



Freshmen
in Transition
Curriculum Mapping Your Living Learning Program

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Presentation Overview

- Oklahoma State University Culture
- FIT Mission, Timeline, Structure
- Curriculum map
- Areas of Future Growth
- Overview & Activity
- Questions



Oklahoma State University

- 25,806 Students
- 4,177 Freshmen – 19.22%
- 70% In-state / 30% Out-of-state



The College of Agricultural Sciences & Natural Resources

- 2,535 undergraduates
 - 576 freshmen
- 56% women | 44% men
- 23% first generation
- 42 states

- 16 majors & 62 study options





Living Learning Programs

- “On residential campus, many learning communities are also living-learning communities, restricting the residential environment to build community and integrate academic work with out-of-class experiences” – Smith, MacGregor, Matthews, and Gabelnick, 2004

FIT Timeline

2000 - 2007

FIT was established with 25 Students

- Linked courses

Observations

- Hyper bonding
- Difficulty differentiating requirement
- Difficulty in linking courses

2007 - 2012

50 students

- No linked courses

Observations

- No true academic component
- More sense of community

2012 - Now

100 students

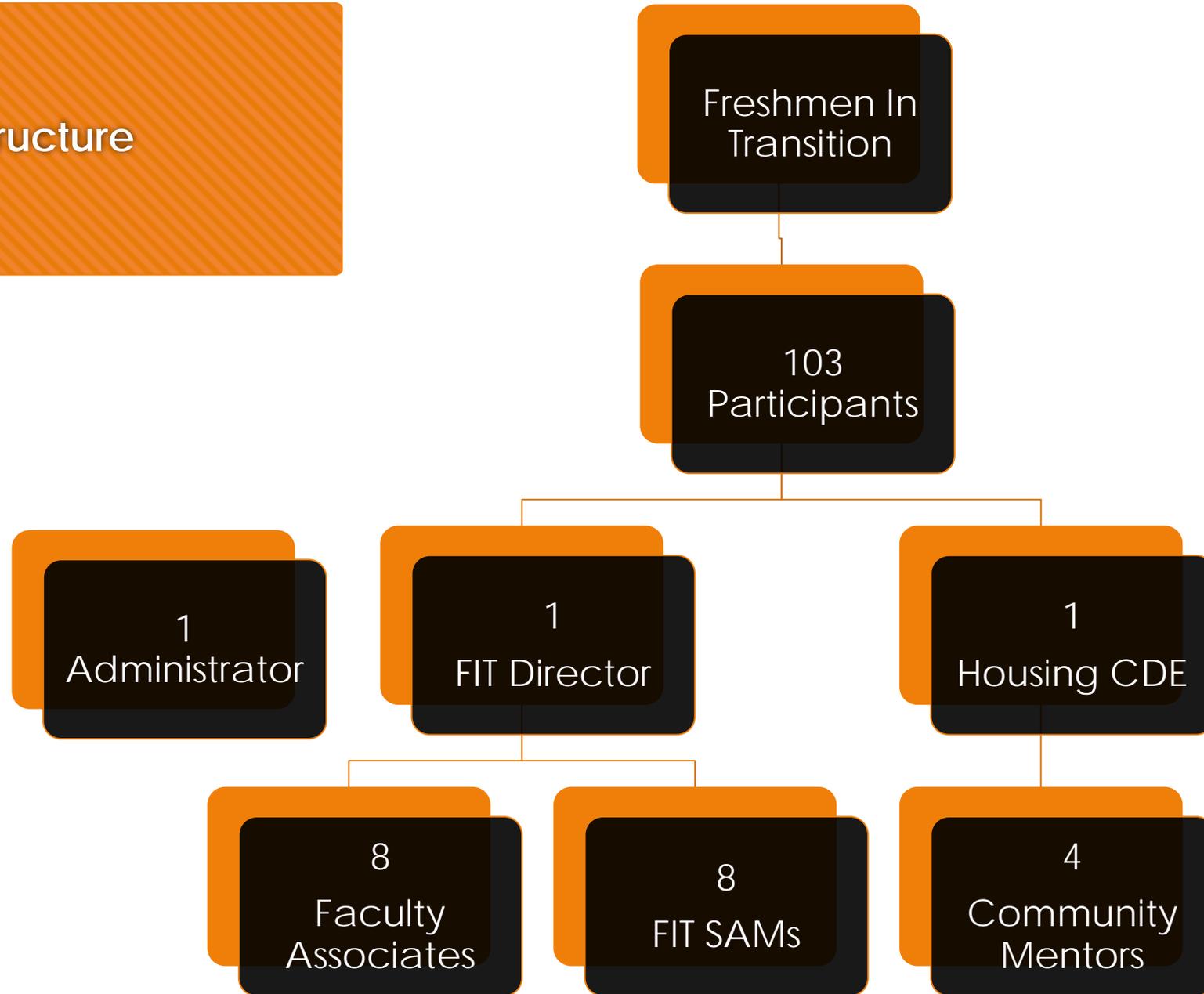
- Academic component
- Developed curriculum

