

The First Year College Village: A Partnership

Dr. John Ambrose, Interim Dean
Division of Undergraduate Academic Programs

Karen Hauschild

Associate Director, First Year College

Kathleen Ruppe

Associate Director, University Housing

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Introduction

- The purpose of this session is to introduce the four major components of the FYC Village: The FYC Advising Model, the curricular component, the residential component, and the assessment that has, and will continue to drive our efforts.
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N.C. State University



- Established 1887
- Public/Research I Land-Grant Institution
- 34,000 students
- W/in 25 mile radius of RTP and 7 other Higher Ed. Institutions.
- 44% female, 86% In-State
- ~1200 Avg. SAT score, 4.1 avg. HS GPA



So you may be wondering...

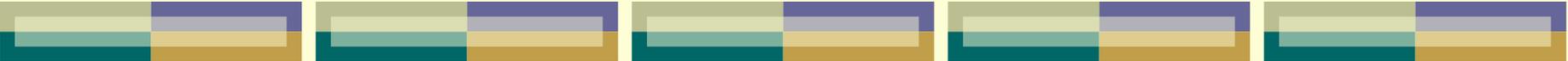
- How did all the partners come to the table?
 - How do the RA/RM's work together?
 - What do you do to make the links work?
 - How do you make the Faculty Fellows Program successful?
 - How do we share resources?
 - How do we assess what we do?
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FIRST YEAR COLLEGE

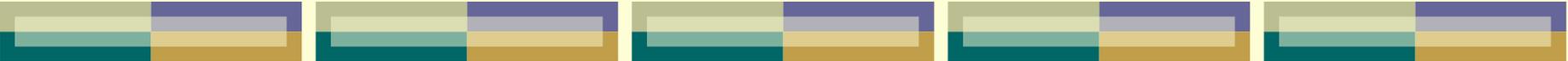


- Established 1995.
- Designed to aid “undecided” students. Had University mandates.
- Combined some resources already in place.
- Admit 650-850 students annually.
- 49% female, 94 % In-state.
- 1156 avg. SAT score, 3.98 avg. HS GPA



Mission of the First Year College

-  The mission of the First Year College at NC State University is to guide students through a structured process for transition to the University and selection of a major. This is accomplished through one-on-one advising, teaching and experiential learning, and the First Year College Village emphasizing theoretical and practical methods of inquiry, guided reflection, engagement, assessment and analysis. Through this process students will gain the foundation for acquiring the knowledge, skills and attitudes necessary to become self-reliant and productive citizen of an increasingly diverse community.
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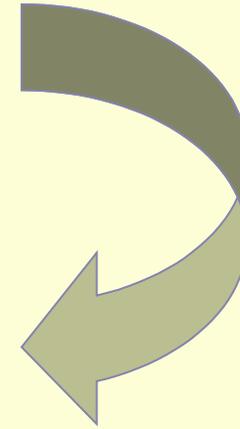
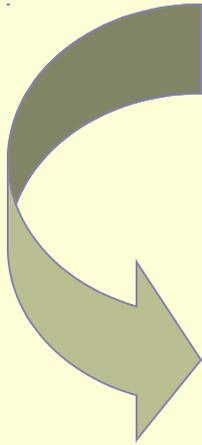


Learning Community Elements

First Year College:
Advisers-Teachers
Transition/Involvement

FYC Village:
Resident Mentors
Learning-centered community

First Year Inquiry:
Faculty from across curricula
inquiry/critical reasoning





FYC's Operations

-  At the heart of First Year College (FYC) are Academic Advisers who are centrally located on campus in the FYC Commons. The students' relationship with an Adviser begins at summer Orientation and continues to develop throughout the year. The intensive advising, personal attention and concern for students' well-being is a central feature of the FYC student learning experience.
 -  FYC Advisers provide individualized academic advising and counseling to students. In addition to this personal interaction, academic advisers facilitate and teach a **first year credit bearing orientation course (USC 101a/102a)** for their FYC students each fall and spring. Not only do the students see the Advisers weekly in the orientation course, they also meet with the Adviser a minimum of two times each semester outside of class, for a total of four official advising meetings during the school year.
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Purpose of University Housing

Mission Statement

- University Housing supports the mission of NC State by providing programs, services and facilities which promote educational and personal development for campus residents.

