



**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE



LATIN@S AND JUSTICE IN NEW YORK CITY

First Year Seminar Programming
for Latino/a Student Success

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John Jay Students

- 55% Female; 45% Male
 - 41% Hispanic/Latino
 - 14% Black or African American, non-Hispanic/Latino
 - 24% White, non-Hispanic
 - 17% Asian, Native Hawaiian, Pacific Islander, non-Hispanic/Latino
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- 80% NYC residents
 - 5% out-of-state resident
 - 70% receive financial aid
 - 42% first generation in college



Academic Progress and Preparation

- 40.1% graduate in 6 years (2004 cohort)
 - 41.2% - White
 - 37% - Hispanic
- 78% retained after 1 year (2010 cohort)

ALL STUDENTS

- 2013 Mean SAT Score (combined verbal and math): 944
- 2013 Mean High School Average: 83

HISPANIC STUDENTS

- 2013 Mean SAT Score (combined verbal and math): 912
- 2013 Mean High School Average: 83

The Academic Journey



How to support students at the start of their academic journey?

Program Structure

Goal: to create a holistic program where curricular and co-curricular initiatives support the academic transition of first-generation Hispanic students



Utilize and adapt existing programs:

First-Year Seminars

Peer Mentors

Outside of the Classroom

NSSE 2009 (First Year Students)

- ❑ **21% work 21 hours or more each week**
- ❑ **74% commute to class 6 or more hours each week**
- ❑ **40% care for dependents 6 or more hours each week**

CUNY Student Experience Survey 2012 (John Jay Students)

- ❑ **Hours spent studying each week**
 - **41% - 1 to 5 hours each week**
 - **34% - 6 to 10 hours each week**

- ❑ **Participation in Student Activities**
 - **78% - 0 hours each week**
 - **13% - 1 to 5 hours each week**

Motivation and Preparedness

	Hispanic Students	Other FYS students
Dropout Proneness	56.8	52.0
Predicted Academic Difficulty	51.3	46.4
Educational Stress	45.5	47.3
Receptivity to Institutional Help	67.2	62.4
Verbal and Writing Confidence	51.5	54
Math and Science Confidence	51	52.2
Desire to Finish College	57.2	54

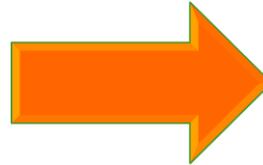
Planning First Year Seminars for Hispanic Students

