

Hot Off the Press: A New Tool to Assess Your FYE Course



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Slides at: www.scholarlyteaching.org

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Prediction Activity

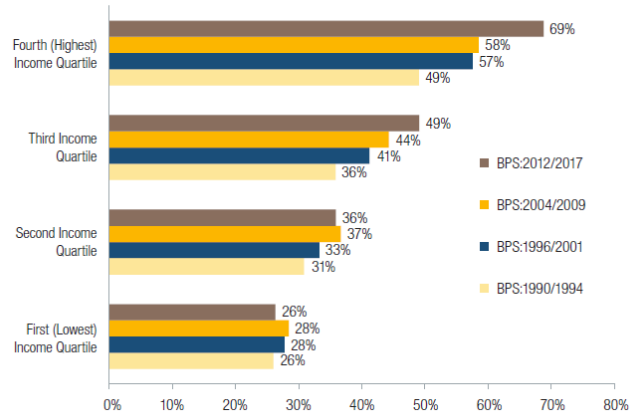


What percentage of students from the lowest income bracket who start college walk away with a degree within in 6 years?

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Completion Statistics

Equity Indicator 5c(ii): Percentage of dependent first-time students who obtained a bachelor's degree or higher within 5 or 6 years of first enrolling in a 4-year or 2-year postsecondary institution by parents' family income quartile: BPS:1989-90 (1994 follow-up), BPS:1995-96 (2001 follow-up), BPS:2003-04 (2009 follow-up), and BPS:2011-12 (2017 follow-up)



SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Studies (BPS:1989-90/1994; BPS:1995-96/2001; BPS:2003-04/2009; BPS:2011-12/2017). Tabulated using NCES PowerStats. See also Radford, A., Berkner, L., Wheelless, S., & Shepherd, B. (2010). *Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2011/2011151.pdf>.

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The Problem

Consistently Unacceptable Success Rates for Students from Low-Income Backgrounds and Limited Resources to Assist College Leaders with Addressing this Problem

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Grant Opportunity

Thank you to Bloomberg Philanthropies, the Aspen Institute's College Excellence Program, and Ithaca S + R for their generous support of this project.

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Our Project

Leverage High Impact Practices such as First-Year Seminars

Tap into Practitioner Expertise

Develop and Refine a Self-Assessment Tool

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Participants

Used FYE listserv, social media and professional network to recruit participants

Participant Roles, Institutions, and First-Year Seminar Course

Participant Role	Type of Institution	First-Year Seminar Course
Chairperson	Community College	<ul style="list-style-type: none"> 3-credit, optional course focused on study strategies and time management 1-credit, optional course with extended orientation focus
Academic Success Coach	Public University	<ul style="list-style-type: none"> 1 credit, optional course with a focus on campus resources
Adjunct Faculty	Community College and Private University	<ul style="list-style-type: none"> 1 credit, required course with a focus on project-based learning and career 3 credit, optional thematic course
Executive Director of Student Success and Adjunct Faculty	4-Year Public University- Historically Black College and University	<ul style="list-style-type: none"> 1 credit mandatory course with a focus on academic strategies, resources, financial literacy, and mindset
Chairperson	Community College	<ul style="list-style-type: none"> 1 credit optional course focused on academic success strategies, campus connections, and citizenship
Full-time Faculty and Coordinator	Community College	<ul style="list-style-type: none"> 3-credit, required course focused on academic, career, and financial literacy skills
Assistant Dean of Student Success	Private University	<ul style="list-style-type: none"> 1-credit, required course with a focus on co-curricular learning, writing and reading skills, and reflection
First-Year Experience Director	Public University- Historically Black College and University	<ul style="list-style-type: none"> 1 credit, required course focused on transitioning to college, history of the college, and resources

