



First Year Programs & Learning Communities **Advisory Board**

First Year Experience, Learning Communities, Peer Education & Academic Support

Advisory Board Meeting Agenda

February 19, 2010

| AGENDA | |
|--------------|--|
| | Welcome and Introductions |
| 9: 00 | UICC – University Interdisciplinary Courses Committee |
| | <ul style="list-style-type: none"> • FYE Faculty Review Committee –Update • INTD 1800, 1810, 1820 • Steve Zinn – Committee Chair |
| 9:45 | Learning Communities |
| | <ul style="list-style-type: none"> • Marketing and Communication • EcoHouse and Public Health House • Community Fact Sheets • Learning Community Institute |
| 10:20 | Academic Support |
| | <ul style="list-style-type: none"> • AAC • UConn Connects |
| Next Meeting | Future Agenda Items <ul style="list-style-type: none"> • UICC - Update • Regional Campus Report • Instructor Recruitment |

NEXT MEETING

Spring 10 - May LC Institute

FYE Faculty Course Review Members

2009- 2010

Chairperson

- Steve Zinn – Animal Science

Members

- Crystal Park – Psychology
- Tom Recchio – English
- Larry Gramling – Accounting
- Scott Brown – Educational Psychology

FYE UNIV Course Description

Course Number: UNIV 1800

Course Title: University Learning Skills

Course Description (catalog): A component of the First Year Experience (FYE) program, this course is intended to acquaint students with the university and expand their learning experiences in order for them to adjust to the new expectations they will face. Involves assignments that will provide opportunities for students to enhance their academic and interpersonal skills.

Open to freshman and sophomore students only.

One class period

One credit (May not be repeated for credit)

Graded A-F

FYE Issues Considered

Instructor Qualifications

Certification Requirements

- An advanced degree
- Employment at the University within a unit that reports to the chief academic officer
- Experience working with first year students
- Completion of a training program prior to teaching UNIV 1800
- Participation in ongoing training modules to maintain certification beyond the first year

FYE Quality Assurance

- Mission
- Principles
- Goals/Objectives
- Syllabus Review

Learning Communities: Our Communities

2009-2010

Living Learning Communities

- **Business Connections**
- Community Service
- Connecting with the Arts
- EcoHouse
- EUROTECH
- **Exploratory Majors**
- Fine Arts
- Global House
- Honors Program
- Leadership, Learning & Life @ UConn
- Music
- (Pre-)Pharmacy
- Public Health House
- Social Justice
- Women in Math, Science & Engineering (WiMSE)

Denotes new community for 2010-2011

Learning Communities (Non-Residential)

- Allied Health
- Animal Science
- Environmental Science
- Exploring Helping Professions
- Pathobiology
- Pre-Communication Sciences
- Pre-Journalism
- Pre-Teaching
- **Social Justice**
- Avery Point Campus: Indigenous Peoples & the Environment

Learning Communities First Year Students 2009-2010

First-Year Student Profile

| Gender | Total | Percentage |
|--------------------|------------|------------|
| Female | 140 | 63.3% |
| Male | 81 | 36.7% |
| Grand Total | 221 | |

| Ethnicity | Total | Percent |
|--------------------------------|------------|--------------|
| Asian | 30 | 13.6% |
| Black/African American | 22 | 10.0% |
| Hispanic/Latino | 8 | 3.6% |
| Native Hawaiian/Oth Pac Island | 1 | 0.5% |
| <i>Total Minority</i> | <i>61</i> | <i>27.6%</i> |
| Not Indicated | 36 | 16.3% |
| White | 124 | 56.1% |
| Grand Total | 221 | |

| Average SAT* | Score |
|--------------|-------------|
| Math | 604 |
| Verbal | 578 |
| Total | 1182 |

**does not include Honors Students*

| Average cumulative GPA FA09 |
|-----------------------------|
| 3.08 |

| Residence | Total | Percent |
|----------------|-------|---------|
| In-state | 124 | 56.1% |
| Out-of-state | 84 | 38.0% |
| International* | 13 | 5.9% |

