

A Successful FYE Model “YONSEI RC101”: How to help freshmen adjust and grow

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The Purpose of This Study

- Introduce our first year seminar (Yonsei RC101) as a successful FYE model in Yonsei university
- Share the curriculum development, operation system and results of the triple assessment of Yonsei RC101
- Provide FYE specialists, professors and researchers with practical implications

YONSEI UNIVERSITY

- The oldest private university in Korea, founded by Christian missionaries in 1885
- Undergraduate programs: 71 Departments in 14 Colleges(Main campus)
- Enrollment: 3,602 Undergraduate(2015)
 - First Year Mandatory – Residential College Education since 2013 in Yonsei International Campus
 - World-class leading institution of higher education and research in Asia

Background: University College for Freshman in Yonsei

- Yonsei established the nation's first "**University College(UC)**" for freshman in 1999
- An independent academic unit where first-year students belong to immediately upon enrollment
- Founded for general education and assuming full charge of first year education.
- After first year mandatory course in UC, each student is transferred to the major that was determined on the admission
- First-year students can set up a foundation for successful college life through the First-Year Experience Programs in UC
- **In 2013, UC began Residential College(RC) system for the first year students in Yonsei International Campus (approximately 4,000).**
- The purpose of RC is the integration of living & learning

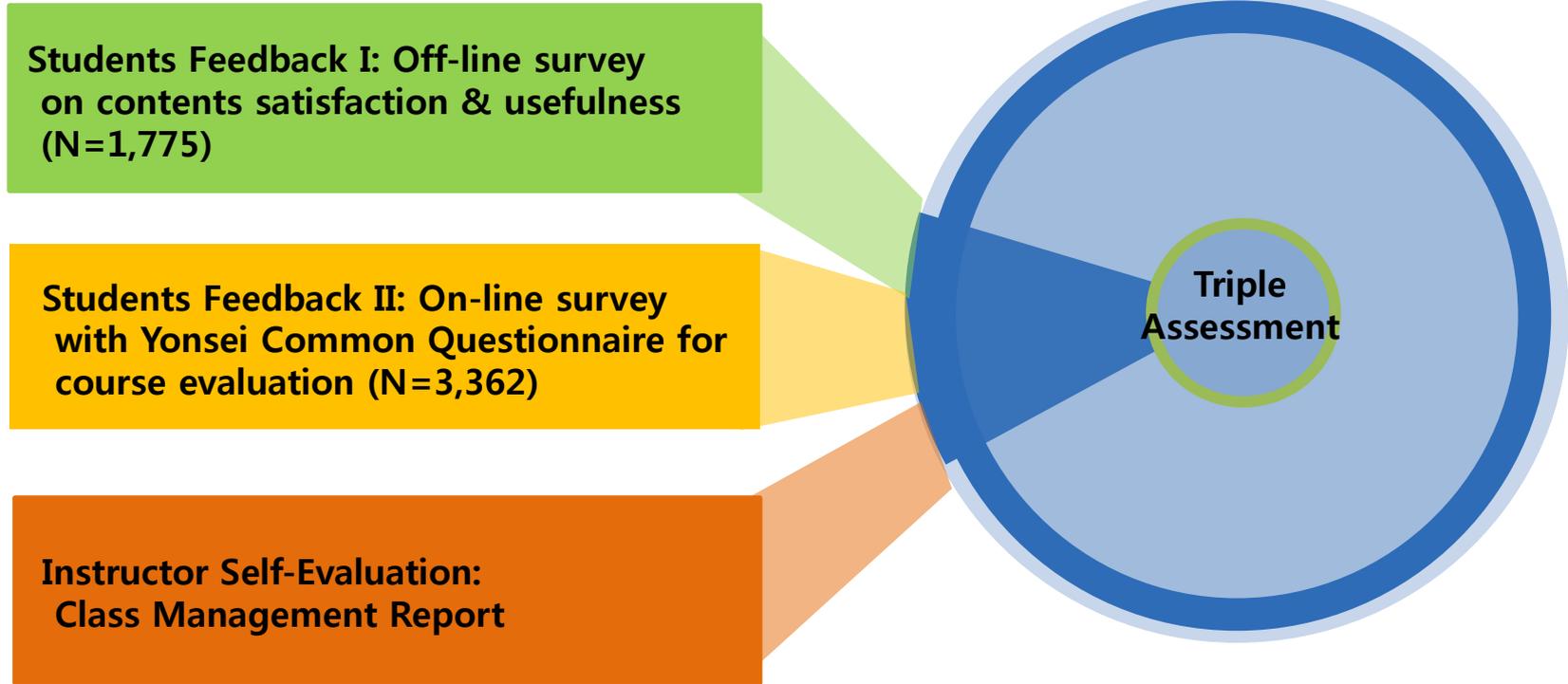
YONSEI RC101

- First Year Seminars are regarded as one of the high impact practices in undergraduate education.
- First Year Seminar in Yonsei has been evolved from “pre-enrollment program” (2001) to “general education requirement course”, Yonsei RC101 (2013).
- Yonsei RC101 is a **Residential Education mandatory course** (1 credit, P/NP), designed to help freshmen adjust and grow in the residential educational setting.
- A variety of teaching strategies of Yonsei RC101.

ex.) lecture, guest speech, small group discussion, review of video clip, group activities, and peer review

Effectiveness Assessment of Yonsei RC101

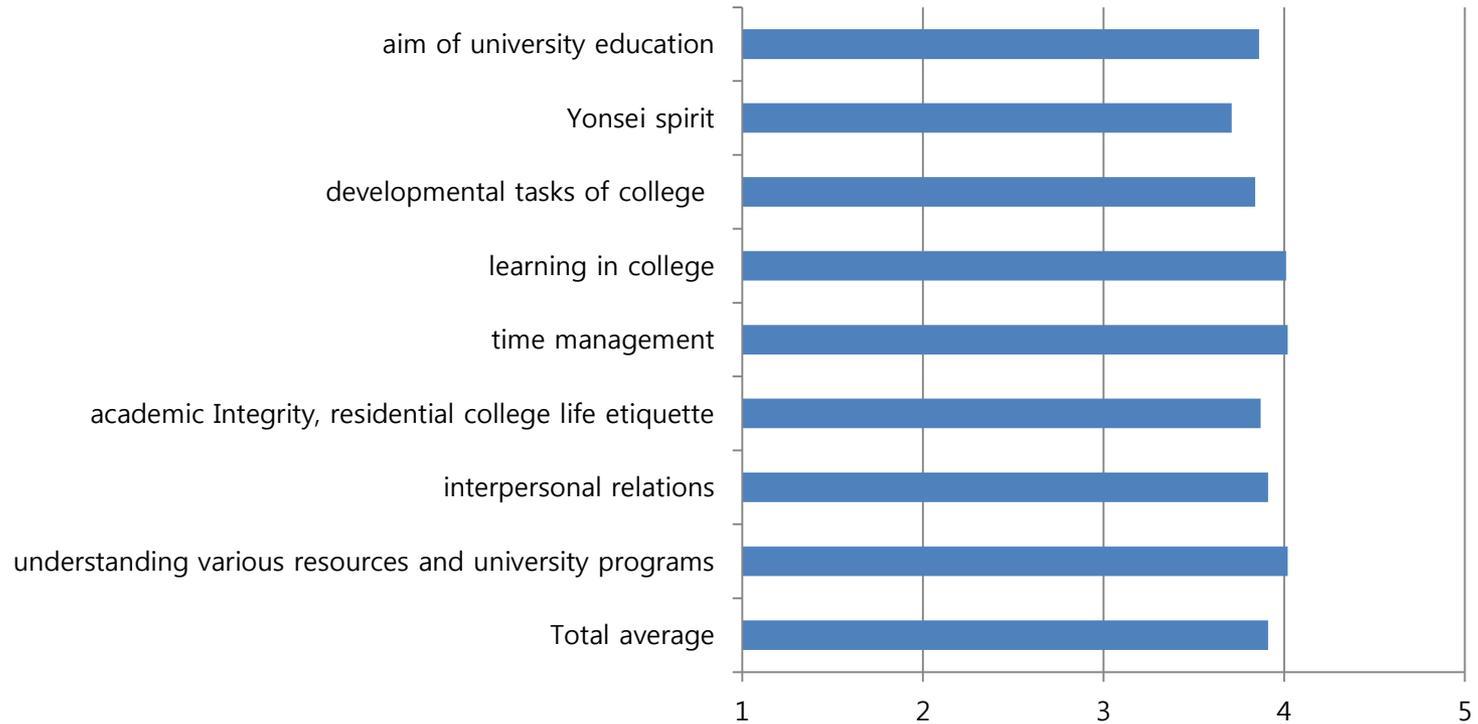
- **Assessment Design: Triple assessment**



1. Off-line Survey Result [content satisfaction]

Q) To what extent are you satisfied with each content?