Observations

- Clear Objectives
- Balance
- Evaluation process



Program Structure

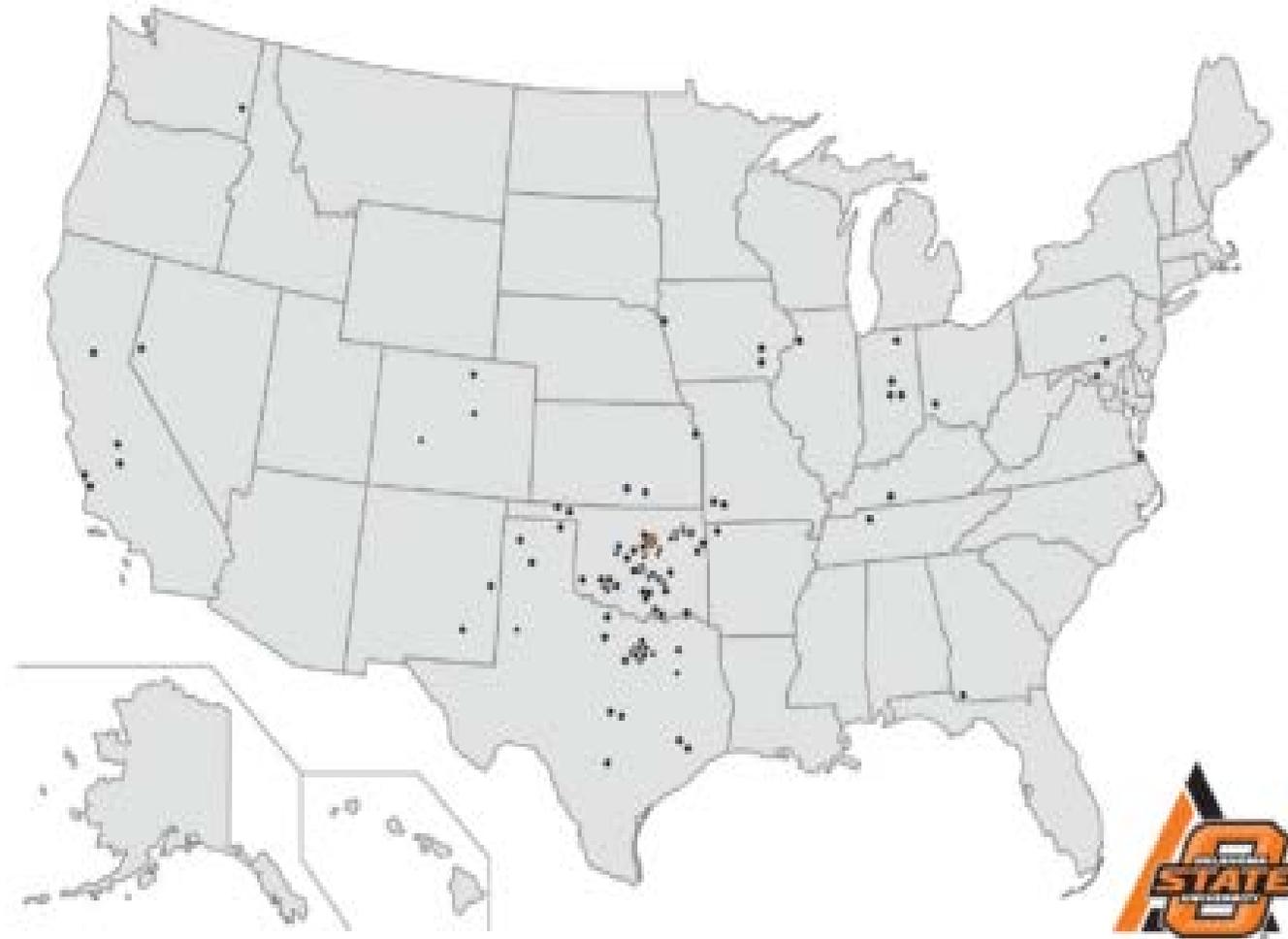


Mission of FIT

- Help students transition into college and provide an atmosphere for personal and academic growth through engagement, service, and networking
 - Maintaining an environment and opportunities for student growth through engagement
 - Encouraging students to investigate and practice beneficial behaviors they can incorporate into their total college experience
 - Providing opportunities and activities that foster autonomy, independence, intellectual disposition to learning, and interest in new experiences