Strengthen Connection to the Institution

- Mission
- Resources
- Opportunities

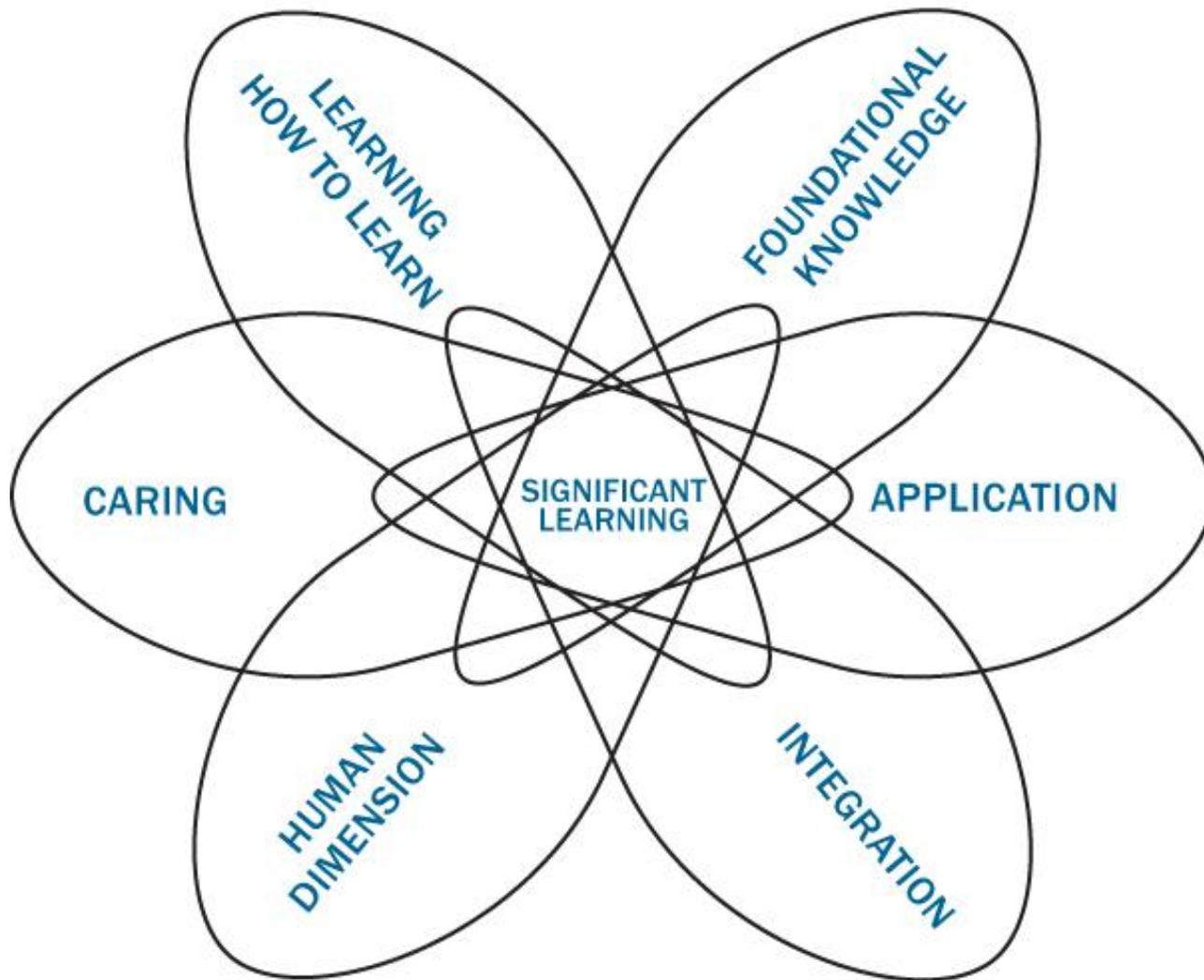
Build Social Networks

- Faculty and staff
- Peers
- Community



First Year Seminars with a focus on

- Understanding academic expectations and structure
- Exploring academic and social opportunities
- Supporting independence and planning
- Providing peer support and a social network



The taxonomy of significant learning

Fink, 2003

First Year Seminar Outcomes

INTELLECTUAL GROWTH

Students will gain awareness and competence as a college student.

PERSONAL GROWTH

Students will develop an understanding of themselves as college students and members of a diverse academic community.

SOCIAL GROWTH

Students will learn to cultivate interpersonal relationships with peers, faculty, and staff that provide support in and outside of the classroom.

LEARNING OUTCOMES for JUSTICE CORE FIRST YEAR SEMINARS (FYS)

Students will describe one's own relationship to significant issues of justice.

Students will demonstrate effective planning and reflection to accomplish specific course outcomes.

Students will assess the effectiveness of one's own role in collaborations with people of diverse backgrounds.

Students will identify problems and propose solutions through evidence-based inquiry.

Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) that support academic goals and personal growth.

Pedagogy that supports significant learning

- Role playing, simulation, debate, case studies
- Making reading count
- Experiential learning assignments
- Problem-based learning assignments
- Small-group learning
- Low-stakes writing
- Scaffold knowledge and/or skills development
- Reflective writing activities
- Incorporating co-curricular events/outside speakers
- Student-directed activities
- Assessment as learning

Eportfolios in First Year Seminars

Critical
evaluation of
information

Collaboration

(Co)creation

Authentic
learning tasks

Individual/group
reflection on
learning

Assessment

Part 1 – Co-curriculum

Engagement Events	When
Welcome events (Peer mentors and faculty)	September
Individual and Justice – Activism event series	October
Learning Beyond the Classroom event series	November
First-Year Student Research Showcase	December 3, 2013
Weekly peer events	September through December

