Integrating Diversity Initiatives into a First Year Experience Curriculum

UNC Chapel Hill
Department of Housing & Residential Education
First Year Experience
Who is in the room?

- Hazael Andrew, Assistant Director for the First Year Experience
- Justin Inscoe, Coordinator for the First Year Experience
- Who else is in the room?
- What drew you to this presentation?
Today’s Agenda

- Overview of UNC Chapel Hill
- What is the First Year Experience?
- Integrating new Diversity Initiatives
- The Social Justice Experience
- Assessment Methods and Results
UNC Chapel Hill: A Snapshot

- Public, Research 1, 4-year state institution
- 30,000+ students
  - Spring 2015 student population: 18,350 undergraduates,
  - 10,785 graduate and professional
  - Fall 2014 Incoming class: 18% first generation students
  - Five year graduation rate: 89.1%
  - First Year-Second Year retention rate:
    - Entering class, fall 2012 (95.9%); Entering class, fall 2013 (96.7%)
What is FYE at UNC?

- “a wide range of studies in a variety of settings and for a range of students have confirmed that the more frequently students engage with faculty, staff, and their peers, the more likely, other things being equally, that they will persist and graduate” (Tinto, 1999).
- Nearly 9,000 residential students
- Nearly 3,800 first-year students in a first-year residency requirement
Campus Partners

Tar Heel Beginnings/NSCPP  Dean of Students  Office of Student Conduct  Academic Advising  Undergraduate Research  The Learning Center  Study Abroad  Student Wellness  Office of Waste Reduction and Recycling

Honors Carolina  Athletics

Granville Towers  Campus Recreation  RHA Center for Public Service  Career Services Center for Global Initiatives  Carolina Leadership Development  Department of Public Safety  Carolina Dining Services
Components of FYE

- First Floor Meetings
- The Carolina Summer Common Reading Program
- First-Year Fridays
- Online Roommate Agreements
- Community Immersion Logs
- Coffee and Conversations with Campus Partners
- Advising In the Halls
- De-Stress with the Deans
- SafetoberFest
- Halloween Food Truck Rodeo
- The Dietician Is In
- Kickin’ It with Campus Rec
- FYE Intramural Leagues
Integrating Social Justice Initiatives

- Arrived in Fall 2014; Created Spring 2015 Curriculum
- Created new initiatives that filled a gap in the curriculum to address topics of diversity, social justice, and supporting specific student populations.
- A need to feature multicultural competence to our residential students
- Social Justice Experience, First-Year International Student Meet and Greets, and Monthly Minority Male Gatherings
First Year International Student Meet & Greet

- First year international students came to us
- Offer additional support for international students
- Once per month in the Spring semester, international students could meet to voice their concerns and needs
- Next steps for 2015-2016
Minority Male Gatherings

- Extremely small population of first-year men of color
- Vice Chancellor’s Initiative: Pin Lineage program
- FYE Minority Male gatherings
- Assessment Plan

Thank you for attending the MALES Pin Lineage Kickoff! It was great to see so many dedicated alumni, students and staff so willing to devote their time to such an important event. We are very excited and look forward to working with you to make this endeavor successful. We will be in touch in the coming weeks to share more advice, resources and information to help you along. In the meantime, as you continue to build your mentor-mentee relationships, please do not hesitate to contact us with any questions, concerns or suggestions. Thank you again!
Social Justice Experience Program

- Why
- Program Description
- Assessment Methods
- What we learned

| Outcome | 
|-----------------|-----------------|-----------------|-----------------|-----------------|
| During and after engaging in the FYE Social Justice Experience, student participants will initiate relationships with other students and/or staff from diverse backgrounds. | ID | 
| After engaging in the FYE Social Justice Experience, student participants will accurately describe 3-5 facts or ideas about the Civil Rights Movement covered by the museum tour. | CI, SA | 
| After engaging in the FYE Social Justice Experience, student participants will reflect on how the content in the museum connects to their own personal identities. | CCP | 
| After engaging in the FYE Social Justice Experience, student participants will articulate how the experience influenced their views on social justice and diversity. | CCP, SA, CI |
The Social Justice Experience Program Implementation

- **Part 1**
  - Application based outreach
  - Getting 14 students to commit
  - International Civil Rights Museum

- **Part 2**
  - The selected students volunteering to visit and present to the Residential Education professional staff

- **Part 3**
  - The students created and implemented a program for first-year communities
## Assessment: Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Competencies</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>During and after engaging in the FYE Social Justice Experience, student participants will initiate relationships with other students and/or staff from diverse backgrounds.</td>
<td>Interpersonal Development</td>
<td>Observation Effectiveness survey</td>
</tr>
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<td>After engaging in the FYE Social Justice Experience, student participants will accurately describe 3-5 facts or ideas about the Civil Rights Movement covered by the museum tour.</td>
<td>Civic Involvement Self-Awareness</td>
<td>Journal reflection Presentation (rubrics)</td>
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<td>Presentation rubric Effectiveness survey</td>
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Journal Prompts

• Through journal reflections, students demonstrated their ability to articulate three to five ideas challenged or confirmed by their experience (2.29 on a 5 point scale).

• The journal reflections prompted students to reflect on their personal identity (ies) and experiences. The reflections illustrated the participants’ ability to articulate their own identity (1.86) and to recognize multiple aspects of identity (1.71).

• Participants successfully articulated a connection between content from the museum to their own attitudes and beliefs (2.71).
Student Presentations

- Through presentations, students identified three to five ideas challenged or confirmed by their experience (2.42).
- Participants successfully expressed a connection between content from the museum to their own attitudes and beliefs (2.33).
- Presenters articulated how the experience influenced their views on social justice with an average score of 3.00.

![Diagram showing a scale from Beginner (1) to Competent (5) with Transition points at 2 and 4]
Effectiveness Survey

- The Effectiveness Survey information supports the achievement of two of the established outcomes and the development of four of the competencies.
- 100% of survey respondents reported that they developed relationship(s) with other students participating in this experience and built connections with students from diverse backgrounds.
- 75% of survey respondents shared that they built connections with a staff member and that they maintained relationships they formed with other participants from the experience.
“Although I was well-aware of racial issues in America, the trip helped me realize how close to home the entirety of the Civil Rights Movement was - thereby highlighting the potential we have at UNC to instigate major social change as well.”
“It also helped me see other people’s thoughts on our world, which is very important to my own understanding because I can compare my view points with theirs.”
“This trip broadened my view on issues of social justice and diversity by making me more aware on past issues. By seeing how far my ancestors came and how much they influenced my quality of life, I want to do more to continue their work.”
Minute Papers

Overall, how satisfied are you with the First Year Experience Social Justice Experience?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

- In what ways, if any, would you improve this experience?
100% of students reported being very satisfied
Action Items
Conclusions

The program offered:

• initiate relationships with other students and/or staff from diverse backgrounds;
• describe 3-5 facts or ideas about the Civil Rights Movement covered by the tour;
• reflect on how the content in the museum connected to their own personal identities; and
• articulate how the experience influenced their views on social justice and diversity.

For each of the program outcomes, the Social Justice Experience accomplished or exceeded the target established of simply exposing students, at a beginner level (1.00), to concepts of diversity and social justice, and encouraged students to develop (3.00) around these areas.
Q and A