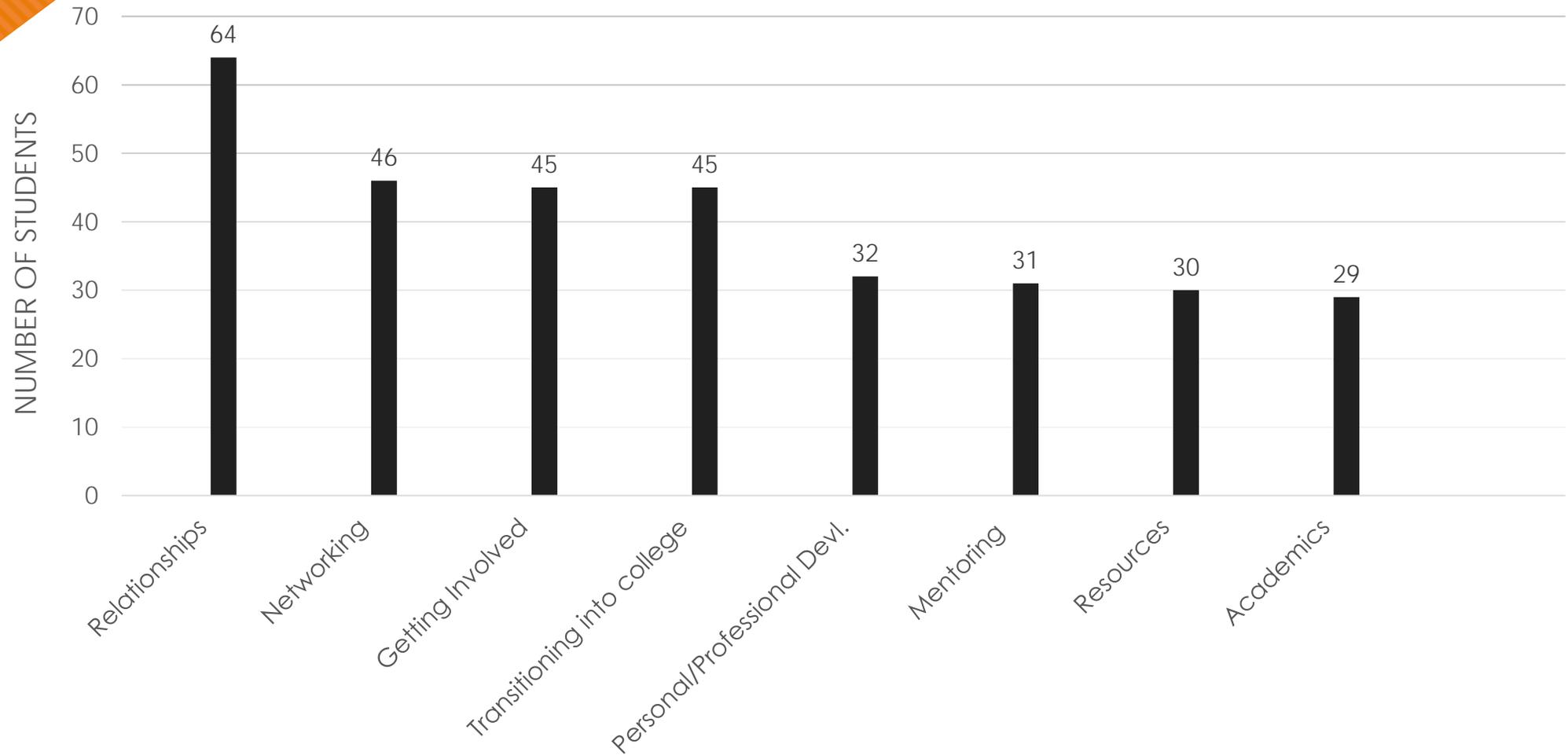
Freshmen In Transition

- 103 Participants
- 60% women | 40% men
- 23 states



See Where
EVERYONE *in* **FIT** **G** **CREW UP!**

Value of the FIT Program



Curriculum Map

Roadmap for developing and supporting goals in Living Learning Programs



