Overview

- Background information on FYS
- Program Evaluation Data
- Faculty Highlights
FYS=HIP

• The FYS is considered a High-Impact Practice because it fosters students’ intellectual, interpersonal, and practical skills and promotes meaningful peer-to-peer interactions and faculty-student mentorship.

• FYS provides opportunity for “high-touch” interaction with first year students.

• Associated with greater retention and graduation rates.
Mission & Vision of CSUDH FYS

The First-Year Seminar provides faculty members and first-year students an exciting opportunity to intellectually engage each other on a topic that is of mutual interest. FYS students work with full-time faculty in a small-class setting and FYS faculty introduce first-year students to their discipline via inviting topics that excite both the faculty member and the students.
Foci of FYS at CSUDH

• Faculty use their “passion” area as the conduit to teach classic FYS concepts to incoming freshmen.
• Highlighted skills:
  • Critical Thinking
  • Writing (minimum of 10 pages of writing, with at least one paper with multiple drafts to which the instructor provides feedback)
  • Area E focus (Lifelong learning and Self-Development)
• Acclimation to CSU Dominguez Hills
• Co-Curricular activity (strongly encouraged)
Evolution of the First Year Seminar at CSUDH

- Impact of FYS courses highlighted by John Gardner (U. South Carolina)
- Creation of “Dream Seminar” format tailored to DH (Paxton, Chavez & Oesterheld)
- Publicized opportunity to teach Dream Seminar. Targeted FT and long-term contract faculty
- Recruited and trained 13 highly motivated faculty (Spring, 2015)
- Program launched Fall, 2015
- Program continues to grow via intentional partnerships between AA, SA, UAC
Faculty Commitment

- Teach at least one semester of FYS
- Actively participate in FYS training sessions [at least 3 sessions per year]
- Create a dynamic course and syllabus that meets the requirements of the FYS and Area E
- Engage students “differently”
- Engage in assessment activities
- Co-curricular activity (strongly encouraged)
- Share information and resources with colleagues
- Received $1000 stipend for training, assessment, and co-curricular activities.
Roles of FYS Faculty

- Mentor
- Guide to the discipline
- Guide to higher education
- Liaison to campus opportunities
- Prototype for interactions with other faculty members.

Relationship is long-term.
Fall, 2015-Spring 2018: By the Numbers

• All colleges have been represented
• # of faculty: 29
• # of students: 1,388
Select Courses: AY 2017-2018

- Truth, Lies, & Criminal Profiling (Butler, PSY)
- Minors at the Border: Visual Culture of Migration (Vera-Rosas, SOC)
- Black & Brown Educational Experiences (Benavides-Lopez, CHS)
- Intro to Disability Studies (Kulkarni, SPE)
- Business Negotiations (Lai, MGT)
- Latino Folklore in the LA Area (Dominguez, MLG)
- Social Issues: Power & Social Relationships (Gutierrez, CHS)
By the end of the semester, students reported feeling:

- more connected to DH.
- greater self-efficacy to succeed in college.
- more comfortable talking to at least one professor.

General Themes:

- UNV 101 was a good intro to college, provided information on resources, strategies for success
- Improved skills (e.g., writing, time management, interpersonal communication, critical thinking)
- Initiated career planning, increased options for majors/careers
- Provided connections to other students and campus entities.
- Faculty made a significant impact

*Data is from internal program evaluation data.
Student Voices

https://www.youtube.com/watch?v=ZMbodibqyKE
First-Year Seminar Student Voices

How has being a UNV 101 student impacted your experience at DH?

• It help me to come out of my shell. I met new friends and was able to talk to my teachers.

• Being apart of UNV 101 has made me a better writer.

• It helped me find a way to make sure which articles are a good source to use.

• It helped me with the basics of the college experience and get to know some resources to help throughout the years here.

• Not only has it helped me with my writing skills, it has also helped me further learn everything that this campus has to offer.
First-Year Seminar Student Voices

How has being a UNV 101 student impacted your career and life plans?

- Being in UNV 101 has taught me to go for what I believe in and always make sure there is a purpose for what you do.
- UNV 101 has encouraged me to have an open mind to other careers.
- It's made me want to be more social.
- I know where to go to figure out what career I'm good for.
- Being a student in UNV 101 affected my career by encouraging me to work harder for my dreams.
Impact on FYS Faculty

- Surprised at their own enthusiasm
- Invigorated/inspired them
- Re-examined their teaching practices in all courses
- Inspired to work with freshmen
- Saw the importance of ushering freshmen to college and how FYS provides a unique opportunity for students
- Engaged with new colleagues
- Included field trips and engaged colleagues from off-campus as resources.
Get to Know DH Scavenger Hunt

Photos courtesy of Dr. Jennifer Sumner (CJA)
Immigrants are Resilient: UNV 101 Photo Exhibit

Photos courtesy of Dr. Joanna Perez (SOC)