BRONX COMMUNITY COLLEGE

Periodic Administrative Self Study (PASS)
First Year Programs at BCC

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I. *Program Overview*

a. Organizational History

First-Year Program (FYP) is designed as a comprehensive support program intended to help first year students make a successful transition to college. At the center of the First Year Program (FYP) is FYS 11, a one-credit two-hour course that combines student support, orientation to college, and introduction to academic skills and content. The purpose of the course is not only to provide an academic experience in which college success topics are interwoven, but to support students' success in other courses. This is achieved through both the classroom experience as well as through out-of-classroom support systems embedded into the First Year Program. The FYP utilizes an integrated approach to student support. Academic advisors work closely with FYS faculty and staff, embedded peer mentors, as well as student resource programs across the campus to monitor students' academic progress and social integration

FYS Chronology

The BCC First Year Seminar (FYS) was created as part of a college-wide effort to positively impact the success of first year students at the college. The program design was informed by an institutional self-study and improvement plan conducted under the auspices of the John Gardner Foundations of Excellence in the First Year in 2010-11. This study highlighted four major factors contributing to the lack of student success at BCC: Student disposition, curricular organization, pedagogy and academic supports, and institutional organization. In Fall 2012 a First Year Advisory Committee was established to address recommendations from the Foundation of Excellence Report with a special working group charged with designing a Freshman Year Seminar. FYS 11 was piloted with 10 sections and 155 students in Spring 2012. The number of FYS sections have grown to 79 sections, serving over 1900 students during the 2016-2017 academic year. Special sections of FYS are scheduled for students enrolled in College Discovery, Accelerated Studies in Associates Program (ASAP), ESL Program; and students that have Community Based Organization (CBO) affiliations.

Program Support Structure History

The program began with one academic advisor and no administrative support and structure in place. Since then, an Associate Director for Freshman Programs has been hired along with key support personnel such as: FYS Faculty Coordinators, dedicated academic advisors, 25-35 peer mentor per academic year, and two part-time college assistants.

Academic Advisement Structure

Academic advisement is part of the classroom experience, each FYS section has assigned academic advisors. Please note that students enrolled in ASAP and CD are seen by advisors from these programs and follows the advisement model that is prescribed for those programs. Students not enrolled in special programs (ASAP and CD) are seen by two (2) senior academic advisors housed in the First Year Program, which will be referred to as FYP advisors throughout this self-study. FYP advisors are assigned a caseload based on students enrolled in non-special program FYS sections for one semester, after which, students either transition to ASAP or are assigned to either Faculty Advisors from Academic Department's or the Academic Success Center.

b. Description of FYP Services: Student, Faculty and Program Partners

<u>Students:</u> FYP provide specialized support to students enrolled in our First Year Seminar. The services provide to students are as follows:

- **Academic Advising:** Academic advisors provide extensive tracking of student academic progress in FYS. Advisors utilize a proactive approach to student support which consists of a three-point contact model:
  - Initial contact: registration catching up, rapport, assessment of strengths and weaknesses, goal setting
  - Academic progress assessment: through the review of early progress reports, attendance tracking reports and midterm grades
  - Advisement/registration: Participate in new student and continuing student registration. Advisors also proactively introduce students to the benefit of joining ASAP.

- **Peer to Peer Support:** Peer mentors play a vital role in the experience of first year students. Each section of FYS has one or two embedded peer mentors, depending on the size of enrollment. Peers are there to answer questions that students may not be comfortable asking faculty/staff, providing students with information that only other students would know, and helping steer students in the right direction. Peer mentors often act as the liaison between students, faculty, and academic advisors. They have opportunities to participate in class discussions and present the weekly iFYS (information For Your Success) portion of the class.

<u>Faculty:</u> To support the successful planning and implementation of FYS, the FYP office provides ongoing support to the FYS faculty. Program staff assist faculty in scheduling class visits, assigns peer mentors to section and provides periodic updates regarding deadlines, reminders and deliverables.

FYP provides training for new faculty, ongoing mentoring, and development opportunities for both new and continuing faculty teaching FYS.

<u>Program Partners:</u> Our program partners are ASAP, Academic Success Center, CUNYStart, Library, Center for Teaching and Learning, ESL CLIP, Honors, Learning Communities, Financial Aid, Public Safety and Institutional Research

ASAP Program – Schedule designated ASAP FYS sections. FYP Advisor and Mentors promote the benefits of ASAP to students on their assigned caseload and actively recruit FYS students to transition to ASAP.

CLIP/CUNY Start: During the summer sessions FYP Advisors collaborate with CLIP/CUNY

Start to hold special registration sessions for students who have completed their program and are now eligible to become matriculated students and enroll for college level classes.

Financial Aid: FYP office schedules classroom visits by the Financial Aid Counselors. FYP offices also conducts TAP review for FYS students who have applied for TAP but have not yet been awarded Tap for reasons such as: Classes out of major, Ability to Benefit (ATB) not completed, or number of credits enrolled.

Public Safety: FYP office schedules semester classroom visits for Public Safety to facilitate presentation on Title IX to ensure compliance with Federal regulations.

Student Success Center: FYP Advisors collaborate with the Student Success Center on new student registration for both Fall and Spring registration.

Library: Provides training to improve information literacy skill, students learn to use library resources and gather information from online and printed resources

Center for Teaching and Learning: Provides training for faculty and students on the use of e-portfolio in FYS.

Institutional Research: Conducts research and provides analysis of FYP student, faculty and peer mentor attitudes, satisfaction, and student outcome analysis. Institutional Research participates in monthly FYS coordinators meeting.

c. <u>Mission Statement</u>

The mission of BCC First Year Programs is to facilitate the academic and social integration of first year students to Bronx Community College by promoting student empowerment, informed decision making, community building, academic and life skills development, and individual accountability for student success. The First-Year Seminar prepares entering Bronx Community College for successful college careers by immersing them in a program that integrates a variety of high impact practices, such as proactive academic advising, peer to peer support, mentoring, faculty support and development.

d. <u>*Vision Statement*</u>

Through the guiding principles of learning for application, FYP will support student success by using innovative and student-centered learning approaches to engage students in using prior experiences and knowledge to build new knowledge and skills for future success.

e. <u>*Department Goals/Objectives*</u>
Our programmatic goals are as follows:
- Improve outcomes for First Time Fulltime Freshman at BCC
- Connect first time fulltime freshman students to faculty, peer mentors, advisors and each other to create a sense of community as they transition to BCC
- Empower students to independently utilize services and develop a deeper understanding of their responsibilities for individual success.

- Provide opportunities for students to develop and practice the following general education skills: critical thinking, research, and information literacy
- Promote faculty use of engaged and effective pedagogies that encourages teaching innovation
- Serve as a model for peer to peer mentoring at all levels (faculty, student, and staff)
- Develop a culture of assessment by incorporating mechanisms whereby program activities are evaluated for program improvements at all levels.

f. **Student Learning Outcomes:** FYS understands that this is an introductory course and students will continue to further develop competencies as they progress through their academic programs.

At the end of the semester, students enrolled in FYS will:

- Learn effective ways to evaluate and challenge ideas by using critical thinking strategies
- Identify essential campus resources and understand the purpose of building relationships with key personnel and departments on Campus
- Understand the importance of co-curricular involvement and how it enhances their academic study at BCC
- Find, evaluate, and use sources of information gathered from traditional and technological resources.
- Understand the process for analyzing, interpreting, evaluating, and integrating information to solve problems and to support claims

g. **Alignment with BCC Strategic Plan**

FYS Goals and **Objectives**	**BCC Strategic Plan 2015-2020 Alignment**	**Explanation of FYP Alignment**
FYP1: Connect first time fulltime freshman students to faculty, peer mentors, advisors and each other to create a sense of community as they transition to BCC	**GOAL 1: BUILD A COMMUNITY OF EXCELLENCE #**2. Promote mentoring and professional development at all levels across the College to support the learning and development of all members of the campus community #3. Foster a culture of collaboration, integration and alignment of curriculum, student support and administrative processes. **GOAL 2: EMPOWER STUDENTS TO SUCCEED** # 1.Promote student engagement, cultural competency and knowledge of college expectations and community standards. # 2.Assure a cohesive academic experience (from pre-college through post-graduation),	FYP has developed and cultivated linkages with CUNYStart, ASAP, CLIP, Community Based Organizations, as well as the college's administrative and advising departments namely: Financial Aid, Public Safety, Student Life, Career Services, Registrar Office Peer Mentor weekly presentations introduce students to services available on campus

	including clear pathways, organized experiences and consistent communications with clear oversight and accountabilities in place. #3. Provide efficient, accessible, user-friendly and integrated student services and support structures that address the holistic needs and well-being of every BCC student	**ASAP Program** – Ongoing collaboration to transition students enrolled in FYS to ASAP Program. **FYP Weekly newsletter** also serves as a vehicle to reinforce FYS classroom discussions on college standards and resources, invite students to engagement activities and formalize a communication process
FYP2: Empower students to independently and appropriately utilize the services available at BCC	**GOAL 2: EMPOWER STUDENTS TO SUCCEED** # 1.Promote student engagement, cultural competency and knowledge of college expectations and community standards. # 2.Assure a cohesive academic experience (from pre-college through post-graduation), including clear pathways, organized experiences and consistent communications with clear oversight and accountabilities in place. 3. Provide efficient, accessible, user-friendly and integrated student services and support structures that address the holistic needs and well-being of every BCC student	Faculty, staff, academic department, mentors and advisors collaborate to form a network of support for students. for the delivery of interventions targeted at improving student skills, knowledge disposition and adaptation to college life resulting in optimized outcomes. Academic advisors are required to target first time full time freshmen to register in the FYS in their first year and develop appropriate interventions for their success. The First year seminar provides an opportunity for students to have a guided pathway for academic course selection and integration into college life. Academic advisors are assigned to students to track academic progress and design appropriate interventions to support student success.
FYP3: Provide opportunities for students to develop and practice the following general education skills: critical thinking, research, and information literacy	**GOAL 2:** **EMPOWER STUDENTS TO SUCCEED**: #1. Promote student engagement, cultural competency and knowledge of college expectations and community standards #3. Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and wellbeing of every BCC student	The FYS program through its curriculum integrates critical thinking, research and information literacy in its learning outcomes that are captured in the use of evaluation methodologies such as classroom observations, GPA levels, retention, and graduation rates.
FYP4: Promote faculty use of engaged and effective pedagogies that encourages teaching innovation	**GOAL 3: DEEPEN STUDENT LEARNING** #1.Promote and reinforce active teaching and learning for application among all faculty members	FYS Faculty Development Training focuses on the following learning for application strategies: Eg. Active learning strategies, group work, e-Portfolio pedagogies and reflection. The appendices provides a

