First Year Seminar Faculty Planning Meeting

May 19, 2016
## Today’s Agenda

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions and First Year Program Goals</td>
<td>9:30—10:30 am</td>
</tr>
<tr>
<td>Showcase Planning and Development Professors Pastrana, Schanz and Mattioli</td>
<td>10:30—11:30 am</td>
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<tr>
<td>Break</td>
<td>11:30—11:45 am</td>
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<tr>
<td>First Year Student Characteristics</td>
<td>11:45-12:15 pm</td>
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<tr>
<td>Lunch</td>
<td>12:15—1:00 pm</td>
</tr>
<tr>
<td>Success Teams and Peer Success Coaching</td>
<td>1:00—2:00 pm</td>
</tr>
<tr>
<td>First Year Seminar Learning Outcomes Professors Johnson-Coxx, Roure, Curtis and Winson</td>
<td>2:00—3:00 pm</td>
</tr>
<tr>
<td>Wrap up and Next Steps</td>
<td>3:00—3:30 pm</td>
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</tbody>
</table>
Who are John Jay Freshmen?

• Ethnically, Linguistically & Culturally Diverse
• Varied Educational Backgrounds
• Open to Institutional Supports
• Goal-Driven
• Uncertain about persistence in college
ACADEMIC JOURNEY
YOUR ROADMAP

Begin Your Career or Graduate School

Connect
- Use your network connections
- Use campus resource when applying for graduate school or career positions

Plan
- Complete a capstone course that develops your skills
- Review and update your academic and career plan
- Add potential employers to your network

Expand
- Complete a career-related internship or research project
- Develop a network of supportive peers, professors, and mentors
- Research majors and minors and make the choice that is right for you
- Connect with students, professors, and campus events
- Get advising and academic support to complete 30 credits with a good GPA
- Explore your strengths, interests, and possible academic and career paths

Sophomore Year
- Complete an internship, leadership, or research opportunity

Junior Year
- Complete a career-related internship or research project

Senior Year
- Complete a capstone course that develops your skills

Freshman Year
- Use campus resource when applying for graduate school or career positions

www.JJay.cuny.edu/AJ

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
First Year Program Goals

Critical Thinking

Agency

Social Network

Social Responsibility
FYS Program Goals

FYS Course Outcomes:
- Inquiry
- Planning
- Collaboration

Success Team Outcomes:
- Planning
- Navigating Systems
- Accessing Resources & Opportunities
Fall 2016 FYS Cohorts

Apple Corps
Early Start Math
Adelante!
Interdisciplinary Studies (ISP)
Research & Inquiry
Cultural & Philosophical Foundations
Opportunity for Student Success (OSS)
Social Justice
Early Start English
Inquiry

Planning

Collaboration
Research in the First Year

• Why is it important for first year students to do research?

• What does it mean to do research as a first year student?
Visit Showcase Posters

Is Hurricane Sandy Simply a Normality?
Charlie Buenstom, Emanem Caymey, and Manuel Martinez

The Politics of Global Warming

Introduction

The recent news about Hurricane Sandy has raised some questions about global warming. Is it simply a normality, or is it something more?

Research & Evidence

- The Intergovernmental Panel on Climate Change (IPCC) reports that global temperatures have increased over the past century.
- The National Oceanic and Atmospheric Administration (NOAA) has observed a recent increase in the frequency of intense hurricanes.
- Hurricanes have been linked to climate change by researchers worldwide.

Case Study: Hurricane Sandy

- Hurricane Sandy was the most powerful hurricane on record to make landfall in the United States.
- It caused significant damage in New York City and other areas along the East Coast.
- The storm's impact is estimated to cost billions of dollars in damages.

Discussion

- The increase in hurricane frequency and intensity is concerning.
- Climate change is affecting our daily lives and future.
- We need to take action to mitigate the effects of climate change.

Conclusion

- While Hurricane Sandy was not directly caused by climate change, it is a reminder of the need to address global warming.
- Let's work together to create a sustainable future.