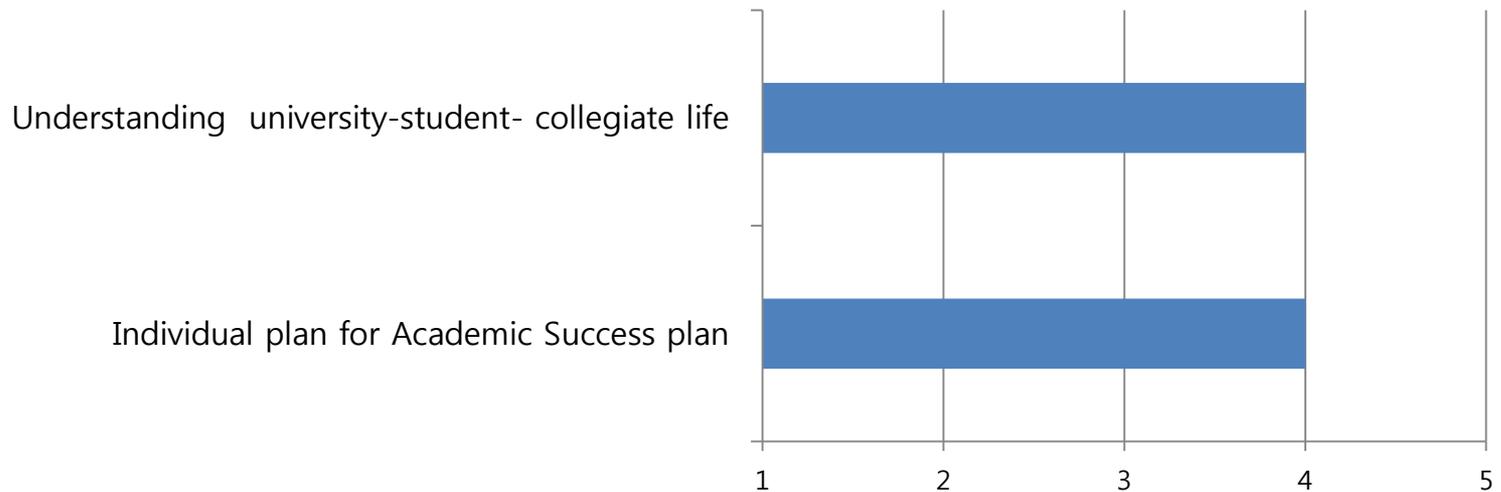
[5 point scale: 1. very dissatisfied ~ 5.very satisfied]



1. Off-line Survey Result [course usefulness]

Q) How useful was "Yonsei RC101" for following outcomes?