Special Initiatives	When
ePortfolios	Fall 2013
New York Times in the First Year	Fall 2013
Success Power Hour	Fall 2013

Part 2 - Curriculum

FYS Outcomes	Learning and Teaching Activities	Feedback and Assessment
Describe one's own relationship to significant issues of justice.	Digital Story, Final Oral Presentation and paper	Homework; Prompts for reflective writing
Identify problems and propose solutions through evidence-based inquiry.	Digital Story; CITI Certificate; Final Oral Paper Presentation	Reflection Paper, Peer Review
Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds.	Peer Review; Strategic Plan; Digital Story; Final Paper; Final Oral Paper Presentation;	Prompts
Demonstrate effective planning and reflection to accomplish specific course outcomes.	Academic Strategic Plan: Time Management Plan; Research Proposal Project	Prompts and Homework assignments
Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) that support academic goals and personal growth.	<i>Por Amor en el Caserio</i> ; Food Bank, Federal Judge Dora Irizzary; Juan Cartagena; William Ramirez; Karina Garcia.	Homework assignments

Program Support

- Enormous support from SASP: Summer coordination & training, syllabus outcomes development, assessment prompts creation, SASP student coach & interventions, SASP office support, technological support from TA, & peer mentors, coordination of other needed support for the course.
- Smaller class size 25 students
- Ability to email students posts via WordPress
- Writing Intensive & use of NY Times in classroom
- Time: Double periods before community hour affords more opportunities
- Study Groups: Coordinate with Literacy Specialist SASP, Library, & Peers
- Majority Latin@ students (comparative studies for non-Latin@ students)
- Lumina support – funding for special events, field trip to Hispanic Federation, cultural food exchange, & HF Gala.
- Community support – relatable guest speakers, *Por Amor en el Caserio* @ JJC Theater screening with Creator and Cast from Puerto Rico, TW American Idol Gala, Food Banks, related college events (SASP) & co-coordination of extracurricular activities which provide professorial community building

COURSE REQUIREMENTS AND GRADING

Course requires extensive writing and reading assignments and *attendance to mandatory community hour events and fieldtrips.*

1. Midterm in-class essay examination: 20%

2. Final Paper Presentation Plan of Action (Strategic Plan): 10%:

- Must include a timeline detailing resources and dates for steps to complete an oral final research presentation project and one-page paper proposal (using APA Style) of final paper presentation

3. Digital Story: Imagining Latina/o Concepts: 15% (NY Times comparison)

- Groups will create a 3-5 minute digital story focusing on particular issues related to concepts learned in class. An assignment sheet and a complete explanation will be provided in class. Each group will upload their digital story to the Wordpress website and individually submit a reflection paper for full credit.

4. Final research paper and presentation: 35%

- Working in groups of two(three), you must conduct an investigation/research study on a topic involving Latin@s and Justice in NYC NOT covered in the syllabus or class lectures/guest speakers. The same topic cannot be used by more than one student. Your team must collectively choose the topic to present and write on and it too must be approved by the professor beforehand. **The topic should discuss issues relating to Latina/os and justice as we have discussed this semester.** All topic proposals must be submitted to the professor for **prior approval early**. A contract will be made in class and signed by all members of your team which will layout the rules and regulations regarding your collective and individual responsibilities and contributions. A breach of this contract will result in a negative grade. Students must present before the class (oral paper presentation) and post their presentations on our class blog (presentation and blog posting): **15%**. You will receive feedback and must write a paper using APA style on your topic incorporating the feedback : **20%**.