Operating Principles

University Housing is committed to:

- Residential facilities that are comfortable, well-maintained and reasonably priced.
 - Respect for diverse people, values, and ideas.
 - Excellence through continuous assessment and innovation.
 - Student-led communities which promote academic and personal success.
 - Active partnerships with residents, faculty, staff and others.
 - Employee development and involvement in decision-making.
 - Safety for residents and staff as a shared responsibility.
 - The standards of the housing and student affairs professions.
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How Housing Operates

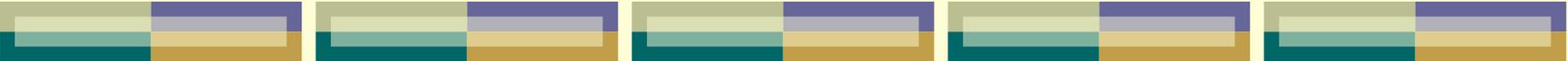
University Housing is a decentralized system. Central Campus TOTA area houses the First Year College Village. The Housing staff that contribute to the success of the FYCV include the Central Campus Associate Director, TOTA Assistant Director, Tucker & Owen Hall Residence Directors, Resident Advisors & Resident Mentors.

-  Residence Directors are full time graduate students, usually pursuing a Higher Education Administration Masters degree, and part time staff who work 25 hours per week. They are responsible for all aspects of their halls including supervision, hall council advising, programming, student conduct, facilities management, emergency response and FYCV.
 -  Resident Advisors are upper-class students who live on the floors and strive to build community through programming, assisting with roommate concerns, and upholding University policies.
 -  Resident Mentors are generally sophomores who were previous members of FYCV and now serve as additional resources, role models, programmers, and some as teaching assistants for USC 101A & 102B.
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What Identified us as a Village?

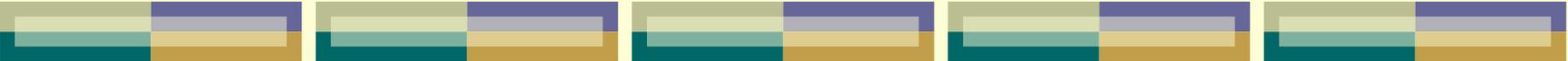


- Village Advisory Council
- Programmatic Endeavor
- Shared Resources
- Assessment Tools
- Shared space
- Joint staff



First Year College Village Advisory Council

- Created a Village Advisory Council in the Fall 2004 made up of representatives from FYC, University Housing, FYI Faculty, and Student Leaders.
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FYC Village WOLFPACT

**EXPLORE, ENGAGE, EXCEL:
EMBRACE YOUR FUTURE**



Our Red Wall





How We Operate Together

-  FYCV Council meets at a set time for two hours every other week.
 -  The FYC Associate Director leads the meetings with an agenda and minutes from the previous meeting.
 -  The FYCV Council created a Mission statement, outcomes and an assessment tool.
 -  Sub-committees which meet on the “off” weeks are created each year based upon the desired outcomes for that particular year.
 -  University Housing and FYC have different staff talents and funding resources, and both departments are committed to sharing their resources so that each are equally contributing to the success of the Village.
 -  Core to the partnership success is being in close proximity with a shared office building which lends itself to daily contact, strong communication, and ultimately the development of a trusting relationship.
 -  FYC and University Housing operate in a true partnership with an overall philosophy that we are stronger together than separate.
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Our Humble Beginnings: FYC Hallway



- The First Year College was located on the Ground Floor of Tucker Residence Hall
- Our USC classrooms were housed on the ground floors of our Village halls: Tucker and Owen.



Student Room

These students won the Room Decorating Contest!

TUCKER RESIDENCE HALL



OWEN RESIDENCE HALL



TUCKER/OWEN BEACH AREA



Our New Building: FYC Commons



Where we are now: FYC Commons



- How we financed the building
- Where did the dollars come from?
- The FYC Commons houses University Housing, FYC, Study Abroad, Transition Program and Center for Excellence in Curricular Engagement Offices





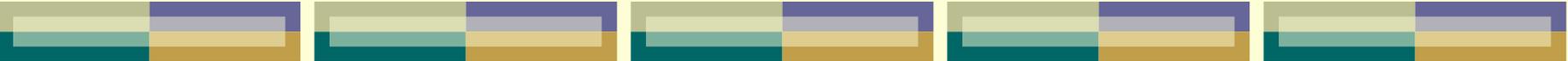


Purpose of the RM Position

- Resident Mentors (RMs) serve as a para-professional component for Tucker and Owen Residence Halls (the Village).
 - The RMs enhance the first year experience for all students residing in Tucker and Owen and enrolled in the USC 101A and 102A courses. The RM serves as a TA in selected sections of the USC classes. Through mentoring, tutoring, and community building, the RMs assist the student in their transition from high school to the collegiate environment and will also assist both University Housing and First Year College in creating a seamless community between Academic and Student Affairs.
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Our Resident Mentors





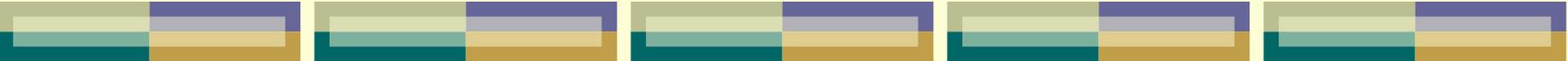
P.A.W.S. Program

Pack Academic Workshop Series

 The purpose of PAWS is to provide FYCV students with programs that will enhance their knowledge, skills and abilities in their pursuit of academic success.