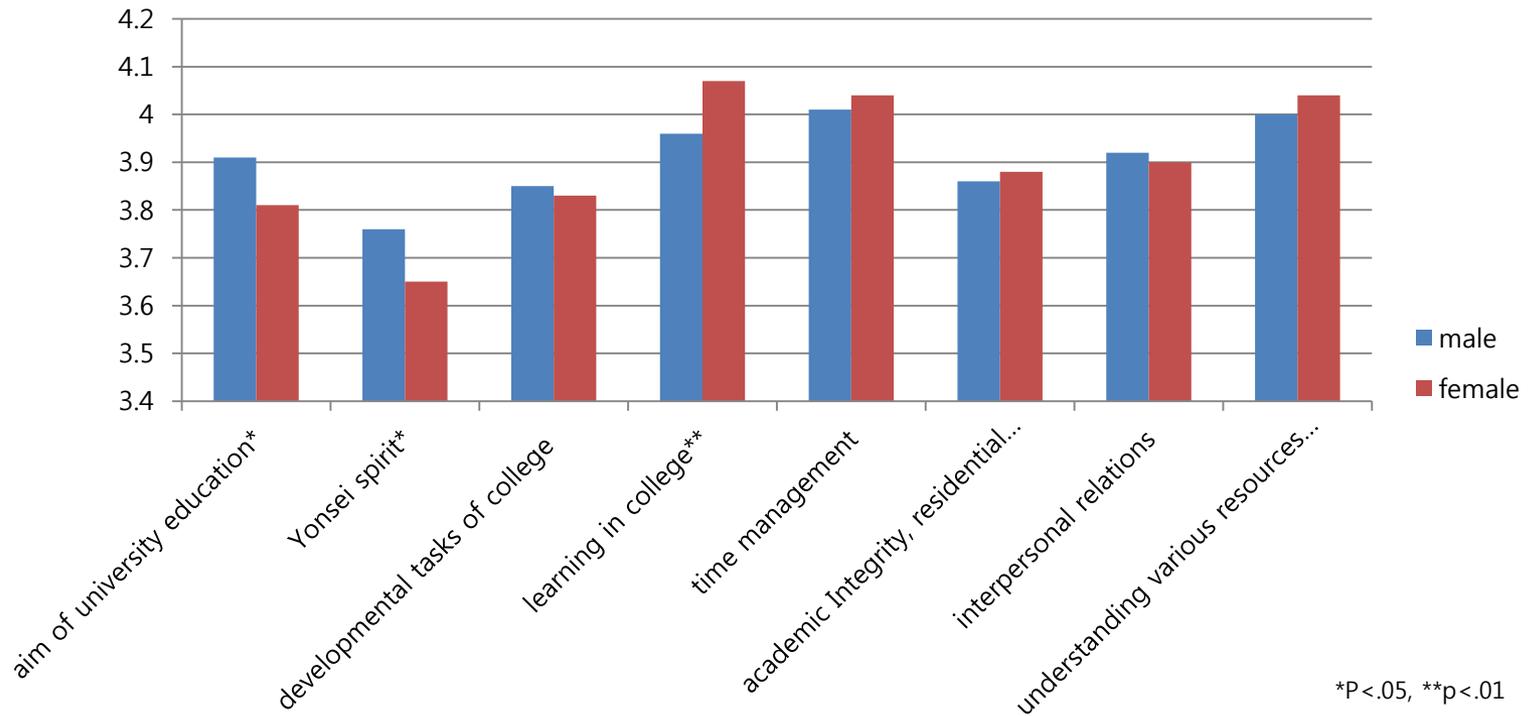
[5 point scale: 1. not at all ~ 5.very useful]



1. Off-line Survey Result [content satisfaction by gender]

Q) *To what extent are you satisfied with each content?*

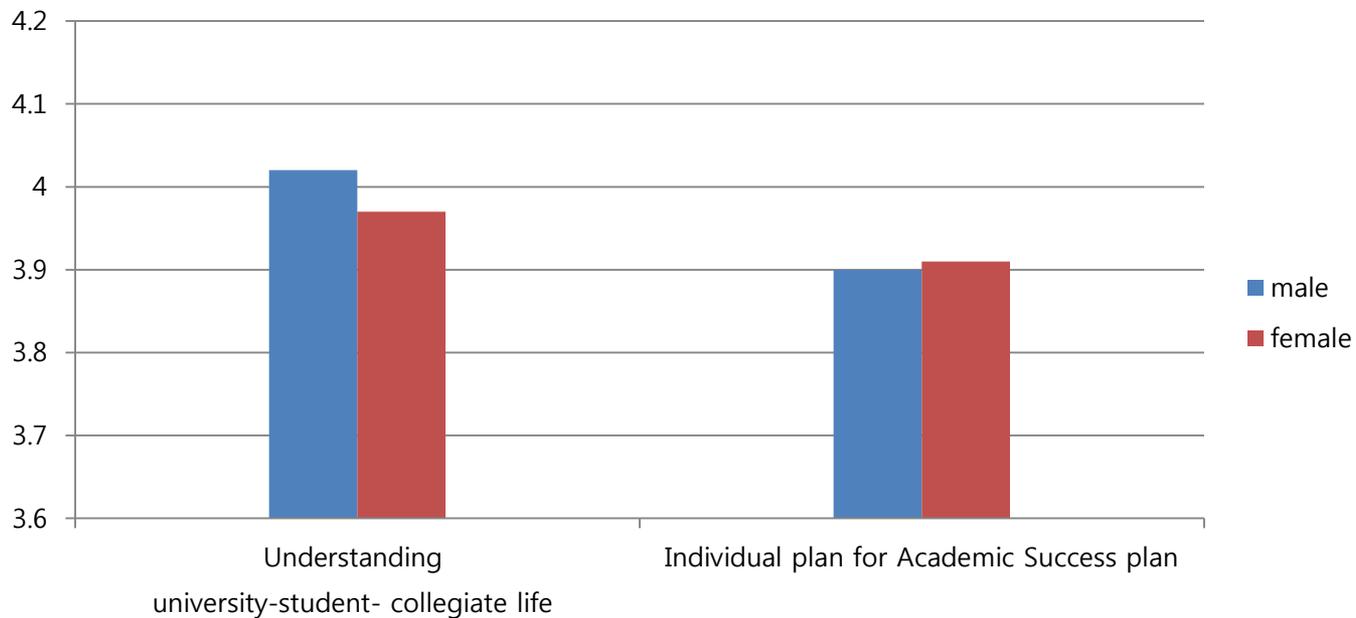
[5 point scale: 1. very dissatisfied ~ 5.very satisfied]