COURSE REQUIREMENTS AND GRADING (Continued)

5. ePortfolio, Study Group and Workshops, Class attendance, participation, homework and short writing assignments: 20%

- A hard copy of all assignments must be turned in on the due date and before posting to the ePortfolio. The following day, all students are required to post their handed-in assignments on your ePortfolio in order to receive credit for the assignment. No late assignments will be accepted.
- The minimum word limit on homework, prompt, and in-class assignments is 500 words or more if you choose. Your limit page number on your final paper will be explained in class. For example, we will be using the New York Times in class as part of our reading. You will be required to select and I will assign articles from the Times (at least five) and write a reaction paper on each of the topics discussed in the articles. You will also keep a vocabulary notebook and in it write five words from each article you were not familiar with and their definition. I will review these words and ask you to use them in context in class. This will help you improve your vocabulary and speaking skills greatly.
- ePortfolio: You must check your ePortfolio DAILY! We will host a workshop to help you create your own professional public space. For later assistance setting up your student blog, check <http://fyeteachingcommons.wordpress.com/bloggging-faqs> for details. Your ePortfolio is your public professional space. There will be no profanity, rude behavior, or intolerant/unprofessional postings of any type allowed and your postings/blogs (or lack thereof) will count towards your final grade, therefore it is **IMPERATIVE** that you post **ALL** assignments on your blog the day after you hand in your hard copy. Failure to do so will negatively affect your grade.

Success Power Hour

Study Groups held during
Community Hour in same classroom.

Workshops held on Tuesdays and
dates announced in class.

HOMEWORK ASSIGNMENTS AND PROMPTS

- **Homework 1:** Edit your About Me Home Page on your Wordpress account. What is justice? What is Latin@ Justice? What issues has the organization LatinoJusticePRLDEF tackled over its history? Which issues are of most interest to you? Why?
- **Homework 2:** Select two majors from the undergraduate bulletin that interest you. Read the curriculum descriptions of each. In at least two pages, explain why you selected each of these and how each major will help you obtain your career goal.
- **Homework 3:** Write a two page reflection on your ePortfolio of the LatinoJustice class presentation. What did you learn? What is your relationship to the issues that LJPRLDEF focuses on?
- **Homework 4:** (to be discussed in class in detail): Compile a list of academic goals. Prepare two questions to ask during the fieldtrip to InMotion (11/19) AND two questions to ask during guest speaker, Sandra Bryan's class presentation (10/8)
- **Homework 5:** Make an appointment to speak with your major advisor. Provide me with proof the appointment was made. After your appointment take five minutes immediately after your meeting and write a reflection on your experience. What did you gain from the conversation? Evaluate the advice you were given. Explain how the advice has altered your academic plan, if at all. Please post proof that you met with your advisor on your ePortfolio.
- **Homework 6:** Go to <https://www.citiprogram.org/Default.asp?> and complete the Collaborative Institutional Training Initiative (CITI) certificate training. Bring a print out of the completion certificate to the next class. WARNING: This exam is very lengthy. Do not wait until the night before to complete it.
- **Homework 7:** Write a reflection about the visit to Food Bank and the readings. What did you learn? What surprised you? Closer to home, discuss the results from the CUNY report about hunger. What do these results mean to you?
- **Homework 8:** Write a two page reflection of your fieldtrip to the Hispanic Federation.

HOMEWORK ASSIGNMENTS AND PROMPTS (Continued)

PROMPTS:

- **Prompt 1:** Review the statement you made at the beginning of the semester. Are you keeping up with your plan? Have you changed/ modified any aspect of what you are hoping to achieve? What have you not been able to do? Identify the reasons. What do you plan to do about it? What do you plan to do in the second part of the semester to make sure you achieve what you are hoping to?
- **Prompt 2:** Have you developed a Time Management Plan as per the workshop? Are you following your plan? If so, explain if you find it useful. If not, explain why you are not following it. How can you improve your plan? What steps have you taken to change or improve your study habits?
- **Prompt 3:** Briefly describe a project or activity that you collaborated on with at least one peer. What strategies were successful? What challenges did you encounter, how did you overcome them and what did you learn from that experience? In groups, people often take on different roles, such as leader, recorder, data collector/researcher, writer, conflict negotiator, organizer, presenter/spokesperson, technical director, graphic/artistic director, or a combination of many of these and others. What role[s] did you take on in your group, and what did that teach you about yourself?
- **Prompt 4:** Identify an assignment that included peer review. What were your initial expectations about peer review? How did you feel in the role of reviewer and why? What benefits and drawbacks did you find to receiving feedback from a peer? What strategies will you use in the future to make peer review sessions more effective?
- **Prompt 5:** Describe your experience of completing the Oral Paper Presentation assignment. How does this assignment exemplify what someone can expect from a Latin@ Studies/Social Justice college course? What did you learn about Latin@ Studies/Social Justice and yourself from the process? How might the experience that you had and/or what you learned from completing this assignment/activity be relevant to your future coursework or professional goals? How have the concepts that you learned about in this class prompted you to look at the world around you differently?