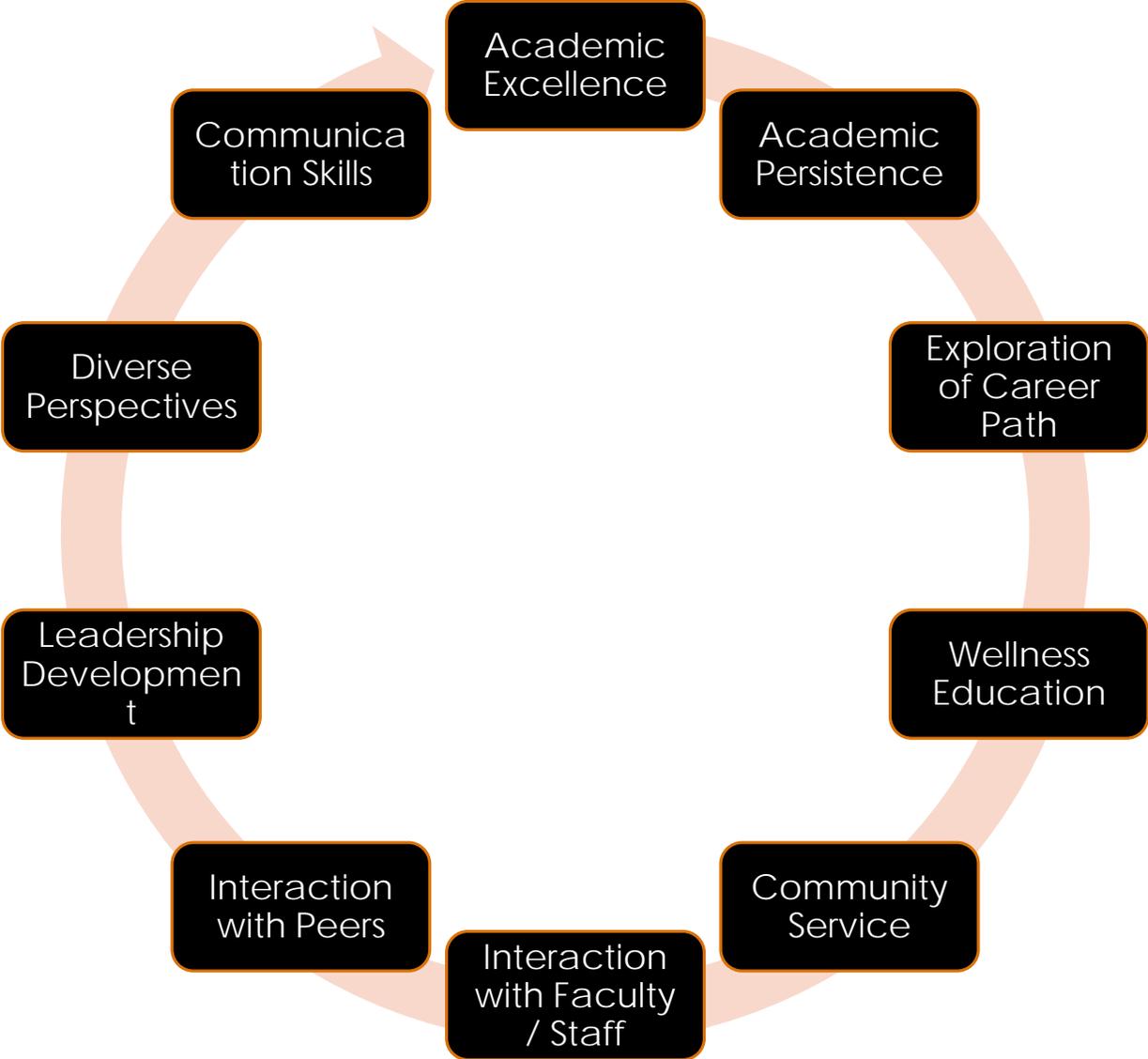
Curriculum Map

- Diagramming a curriculum to identify:
 - Successes
 - Gaps / Misalignments
 - Redundancies
 - Relationships between learning outcomes
 - Opportunities of growth