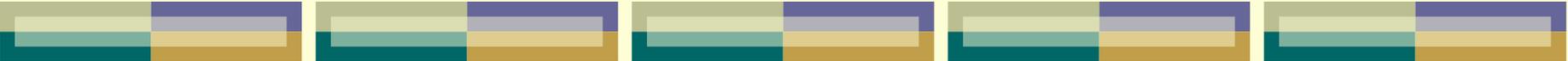
 **Programming Categories:**

- Personal Understanding (Define Yourself and Live and Learn Together)
 - Time Management/Stress Management (Achieve Academic Excellence)
 - Study Skills (Achieve Academic Excellence)
 - Choosing A Major (Discover Your Options and Design Your Future)
 - On Campus Resources (Discover Your Options, Live and Learn Together and Make Connections)
 - Test Taking Skills (Achieve Academic Excellence)
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Things We Learned

- Most students agree that they have felt more comfortable being at NC State as a result of an RM in their USC class.
 - Most students agree that the RM in their USC class has offered valuable insight into their college experience.
 - We need to increase the ratio of RM on the floor to the same RM in the classroom.
 - Students are seeking assistance from the RM in the halls for personal and academic concerns.
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RM Leadership Development Class

- Began in Fall 2003: USC 220, an adapted RA class exclusively for RM's.
 - Two credit hours
 - Class meets two times a week for one hour, 15 minutes each Fall.
 - Co-taught by RMC, AC and RD's from Village.
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Battle of the Beach



Tucker Won





First Year Inquiry

- Initially Funded by the Hewlett Foundation
- The initial First-Year Inquiry courses were offered in the fall of 1999. The Hewlett Steering Committee tentatively set 20 as the enrollment limit for the classes. The faculty was charged to find ways to make the small-class size contribute both to unusually strong success in the cognitive content of the course and also to the over-all objective of beginning to develop a sense of, taste for, and skills in inquiry. This objective implied three assessable outcomes:
 - taking charge of one's thinking--development of the ability to think critically
 - growing beyond dualism --intellectual maturity
 - taking responsibility for one's own education

Currently funded by Division of Undergraduate Academic Programs





What is a “Linked” Course?

- “In the fall of 2001, an experimental format took all the FYC students who had enrolled in the same FYI course and put them into the same section of the FYC one-credit course. Furthermore, all the students in a given pair of sections live in the same residential unit. This format enables students to see one another inside and outside of class, enhances their opportunities to continue discussion on course topics outside the classroom and to bring issues from outside the class into the class for scrutiny and clarification.”
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Past FYI “Linked” Courses

- CH 102 Q (Chemistry Lab)*
- COM 110Q (Intro to Public Speaking)*
- ENT 203Q (Honey Bee & Beekeeping)*
- HI 210Q (Modern Europe- 1815 to Present)*
- HI 252Q (Modern American History)*
- MDS 220Q (Ocean & Coastal Frontiers)
- MDS 302Q (Contemporary Science, Technology & Human Values)*
- MUS 180Q (Introduction to Musical Experiences)
- MUS 200Q (Understanding Music)*
- PS 201Q (American Politics & Government)*
- PSY 201Q (Controversial Issues in Psychology)*
- SOC 204Q (Sociology of the Family)*

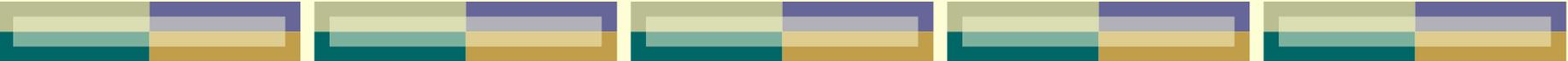
*Indicates these are courses that have been offered more than once since the program's inception

