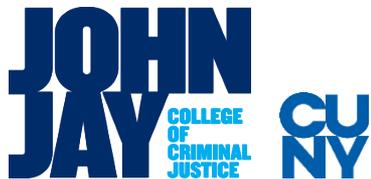


Fall 2019

First Year Seminar Meeting

September 13, 2019



Agenda

- Introductions
- First Year Program overview
- Focusing on inclusivity and belonging
 - Curricular and co-curricular initiatives
- Using inclusive strategies and resources to support student success (working lunch)
- Next steps

Introductions

- Name
- FYS course(s) you're teaching
- One way that you're similar to your FYS students

First Year Program Goals

Critical
Thinking

Agency

Social
Network

Social
Responsibility

First Year Seminar Learning Outcomes

Planning

- Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.

Inquiry

- Identify issues of justice and analyze them using evidence.

Collaboration

- Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.

Entering freshmen Success Data by Gender and Race

Retention Rates: Entering Freshmen by Gender and Race

First Fall	# of Students	One-Year	Two-Year
Fall 2017	1709	79.4%	-
Asian Female	136	82.4%	-
Male	122	84.4%	-
Black Female	147	81.0%	-
Male	60	68.3%	-
Hispanic Female	537	84.5%	-
Male	363	73.3%	-
White Female	165	77.0%	-
Male	179	75.4%	-
Fall 2016	1399	78.5%	68.3%
Asian Female	98	85.7%	72.4%
Male	100	79.0%	66.00%
Black Female	116	81.0%	74.1%
Male	60	70.0%	58.3%
Hispanic Female	478	82.4%	72.4%
Male	271	74.2%	64.2%
White Female	146	72.6%	63.7%
Male	130	75.4%	64.6%

SOURCE: Calculated by SASP staff using entering freshmen student data.

On-Track for Four-Year Graduation: Entering Non-SEEK Freshmen

First Fall	# of Students	One-Year	Two-Year
Fall 2017	1480	64.5%	-
Asian Female	124	72.6%	-
Male	115	63.5%	-
Black Female	126	65.1%	-
Male	50	44.0%	-
Hispanic Female	437	70.5%	-
Male	288	55.2%	-
White Female	162	69.1%	-
Male	178	60.7%	-
Fall 2016	1184	59.2%	41.7%
Asian Female	82	73.2%	58.5%
Male	81	55.6%	39.5%
Black Female	103	66.0%	43.7%
Male	51	47.1%	27.5%
Hispanic Female	380	60.0%	43.9%
Male	223	49.8%	30.9%
White Female	141	68.1%	48.9%
Male	123	56.1%	40.7%

SOURCE: Calculated by SASP staff using entering freshmen student data.

Attempting & Earning 15 Credits per Semester: Entering Non-SEEK Freshmen

First Fall	# of Students	Semester One		Semester Two	
		Attempted 15 Credits	Earned 15 Credits	Attempted 15 Credits	Earned 15 Credits
Fall 2018	1418	91.3%	66.0%	77.3%	-
Asian Female	115	87.8%	69.2%	82.6%	-
Male	80	95.0%	69.3%	77.5%	-
Black Female	106	85.8%	64.4%	80.2%	-
Male	35	85.7%	58.8%	71.4%	-
Hispanic Female	523	92.7%	65.8%	77.8%	-
Male	250	90.0%	58.0%	74.8%	-
White Female	173	93.1%	77.9%	77.5%	-
Male	136	92.6%	66.1%	74.3%	-
Fall 2017	1480	90.2%	63.3%	76.7%	52.5%
Asian Female	124	91.1%	68.9%	83.1%	58.5%
Male	115	88.7%	67.0%	73.9%	50.0%
Black Female	126	89.7%	65.5%	76.2%	51.6%
Male	50	90.0%	45.8%	66.0%	34.7%
Hispanic Female	437	91.1%	65.9%	81.7%	57.9%
Male	288	92.0%	56.9%	72.6%	45.5%
White Female	162	87.7%	67.1%	77.8%	61.3%
Male	178	88.2%	60.8%	70.8%	45.7%

SOURCE: Calculated by SASP staff using entering freshmen student data.

