McGraw Undergraduate Program

- Usage has **tripled** since AY 2008-9
- McGraw will receive over **10,000** visits from student this year
- **Over half** of the class of 2019 have used McGraw programs in AY 2015-6
- We directly support over **30 courses** each year
- Our **130+** peer educators receive extensive training in learning theory and pedagogy, including inclusive teaching
- Offers innovative programming: Principedia, Princeton Perspective Project
Why does Princeton need co-curricular programming focused on undergraduate learning?
Princeton’s Distinctive Teaching-Learning Culture

- Students with diverse educational experiences
- Instructors’ diverse pedagogical practices
- Undergraduate trajectory is marked by significant transitions
- Princeton’s distinctive research university/liberal arts curriculum poses challenges in terms of disciplinary breadth and scholarly depth
Aligning Learning With Teaching
How The McGraw Center Conceptualizes Its Programming

• McGraw Center programs are designed to benefit all students
• Make visible the “hidden curriculum”
• Help students develop methods and processes of effective learning
• Adopt a holistic and developmental perspective seeking to enable students to thrive in every aspect of their undergraduate careers
• Complement course work and independent work with small group and individualized instruction focused on skill development

Collaborate to integrate our programming into design of courses
Princeton undergraduates provide many of our programs and benefit greatly as students from our training and this work.
Princeton University
Initiatives for Access and Inclusion

Dr. Khrstina Gonzalez,
Associate Dean of the College
"A place at Princeton is a gift, one that can transform the life of any student, faculty member or other scholar who is lucky enough to receive it. We have an obligation to make sure that this gift is fully available to the entire range of people who can benefit from it."

--President Christopher Eisgruber, 2013.
Princeton’s Plan for College Access: A Legacy of Leadership

Key Historical Moments

• 2001: Princeton institutes “no-loan” financial aid
  ➢ Builds on “need-blind” admission, full-need funding

• 2001: Full-need aid for international students
  ➢ One of only five schools in the nation

• 2006: Princeton provides grants for eating club membership
  ➢ Make social experience more accessible
Recommendations of the Working Group on Socioeconomic Diversity

“[Lower-income] students report high levels of satisfaction with their Princeton experience and achieve academic results comparable to other students who enter the University with similar academic credentials. At the same time, however, some gaps exist that may challenge students with limited resources or otherwise limit their sense of possibility.”

--Princeton Working Group on Socioeconomic Diversity, September 2013
Differences in Experience
First-gen/low-income vs continuing-gen

- **Cultural Capital: Mastering the College Student Role***
  - New learning environment; scholarly expectations

- **Navigating and Using Resources**
  - Academic Resources (e.g. Writing/Study Center; group study)
  - Professional development (fellowships, internships, study abroad)

- **Structural Academic Challenges**
  - Entering AP credit differences

- **Sense of Belonging**

- **Hidden Costs of College**
  - Application fees, summer enrichment opportunities


Princeton Freshman Scholars Institute

Seven-week summer program that allows a cohort of entering students the chance to experience the intellectual, co-curricular, and social life at Princeton prior to the beginning of the fall semester.

- 80 incoming First-Generation and/or Low-Income Students
- Demonstrated scholarly commitment; leadership potential
- Fewer Academic Enrichment Opportunities (AP, lab experience/seminar experience)
- Different HS academic environment (often: low HS/4-yr college rate)
  - Geographically, racially, ethnically diverse
FSI Academic Program

Two Immersive Credit-bearing Courses
- HUM 250: Ways of Knowing (All students)
- MOL 152: Laboratory Research in the Life Sciences* (~25 students)
- EGR 150: Foundations of Engineering* (~25 students)
- POL 250: Visualizing Data (~30 students)

Integrated Introduction to Academic Resources
- Embedded peer course fellows
- Writing Center; Academic Resource Center integrated
FSI Co-Curricular Program

Introduction to Co-Curricular Resources and Opportunities

- Resource “Meet and Greets”
- Residential College Advising Introductions
- Academic/Professional Development Workshops
- Alumni Mixers
- Residential College Advising Introductions
- Study Break activities
How confident are you in your ability to do the following during your first year at Princeton?

Pre-FSI

![Bar graph showing confidence levels for various tasks during the first year at Princeton.](image-url)
How confident are you in your ability to do the following during your first year at Princeton?

Post-FSI
How confident are you in your ability to do the following during your first year at Princeton?