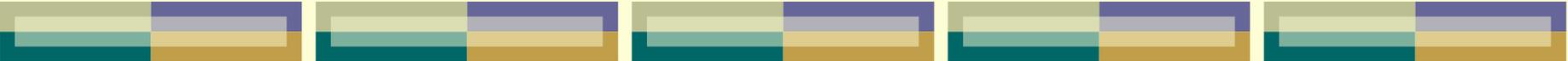




History of the Link

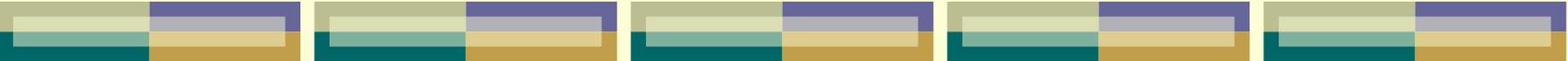
- First year (01-02): course “link” primarily in name only; some course overlap (ENT, PSY); five Fall links
 - Second year (02-03): most are overlapping course material (ENT, PSY, MUS, MDS 220 & 302, HI 210 & 252); this is when we began assessing GPAs; seven Fall links
 - Third year (03-04): Continued assessment; ten Fall links
 - Fourth year (04-05): Overlapping course material with some out of classroom experiences; Stated minimum “overlapping” of courses; nine Fall links
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- Fifth year (05-06): Continued assessment and “overlapping”; ten Fall links
 - Sixth year (06-07): Began longitudinal assessment; nine Fall links
 - Seventh year (07-08): Broadened assessment possibilities; nine Fall links
 - Eighth year (08-09): Continued assessment; 10 Fall links
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Assessment Tools

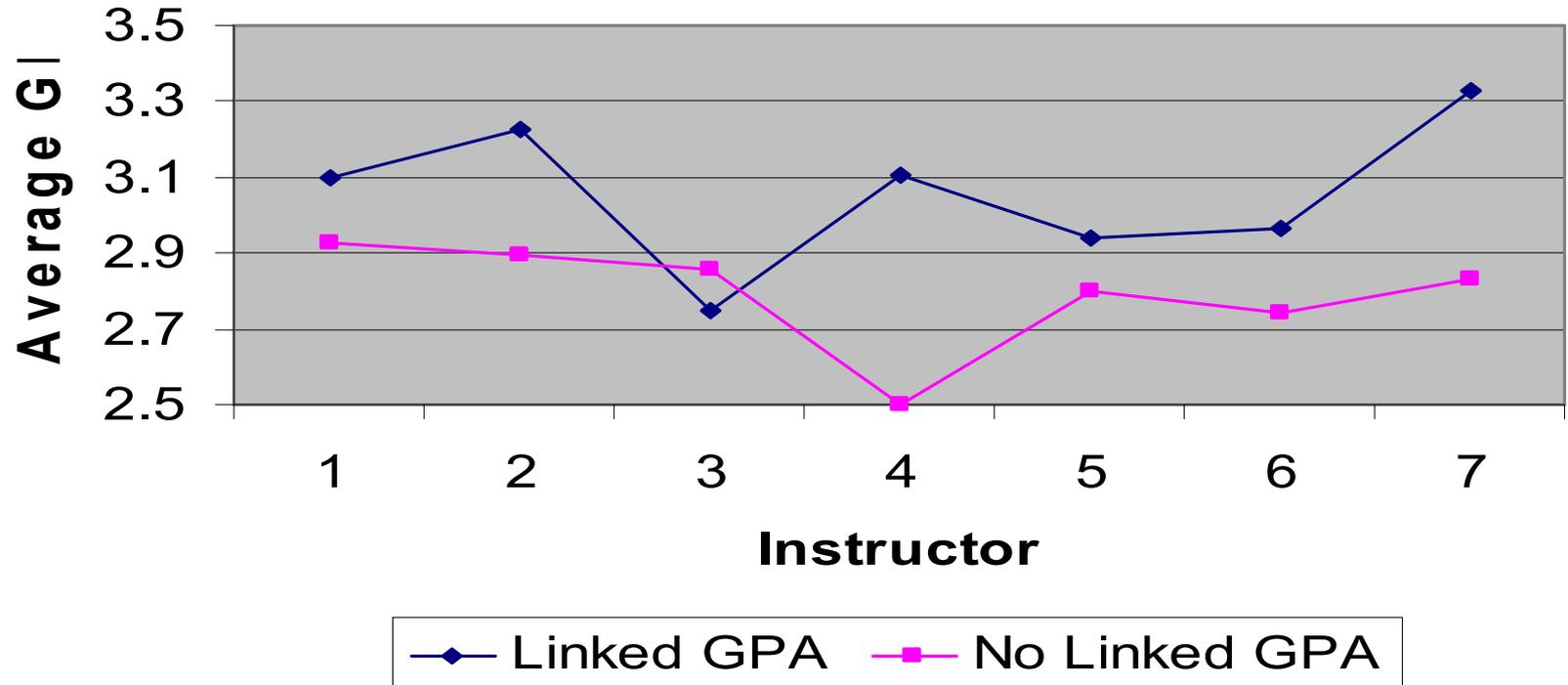
- Student Experiences Survey
 - GPA Comparisons
 - Hours Completed comparison
 - SOAR
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Assessment to Date

