
4. *Definitely*

9. As a result of this course, I am aware of opportunities on campus for me to get involved.

1. *Not at all*
2. *Somewhat*
3. *Moderately*
4. *Definitely*

10. Through this course I developed skills that will help me achieve my personal and career goals.

1. *Strongly disagree*
2. *Disagree*
3. *Somewhat disagree*
4. *Somewhat agree*
5. *Agree*
6. *Strongly agree*

11. As a result of this course, I feel that I belong at TAMU.

1. *Strongly disagree*
2. *Disagree*
3. *Somewhat disagree*
4. *Somewhat agree*
5. *Agree*
6. *Strongly agree*

12. As a result of this course, I believe that I am very capable of succeeding at TAMU.

1. *Strongly disagree*
2. *Disagree*
3. *Somewhat disagree*
4. *Somewhat agree*
5. *Agree*
6. *Strongly agree*