

# Evolving Adelphi's First Year Experience

## Discussion Leaders:

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## Discussion:

Peter

Orient the discussion - what is happening in our FYS

-- Careful and thoughtful focus on where our students are coming from → Gen Ed institution has been talking about this for a while

-- What is a way to get our students to think about Gen Ed as Internal and intrinsic to their own journey and career path

-- Lisa: College Readiness of our Students

-- Peter: Our personal FYS and Exp programs

-- Emily: What she is doing in her classes

Lisa

Has been working with LARACHE → 24 focus groups to try and define "College Readiness"

What did they find:

- 1) Students come in with their own set of expectations - misalignment of curriculum, lack of communication with Higher Ed faculty and High School Teachers
- 2) Responsibility - "Help Seeking" and self-advocating / College has good resources, but it needs to be presented and given in manageable chunks / "Leveraging of Peers" - who students go to when they are in need of help
- 3) Not sure how to navigate and approach faculty for things like "Office Hours"

HS students saying that they wanted more projects and internships but were "saved" or "steered away" by HS Faculty -- left a gap when they come to College

A high number of students coming into college require a certain level of remediation -- Higher level of drop-outs as a result

"Bridge Programs" - ongoing transition rather than a one shot experience

The research shows that a student who has participated in at least one "higher level course" (i.e. AP Course) their transition will be better

Peter

Status of First Year Experience - 3 credit seminar: Faculty teaching in the field of their interest  
→ Try to translate into the language of student interest → Transition them into College Level learning

FoRE - 1 Credit class → Compliment the FYE -- Help students navigate and integrate into the Adelphi Community

There has been an increasing disconnect between FYE and FoRE classes -- FoRE will be taken out of Gen Ed - the end of this class

So how do we help students navigate the transition into college, having intelligent and political conversation in class that translate into the outside world? What is the relevance to their real lives? Consider where our students are coming from now

-- Transition from 3 credit FYE and make it 4 credit that incorporates the FoRE components. That incorporates the ethical, political, and intellectual components of transition -- keep an eye on the students' progress and transition into AU Community

-- 1 or 2 of these sections will have a research component / Project Oriented / Student Centered / Experiential Learning / High Impact Practices

Ask faculty to innovate on their own, as well as collaborate together - increased focus on team teaching? Sections that cluster on topics? Mini Conferences with multiple sections

Use this as an opportunity for students to understand the goal and importance of Gen Education. Instead of students thinking of Gen Ed as a list of things to finish, it serves as a roadmap of their knowledge -- evolve to "MyGen Ed" that lets students take a more engaged and intrinsic value to the students

Emily

Teaching 2 sections - under represented students at AU - "Nitrified" is the course

"Localvoirs" of knowledge -- consume knowledge of the local communities -- compare local communities and their water

Big emphasis on Reading Comprehension in FYE → "I focus more on writing comprehension"

A lot of group work and talking in front of each other

"Citizens of Science and Maker Spaces" -- using 3D printers to make solutions for the community

--Turn it over to the room for each group to come up with a question -- Rotate around and answer each group's questions

Are there any over-arching goals

Is there anything we can standardize and say everyone needs to do this