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*Will Faculty Buy In and Will Students Care? Embedding Transition Content into the First-Year Classroom*

The gold standard of transition programming is the First-Year Seminar, a credit course that teaches students university success strategies such as learning skills, study skills, numeracy skills, and life skills, but such courses are not common practice in Canada. An alternative delivery model for FYE programming is to integrate the content into the academic curriculum, but this comes with challenges such as buy-in and loss of efficacy.

What does it take for instructors to adopt these materials in their courses, what does it take for students to complete them, and can they still be effective?

From the student perspective, the benefit (skills improvement, academic success, and direct academic reward) must be balanced with the cost (time, effort, and motivation). From the faculty perspective, the benefit (retention and improved student outcomes) must be balanced with the cost (workload, motivation, perceived sacrifice of course content and resource cost).

We will present results of our project, in which learning modules were developed at a variety of engagement levels and formats and tested with a large 1200-student multi-section introductory calculus course over three years. We will present student outcomes data, survey data from both students and faculty, lessons learned and ideas for the future.