• **Writing a course paper**
  Before FSI: 40% are “Very” or “Somewhat Confident”
  After FSI: 86% are “Very” or “Somewhat Confident”

• **Participating in the lab portion of a science course**
  Before FSI: 49% are “Very” or “Somewhat Confident”
  After FSI: 70% are “Very” or “Somewhat Confident”

• **Asking a Question In Class**
  Before FSI: 56.25% are “Very” or “Somewhat Confident”
  After FSI: 82% are “Very” or “Somewhat Confident”

• **Talking to a Professor**
  Before FSI: 62.5% are “Very” or “Somewhat Confident”
  After FSI: 96% are “Very” or “Somewhat Confident”

• **Succeeding academically**
  Before FSI: 54% are “Very” or “Somewhat Confident”
  After FSI: 85% are “Very” or “Somewhat Confident”

*Data accessed 10/22/15
Ongoing Evaluation Methods: Pre/Post Survey; longitudinal study through CST*
Building on FSI: Gaps and New Opportunities

- Alumni Feedback: FSI provides great community
- Data: Increased sense of belonging/confidence

However:
- Size/resource constraints: limited population
- Summer Recruitment challenges
- Lack of ongoing “just in time” workshops
- No structured ongoing mentorship
- Few opportunities for cross-cohort mentorship
- Summer experience inequities
Scholars Institute Fellows Program: AY 2015-2016 Pilot

Opt-in Four-Year Scholars’ Community

• **Ongoing and Cross-Cohort Mentorship and Outreach**
  - Bi-weekly mentor groups
  - High-touch, individualized, and coordinated advising
  - Well-timed Resource Outreach (e.g. scholars’ calendar; website)
  - Mission-centered messaging/Community Visibility

• **Opens FSI Community**
  - Increase access to non-FSI first-gen; low-income students
  - Distance Access option
  - Family/Community Orientation/Online Resources

• **Continuing Summer Opportunities**
  - Equitable research, academic, and professional experiences
  - Leadership roles within the FSI community

• **Continuing a Legacy of Leadership**
  - Only Ivy+ Institution with a credit-bearing bridge program and 4-year scholars network
  - Key Recommendation of the Ad Hoc Working Group on Socioeconomic Diversity (2013)
Scholars Institute Fellows Program: AY 2015-2016 Pilot

- 165 students enrolled
- Monthly Mentorship Groups:
  - Embedded Undergrad Head Fellows & Faculty Fellows
- SIFP Scholars’ Points Calendar & Fellows Reflection System
- Alumni Outreach/Networking Mixers
Scholars Institute Fellows Program: Summer 2016 Pilot Expansion

FSI Enhancement
Summer Opportunities for Incoming First-Years

- **Goal:** Reach *all* first-gen/lower-income students
- **Distance Learning:** Online WOK/Mentorship
- **Family/Community Outreach:** Online Resources and New Orientation Program
- **Alumni Network:** “FLI” Reunion Event/Mixers
- **Fall Retreat:** FSI → SIFP Community Building
Scholars Institute Fellows Program: Summer 2016 Pilot Expansion

Scholars Institute Enhancement: Summer Opportunities for Continuing Students

- **Research:**
  
  “Re-Match Program” = Partnership with Grad School

- **Leadership and Teaching:**
  
  Course Fellows
  Residential College Advisors
  Partnership with Admissions: Community Outreach Mentors

- **Academic Enrichment:**
  
  Equitable Summer Course Access
FSI Leaders in Action!

FSI: fsi.princeton.edu
SIFP: sifp.princeton.edu
Email: kfg2@princeton.edu
The course will proceed on five tracks: lectures, seminars, an essay, a moot court, required reading during the semester and the reading period and a final examination or exercise. These parts form a coherent whole; missing a significant section of any one part will greatly reduce the value of the course.

*The “lectures” preempt a 90 minute period each Tuesday morning.* They will concentrate on general problems of and concepts in constitutional interpretation. These lectures will attack, even if they do not conquer, such problems as the nature of a constitution, approaches to constitutional interpretation, some concrete implications of different approaches for public policy and the development of several theories of constitutional interpretation.
Select an article, image, or film you wrote about in Weeks 1-3, or a new one from our evidence bank, and articulate a sociological or anthropological question it raises. Make an argument for the importance of this question and for the kind of research you think would best answer it; what sites, objects of study, and methods would you use, and why? Draw on at least one of this week’s readings to help you describe your proposed methods. (450-500 words; APA format)
Course Learning Cultures

Beliefs

Expectations

Assumptions
Assumptions, beliefs & expectations about...

- Disciplines & Inquiry
- Roles & Responsibilities
- Learning & Teaching