

Program/Initiative: FIRST-YEAR SEMINAR COURSE

Situation: The fall-to-fall persistence rate for first-time-in-college (FTIC) students at Collin is, on average, several percentage points lower than the target rate of 52%, and is even lower for male and traditionally underserved FTIC students. In addition, underserved FTIC students earn fewer A,B, and C grades, and more D,F, and W grades than the general FTIC population. This initiative is designed as a part of the 2025-2030 quality enhancement plan (QEP) to help students transition successfully into college life such that they can excel in their first year and beyond.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Full and part-time faculty Staff to work as instructors Funding to hire instructors Facilities to enable new sections of the first-year seminar course Time to convene FYS committees Time to create training modules/curriculum Time to hire and train new instructors Time to implement curriculum re-design	Decide which department will be responsible for FYS course Convene FYS committees FYS committees meet to re-design course curriculum, decide credential criteria for new instructors, and build necessary training modules/materials Work with necessary constituents to ensure space for new sections of FYS Work with scheduling to incorporate new sections of FYS into overall schedule Post positions for instructors to apply Hire new instructors (continuous) Evaluate FYS after one year of implementation and beyond	External audiences <ul style="list-style-type: none"> • Potential vendors for course materials Internal audiences <ul style="list-style-type: none"> • FTIC dev-ed students participating in required FYS • Full and part-time faculty/instructors teaching FYS course • Faculty serving on FYS committees • Staff and faculty serving on hiring committees • Personnel assisting with facilities/scheduling 	Students will be able to develop an academic plan by identifying education and career goals Students will be able to demonstrate and apply basic study skills Students will be able to demonstrate and apply critical thinking skills Students will be able to demonstrate and apply basic communication skills	Students will complete their first <i>term</i> in good academic standing	Students will develop a strong sense of belonging virtually and/or on campus Students will have confidence about their academic preparedness moving into their second year Students will complete their first <i>year</i> in good academic standing