First Year Seminars
in the Justice Core
CUE Committee Meeting, September 11, 2014
The Decision

OR
## First-Time Freshmen in SASP Programs 2008-2013

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>• 1,414 first-time freshmen (BA)</td>
<td>• 1,883 first-time freshmen (BA)</td>
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<tr>
<td></td>
<td>• 92% under 19</td>
<td>• 90% under 19</td>
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<tr>
<td></td>
<td>• 99% full-time student</td>
<td>• 99% full-time student</td>
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<tr>
<td></td>
<td>• 74% students of color</td>
<td>• 75% students of color</td>
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<tr>
<td></td>
<td>• 58% female; 42% male</td>
<td>• 52% female; 48% male</td>
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<td>• 79% NYC resident</td>
<td>• 77% NYC resident</td>
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<tr>
<td>Academics</td>
<td>High School Average (CAA):</td>
<td>High School Average (CAA):</td>
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<tr>
<td></td>
<td>51% under 80</td>
<td>35% under 80</td>
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<tr>
<td></td>
<td>49% over 80</td>
<td>65% over 80</td>
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<tr>
<td></td>
<td>Mean SAT verbal: 455</td>
<td>Mean SAT verbal: 462</td>
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<tr>
<td></td>
<td>Mean SAT math: 463</td>
<td>Mean SAT math: 482</td>
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<tr>
<td>First-Year</td>
<td>14 LCs</td>
<td>11 LCs</td>
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<tr>
<td>Program</td>
<td>348 students</td>
<td>225 students</td>
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<td>Max class size: 28</td>
<td>Max class size: 25</td>
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<td>55 FYS: 1,314 students</td>
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<td>Max class size: 25</td>
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Program Development Timeline

• Fall 2019 – learning outcomes developed and four sections of experimental FYS were piloted in ETH, SPE ANT and CSL

• 2010 – FYS expanded from 4 to 13 sections; faculty assessment group developed instruments and collected student survey data

• 2011 - 18 FYS sections; peer support added, student and faculty surveys, portfolio assessment

• 2012 – 29 sections; student and faculty surveys, revision of outcomes, creation of new rubrics, FYS outcomes assessment

• 2013 – FYS is part of the new General Education program; 55 sections offered in the fall; the growing pains of scaling up
## Goals of First Year Programs

### INTELECTUAL GROWTH
Students will gain awareness and competence as a college student.

**LEARNING OUTCOMES for JUSTICE CORE FIRST YEAR SEMINARS (FYS)**

- Students will describe one’s own relationship to significant issues of justice.
- Students will identify problems and propose solutions through evidence-based inquiry.

**LEARNING OUTCOMES for FIRST YEAR LEARNING COMMUNITIES (LC)**

- Students will be able to apply knowledge and critical thinking skills across disciplines.

### PERSONAL GROWTH
Students will develop an understanding of themselves as college students and members of a diverse academic community.

**LEARNING OUTCOMES for JUSTICE CORE FIRST YEAR SEMINARS (FYS)**

- Students will demonstrate effective planning and reflection to accomplish specific course outcomes.

**LEARNING OUTCOMES for FIRST YEAR LEARNING COMMUNITIES (LC)**

- Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) that support academic goals and personal growth.

### SOCIAL GROWTH
Students will learn to cultivate interpersonal relationships with peers, faculty, and staff that provide support in and outside of the classroom.

**LEARNING OUTCOMES for JUSTICE CORE FIRST YEAR SEMINARS (FYS)**

- Students will assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds.

**LEARNING OUTCOMES for FIRST YEAR LEARNING COMMUNITIES (LC)**

- Students will learn to successfully collaborate with peers from diverse backgrounds inside and outside of the classroom.
Program Structure

• First-year seminars that share common learning outcomes
  • Opportunity for collaboration
  • Events that engage students from multiple sections/disciplines
  • Common assessment

• SASP provides program support and enhancement
  • Peer mentors
  • Early warning/intervention and success coaching
  • Funding for field trips and guest speakers
  • Student-faculty lunch tickets
  • Monthly themed events
    • September: Welcome
    • October: Be the Change (Activism and Civic Engagement)
    • November: Learning Beyond the Classroom (New York Times columnist)
    • December: Research and Creativity (Student Showcase)
  • New York Times subscriptions / Weeks of Reading
  • Electronic portfolio support
  • Success Power Hour
  • Faculty workshops
2013 Data Sources

- Student Survey: College Student Inventory
  - Pre-program: 636 students
  - End-of semester: 332 students
- SAT and CAA scores of incoming freshmen
- Final grades in FYS sections
- FYS and LC faculty survey
  - Completed by 24 FYS faculty and 14 LC faculty
- FYS outcomes assessment (2011-2013)
2014 Assessment Focus

• How do FYS courses coming from different disciplines address the five learning outcomes?
• Social and personal growth outcomes: Is there a difference in awareness and acquisition of skill if activities are faculty-led versus peer-led? Does a integration of faculty- and peer-led initiatives result in considerable gains?