	#2. Promote integrated faculty development.	sample of the agenda of the faculty training and the observation rubric.
FY5: Serve as a model for peer to peer mentoring at all levels (faculty, student and staff)	**GOAL 1: BUILD A COMMUNITY OF EXCELLENCE #2** Promote mentoring and professional development at all levels across the College to support the learning and development of all members of the campus community **GOAL 4: DEVELOP WORLD CITIZENS: #3** Expand and develop purposeful campus life experiences for students to promote leadership, personal development, civic engagement, cultural immersion and cultural competency. **GOAL 7: PROMOTE A REPUTATION FOR EXCELLENCE**: # 1. Engage faculty, staff, students, alumni and supporters in telling their BCC success stories. # 2. Build and promote a brand around a learning-centered culture. # 3. Promote pride in BCC. # 4. Illustrate BCC as a premier institution with branding messages and media sources	Peer Mentoring Program not only serves as a student development program for first year students but personal development program for peer mentors. Peer Mentors are granted CRLA internationally recognized certification based on the completion of training and mentoring hours. Based on the CCRC recommendations we have appointed faculty coordinators who have taught FYS with a high fidelity of implementation to mentor and training new faculty interested in teaching FYS Facilitation of the Mentoring the Mentor presentation at BCC Winter Conference. We continue to hire students and recruit faculty members who will act as partners and role models in building a continuum of excellence at BCC.
FYP 6: Develop a culture of program assessment and evaluation at all levels of student and faculty engagements with mechanism for planned improvement.	**GOAL 1: BUILD A COMMUNITY OF EXCELLENCE #1** Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions. **GOAL 5: CULTIVATE A 21ST CENTURY CURRICULUM** #1. Review, evaluate, update and develop programs to maintain currency and congruence with the college's mission. #2. Promote mastery of a strong general education in all programs (through the Implementation and assessment of the CUNY Pathways core curriculum)	Student evaluation of faculty teaching assessed for teaching effectiveness. Student support survey conducted to obtain feedback on program services. Faculty feedback on Peer Mentors. Peer mentorship self-assessments. Using a rubric for faculty observation, FYS Faculty Coordinators were able to provide feedback on the fidelity of implementation of the FYS Model by faculty teaching FYS. A two-year study of the first year program conducted by CCRC provided relevant insight into "learning for

		application, program structure improvements and faculty development.

II. *Management Review*

a. Key Processes and Procedures:

- **Academic Advisement Administration**
  - Participate in registration of freshmen students during the winter and summer sessions and market the FYS course to new students
  - Assign FYS Advisor caseloads, and ensure that caseloads are depicted correctly in the college's Retention Management Review Report in OSSES
  - Using data extracted from the colleges systems (CUNYFirst)- analyze reports on student performance and devise personalized interventions, e.g. WN Reports, Early Progress Reports, Midterm grades and Final grades
  - Collaborate with special program, ASAP, CUNYStart, ESL CLIP, Honors and Learning Communities
  - Maintain ongoing communication with faculty teaching FYS classes about student specific issues
  - Coordinate second semester registration for FYS students
  - Provide weekly report to faculty on students not seen by academic advisors
  - Plan and facilitate weekly advisement meetings with FYP team

- **Faculty Recruitment, Mentoring and Support**
  - Conduct faculty (Fulltime Faculty and Adjunct) recruitment in the Fall semesters
  - Plan, coordinate and implement faculty development workshop for newly hired FYS Faculty.
  - Appoint faculty mentors for observation
  - Conduct observations and implement formalized feedback meetings

- **Peer Mentor Recruitment, Supervision and Support**
  - Conduct Peer Mentor recruitment, interviews, and hiring in the Summer
  - Plan, coordinate and implement all training activities for mentors (2-day trainings, spring trainings and 28 weekly meetings for the year)
  - Coordinate the processing of hiring forms and payroll with Human Resources and Research Foundation
  - Provide support and mentoring to FYP Peer Mentors
  - Monitor mentoring and training hours for peer mentors
  - Conduct end of semester one and one evaluation with peer mentors
  - Maintain documentation to support CRLA IMPTC certification

- **FYS Course Scheduling and Course Management**
  - Coordinate the processing of hiring paperwork for adjuncts and full-time faculty re-assign time with Faculty Workload Coordinator
  - Create FYS Course Schedule and coordinate with program partners to offer special FYS course sections for ASAP, CD, ESL and CBO
  - Collaborate with Registrar office to ensure that courses are list in the college's course management system and rooms are adequately assigned with technology

- o Track and monitor FYS section enrollment
- o Schedule Financial Aid and Public Safety visits
- o Create rosters for all FYS sections
- o Monitor faculty submission on all required student progress reports: Certificate of attendance(COA), Early Progress Reports, Midterm Grades, Final Grades
- o Coordinate the distribution and completion of Student Evaluation of Faculty Survey and Student Support Survey by students in FYS
- o Distribute results to Faculty
- **Coordinate Program and Course Assessment**
  - o Work collaboratively with Institutional Research to create and administer assessment tools to evaluate the success of the program

b. Record keeping

Currently an access database is used to record advising notes, student visits, and track student enrolments. In addition, the program uses Degree Works for recording student academic plans. Recently, we have incorporated an intake process for students visiting our office, this has allowed us to track the traffic in our office and effectively identify peaks and troughs for better time and resource management.

c. Website/Marketing Materials/Printed Resources:

e-Portfolio

The program operates in an e-portfolio environment. There are three different e-portfolio websites where information are housed for faculty, students and peer mentors. These e-portfolios support the recruitment of mentors, new faculty training and new and ongoing training for FYS peer mentors.

Webpage, College Catalog and other Social Media

Currently the First-Year Programs does not have marketing materials or web presence on the college's webpage. The First-Year Program is also not listed in the college's catalog as a student support program; however the FYS course description is included in the catalog. The program intends to roll out a branding exercise in the 2017-2018 academic year which will increase program visibility on campus.

d. Space:

The First-Year Program is currently located in Brown Annex 101, with the Associate Director located in 103A. The current space is a temporary space, as another program is expected to occupy our current office space in Fall 2017. As such, it was determined that the FYP will relocate to joint space with ASAP in Nichols Hall in the Fall 2017 semester. This space will provide an inviting and easily accessible space that is welcoming to students with necessary

private offices for both academic advisors to meet with students. The expanded space will also support the work of our peer mentors and provide space for adjunct faculty to hold office hours. This move will continue to strengthen our linkage with ASAP. FYS students who are interested in ASAP can walk over to meet with ASAP recruiters and have their questions answered given that we will share a space.

e. Technology/ Other Resources:

The FYP operate in an e-portfolio environment, the model requires that all FYS sections use e-portfolio as a tool for engaged learning and submission of critical thinking assignment that is later evaluated using a rubric. This supports the assessment and evaluation of our student learning outcomes of "information literacy and critical thinking".

f. Budget

Currently the First-Year Program is funded from the Office of Academic Affairs (OAA) budget. Peer mentors are partially funded by the Perkin's grant and OAA. OAA funds the program's college assistant lines, reassigned time for FYS Faculty and payments for adjuncts teaching the course. In addition, FYS faculty development and professional development activities for faculty and staff are also funded through the OAA budget.

III. *Staffing Review*

With 52 sections in Fall 2017, the program serves over 1200 students, and has hired 41 peer mentors. Since 2012, 45 fulltime faculty members have participated in the FYS faculty development and taught FYS. 32 of the 45 fulltime faculty members that have been trained to teach FYS with the last 2 years. To meet this demand and ensure that faculty are supports through the course development process and teaching FYS, the program has increased the number of Faculty Coordinators to 3 coordinators in Fall 207, up from 2 in previous years.

Even though the program has seen tremendous growth, there has been no comparative growth in the overall staffing structure of the program. There are only two FYP advisors in the program, which remains unchanged since Fall 2013. As such, due to increased caseloads, beginning Fall 2015, with full implementation in Fall 2016, FYP Advisors are assigned to students for only one semester. FYP Advisors need to maintain manageable caseloads to effectively employ the proactive advisement model that the program utilizes and is required to support students and maintain high success rates. To serve students for one (1) academic year, the program needs to hire additional advisors so as to maintain advisement caseloads of no more than 325 students per advisor.

The program is also in need of a fulltime Peer Mentor Coordinator which will support the recruitment, hiring, supervision and coordination of the CRLA certified mentoring program.

There is also a need of an Administrative Coordinator that will effectively support the coordination of front desk operations and administrative support of the advisors, students and faculty.

a. **First Year Program - Organizational Structure (see Organizational Chart in the Appendices)**
1. Assistant Dean of Academic Affairs- Francisco Legasa
   - Associate Director First Year Program – Tica Frazer
       i. Senior Academic Advisors -- Stacey Sepulveda
       ii. Senior Academic Advisor -–Richard Nau
       iii. College Assistant --Kelly Matos
       iv. College Assistant --Erica Rowe
       v. Peer Mentors – (27-43 per year)
2. FYS Faculty Coordinators
   - Dr. Jeanine Kelly -Williams (Will be on Sabbatical in Fall 2017)
   - Dr. Sharon Utakis
   - Dr. Mara Lazda (Effective Fall 2017)
   - Dr. Stephen Duncan (Effective Fall 2017)

b. **Staff Roles and Responsibilities – Job Descriptions**

   - **Assistant Dean of Academic Affairs**: Provides general oversight of the Program
   - **FYS Faculty Coordinators (2):** Coordinates the faculty development program, faculty observations for fidelity of implementation and assessment of student learning assessment.
   - **Associate Director First Year Program:** Manages the day to day operations of BCC's FYP. Responsibilities include supervision of Peer Mentors and academic advisors, organizing and scheduling student support services linked to academic programming, and organizing, tracking, and reporting detailed outcome data.
   - **Senior Academic Advisors:** Provides individual academic, career and related support to an assigned group of students as they progress through their first semester at BCC. Work closely with the faculty and Peer Mentors of their assigned FYS sections to insure student engagement and success.
   - **College Assistants** (Part-time student workers)**:** Provides administrative support to FYP Associate Director, Senior Academic Advisors, and Peer Mentors.
   - **Peer Mentor:** Peers are there to answer questions that students may not be comfortable asking faculty/staff, providing students with information that only other students would know, and helping steer students in the right direction. Peer mentors often act as the liaison between students, faculty, and academic advisors. They have opportunities to participate in class discussions and present the weekly iFYS (information For Your Success) portion of the class.

c. *Training Structure*

Ongoing training is conducted for faculty, peer mentors and advisors.

Faculty Training and Professional Development: This is a faculty lead initiative which is planned, coordinated and implemented by our FYS Faculty Coordinators. Before teaching FYS, all new instructors must participate in extensive faculty training and development activities. Instructors are required to complete a one-and-a-half-day training in the winter session which is facilitated by Council for Aid of Education (CAE) and 5 (2-hr) meetings throughout the Spring semester. Essential components of the training include:

- Academic skills assignments based on Gen Ed objectives and the creation of a Performance Task
- Integration of active learning strategies
- Use of ePortfolio for affective, cognitive and experiential learning
- Building a sense of community in the classroom
- Integration of Peer Mentors and Academic Advisors in classroom experiences
- Integration of reflective practice, self-assessment and goal setting activities
- Introduction of services on and off campus.