1. Off-line Survey Result [course usefulness by gender]

Q) How useful was "Yonsei RC101" for following outcomes?

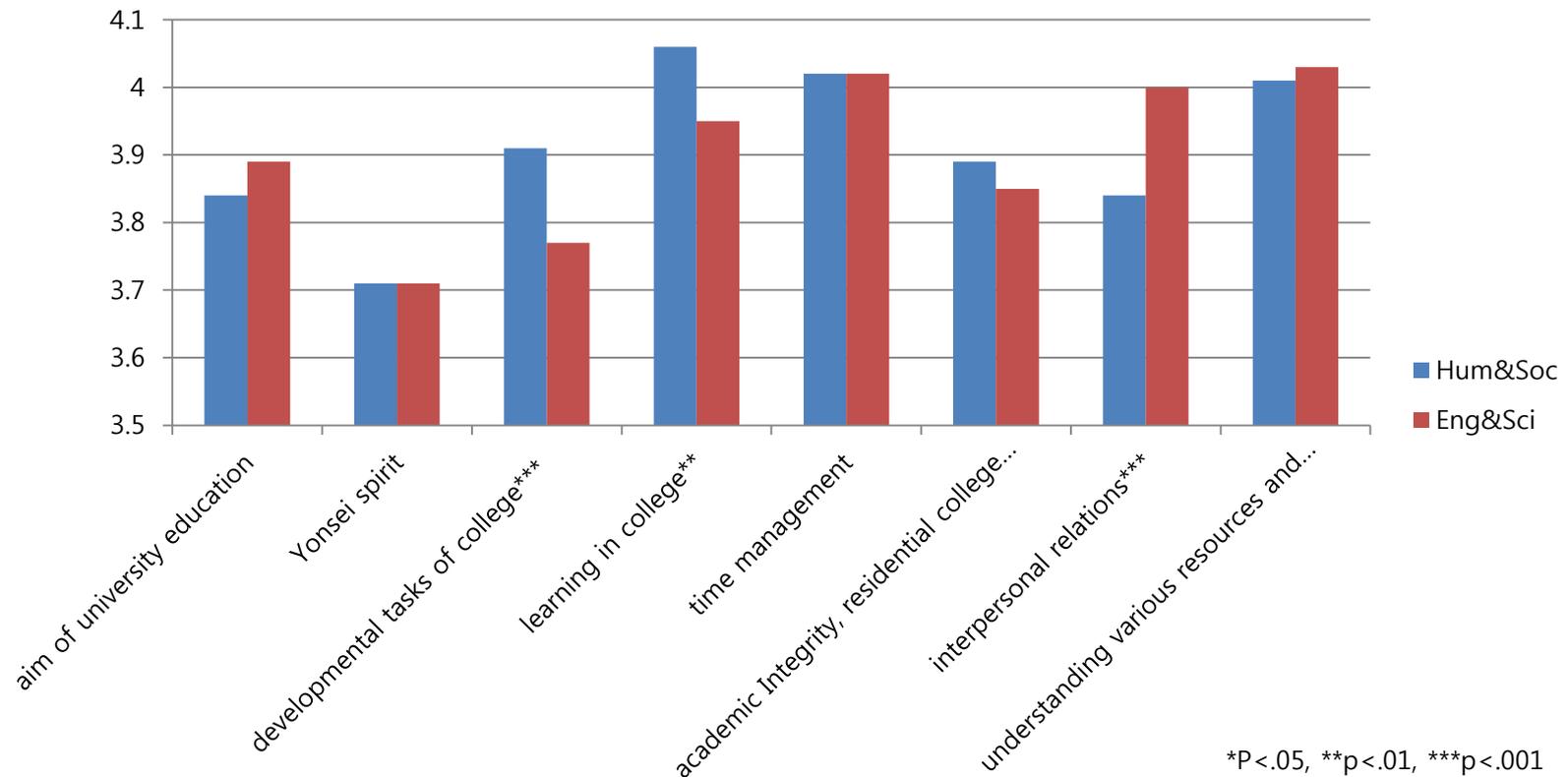
[5 point scale: 1. not at all ~ 5.very useful]



