LAGUARDIA COMMUNITY COLLEGE

DESIGNING AND IMPLEMENTING THE FIRST YEAR SEMINAR FOR BUSINESS

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RECOMMENDATIONS - TASK FORCE ON THE FIRST YEAR EXPERIENCE

- Develop a First Year Seminar with the following characteristics *:
  - Discipline-specific
  - Mandatory and credit-bearing
  - Taught by discipline faculty and supported by Student Affairs professionals
  - Integrates curricular and co-curricular learning and advisement
  - Leverages peer mentoring
  - Incorporates technology

* The First-Year Seminar - Designing, Implementing, and Assessing Courses to Support Student Learning and Success by Jennifer R. Keup and Joni Webb Petschauer (2011)
## FIRST YEAR SEMINAR - KEY STATISTICS

### Bronx Community College - Comparative First Semester Outcomes

By First Semester Seminar Course Status for Fall 2012

**Table 1: End-Term Student Performance by First Year Course Status**

<table>
<thead>
<tr>
<th>First Year Course</th>
<th>Total &quot;N&quot;</th>
<th>Average</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term GPA</td>
<td>Credits Earned</td>
</tr>
<tr>
<td>First Year Seminar</td>
<td>469</td>
<td>2.29</td>
<td>6.57</td>
</tr>
<tr>
<td>Traditional Seminar</td>
<td>893</td>
<td>1.60</td>
<td>3.64</td>
</tr>
<tr>
<td>No Seminar</td>
<td>479</td>
<td>1.77</td>
<td>4.73</td>
</tr>
</tbody>
</table>

**Table 2: Re-Enrollment in SP13 (As of 01/05/2013) by First Year Course Status**

<table>
<thead>
<tr>
<th>First Year Course</th>
<th>Total &quot;N&quot;</th>
<th>&quot;N&quot; Re-Enrolled in Spring 2013</th>
<th>% Re-enrolled in Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>469</td>
<td>369</td>
<td>79%</td>
</tr>
<tr>
<td>Traditional Seminar</td>
<td>893</td>
<td>610</td>
<td>68%</td>
</tr>
<tr>
<td>No Seminar</td>
<td>479</td>
<td>241</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>1,841</td>
<td>1,220</td>
<td>66%</td>
</tr>
</tbody>
</table>
GOALS - FIRST YEAR SEMINAR

- Building student engagement and success
- Connecting students to the discipline
- Launching a longitudinal advisement relationship
- Introducing students to key learning and advisement technologies
- Ensuring engagement with learning opportunities beyond the classroom
- Strengthening the College's overall assessment process
COURSE DESIGN - FIRST YEAR SEMINAR

College 101
Intro to LaGuardia
Intro to College -- Developing the Habits of Successful Students
Develop an Educational Plan
Connect w/ Advisement

Intro to the Discipline
Understanding key concepts and skills of the discipline
Personalizing the discipline: What does it mean to be a [Scientist]?
Career, education, values, habits of mind, etc. What

-- Integrative Support
FYE competencies (Inquiry, Problem Solving, Integration)
ePortfolio, Studio Hour, and Peer Mentors
Connect w/ Co-Curriculars
INTRODUCTION TO THE DISCIPLINE

Disciplinary Skills and Concepts

- What does it mean to be a business student and professional?
  - Fundamental principles of business (i.e., financial, regulatory, human resources, technology, marketing, etc.)
  - Professionalism
  - Ethics and values
  - Written and oral communication skills
  - Diversity and sustainability

Course Syllabus
COURSE DESIGN - FIRST YEAR SEMINAR: INTEGRATIVE SUPPORT

- Studio Hour
  - Taught by peer mentors
  - Using ePortfolio (template)
  - Emphasis on co-curriculars and advisement to create a holistic and transformative learning experience
CLOSER LOOK: CO-CURRICULAR AND ADVISEMENT ACTIVITIES

- Holistic Learning
  - SWOT Analysis
  - SMART Goals
  - Campus Scavenger Hunt

- Advisement - Sample Student Work

About Me

Hi! My name is Latoya Russell and I am a transfer from Howard University, majoring in Accounting.

I was born and raised in East New York Brooklyn until the age of 14, when I moved to North Carolina. Being in North Carolina put me in a different education environment such as four period days (hour & a half classes), to going off-campus for lunch. It helped to give me the college feel. I didn't participate in any extracurriculars but did graduate six months early. I still, to this day, wished I could've played soccer in high school.

I never cared about education beyond high school until having a conversation with a classmate in the tenth grade, who hipped me up on the idea of attending an HBCU. Soon enough, August 2009, I was a Fashion Merchandising major at Howard University. Adapting to college life was hard, especially attending a school where prominent wealthy African Americans sent their children as well. My finances started to dwindle on my mood which in case left me unhappy on this beautiful campus. I started working at Urban Outfitters in Georgetown and often found myself taking shifts while I was supposed to be in class. Ultimately, I left Howard University not caring to explore a brighter education, but in search of internal happiness in December 2010.

I continued to work for Urban Outfitters, transferring to the location in Soho, Manhattan. Here is where I became aware of my attention to detail & my exceptional organization skills. Working here also gave me insight of what I wanted for my future. to NOT be the girl working retail when I'm 30 years old. Here is where I discovered my thirst for independence and to succeed amongst my wildest dreams.

Now here I am, I'm further down my path on my pursuit of happiness and I've decided that coming back to school can help me along this way. Being a person of humor, happiness tends to be my drive. If I'm happy and have fun doing something, I can put my all in. I can also work well under pressure as well in addition to separating my personal, emotional feelings from the business environment.

I'm on a journey to success, to become a prominent accountant in the fashion world as I have a sense of style that my peers admire. I aspire to be a very, very wealthy & respectable business women in the future.
PROFESSIONAL DEVELOPMENT

- Faculty Development Seminar - New to College
  - Year-Long with 8 meetings and 17 participants
  - Fall Semester - learning and development
  - Spring Semester - implementation and refinement

- Peer Mentors Development Seminar
  - Year-Long with 5 meetings and 12 participants
  - ePortfolio Consultants - have taught studio hour attached to internship and capstone courses
  - New Focus - first year students
ASSESSMENT

- Success Outcomes
  - Pass rates and GPA, credit accumulation, and retention

- ePortfolio
  - Gather artifacts and assess against competencies

- Faculty Documentation
  - Collect evidence of classroom practices
  - Gather resources for future professional development
THANK YOU!

- Any Questions or Comments?

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