FYS Peer Mentor Training: Peer mentors must complete Summer and Spring Training, one on one meetings with program staff and weekly team meetings. The trainings are facilitated by the FYP Associate Director and Senior Academic Advisors. The FYS Peer Mentoring Program at BCC is certified by College Reading and Learning Association (CRLA) - International Mentor Training Program Certification (IMTPC). This certification provides credence, by establishing sets standards and guidelines for the minimum skills and training mentors need to be successful. The certification communicates "validity, prestige among colleagues and credibility to administrators and other institutional stakeholders". CRLA IMPTC certificates are awarded at LEVEL 1, 2 and 3 based on both mentoring and training hours. Essential components of the training include:

- Peer Mentoring Role In and Out of the Classroom
- Integration of active learning strategies to motivate and establish rapport with mentees
- Use of e-Portfolio
- Working with Advisors and Faculty
- Campus Resources and Referrals, FERPA and Professional Ethics
- Importance of reflective practice, self-assessment and goal setting activities

FYS Advisors: There are various opportunities for FYS academic Advisors to participate in professional development on and off campus.

1. Weekly Meetings – The FYP advisors with Associate Director meets weekly to discuss student's progress, review report (early progress, midterm grades etc., academic policies, advising strategies/approaches and case management)
2. Professional Development Activities: The College also provides professional development activities such as "Academic Advising Symposium" and "Advising Bootcamp" that advisors either serve as a presenter and/or participate as an attendee.

IV. *Assessment Plan*

Departmental Objectives – Assessment Plan				
FYP1: Connect first time fulltime freshman students to faculty, peer mentors, advisors and each other to create a sense of community as they transition to BCC				
Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
Through enrollment in FYS section with embedded mentors, faculty trained to teach FYS and assigned academic Advisors students will experience a network of support to guide them in the first semester.	FYS Advisors contact data FYS Peer Mentor Contact Form FYS Student Support Survey	This data is reviewed at the end of each semester	85% of students in assigned FYS sections met with their advisors at least once before the end of the semester. 90% of Students report satisfaction with FYP instructor support, advisement services and peer mentoring In Fall 2016 and Spring 2017, Peer Mentor out-of-classroom contact with FYS students	Even though students reported High level of satisfaction with peer mentors, instructor support and Advisement, the program hopes to increase workshops facilitated by academic advisors and the number of engagement opportunities for students outside of class.
FYP 2: Empower students to independently and appropriately utilize services available at BCC				
Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
Students will be introduced to college resources through peer mentor i-FYS presentations and advisement meetings.	FYS Student Support Survey Student Focus Groups	Student Support Survey is conducted at the end of the Fall and Spring Semesters Focus groups were conducted in Fall 2013 and Spring 2017	Review of the student support surveys shows that over 90% students believe that participation in FYS has enabled them to better understand the available campus resources and are better able to resolve issues on campus. Even though over 90% of students have stated that they are aware of resources on campus, at the end of the semester, specifically the spring semester cohort have outstanding financial Aid issues and/or are on academic probation.	Program has met with FA to customize the FYS class visits to address issues that recurring and provide the assistance so that students with FA issues can be addressed at the beginning of the semester.
FYP 3: Provide opportunities for students to develop and practice the following general education skills: critical thinking, research, and information literacy				

Method of Attainment	Assessment Measures	Frequency	Key Findings	Action Taken
FYS faculty will create a problem based learning assignment where students will be asked to develop an argument for or against a problem or issue, using evidence to support such arguments.	Using a rubric student's work will be evaluated by a committee of FYS Faculty on critical thinking, information n literacy and presentation.	Administered in the Fall and Spring. However only the Fall group will be evaluated.	Student work has been gathered, however, the program have not completed the evaluation of the artifacts. For this activity to be successfully realized, there needs to be more support for the e-portfolio platform, readily available to both faculty and students so that submission rates can further increase and students and faculty can see value in using the platform	Faculty coordinators will work on addressing this issue in the 2017-2018 academic year

FYP4: Promote faculty use of engaged and effective pedagogies that encourages teaching innovation

Method of Attainment	Assessment Measures	Frequency	Key Findings	Action Taken
FYS Faculty Development Training focuses on learning for application strategies: e.g. Active learning strategies, group work, e-Portfolio pedagogies and reflection.	Faculty Observation forms FYS Cross Section Indicators Study FYS Faculty Survey CCRC Implementation Memo	Fall and Spring semesters Fall 2016 Spring 2017	Faculty with high fidelity of implementation index in following the FYS model are more likely to positively impact student outcomes.	FYS faculty coordinator met with Faculty with low scores on 2 or more indicators to provide strategies for improvement and additional development opportunities.

FY5: Serve as a model for peer to peer mentoring at all levels (faculty, student and staff)

Method of Attainment	Assessment Measures	Frequency	Key Findings	Action Taken
The First Year Program will "tell our FYS story" through written papers, web presence, conference presentations and increased marketing. The use of embedded peer mentors who have exhibited leaderships skills students also serves as role models.	Peer Mentor Evaluations Faculty Survey Student Support Survey # of papers published and or presentations conducted	Fall and Springs semesters At the end of Spring Training and end of Fall semester Yearly review	The program has found that faculty teaching FYS have shown interest in conducting research on the various aspects of FYS. Peer mentors show strong interest in supporting the training of new mentors in a coordinated way, as such senior peer mentors assist in facilitating 2-day training for new peer mentors. Peer mentors have also developed confidence and want to present to the larger college community on issues of mentoring.	FYS faculty now has 1hr permanent reassigned time connected with teaching FYS. FYS faculty can use this 1 hr. to conduct research or write articles to present at conferences. In addition the OAA has set aside resources to fund professional development opportunities for faculty and staff of the first year program.

FYP 6: Develop a culture of program assessment and evaluation at all levels of student and faculty engagements with mechanism for planned improvement.				
Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
Provide mechanisms for feedback at all levels of the program	Work collaboratively with Institutional Research to identify and create measures to evaluate program outcomes, that are useable and put processes in place to support evidence based decision making, to generate actionable and meaningful results that inform discussions about program effectiveness, sustainability, budget, and strategic planning	Fall and Spring semesters assessments are administered. Summer and winter session assessments are evaluated to identify findings	The program has different measures in place, however, a calendar is needed to identify the timeline for all assessments and the frequency in which they are administered	FYP leadership (Faculty Coordinators and Administrative staff) will meet with Institutional Research to review all assessment instruments and analyze their effectiveness. Based on this review, an updated assessment plan will be created with processes in place to ensure that we are "closing the loop"

Student Learning Objectives – Assessment Plan

SLO 1: Learn effective ways to evaluate and challenge ideas by using critical thinking strategies.

Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
FYS faculty will create a problem based learning assignment where students will be asked to develop an argument in support of or against a problem or issue, using evidence to support such arguments.	Using a rubric student's work will be evaluated by a committee of FYS Faculty on critical thinking, information n literacy and presentation. #	Administered in Fall and Spring semesters	Student work has been gathered, however, the program has not completed the evaluation of the artifacts For this activity to be successfully realized, there needs to be more support for the e-portfolio platform, readily available to both faculty and students so that submission rates can further increase and students and faculty can see value in using the platform	Faculty coordinators will work on addressing this issue in the 2017-2018 academic year

SLO 2: Identify essential campus resources and understand the purpose of building relationships with key personnel and departments on Campus

Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
Students will be introduced to college resources through peer mentor i-FYS presentations and advisement meetings.	FYS Student Support Survey Student Focus Groups	Student Support Survey is conducted at the end of the Fall and Spring Semesters Focus groups were conducted in Fall 2013 and Spring 2017	Review of the student support surveys shows that over 90% students believe that participation in FYS has enabled them to better understand the available campus resources and are better able to resolve issues on campus. Even though over 90% of students have stated that they are aware of resources on campus, at the end of	Program has met with FA to customize the FYS class visits to address issues that recurring and provide the assistance so that students with FA issues can be addressed at the beginning of the semester.

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			the semester, specifically the spring semester cohort have outstanding financial Aid issues and/or are on academic probation.	

SLO 3: Understands the importance of co-curricular involvement and how it enhances their academic study at BCC

Method of Attainment	Assessment Measures	Frequency	Key Findings	Action Taken
Through the FYS student development curriculum which encourages students to build confidence. Embedded peer mentors who have exhibited leaderships skills students also serves as role models	Peer Mentor Evaluations and focus group Student Support Survey	Student Support Survey is conducted at the end of the Fall and Spring Semesters	Results from both the fall and Spring Student support surveys, overwhelmingly shows that students who complete the Student Support Survey strongly agreed/agree that FYS enabled them to : • Understand available campus resources • Develop stronger study skills • Better resolves issues that arise on campus • Gain a better sense of how to be successful • Communicate more effectively • Feel more comfortable using OSSES, CUNYfirst and BCC email Peer mentors indicate that serving in this position help ed them a) improve their communication and leadersh ip skills, b) feel more confident, c) better understand h ow to navigate the college, d) work more effectively with others by beco ming more empathic and patient, and e) improve their communication with faculty in other courses	Continue to provide opportunity for the mentoring of students and peer mentors

SLO 4: Find, evaluate and use sources of information gathered from traditional and technological resources.

Method of Attainment	Assessment Measures	Frequency	Key Findings	Action Taken
A Librarian is assigned to each FYS section, who conducts a presentation on how to identify, evaluate and use sources. Students must utilize sources to support arguments for their critical thing assignment	Using a rubric student's work will be evaluated by a committee of FYS Faculty on critical thinking, information n literacy and presentation. #	Administered in the Fall and Spring. However only the Fall group will be evaluated.	Student work has been gathered, however, the program have not completed the evaluation of the artifacts For this activity to be successfully realized, there needs to be more support for the e-portfolio platform, readily available to both faculty and students so that submission rates can further increase and students and faculty can see value in using the platform	Faculty coordinators have identified that a committee of faculty will convene in September 2017 to evaluate critical thinking assignments and provide a report of their findings. The goal is also to

				appoint a faculty coordinator responsible for assessing student learning outcomes
SLO 5: Understand the process for analyzing, interpreting, evaluating, and integrating information to solve problems and to support claims				
Method of Attainment	**Assessment Measures**	**Frequency**	**Key Findings**	**Action Taken**
FYS faculty will create a problem based learning assignment where students will be asked to develop an argument for or against a problem or issue, using evidence to support such arguments.	Using a rubric student's work will be evaluated by a committee of FYS Faculty on critical thinking, information n literacy and presentation. # of presentations conducted	Administered in the Fall and Spring. However only the Fall group will be evaluated.	Student work has been gathered, however, the program has not completed the evaluation of the artifacts For this activity to be successfully realized, there needs to be more support for the e-portfolio platform, readily available to both faculty and students so that submission rates can further increase and students and faculty can see value in using the platform	Faculty coordinators have identified that a committee of faculty will convene in September 2017 to evaluate critical thinking assignments and provide a report of their findings. The goal is also to appoint a faculty coordinator responsible for assessing student learning outcomes

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V. **Self -Study Methodology** (Description of the current self -study process)

The Self Study process included meeting with Institutional Research to gather data about outcomes of the program. Specifically, we sought to gather information about:

- Student perceptions, attitudes, experiences and outcomes
- Faculty attitudes, feedback on training and faculty experience teaching the course
- Peer mentor experience, and impact of training and how it affected personal growth and development of the peer.