Framing Illegal Immigration as a Social Problem

Iona Devereux, Damiella Maffa, Jovanna Jimenez, Kyle Westgate, Anthony Lopez

Introduction

Illegal immigration is a complex issue that affects our society. How can we frame this issue as a social problem?

Case Studies

- The DREAM Act: A program that provides a pathway to citizenship for undocumented immigrants
- The Border Patrol: A federal agency responsible for enforcing immigration laws
- The Immigration Court: A court that hears cases involving immigration

Discussion

- Illegal immigration has economic benefits and drawbacks.
- It is important to address the root causes of illegal immigration.
- We need to find a solution that works for everyone.

Conclusion

- Illegal immigration is a social problem that requires a comprehensive solution.
- Let's work together to find a solution that benefits everyone.

Assessing the Oppression Women Face in Paralympic Sports

Cher Ying Yang, Kevin Zeppernick and Shane Louis

Methods & Materials

- Case study of female Paralympic athletes
- observation of female athletes in London Paralympics
- interviews with female athletes and coaches

Results

- Female athletes face significant challenges in Paralympic sports.
- Women from developing countries have less support.

Conclusion

- Women face more challenges than men in Paralympic sports.
- It is time to address gender inequalities.

The Impact of Lack of Health Insurance on Latinos Injured on the Job

Mark Batistaro, Avinell Corongam, Arlana Villanueva, & Kelly Wise

Introduction

Latinos are the most vulnerable group in terms of health insurance coverage.

Methods & Materials

- Case study of Latinos injured on the job
- observation of uninsured Latinos
- interviews with Latinos

Results

- Latinos are more likely to be uninsured.
- Uninsured Latinos receive worse care.

Conclusion

- Latinos need better health insurance coverage.
- We need to address the root causes of uninsured Latinos.
Showcase Rubric Development Process

✓ Research in the first year discussion
✓ Showcase samples assessment
✓ Outcomes development
✓ Introduction to FYS faculty
Showcase Rubric Implementation

- Rubric Pilot fall 16
- Showcase Working Group fall 16
- Showcase assessment January 17
- Final Revisions spring 17
## Showcase Presentation Rubric Template

Zero (0): Not a component of project; One (1): Not Present; Two (2): Present; Three (3) Present+ Exceeds Project Expectations

<table>
<thead>
<tr>
<th>Poster/Presentation ID:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>The poster is organized using headings and/or sections that reflect the components/steps of the research process.</td>
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<td>0 1 2 3</td>
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<table>
<thead>
<tr>
<th>Research Topic</th>
<th>Research Methodology</th>
<th>Explanation of Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A research question or issue is stated as a component of the investigation.</td>
<td>The plan for collecting data and/or conducting research is clearly stated.</td>
<td>Data and research is synthesized to present a logical interpretation of the results.</td>
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<tr>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Justice Issues</th>
<th>Summary of [previous] Scholarship</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The connection between the research topic and issues of justice is explicitly stated.</td>
<td>Relevant background data and/or research related to the research question is clearly summarized.</td>
<td>The conclusion presents some or all of the following: explanation of results, implications for the field or new research questions.</td>
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<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
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<table>
<thead>
<tr>
<th>Theory</th>
<th>Media</th>
<th>References/Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories or major debates related to the research topic are presented.</td>
<td>Visual or multimodal components clarify and/or enhance understanding of the research topic.</td>
<td>Source material is documented using consistent citation format.</td>
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<tr>
<td>0 1 2 3</td>
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<td>0 1 2 3</td>
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<thead>
<tr>
<th>Total Score:</th>
<th></th>
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| Comments: |  |
# Showcase Rubric Discussion

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>What form does this component take for First Year Students?</th>
<th>What scaffolds are required to help students complete this component?</th>
</tr>
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<tr>
<td><strong>Research Topic</strong></td>
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<td><strong>Research Methodology</strong></td>
<td>There is a plan for collecting data and/or conducting research.</td>
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</table>
ePortfolios support students’...

• Awareness of their own learning processes
• Ability to realize connections across material within a course and across courses
• Acquisition of digital literacy skills
Christen Madrazo is the Assistant Director of the Writing Program at John Jay College, where she also serves on several committees dedicated to the improvement of teaching and learning.

