



THE FIRST-YEAR SEMINAR AS A HIGH-IMPACT SPRINGBOARD

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PURPOSE OF FYE COURSE

Results from 2012-13 [National Survey on First-Year Seminars](#)

- What is a First-Year Experience Course?
 - Extended Orientation
 - Learning to Learn/Learning Frameworks
- Course Objectives
 - Develop a connection with the institution
 - Provide orientation to campus resources and services
 - Develop academic skills
- Common Topics
 - Campus resources
 - Academic planning/advising
 - Critical thinking
 - Study skills
 - Time management

THE ROLE OF FYS/FYE COURSE

- What should be the role of the first-year seminar...
 - In student transition to higher education?
 - In overall student and academic success?
- Purpose of higher education and culture of academia
- Learning and success strategies, theoretical and practical
- Academic expectations, responsibilities, and considerations
- Resource awareness and connection

HIGH IMPACT PRACTICES

- High-Impact Educational Practices (AAC&U)
 - First-Year Seminars and Experiences
 - Common Intellectual Experiences
 - Learning Communities
 - Writing-Intensive Courses
 - Collaborative Assignments and Projects
 - Undergraduate Research
 - Diversity/Global Learning
 - Service Learning, Community-Based Learning
 - Internships
 - Capstone Courses and Projects
 - E-Portfolios

HIGH IMPACT PRACTICES AT TWU

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UNIV 123 I: LEARNING FRAMEWORKS

Learning Outcomes

1. Evaluate research and theories of learning that impact learning and lead to development of effective learning strategies.
2. Develop strategies for reading, questioning, and conducting academic inquiry.
3. Apply knowledge of learning theory to development of personal effective learning strategies.
4. Integrate tenets of academic integrity in oral and written works.

Critical Elements

- Common assignments, standardized rubrics
- In class peer assistants
- Technology integration
- Student resource referrals and advising
- Early Alert
- Out of class first-year programming
- Required faculty training

HIGH IMPACT PRACTICES IN FYS

- High-Impact Educational Practices (AAC&U)
 - First-Year Seminars and Experiences
 - UNIV 1231 required for FTIC students
 - Required academic advising in first-year
 - Advising and resources forums
 - Engagement experiences
 - Common Intellectual Experiences
 - Book in common program
 - Learning Communities
 - Primary focus on major selection and student experiences
 - Writing-Intensive Courses
 - Reflective writing, integrating experiences into new ideas

CORE CURRICULUM AND ASSESSMENT

- Foundational Component Area-Component Area Option
- Core Objectives
 - Critical Thinking*
 - Communication*
 - Empirical/Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility*
- Final exam used as common artifact for core assessment.

ADDRESSING THE CORE OBJECTIVES

- Consistent reflective writing
- Discussion based lessons
- In class presentations
- Group activities and assignments
- Alignment with core objective rubrics



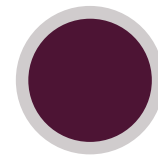
First-Year
Seminar

-Learning to
Learn



Core Curriculum

-Core Objectives



Major/Degree
Program

-Marketable Skills

Foundational Component Areas

High-Impact Practices

FUTURE CONSIDERATIONS OF FYE

- Appropriate credit level for content
- One semester vs. full year experience
- Defining the common language used in higher education
- Increased focus on synthesis and creation of new ideas
- Theoretical foundations vs. practical application
- Linked writing experiences across core curriculum

QUESTIONS/DISCUSSION

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