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Design Thinking



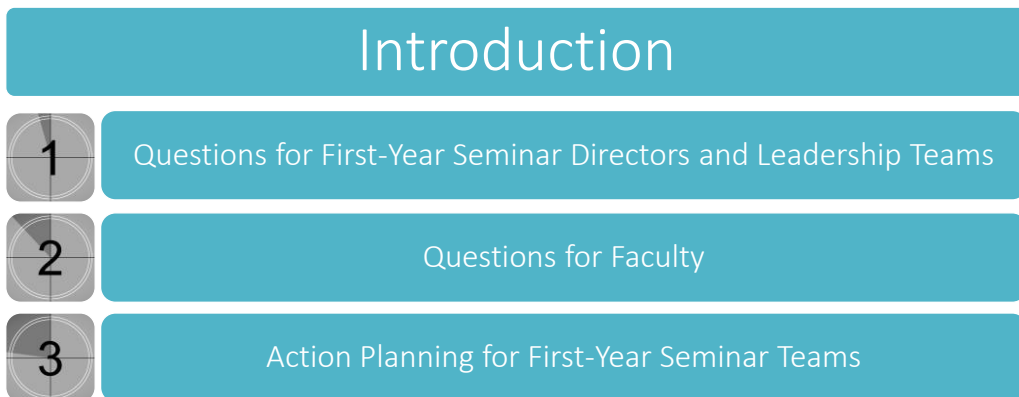
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Design Thinking in Action



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The Instrument-



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How should this tool be used?

How should this tool be used?

Step 1: Review Tool	Familiarize yourself with the key and questions in the tool. You can add institution-specific items if desired.
Step 2: Determine Who to Include in Self-Assessment Process	<p>If completing it yourself, who will you consult with to answer all questions?</p> <p>If completing it as a leadership team, is there an existing team or do you need to create a new team? If a new team, who should you invite?</p> <p>Full and part-time faculty teaching the course can be invited to complete section 2.</p>
Step 3: Complete the Tool	Directors and leadership team complete Section 1; faculty complete Section 2. Complete individual items first and then respond to overall category. Share responses with team.
Step 4: Discuss Results and Determine Strengths and Priority Areas for Improvement	Discuss the consistencies and inconsistencies of responses. Determine approximately 3 strengths of the course and 3 areas that could be improved. Indicate these in Section 3. Consider what changes are within your control and may be implemented soon, and what changes might take longer and require making a case for change.
Step 5: Determine Resources Needed.	Identify what resources are needed and put these in Section 3. Consult with mid and senior-level administrators about how to access needed resources.
Step 6: Develop an Action Plan	For three target areas, determine the action steps needed, the person responsible for overseeing these steps, and the timeline for doing so. Identify desired outcomes and indicate these in Section 3. Consult internal and external resources for guidance.
Step 7: Develop an Assessment Plan	Determine how you will know if improvements resulted in desired outcomes and indicate this in Section 3.
Step 8: Implement the Plan	Take identified actions, involving key faculty and staff.
Step 9: Assess the Course	Collect and analyze data needed to determine if identified outcomes were achieved.
Step 10: Celebrate Accomplishments and Engage in Continuous Improvement	Communicate and celebrate successful achievement of outcomes and determine a schedule to repeat this process with different priorities for improvement.

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Teaching Practices

- Developing a Sense of Community
- Resources
- Academic Strategies
- Career
- Mindset
- Assignments

Institutional Practices

- Professional Learning for Faculty and Peer Leaders
- Assessment
- Institutional Efforts

