

First-Year Seminars

IUPUI HIGH-IMPACT PRACTICE TAXONOMY

Description

First-year seminars are designed to assist entering students as they form connections with the IUPUI community, including other students, faculty, and advisors in a prospective major.

Purpose

- Feel a sense of belonging to the IUPUI community by:
 - Connecting with peers and instructional team members.
 - Identifying individuals who can provide a personal support network.
 - Identifying campus programs and resources related to academic, professional, and social development.
- Transition to IUPUI by:
 - Identifying strategies to increase self-awareness and personal responsibility.
 - Exploring and developing academic success skills such as information literacy and critical thinking.
 - Recognizing differences in the human experience and the ways those differences enrich the academic learning community.
- Plan strategies by:
 - Practicing academic and personal time management techniques.
 - Exploring and planning for majors, minors, and careers.
 - Identifying areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals.

ABOUT IUPUI TAXONOMIES

The IUPUI high-impact practice taxonomies support instructors in the iterative development and improvement of courses that engage students in active learning.

Contributors

Thank you to the members of the First Year Seminars Taxonomy Workgroup for their time, input, and contributions to the development of the First Years Seminars Taxonomy: Lisa Angermeier, Heather Bowman, Gwen Chastain, Sarah Eltzroth, Michele Hansen, Deborah Keller, Francia Kissel, Jonathan Rosing, and David Sabol.

Download all of the taxonomies at <https://scholarworks.iupui.edu/handle/1805/21503>

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Levels of Impact

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
The first-year seminar facilitates students' belonging to the IUPUI academic community	Students are provided with ongoing opportunities to connect with peers and instructional team; warm-up activities encourage engagement and communication among students; students familiarize themselves with campus resources and characteristics of the academic community.	Students connect with one another and the instructional team throughout the semester via structured, intentional in and out of classroom activities which foster the creation of a personal support network for students and connect students with campus programs and resources related to academic, professional and social development.	Students form lasting connections with peers, faculty, and staff via intentional, structured in and out of class activities. Students have multiple opportunities to reflect on the nature of the academic community and their own role within it. Students explore, connect, and engage with campus programs and resources related to their academic, professional, and social development.
The first-year seminar supports students' first semester transition to IUPUI and higher education	Students are introduced to academic skills and sources of support necessary for their success in the college environment and are exposed to diverse perspectives and viewpoints.	Students are provided with opportunities to practice academic skills and disposition in an academic setting with a focus on increased self-awareness and personal responsibility. In and out of class activities engage students in diverse human experiences and critical reflection regarding the ways those differences enrich the learning environment. Activities support the development of skills such as information literacy and critical thinking.	Students are provided with opportunities to apply academic, critical thinking, and information literacy skills and dispositions in real world settings and develop and practice a growth mindset approach to overcoming obstacles that can impede their success. In and out of classroom activities engage students in diverse human experiences and critical reflection regarding the value of differences in learning.
The first-year seminar develops students' planning strategies	Students begin the process of planning and exploration of academic and personal pursuits and goals in a structured way (e.g. portfolio or personal development plan) and are introduced to time management techniques. Co-curricular opportunities are introduced and discussed; students are required to attend one or more co-curricular events outside of class.	Multiple in and out of class activities to help students explore and plan for majors, minors and careers take place over the course of the semester with periodic opportunities for reflection. A portfolio/personal development plan is created to support the development of self-awareness, personal and academic goals, and finding purpose. Students share a common co-curricular experience and investigate opportunities for involvement on campus.	Exploration and planning process for major, minor, and career extends throughout the semester and is interwoven with course content via an integrative portfolio/personal development plan. Students are engaged in co-curricular involvement and learning with ongoing opportunities to reflect on how this involvement enriches their academic pursuits and goals.
The first-year seminar is planned and delivered by an instructional team commonly consisting of an instructor, advisor, and student mentor	Instructional team members present or co-present content to provide students with a more comprehensive perspective on their transition process than would be achieved with a single instructor. Instructional team members attend at least one planning meeting before the beginning of the semester.	Instructional team members work collaboratively to design and implement the course plan and communicate periodically during the semester to ensure effective delivery of content.	Instructional team members work collaboratively prior to and throughout the semester to design the course plan and adapt it as circumstances warrant. They communicate regularly regarding student progress and participate fully in all course activities within their prescribed roles, and provide students with opportunities to connect with them outside of the classroom.

The first-year seminar's content is delivered via engaging and reflective pedagogies

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