1. Off-line Survey Result [content satisfaction by major]

Q) To what extent are you satisfied with each content?

[5 point scale: 1. very dissatisfied ~ 5.very satisfied]

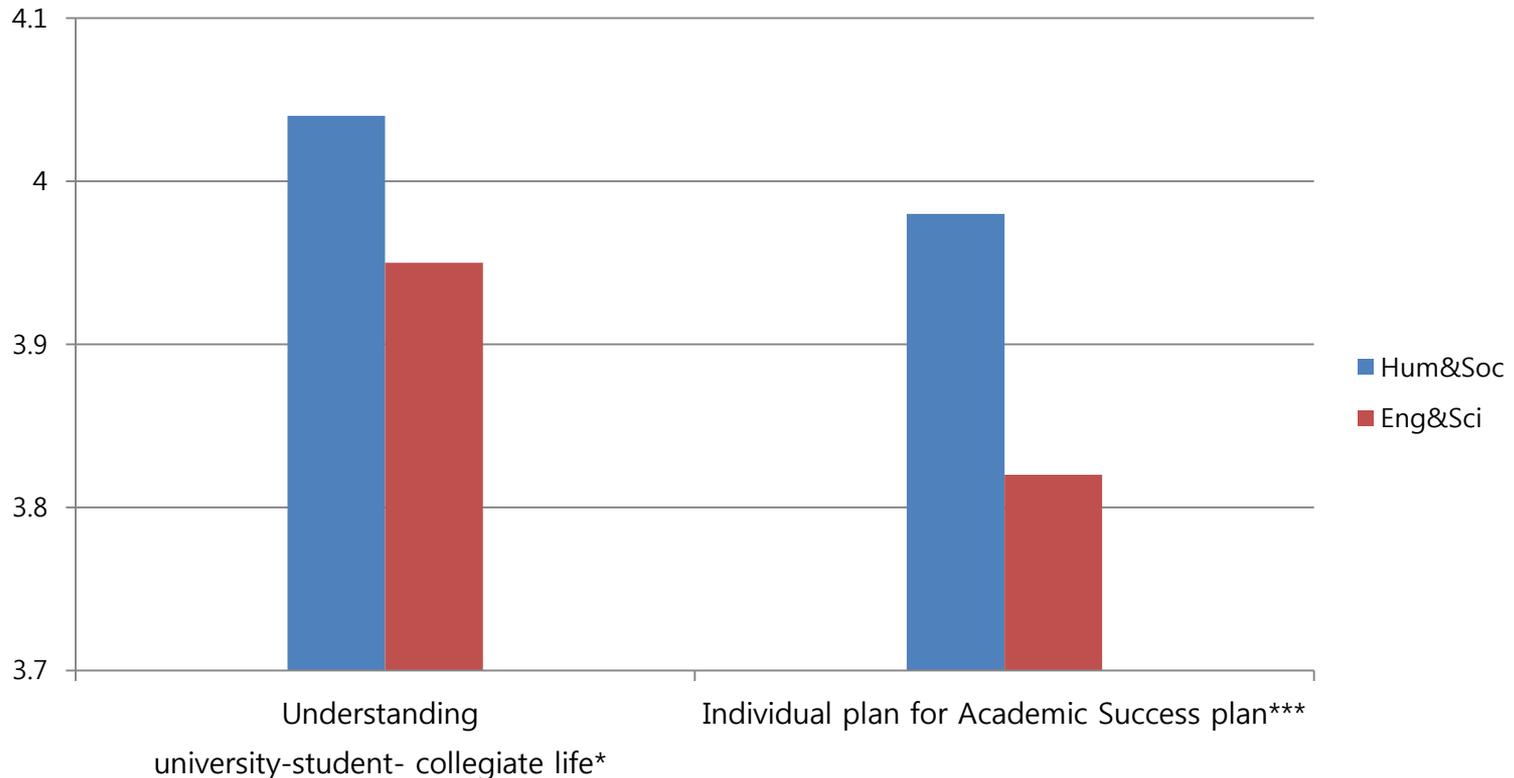


*P<.05, **p<.01, ***p<.001

1. Off-line Survey Result [course usefulness by major]

Q) How useful was "Yonsei RC101" for following outcomes?