Assessment Overview

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Drop Down Option	Title	Description
Priority of Teaching and Institutional Practices		
HIGH	High priority	This practice is viewed as critically important, heavily emphasized in the curriculum, and is a primary focus of professional learning experiences for faculty.
MODERATE	Moderate priority	This practice is considered important and is included in the curriculum and on agendas for professional learning experiences for faculty.
LOW	Low priority	This practice is only minimally addressed in the curriculum and professional learning experiences for faculty. It is not typically a required component of the curriculum and is not often on agendas for professional learning experiences for faculty.
EMERGING	Emerging priority	This practice is not currently being addressed, but there are plans to focus on it <u>in the near future</u> .
POSSIBLE	Possible future priority	This practice is viewed as beneficial but is not a current priority for curriculum or professional learning experiences for faculty, perhaps because of resource limitations, other barriers, or competing priorities being the current focus.
NOT	Not a priority	This practice is not a priority and will not likely be a priority <u>in the near future</u> .
Need for Action		
CONTINUE	<u>Already</u> effectively doing this practice, so no actions are needed.	Evidence suggests that this practice is being implemented effectively.
STRENGTHEN	Already doing this practice, but there is room for improvement.	Evidence <u>that</u> this practice is being used, but it could be implemented more effectively.
EXPLORE	<u>Not</u> doing this practice currently but plan to explore ways to incorporate the practice moving forward	Although the practice is not currently being used, the promise of this practice is noted, and an exploration of how to incorporate the practice will take place.
NOT APPLICABLE	Not doing the practice and not planning to incorporate it because it does not seem to be a good fit for the course at this institution, is not a current priority, or there are insufficient resources.	Although the value of this practice may be recognized, it does not fit the context of this institution and, therefore, is not being considered at this time.

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Section 2: For Faculty

Part I: Key with Response Categories and Descriptions for First-Year Seminar Self-Assessment Tool Use

Drop Down Option	Title	Description
Use of Practice		
HIGH	High area of focus	This practice is heavily emphasized and used in my course.
MODERATE	Moderate area of focus	This practice is included in my course but is not one of the main focus areas.
MINIMAL	Minimal area of focus	This practice is only minimally used in the course.
POSSIBLE	A possible future area of focus	This practice is not currently a course focus, but I am considering using it in the future.
NOT	Not an area of focus	This practice is not currently a focus <u>of</u> the course and will not likely be one <u>in the near future</u> .
Support Needed		
YES	Want professional learning experiences related to this practice to be offered	I need to learn more about this practice so that I can use it in my course.
MAYBE	May want professional learning experiences related to this practice to be offered	I am familiar with this practice, but it could be beneficial to learn more about this practice.
NO	Do not need professional learning experiences related to this practice to be offered	I am confident in my ability to use this practice and do not need support implementing it, or I do not view this as a practice needed in my course.

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First-Year Seminar Directors and Leadership Teams

Teaching Practices	How much of a priority is this practice in the curriculum?	How much of a priority is this practice in faculty development?	What action is needed, if any, to use or improve this practice?
Developing a Sense of Community	Choose an item.	Choose an item.	Choose an item.
Use surveys to learn about students, along with a welcoming message, are sent out before the start of the semester	Choose an item.	Choose an item.	Choose an item.
Share professor information, including teaching philosophy and positionality, in the syllabus and on the first day of class	Choose an item.	Choose an item.	Choose an item.
Create a sense of belonging through the first day of class icebreakers	Choose an item.	Choose an item.	Choose an item.
Ask students to write a personal statement or share information about themselves early in the semester, including their identities and strengths, such as emotional intelligence	Choose an item.	Choose an item.	Choose an item.
Use Getting to Know You activities throughout the semester	Choose an item.	Choose an item.	Choose an item.
Faculty meet with students outside of class at least once to get to know them	Choose an item.	Choose an item.	Choose an item.
Conduct mid-semester check-ins with students	Choose an item.	Choose an item.	Choose an item.
Create partner work opportunities during class	Choose an item.	Choose an item.	Choose an item.
Allocate class time for group projects	Choose an item.	Choose an item.	Choose an item.
Assign group projects designed to be conducted outside of class	Choose an item.	Choose an item.	Choose an item.
Use reflection activities and assignments	Choose an item.	Choose an item.	Choose an item.
Engage in discussions in class	Choose an item.	Choose an item.	Choose an item.
Use peer mentors in class	Choose an item.	Choose an item.	Choose an item.
Use peer mentors outside of class	Choose an item.	Choose an item.	Choose an item.
Help students connect to alumni	Choose an item.	Choose an item.	Choose an item.

