

Designing and Delivering a First-Year Seminar at Westchester Community College

**Dr. Michele Campagna, Assistant Dean
Learning Initiatives & Student Success**

SUNY Guided Pathways Institute 3
April 15, 2021



Institutional Profile

- Fall 2020: 10,072 headcount
- Sex
 - 54.5% Female; 45.5% Male
- Race/Ethnicity
 - 40.6% Latinx (**First SUNY HSI**)
 - 29.2% White
 - 18.6% Black/ African American
- Attendance
 - 49.8% Full-time; 50.2% Part-time
- SUNY Guided Pathways Cohort I
- Achieving the Dream and Strong Start to Finish
- ASAP Replication Program Viking ROADS



History of First-Year Seminar at WCC



10 Years of Trying

- Housed where?
- Curriculum?

Collaborative spirit, 2017

- Inspired by Viking ROADS
(ASAP replication)

Title V Grant - 2018

- Launched FYS in 6 months
 - 2019: 21 sections, 320 students
 - 2020: 27 sections, 457 students

A Student-Ready First-Year Seminar

Evaluated ROADS Seminar

- Added Guided Pathways framework
- Infused a holistic perspective
- Empowered students to be learners



Curriculum Redesign Activity

Students should...

Know

E,F Campus Resources (≥ 2)

B Identify Program of Study

B Academic Advisor

B How to take notes

F Manage stress

F Manage time

A,E,F Systems to help them through their path (career & academic)

E Campus culture

G How to be a student

C Financial Literacy

A,E Code of conduct

A,B,F How to communicate

A,E,F How to use social media

A,B,F How to learn (begin critical thinking)

A,B,F Social/Emotional intelligence

Do

E,A,P Engage in campus activities (clubs, orientation, programs etc.)

G Meet with an advisor (faculty)

G Opportunities to connect w/ peers + faculty (& develop)

D Engage in career dev. activities

A,F Create long + short term goals

G Carry out the roles + responsibilities of being a student (attend class...)

G Have fun

A,B,E Form a learning community

A,E Code of conduct

A,B,D Service Learning / Applied Learning

A,B,F Communication protocols

E Using campus e-mail + tools

G Practice Active Learning

A,F Practice Healthy Lifestyle

A,B,P Take risks (move out of comfort zones)

Value

B,D Understand the value of HED.

B,D Understand the value of earning a degree, and/or work.

B,D the Liberal Arts

G Involvement in the community

A,E,F Diversity of the campus
↳ in the broadest sense

A,E Code of conduct

A themselves

A,B,F Communication in an educational setting
of the family (their role)

First-Year Seminar Working Group



- **Formed in March 2019**
 - Bi-weekly cross-divisional meetings
- **Student learning outcomes and curriculum**
 - Activities and embedded assessments
 - ASAP, Guided Pathways
- **OER textbook**

First-Year Seminar Curriculum

- One credit, graded, elective
- Holistic approach – academic, personal, social
- Focus on empowering students to thrive in a college environment
- Introspection supported by reflective writing assignments
- Campus engagement assignments
- Motivational Syllabus



First-Year Seminar Curriculum

SLO #1	SLO #2	SLO #3	SLO #4
<p>Demonstrate knowledge of successful collegiate behavior</p> <ul style="list-style-type: none">• Develop an awareness of, and effectively use campus resources• Initiate and maintain interpersonal relationships with faculty and peers• Demonstrate knowledge and application of effective time management skills	<p>Demonstrate understanding of elements of effective academic planning</p> <ul style="list-style-type: none">• Create and evaluate short, median and long-term goals• Engage in career development activities to identify a career pathway• Map an academic plan that aligns with your career and/or transfer pathway• Develop an understanding of the relationship between curriculum and career	<p>Demonstrate familiarity with study skills for success in all disciplines</p> <ul style="list-style-type: none">• Enhance study skills, such as note taking, test taking, and reading techniques• Apply learning, memory, and critical thinking strategies• Gain an understanding of the consequences of plagiarism	<p>Demonstrate an awareness of real-world life skills</p> <ul style="list-style-type: none">• Demonstrate knowledge of issues related to health and wellness• Examine basic financial management techniques• Apply effective communication skills

First-Year Seminar Course Topics

- Welcome to WCC & Your First-Year Seminar
- College Resources
- Motivation, Goal Setting and Grit
- Academic & Career Pathways I
School-based Lesson
- Academic & Career Pathways II
School-based Lesson
- Managing Time & Multiple Responsibilities
- Educational Planning, Academic Advising, & Registration
School-based Lesson
- Learning, Studying Effectively & Test-taking I
- Learning, Studying Effectively & Test-taking II
- Transfer **School-based Lesson**
- Health & Wellness
- Equity & Inclusion
- Thinking & Analysis
- Financial Budgeting & Planning
- The Relationship between Curriculum & Career
School-based Lesson

Infusing Academic and Career Pathways

OER

- Includes interactive exercises, videos, resources, WCC information, and pathways
- Embedded in Blackboard shell for students

Career Coach

- Online self-assessment
- Matches interests to majors, careers with salary and job demand information

Enrollment

- Sections aligned to pathways & Schools
- Homogenous enrollment
- Taught by faculty aligned to pathway

Video Connections

- School Deans in OER
- Curriculum Chairs in Blackboard Community
- Academic, career, and transfer counseling