She has devoted her career to the teaching of both creative nonfiction writing and academic writing because of her passion for sharing with students her belief that real scholarship comes from everyday stories and the questions that live within those stories.
Academic Experiences

Throughout my time at CUNY John Jay College of Criminal Justice, I have taken part in multiple academic experiences that have shaped me into the person I am today. Please feel free to click any of the links below to learn about my academic experiences.

- **General Education**: Here you will find the best work from general education courses such as Introduction to Art.
- **Latin American and Latina/o Studies**: Here you will find the best work from my Latin American and Latina/o Studies major courses such as Human Rights and Law in Latin America.
- **Criminology**: Here you will find the best work from my criminology major courses such as Culture and Crime.
- **Electives**: Here you will find the best work from my elective courses such as Internship in Sociology.
- **Academic Events**: Here you will find a brief description and reflection on various academic events I have attended.
Welcome to the Faculty Toolbox. This is a resource site for faculty using our digital portfolio platform.

The aim of this site is to support faculty as they adapt and produce course syllabi and assignments to support students’ deeper learning of course content and acquisition of important skills using this digital portfolio platform.

http://www.jjay.cuny.edu/eportfolio
Fall 2016 FYS Cohorts

- Apple Corps
- Early Start Math
- Adelante!
- Interdisciplinary Studies (ISP)
- Research & Inquiry
- Cultural & Philosophical Foundations
- Opportunity for Student Success (OSS)
- Social Justice
- Early Start English
Semester 1: Supporting Successful Transitions

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Peer Success Coaches</th>
<th>Academic Advisors</th>
<th>Career Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ First Year Seminars</td>
<td>✓ Outreach</td>
<td>✓ General Education Requirement Planning</td>
<td>✓ Introduce career exploration concepts</td>
</tr>
<tr>
<td>✓ Fall Student Showcase</td>
<td>✓ Planning support via coaching</td>
<td>✓ Introducing 2 Year Academic Plan</td>
<td>✓ Connect students to campus career planning resources</td>
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<tr>
<td></td>
<td>✓ Transition guidance</td>
<td>✓ Pre-Registration advising sessions</td>
<td></td>
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<td></td>
<td>✓ Connecting to social networks</td>
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- **First Year Seminars**
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  - Planning support via coaching
  - Transition guidance
  - Connecting to social networks

- **Fall Student Showcase**
  - General Education Requirement Planning
  - Introducing 2 Year Academic Plan
  - Pre-Registration advising sessions
  - Introduce career exploration concepts
  - Connect students to campus career planning resources
SASP Peer Success Coaches
## Addressing First Year Student Challenges

<table>
<thead>
<tr>
<th>First Year Student Challenges &amp; Opportunities</th>
<th>How would you approach this situation? What else would you want to know?</th>
</tr>
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<tbody>
<tr>
<td>Managing Responsibilities</td>
<td></td>
</tr>
<tr>
<td>A student is taking five classes and working a part-time job 20 hours per week. She has not submitted the last two assignments and missed two days of class in the past three weeks.</td>
<td></td>
</tr>
<tr>
<td>Connecting to the community</td>
<td></td>
</tr>
<tr>
<td>A student in your class doesn’t seem to know what other resources and opportunities are available to them on campus.</td>
<td></td>
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<tr>
<td>Working as a member of a team</td>
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<tr>
<td>Your students are assigned a group research project that includes a class presentation. One group approaches you to share that they have had numerous disagreements, and one other indicates they just can’t finish the assignment.</td>
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<tr>
<td>Monitoring academic progress</td>
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<td>At the midterm point in the semester, a student is shocked to find out he may not be earning the A he expected in the course.</td>
<td></td>
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<tr>
<td>Sense of support</td>
<td></td>
</tr>
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<td>One of the students in your class mentions that his mom asked him to pick up his sister from school for the next three Wednesdays, so he will have to miss class. He says that his parents told him he would be better off getting a job anyway.</td>
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</table>
First Year Seminar Course Outcomes