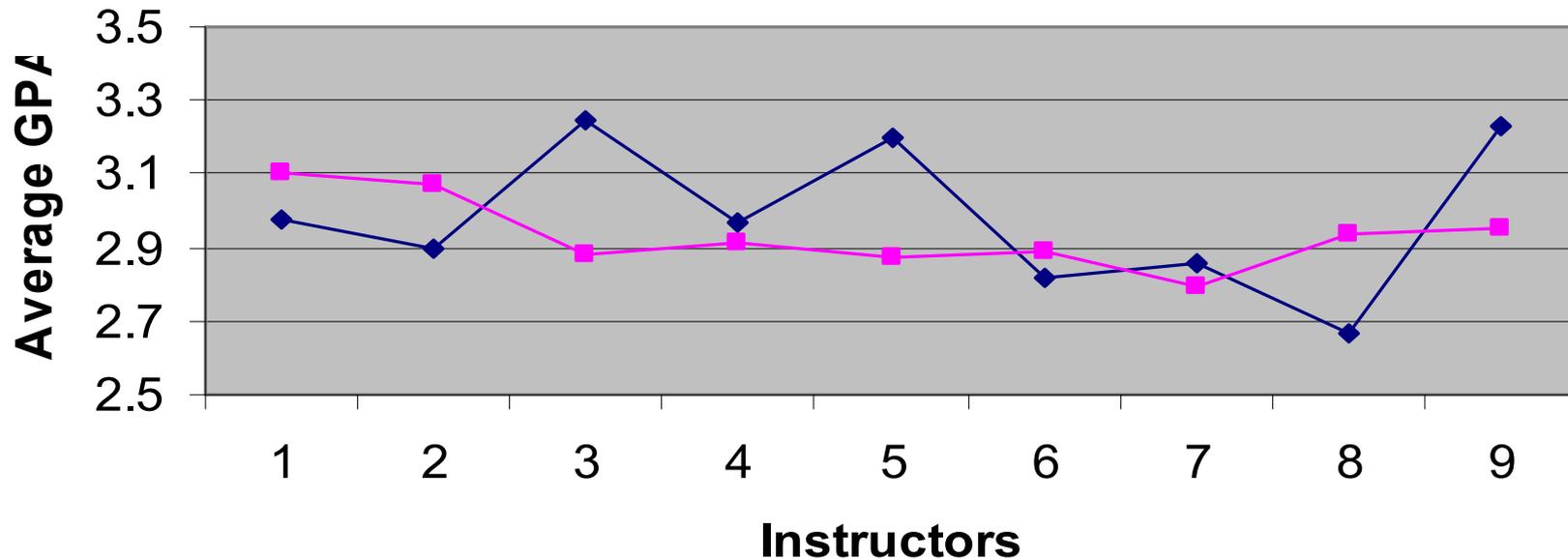
- Boyer Partnership Assessment Project (2003-2005) recommended:
 - ✓ All FYC students live in the Village.
 - ✓ Further strengthen relationship between RM's and RA's.
 - ✓ Continue assessment of FYC students beyond the first year.
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2002-2003 Comparison of Linked & Non Linked Courses



OVERALL STATISTICALLY SIGNIFICANT DIFFERENCES AT THE P = .05 LEVEL BETWEEN LINKED AND NON-LINKED COURSES BASED ON STUDENT GPA.

2003-2004 Comparison of Linked & Non Linked Courses



—◆— Linked GPA —■— No Linked GPA

OVERALL = N/A



Linked FYC Courses & Fall 05 GPA Matched Advisers

<u>Treatment</u>	<u>Fall 05 GPA</u>	
• Linked FYC & FYI Course	3.076	n = 184
• Non-Linked FYC & FYI Course	2.900	n = 76
• Non-Linked FYC & No FYI Course	2.759	n = 226
Average:	2.901	n = 486

Significant Difference at the .05 level:
#1 & #3





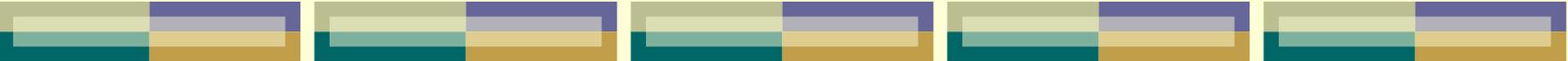
Linked FYC Courses & Fall 05 Credit Hours Completed Matched Advisers

<u>Treatment</u>	<u>Credit Hours Completed</u>		
• Linked FYC & FYI Courses	14.62	n =	184
• Non-Linked FYC & FYI Course	14.18	n =	76
• Non-Linked FYC & No FYI Course	14.16	n =	226
Average:	14.34	n =	486

Significant Difference at the .05 level:
#1 & #3

Note: Differences in credit hours completed is due to hours dropped during the semester.