FYS Faculty Liaisons

- Created contextualized lessons
- Participated in mandatory FYS faculty orientation
- Mentored faculty teaching aligned sections

Assignments

- Career Coach and Degree Works
- Reflective midterm assignment
- Connected to contextualized topics

Assessment

Multimodal process

- Course grades
- Student learning survey
- Faculty feedback
- Course embedded assessments
- Student outcomes data
- Working on integrating FYS outcomes with Starfish data via Tableau to determine impact of holistic student supports system



Assessment Results

Outcomes of First-time Students by COLSC Enrollment

Term	COLSC 100 Type	Total	Did not persist to spring		Persisted to spring		Avg. Credits Attempted*	Avg. Credits Completed*
			N	%	N	%		
Fall 2018	No COLSC	2,647	702	26.5	1,945	73.5	12.6	8.5
	Standard	54	1	1.9	53	98.1	15.5	10.9
	Total	2,701	703	26.0	1,998	74.0	12.6	8.5
Fall 2019	No COLSC	2,415	641	26.5	1,774	73.5	12.0	8.2
	Standard	280	51	18.2	229	81.8	14.1	8.4
	Total	2,695	692	25.7	2,003	74.3	12.2	8.2
Fall 2020	No COLSC	2,019	X X X X X					11.4
	Standard	437	X X X X X					14.5
	Total	2,456	X X X X X					12.0

1946-2021

Assessment Results

Outcomes of First-time Students by COLSC Enrollment by Race/Ethnicity

Term	Race/Ethnicity	COLSC 100 Type	Total	Did not persist to spring		Persisted to spring		Avg. Credits Attempted	Avg. Credits Completed
				N	%	N	%		
Fall 2018	Black or African American	No COLSC	567	169	29.8	398	70.2	12.6	7.7
		Standard	7	0	0.0	7	100.0	14.7	9.1
		Total	574	169	29.4	405	70.6	12.6	7.8
	Hispanic/Latino	No COLSC	955	195	20.4	760	79.6	13.1	8.4
		Standard	31	1	3.2	30	96.8	15.6	10.8
		Total	986	196	19.9	790	80.1	13.1	8.5
	White	No COLSC	733	242	33.0	491	67.0	12.0	9.0
		Standard	7	0	0.0	7	100.0	16.6	11.4
		Total	740	242	32.7	498	67.3	12.1	9.0
	Other	No COLSC	392	96	24.5	296	75.5	12.6	8.9
		Standard	9	0	0.0	9	100.0	14.9	12.3
		Total	401	96	23.9	305	76.1	12.6	8.9
Fall 2019	Black or African American	No COLSC	422	116	27.5	306	72.5	11.9	7.3
		Standard	48	11	22.9	37	77.1	14.1	7.1
		Total	470	127	27.0	343	73.0	12.1	7.3
	Hispanic/Latino	No COLSC	1,004	231	23.0	773	77.0	12.8	8.4
		Standard	145	29	20.0	116	80.0	14.3	7.9
		Total	1,149	260	22.6	889	77.4	13.0	8.3
	White	No COLSC	711	206	29.0	505	71.0	11.1	8.2
		Standard	62	10	16.1	52	83.9	13.6	10.5
		Total	773	216	27.9	557	72.1	11.3	8.4
	Other	No COLSC	278	88	31.7	190	68.3	11.5	8.6
		Standard	25	1	4.0	24	96.0	13.9	8.5
		Total	303	89	29.4	214	70.6	11.7	8.6
Fall 2020	Black or African American	No COLSC	333	XXXXXXXXXXXXXX				11.6	6.8
		Standard	68	XXXXXXXXXXXXXX				14.1	9.3
		Total	401	XXXXXXXXXXXXXX				12.1	7.3
	Hispanic/Latino	No COLSC	795	XXXXXXXXXXXXXX				12.4	7.7
		Standard	235	XXXXXXXXXXXXXX				14.6	9.9
		Total	1,030	XXXXXXXXXXXXXX				12.9	8.2
	White	No COLSC	649	XXXXXXXXXXXXXX				10.2	7.5
		Standard	98	XXXXXXXXXXXXXX				14.5	10.0
		Total	747	XXXXXXXXXXXXXX				10.8	7.8
	Other	No COLSC	242	XXXXXXXXXXXXXX				10.9	8.1
		Standard	36	XXXXXXXXXXXXXX				14.6	11.1
		Total	278	XXXXXXXXXXXXXX				11.4	8.5

Student Feedback

- “This class helped me get involved with my college, I didn't know any events were hosted at campus and off campus until this class helped me step out my comfort zone and go to new events. This class is very helpful for first year students.”
- “Due to the virus, I have not been on the campus, but I have learned the resources that the campus has.“
- “My professor in this class was a very wonderful. She has been able to help me out with a lot of things, allowed me to ask her for problems/ concerns I have with different assignments, and she let me speak my mind, allowing me to express my feelings on different current events that have been happening during these times. Overall, I found my professor very wonderful! I am very glad to have worked with her in my class.”
- “This was a great class that helped me get by my first semester in knowing useful information, like managing my time, who and how to get in contact within different situations. My son started going to this college at the same time I did and he was clueless as to who he had to get in contact with and or how to do things. So this would be a great class for student coming into the school for their first time. Highly recommend!”

Thank You!



Contact Information:
Michele.Campagna@sunywcc.edu