[5 point scale: 1. not at all ~ 5.very useful]

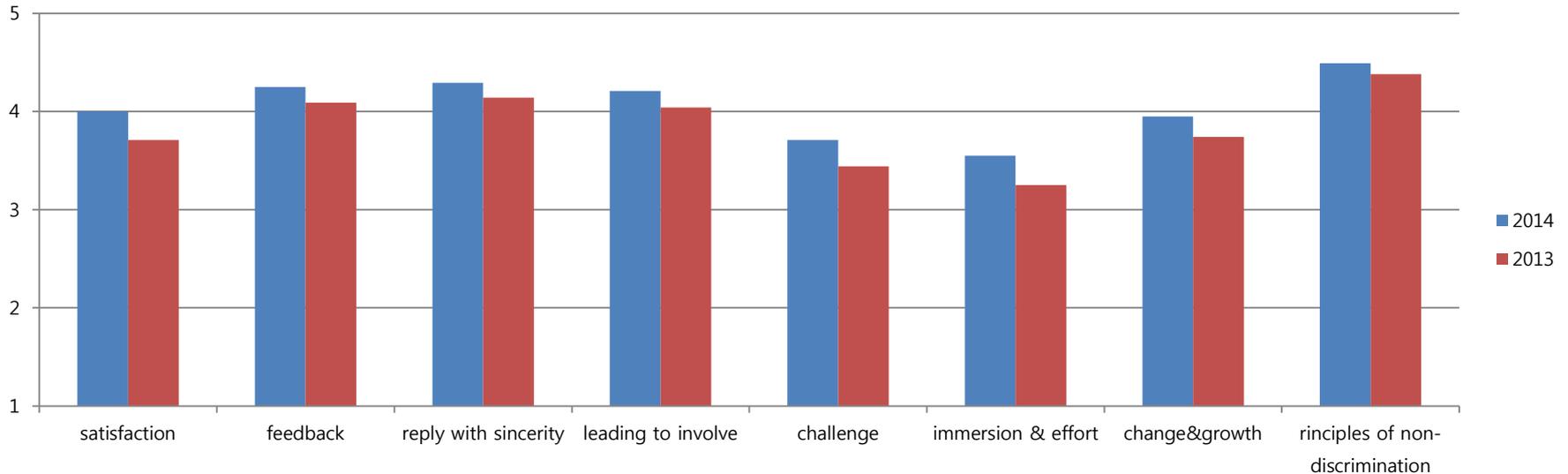


*P<.05, **p<.01, ***p<.001

2. Student Course Evaluation [Yonsei common questionnaire]

	satisfaction	feedback	reply with sincerity	leading to involve	challenge	immersion & effort	change & growth	principles of non-discrimination
2014 Average	4.00	4.25	4.29	4.21	3.71	3.55	3.95	4.49
2013 Average	3.71	4.09	4.14	4.04	3.44	3.25	3.74	4.38

[5 point scale: 1. strongly disagree ~ 5.strongly agree]



3. Instructor Self-Evaluation [Class Management Report]

[Outcomes]

- Effective for timely and concrete academic advising
- Inspires students to learn in a residential environment
- Provides practical information about college life
- Enables students to make a successful academic plan
- Improves student-faculty interactions

[Limitations]

- Difficult to draw students` attention and concentration due to pass or fail option and lack of course time(1 hour a week)
- Difficult to offer instructor`s immediate feedback and effective discussion due to the large class size

Conclusion & Implication

- Despite some limitations, Yonsei RC101 was found to be an effective tool for first year students' adjustment.
- Students' gender and major affected satisfaction & usefulness of the course.
→ First-year seminar and FYE programs should be designed to consider various characteristics of the students.
- Course evaluation for Yonsei RC101 improved from 3.71 (2013) to 4.0 (2014).
→ More engaged, more satisfied. 'Engaging pedagogy' is an effective tool for successful First Year Education.