Linked FYC Courses & Fall 06 GPA Matched Advisers

Treatment

- Linked FYC & FYI Course 3.070 n = 164
- Non-Linked FYC & FYI Course 2.950 n = 80
- Non-Linked FYC & No FYI Course 2.837 n = 448

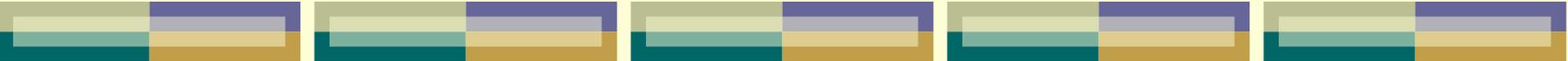
Fall 06 GPA

Average

2.905 n = 692

Significant Difference at the .05 level: #1 & #3



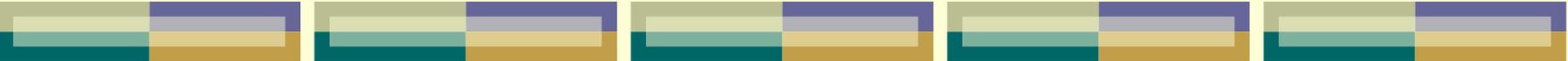


Linked FYC Courses & Fall 06 Credit Hours Completed Matched Advisers

<u>Treatment</u>	<u>Credit Hours Completed</u>
• Linked FYC & FYI Courses	14.51 n = 165
• Non-Linked FYC & FYI Course	13.88 n = 81
• Non-Linked FYC & No FYI Course	13.56 n = 455
Average	13.82 n = 701
Significant Difference at the .05 level: #1 & #3	

Note: Differences in credit hours completed is due to hours dropped during the semester.





Linked FYC Courses & Fall 07 GPA Matched Advisers

Treatment

- Linked FYC & FYI Course
- Non-Linked FYC & FYI Course
- Non-Linked FYC & No FYI Course

Fall 07 GPA

2.99 n = 153

2.90 n = 124

2.81 n = 440

Average

2.86 n = 717

Significant Difference at the .05 level: #1 & #3





Linked FYC Courses & Fall 07 Credit Hours Completed Matched Advisers

Treatment

- Linked FYC & FYI Course
- Non-Linked FYC & FYI Course
- Non-Linked FYC & No FYI Course

Fall 07 Credit Hours

13.87 n = 153
13.47 n = 124
13.20 n = 440

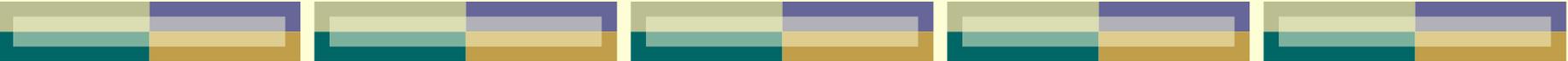
Average

13.39

n = 717

Significant Difference at the .05 level: #1 & #3



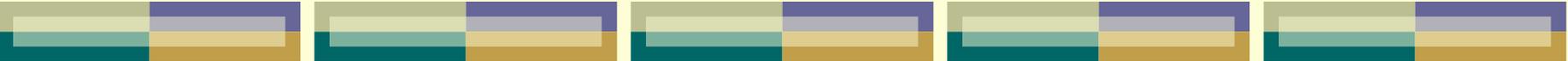


Linked FYC Courses & Fall 08 GPA Matched Advisers

<u>Treatment</u>	<u>Fall 08 GPA</u>	
• Linked FYC & FYI Course	3.05	n = 215
• Non-Linked FYC & FYI Course	2.82	n = 77
• Non-Linked FYC & No FYI Course	2.85	n = 387
Average	2.91	n = 679