What should students learn by the end of their first year seminar?
Outcome Assessment in 2014 FYS Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Relation to Justice</th>
<th>Evidence-based Inquiry</th>
<th>Collaboration</th>
<th>Planning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Samples Submitted</td>
<td>25.6%</td>
<td>36.7%</td>
<td>45.6%</td>
<td>33.3%</td>
<td>27.8%</td>
</tr>
<tr>
<td>% Samples that couldn't be assessed with the Rubric</td>
<td>4.3%</td>
<td>15.2%</td>
<td>34.1%</td>
<td>43.3%</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

Reader Avg. Score vs. Faculty Avg. Score:
- Relation to Justice: 1.4 vs. 1.9
- Evidence-based Inquiry: 1.9 vs. 2
- Collaboration: 1.9 vs. 2
- Planning: 1.4 vs. 2
- Resources: 1.3 vs. 2
Revised First Year Seminar Course Outcomes

Inquiry

Planning

Collaboration
# Program Goals & First Year Seminar Outcomes

## Program Goals

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<tr>
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<tbody>
<tr>
<td>Planning: Incorporate effective planning strategies and the use of campus resources to achieve academic and personal goals.</td>
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</tr>
<tr>
<td>Collaboration: Understand one’s role in collaborations with people who hold diverse views.</td>
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</table>
Outcomes Revision Process

- Review of program assessment
- Review of revised flexible core learning outcomes & existing FYS outcomes
- Outcomes drafting and revision
- Alignment to revised FYS goals
- Introduction to FYS faculty
Outcomes Implementation

- Outcomes Pilot fall 16
- FYS Assessment Working Group fall 16
- FYS samples assessment January 17
- Final Outcomes revision spring 17
Review Sample Assignments

What type of assignment is this?

- Introduction/Exploratory
- Practice/Developing Concepts or Deepening Understanding
- Summative/Documentation of Learning

<table>
<thead>
<tr>
<th>FYS Outcome</th>
<th>Work with your group to identify all the criteria the assignment addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>Inquiry Outcome Criteria</td>
</tr>
<tr>
<td>Students will identify and analyze issues of justice using evidence-based inquiry.</td>
<td>I1. Identify issues of justice relevant to course content/subject matter</td>
</tr>
<tr>
<td></td>
<td>I2. Demonstrate understanding of the significance of issues of justice to oneself and diverse stakeholders</td>
</tr>
<tr>
<td></td>
<td>I3. Analyze issues of justice using methods relevant to course content/subject matter</td>
</tr>
<tr>
<td></td>
<td>I4. Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter</td>
</tr>
<tr>
<td>Planning</td>
<td>Planning Outcome Criteria</td>
</tr>
<tr>
<td>Students will incorporate effective planning strategies and the use of campus resources to achieve academic and personal goals.</td>
<td>P1. Set academic and personal goals related to course requirements and college success</td>
</tr>
<tr>
<td></td>
<td>P2. Create an action plan to successfully achieve goals</td>
</tr>
<tr>
<td></td>
<td>P3. Use academic and social support resources to achieve identified personal and academic goals</td>
</tr>
<tr>
<td></td>
<td>P4. Evaluate progress towards goals and adjust plans as required</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration Outcome Criteria</td>
</tr>
<tr>
<td>Students will understand one's</td>
<td>C1. Assume an active and engaged role in collaborations</td>
</tr>
<tr>
<td></td>
<td>C2. Identify and practice collaboration strategies</td>
</tr>
</tbody>
</table>
Fall 2016 FYS Timeline

✓ Student Outreach and Support
✓ Program Implementation & Assessment
✓ Engagement Events
✓ Showcase Preparation & Resources
☑ FYS Faculty Brown Bag Forum; September 9th

Fall Discussion Groups

☑ FYS outcomes implementation & assessment

☑ Showcase Planning & Assessment

☑ EPortfolio
2016 FYS Events

 ✓ Weeks of Welcome
 ✓ Weeks of Reading
 ✓ Acts for Justice
 ✓ Fall Student Showcase