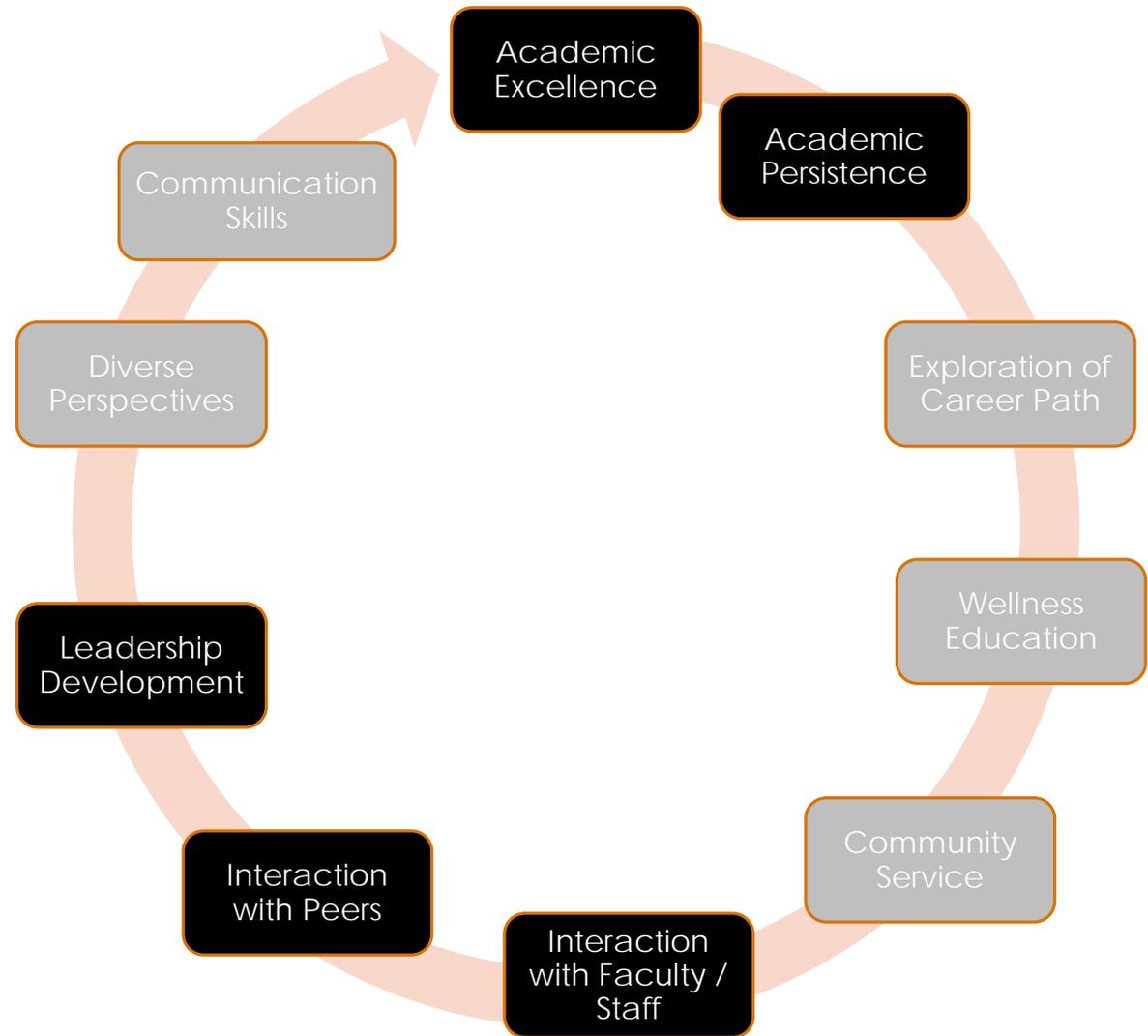
Points of Interest

- Mirrors the Six Pillars at OSU
 - Academic Excellence
 - Leadership
 - Service & Civic Engagement
 - Finding Your Purpose
 - Broadening Your Horizons
 - Wellness



Successes

- Provide ample of resources
- Demonstrate use of resources
- Encourage interaction with others
- Getting involved on campus