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First-Year Seminar Faculty

Teaching Practices	How much of a focus is this practice in your course?	Would you want the institution to provide you with support in implementing this practice?
Developing a Sense of Community	Choose an item.	Choose an item.
Use surveys to learn about students, along with a welcoming message, are sent out before the start of the semester	Choose an item.	Choose an item.
Share professor information, including teaching philosophy and positionality, in the syllabus and on the first day of class	Choose an item.	Choose an item.
Create a sense of belonging through the first day of class icebreakers	Choose an item.	Choose an item.
Ask students to write a personal statement or share information about themselves early in the semester, including their identities and strengths, such as emotional intelligence	Choose an item.	Choose an item.
Use Getting to Know You activities throughout the semester	Choose an item.	Choose an item.
Faculty meet with students outside of class at least once to get to know students	Choose an item.	Choose an item.
Conduct mid-semester check-ins with students	Choose an item.	Choose an item.
Create partner work opportunities during class	Choose an item.	Choose an item.
Allocate class time for group projects	Choose an item.	Choose an item.
Assign group projects designed to be conducted outside of class	Choose an item.	Choose an item.
Use reflection activities and assignments	Choose an item.	Choose an item.
Engage in discussions in class	Choose an item.	Choose an item.
Use peer mentors in class	Choose an item.	Choose an item.
Use peer mentors outside of class	Choose an item.	Choose an item.
Help students connect to alumni	Choose an item.	Choose an item.

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Resources
Share on and off-campus resources with students in the syllabus or via the learning management system
Share how students can get in touch with their professors and the value of those interactions
Talk about resources, including food and housing resources, in class
Professors make personalized referrals and help connect students to resources
Share information on scholarships and emergency funding options and how to apply for these funds
Financial aid modules that include definitions of terms and concepts along with benefits and costs of student loans and employment, designed by financial aid professionals, included in the course
Financial literacy modules (i.e., budgeting and investing) are included in the course
Well-being or mental health modules are included in the course
Academic Strategies
<u>Introduce</u> college language and define terms
Share study strategies in the syllabus
Teach study strategies
Help students identify academic goals and steps to achieve their goals
Teach self-regulation skills (i.e., monitoring progress and engaging in productive behaviors)
Teach scientific argumentation (how to build, question, and critique claims)
Teach writing skills
Teach research skills
<u>Teach</u> how to leverage technology for academic success
Practice opportunities in class for students to use study strategies
Teach time management strategies
Practice opportunities for time management via assignments

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Career
Help students explore career options
Encourage attendance at career fairs and other career events
Encourage students to conduct informational interviews
Access to career assessments
Help students identify career goals and steps to achieve their goals
Teach resume and cover letter skills
Teach job-seeking strategies, including federal work-study and other on-campus employment opportunities
Support networking development and expansion, including connecting students to alumni
Support nurturing of professional networks
Mindset
Address imposter syndrome (feelings of self-doubt) and how to combat it
Teach growth mindset (believing abilities can improve) and strategies to develop it
Practice growth-mindset strategies through teaching strategies
Explain stereotype threat (fear of confirming stereotypes) and strategies to combat it
Help students develop self-affirmations (positive statements) and write about their strengths
Help students develop self-efficacy (belief task can be accomplished) through scaffolded (supports provided) learning tasks
Normalize help-seeking behavior
Assignments
Formative assessments of learning outcomes provide students and instructors with feedback on learning progress
Authentic, real-world assignments
Rigorous assignments
Assignments that build transferable skills for other courses
Assignments that provide reflection and revision opportunities for students
Collaborative assignments
Transparent assignment expectations (i.e., purpose statement, steps or tasks, and grading criteria such as rubrics)
Provide undergraduate research opportunities, especially compensated positions
Peer-review opportunities
Nudging or reminders of just-in-time actions related to academic actions, such as applying for financial aid or registering for courses