Focusing on Inclusivity & Belonging

Curricular Practices

- **Getting Your Syllabus to Talk to ALL Students**
(assessment group)
 - Interested? Email Nancy Yang – nyang@jjay.cuny.edu
- **Inclusive Syllabus Seminar** (TLC/SASP collaboration)
 - Sessions: Thursdays, 1:30–2:45 PM, 335 HH
 - Fall: 9/26, 10/17, 11/14, 12/5
 - Spring: 2/20, 3/12, 4/23, 5/7
 - Interested? Sign up through Gina Foster’s TLC email
 - DUE TODAY, 9/13!!!
- **Open Education Resources (OER) Development and Implementation Opportunities**
 - Interested? Email Wynne Ferdinand – wferdinand@jjay.cuny.edu

Focusing on Inclusivity & Belonging

FY Events and Initiatives

- **Belonging Project (all semester)** – piloting interventions that address issues with belonging and mindset
- **Peer Success Coaches (all semester)** – coaching practices and enhanced training on belonging/growth mindset
- **Midterm alert & at-risk referrals (10/15)** – meet students where they are and ensure their progression to following semester
- **First Year Kickoff (9/23)**– connection to campus resources and introduction to future self
- **Showcase (12/11)** – initial experience with faculty mentoring and research

First Year Showcase: Entryway to faculty mentoring and research

Celebrating student research & creativity

12th Annual First Year Student **SHOWCASE**



12.11.19 **130-3PM**
**Hounds Square
& Mezzanine**

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE **CU
NY**



Inclusive strategies to support student success

What's your Advice?

In groups, review your student scenario and discuss the following:

1. What are the issues/challenges the parties involved are experiencing?
2. What advice would you give to the professor and peer success coach to address these issues?
3. What campus resources can provide support for these issues?

Inclusive strategies to support student success

What's your Advice?

Derek



Derek is a first semester student in Professor Y's First Year Seminar. He comes to class fully engaged, participates often, and submits all of his assignments on time. He's shared in class that he's interested in going to law school and becoming an entertainment lawyer. He received unsatisfactory grades in his first two writing assignments because of his lack of clarity, lack of structure, affinity for run-on sentences, and poor grammar. Professor Y recommended the Writing Center but did not see an improvement in Derek's third paper. When Professor Y talks to Derek in person, Derek shares that "he's just not good at writing."

Inclusive strategies to support student success

What's your Advice?

Daphne



Daphne is a first semester student in Professor Z's First Year Seminar. She has 100% attendance and participates in class regularly. Out of 4 short reflective journal assignments that have been due, she's submitted only one at the beginning of the semester. After a reminder in class that registration is opening soon, Daphne shared with Professor Z and the peer success coach that she does not qualify for financial aid, will have trouble paying for classes out of pocket, and isn't sure that there's really any point in staying in her current classes.

Inclusive strategies to support student success

What's your Advice?

Gladys



It's five weeks into the semester and Professor X has had trouble getting class participation. Every time he asks a question, students don't raise their hands, so he resorts to calling on students randomly. One student, Gladys, in particular, has never participated in class, often looks uncomfortable, and avoids eye contact. When Professor X approaches Gladys about her lack of participation in class, she shares that she swears she does the readings and often knows the answer, but feels too shy to share it with the class. She admits that this anxiety has made it hard for her to focus.

Inclusive strategies to support student success

What's your Advice?

Tomas



Tomas, Sophie, and Brian are first semester students in Professor Q's First Year Seminar. The students were assigned to work with each other for their Showcase group project. Professor Q gave his class a Showcase poster submission deadline of 11/18 because the SASP submission deadline is 11/20. On 11/14, Tomas let Professor Q know after class that he has been working on his part of the project but his group members have not been responsive and he's worried that he might fail the class. Professor Q checks in with the rest of the group and it doesn't look like they will be able to submit their poster on time for the Showcase.

Next Steps

- 9/13 - Send your syllabus to cpreda@jjay.cuny.edu
- 10/4 - Confirm Showcase participation
- Encourage/incentivize students to participate in peer success coaching – starts 9/23
- 10/15 - Submit midterm alert feedback (sent to you on 10/7)
- Participate in faculty development opportunities and meetups

And finally....

Reach out to Nancy Yang with any questions, concerns, ideas, and/or success stories.

nyang@jjay.cuny.edu