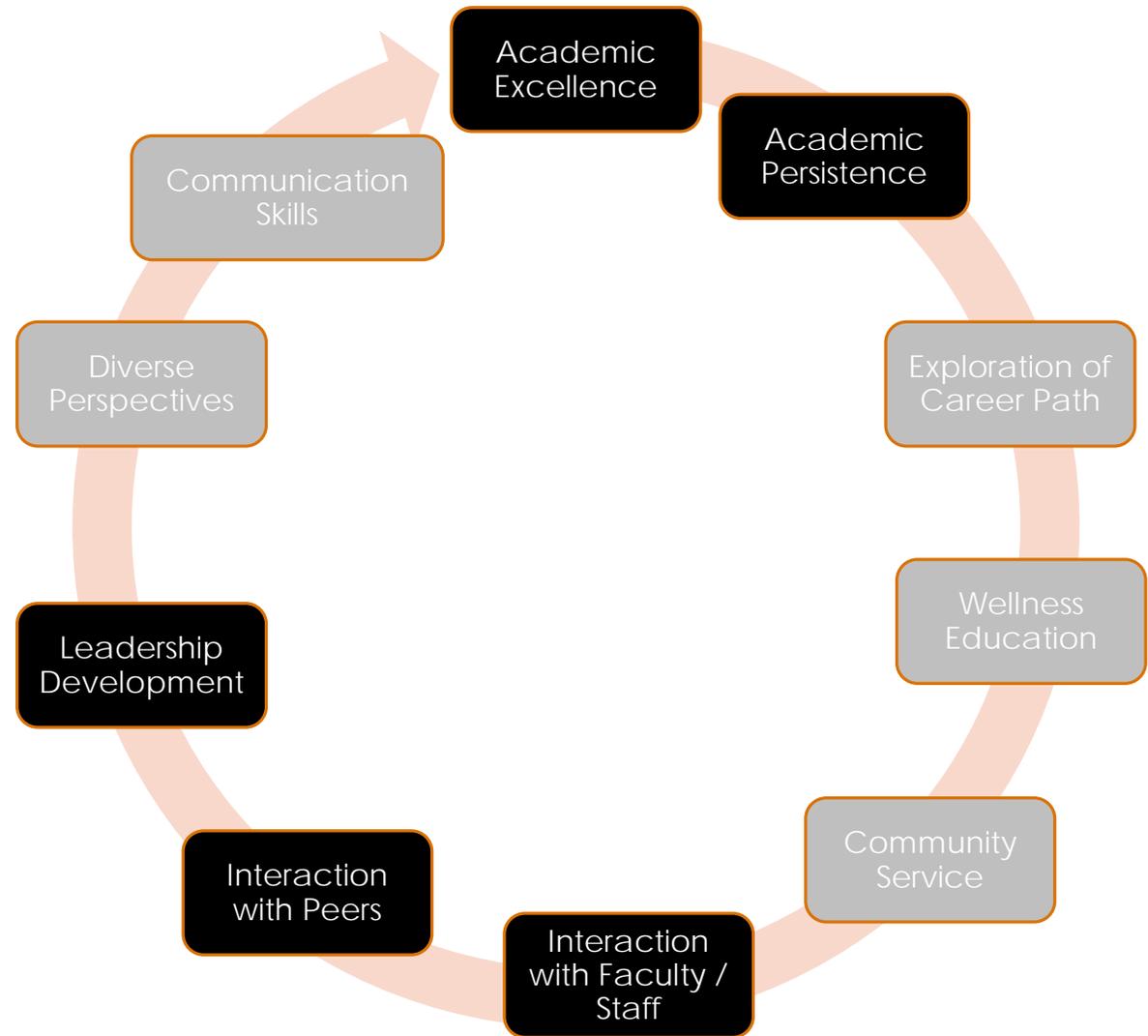


Engagement

- “The time and energy students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students take part in these activities” – George D. Kuh

