Goals:
1. Exchange innovative ideas about FYE program models for specific student populations (transfer students, honor students, under-prepared (remedial) students, re-entry students, commuter students and student athletes).
2. Strengthen collective knowledge about FYE programs

Description:
Using the World Café Dialogue, a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups, participants shared meaning and ideas about FYE program models for the above identified student populations.

Transfer Students
1. What should be the focus of transfer student programs?
2. According to a recent study of transfer students conducted by the National Resource Center, every student mentioned that financial aid, missing deadlines and losing scholarships were things they struggled with the most. Does this finding ring true for your campus? If so, how have you addressed this problem or hope to address it? If not, what are some struggles experienced by CSU transfer students and how has your campus addressed those challenges?
3. What strategies help transfer students feel connected to the campus?
   • Mandatory transfer orientation with evaluations, advising, registration
   • Place transfer experience in departments/colleges
   • Make FYE part of GE
   • Separate orientation
   • Early evaluation of transcripts
   • Early articulation of intervention
   • Major based student integration plan
   • Faculty development to play greater role in student engagement within the context of the classroom

Honor Students
1. What are some key elements for a successful honors student program?
2. What are the advantages and benefits of having an honors program for first year students? Are there any disadvantages?
3. Should the honors program be an institution-wide program or specifically designed by each college?
   • Phi Eta Sigma Alpha Delta Lambda freshman honorary eligible if earn 3.5 GPA or better first term
   • Honors program models: Long Beach, honors by major; Sac State, Institution wide program - criteria is key part of arrangement/discussion
   • Having classes that provide challenges for those who want challenge How do they get in? How are they identified?
   • Economics of program
     Attrition
     Management
     What has to shrink in order for the program to expand?
Under-prepared (remedial) Students

1. How can we design a first year program that meets the needs of under-prepared students and ensured that they receive the best teaching possible?
2. What radical institutional changes are necessary in order to ensure that the first year is successful for under-prepared students?
   - Creation of summer programs
   - Change in faculty attitude and perception (FYE for faculty)
   - Remove language that stigmatizes remediation, under-prepared yet retain language that allows identification of students with needs
   - Use peer mentors to help orient students to receive the best instruction and to help faculty and students connect

Re-entry Students

1. What type of services/support is most needed for re-entry (non-traditional) students?
2. How can first year programs for re-entry students capitalize on re-entry students’ unique contributions to the CSU?
   - Services, scheduling, logistics that respect life circumstances
   - A place for re-entry students (e.g. Cal Poly Pomona’s ReEntry & WoMen's Resource Center, Pat Davis, Director)
   - Advocacy and the richness re-entry students bring to the learning community
   - Teaching balance and providing opportunities for balance

Student Athletes

1. What should be the focus of a first year student athlete program?
2. What challenges do student athletes experience? Are there ways to structure a first year program that builds upon their contributions to the campus community that also meet their academic needs?
   - Athletes should be integrated into regular 1st year experience
   - Specialized advisors/advising and focus on time management, money management and health

Commuter Students

1. What should be the focus of commuter student programs?
2. Who/what are key areas of support for commuter students? What are some strategies?
   - Provide tools/strategies to learning community introduces community in their classroom
   - Goal = get freshman to get involved in just on thing their first year that’s meaningful to them to break down the barrier of commuter students spending no time on campus outside the classroom
   - Help students assess their own needs, values, goals
   - Provide suggestions and opportunities for involvement given through FYE, peer mentors

Ways to do

- advising
- FYE
- online stuff
- scheduling & linked courses
- learning communities
- encourage/provide opportunities to explore

-immersion/connection/identification
-time efficient
-listen to them – clarify values & goals
-different ways to connect/identify w/campus
-peer mentoring
Below are the notes from our large group discussion.

**FYE Program Student Populations**

**Commuter Students**
- assist in assessing their own goals
  - advising
  - online
  - LC’s
  - peer mentoring

**Athletes**
Chico – coaches advising students
- trying not to separate them out; they have many of the same needs as other students.
- are athletes isolated from the campus by the unique system of having their own program for athletes.

*How do campuses serve native students & transfer students*
  - Major-based student engagement plan

*Need to be aware that re-entry students have different needs than traditional students.*
  - open Financial Aid, Registrar’s office in the evening
  - online registration

*How do we find out our students’ needs?*
  - via advising

*Are we communicating with our community colleges on the needs of our transfer students?*
  - Pomona has contact with community college to talk to business students
  - students think Associates Degree is enough, not true. Need to educate them.

*Lower division transfer package*
LA – ‘Pilot’ in the works, 9 community colleges – students would be able to audit their progress by signing into PSoft as a guest
CI – start process early in connecting students to your college