

Taxonomy: First Year Seminar

Minimum Definition of Practice: A course intended to emphasize on critical inquiry, frequent writing, and

Program Element

Institutional Commitment

Faculty Commitment

Infrastructure

Curriculum Integration

Duration

Scope of Activities/ Interdisciplinary Focus

Scale

Integration with other HIP

Equity in Access

Assessment

/Experience

ded to enhance the academic and social integration of first-year students by introducing formation literacy, collaborative learning, and other crucial competencies. Some FYSs

Milestone 1

Summer Bridge Program only or First Year Seminars

Bridge Program does not integrate elements of HIP best practices

Institution does not belong to any national associations/conferences

Minimal professional development opportunities

Minimal funding for grants, release time, faculty stipends or operational funds

Few to no full-time faculty involved in FYS development and teaching

Minimal faculty serve on campus FYE/FYS advisory board/committee

No faculty development available for FYS

Minimal faculty participate/present at conferences or conduct research

Minimal faculty involvement, no informal or formal Advisory Board/Committee

No dedicated staff or office space for FYS/FYE

Minimal use of the TBR taxonomy to guide strategic planning

Minimal academic department involvement in summer bridge/first year seminar, mi

Minimal curriculum integration

Summer program/FYS less than 1 month in length

Minimal number of summer programs with few academic focus areas

Integration as part of orientation or select FYS/GE courses, but not required of all fre

Less than 50% of eligible students are enrolling in FYS

No specific attention paid to underrepresented student participation

Summer program/FYS offers no integration with other HIP

Distribution across 29% of all first-semester freshmen

Minimal options or support for underrepresented students (ex: scholarships)

Minimal number of faculty are engaged in culturally inclusive practices and support f

Minimal annual administrative review of courses/sections with very little individual a

Little or no identification of course outcomes, little or no connection to division/prog

Utilize 1 assessment type: Student achievement data, equity assessment (cross divisi

ing them to essential skills for college success and a supportive campus commu
also feature rigorous discipline-based content.

Milestone 2

Semester long course offered

FYS has begun or partially integrated elements of HIP best practices

Institution belongs to no more than 2 national associations/conferences, mo

Occasional or limited professional development opportunities

Partial funding for grants, release time, faculty stipends and some operational

20 -25% of course sections are taught by full-time faculty

Moderate number of faculty serve on campus FYE/FYS advisory board/commi

Minimal support available for faculty development for FYS

Moderate number of faculty participate/present at conferences or conduct re

Formal Advisory Board exists/committee does not meet regularly

A course/program coordinator, dedicated FYS/FYE office with partial or insuffi

Moderate use of the TBR taxonomy to guide strategic planning

Moderate academic departments involved in FYS, moderate administrative in

Moderate curriculum integration

1-2 credit hour FYS offered

Moderate number of FYS with some academic focus areas

Required activity for select student populations (ie. co-requisite)

51-60% of eligible students are enrolling in FYS

Number of underrepresented students participating parallels or exceeds camp

FYS have 1-2 integrations with other HIP or has just begun (ex: e-portfolio, SL,

Distribution across 30-60% of all first-semester freshmen

Some intentional opportunities and support for underrepresented students (e

Some faculty are engaged in identifying culturally inclusive practices and supp

Annual administrative review/many courses/sections are assessed and individ

Explicit identification of course outcomes, minimal connection to division/pro

Utilize 2 assessment types: Student achievement data, equity assessment (cric

unity comprised of faculty, staff, and peers. FYSs often place a strong

Milestone 3

Full FYE exists

FYS has fully integrated elements of HIP best practices

Institution belongs to 2 or more national associations/conferences, moderate participation

Administration fully supports professional development opportunities

All operations and faculty/staff support are fully funded; grant opportunities are available to faculty

26% or more of course sections are taught by full-time faculty

Consistent, widespread faculty representation on campus FYE/FYS advisory board/committee

Full support available for faculty development of FYS/FYE programs

Consistent, widespread participation/presentations at conferences or conduct research

Formal Advisory Board/committee than meets regularly

A full-time FYE/FYS Director, dedicated SL office, fully or sufficiently staffed

Extensive use of the TBR taxonomy to guide strategic planning

Extensive number of academic departments involved with FYS/FYE, including faculty and administrators

Extensive curriculum integration

3 credit hour FYS offered

Multiple FYS across many academic focus areas

Required of all first-time freshmen

61% or more of eligible students are enrolling in FYS

Number of underrepresented students participating parallels or exceeds campus percentage

FYS/FYE programs have 3+ integrations with other HIP (ex: e-portfolio, SA, internships)

Distribution across 61% of all first-semester freshmen

Extensive opportunities and support for underrepresented students (ex: scholarships)

Faculty are engaged in identifying culturally inclusive practices and support for FYS and share those prac

Majority of FYS courses/sections and student participants are assessed annually and results are shared

Explicit identification and connection of course outcomes, division/program outcomes, and institutional

Utilize 3 assessment types: Student achievement data, equity assessment (cross divisional and cross de



;



practices with others



with appropriate stakeholders

learning outcomes

demographic), and direct/indirect assessment of student perceptions (NSEE, CCSSE, eportfolio, course learning



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

ning outcomes)

[Redacted]