Significant Difference at the .05 level: #1 & #3



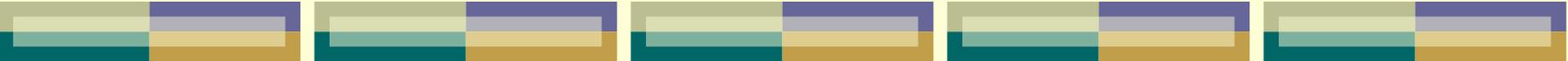


Linked FYC Courses & Fall 08 Credit Hours Completed Matched Advisers

<u>Treatment</u>	<u>Fall 08 Hours</u>	
• Linked FYC & FYI Course	14.3	n = 216
• Non-Linked FYC & FYI Course	13.1	n = 79
• Non-Linked FYC & No FYI Course	13.6	n = 393
	Average	13.7 n = 688

Significant Difference at the .05 level: #1, #2 & #3





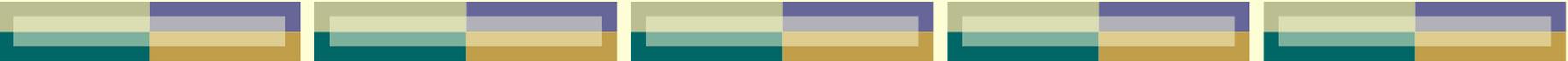
Linked FYC Courses & Fall 05 GPA

Two Years Later

<u>Treatment</u>	<u>Fall 05 GPA</u>
• Linked FYC & FYI Course	3.10 n = 169
• Non-Linked FYC & FYI Course	2.98 n = 118
• Non-Linked FYC & No FYI Course	2.90 n = 352
Average:	2.97 n = 639

Significant Difference at the .05 level: #1 & #3





Linked FYC Courses & Fall 05 Credit Hours Completed

Two years later

<u>Treatment</u>	<u>Credit Hours Completed</u>		
• Linked FYC & FYI Courses	60.86	n =	169
• Non-Linked FYC & FYI Course	58.97	n =	118
• Non-Linked FYC & No FYI Course	57.12	n =	352
Average:	58.45	n =	639

Significant Difference at the .05 level:
#1 & #3

Note: Differences in credit hours completed is due to hours dropped during the semester.





Summary of Comparisons

- Students in linked course situation (FYC + FYI) always outperformed students not taking linked courses as measured by GPA and credit hours completed in Fall 2005.
 - These differences were significant at the .05 level when comparing students' GPA and credit hours completed based on linked courses versus no FYI course.
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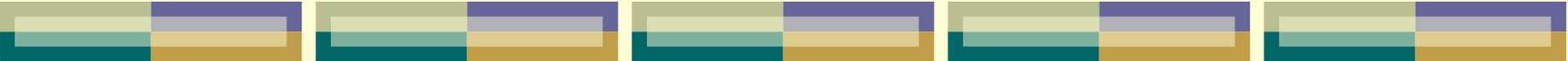
Summary (cont.)

- Students taking FYI courses but not linked courses always outperformed students not taking any FYI courses as measured by GPA and credit hours completed.
 - These differences were not significant at the .05 level
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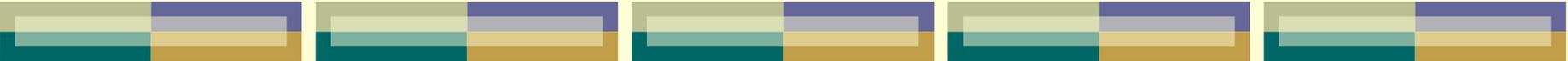
Overall Summary

- Students taking FYI courses seem to outperform students not taking FYI courses, based on GPA and credit hours completed; BUT the difference is only *significant* when the students are taking the FYI courses in a *linked course* situation.
 - The synergy of FYI courses in a linked course situation is the controlling variable.
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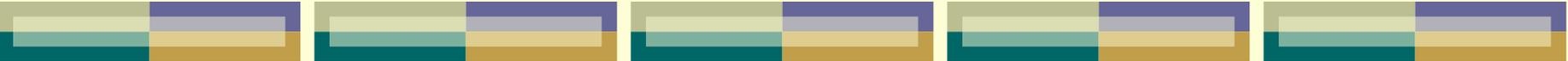
Village Summary

- NC State's only "Village of the Year" recipient
 - Higher GPA's and more hours passed
 - RM Leadership Positions
 - Dinner Discussions
 - Faculty Fellows/Pizza & a Prof
 - Self-Designed Student Experiences Survey (SES)
 - Dinner and Theatre Opportunity
 - Summer Reading program which grew into University Reading Program
 - "Suite" Deal
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Suite Deal