**does not include all Global House freshman*

| School/College | Total | Percent |
|---------------------------------|------------|---------|
| ACES | 88 | 39.8% |
| ACES, Liberal Arts & Sciences | 2 | 0.9% |
| Agriculture & Natural Resources | 4 | 1.8% |
| Business | 10 | 4.5% |
| Engineering | 11 | 5.0% |
| Fine Arts | 28 | 12.7% |
| Liberal Arts & Sciences | 57 | 25.8% |
| Nursing | 21 | 9.5% |
| Grand Total | 221 | |

Women in Math, Science, & Engineering (WiMSE) Learning Community

Student Profile 2002-2009

| Ethnicity | Total | Percent |
|------------------------|------------|--------------|
| Asian/Pacific Islander | 21 | 16.2% |
| Black | 11 | 8.5% |
| Hispanic | 9 | 6.9% |
| <i>Total Minority</i> | <i>41</i> | <i>31.5%</i> |
| Not Indicated | 15 | 11.5% |
| White | 74 | 56.9% |
| Grand Total | 130 | |

| Average SAT | Score |
|--------------|-------------|
| Math | 600.9 |
| Verbal | 572.6 |
| Total | 1174 |

| Residence | Total | Percent |
|--------------------|------------|---------|
| In-state | 89 | 68.5% |
| Out-of-state | 40 | 30.8% |
| International | 1 | 0.8% |
| Grand Total | 130 | |

| Degrees Earned | Total | Percent |
|--------------------------------|-----------|--------------|
| Allied Health Sciences | 1 | 1.9% |
| Biology | 13 | 24.1% |
| Chemistry | 3 | 5.6% |
| Communication Sciences | 1 | 1.9% |
| Engineering | 22 | 40.7% |
| English as a Second | 1 | 1.9% |
| Exercise Science | 1 | 1.9% |
| Health Care Management | 1 | 1.9% |
| Human Dev & Family Studies | 4 | 7.4% |
| Individualized | 1 | 1.9% |
| Journalism | 1 | 1.9% |
| Mathematics | 1 | 1.9% |
| Nursing | 1 | 1.9% |
| Pharmacy Studies | 1 | 1.9% |
| Spanish | 1 | 1.9% |
| Statistics | 1 | 1.9% |
| <i>Total Math/Science/ENGR</i> | <i>45</i> | <i>83.3%</i> |
| Grand Total | 54 | |

Women in Math, Science, & Engineering (WiMSE) Learning Community

Community Profile 2002-2009

- Of the 54 WiMSE students who have graduated, 45 (83%) received a degree in a science, math, or engineering-based major.
- The first-year retention rate of WiMSE students is 92%. *(92%)*
- The four-year graduation rate of WiMSE students is 72%; 6-year rate is 84%. *(4-year: 68%; 6-year: 78%)*
- 90% of WiMSE students have either graduated or are still enrolled at UConn.

(University-wide data)

UConn Connects Data

Fall 2009 Semester

| | |
|--------------------------------|-----------|
| Students Invited | 519 |
| Students Assigned Facilitators | 211 (41%) |
| Total Facilitators | 93 |

UConn Connects Data

Spring 2010 Semester

| | |
|--------------------------------|-----------|
| Students Invited | 829 |
| Students Assigned Facilitators | 372 (45%) |
| Total Facilitators | 109 |

UConn Connects Student Facilitators

HDFS 3080**UConn Connects Facilitator Internship**

- 120 hour internship
- Two hours/week in class
- Two hours/week in Master Coaching sessions
- Meet with a caseload of 6-7 students each week

UConn Connects Student Facilitators

A FACILITATOR'S JOBS**COACH/EXPERT**

(Ready for action)

Resources

Instruction

Directions

INTERVIEWER

(Resistant to Change)

No Advice

No Judgments

No Directions

Academic Achievement Center

- Sunday through Wednesday 4-8pm
- Free, Walk-in Process Tutoring
- Coach/Expert Role
- Coaches blog about their own process