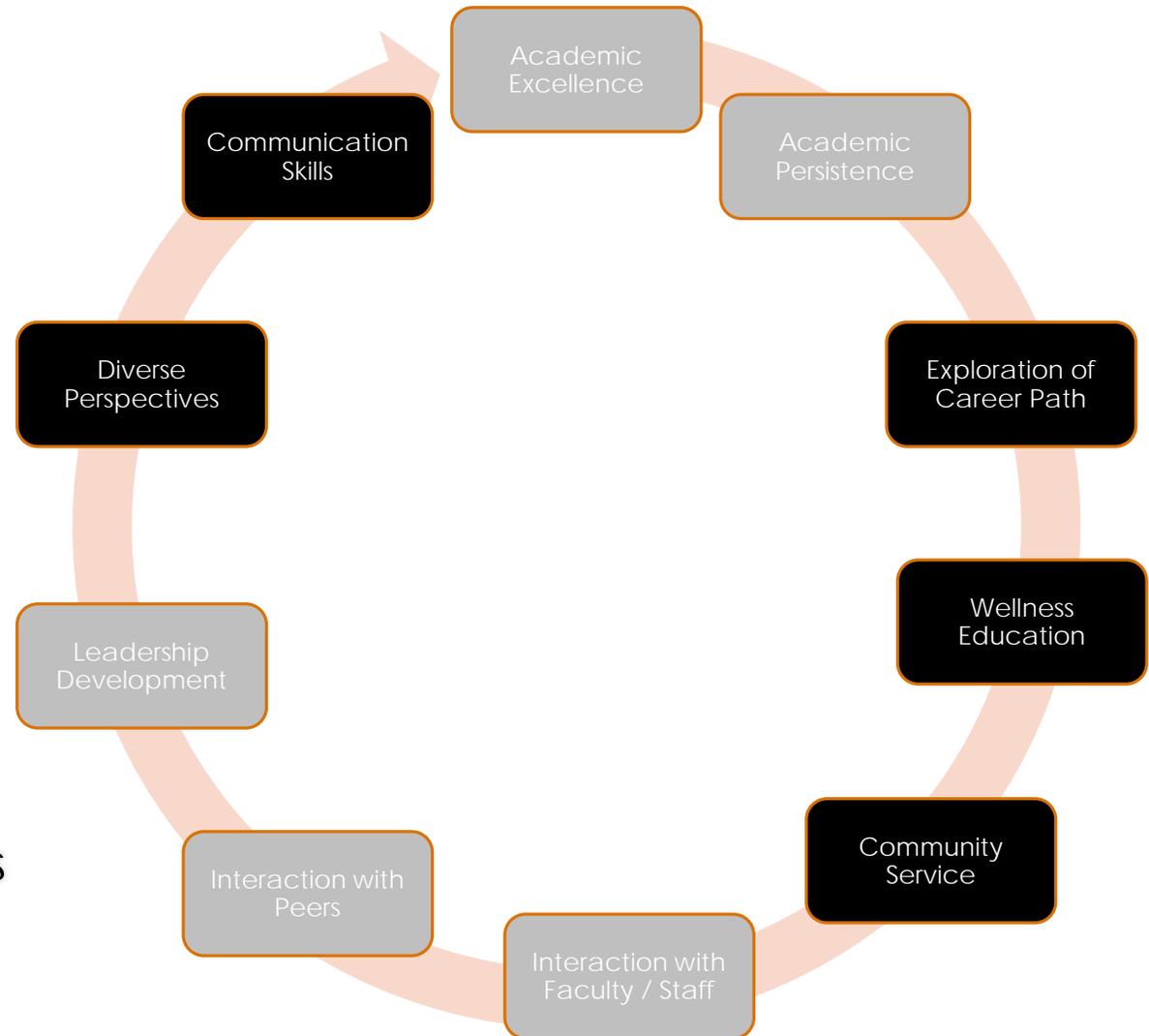
Successes

- Provide ample of resources
- Demonstrate use of resources
- Encourage interaction with others
- Getting involved on campus



Opportunities for Growth

- Expand additional options of career development
- Provide more ownership in community service
- Encourage expanding personal bubble
- More opportunities to develop communication skills
- Connect with campus partners



2016-2017 Challenges

- Housing and Residential life changed curriculum model
- Oversized community service project
- Quantifying outside experiences to ensure a well rounded program



2017-2018 Revisions

- Increased amount of purposeful programming
 - Attention to spring semester
 - Involvement with Faculty Associates
 - Targeted in weak areas
- Mentor led community service project
- Potential partnership with Director of CASNR Multicultural



Final thoughts

- Increases credibility of program
- Learning and Application Curve
- Constant maintenance and check-ins for it work effectively
- It's okay to create a new wheel for your program



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References

- Kuh, George D. "What we're learning about student engagement from NSSE: Benchmarks for effective educational practices." *Change: The Magazine of Higher Learning* 35.2 (2003): 24-32.
- Smith, Barbara Leigh, et al. "Learning communities: Reforming undergraduate education." (2009).

Key Players

- FIT Director
 - Lead and organize all key players and programs
- Administrator
 - Serves as a supporter, collaborator, and a resources
- Residential Director
 - Oversees operations and logistics of CASNR Village and is the main point of contact
- Faculty Associates
 - Engage residents by assisting in programing and engagement, build sense of community and mentorship
- FIT SAMs
 - Assist in building community, coordinate and programming
 - Help students in becoming involved in academic, extracurricular, professional, and social activities that promote personal growth and development