- 1st year: 44 students
 - 2nd year: 44 students
 - 3rd year: 144 students
 - 4th year: 301 FYC students that returned to campus for 08-09, 220 of these students signed up for Bragaw, Lee and the Tri-Towers, and 160 of these students signed up in the “suite deal.”
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Fall 2007 SES Data

-  FYC students who lived in the village were *more* likely to participate in intramural teams (ns), be a building hall council representative, participate in a visual/ performing arts/ music group (ns), be part of student government (ns), participate in a campus religious organization, and participate in other NCSU club/organization, and were *less* likely to belong to a fraternity or sorority or participate in ongoing community service (ns) than students who did not live in the village.
 -  Students who lived in the village were more likely to attend residence hall programs/activities than students who did not.
 -  Students who lived in the village spent slightly more time socializing and on the computer than students who did not live in the village.
 -  FYC students who lived in the village were *more* likely to have used the walk-in tutorial services available in FYC Commons, the residence hall lounge to study, and the FYC computer lab and were *less* likely to other campus computer labs than students who did not live in the village.
 -  Students who lived in the village spent slightly *more* time socializing with faculty outside of class (ns) and engaging with other students in discussions about diversity (ns), religion/spirituality, and societal issues/current events than students who did not live in the village.
 -  Students who lived in the village were more likely to state that they planned to live in a NC State residence hall next year than students who did not live in the village, however, again this difference could be in part accounted for by those students who live at home.
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Spring 08 SES Data

-  85% response rate
 -  87% of FYC students reported participating in at least one activity during the spring semester.
 -  Compared to the F07 SES results, resource usage in most areas is slightly higher or about the same. The largest increases in usage are seen for use of the FYC Commons Computer Lab (53.5% usage in fall to 61% usage in spring), and attendance at Counseling Center Workshops (7.3% in spring to 14.2% attendance fall). The frequency of discussing personal concerns decreased since fall (41.3% to 35.7%). The areas where students were most likely to select “have not used but should have” were the same for fall and spring: Pack Study or other walk-in tutoring, Writing and Speaking Tutorial Services (all locations), SI, and personal or weekly assigned tutor.
 -  Students in the Village reported socializing with a faculty member outside of class and engaging in discussions about diversity and religion/spiritually more than their non-Village peers ($p < .05$). There was a near significant result in the same direction for engaging with other students in discussions about societal issues/current events.
 -  A total of 91 students (15% of survey population) indicated that they have committed to a leadership role for the fall. Roles in Greek ($n=23$), mentoring ($n=13$), religious ($n=12$), and sports organizations ($n=4$) were the most frequently mentioned. Twenty-four students indicated roles in a variety of other organizations and 15 did not specify a role.
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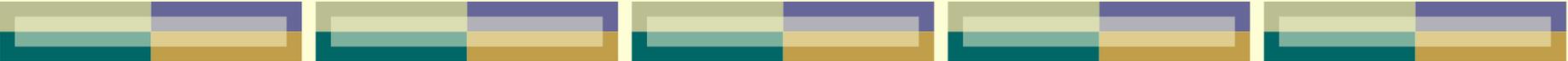
Summer Reading Mural





Our Financial Evolution

- Historically departments that haven't worked together in the past
 - Expenses:
 - RM Salary
 - Time (Staff)
 - Programming funds
 - Faculty Involvement for teaching (one-time annual \$1000 stipend)
 - Tuition increase goes directly to increase seats in “critical-thinking” courses
 - Construction money- ~\$5.2 million; 30-year mortgage
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Summary

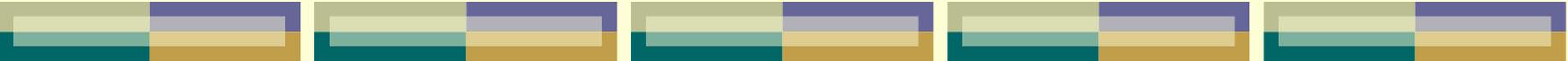
- Common goals/interests
 - True partnership—we can't accomplish mutual goals alone
 - Bring different yet an equal amount of resources to the table
 - Fit
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Publications

“The First Year College Village: How Academic Affairs and Students Affairs Works Together” by John Ambrose, Karen Hauschild, and Kathleen Ruppe
Metropolitan Universities, Vol. 19, No. 2, 2008, p. 32-57.





QUESTIONS????





Keep in Touch

- Dr. John Ambrose, Interim Dean,
DUAP, john_ambrose@ncsu.edu
 - Karen Hauschild, Associate Director,
First Year College, 919-515-8266 or
karen_hauschild@ncsu.edu
 - Kathleen Ruppe, Associate Director,
University Housing, 919-515-3078
kathleen_ruppe@ncsu.edu
- 