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Institutional Practices	
Professional Learning for Faculty and Peer Leaders	(
Utilize on-campus expertise (ex., financial aid officers, mental health counselors) to design and deliver specialized modules	(
Provide accessible teaching resource materials for faculty	(
Offer training programs before faculty start teaching	(
Provide ongoing support for faculty teaching the course	(
Offer training programs for faculty on how to use data to improve teaching practices	(
Offer customized learning opportunities for faculty with different experiences and needs	(
Create opportunities for faculty to learn from faculty colleagues	(
Celebrate and acknowledge faculty efforts to support students	(
Offer training for peer mentors	(
Assessment	
Identify and code students, including students from low-income backgrounds	(
Use summative or end-of-term assessments to determine achievement of learning outcomes in aggregated and disaggregated formats, including for students from low-income backgrounds	(
Track persistence and academic performance of students taking the course in aggregated and disaggregated formats, including for students from low-income backgrounds	(
Disseminate course-level success data for students in the course, including disaggregated data for students from low-income backgrounds	(
Use data, including student perspectives, to improve the course design and delivery	(
Use an early alert system	(
Institutional Efforts	
Hire faculty committed to student success and equity reform	(
Ensure faculty evaluation standards are aligned with course outcomes	(
Make intentional connections between FYS and other programs like orientation, summer bridge, TRIO, and departments	(
Have flexible scheduling course options, including online modality to accommodate work schedules	(
Offer a 2-semester FYS course or other intentional strategies to provide yearlong support	(
Use affordable textbooks or Open Educational Resources (free reading and other class resources)	(
Assign 3 credit hours to the course	(
Offer living-learning communities	(
Require the FYS course for all students	(
Partner with high schools to help them build curriculum leading up to the FYS course so the content is not all new	(
Offer family programming related to financial aid, scholarships, and other resources	(
Connect this course to second-year programming efforts	(
Review course-level policies, such as late or missed work policies, through an equity lens	(

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Section 3: Executive Summary and Action Plan

Part I: Executive Summary of First-Year Seminar Self-Assessment Findings

Using a team approach, summarize the key strengths and areas targeted for improvement based on Section 1 and 2 findings. Consider inviting faculty, administrators, student affairs professionals, teaching and learning center staff, and assessment/data professionals to the team.

Self-Assessment Process	
Course Name	
Date Self-Assessment Completed	
Who Completed Assessment?	
Strengths	
1	
2	
3	
Areas Targeted for Improvement	
1	
2	
3	

Part II: First-Year Seminar Action Plan for Areas Targeted for Improvement

Map out an action plan for improvement by putting the 3 areas targeted for improvement and the resources, action steps needed to improve, the person responsible, the expected timeline, the desired outcome, and how the outcome will be assessed into the table.

Target Area	Resources Needed	Action Steps Needed	Person Responsible	Timeline	Desired Outcome	Assessment Plan

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The Assessment Tool

<https://www.scholarlyteaching.org/fye>



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Ideas for Using the Tool on Your Campus?



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Next Steps



FUTURE FUNDING



CONSULTING SERVICES



RESEARCH

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Stay in Touch

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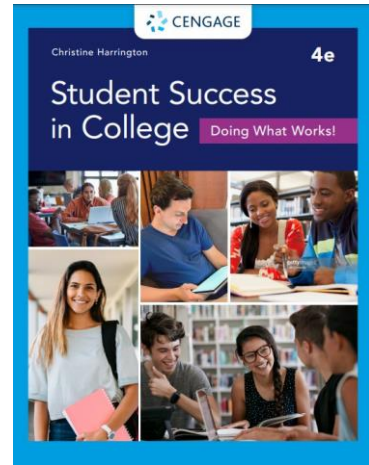
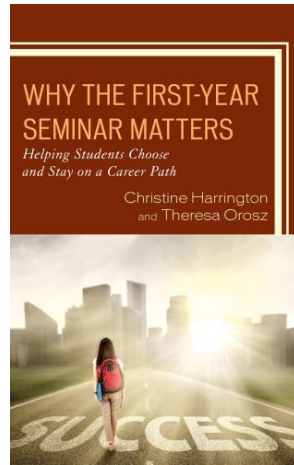
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Scholarly Teaching

Doing What Works!

Additional Resources at www.scholarlyteaching.org



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