- Residential Assistant
 - Develops, coordinates and maintains a program within the community by facilitating a positive living environment

FIT expectations

Fall Semester

- 3.0 GPA minimum goal
- 2 Events:
 - Educational
 - Career
 - Wellness
 - Broaden Horizon
 - Faculty Dinners
- Attend bi-weekly large / small group
- 15 Hours community service

- CASNR Round Up (Ag 1011)
- Academic Expo (Ag 1011)
- Grey Card Meeting
- Create 1 resume

Spring Semester

- 3.0 GPA minimum goal
- 2 Events:
 - Educational
 - Career
 - Wellness
 - Broaden Horizon
 - Faculty Dinners
- Attend bi-weekly large / small group
- 15 Hours community service

- Plan of Action Meeting
- Reception / Resignation

Expectations

- Educational
 - Exposure to opportunities to expand intellect in a variety of areas
 - Library usage, departmental seminars, thesis/dissertation defenses, college- or university-sponsored speakers
- Career
 - Activities to develop professional skills and explore career options within and outside
 - Industry presentations and career information sessions, such as discussing salary, dressing for an interview, mock interviews, or dinner etiquette
- Wellness
 - Ways to achieve physical, emotional, social, and / or spiritual wellness
 - Seminars, fitness classes, intramural sports, counseling sessions or joining / attending religious functions

Expectations

- Broaden Horizon
 - Ways to explore allied arts, cultural events, or international events to learn, participate, and gain a new perspective
 - Concerts (OSU symphony), Diwali night, cultural dinners around the world, theatre productions, or open mic-night
- Faculty Dinners
 - The opportunity to meet and network with faculty and staff members
 - Give students a experience of taking initiative in interacting with faculty and staff

Oklahoma State Living Learning Programs

- Honors College
- Engineering
- Global 10
- Media House
- OKSTATE F1RST
- Maude's Quad
- Health Education Promotions
- P.E.T.E Project
- Spears Schools of Business
- T.E.A.C.H
- Diversity Engineering Floor