CHELSEA ON JUDGE IRIZARRY

Networking

Identifying with
guest speaker in
the classroom

Building sense
of self

Developing
cooping
mechanisms

Understanding
her relation to
course context

Judge Dora Irizarry's speech was very motivational and inspirational. I am glad that I attended the event.

She was raised in the Bronx, New York City. She knows and understands what it is like to struggle and not have the luxuries that others do not have to work for or easily get. I can relate to that. I was also raised in the Bronx.

I encountered similar reactions in school like Judge Irizarry did, and just like her mother, mine would always tell me to keep my chin up.

I developed a strong sense of pride. This sense was strengthened when I heard the Judge speak about how proud she was to be who she is. I have never really met or seen someone that has a similar background to me accomplish so much. I think that was something I needed. It was the first time I really felt like I really am moving in the right direction and can become something great.

CHELSEA ON PEER REVIEW

Collaboration

Reflective
writing
activities,

Understanding
academic
structure

The assignment that I remember was peer review was one of **our first class quizzes**. Initially, I expected peer review to be simple. You just look over a question and indicate whether it is right or wrong. Then you just give the appropriate grade at the top of the page. In this case, I felt more nervous about being a peer reviewer. The person whose work I was grading was sitting two feet away from me. It is one thing to grade someone's work anonymously. It is completely different when they can clearly see who you are. Once we reviewed the answers to the questions, we were left to decide the grade by our own standards. I am used to having a rubric or something similar to use as a reference. I had to give a grade based on my own opinion.

This was interesting and new. I liked it. I think that peer review is beneficial because it improves the performance of an individual. It is helpful when you understand what someone else thinks of what you wrote. It is important to consider other people's thoughts because you want to better yourself as a student and a writer. However, I think that the diversity of opinions can be a problem. Multiple peer reviewers may not agree on the work. Lack of respect is also an important issue. If the author of the piece and the peer reviewer do not respect each other, how can they communicate or understand one another? I would say for the future anonymous people should definitely review papers. The point of the exercise should be emphasized. People should be honest and should be appreciative of the feedback because it is should be helpful. Peer review is always great.

ANGEL ON ORAL PAPER PRESENTATION

Describe one's own relationship to significant issues of justice

In this course I learned that racism and discrimination for Latin@ is still out there as still being a daily problem for all Latin@ including me. This course helped me understand the harsh realities of racism and discrimination in my own city. They were broken down and categorized into lectures and explained about how to prevent these problems from ever occurring again not just in New York City but the entire United States as well.

Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds

In completing this assignment the most valuable lesson that I learned was how to properly communicate and get things done with a partner. In the future doing a project with another partner that I know absolutely nothing about will not be as difficult and awkward as it once was. An important part in accomplishing my professional goal, which is to part of law enforcement, is to create a brotherhood bond with your partner and also your precinct. In the future working with a partner is something that I will definitely continue to grow on, especially if I want to have a successful career in law enforcement.

Demonstrate effective planning and reflection to accomplish specific course outcomes

To be honest, before I took this class I thought people, specifically in the United States were making substantial progress in making our world much safer and equal place for all. So far from what I have learned in this course, people in general, including myself, still have a long way to go in making this world a better place. This course really opened my eyes to what is really happening here in New York City. Before I only realized about educational problems for minorities in New York City. Now with this course I have a better understanding of how this is happening and also how we can help prevent things like this from happening.