As such, we coordinated focus groups for both students and peer mentors to assess the impact of FYS on their educational journey. In addition, we surveyed new faculty and faculty that participated in our FYS Spring 2016 training and taught FYS in the 2016-2017 academic year. The goal of these surveys was to evaluate the impact of the FYS Faculty training, understanding of the FYS model and gain feedback about the experience of teaching FYS.

Throughout the years, the first-year programs in collaboration with Institutional Research have utilized a variety of assessment tools to assess outcomes of the program. The Self Study process also involved reviewing all these tools and methodology to identify trends and outcomes over the years.

VI. **Findings** (include data tables or charts; highlights of comments from surveys)
a. Areas of Strength
1. Student Satisfaction with Advisement:

The five most common advisement activities in descending order were: registration, career/major exploration, review of academic work, course withdrawals, and referrals. Of the students who responded to the FYP semester survey, 95% of Fall 14 and 97% of Spring 15 FYS respondents rated FYS advisor effectiveness as helpful or very helpful.

Q3   How **helpful** has your **FYS advisor** been with: (please choose "Not Applicable" if you have **never** met with your advisor)

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	Not Applicable
Adjusting to college	5 (1.6%)	25 (7.9%)	110 (34.9%)	166 (52.7%)	9 (2.9%)
Clarifying your academic/career goals	8 (2.6%)	17 (5.5%)	103 (33.2%)	174 (56.1%)	8 (2.6%)
Registration for next semester	4 (1.3%)	14 (4.5%)	86 (27.7%)	194 (62.4%)	13 (4.2%)
Planning (managing) your time better	5 (1.6%)	25 (8.0%)	107 (34.2%)	163 (52.1%)	13 (4.2%)
Issues with classes	9 (3.0%)	26 (8.5%)	109 (35.7%)	146 (47.9%)	15 (4.9%)
Referring you to services,offices or departments (Financial Aid, Tutoring, Writing Center etc.)	6 (2.0%)	16 (5.2%)	95 (31.1%)	175 (57.4%)	13 (4.3%)
Resolving issues with other college offices/departments (Registrar, Financial Aid etc.)	8 (2.7%)	21 (7.1%)	103 (34.7%)	142 (47.8%)	23 (7.7%)

2. CRLA Certified Peer Mentoring Program:

Currently, our FYS Peer Mentoring Program is funded by the Perkins Grant, a major goal of the grant is to provide opportunities for professional development and para-professional training for students at BCC. Results from Peer Mentor Focus Group and end of semester reflections shows that serving as peer mentors helped them to:

a) improve their communication and leadership skills,

b) feel more confident,

c) better understand how to navigate the college,

d) work more effectively with others by becoming more empathic and patient, and

e) improve their communication with faculty in other courses. Peer Mentors also said they benefitted from personal help they received from FYS faculty and advisors.

Overwhelmingly, students enrolled in FYS have high satisfaction with the help that the peer mentors provide.

Q6   How **satisfied** are you with the help the **peer mentors** provided with the following:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Eportfolio	9 (3.2%)	16 (5.7%)	154 (54.8%)	102 (36.3%)
BCC technology (CUNYFirst,e-mail,OSSES,etc..)	5 (1.8%)	4 (1.4%)	139 (49.8%)	131 (47.0%)
Accessing services (Tutoring, Writing Center,Helpdesk, etc...)	4 (1.5%)	17 (6.2%)	134 (49.1%)	118 (43.2%)
Issues with classes	4 (1.4%)	10 (3.6%)	153 (55.2%)	110 (39.7%)
Preparation for advisement/registration (academic plans,exploring majors etc.)	4 (1.5%)	11 (4.2%)	126 (48.5%)	119 (45.8%)

Faculty have also expressed high satisfaction with peer mentors and their preparedness to successfully facilitate i-FYS presentations and connect with students.

How prepared is your peer mentor to facilitate their I-FYS presentations?

35 responses

- Extremely — 57.1%
- Very — 40%
- Somewhat
- Slightly
- Not at all
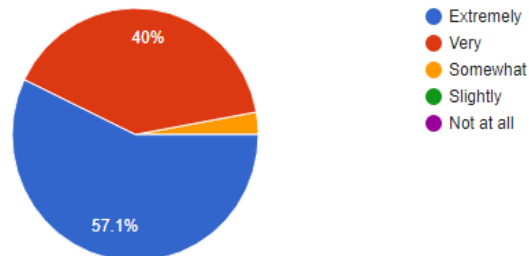
In general, how satisfied are you with the peer mentor in your class?

35 responses

- Very Satisfied — 82.9%
- Satiisfied — 17.1%
- Dissatisfied
- Very Dissatisfied
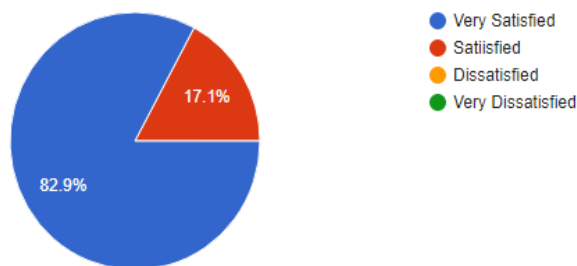
3. Support from Academic Departments

There has been a steady increase in the number of fulltime faculty from the academic departments teaching FYS since the program began in Spring 2012. In academic year 2015, of the 12 new instructors, only four were full-time faculty members in an academic department. Since them the program has recruited 18 new fulltime faculty in academic year 2016 and 13 new fulltime faculty in academic year 2017. We have seen a strong commitment from the departments, which has resulted in representation from all departments.

In addition, at the 2015-2016 annual summer retreat for chairpersons, in discussing institutional strengths, FYS was voted as one of the "Best" of 2015-2016 for increasing faculty engagement in FYS and thereby supporting the success of our first-time students.

4. Positive Program Outcomes

Students have consistently reported high satisfaction with FYS, in the Spring 2017 Student Support Survey 94% of the students surveyed were either satisfied or very satisfied with FYS. Over the year we have seen the same trends

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
In general, how **satisfied** are you with FYS?	6 (2.2%)	10 (3.6%)	92 (33.5%)	167 (60.7%)

In addition, a look at 3 and 4 yr. graduation rates data provided by the Office of Institutional Research shows that taking FYS has a positive impact on the graduation rates of students. 23.9% of entering freshman students enrolled in FYS in Fall 12 graduated in 4yrs, compared to 18.36% for students who did not enroll in FYS. The graduation rate for FYS cohort is also higher than the college rate of 21.9%.

A look at the FA 13 3 yr. graduation rate shows that 19.6% of entering freshmen enrolled in FYS in Fall 2013 graduated in 3years compared to 10.2% for students that did not take FYS, which accounts for almost a 100% difference as the graduation rate doubles. A comparison of the FA 12 4yr. (23.9%) and FA 13 3yr. (19.6%) graduation rates show the significance of the improvement, the difference is only 4.3%, which provides great insights that the 4 yr., graduation rate for FA 13 FYS group may outperform the FA12 group, thus showing more positive outcomes.

Table 3: BCC Graduation Rate by Summer 2016, First-time Full-time Freshmen

semester	first_year_cat	Not Retained	Retained	Total	% Retained
Fa12	ASAP and FYS	37	49	86	57.0%
	CD and FYS	7	2	9	22.2%
	FYS	251	79	330	23.9%
	Other	906	207	1113	18.6%
	Total	1201	337	1538	21.9%
Fa13	ASAP and FYS	51	55	106	51.9%
	CD and FYS	83	24	107	22.4%
	FYS	329	80	409	19.6%
	Other	912	104	1016	10.2%
	Total	1375	263	1638	16.1%

Table 2: One-Year Retention Rate by First-Year Category, First-time Full-time Freshmen

Term	first_year_cat	Not Retained	Retained	Total	% Retained
Fa14	ASAP and FYS	28	76	104	73.1%
	CD and FYS	47	101	148	68.2%
	FYS	177	345	522	66.1%
	Other	451	438	889	49.3%
	Total	703	960	1663	57.7%
Fa15	ASAP and FYS	19	77	96	80.2%
	CD and FYS	56	103	159	64.8%
	FYS	181	307	488	62.9%
	Other	472	554	1026	54.0%
	Total	728	1041	1769	58.8%

b. **Areas in Need of Improvement:**

- **Curriculum Realignment and Creation of Meta-Major FYS sections:**
  In academic year 2014-15, Deans Nancy Ritze and Luis Montenegro invited a select group of FYS faculty to a series of round table discussions on the organizational structure of FYP and opportunities to improve the program. The participants included: Stephen Powers, Sharon Utakis, Jeanine Kelley-Williams, Kate Culkin, Jordi Getman, Vincent Walker, Luis Montenegro, Nancy Ritze, Alexander Ott and Francisco Legasa. The group identified the need for FYS sections with a more specific career focus. The group coined the term Meta-major FYS to signify FYS sections that would introduce student to broad, yet related academic areas. Science, business, allied health FYS were recommended. The group believed that full time faculty from academic departments would be more interested in developing Meta-major FYS sections. The program has not begun offering FYS sections that are Meta-Major focused.

- **Use of E-portfolio:**
  Results from student and peer mentor focus groups, and faculty surveys highlighted the challenges with the use of e-Portfolio's in FYS. Both students and peer mentors have voiced concerns regarding the importance of using E- portfolio in FYS. Due to limited use of this tool by faculty in the sections, students have no understanding of how this tool can be useful as an educational tool. Example of feedback:
  "We've only used E- portfolio twice. If we don't use it, why do we learn it?"
  "I don't think that E- portfolio is necessary. I'm not comfortable using it."
  "After the first use, the E- portfolio never came up again."

Results from Survey of Faculty who taught FYS for the first time in academic year 2016-17 highlighted that faculty had challenges with incorporating e-portfolio within their sections.