DENICE ON ORAL PAPER PRESENTATION

Research project

Collaborative
teamwork

Describe own
relationship to
significant issues of
justice

Effective planning

Evidence-based
inquiry

This project allowed me to see that race and gender roles come into contact with each other when it comes to injustice. Latinos are not only discriminated because of their race and ethnicity, but also because of their choice of sexual identity. I was blinded by society and was not aware of these injustices that Latinos faced. From this process, I was able to learn about myself and how the injustice of others affects my way of life in society and my way of thinking. The experience I had from completing this assignment can be relevant to my future coursework because there will be many instances throughout my college career where I will have to do research and present a problem and solution. Doing research on a topic that is not highly discussed in society allowed me to hear different opinions and see different sides of a story. This assignment has taught me to be open-minded and gain the motivation to want to be able to help the LBTT Latino community. The concepts learned in this class prompted me to look at the world around me differently.

I came from a town in New Jersey where I was unaware of the injustice that the Latino community faced. This class has allowed me to see a different world outside of my own and realize that unequal treatment still exists because of skin color or one's nationality. This class opened my eyes to the problems that Latinos still face today and how they need the support and help to achieve better lives. There is a different world out there than the one I lived in for so long. I am now aware that the topic of discrimination and injustice is bigger and more complicated than I imagined it would be. There are so many issues the world is unaware of and the Latino community deserves to be heard and be helped to gain the equality everyone has the right to.

RONALD ON REPRODUCTIVE HEALTH

Challenging Own Beliefs

- Karina Garcia blew me away. I thought she was an amazing guest speaker not only because her information could be debatable but also because she strongly believed in what she was informing us about.
- **I personally was completely against it - abortion - before class and now I can understand it better and why it would be wise to get an abortion.**
- **She also revealed to the class that men also have a huge part on women's rights and that men should support women on issues such as abortion. I recommend Karina Garcia for future classes.**

DENICE ON VULNERABLE GROUPS AND SOCIAL JUSTICE

Engage with co-curricular activities that support academic goals and personal growth

The film allowed me to see the realities of the troubles families go through in public housing communities because of drugs, guns, and violence.

New York City has a high rate of public housing communities with Puerto Rico being the second largest in the nation with the high rate of public housing facilities. The film succeeded at sending their message because viewers are aware of the violence in public housing communities and it is a popular topic of conversation. **With the widespread of knowledge about the troubles of public housing in Puerto Rico people will be able to help and make a change to decrease the high rate of violence. The film allowed viewers to see that public housing communities deal with more than just violence and poverty; they are capable of anything with the help of others to bring peace in the community. Families living in public housing communities share the same family values as a family that owns a house in suburban New Jersey. They all give unconditional love and support and want the best for their children and their future. They deserve to be protected so they could look forward with their future and strive for the best without having to worry about drugs, gangs, and violence.** Families in public housing communities should not live in fear in their homes and should be able to call it their comfort zone. *Por Amor en el Caserio* allows viewers to see real life experiences of families in Puerto Rican public housing communities and see they desperately need a change in their lifestyles. With the attention this film is bringing people will be able to see lifestyles out of their own and see public housing communities need help to make peace in their community so they could live healthy and safe lives.

Program Assessment Plan

Retention, Course
Avg., First
Semester GPA,

Engagement: CSI
mid-year report

First-Year Seminar
Outcomes: rubrics
applied to student
work samples

Course Grade and GPA – Preliminary results

	COURSE GRADE	FALL 13 GPA
LLS FYS36	3.07	2.67
LLS FYS39	3.11	2.92
LLS LLS FYS41	2.57	2.61
FYS43	3.47	2.68
HISPANIC LLS TOTAL	3.06	2.72
OTHER LLS TOTAL	2.94	2.55