Peer Mentors believe that faculty play a crucial role in generating student interest in e-portfolio. Student's engagement is higher in FYS sections in which e-portfolio projects are graded. Some observations from peer mentors included:
- Professors don't encourage students to learn how to use e-portfolio
- Students use e-portfolio just to upload their assignments and they forget about it after a while
- When a grade is involved, students take e-portfolio seriously
- Students attitudes are (positively) affected by faculty who are comfortable using e-portfolio

- **Assessment of Student Learning Outcomes, specifically critical thinking-** Assessing and evaluating student's general education proficiencies outcomes has been an ongoing challenge for the program. For the period of assessment 2012 Spring to Spring 2016 the major performance impediments were:
  1. **Failure to put together an Assessment Team of FYS faculty:** During the periods noted above, there were challenges in the program's coordination structure caused by changes in the FYS Faculty coordinators and the frailty of the program's coordination structure. The reason for not meeting our assessment goal was related to changes in faculty coordination leadership, which left gaps in the support of faculty.
  2. **Low submission of student assignments on e-portfolio**: Low submission rates were highly attributable to the extent of the involvement or non-involvement of faculty in the promotion of the e-portfolio platform. Evidence as outlined by CCRC Self Study Report also suggests that the utility of the e-portfolio is not optimized through lack of promotion.

With the successful recruitment of more fulltime faculty from academic departments to teach FYS in fall of 2016 there has been some notable improvements in the number of critical thinking assignments submitted via the e-portfolio platform. During this said semester, approximately 50% of FYS sections submitted critical thinking assignments in e-portfolio, thus providing an adequate pool to derive samples for evaluation. Even though we were successfully able to coordinate a review team of faculty, the assessment of the critical thinking assignments was not completed due to difficulties in coordinating the use of the assessment feature in e-Portfolio with the e-portfolio technology support team.

Marketing and Branding:

The CCRC review of FYP and current results of the student focus groups suggest that students do not have clear understanding about the nature of the course/program, academic topic and reason for taking it. Students reported:

"I only took the course because it is required."

"They told me to take the course when I was registering."

"Other students told me that I have to take FYS if I want to be a full- time student"

"I didn't know anything about the class or what was it about."

"I just looked at it as a free credit. I don't even know that I'm taking it sometimes"

- **Student Transition from FYP to Student Success Center:**
  Students are assigned to FYP advisors for one semester. As mentioned previously, one of the main goals of the FYP is to transition as many ASAP eligible students enrolled in FYS to ASAP at the end of the semester. The program has been successful in transition about 65% of these students. However, students that have not transitioned to ASAP must transition to the Student Success Center. FYP must work with Academic Success Center to create a process that seamlessly transition students to advisement with success coaches.

- **Need for Additional Staff:**
  The program needs additional advisors, a peer mentor coordinator and an administrative coordinator to support the continued growth of the program as we continue to serve student, faculty, and mentors.

c. **Action Plans and Timelines**

Curriculum Realignment, Creation of Meta-Major FYS sections and Online FYS section: There is still a need to develop meta-major FYS courses. We plan to identify faculty members from Business, Science and the Allied Health department to start developing topics and materials for FYS courses in these fields. This will create guided pathways that allow more relevance for students enrolled in FYS sections. The initial planning will be done by the January 2018 faculty development and the courses will be offered in Fall 18. The program is also in the process of creating an online FYS course that enroll transfer students and students that did not complete FYS in their first semester.

- **Use of E-portfolio:**
  We will work collaboratively with e-portfolio coordinators to improve training for faculty. Specifically, we will urge new faculty who are interested in teaching FYS to complete the e-portfolio training offered through the Center for Teaching and Learning (CTLT). This will allow FYS training to be focused on E-Portfolio pedagogy instead of the mechanics of using e-portfolio. This change will be put in place for Spring 2018 FYS Faculty Development Training.

- **Assessment of Student Learning Outcomes, specifically critical thinking**
  Data on retention and three-year graduation rates suggest that students who complete
  FYS have considerably higher success rates than students who do not, especially if
  students are not enrolled in a targeted program such as ASAP and CD. The broader task
  of the assessment committee is to assess how the critical thinking component of the
  course contributes to this success, and how this component may be strengthened.

  A committee of faculty and administrators were charged to:
  1. Assess existing critical thinking assignments. i.e. assess a sample of critical thinking
  assignments students have completed.
  2. Assess the evaluation process itself, i.e. norm the assessment across sections
  3. Based on these findings, write a report that would make suggestions about improving
  FYS training and assessment.

  While conducting this evaluation. The committee will also seek to answer these
  questions;
        1. Are current critical thinking assignments appropriate?
        2. Is there a consensus about evaluation?
        3. Is there consistency with evaluation?

  Timeline and Process:
  1. Committee meets and does norming exercise 9/15/2017
  2. Committee evaluates on its own (10 assignments each) by 10/13/2017
  3. FYS coordinators meet to discuss results 10/23
  4. Committee meets Fri 10/27/2017 to finalize a report with findings.

- **Revision of FYP Mission, Vision and Student Learning Outcomes:** In Fall 2017, a
  committee will be formed to review and revise program objective, FYS mission and
  Visions statements. In addition, this committee will review current SLO's to ensure
  alignment with the college's strategic plan. O

- **Marketing and Branding:** The program intends to roll out a branding exercise in the
  2017-2018 academic year, this includes:
  i. New webpage
  ii. Print Materials
  iii. Logo
  iv. Visibility in college catalog
  v. Social Media presence

- **FYS Faculty Development and Training – in conjunction with FYP administration,** new
  and continuing faculty coordinators will review current training activities to ensure that
  active learning strategies are also utilized in modeling the concept for "learning for
  application" for Spring 2018 training. A new e-portfolio with faculty development materials
  and samples of various assignments will be created.

APPENDICES A: STUDENT SUPPORT SURVEYS

332 (100.0%)

FYS Student Support Survey, Spring 2017

The First-Year Seminar (FYS) program would like to know more about your experience in the course in order to better understand and improve program services. Your responses are greatly appreciated!

Q1   How **satisfied** are you with each of the following FYS **services**?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not Applicable
Advisement	15 (4.8%)	9 (2.9%)	124 (39.4%)	162 (51.4%)	5 (1.6%)
Peer Mentoring	18 (5.8%)	9 (2.9%)	106 (34.4%)	171 (55.5%)	4 (1.3%)
Instructor Support	18 (5.9%)	9 (2.9%)	92 (30.1%)	186 (60.8%)	1 (0.3%)

Q2   How **useful** have the following FYS **presentations** been to you? (please choose "Not Applicable" if you did not attend a presentation)

	Not Useful	Somewhat Useful	Useful	Very Useful	Not Applicable
Peer Mentor Presentations (iFYS)	2 (0.6%)	16 (5.1%)	94 (30.0%)	194 (62.0%)	7 (2.2%)
Public Safety	1 (0.3%)	21 (6.9%)	108 (35.3%)	164 (53.6%)	12 (3.9%)
Library	3 (1.0%)	16 (5.3%)	89 (29.5%)	179 (59.3%)	15 (5.0%)
Financial Aid	4 (1.3%)	22 (7.2%)	67 (22.0%)	202 (66.4%)	9 (3.0%)

Q3   How **helpful** has your **FYS advisor** been with: (please choose "Not Applicable" if you have **never** met with your advisor)

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	Not Applicable
Adjusting to college	5 (1.6%)	25 (7.9%)	110 (34.9%)	166 (52.7%)	9 (2.9%)
Clarifying your academic/career goals	8 (2.6%)	17 (5.5%)	103 (33.2%)	174 (56.1%)	8 (2.6%)
Registration for next semester	4 (1.3%)	14 (4.5%)	86 (27.7%)	194 (62.4%)	13 (4.2%)
Planning (managing) your time better	5 (1.6%)	25 (8.0%)	107 (34.2%)	163 (52.1%)	13 (4.2%)
Issues with classes	9 (3.0%)	26 (8.5%)	109 (35.7%)	146 (47.9%)	15 (4.9%)
Referring you to services, offices or departments (Financial Aid, Tutoring, Writing Center etc.)	6 (2.0%)	16 (5.2%)	95 (31.1%)	175 (57.4%)	13 (4.3%)
Resolving issues with other college offices/departments (Registrar, Financial Aid etc.)	8 (2.7%)	21 (7.1%)	103 (34.7%)	142 (47.8%)	23 (7.7%)

Q4   Which best describes your **attendance** in your FYS class?

152 (48.3%) Attended all classes

151 (47.9%) Missed 2 or 3 classes

10 (3.2%) Missed more than 5 classes

2 (0.6%) Missed almost all classes

Q5 Until now, how **frequently** have you made contact with your **FYS Advisor**?

25 (8.9%) Never
58 (20.7%) One time this semester
83 (29.6%) Two times this semester
114 (40.7%) Three or more times this semester

Q6 How **satisfied** are you with the help the **peer mentors** provided with the following:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Eportfolio	9 (3.2%)	16 (5.7%)	154 (54.8%)	102 (36.3%)
BCC technology (CUNYFirst,e-mail,OSSES,etc..)	5 (1.8%)	4 (1.4%)	139 (49.8%)	131 (47.0%)
Accessing services (Tutoring, Writing Center,Helpdesk, etc...)	4 (1.5%)	17 (6.2%)	134 (49.1%)	118 (43.2%)
Issues with classes	4 (1.4%)	10 (3.6%)	153 (55.2%)	110 (39.7%)
Preparation for advisement/registration (academic plans,exploring majors etc.)	4 (1.5%)	11 (4.2%)	126 (48.5%)	119 (45.8%)

Q7 Participation in the FYS Program has **enabled** me to:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Understand available campus resources	6 (2.1%)	6 (2.1%)	151 (53.5%)	119 (42.2%)
Better understand my responsibilities	5 (1.8%)	5 (1.8%)	155 (55.2%)	116 (41.3%)
Feel comfortable participating in class	5 (1.8%)	8 (2.9%)	154 (55.2%)	112 (40.1%)
Feel comfortable using OSSES, CUNYFirst and BCC email	7 (2.5%)	8 (2.9%)	128 (46.0%)	135 (48.6%)
Develop stronger study skills	4 (1.4%)	19 (6.8%)	151 (53.7%)	107 (38.1%)
Manage my time effectively	3 (1.1%)	21 (7.6%)	152 (55.1%)	100 (36.2%)
Reflect on my academic performance	6 (2.2%)	12 (4.3%)	152 (54.9%)	107 (38.6%)
Understand how to research using a topic using the library	8 (2.8%)	16 (5.6%)	146 (51.4%)	114 (40.1%)
Better resolve issues that arise on campus	7 (2.5%)	15 (5.4%)	147 (53.1%)	108 (39.0%)
Have a better sense of my career options	7 (2.5%)	10 (3.6%)	143 (51.8%)	116 (42.0%)
Gain a better sense of how to be successful	7 (2.5%)	9 (3.2%)	142 (51.3%)	119 (43.0%)
Communicate more effectively with others	4 (1.4%)	10 (3.6%)	154 (55.6%)	109 (39.4%)
Particpate in college activities outisde class	10 (3.6%)	34 (12.3%)	134 (48.4%)	99 (35.7%)
Participate in study groups outside class	15 (5.5%)	30 (11.1%)	140 (51.7%)	86 (31.7%)

Q8

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
In general, how **satisfied** are you with FYS?	6 (2.2%)	10 (3.6%)	92 (33.5%)	167 (60.7%)

242 (100.0%)

FYS Student Support Survey, Spring 2016

The First-Year Seminar (FYS) program would like to know more about your experience in the course in order to better understand and improve program services. Your responses are greatly appreciated!

Q1 How **satisfied** are you with each of the following FYS **services**?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable
Advisement	18 (7.6%)	3 (1.3%)	18 (7.6%)	85 (35.7%)	112 (47.1%)	2 (0.8%)
Peer Mentoring	16 (6.9%)	5 (2.2%)	11 (4.8%)	79 (34.2%)	117 (50.6%)	3 (1.3%)
Instructor Support	18 (8.0%)	4 (1.8%)	14 (6.3%)	69 (30.8%)	117 (52.2%)	2 (0.9%)

Q2 How **useful** have the following FYS **presentations** been to you? (please choose "Not Applicable" if you did not attend a presentation)

	Not Useful	Somewhat Useful	Useful	Very Useful	Not Applicable
Peer Mentor Presentations (iFYS)	1 (0.4%)	14 (6.0%)	61 (26.3%)	150 (64.7%)	6 (2.6%)
Public Safety	3 (1.3%)	14 (6.1%)	81 (35.5%)	117 (51.3%)	13 (5.7%)
Library	1 (0.4%)	11 (4.8%)	67 (29.4%)	141 (61.8%)	8 (3.5%)
Financial Aid	2 (0.9%)	8 (3.6%)	56 (25.2%)	150 (67.6%)	6 (2.7%)

Q3 How **helpful** has your **FYS advisor** been with: (please choose "Not Applicable" if you have **never** met with your advisor)

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	Not Applicable
Adjusting to college	4 (1.7%)	15 (6.4%)	80 (34.2%)	123 (52.6%)	12 (5.1%)
Clarifying your academic/career goals	4 (1.7%)	14 (6.1%)	72 (31.4%)	128 (55.9%)	11 (4.8%)
Registration for next semester	3 (1.3%)	13 (5.6%)	67 (28.6%)	140 (59.8%)	11 (4.7%)
Planning (managing) your time better	7 (3.1%)	15 (6.6%)	78 (34.1%)	117 (51.1%)	12 (5.2%)
Issues with classes	5 (2.3%)	16 (7.2%)	81 (36.7%)	102 (46.2%)	17 (7.7%)
Referring you to services,offices or departments (Financial Aid, Tutoring, Writing Center etc.)	5 (2.2%)	8 (3.5%)	74 (32.3%)	129 (56.3%)	13 (5.7%)
Resolving issues with other college offices/departments (Registrar, Financial Aid etc.)	7 (3.1%)	13 (5.8%)	82 (36.4%)	104 (46.2%)	19 (8.4%)

Q4 Which best describes your **attendance** in your FYS class?

116 (50.0%) Attended all classes

109 (47.0%) Missed 2 or 3 classes

6 (2.6%) Missed more than 5 classes

1 (0.4%) Missed almost all classes

Q5 Until now, how **frequently** have you made contact with your **FYS Advisor**?

29 (14.0%) Never

38 (18.4%) One time this semester

64 (30.9%) Two times this semester

76 (36.7%) Three or more times this semester

Q6 How **satisfied** are you with the help the **peer mentors** provided with the following:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Eportfolio	7 (3.2%)	8 (3.7%)	50 (22.8%)	96 (43.8%)	58 (26.5%)
BCC technology (CUNYFirst,e-mail,OSSES,etc..)	5 (2.3%)	5 (2.3%)	30 (13.6%)	110 (50.0%)	70 (31.8%)
Accessing services (Tutoring, Writing Center,Helpdesk, etc...)	5 (2.3%)	2 (0.9%)	44 (20.4%)	98 (45.4%)	67 (31.0%)
Issues with classes	6 (2.8%)	6 (2.8%)	46 (21.5%)	100 (46.7%)	56 (26.2%)
Organizing study groups	4 (1.9%)	6 (2.8%)	58 (27.4%)	91 (42.9%)	53 (25.0%)
Preparation for advisement/registration (academic plans,exploring majors etc.)	4 (1.9%)	5 (2.4%)	37 (17.7%)	95 (45.5%)	68 (32.5%)

Q7 Participation in the FYS Program has **enabled** me to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understand the resources that are available to me on Campus	4 (1.8%)	3 (1.4%)	18 (8.1%)	119 (53.8%)	77 (34.8%)
Better understand my responsibilities as a student	4 (2.1%)	3 (1.5%)	21 (10.8%)	95 (49.0%)	71 (36.6%)
Feel comfortable participating in class	4 (1.8%)	5 (2.3%)	31 (14.2%)	100 (45.9%)	78 (35.8%)
Feel comfortable using OSSESS,Cunyfirst and BCC email	1 (0.5%)	7 (3.2%)	20 (9.0%)	97 (43.7%)	97 (43.7%)
Develop stronger study skills	4 (1.8%)	9 (4.1%)	39 (18.0%)	88 (40.6%)	77 (35.5%)
Manage my time more effectively	6 (2.7%)	8 (3.6%)	34 (15.2%)	96 (42.9%)	80 (35.7%)
Reflect on my academic performance	5 (2.2%)	6 (2.7%)	32 (14.3%)	106 (47.3%)	75 (33.5%)
Understand how to research a topic using the library	1 (0.5%)	11 (5.0%)	37 (16.7%)	94 (42.3%)	79 (35.6%)
Better resolve issues that arise on campus	2 (0.9%)	7 (3.3%)	46 (21.5%)	97 (45.3%)	62 (29.0%)
Have a better sense of my career career option	2 (1.0%)	8 (3.8%)	40 (19.1%)	84 (40.2%)	75 (35.9%)
Gain a better sense of how to be successful in college	3 (1.4%)	6 (2.8%)	25 (11.5%)	101 (46.5%)	82 (37.8%)
Improve my ability to communicate effectively with others	2 (0.9%)	7 (3.3%)	32 (14.9%)	97 (45.1%)	77 (35.8%)

Q8

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
In general, how **satisfied** are you with FYS?	5 (2.4%)	3 (1.4%)	26 (12.3%)	71 (33.6%)	106 (50.2%)

FYS Student Support Survey, Fall 2016

The First-Year Seminar (FYS) program would like to know more about your experience in the course in order to better understand and improve program services. Your responses are greatly appreciated!

Q1 How <u>satisfied</u> are you with each of the following FYS <u>services</u>?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable
Advisement	38 (6.0%)	6 (1.0%)	70 (11.1%)	219 (34.8%)	285 (45.2%)	12 (1.9%)
Peer Mentoring	29 (4.7%)	15 (2.4%)	65 (10.5%)	212 (34.3%)	293 (47.4%)	4 (0.6%)
Instructor Support	31 (5.0%)	6 (1.0%)	69 (11.2%)	196 (31.9%)	306 (49.8%)	6 (1.0%)

Q2 How <u>useful</u> have the following FYS <u>presentations</u> been to you? (please choose "Not Applicable" if you did not attend a presentation)

	Not Useful	Somewhat Useful	Useful	Very Useful	Not Applicable
Peer Mentor Presentations (iFYS)	6 (1.0%)	39 (6.2%)	199 (31.8%)	366 (58.6%)	15 (2.4%)
Public Safety	9 (1.5%)	38 (6.2%)	215 (35.1%)	325 (53.0%)	26 (4.2%)
Library	7 (1.1%)	27 (4.4%)	191 (31.0%)	362 (58.7%)	30 (4.9%)
Financial Aid	12 (2.0%)	34 (5.6%)	166 (27.4%)	374 (61.7%)	20 (3.3%)

Q3 How <u>helpful</u> has your <u>FYS advisor</u> been with: (please choose "Not Applicable" if you have <u>never</u> met with your advisor)

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	Not Applicable
Adjusting to college	10 (1.6%)	53 (8.5%)	228 (36.5%)	305 (48.8%)	29 (4.6%)
Clarifying your academic/career goals	9 (1.4%)	47 (7.6%)	207 (33.3%)	333 (53.6%)	25 (4.0%)
Registration for next semester	8 (1.3%)	32 (5.2%)	197 (31.9%)	352 (57.0%)	29 (4.7%)
Planning (managing) your time better	16 (2.6%)	56 (9.1%)	224 (36.4%)	287 (46.6%)	33 (5.4%)
Issues with classes	12 (2.0%)	54 (8.8%)	216 (35.2%)	275 (44.9%)	56 (9.1%)
Referring you to services,offices or departments (Financial Aid, Tutoring, Writing Center etc.)	10 (1.6%)	42 (6.8%)	195 (31.7%)	330 (53.6%)	39 (6.3%)
Resolving issues with other college offices/departments (Registrar, Financial Aid etc.)	15 (2.5%)	35 (5.8%)	213 (35.3%)	263 (43.6%)	77 (12.8%)

Q4 Which best describes your <u>attendance</u> in your FYS class?

336 (54.3%) Attended all classes

259 (41.8%) Missed 2 or 3 classes

19 (3.1%) Missed more than 5 classes

5 (0.8%) Missed almost all classes

Q5 Until now, how <u>frequently</u> have you made contact with your <u>FYS Advisor</u>?

60 (10.0%) Never

139 (23.2%) One time this semester

198 (33.1%) Two times this semester

201 (33.6%) Three or more times this semester

Q6 How <u>satisfied</u> are you with the help the <u>peer mentors</u> provided with the following:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Eportfolio	18 (3.0%)	21 (3.5%)	141 (23.3%)	275 (45.5%)	149 (24.7%)
BCC technology (CUNYFirst,e-mail,OSSES,etc..)	13 (2.1%)	10 (1.6%)	100 (16.4%)	297 (48.8%)	188 (30.9%)
Accessing services (Tutoring, Writing Center,Helpdesk, etc...)	10 (1.7%)	5 (0.8%)	136 (22.6%)	282 (46.9%)	168 (28.0%)
Issues with classes	10 (1.7%)	9 (1.5%)	151 (25.1%)	272 (45.3%)	159 (26.5%)
Preparation for advisement/registration (academic plans,exploring majors etc.)	10 (1.7%)	6 (1.0%)	115 (19.4%)	277 (46.8%)	184 (31.1%)

Q7 Participation in the FYS Program has <u>enabled</u> me to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Understand available campus resources	12 (2.0%)	6 (1.0%)	77 (12.5%)	339 (55.2%)	180 (29.3%)
Better understand my responsibilities	10 (1.7%)	8 (1.3%)	62 (10.3%)	343 (57.1%)	178 (29.6%)
Feel comfortable participating in class	11 (1.8%)	10 (1.7%)	104 (17.2%)	296 (49.1%)	182 (30.2%)
Feel comfortable using OSSES, CUNYFirst and BCC email	13 (2.1%)	8 (1.3%)	72 (11.8%)	297 (48.8%)	219 (36.0%)
Develop stronger study skills	11 (1.7%)	17 (2.7%)	115 (18.2%)	308 (48.7%)	182 (28.8%)
Manage my time effectively	9 (1.4%)	19 (3.0%)	117 (18.4%)	311 (49.0%)	179 (28.2%)
Reflect on my academic performance	10 (1.6%)	9 (1.4%)	93 (14.7%)	322 (50.9%)	199 (31.4%)
Understand how to research using a topic using the library	9 (1.4%)	32 (5.0%)	120 (18.9%)	297 (46.8%)	177 (27.9%)
Better resolve issues that arise on campus	10 (1.6%)	19 (3.0%)	129 (20.3%)	314 (49.4%)	163 (25.7%)
Have a better sense of my career options	9 (1.4%)	14 (2.2%)	102 (16.1%)	325 (51.2%)	185 (29.1%)
Gain a better sense of how to be successful	9 (1.4%)	12 (1.9%)	89 (14.2%)	332 (53.0%)	185 (29.5%)
Communicate more effectively with others	8 (1.3%)	13 (2.1%)	110 (17.4%)	312 (49.2%)	191 (30.1%)
Particpate in college activities outisde class	16 (2.6%)	30 (4.8%)	134 (21.5%)	288 (46.2%)	155 (24.9%)
Participate in study groups outside class	16 (2.6%)	36 (5.8%)	145 (23.2%)	269 (43.0%)	159 (25.4%)

Q8

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
In general, how <u>satisfied</u> are you with FYS?	14 (2.2%)	8 (1.3%)	82 (13.0%)	226 (35.9%)	299 (47.5%)

BRONX COMMUNITY COLLEGE

APPENDICES B: Focus Group

First Year Program Student Focus Group Report
Prepared by: Handan Hizmetli

This report details findings from a focus group of 6 students, conducted by the Office of Institutional Research on May 14, 2017. Data from this focus group was collected and analyzed to better understand the experiences of students in FYS courses. Students discussed ways in which they benefitted from this course, and their relationships with the faculty, peer mentors and advisors. They also provided researchers with recommendations to improve the program. The findings below reflect major themes presented by focus group participants, and selected statements they made to support these themes.

Finding 1: Freshmen didn't have any previous knowledge about FYS before they registered for the course. They only took the course because it is required.

- *They told me to take the course when I was registering.*
- *Other students told me that I have to take FYS if I want to be a full-time student.*
- *I didn't know anything about the class or what was it about.*
- *I just looked at it as a free credit. I don't even know that I'm taking it sometimes.*

Finding 2: Students found FYS helpful in terms of the support, guidance, and general information they received from peer mentors, advisors and professors.

- *I think FYS is really helpful. They give you a lot of information. They send you emails about what is going on around campus, places you can go, and things you can do.*
- *I think FYS is important and interesting. I'm learning things nobody else has time to tell me.*
- *They make you to be on top of things, like registering for classes early. I think it is great.*
- *Peer Mentors are the people I like the most in class.*
- *I like the professor because she always comes to class with a smile and we never have a bad day.*
- *Advisors really help a lot. I know what classes I'm going to take for next semester.*

Finding 3: Students benefit from the FYS college orientation component.

- *I feel like my professor should be talking about the things that are going to help us. He talks about things he wants to teach (history). He doesn't talk about college.*
- *I like my class, and I like my professor. She talks about financial aid and registering for classes. She goes over everything with us.*
- *I like my class topic. Our professor has us making a story about fairy tales.*
- *I don't think I need quizzes in this class.*
- *My professor doesn't talk about the college. She talks about disease. The topic is interesting but it is not FYS.*

Finding 4: Students don't understand the importance of using E-portfolio in FYS, and they aren't probably trained to use it.

- *We've only used E-portfolio twice. If we don't use it, why do we learn it?*
- *I don't think that E-portfolio is necessary. I'm not comfortable using it.*
- *After the first use, the E-portfolio never came up again.*

1

Recommendations:

Findings from focus groups indicate that students believe the FYS college orientation component is very helpful. The following recommendations are based on our interviews with students:

- Students do not think that having an academic topic is important in FYS. They don't understand why an academic topic is embedded in the course. They think that general topics are more valuable than specific topics. Faculty should ascertain academic content goals with students on the first day of class.

- Students find the college orientation part useful. They appreciate faculty who introduce the college orientation component. All faculty should do this.

- Many students take FYS because it is required. They don't know what the course entails. The goals of this course should be shared with students early on.

- Students don't understand how they benefit from completing course assignments. Faculty should discuss the purpose of the assignments.

- Students do not understand why they are expected to learn e-portfolio. The purpose of e-portfolio in FYS should be clarified.

First Year Program Peer Mentor Focus Group Report
Prepared by: Handan Hizmetli

This report details findings from a focus group of 10 Peer Mentors, conducted by the Office of Institutional Research on May 12, 2017. Data from this focus group was collected and analyzed to better understand the experiences of peer mentors in FYS courses. Researchers were interested in learning how Peer Mentors viewed their roles and responsibilities, and ways in which they felt they benefited from being a Peer Mentor. Researchers also solicited recommendations from focus group participants to improve the experiences and effectiveness of Peer Mentors and the FYS Program. The findings below reflect major themes presented by focus group members, and selected statements they made to support these themes.

Finding 1: Peer mentors describe their relationships with faculty, advisors and FYS administrators as collaborative and positive.

- *We connect faculty and students.*
- *Sometimes students have problems and they don't come to class. We send them the homework and try to help them so they don't get behind.*
- *Sometimes professors come late and ask us to be prepared to take the extra time for the day.*
- *Advisors are always helpful when we need information about students, including their contact information and course schedules.*

Finding 2: Peer Mentors see themselves as a connection between faculty and students. They see themselves as advocates for students, and as role models.

- *We encourage students to make presentations.*
- *We can see that they are younger and shy, and need encouragement. Some students do a great job in their presentations with some support.*
- *Sometimes students don't feel comfortable asking questions of a professor. I ask questions for them to show them how easy it is.*
- *I try to clarify the assignments for students by asking questions of the professor on their behalf.*
- *We encourage students to reach out to the professor.*
- *We encourage students to be attentive and participate in class discussions.*
- *We provide one-on-one support to students to complete their assignments if they need help.*

Finding 3: Each peer mentor discussed their established roles in class, which include making presentations, taking attendance, contacting students, facilitating group work, and meeting with the professor 10 minutes before every class to discuss the class topic.

- *We meet with the professors 10 minutes before class, and we start to talk about topics and materials.*
- *It is our routine to take attendance in each class.*
- *We work with the faculty to facilitate group work.*

1

Finding 4: Peer Mentors said that building a sense of community in FYS classes is important for student success because students are more likely to engage in class activities and attend classes when they feel part of a community. Peer Mentors thus try to build relationships with students and maintain good communication with them.

- *Group work helps students get connected. They exchange e-mails and phone numbers.*
- *In one of my ASAP classes, students reached out to others who missed class.*
- *I invited students to play basketball with me. It breaks the ice.*
- *I'm also part a student club. I know when a student feels they are part of a community, rather than just a class, because they become more involved.*

Finding 5: Peer mentors indicate that serving in this position helped them a) improve their communication and leadership skills, b) feel more confident, c) better understand how to navigate the college, d) work more effectively with others by becoming more empathic and patient, and e) improve their communication with faculty in other courses. Peer Mentors also said they benefitted from personal help they received from FYS faculty and advisors.

- *Presenting in front of the class every week helps us build confidence.*
- *We try to adapt to the different personalities that we [work with] each day. Some are aggressive and some are quiet.*
- *Being a Peer Mentor helps me develop empathy and patience. Not everybody is in the same situation and not everybody has the same resources. I try to put myself in their shoes to better understand them and to help. It is rewarding for me.*
- *Being a Peer Mentor has helped me develop my communication and leadership skills.*
- *I was the kind of student who wouldn't speak with the faculty, but now I'm more confident to speak with the faculty.*
- *I like to pick their brains. I have very capable and knowledgeable professors.*
- *I find my professor very inspiring. He is from the same place my parents are from, and he started in a community college and eventually earned his PhD.*
- *Being a peer mentor also teaches you how to navigate the system. I know things I didn't know as a student because I now work with professors.*
- *Advisors serve students and they also serve us. For example, I was planning to transfer to another college and my advisor answered my question about financial aid.*
- *We need to familiarize ourselves with the campus so we can share it with our students.*

Finding 6: Peer Mentors believe that faculty play a crucial role in generating student interest in e-portfolios. Student engagement is higher in FYS sections in which e-portfolio projects are graded.

- *When a grade is involved, students take e-portfolio more seriously.*
- *Student attitudes are [positively] affected by faculty who are comfortable using e-portfolio.*

2

- *E-portfolio is tricky and older students are better at it.*
- *Students don't complain about e-portfolio.*
- *Professors don't encourage students to learn how to use e-portfolio.*
- *Students use the e-portfolio just to upload their assignments and they forget about it after a while.*

Recommendations:

Findings from focus groups indicate that the Peer Mentoring Program builds positive relationships among students and faculty. When asked about how to strengthen the Peer Mentoring Program, mentors offered the following recommendations:

- Peer Mentors should be asked to make presentations to instructors at faculty trainings to clarify roles and responsibilities of Peer Mentors.
- When training Peer Mentors, provide theory-based context and rationale to help them better understand the reasons for expectations for which they are held accountable.
- Consider the strengths, weaknesses, and personality traits of peer mentors before pairing them with each other.
- Provide additional training for peer mentors on effective communication skills.
- Provide a venue for Peer Mentors to engage in ongoing dialogue with each other about their experiences in FYS.
- There should be greater consistency of the application of FYS components across FYS sections.
- Faculty should make a conscious effort to learn their students' names.
- Faculty should be intentional about using e-portfolio, which many require students to use only for only uploading required assignments.

3

APPENDICES C: CRITICAL THINKING RUBRIC

FYS CRTICAL THINKING ASSIGNMENT RUBRIC

Points	Criteria	Does Not Meet Standards 0 pts.	Approaches Standards 1pts.	Meets Standard 2 pts.	Exceed Standard 3pts
	Position	Does not express or imply a claim or position	Claim or position is not clearly stated or implied	Claim or position is mostly clearly stated	Claim or position is very clearly stated
	Analysis	Minimal analysis of ideas, information or evidence and little/or no use of evidence to support position	Some analysis of ideas, information or evidence and /or some use of evidence to support position	Good analysis of ideas, information or evidence and /or good use of evidence to support position	Thorough analysis of ideas, information or evidence and /or use of evidence to support position
	Perspectives	Fails to Identify any Alternative perspectives	Views issues from at least one other perspective	Attempts to view issues from multiple perspectives	view issues from Multiple perspectives

Total Points

APPENDICES D: JOB DESCRIPTIONS
    II. Assistant Dean of Academic Affairs: Provides general oversight of the Program

    III. Associate Director First Year Program: Manages the day to day operations of BCC's FYP by providing for a cohesive first year experience with clear pathways, organized interventions, consistent communications with clear oversight and accountabilities in place. Responsibilities include supervision of Peer Mentors and academic advisors, organizing and scheduling student support services linked to academic programming, and organizing, tracking, and reporting detailed outcome data.

IV. Senior Academic Advisors: Is a member of an integrated College team providing individual academic, career and related support to an assigned group of students as they progress through their first year at   BCC. S/he will work closely with the faculty and Peer Mentors of their assigned FYS sections to insure student engagement and success. The Senior Academic Advisor for First Year Programs:

- Delivers comprehensive advisement support services to an assigned group of students through the first year
- Provides support for student transition from FYP to academic departments
- Reviews student progress and tracks student use of academic support services
- Conducts regular outreach to faculty and other college staff as needed to support student success
- Maintains accurate tracking data and notes for each assigned student, recommending appropriate referrals and opportunity programs
- Supports recruitment and registration of students
- Organizes periodic special events and programs for students, faculty and staff
- Performs related duties as assigned.

V. FYS Faculty Coordinators **are responsible** for the following aspects of FYS program coordination:

- **Coordinate the FYS Faculty Development program:** The coordinators will be responsible for the content of the faculty development program and the coordination of its facilitation. The coordinators will be responsible as for revising new course themes for program compliance and providing support to faculty while they develop materials for their courses. In addition, they will be responsible for assessing whether the curricular implementation of FYS is in compliance with the general program guidelines. The coordinator will also be responsible for identify continuing faculty to serve as Faculty Mentors.
- **Coordinate Student Learning Assessment:** Will coordinate the student learning assessment efforts by convening a group of FYS instructors with the purpose of evaluating random samples of student work according to the program rubrics and the FYS general education proficiencies. The Coordinator of Assessment will be responsible for generating a report for the program after each semester being assessed.
- **Coordinate Faculty Observation:** develop observation rubrics and forms, design activities, create systems for faculty observation and provide feedback to improve teaching quality in FYS. The coordinator will make recommendations to the FYS program regarding faculty compliance with FYS pedagogical guidelines. Observations will be conducted by coordinators and the appointed faculty mentors.

VII.   **College Assistants** (Part-time student workers)**:** Provides administrative support to Associate Director, Senior Academic Advisors and Peer Mentors.

VIII. FYS Peer Mentors:

Position Title: Peer Mentor
Appointment Type: Part time for one semester
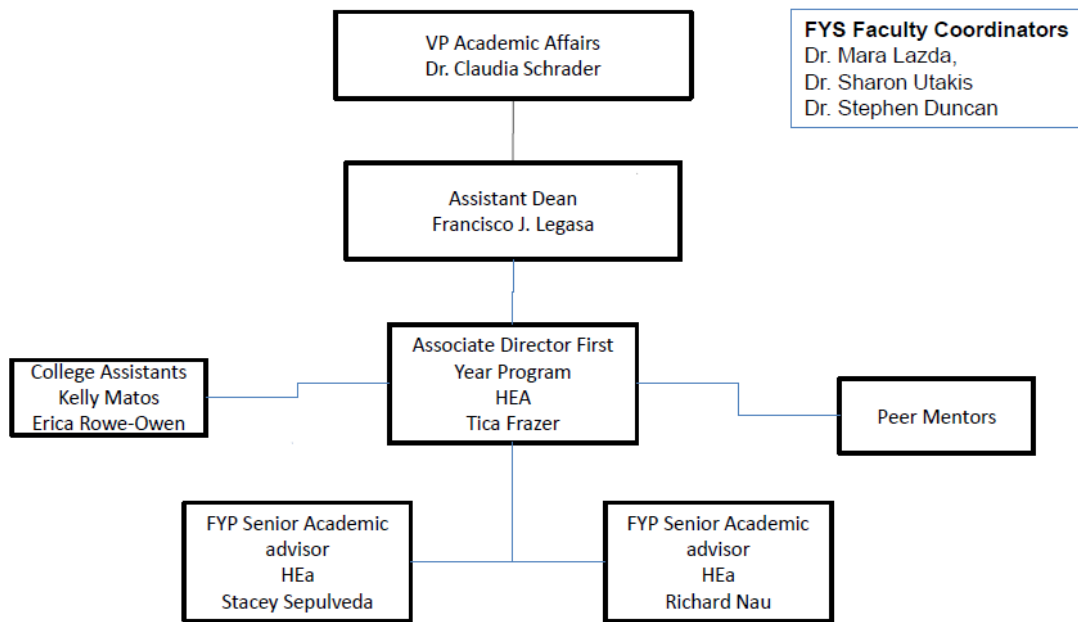Department: First Year Program

Position Summary
Peer mentors will be assigned to at least one First Year Seminar (FYS 11) section. Peer mentors will serve as role-models for first-year students and will collaborate closely with FYS 11 faculty and student support staff to assist first-year students in making a successful transition to college. Peer mentors will provide appropriate support and referrals, participate in co-curricular activities designed for first-year students, serve as spokespersons/representatives for the program, and assist with minor clerical duties as needed.

Some activities that peer mentors will carry out are:
- Lead First Year Seminar class discussions
- Assist FYS 11 students with ePortfolio questions
- Reach out to students who seem disengaged
- Assist FYS 11 faculty with class activities
- Refer students to different services, offices and departments on campus
- Engage FYS 11 students in co-curricular activities
- Collaborate in the organization and implementation of co-curricular activities
- Assist FYS 11 students during the early registration period
- Attend periodic meetings with their assigned Leader Mentor as well as general First Year Program meetings
- Report to program on student participation in different FYS related activities

Appendices E: **First Year Program Organizational Chart**

First Year Program—Current Organizational Chart

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                    ┌─────────────────────────┐        ┌──────────────────────────────┐
                    │   VP Academic Affairs    │        │ FYS Faculty Coordinators     │
                    │   Dr. Claudia Schrader   │        │ Dr. Mara Lazda,              │
                    └─────────────────────────┘         │ Dr. Sharon Utakis            │
                                 │                       │ Dr. Stephen Duncan           │
                    ┌─────────────────────────┐          └──────────────────────────────┘
                    │    Assistant Dean        │
                    │   Francisco J. Legasa    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
  ┌──────────────────┤ Associate Director First ├──────────────────┐
  │ College Assistants│     Year Program         │                  │ Peer Mentors │
  │ Kelly Matos       │        HEA               │                  └──────────────┘
  │ Erica Rowe-Owen   │     Tica Frazer          │
  └──────────────────└─────────────────────────┘──────────────────┘
                                 │
         ┌───────────────────────┴───────────────────────┐
  ┌──────────────────────┐                    ┌──────────────────────┐
  │ FYP Senior Academic  │                    │ FYP Senior Academic  │
  │      advisor         │                    │      advisor         │
  │        HEa           │                    │        HEa           │
  │  Stacey Sepulveda    │                    │    Richard Nau       │
  └──────────────────────┘                    └──────────────────────┘
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BCC First Year Program Publications & Presentations

September, 2017

The BCC First Year Program (FYP) was created as part of a college-wide effort to positively impact the success of first year student s at the College. The program design was informed by strong theory and research about community college student success. The First Year Seminar (FYS) course, which is central to the FYP emphasizes student-centered pedagogies in order to encourage learning that persists beyond the semester of participation. Faculty teaching FYS are encouraged to experiment, assess and conduct research about student learning and success in the First Year Program. To date, forty-five full-time faculty have participated in the teaching of FYS. A list of publications and presentations are presented below.

Culkin, K. Getman-Eraso, J. Kelley-Williams, J., Ritze, N. and Rodas, J. " Confidence in College: Rethinking the First Year Experience at Bronx Community College,", AAEEBL Annual ePortfolio Conference, July 2014

Elmore, T. and Powers, S. "Future Teacher development: A work in progress" Explore the journey of community college Education students through developmental coursework, a first year seminar, gateway & capstone courses, & transfer to senior college or workforce entry. Learn how to make the journey seamless & increase retention and graduation. March 22, 2016 League for Innovation in the Community College

"Eynon, B., Jordan, K., Getman-Eraso, J. and Gambino, L., " ePortfolio & the First Year Experience,"CUNY CUE Conference, New York, NY, 2014

Frazer, T., Utakis, S., Kelley-Williams, J. and Okai, G.: "Mentoring the Mentor: Training and Curriculum for Peer Mentors and Faculty in the First Year Seminar," BCC Winter Conference, Bronx, 2017.

Getman-Eraso, J. "Building Confidence: The 1st Year Seminar and Student Success at BCC," BCC Winter Conference, Bronx, 2015.

Hizmetli, Handan, "First Year Seminar: A signature Effort of Promoting Students Success Bronx Community College". Presented in the 2013 Faculty of the Future Conference at Bucks County Community College on May 31, 2013.

Hizmetli, Handan, **"From What Happened to How it Happens,** *Fidelity of Implementation Evaluation of a First Year Seminar at Bronx Community College" ,Presented in the CUNY IR Assessment Joint Retreat* 2013-2014.

Jaijairam, P. (2016). First-Year Seminar (FYS) - The Advantages That This Course Offers. Journal of Education and Learning, 5(2), 15-23. http://dx.doi.org/10.5539/jel.v5n2p15

Karp, M. and Ritze, N., "Redesigning a First Year Seminar for Sustained Impact" presented at the *College Board Diversity Conference, Celebrating 10 Years Preparate: Educating Latinos for the Future of America,* NY, NY 2016.

Karp, M., Raufman, J., Efthimiou, C., Ritze, N. (March 30, 2016) "Revising a College 101 Course for Sustained Impact: Early Outcomes: *Community College Journal of Research and Practice.* Published online.

Karp, M., Raufman, J., Efthimiou, C., Ritze, N. (August, 2015) "Redesigning a Student Success Course for Sustained Impact: Early Outcomes Findings" (CCRC Working Paper No. 81). New York, NY: Columbia University, Teachers College, Community College Research Center.

Legasa, F., Hughes, K., Ritze, N., "Implementing High Impact Practices in a Community College First-Year Seminar" presented at the *College Board Diversity Conference 2014,* Atlanta, GA (April 2014)

Legasa, F., Ritze, N., Wach, H., "Creating a scalable sustainable first year success program" presented at the League for Innovation in Community Colleges Annual Conference (Innovations 2013), Dallas, TX (March 2013)

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